

Teaching and Assessment Policy (ELICOS)

Purpose

The document details policy and procedures to ensure that ELICOS assessments are valid, reliable, fair and flexible.

This policy exists in conjunction with other policies to provide overall high quality and continuous improvement at RGIT, including the *Continuous Improvement Policy*, *Course Evaluation Policy*, and the *Complaints and Appeals Policy and Procedure*.

Scope

This document applies to employees and contractors employed in teaching and management of ELICOS courses at RGIT.

Policy

RGIT is committed to ongoing and regular evaluation and review of assessments, so as to reflect current standards of TESOL teaching, maintain staff and student satisfaction, ensure compliance with industry regulations / guidelines, and maintain the ongoing achievement of learning outcomes.

To this end it undertakes

1. Yearly *Validation* processes of course resources.
2. Twice yearly *Moderation* processes of course resources.
3. Twice yearly Teacher and Student Feedback surveys (refer to the *Course Evaluation Policy* for further information).

Assessment Structure

The ELICOS program runs two assessments per week. The first is a formative assessment done in the middle of study week. The purpose of the assessment is to test students' prior ability to read, write, speak, or listen about the textbook theme of the week. In order to encourage students to do their best, they are allowed to use electronic devices for dictionary use only. The second is a summative assessment that test the grammar and vocabulary related to the study focus of the week. These are done under test conditions, without notes and reference material.

Assessment results are recorded in RGIT's *Google Drive*. Grades are entered by the class teacher by the second study day of the week following the assessment. This allows teachers sufficient time to mark the assessments.

Teachers discuss assessment results and/or findings with students either individually or collectively, depending on needs. Physical copies of assessments are maintained by teachers until students are aware of their result and have had the opportunity to review their work. Assessments are then destroyed confidentially i.e. shredded, in order to prevent copies from being reproduced.

Promotion and demotion of students

Students are assigned to a class and level based on their performance on the placement test they complete upon enrolment. These tests are stored in RGIT's *RTO Manager*. Teachers are to monitor students on a weekly basis and determine whether students are placed in the appropriate class or level. This is to ensure that students are placed in the best position to succeed in their studies.

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Students can generally change classes and levels at the start of any study week. But the most logical times to make changes are (1) the half-way point or (2) the end of each 12 week study cycle.

Students are promoted on the basis that they demonstrate a commitment to their studies and have generally achieved the learning outcomes of their current ELICOS level. Students are demoted on the basis that they are unable to keep up with the content of study. The English coordinator is informed of any changes.

Students are **not** to be promoted in their final 2 weeks of study unless there is overwhelming reason to do so. This is to prevent students from trying to “cheat” the system e.g. study in elementary for 10 weeks and then after 2 weeks in the new level, they “exit” as a pre-intermediate student.

Reassessments

Both formative and summative assessments are not be reassessed for any reason.

If students miss any formative assessments, their result will be marked as “Absent” but the result will not be considered when calculating the final result.

If students miss any summative assessments, their result will be marked as “Absent” and the result will be considered as a failed grade when calculating the final result.

If the students submit a medical certificate for their absence or go on approved leave, their result for those missed summative assessments will not be considered while calculating the final result. In addition to the approved absences, the results of any two missed summative assessments in a 12-week cycle will not be considered while calculating the final results if the students miss their summative assessment due to unforeseen circumstances outside of students' control.

Procedures

1. Formal validation of resources are done annually, during the mid-year break. The validation process involves ensuring that resources (especially assessments) are valid, reliable, fair and flexible. Assessments and other resources might be reviewed and updated at this time. This is done to review any aspect of the program that can improve the quality of the course. Teachers might be asked to work during this time for this reason. Teacher and student feedback is undertaken twice a year, once in week 1 of the second study stage, and once in week 1 of the fourth study stage. This is done to identify any areas in the ELICOS program that is in need of improvement and/or adjustments. Both teacher and student feedbacks are paper based and reviewed by management.

2. Moderation processes are done twice a year, once in week 4 of the first study cycle, and once in week 4 of the third study cycle. The moderation process involves teachers discussing how they would award grades to several sample student work. This is done to ensure there are no instances of teachers marking too softly or too strictly.

3. **Student Feedback** surveys are done in class time, administered by a coordinator or Lead Teacher. The classroom teacher cannot be present during this time, except in cases where students require further explanation about the purpose of the activity. Surveys are collected inside a box by the coordinator or Lead Teacher at the end of the session.

4. **Teacher Feedback** surveys are done either during the teacher's preparation time or in the teacher's own time. Teachers leave their surveys in a box placed in the coordinator's office.

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5. All feedback is anonymous in that the forms do not prompt for name and the addition of name is optional.
6. The survey data is collated by the coordinator and/or Lead Teacher, along with informal feedback and resolved or ongoing complaints. At least two staff members in a managerial role discuss the findings and material and then seek strategies to improve the ELICOS program where necessary.

Other Feedback

7. Unsolicited and solicited feedback received by any member of the ELICOS team is to be raised at ELICOS staff meetings and entered into the agenda and actioned as appropriate. If a member cannot attend, they shall pass the feedback onto the meeting organizer to raise on their behalf.
8. Staff are encouraged to raise their concerns and issues. Individual student or class feedback should be raised with the manager, and larger departmental issues should be raised at ELICOS staff meetings and entered into the agenda and actioned.
9. The manager is to present any other formal feedback collected (such as student numbers, overall assessment performance etc.) for discussion and actioning as appropriate.