ASIAN BUSINESS SCHOOL

ASSESSMENT POLICY

2023-25

ASSESSMENT POLICY

PHILOSOPHY OF ASSESSMENT

Assessment is the gathering and analysis of information about the student's performance. It identifies what students know, understand, can do and feel at different stages in the learning process. Assessment is embedded in the learning process and is integral to all teaching and learning. Assessment focuses on the quality of student's learning during the process of instruction and the quality of the products of that learning. We at ASIAN BUSINESS SCHOOL, view assessment as an essential means by which we analyze student's learning, the effectiveness of our teaching and it acts as the foundation on which to base our future planning and practices.

AIMS OF THE ASSESSMENT POLICY

- To make the assessment purposes, principles and procedure clear to the students, staff and parents.
- To provide clear guidelines on assessment to the college community.

PURPOSE OF ASSESSMENT

The purposes of assessment are to:

PROMOTE STUDENT LEARNING

Assessment will tap and build upon the strength that learners in all diversity bring to the learning situation. It would collaborate student's learning and would bring to light what the students have learnt and areas that need further work. Effective assessment would also engage students in reflection on their own learning.

PROVIDE INFORMATION ABOUT STUDENT LEARNING

Assessment helps students to gain information about what is valued and set personal academic expectations.

HELPS TO ASCERTAIN THE EFFICACY OF THE PROGRAMME

Assessment helps teachers to reflect on learning accomplished and learning deferred. It also helps teachers to design better instruction to teach more effectively or to redirect their efforts/instruction to match students' learning, their strengths and weaknesses.

Principles of effective assessment

EFFECTIVE ASSESSMENT ALLOWS STUDENTS TO:

- Have criteria that are known and understood in advance.
- Know their strength and capabilities rather than just their weaknesses or what they do not know.
- They have an opportunity to reflect on and evaluate their own leaning.
- Demonstrate the range of their conceptual understanding, their knowledge and skills.
- Apply their learning and not just recall facts.
- Express different points of view and interpretations.
- To have the criteria understood in advance.
- Be involved in setting goals and criteria.
- Reflect and get involved in self and peer assessment.

EFFECTIVE ASSESSMENT ALLOWS TEACHERS TO:

- Plan them and build into learning and not just add them after the facts.
- Plan engagements/opportunities for students to learn the skills and develop the knowledge required to perform well in formal and informal assessment tasks.
- Identify what is worth knowing and assessing it.
- Consider the different ways of learning and knowing.
- Use various strategies to assess in order to accommodate various types of intelligences.

EFFECTIVE ASSESSMENT ALLOWS PARENTS TO:

- See evidence of student's learning and development.
- Develop an understanding of the student's progress.
- Provide support and celebrate student's learning.

WHO ASSESSES?

Throughout the learning process, both students and teachers should be actively involved in assessing students' progress. Students will regularly be asked to assess their own work and to reflect on their learning process. Teachers will support students in assessing their own work by providing assessment criteria and by modeling the assessment process. The assessment criteria should be accessible for the students while they are working.

WHEN AND HOW DO WE ASSESS

Within the Programme, continuous assessment is an integral part of teaching. The uses of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the programme.

Assessment is used to provide feedback to the students, teachers and thus modify both the teaching and learning process. It is build into lessons plans, such that the process is imbibed in all aspects of learning. The continuous feedback that is obtained as a result is essential for goal setting and establishing future targets.

FORMATIVE ASSESSMENT – ASSESSMENT FOR LEARNING

It is accompanying the move from a single test as the, measure of student's learning to integrating assessment into the classroom instructional process has been the increased emphasis on gathering of evidence of learning from other possible sources.

The view of 'test' as a single event signaling the completion of instruction is no longer appropriate, as the student are in the process of learning continuously. Assessment is therefore, more of a process of gathering evidence of learning rather than just compilation of numeral data, signaling achievement of desired outcomes.

Formative assessment is interwoven with the daily learning and enables students to become successful learners. The feedback is instrumental in modifying the learning goals that the students set for themselves and the teaching strategies that the teachers have used, keeping in mind the needs of the different learners. Thus' we view the two as part of the whole where neither one can be completed without the others.

SUMMATIVE ASSESSMENT-ASSESSMENT OF LEARNING

Summative assessment takes places at the end of a semester or at the end of a teaching learning process. It gives an opportunity for the students to demonstrate their understanding. The task specific clarifications are helpful in making the students aware of the expectations and how they will be assessed.

STRATEGIES FOR EFFECTIVE ASSESSMENT AND WHAT IS ASSESSED-

The strategies are the method or approaches that the teachers use when gathering information about the student's learning. Teachers use the following strategies to assess student's learning:

- Observations
- Performing hands on tasks
- The ability to transfer concepts acquired through hands on experience to other activities.
- Group discussions
- Interactions/ role play etc.
- General Activities

PERFORMANCES ASSESSMENT

Some activities provide opportunities for assessment using various skills that are Trans-disciplinary and in nature, where there is transfer of skills, knowledge etc.

PROCESS FOCUSED ASSESSMENTS:

The trans-disciplinary skills are observed often and regularly.

Selected responses:

These are carried out at regular intervals. The most common forms are test, quizzes etc.(written and oral)

Open ended task:

These are the situations that the students are given wherein they are required to present original responses and communicate their understanding in any manner, such that it meets the common agreement that has been developed by the students and teacher-

- Investigative tasks
- Response to curriculum
- Real life problem solving etc. are few of the examples.

Assessment Tools

The above listed strategies are put into practice using the following assessment tools in conjunction with other forms of assessment, such as standardized tests, quizzes etc.

Benchmarks/exemplars: These are samples of student's work that serve as a concrete standard against which other samples are judged.

Checklists: These are lists of information, data, attributes or elements that should be present.

Anecdotal records: These are brief written notes based on observations of student, which are systematically organized**.**

Grading and Marking: Marks or grades are given to the students mainly in their summative assessment.

• **Responsibilities:**

Each teacher has a responsibility to assess students, record attainment and verify their assessment.

• **Record Keeping:**

Record keeping is an essential part and pre-requisite for good teaching. Its primary purpose is formative. It also provides the basis for reports and discussions with parents.

Reporting:

Reporting on assessment is about communicating what students know, understanding and can do. Teachers use the information gained from assessing as a basic for reporting to parents/ guardians/other teachers and uses this information for further programming and teaching. Reporting is both planned as well as informal, on a regular basis.

- **Conference:**

TEACHER-STUDENT

These conferences occur frequently in order to support and encourage the student's learning and teacher's planning. Students are given feedback so they can reflect on their work and further refine and develop their skills.