

# Update Taskforce Assessment

Below an update of the taskforce about four topics:

- Students with disabilities
- Waiting lists for exams
- Security and Privacy guidelines for Oral Exam
- Guidelines on complementary oral check

## Studying with a disability

Decisions concerning adjustments relating to examinations are taken by the Board of Examiners as is stated in the TER (article 25). Adjustment can involve form, timing, aids permitted during testing and location.

Especially around the extra time we have received questions from lecturers and students. The rules and regulations have not been changed around this article.

We do would like to give some practical advice on how to implement timing adjustments with remote assessment.

There are two practical ways to organise this in Brightspace:

- For assignments, Brightspace has [the option of different submission times](#) built in.
- For [quizzes](#):
  - You can create an extra group for these students and give them an exam with extra time.
  - Set the time for quizzes or assignment for 35 minutes instead of the planned 30 minutes and give the instructions that regular students are only allowed to take 30 minutes.

In general, if you have multiple timed quizzes or assignments time-boxed together (i.e. you need the start-times of a single quiz to be the same), there should be time in between to facilitate students with a disability.

## Waiting lists for exams in Osiris

Students who are on the waiting list for exams on 7, 8 or 9 April will not be admitted to exams automatically. They will receive an email that they can contact the examiner (lecturer) to request to be admitted. ESA does not know for these exams what type of alternative examination has been chosen (and whether it involves an oral exam in which case the capacity of the lecturer is limited) and in this way the lecturers can decide how many students they can handle.

## Security and Privacy Guidelines for Oral Exams

The taskforce has written security and privacy guidelines for oral exams. These guidelines are based on the advice of the TU Delft privacy team and in accordance with the relevant laws.

The guidelines are attached and will be published on Brightspace support site.

## Complementary oral check

Many examiners will use the complementary post-exam oral check as anti-fraud measure. It is important to mention that this is not a grade determining part of the examination, it is only applied to check if the student has been honest in submitting his/her work.

In case you do a complementary oral check on a sample of your student population, please consider the following:

- We recommend to do the check shortly after the exam has been finished and before you have graded the exams.
- Preferably pick the students totally random (so not the first 20% in alphabetical order).
- If you decide to use an algorithm to select students, make sure to make the selection criteria explicit.
- What to ask:
  - Repeat some of the questions and see if the answers match (more or less).

Be aware that students might be stressed, so that they will perform slightly worse. But also, be aware that the students have had time to talk about the exam and that they have a copy of their work in front of them. Therefore, it might be better to:

- Ask for an explanation of his/her answer.

The checks can be recorded, but only be stored if there is a suspicion of fraud. The recording and storing should be done in a similar way as described in Security and Privacy Guidelines for Oral Exams.

In case you come across irregular results while you are scoring the assignment/exam and suspect fraud, please follow the regular processes.