



Rajarata University of Sri Lanka

STUDENT ASSESSMENT POLICY

On the recommendation of the Senate, the Council of the Rajarata University of Sri Lanka, as the governing authority of the Rajarata University of Sri Lanka by resolution adopts the following Policy.

Accepted Date:

Amended Date:

Signature: Signed

Position: Vice Chancellor, Rajarata University of Sri Lanka

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1. Rationale

Student assessment in the university is the process of evaluating students on what they know and understand and determines whether the students met the intended learning outcomes of courses. It is the bridge between teaching and learning. Hence, student assessment will help to inform teachers and students about the quality of the assessment process and the student learning experience. Student assessment policy should apply to evaluate all undergraduates by any form of assessment at the Rajarata University of Sri Lanka (RUSL) and it should be respected by all parties including students, academics, academic supportive and administrative staff of the faculties.

2. Definitions

Student assessment is defined as “any form of student activity in a course to which a grade is to be granted by the instructor/lecturer” (McGill University assessment policy, 2016).

3. Scope

This student assessment policy applies to all the students and academic staff of the RUSL.

4. Principles

Student assessments should be built on quality, validity, reliability, manageability, and fairness. University teachers would be able to incorporate these principles when planning, implementing and reviewing assessment processes.

5. Policy Statement

The purpose of this policy is to outline the process of assessing students to evaluate student learning outcomes and ensure that all student assessments are properly designed.

5.1. Purpose of Assessment

- To evaluate the standard of student performance in relation to the learning objectives of the courses
- To enhance, and improve the quality of student learning

- To reward the student efforts and achievements with an appropriate grade
- To provide necessary feedback to improve the quality of existing curriculum
- To improve the effectiveness of the teaching-learning process

5.2. Forms of Assessment

There are diverse methods to assess students and can be varied with the learning objectives.

- **Written examination**- may consist of multiple-choice questions, structured (short answer) questions, and essays, where appropriate
- **Written assignments** - may evaluate in the form of essay/s, report/s, case-studies, and portfolio/s
- **Practical examination**-may consist of practical questions and evaluate by a practical paper, spot tests, a practical, where appropriate
- **Practical assignments/projects** - may require to complete a practical assignment/s or a project designed to test students' abilities under given circumstances
- **Presentations** - the student will be given a topic and required to make a presentation which will be concluded with a formal discussion
- **Viva-voce examinations** – a panel of evaluators assess the student/s according to the given answers

5.3. Assessment Requirements

Student assessment should be ensured following.

- **Valid**– A valid assessment procedure precisely measure the knowledge, skills or understanding of the student.
- **Reliable** –A reliable assessment procedure should be there to convey consistent results.
- **Fair**– The assessment procedures should not be discriminate among/against student/s.
- **Reasonable** – Assessment workload is reasonable with the context of work done and reflects the content of course.
- **Relevant**– The assessment/s should be matched with the knowledge and skills gained.
- **Aligned**– Assessment/s must align with expected learning outcomes.
- **Transparent**– All assessments should be very clear to criteria/standards.

- **Feedback**– Students should receive the feedback timely and better to indicate the way they can improve.

5.4. Timing and Weightage of Assessments

Students should be informed, about course objectives and learning outcomes, including the assessment requirements of the respective course on the first day of the lecture. Further, students should be aware of the assessment submission dates (due dates) and the contribution of each assessment to the final grade.

5.5. Submission of Assessments

Students are required to submit assessments at the time and date specified in the course. Course coordinator has the authority to decide about the penalty for those who submitted the assessment after the due date.

5.6. Special Considerations

Special consideration can be given to the students who are only proven a genuine need.

5.7. Moderation

Moderation guarantees that assessment is valid, reliable and fair. Hence, it is the responsibility of the course coordinator/s to ensure that internal/external moderation processes are maintained.

5.8. Second marking

Second marking assures that course coordinator marked the answers in a fair manner. It also cross-checked the total marks received by the student.

5.9. Review of Grades

A student can request to review his/her final grade awarded by a written request within 14 working days after releasing the final grade.

5.10. Academic record/transcript

All grades of the courses that student has followed during his/her degree program, normally appear on the student's academic record/transcript.

6.0 Related Legislations and Documentation

This policy should implement the following legislation and documentation.

- Commission Circular 04/ 2015 of the University Grants Commission on “Strengthening of Internal Quality Assurance System in Universities and Higher Educational Institutions Through Internal Quality Assurance Units
- Internal Quality Assurance By-laws, No....., 2017
- Policy on “Learning and Teaching”, No....., 2019
- Policy on “Student Assessment”, No....., 2019
- Policy on “Course Study Programme Approval” No....., 2019
- Policy on “Open and Distance Learning”, No....., 2019
- Policy on “Information and Communication Technology” No....., 2019
- Sri Lanka Qualification Framework (SLQF), 2015
- Subject Benchmark Statements
- Codes of Practices

7. Roles and Responsibilities

Conducting a fair assessment according to the course outlines is the responsibility of the course coordinator. Academic supportive staff and the administrative staff should participate in the evaluation process as necessary. Students should be responsible to achieve a better grade by active participation in the learning process.

Result boards meet in each faculty assure the final grades received by each student. Apart, the University Senate is responsible for approval to issue the results.

8.0 Approval and Amendments

Date adapted:

Date Commenced:

Administrator: University Senate and Council

Date of Review:

Date Rescinded: Not Applicable