

## **Assessment Policy and Procedures**

### **Policy**

It is Holmes/OHC policy to provide both formative and summative assessment for our students. Through the use of tutorial forms and regular student interviews we ensure the students are clear on the outcomes of their assessment as they relate to course progress through the course. The assessments are designed to be valid, reliable, fair, flexible and clearly referenced to criteria including both appropriate oversight by the program manager and moderation of assessment outcomes. We provide clear and regular reporting on assessment outcomes and progress to the student and their parent or guardian, where the student is under the age of 18.

We undertake processes of continual improvement of student assessment by making adjustments based on the collection and analysis of feedback from the students through tutorial questionnaires and satisfaction questionnaires, as well as regular review of appropriateness by the teachers in meetings and our continuing professional development program. We regularly evaluate the course outcomes achieved through moderation of reports each testing cycle.

### **Testing Procedure OHC**

#### **Overview:**

Each class is tested every 4 weeks. The tests are standardised and are tests of productive language skills (we don't make a formal test of receptive skills – teachers assess these in class time). Marking is criterion-referenced to the quality criteria of the CEFR.

#### **Test procedure:**

Tests for all students, with the exception of High School Preparation, are conducted during weeks 4, 8 and 12, typically on Wednesday (to allow time for marking and return to students who are leaving that week).

Before the test (ideally the day before), give the class the tutorial questionnaire Students complete and return – the questionnaire then forms the basis of the tutorial.

On test day – set the speaking task – all speaking tasks have the same format, intended to cover the main productive areas described by the CEFR:

1. Collaborative task – in pairs/small groups learners co-operate/communicate to reach some concrete outcome.
2. Information exchange/reporting – Teacher re-mixes the groups pairs and they report

back on the conclusions they came to.

3. Discussion – whole class or larger group discussion of broader questions related to the topic of the speaking task.

While learners talk, teacher circulates and grades using the mark scheme provided –marked according to the CEFR criteria.

When that's completed, the writing task is set.

### **Tutorials:**

While learners complete the writing task, individuals are taken out (either into the corridor or a free classroom if one is available) and conduct a brief tutorial based on the questionnaire and including specific/concrete 'advice for learning'.

Teacher collects in all the writing, marks (correcting and giving concrete, supportive feedback in writing on the paper) and enters the marks on the class mark sheet and the tutorial form.

The teacher also copies the tutorial feedback sheet – gives one copy to the student and keeps the second in the class file. Past tutorial sheets travel with the student when they move classes.

### **High School Preparation Progress and Testing**

Similarly to the above, the HSP course progress testing includes individual tutorials connecting progress to the CEFR criteria however testing is scheduled on a typical high school term, with mid-term and end of term tests. Results are moderated, and reports are distributed to the students and appropriate stakeholders including their guardian if the student is under the age of 18.

### **Assessment Moderation**

In order to ensure valid and reliable results correction of tests is scheduled meeting time for teachers. This allows blind marking, standardisation and moderation to take place, and also allows the program manager to provide guidance and support to new staff as required.

In addition to this peer moderation process, the program manager assesses the appropriacy of the grading of each group as a whole to identify any lack of consistency, students at risk of failing, and also students outperforming their level. Grades are evaluated according to expected progress for the corresponding stage of the course and outliers are discussed with the teaching staff.