

SAPIENTIA INTERNATIONAL UNIVERSITY

State of Delaware- Department of State

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ASSESSMENT OF STUDENTS` LEARNING POLICY

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PURPOSE

The purpose of this policy is to ensure that the process of assessment is carried out in a fair, valid, manageable and relevant manner. Assessment should assist students in their learning and motivate students throughout their students.

POLICY

1. Assessments will be demonstrably aligned with learning outcomes which were defined for each module.
2. Assessments will give students the opportunity to work towards the achievement of the applicable Sapientia International University graduate profile. Assessment may also be aligned with other profiles, e.g., for programmes, majors or specializations.
3. Assessments will be relevant and measures will be taken to ensure that what is being assessed is clear to students.
4. Assessment criteria will be transparent and made available to students in a timely manner.
5. Continuous Assessment (using various techniques) is the preferred type of assessment method in a modular system of learning.
6. Staff will be encouraged to use a range of assessment methods to reflect different learning styles and strategies.
7. Assessment methods will ensure that students with disabilities are provided with appropriate opportunities to demonstrate their achievement learning outcomes.
8. Assessment design for the group is the responsibility of the Module Leader for the course and should be undertaken with appropriate Faculty oversight to ensure the design is demonstrably fair and clear to students, complies fully with all aspects of this policy and is consistent with the overall assessment regime.
9. Assessment arrangements that have been approved and published cannot be changed without consultation with students and approval by the Head of Department and Dean of Faculty. In the case of changes, these must be agreed and publicized to students within the period of deleting the course from a student's enrollment without penalty.
10. Students will receive their work back with constructive and timely feedback as soon as possible and no later than three teaching weeks after the day the work was handed in or due, whichever is the later.
11. Internally assessed tasks which count in a final grade for a course which has an examination must be marked and available to students before the date of examinations. Normally these tasks should be scheduled for completion or submission by the end of the second to last teaching week at the latest.
12. Each teaching Department must establish procedures to ensure levels of consistency of assessment levels of equity and the standard and quality of feedback.

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DEFINITIONS

Assessment is the ongoing process of establishing clear, measurable, expected outcomes of student learning; ensuring that students have sufficient opportunities to achieve those outcomes; systematically gathering, analyzing and interpreting evidence to determine how well student learning matches our outcomes or expectations; using the resulting information to understand and improve student learning.

Types of Assessment

Formative assessment

The purpose of formative assessment should be to provide regular feedback to students in order to stimulate learning and to provide students with information which will enable them to judge the effectiveness of their learning strategies and to make progress. Formative assessment should also alert teachers to any aspects of the course or approaches to teaching where students are having difficulties.

Summative assessment

The main purpose of summative assessment is to make a judgment regarding each student's level of achievement for any given assignment. The results of this type of assessment are generally expressed as marks, percentages, grades or qualifications. Summative assessment may be defined as a measure of a student's performance or level of achievement at the end of a unit of study.

Continuous assessment

The terms 'continuous assessment' and 'coursework' signify the use of regular tests and assignments throughout a unit of study, or in the case of practice disciplines, ongoing assessment/performance, where results for each piece of work contribute to the final mark or grade for each student.

Criterion referenced assessment

Criterion Referenced Assessment or CRA is standards based model of assessment of student learning skills with the following characteristics:

- The results are expressed in terms of how well a given student's performance matches set criteria
- The outcome for each individual student is independent of any other student's results
- Standards are set before teaching takes place
- Judgments are made about individual performance

AUDIENCE

All staff and students