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KAZGUU UNIVERSITY
ASSESSMENT POLICY
(EXAMINATION REGULATIONS)**

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CHAPTER 1. GENERAL EXAMINATION REGULATIONS

1. The dates of all examinations other than the ones for students with special needs shall be appointed by the Registrar Office.
2. The Examination Schedule shall be published at least two weeks before the examinations start date. The schedule must be available for all students and faculty members through Canvas LMS and corporate e-mail. Any changes after official announcement a student shall send an application addressed to the Dean of the Higher School through the University app.
3. In no event examination schedule can be changed in shorter than two days before the exam period start date approved by the Higher School Dean.
4. The date of submission of the final assessment assignment shall be specified by each instructor in the course syllabus and be no later than a week before the course completion.
5. Examinations for students with special needs may be carried out according to Inclusive Education Policy and recommendations of the HSE/KLS/SLA Academic Quality Committee.
6. Examinations for students with emergency reasons may be granted only in exceptional circumstances such as funeral, unexpected health condition and with the support of the department concerned.
7. In cases of illness a student shall submit an application addressed to the Dean of the Higher School through the University app and include a medical certificate.
8. Re-examination may be appointed after the consideration of the Higher School Dean. Such examinations may be administered where circumstances beyond the control of a student affect her/his academic performance and shall be conducted within the examinations period.
9. No student shall be admitted to any final examination unless:
 - A. Student gains the required points in continuous assessment, if this

- requirement is prescribed in the syllabus of the course;
- B. Students meet all financial obligations;
 - C. A student receives a course continuous assessment part waiver by the Academic Quality Committee (ex. Academic Mobility Programme and transfer students).
10. The form of assessment is defined by the instructor and approved by the Academic Quality Committee of the Higher School.
 11. Students are informed of the examination assessment form in the first class of the course and Syllabus uploaded in Canvas LMS.
 12. Questions, cases and tasks shall be reflective of the whole program of the course and enable to assess students' advances in the course in general.
 13. Authors of examination materials shall comply with confidentiality requirements and are not entitled to share them with anyone else.
 14. Several variants of examination should be compiled at least a month in advance:
 - A. for oral examination assuming an average of 12 students in a group;
 - B. for written examination: assuming an average of 60 students in a batch.
 15. Approved variants of examination paper are sealed in envelopes (every variant in a separate envelope) by the Higher School Dean or a vice Dean.
 16. The form of assessment is defined by the instructor, in response to specific knowledge, skills and competences students are to acquire after completing the course, and approved by the Academic Quality Committee of a Higher School.
 17. According to the examination workload, students should not have more than one examination a day.
 18. An average final exam lasts 120-180 minutes. It is necessary for an instructor to specify the schedule time and duration of an exam by submitting information about the examination form and examination books to the head of the respective educational program, which is approved by the Academic Quality Committee.

19. During the examination period, exams can be scheduled for any day including weekends (Saturday and Sunday).
20. Examinations are not scheduled for National Holidays.

CHAPTER 2. EXAMINERS

21. Every examination, in a written or oral form shall be developed and graded by Examiners except where the Academic Quality Committee recommends otherwise.
22. Examiners shall ensure that students are aware of all grades (course continuous assessment part) before the beginning of examination period. In case of continuous assessment Examiners shall ensure the timeliness of grading for each assignment.

CHAPTER 3. STATE EXIT BOARD OF EXAMINERS AND EXAMINERS APPOINTMENT CRITERIA

23. The Board of Examiners is formed for each Educational Program (Major).
24. Office Registrar shall provide the list of candidates for the awarded degrees, and their academic results to the Academic Quality Committee of the Higher School for approval.
25. All proceedings at meetings of examiners shall be strictly confidential and grades shall not be communicated to anyone before they are published officially.
26. Examiners shall be teaching the course for at least a semester and/or have demonstrated research, industry or teaching experience in the course field.
27. Examiners for the STATE EXIT EXAM shall be appointed by the Dean of the Higher School and approved by the Academic and Research Council.
28. Eligibility criteria of the Examiners' Chairperson are stipulated by the Education Standard Rules, in addition to which Higher School could require professional certifications such as for the Finance, Accounting and Audit Majors.

CHAPTER 4. FORMS OF EXAMS

29. Final examinations by its assessment are divided into:

- Final examination is the form of assessment which checks the collected knowledge, skills and competences by the end of the course;
- Continuous assessment (current or homebased assignments) is the form of assessment which checks the collected knowledge, skills and competences gained for a determined period.

30. Final examinations by its access to materials are divided into:

- Open book examinations are intended to measure, to a greater extent, the level of skills and competences acquired by students in a particular course and, to a lesser extent, the level of acquired knowledge. During the examination students are allowed to use learning materials specified by the examiner in advance.
- Closed book examinations are intended to measure, to a greater extent, the level of skills and competences acquired by students in a particular course and, to a lesser extent, the level of acquired knowledge. During the examination students are not allowed to use learning and other additional materials.

31. Final examinations by its form of conduct are divided into:

- Oral examination are intended to measure the level of knowledge, skills and competences acquired by students in particular courses. It is a procedure in which students are to answer theoretical and/ or practical situational questions in the examination orally.
- Written examination are intended to measure the level of knowledge, skills and competences acquired by students in a particular course and is carried out by giving students examination paper consisting usually practical situational tasks for them to solve it and answer in a written form without using any lecture materials, textbooks, manuals and other sources. Written examinations is a basic approach to examinations in

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Written examinations in form of an essay include 1-2 theoretical questions given as problem theses in which students are to comment based on knowledge, skills and social competences they have acquired within a particular course.

32. Forms of examinations and assignments may be combined to achieve the required outcomes.

33. All examinations and continuous assessment assignments are divided by its methodological approach but not limited:

- Case reports is a form of examination where students are expected to answer the case questions given during the exam in a written form. Depending on the learning outcomes pursued a case study may be distributed either in advance or during the examination.
- Case presentation is a form of examination where students are asked to make an oral presentation of their answers to the case questions either orally or individually.
- Project report and presentation is a form of examination that is designed to measure integrative learning outcomes of a certain course.
- A complex language test combines four different types of core language skills: listening, reading, speaking, and writing. These tests include the questions which verify their grammatical and lexical knowledge.

34. The State Exit Exam (SEE) could be conducted in a written and oral form.

The examination content shall be approved by the Academic Quality Committee. The SEE shall measure the programme learning outcomes.

35. Written examinations or continuous assessment assignment shall be submitted through the plagiarism detection software (e.g. Turnitin) and the grading shall correspond to the Handbook on Ensuring Academic Integrity.

36. Oral examinations or continuous assessment assignment shall be recorded using audio or audio-visual software (e.g. Zoom) or should be requested by the instructor to the Higher School to ensure the Academic

Integrity principles.

CHAPTER 5. METHODOLOGICAL PRINCIPLES

37. Measurable and specific learning outcomes – learning outcomes of a course cannot be described in broad terms. Students know what competencies they are expected to develop and can evaluate to what extent they have actually developed them.
38. Knowledge is tested through a skill. The skill is tested through the specific result. It is expected that instructors avoid tasks that provoke students to copy ready-made texts or use unallowed sources. Instructors must not try to assess the ability to memorize information but to apply knowledge contextually.
39. A syllabus is a form of agreement with a student. A syllabus must include all important dates, examination forms and evaluation criteria. To resolve disagreements between a student and an instructor, a designated person refers to the syllabus.
40. High expectations towards students imply high expectations towards yourself. Putting high expectations towards students obliges the instructor to observe and exemplarily fulfill all of their academic duties, such as timely informing students, providing them with handouts and other materials, transparently assessing their assignments and exams, and individually analyzing their performance, etc.
41. Learning implies commitment. All students are expected to fulfill their obligations in good faith and adhere to the academic policy and standards of the University. Failure to fulfill obligations is taken into account when deciding whether to provide a student with additional opportunities such as extending the terms to exercise their rights, or to provide other preferences.

CHAPTER 6. GPA REGULATION AND ASSESSMENT CRITERIA

6.1 GRADES

Learning outcomes for all types of academic assignments and tasks are graded by the score-rating alphabetic system of knowledge assessment, and converted to the traditional scale of assessments in accordance with Table 1.

Table 1. Score-rating alphabetic system of evaluation of students' educational achievements converted to a traditional rating scale

Grade Points	Undergraduate	Masters	Doctoral	Percentage	Points
A	Excellent	Excellent	Excellent	95-100	4.00
A-	Very good	Very good	Very good	90-94	3.67
B+	Good	Good	Good	85-89	3.33
B	Good	Good	Good	80-84	3.00
B-	Good	Good	Good	75-79	2.67
C+	Good	Good	Good	70-74	2.33
C	Satisfactory	Satisfactory	Satisfactory	65-69	2.00
C-	Satisfactory	Satisfactory	Satisfactory	60-64	1.67
D+	Satisfactory	Satisfactory	Satisfactory	55-59	1.33
D	Satisfactory	Satisfactory	Satisfactory	50-54	1.00
FX	Failing	Failing	Failing	25-49	0.5
F	Failing	Failing	Failing	0-24	0.00

The structure of the Table 1 is based on the Grading Scale recommended by the Ministry of Education and Science.

The following shall be considered as a general guide to assessing of the examinations. As the university is gradually and incrementally introduces the ECTS Grading system the guide below shall be followed.

Grading Criteria for Written Assignments (Examples)

All other grades must be assigned on a competitive basis by comparing the papers.

Grade A

1. *A convincing and direct answer to the question(s) or discussion of the issue(s) that is persuasively structured, tightly argued, demonstrates a very sound grasp of the substance involved, and sets the topic in its broader context. At the upper end of this range, the work approaches the standard required of a refereed publication.*
2. *Evidence of extensive reading of the relevant literature. Where appropriate, evidence of both contemporary development and recent research. Where relevant, sensitive manipulation of qualitative and/or quantitative data.*
3. *Sophisticated and critical deployment and/or analysis of relevant concepts, theoretical perspectives, and methodological concerns. Evidence of intellectual*

maturity and freshness of argument.

Grade B

- 1. A plausible and convincing answer to the question(s) or discussion of the issue(s) that is clearly structured, competently argued, demonstrates a good grasp of the substance, and acknowledges the context by which the topic is framed.*
- 2. Comprehensive coverage and accurate discussion of relevant theoretical and substantive material. Where relevant, competent manipulation of qualitative and/or quantitative data.*
- 3. Competent deployment and/or analysis of relevant concepts, theoretical perspectives, and methodological concerns.*

Grading Criteria for Oral Presentations

Grade A

- 1. A clear identification of aims and objectives that are at a level appropriate to the degree stage, and directly related to the aims and objectives of both the presentation topic and the broader module.*
- 2. A convincing and direct answer to the question(s) or discussion of the issues(s) that is persuasively structured, demonstrates a very sound grasp of the substance involved, and sets the topic in its broader context.*
- 3. Evidence of extensive reading of as much relevant literature as could be expected. Where appropriate, evidence of both contemporary development and recent research. Where relevant, sensitive manipulation of qualitative and/or quantitative data.*
- 4. Information is presented in a clear and accurate way, utilizing a number of modes of presentation that are appropriate to the substantive material.*
- 5. The presentation recognizes, utilizes and develops the prior knowledge, experience, and capabilities of the student group.*
- 6. Evidence of both conceptual and presentational creativity, as well as flexible response to questions and contributions.*

Grade B

- 1. An identification of aims and objectives that are at a level appropriate to the degree stage, and related to the aims and objectives of both the presentation topic and the broader module.*
- 2. A plausible and convincing answer to the question(s) or discussion of the issues(s) that is clearly structured, competently argued, demonstrates a good grasp of the substance and acknowledges the context by which the topic is framed.*
- 3. Good coverage and accurate discussion of relevant theoretical and substantive*

material. Where relevant, competent manipulation of qualitative and/or quantitative data.

4. *Information is presented in a clear and accurate way, utilizing a number of modes of presentation that are appropriate to the substantive material.*
5. *The presentation recognizes and utilizes the prior knowledge, experience, and capabilities of the student group.*
6. *A reasonably confident and flexible response to questions and contributions.*

Methods and assessment criteria for the educational component shall be relevant and coherent with the learning outcomes expected; and learning activities that took place shall be described by the instructor in the course syllabus.

Assessment criteria is a description of what the student shall be able to do and at what level to demonstrate the achievement of learning outcomes.

Assessment methods - a full range of written, oral and practical quizzes, exams, case studies, projects, open-book exams, presentations and portfolios that are used to evaluate student progress and achievement of learning outcomes as confirmed by the educational component (unit/module).

ECTS credits are awarded when a proper assessment shows that certain learning outcomes have been achieved at the relevant level.

If a student has not reached the learning outcomes, credits are not awarded. The number of credits awarded to students who demonstrate achievement of learning outcomes is the same as the number of credits assigned to the component.¹

The University uses Canvas LMS as a system where current and final grades for assignments and exams are posted. Grades for the assignments and exams are posted by the instructor. Final grade is calculated in Canvas LMS and after the course is concluded converted to transcript in AIS Platonus.

The instructor bears responsibility for the accuracy of grade posting in Canvas LMS, by filling-in grade fields in system and the examination sheet. If the instructor posted the wrong grade, s(he) can change it by providing

appropriate reasons for the change, and attaching all the supporting documents, if necessary. The Academic Quality Committee must approve and sign the application for the assessment change.

GPA is the average score of all grades, measured according to the number of ECTS credits received for each course for which the grade was obtained.

To compute GPA, the numerical value of the grade is multiplied by the number of credits assigned to the discipline. The results of all disciplines are summarized. To determine the cumulative GPA, the amount of credit hours is divided by the total number of credits obtained by the student.

The transcript shows the student's GPA for the academic period, academic year and the entire period of study.

Some courses are not included in the list of academic disciplines, and the number of credits received for them will not be counted. However, their study is mandatory, as they belong to the category of preparatory courses. These subjects include physical education and “Creativity, Service, Intelligence”.

CHAPTER 7. EXAMINATION PROCEDURES

7.1 DUTIES AND RULES OF THE PROCTOR

42. Office Registrar is responsible for conducting the examination scheduling, financial access control and documentary support.

43. Higher School is responsible for conducting the examination procedure.

44. Each examination room shall be under the direction of a faculty member such to be called a Proctor.

45. Proctors shall be appointed by the Higher School Dean or a vice Dean. In case of continuous assessment course instructor plays a role of Proctor for each assignment.

46. No persons other than those officially involved with the examination may enter the examination room.

47. The Proctor shall appear to the examination venue at least 20 minutes

earlier before the exam (in accordance with the approved schedule of observation and examination schedule).

48. The Proctor must inspect the Examination Venues.
49. All staff and gadgets not allowed by the Examiner must be deposited to the designated place.
50. The Proctor shall check the seat arrangements and the number of students according to the examination list.
51. The Proctor has the right to demand the ID cards or passport upon entrance to the examination room. If the student does not have an ID, she/he can be admitted to pass the exam only with the registrar's office permission.
52. The Proctor shall explain the rules of conduct to students and monitors the students during the exam. The rules of conduct are distributed to the students.
53. After the students take assigned places prior to the registration, the Proctor hands out the sealed envelopes with the examination papers which are signed by the Higher School Dean.
54. The Proctor announces and writes down on the blackboard the starting and ending time of the exam.
55. The examination Proctor may not let the students leave the examination room for any reasons during the first and last 15 minutes of the exam.
56. The Proctor shall subject to a disciplinary action or penalties if the students assist others.
57. The Proctor shall fill the examination report form out, if the students violate the examination regulation rules.
58. Students may not borrow anything from other students.
59. Talking to anyone in the examination room is not permitted.
60. Students must stop by the end of given time. It is considered cheating if a student continues to work on the exam paper after the designated time.

CHAPTER 8. ONLINE EXAMINATION

61. Examinations may be carried out in online form using electronic proctoring system.
62. In case of continuous assessment each assignment session shall be recorded.
63. Online examinations are conducted in Canvas LMS, which may be integrated to proctoring app Proctorio LTI or another proctoring system. Proctorio LTI is a software designed for automated remoted observation of student's behavior during the exam.
64. Proctoring system shall observe the student's behavior, actions on screen and environment around him/her depending on the settings, configured by instructor or designated faculty member. It may use the internet connection, web-camera and/or microphone.
65. Monitoring is carried out by the artificial intelligence system, which assign suspicion level depending on settings configured by the instructor or faculty member. All recorded video materials are stored and may be checked by the examiner.
66. Suspicion level is the percentage indicator of a frame, which is considered as a suspicious, abnormal or violating behavior based on the machine learning analysis.
67. The Examiner may send the report to corresponding Committee to consider the violation of Academic Integrity principles.
68. During online examinations students are prohibited to leave the recorded screen area or room, interact with another person in a verbal, nonverbal or electronic communication, send examination materials by any means; use different software or apps except those permitted by the exam requirements, open additional browser tabs, use searching systems and go to websites, except those links attached to the examination assignment, download or send examination tasks or materials by any means with the exception of prescribed exam rules; copy and paste text fragments from examination materials or other sources; use materials, except those attached to examination task, and devices of information

- and data transfer except the one on which the examination is carried out, interrupt visual recording and examination in general;
69. During the exam students are not recommended to turn away from recording area for a longer duration, allow excessive and unreasonable mimic activity;
70. Provider of proctoring system is responsible for personal data and video records privacy;
71. Only Examiner and assigned faculty members are allowed to have access to video recordings. Distribution of videos and personal data by any means is prohibited.

CHAPTER 9. REVIEW OF EXAMINATION RESULTS AND APPEAL

72. Examination results shall be announced to students no later than five days after conducting the examination through Canvas LMS. The announcement period may be prolonged for the examiner who has to check 50 or more students' works in a course group but cannot exceed more than 10 working days.
73. In case the student doesn't agree with the examination result he/she may appeal formally. The same rule is valid for any assignment in case of continuous assessment.
74. A student must submit an application for an appeal addressed to the corresponding Dean (director) of the higher school no later than the next working day after the grades are announced in Canvas LMS.
75. The appeal must be reasoned. If the student disagrees with the grade without specifying the necessary arguments, the appeal is returned to the applicant without consideration.
76. A properly filed appeal is reviewed within five working days.
77. The appeal could not be reviewed by the same examiner and should be reviewed by at least two independent experts.

CHAPTER 10. LOST EXAMINATIONS

78. In case of where the final exam paper lost is verified and documented a student shall be offered one of the following options:

A. Writing a substitute examination

B. Writing the next scheduled examination with the next batch of students)

79. In any case a decision and approval of the Academic Quality/Council Committee is needed.

CHAPTER 11. STATE EXIT EXAMINATION

80. The State Exit Examination and other exit requirements are regulated by the State Standard Regulation Rules of the Ministry of Education and Science of the Republic of Kazakhstan.