

# Managing High Stakes Examinations and Assessment Policy Guidance

## Overall guiding principle - Ensuring Equity, Inclusion and Fairness

Any decision regarding assessment, recognition and validation of learning during the period of school closures must be guided by concern for equity, fairness and inclusion.

### Recommendation 1 - Alignment

Ensure alignment through coordination with other relevant departments regarding decisions to adapt assessment, recognition and validation of learning at secondary level, particularly when they relate to higher education admission, certification and access to regulated professions and labour market.

### Recommendation 2 - Public Communication

Consult social partners, students' unions and parents association and develop a communication plan in order to ensure buy-in of teachers, their representatives, parents and society.

### Recommendation 3 - Combining multiple assessment modalities

Consider a combination of options to ensure fairness in assessment of learning during school closures. These include: additional support to teachers; consideration of earlier assessments; reduction in the number of subjects tested; automatic recognition and validation of student learning; and conditional admission to university, complemented by remedial courses upon school reopening.

### Recommendation 4 - On-site examinations

Any decisions relative to on-site examinations must be based, first and foremost, on guidance provided by national health authorities. Should on-site examinations be maintained (even if postponed), sanitary measures need to be ensured in line with guidance provided by national health authorities.

### Recommendation 5 - On-line examinations

Consider online examinations only when issues regarding equal access to infrastructure and connectivity, security and online proctoring methods, transparency, and students' digital skills and gaps have been thoroughly examined.

### Recommendation 6 - Differentiated approaches for TVET

Consider differentiated approaches for TVET-related examinations to address the particular challenge of TVET students, and constraints related to practical skills and work-based learning assessment. These could include: postponement of examinations; use of continuous assessment results; use of online self-assessment resources reflecting learning and eventually achievements of apprentices; locally organized exams.