

Assessment Policy

Scope

This policy applies to all prospective and enrolled students (“students”) and staff of each of the following Kaplan International Languages schools (each a “School” and collectively the “Schools”):

- Sydney – Kaplan International English (Australia) Pty Ltd (ABN 31 003 631 043) trading as *Kaplan International Sydney*
- Melbourne/Adelaide – Kaplan International (Melbourne & Adelaide) Pty Ltd (ABN 90 129 017 385) trading as *Kaplan International Melbourne* and *Kaplan International Adelaide*
- Perth – Kaplan International (Perth) Pty Ltd (ABN 76 079 200 212) trading as *Kaplan International Perth*
- Brisbane – Kaplan International (Brisbane) Pty Ltd (ABN 81 097 629 073) trading as *Kaplan International Brisbane*.

Purpose

The purpose of this policy is to ensure that all assessments adhere to the Principles of Assessment.

Teachers develop assessment tools and a Marking Guide in moderation with the Director of Studies to ensure consistency across all levels and classes.

Teachers moderate regularly to ensure consistent outcomes across student assessments. At the minimum on completion of a student cohort for EAP courses and bi-annually for all other courses, teachers meet with the Director of Studies and/or the Regional Director of Academic and discuss the student outcomes of the course.

Teachers ensure that all evidence collected as part of students’ assessments is valid, current, sufficient and authentic.

The Teacher’s notes and Student course books contain many tasks that are current and meet industry standards.

Guiding Procedures

Initial Placement Assessment

A pre-arrival test is given to students to determine their level of English when they enrol in specialist courses (English for Academic Purposes, Intensive Business English, IELTS Preparation and Cambridge Examination Preparation (FCE & CAE)). They are tested again on arrival to ensure that their level is valid. For Intensive English students, they are tested on arrival.

The students are placed in their appropriate class based on the results of the following:

- Pre-arrival test – Online adaptive KITE test
- Placement test on arrival – Online adaptive KITE test
- Interview with the Director of Studies/teacher - Speaking Test – this may also be conducted prior to enrolment via Skype, as needed.

Education Agent Testing

The School does not rely on any assessment conducted by agents on the School's behalf and conducts its own entry test for every student.

Entry and Exit Assessments

ENTRY LEVELS:

Courses	KITE	IELTS	TOEFL (CB)
IELTS Preparation	425	5.5	55
Cambridge Examination Preparation (FCE & CAE) (Intermediate to Advanced)	425	5.5	55
Intensive Business English (Intermediate to Advanced)	350	4.5	37
English for Academic Purposes (Intermediate to Upper Intermediate)	350	4.5	3.7
Intensive English (Beginner to Advanced)	225	3.5	12

EXPECTED EXIT LEVELS*:

Courses	KITE	IELTS	TOEFL (CB)
IELTS Preparation	500 – 34	7.0 – 7.5	75 – 91
Cambridge Examination Preparation (FCE & CAE) (Intermediate to Advanced)	500 – 534	7.0 – 7.5	75 – 91
Intensive Business English (Intermediate to Advanced)	500 – 534	7.0 – 7.5	75 – 91
English for Academic Purposes (Intermediate to Upper Intermediate)	425 – 499	5.5 – 7.0	55 – 74

**Expected Exit Level will vary depending on the study duration of the students.*

The School assesses student levels for the **Certificate of Achievement** using the following assessments:

- Test records conducted throughout the course
- Teachers' feedback
- Interview with the Teacher - Speaking Test (compare to the original placement test).

The student's file (CLASS) clearly identifies the type of test/s they have undertaken previously, to ensure a variety of tests are used.

Key Assessment Terms

ASSESSMENT	The collection of information about the nature and extent of learning outcomes/any procedure used to estimate Students learning.
MEASUREMENT	Representation of assessment information by a number or grade on a scale of some kind. Answers the question, How much?
EVALUATION	The making of judgments about the value of a grade and/or the nature and extent of learning outcomes. Answers the question, How well?
ASSESSMENT TASK	An instrument or systematic procedure by which assessment information is collected.

STANDARDS-BASED	<p>Establishes the criteria for performance as well as articulates the various levels of quality in performance that is associated with a level.</p> <p>Levels are awarded to students based on the level of performance they have achieved.</p>
FORMATIVE ASSESSMENT	<p>Ungraded assessment task used before or during learning to support planning and/or diagnosis and/or to provide feedback about learning progress/offers advice and feedback which does not contribute grades towards the final result.</p>
SUMMATIVE ASSESSMENT	<p>Graded assessment task used following learning which counts towards the final result.</p>
VALIDITY	<p>Degree to which the assessment task measures what it is intended to measure.</p> <p>Validity refers to the extent to which the interpretation and use of an assessment outcome can be supported by evidence gathered.</p>
RELIABILITY	<p>Degree to which the assessment task consistently yields the same result. The extent to which the assessment will provide similar outcomes for students at different times or places, regardless of the teacher conducting the assessment.</p>
FLEXIBILITY	<p>Used effectively across a range of delivery methods and still meet the learner's individual needs. Students may negotiate certain aspects of their assessment (for example, timing) with their teacher. All students should be fully informed (for example, through an assessment plan) of the purpose of assessment, the assessment criteria, the methods and tools used, and the context and timing of the assessment.</p>
FAIRNESS	<p>An assessment is flexible when it is designed in such a way that it does not limit or stop a learner from completing it simply due to personal factors.</p> <p>Assessments should not advantage or disadvantage particular students or groups of students. This may mean that assessment methods are adjusted for particular students (such as people with disabilities or cultural differences) to ensure that the method does not disadvantage them because of their situation.</p>

CRITERION-REFERENCED	Establishes the criteria for performance and any student meeting the criteria receive the associated grade. Every student can potentially achieve the highest grade.
AUTHENTIC ASSESSMENT	Assessment tasks which test whether a Student is able to demonstrate their learning outcomes in a situation which is as close as possible to a real-world context. It can be verified that the evidence is the student's own work.

Other definitions:

CEFR Scale means the Common European Framework of Reference for Languages and is an international standard for describing language ability. It describes language ability on a six-point **scale**, from A1 for beginners, up to C2 for those who have mastered a language.

KITE means **Kaplan International Tools for English** and is a cloud-based, adaptive English language assessment system, grounded in evidence-based learning and assessment principles.

Formative Assessment

Formative Assessment is incorporated into the classroom lessons and assessments to keep teachers and students informed of the student's progress.

Assessments for all levels are conducted in various ways including:

In class discussions incorporating where relevant:

- Small group discussions to verify learning
- Recording students with technology
- Drawing
- Role Playing
- Teacher direct feedback to students from in class observations and notes taken by the teacher.

Weekly Quizzes conducted on topics where possible of interest to the student cohort / that relate to the weeks' theme.

Spot tests - Teachers note results in spot tests such as vocabulary and spelling tests and give the class a summary of the scores.

Homework and Assignments:

Daily / weekly set work/task sheets to be completed outside the classroom.

Homework can include pieces of writing, grammar and vocabulary exercises.

Assignments can involve research, paraphrasing and presentation skills.

Student progress is kept on file to show their growth throughout the course.

Core text book tests - Student performance is also gauged in workbook revision and end-of-chapter tests.

Oral presentations - Teachers and fellow students use a checklist for assessing individual student's Oral Presentations. Presentations may also be conducted in small groups.

5 - weekly surveys and feedback sessions - These take place every 5 weeks. Teachers use Individual Student Record (ISR) to initiate a one-on-one chat with students about their course progress. Including information about the student's language skills / strengths, areas for improvement and suggestions for additional self-study as needed.

Summative Assessments

Entry and Exit Testing & 5-Weekly Assessments

Every 5 weeks, students are given an assessment / test to monitor their progress and assess if they are able to move up into a higher-class level/monitor their progress.

This assessment is marked against the CEFR levels as well as their original entry test to ensure students are making progress in the course.

Each test is marked and graded to monitor student progress toward their final result.

At each level the final result is to be proficient at that level and move up to the next level.

When students reach the last level of their course they are given an opportunity to sit an exit test. This is compared to the original entry test and against all the 5-weekly tests to ensure the students are definitely proficient and the work is their own.

On completion of all course requirements students are deemed proficient and can graduate from the course.

Monitoring Actions

The Director(s) of Studies completes ad-hoc as well as scheduled checks to ensure that the assessment process as detailed in the course curriculum is what is actually occurring in reality.

Relevant Legislation

The Education Services for Overseas Students Act (ESOS Act)

<https://www.legislation.gov.au/Details/C2018C00210>

The National Code of Practice for Providers of Education and Training to Overseas Students

2018 <https://www.legislation.gov.au/Details/F2017L01182>

Education Services for Overseas Students Regulations 2019

<https://www.legislation.gov.au/Details/F2019L00571>

ELICOS Standards 2018

<https://www.legislation.gov.au/Details/F2017L01349>

Related Policies and Documents

This policy should be read in conjunction with the following:

- Course Review and Evaluation Policy
- Course Attendance Monitoring and Intervention Policy
- Course Progress Monitoring and Intervention Policy
- Grievances, Complaints and Appeals Policy.

Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officers to ensure compliance with this policy.

Policy Category	Academic			
Responsible Officer	Regional Director of Academic			
Implementation Officer(s)	Director(s) of Studies			
Review Date	January 2021			
Approved by:				
Principal Executive Officer				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.0	Kaplan Australia Quality, Regulations and Standards Team in collaboration with the KIL Academic Team.	Revised policy.	23.01.2020	30.01.2020