

Guidelines for Fair Exams

The following guidelines are issued by the Fachschaft Statistik and are **not** an official document of the Department of Statistics.

A fair performance measurement should

1. be conceptually valid, meaning it actually measures what it claims to measure (**validity**).
2. be reliable, precise, and reproducible (**reliability**).
3. be independent of the person measuring and the circumstances of measurement (**objectivity**).

The following checklist aims to facilitate the practical implementation of these principles. These guidelines are not legally binding and exceptions might have to be made in special cases.

For all types of exams:

- The structure and format of the respective exam have been clearly communicated.
- The chosen exam format allows for a representative display of the skills that students are supposed to acquire during the module.
- The grading key is based on the institute's recommended key and deviates from them only in favour of the students.
- A model solution or an expected answer range is available to guide the graders.
- Exam grades are released in a reasonable amount of time, and well ahead of the resit exam?

Written Exam:

- If possible and available, sample or old exams are available for students or at least additional exercises that are representative of the level of difficulty of the exam as well as the way in which typical questions might look like.
- The printed exam has been checked for readability and colour contrasts.
- Permitted and necessary aids during the exam have been communicated well in advance.
- The exam has been attempted by an instructor or tutor without knowledge of the solutions within the same time limit as the exam, with (almost) error-free results.
- All questions can be answered solely with knowledge from the lectures, required background knowledge, required reading and exercises.
- If calculators or computers are to be used, the numbers are chosen in a way that frequent mistyping or increased time consumption due to entry errors is eliminated.
- The achievable score for a problem is documented in the exam. (The explicit scoring for subproblems within the bigger problem might be flexible)

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Exercise portfolio:

- Completing the exercise portfolio requires a reasonable amount of time (guided by non-graded exercises).
- The tasks are clearly and comprehensively formulated.
- Solutions are provided or discussed, enabling transparent review (similar to exam review).
- The achievable score for a problem and subproblem is documented in all exercise sheets.

Oral Examination:

- An appropriate atmosphere is created to alleviate students' potential exam anxiety e.g. the difficulty of the situation is acknowledged, small talk to reduce anxiety etc.
- The expectations towards students during the exam are clearly communicated, e.g. explaining theory and ideas, writing on a sheet of paper, calculations, live coding.
- A varying, preferably increasing difficulty level of the questions is ensured.
- If tasks are to be solved, students are given adequate time.
- At least one examiner and one additional person are present, forming their own judgment initially and then moving to a joint assessment.

Presentation:

- An appropriate atmosphere is created to alleviate students' potential exam anxiety.
- Students were given the opportunity to test the technology in the examination room beforehand.

Term Paper:

- The task is clearly and comprehensively formulated.

Additional Resources:

https://www.einfachlehren.tu-darmstadt.de/themensammlung/details_8960.de.jsp
https://ethz.ch/content/dam/ethz/main/eth-zurich/organisation/let/files_DE/leitfaden_notengebung.pdf
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