

Assessment Policy and Procedures

1. Scope

This Policy and Procedures applies to all students enrolled in the English courses at Oxford House (OHC) and staff involved in the teaching and assessment activities.

2. Purpose

This Policy and Procedures is in place to ensure that OHC has a robust structure in assessing the student course progress and maintain the assessment instruments valid and reliable.

3. Policy Principles

- 3.1 The assessments are designed to be valid, reliable, fair, flexible and clearly referenced to the learning outcomes prescribed for each course and level of courses.
- 3.2 Methods of validation and moderation will be employed to make sure the assessments for the courses to meet the learning outcomes and to be concordant with the results of IELTS/CEFR or equivalent. These methods have procedures to follow and the outcomes are documented and implemented accordingly
- 3.3 The Academic Manager has the oversight of the assessment validation and moderation process.
- 3.4 Both formative and summative assessment methods are used to assess a student's progress. The outcomes of the assessment and the feedback on their progress will be communicated with the students through Tutorial Forms and regular student interviews.
- 3.5 Where the student is under the age of 18, the reporting on assessment outcomes and progress will be communicated to both the student and their parent or guardian.

4. Procedure Principles

Assessment

- 4.1 Formative assessment will be conducted by teachers in class time to assess student's receptive skills with the purpose of checking student understanding and providing timely support accordingly.
- 4.2 Summative assessment for each class is conducted every 4 weeks. The tests are standardised and are tests of productive language skills. Marking is criterion-referenced to the quality criteria of the CEFR.
- 4.2 Tests for all students, with the exception of High School Preparation, are conducted during weeks 4, 8 and 12
 - a) Prior to the test, students will be provided with a tutorial questionnaire. Students must complete and return the questionnaire which will form the basis of the tutorial.
 - b) On the test day, the speaking task will be set so as to cover the main

productive areas described by the CEFR:

- i. Collaborative task – in pairs/small groups students co-operate/communicate to reach some concrete outcome.
- ii. Information exchange/reporting – Teacher re-mixes the groups/pairs and they report back on the conclusions they came to.
- iii. Discussion – whole class or larger group discussion of broader questions related to the topic of the speaking task.
- c) the teacher grades using the mark scheme provided according to the CEFR criteria.
- d) The writing task will be set upon the completion of the speaking task.
- e) Teacher conducts a brief tutorial based on the questionnaire and including specific/concrete ‘advice for learning’.
- f) 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.
- g) The teacher copies the Tutorial Feedback Sheet in the Tutorial Form – gives one copy to the student and keeps the second in the student file.
- f) Past Tutorial Feedback Sheets remain in student file.

4.3 The assessment for the High School Preparation course (HSP) will follow the same process as above (Section 4.2) but is scheduled on a typical high school term (i.e 10 week intervals), with mid-term and end of term tests.

4.4 Results are moderated and reports are distributed to the students and appropriate stakeholders including guardian’s if the student is under the age of 18.

Assessment Validation

4.5 Assessment validation is a peer review process and supervised by the Academic Manager. Validation will be carried out for each assessment instrument at these points:

- a) During the process of its creation but before administration to students
- b) During the continuous review and evaluation process – each assessment will be re-validated at least once every two years even if it has not changed, to ensure that it still aligns with the program content and learning objectives, and remains relevant to the needs of the students, or
- c) As part of any significant adjustment made outside the review and evaluation cycle and before administration to students.

4.6 The assessment validation will follow the procedure:

- a) The validation panel involves at least three experienced teachers working collaboratively. The author of the assessment (if written in-house) should be available to answer questions but otherwise will not be involved in the validation process
- b) Conclusions from the validation meeting will be recorded on the validation template
- c) A separate copy will be used for each assessment instrument

- d) Validation should make ensure that standard assessment principles such as fairness, flexibility and clear reference to criteria, are checked
- e) The assessment author (or person responsible for selecting the assessment if not written in-house) will then incorporate the changes decided in a new version of the instrument
- f) Validation records will be kept on file for audit purposes and for reference when further adjustments are made
- g) Feedback from the first use of each instrument may lead to further adjustments, and further reviews will be carried out in accordance with the validation schedule.

Assessment Moderation

- 4.7 Moderation is essential for ensuring that judgements made by all teachers are as consistent with each other as can be realistically expected.
- 4.8 Moderation will be conducted in teachers' scheduled meeting time in the form of peer review.
- 4.9 Writing task – a random selection of writing task will be chosen by the Academic Manager (or their delegate) for discussion at a moderation meeting. At the meeting, this will be discussed and, where the set of reference work mentioned above is ready, will be compared with that. These meetings will be held at least once every six months for any group of two or three adjacent levels on the same course. For example, a meeting may look at the Elementary and Pre-intermediate. The purpose of combining levels in this way, apart from efficiency, is so that work can be compared across levels, helping to keep level calibration consistent.
- 4.10 Speaking task - the Academic Manager or the delegated experienced teacher will visit classrooms during assessment of speaking task in order to assist. He or she will also discuss some cases with the teacher, to provide guidance in borderline cases and to help ensure consistency. By visiting classes at different levels, the validator can help to ensure calibration of levels remains consistent. Matters of concerns will be discussed at the moderation meeting.
- 4.11 In addition to this peer moderation process, the Academic 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 program and outliers are discussed with the teaching staff.
- 4.12 These moderation processes may lead to recommendations to adjust assessment instruments, for example to improve clarity, reduce the possibility of multiple interpretations or to simplify administration. Any patterns or major issues brought to light through the moderation process should be discussed at the next level or the validation meetings as per the validation schedule.
- 4.13 The assessment moderation is employed as a mechanism for continuous quality improvement. The moderation is not intended to change the student's mark.
- 4.14 In making adjustment to assessment tools, the Academic Manager also consider data



analysis from the tutorial undertaken at the time of assessment and feedback received from student through survey results.