

BANGLADESH ENGLISH PRIVATE SCHOOL

المدرسة البنجلاديشية الإنجليزية الخاصة

ASSESSMENT POLICY

DEVELOPED BY	MIDDLE DEVELOPMENT TEAM
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1. Introduction:

At Bangladesh English Private School (BEPS), assessment is at the heart of our teaching and learning process. We recognize that effective assessment practices are vital for fostering student growth and ensuring that every learner is supported to reach their potential. Our Evaluation and Assessment Policy provides a structured approach to assessment that is transparent, equitable, and reflective of our commitment to academic excellence.

The policy is aligned with national standards and international best practices and is designed to ensure a balanced approach to assessment that is both inclusive and student-centered. It outlines the principles, methods, and expectations for assessment across all phases of education at BEPS, from Kindergarten to Grade 12.

2. Aim & Objectives:

Aim

The aim of this policy is to establish a comprehensive, fair, and systematic framework for evaluating and assessing student progress, ensuring that assessments are used effectively to support and enhance learning at BEPS.

Objectives

1. To create a clear and consistent process for assessing student learning that is aligned with the school's academic goals.
2. To ensure assessments are inclusive, taking into account the diverse needs and abilities of all students.
3. To provide actionable feedback to students, empowering them to understand their strengths and areas for improvement.
4. To guide instructional practices by using assessment data to adjust teaching strategies and enhance student outcomes.
5. To involve students, teachers, and parents in the assessment process to promote shared responsibility for learning.
6. To uphold the highest standards of academic integrity and fairness in all assessment practices.

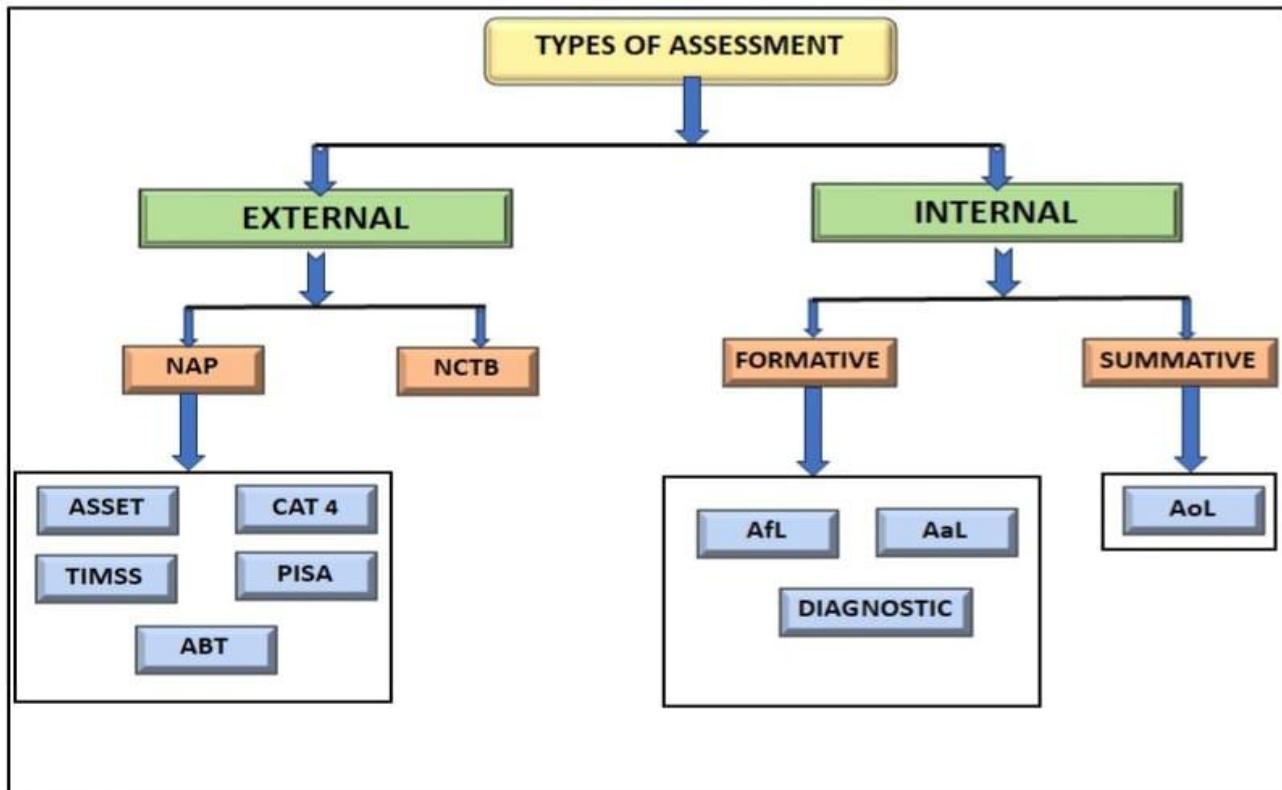
3. Scope:

This policy applies to all students from Kindergarten through Grade 12 at BEPS. It covers all types of assessments including:

1. **Formative Assessments:** Ongoing assessments that monitor student progress during the learning process. These include quizzes, class discussions, homework assignments, peer assessments, and teacher observations.
2. **Summative Assessments:** Final assessments that measure student performance at the end of a learning period. These include exams, projects, and presentations.
3. **Diagnostic Assessments:** Initial assessments used to gauge students' prior knowledge and learning needs before starting a new unit or course.
4. **Project-Based Assessments:** Assessments based on the completion of individual or group projects that require students to apply their learning in real-world contexts.
5. **Peer and Self-Assessments:** Methods that encourage students to assess their own or each other's work, fostering reflective learning and critical thinking.
6. **External Assessments:** National or international assessments that benchmark BEPS students' performance against broader standards.

This policy is applicable across all subject areas and grade levels and ensures that assessment practices are consistently implemented across the school.

4. Types of assessment held at BEPS



5. Definitions:

- **Assessment:** A process of gathering and analyzing information about a student's academic performance to inform decisions about teaching, learning, and development.
- **Formative Assessment:** Assessments that are conducted throughout the learning process to monitor student progress and adjust teaching strategies.
- **Summative Assessment:** Assessments that evaluate student learning at the conclusion of a unit, term, or course to determine overall achievement.
- **Diagnostic Assessment:** A tool used to understand students' existing knowledge and skills, helping teachers plan appropriate instructional strategies.
- **Feedback:** Constructive information provided to students regarding their performance, aimed at promoting understanding and improvement.
- **Differentiated Assessment:** Assessments that are tailored to meet the diverse needs, interests, and abilities of all students to ensure fair opportunities for success.

6. Principles of Assessment:

1. **Fairness and Equity:** Assessments should be free from bias, providing all students with an equal opportunity to demonstrate their learning.
2. **Transparency:** Assessment methods, expectations, and criteria should be clearly communicated to students and parents in advance.
3. **Consistency:** Assessments should be consistent across grade levels, subject areas, and teachers to ensure fairness and reliability in evaluating student performance.
4. **Inclusivity:** Assessments should accommodate the diverse learning needs of students, including those with special educational needs (SEN) and English language learners (ELL).
5. **Actionable Feedback:** Feedback should be specific, constructive, and timely, helping students understand their strengths and areas for improvement.
6. **Alignment with Learning Outcomes:** Assessments should align with the learning objectives of the curriculum, ensuring that they measure the intended skills and knowledge.

7. Roles and Responsibilities:

Teachers:

- Plan and implement assessments that are aligned with the curriculum and learning objectives.
- Provide timely, constructive feedback to students to guide their learning.
- Use assessment data to inform instructional practices and support student progress.
- Ensure assessments are inclusive and accessible to all students.

Students:

- Actively engage with assessments and reflect on feedback.
- Take responsibility for their learning and use assessment results to improve their skills and knowledge.
- Participate in self and peer assessments to foster independent learning and critical thinking.

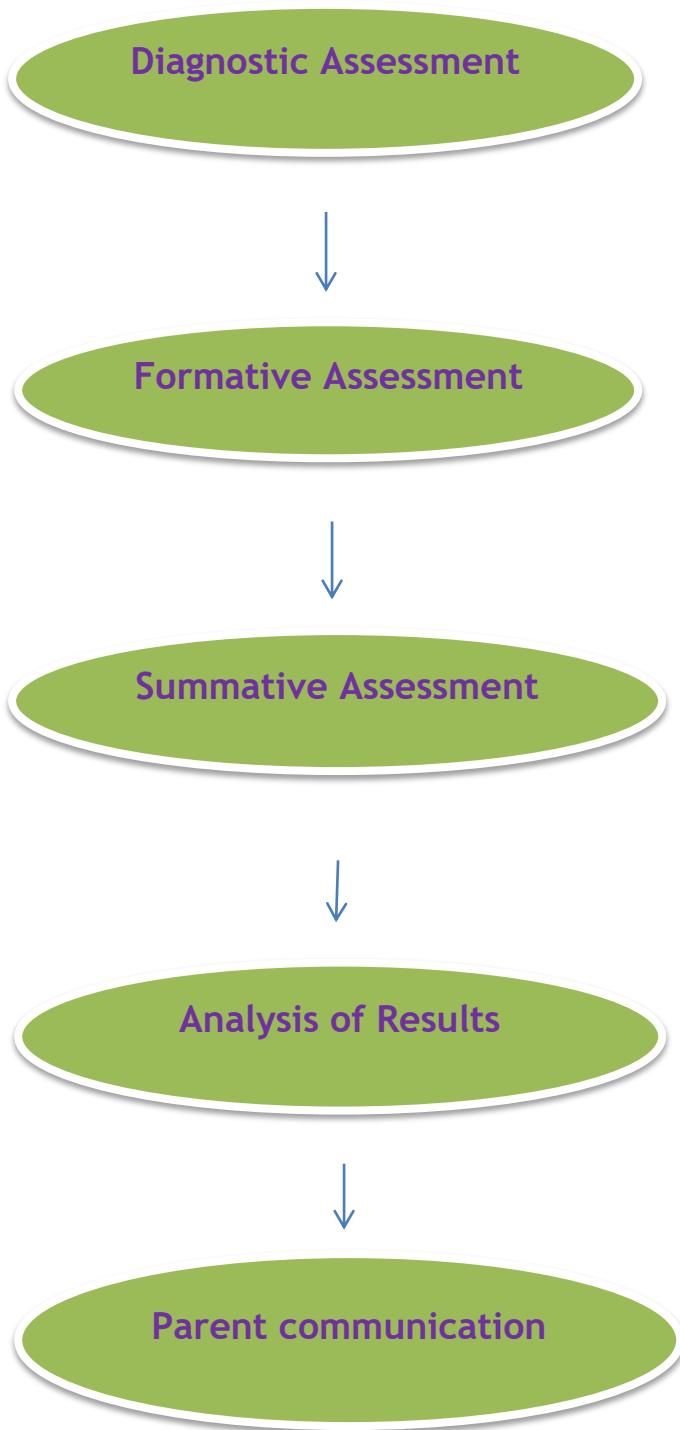
Parents:

- Support their children in understanding assessment results and acting on feedback.
- Participate in school meetings and discussions regarding their child's progress.

School Leadership:

- Ensure the implementation of this policy across all grade levels and subject areas.
- Provide professional development for teachers on effective assessment practices.
- Monitor and evaluate the effectiveness of the assessment policy in improving student outcomes.

8. Assessment Procedures:



9. Special Provisions:

To ensure that all students are fairly assessed, provisions will be made for students with special educational needs (SEN) and English language learners (ELL). This includes:

1. Providing additional time or accommodations for assessments where necessary.
2. Using differentiated assessments to reflect students' individual learning profiles.

- Ensuring that support is in place for students who require modifications in assessment formats (e.g., oral presentations, alternative assessments).

10. Recording & Reporting

GRADES	TERM 1	TERM 2
KG 1 & 2	Formative Assessments (60 marks) + First Term Examinations (40 marks) = 100 Marks	Formative Assessments (60 marks) + Second Term Examinations (40 marks) = 100 Marks
Grades (1 - 8)	Formative Assessments (20 marks) + First Progress Test (20 marks) + First Summative Assessment (60 marks) = 100 Marks	Formative Assessments (20 marks) + Second Progress Test (20 marks) + Second Summative Assessment (60 marks) = 100 Marks
Grade (9 - 10)	First Progress Test (20 marks) + First Term Examinations (80 marks) = 100 Marks	Second Progress Test (20 marks) + Second Term Examinations (80 marks) = 100 Marks
Grade (10 - 12)	First Progress Test (20 marks) First Term Examination (100 marks)	Second Progress Test (20marks) First Term Examination (100 marks) = 100 Marks

11. Malpractice

- No communication of any sort is permitted between students from the time a student enters the exam hall until he/ she leaves the exam hall.
- No communication or exchange of materials is permitted when the exam is in progress.
- If any student is caught cheating during exam, his/her answer script will be confiscated and cancelled immediately. The student will not be permitted to write the specific exam paper and no marks will be awarded for any other part of the paper completed.
- If the teacher while marking the answer scripts identifies evidences of malpractice, no marks will be awarded for the entire paper.
- The parent will be informed and further action will be taken after the decisions made from the examination panel committee, which will review the issue and suggest action.
- Student and parent can make a written appeal, which will be raised, to the Examination panel committee who will further review the case.

12. Passing, Failing, and Promotion Procedures

Passing Criteria:

The minimum requirements for students to pass each subject, ensuring they meet the academic standards necessary for progression:

- **MOE Subjects**
 - **Arabic** : 50%
 - **Islamic Education**: 50%.
 - **MSCS**: 40%
- **NCTB Subjects**
 - **Bangla**: 35%
 - **English**: 35%
 - **Mathematics**: 35%
 - **Science**: 35%
 - **Bangladesh Global Studies**: 35%
 - **Islamic Studies**: 35%
 - **ICT**: 35%

Failing Criteria:

- Students who score below the passing criteria will be considered as failing. The following intervention steps will be implemented:
 - **Remedial Classes**: For students scoring below passing grades, extra support will be provided through remedial sessions.
 - **Supplementary Exams**: Students who fail to meet the passing mark may be required to take supplementary exams.

Moderation:

- If a student scores **6% below passing marks in any two core subjects**, may be awarded a **moderation mark of up to 3 marks** per subject to meet the passing criteria.
- In certain cases, students whose scores are slightly below passing will be given the opportunity to demonstrate improvement through **additional assignments** or **extra credit tasks**.
- Moderation will be reviewed by the **Academic Review Committee** to ensure it is applied fairly and equitably.

Promotion Procedures:

- **General Promotion:** Students who meet the passing criteria in all core subjects will be promoted to the next grade.
- **Conditional Promotion:** If students fail one subject but show potential, they may be promoted with conditions, including participation in extra support sessions and re-assessment after a defined period.
- **Retention:** Students who fail more than two core subjects or fail to meet minimum criteria after remediation will be required to repeat the grade.

13. Review and Evaluation of Policy:

This Assessment Policy will be reviewed annually to ensure it remains relevant, effective, and aligned with the needs of BEPS students and the broader educational community. Feedback from teachers, students, and parents will be collected and incorporated into the review process to ensure continuous improvement.

14. Conclusion:

The BEPS Evaluation and Assessment Policy serves as a cornerstone in ensuring that assessments are used to enhance teaching and learning, helping every student succeed academically. By adhering to this policy, we strive to create a supportive, fair, and transparent learning environment that fosters academic growth and prepares students for future success.

Approved by,



Principal

