

**Appendix B-2 the Regulations of Shanghai University of  
Engineering Science on Curriculum-Based Assessment  
Management**



## **Regulations of Shanghai University of Engineering Science for Curriculum-Based Assessment Management**

HU GONG CHENG JIAO [2019] No. 220

The curriculum-based assessment is an important part of teaching. It checks not only the ability and degree of students in mastering and applying knowledge, but also the teaching effect of faculty members. To improve the teaching quality and level, promote teaching reform, strengthen the management of curriculum-based assessment, and intensify assessment requirements, the Regulations of Shanghai University of Engineering Science on Curriculum-Based Assessment Management are hereby formulated.

Article 1 Students must participate in the curriculum-based assessment prescribed in the training plan. The assessment falls into two types: exam and quiz. The courses subject to exam and quiz are determined according to the stipulations of the training plan. A score of

60 points (D) or above is required for obtaining the credits for the corresponding course.

Article 2 Curriculum-based assessment may take various forms, such as closed book assessment, open book assessment, semi-open book assessment, interview, comprehensive exercise, comprehensive design or experiment operation, and papers. The assessment results are shown by a 100-point system or a 5-class (A, B, C, D, F) 10-grade (A, A-, B+, B, B-, C+, C, C-, D, F) system. For the conversion standard between the 100-point system and the 5-class 10-grade system, please refer to the Regulations of Shanghai University of Engineering Science on Credit System-Based Academic Status Management.

Article 3 Courses subject to exam are based on written assessment, and the results are recorded in a 100-point system. The overall evaluation results of the courses subject



to exam are generally determined by the final exam results and the usual scores. The usual scores may include several items, such as attendance, classroom performance, day-to-day homework, and phase-based assessment. The specific ratio shall be written in the course syllabus by the department offering the corresponding course (teaching and research section) according to the Regulations of Shanghai University of Engineering Science on Teaching Syllabus and Course Description Management, which will be confirmed and communicated to the students through the Course Teaching Plan of Shanghai University of Engineering Science after being approved by the secondary school and college (teaching division/center).

Article 4 Courses subject to quiz adopt a 5-class 10-grade system for the recording of the quiz results.

Article 5 The assessment results of social practice, internships, experimental courses, and curriculum design are recorded in a 5-class 10-grade system.

Article 6 The assessment results of graduation design (thesis) are recorded in a 100-point system.

Article 7 The assessment of the courses subject to exam is arranged during the examination week; the assessment of the courses subject to quiz is generally carried out during class. The assessment of some highly theoretical courses subject to quiz may be arranged during the examination week if a final exam is required, which is determined by the relevant secondary schools and colleges (teaching divisions/centers) in conjunction with the Dean's Office.

Article 8 The main public and discipline-specific basic compulsory courses in the first and second academic years may be assessed through mid-term exams to check the teaching effect in the first half of the semester. The number of courses subject to mid-term exam shall be ideally kept within 2 to 3 per semester. The courses subject to mid-term exam are determined by the Dean's Office in conjunction with the relevant



secondary schools and colleges (teaching divisions/centers) according to the training plan.

Article 9 The setting of the test questions is directed by the head of the relevant department (teaching and research section). The final exam will last for 120 minutes and the written quiz 90 minutes. The test questions must be built on the syllabus and cover the basic content of the course, meet the basic requirements of the syllabus for knowledge and ability, have a proper depth, breadth, coverage, and focus, and pay attention to quality. Emphasis shall be put on the assessment of basic theories, basic knowledge, basic skills, and problem analysis, problem solving, and innovation abilities. Test questions shall have different levels of requirements, a certain depth and breadth, and an appropriate number of challenging questions. The number of the test questions depends on the duration of the assessment. The description of the questions must be clear. Strange and rare questions and academically controversial issues shall be avoided. The final exam shall cover the content learned before the mid-term exam.

Article 10 The courses of the same standard (that is, the same course code) shall fall under unified questions setting and unified assessment. For each course subject to written assessment, two sets of test questions (set A and set B) with the same questions setting scope, requirements, and difficulty level shall be drawn up (the repetition rate between set A and set B shall not exceed 10%), and the reference answers and scoring criteria shall also be provided. The test papers shall be printed in a uniform format as required by the University, with clear and standardized texts, symbols, formulas, and illustrations. The score of each question shall be indicated and the Questions Setting Review Form properly filled out. After reviewing by the heads of the department (teaching and research section) and the secondary schools and colleges (teaching divisions/centers), the final/make-up test papers shall be chosen, signed and sealed, and submitted to the textbook section for printing within a specified time.



Article 11 Each secondary school and college (teaching division/center) shall strengthen its leadership in questions setting. Teaching and testing may be separated for some courses when possible, and the repetition rate of the test questions for the same course in the past three years shall not exceed 30%. The main public and discipline-specific basic compulsory courses shall use the test library as much as possible. The test library recommended by the Ministry of Education for a course, if there is any, shall be used first.

Article 12 Confidentiality must be strictly observed in the entire process from questions setting to assessment. Upon the completion of the questions setting, the draft paper, electronic documents, and other materials related to the test must be destroyed to prevent leakage of information. Faculty members who set the questions and those with access to the test papers shall not disclose the contents of the test questions in any way. Those who disclose the test questions shall be held accountable with severe consequences, and immediate remedial measures shall be taken. The waste papers generated in the process of printing shall be destroyed immediately. Each secondary school and college (teaching division/center) shall, after having received the test papers, designate a special person to keep the test papers for the absolute safety of them. No one is allowed to take the test papers out of the University before the assessment for any reason.

Article 13 The centralized class suspension and examination shall be arranged by the Dean's Office. Once scheduled, the examination date cannot be changed randomly. Where it is necessary to change the date due to special reasons, it shall be proposed by the secondary school and college (teaching division/center) that offers the corresponding course and discussed with the secondary school and college to which the students belong. Without scheduling conflict, the date may be changed after the Dean's Office is notified and the relevant formalities completed.



Article 14 The invigilators must meet the qualifications for invigilation. There shall be 2 invigilators in small and medium-sized examination rooms, and 3 invigilators in large examination rooms. The invigilation work shall be done by the secondary school and college (teaching division/center) that offers the corresponding course and the secondary school or college to which the students belong, with the former undertaking no less than 30% of the invigilation work. Faculty members teaching the corresponding courses and mentors (or head teachers) shall participate in the invigilation.

Article 15 Each secondary school and college (teaching division/center) shall establish an exam inspection system. During the exam, the inspectors shall check the performance of the invigilators and the discipline of the examination room. The persons in charge of the secondary schools and colleges (teaching divisions/centers) must participate in the inspection tour.

Article 16 Faculty members shall mark the papers responsibly, strictly and fairly implement the scoring criteria, avoid misjudgments, give clear signs for deductions and bonuses, and correctly fill in each score column. Similar courses involving a large volume of papers and a wide range of knowledge shall be subject to relay marking or collective marking.

Article 17 The marking work shall be completed within three days after the curriculum-based assessment. The faculty members teaching the corresponding courses shall enter the students' assessment results in the teaching management information system in a timely manner. The assessment results of students who have not chosen the courses and are not included in the final list of the class will not be registered. Each secondary school and college (teaching division/center) shall promptly confirm and release the curriculum-based assessment results submitted by the faculty members, and print the transcripts in triplicate, which, after being reviewed and signed by the head of the department (teaching and research section),





will be respectively kept by the secondary schools or colleges(teaching divisions/centers) where the faculty members belong, filed at the Dean's Office, and filed together with the test papers.

Article 18 The assessment results that have been entered and reported cannot be changed. If it is necessary to change the results due to special reasons, it shall be agreed by the dean of the department (teaching and research section) and approved by the dean (director) in charge of teaching affairs. The correction recording formalities shall be handled at the Dean's Office. The persons responsible for such errors will also be criticized and punished according to the relevant regulations if the errors are severe.

Article 19 Students may check their assessment results online. Where a student disagrees with the assessment result of a certain course and asks for inquiries, it shall be proposed by the mentor (or head teacher), approved by the secondary school and college (teaching division/center) offering the course, and checked by the mentor (or head teacher) at the secondary school and college (teaching division/center) offering the course. Errors found through the re-check shall be corrected with the relevant formalities.

Article 20 After the exam, the department (teaching and research section) shall organize faculty members for teaching analysis, and also organize them to fill in and submit the Test Papers Analysis Form (or Course Teaching Analysis Form) within one week after the completion of the marking work, summarizing teaching experience and existing problems, and providing suggestions for future improvement.

Article 21 The test papers of the courses subject to exam (including core courses), the reports on curriculum-based assessment results, the Test Papers Analysis Form (or Course Teaching Analysis Form), and other materials shall be stapled and kept by the secondary schools and colleges (teaching divisions/centers) offering the corresponding courses in accordance with the University's Notice on Unified



Requirements for the Stapling of Test Papers, and the retention period shall be two years after the students' graduation.

Article 22 The make-up exam shall be arranged by the Dean's Office in conjunction with the relevant secondary schools and colleges (teaching divisions/centers). The time for the make-up exam shall be before the start of the next semester. Each secondary school and college (teaching division/center) shall provide cooperation and support.

Article 23 The Dean's Office shall be responsible for the interpretation of these Regulations.

Article 24 These Regulations shall come into force as of the date of issuance, and the original Regulations of Shanghai University of Engineering Science on Curriculum-Based Assessment Management (HU GONG CHENG JIAO [2015] No. 114) shall be repealed simultaneously.