

Student Assessment Criteria and Progression Procedures Policy

Initial assessment

All students must meet the entry requirements for their course to be accepted. Please see our Admission Policy for more details.

External assessment

In the case of external examining bodies, inlingua Leeds is an administrator and cannot have any control over individual exam content or organisation. Please see the Exam Policy and Malpractice and Maladministration Policy for more information on our guidelines.

Common European Framework of Reference for Languages (CEFR)

All inlingua Leeds English courses use the CEFR to assess student levels and progress. Although all courses have set textbooks, it is the teachers who set the daily classwork based on helping the students to improve their CEFR band.

Students are assessed at the beginning of their course to test their initial level. This is marked on the CEFR Band Descriptors for Reports document and in the Placement Report. Students will then have their finishing band noted on their CEFR Band Descriptors for Reports document to help them see their progress and continue their learning.

English language courses

Students on an English language course are assessed against the inlingua Leeds Mark Scheme, which is based on percentage scores. Assessments are based on task achievement in four different areas (Communication, Use of Language: Appropriacy and Accuracy, Use of Language: Range and Fluency and ease of understanding), are norm-referenced criterion and graded by teachers.

Below Standard (BS)- 0-39% (red)

Low Standard (LS)- 40-49% (grey)

Standard (S)- 50- 69% (orange)

Above Standard (AS)- 70-89% (green)

Exceeds Expectations (EE)- 90-100% (blue)

Grades are recorded in the Student Portal weekly and the overall scores are colour-coded to see a students' progress over their course. The overall scores are then reported in the End of course report.

These bands basically describe the student's performance against the CEFR. A LS score in a B1 reading test says that the student is at the low end of the B1 band descriptor for that level. As the student studies, they should move up the bands to EE, which means they are performing at the very

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Management

top end of B1, and the start of B2. At this point, the student should take and pass the end of course test and then move to the next level.

Moving classes

inlingua Leeds allows students to move between levels and classes as they progress.

Academic concerns:

If a student wishes to change their level, either into a higher or lower level, they must first discuss their reasons with their teacher. Please see below for more information.

Personal concerns:

As an academic institution, inlingua Leeds does not recognise wishing to be with friends as a legitimate reason to move groups, though management will seek to be understanding.

For a relaxed and comfortable learning environment, it is important that all the students are at ease with each other and the staff. If a student wishes to move class due to problems with the teacher or other students, they should first discuss the problem with the inlingua Leeds management, who will seek to resolve any issues. If this is not satisfactory, then the inlingua Leeds management team will discuss other solutions.

Cultural concerns:

inlingua Leeds promotes intercultural communication, understanding and respect, in line with British values. Therefore, wishing to move class to be with or without certain nationalities or individuals is not acceptable. Whilst inlingua Leeds will always endeavour to respect the cultural backgrounds of students, it is imperative that students recognise that they must abide by British values.

Moving to a higher-level General English course

inlingua Leeds offers General English courses at a range of levels. Students are placed at a particular CEFR level based on their performance in the General English Placement test.

inlingua Leeds does not give defined times for how long it will take a student to progress from one level to another. This is subject to so many different conditions, including the individual student's motivation, ability, first language and so on.

Students wishing to move to a higher-level English course must complete an end of course test and achieve 70%.

Students must pass both the Speaking and the Reading, Writing and Listening papers at their level in order to progress onto the next level. If a student passes one paper and fails the other, they will need to repeat that level. If a student fails both papers, they will need to repeat that level. Students with very low marks from the exam may need to move down a level.

Moving from General English to an Exam class

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Management

Students wishing to move from a General English onto an exam course (IELTS, Cambridge or Trinity) must fulfil the stated minimum requirements of that class before being able to progress. These requirements are set by inlingua Leeds management. This will include passing an end of course test to prove they are at the right English level to join that class.

Students who wish to move must first have the agreement of their current class teacher. Their teacher will speak to the Academic manager about their current level, class participation and ability to progress at the necessary speed. If they pass all part of the end of course test, the student will be able to move to the exam class. If they fail, they must remain in General English. They will be able to have a meeting with inlingua Leeds management to discuss why they want to move and how they can work in their current class to better meet their goals.

Moving to an IELTS Course

If a student wishes to move from General English to an IELTS course, the student will need to prove they are at a high enough level by taking the end of course intermediate level test. The student will need to achieve a pass of 70% to progress to the IELTS class.

Attendance and punctuality

Attendance and punctuality are key to progressing. Students who regularly miss lessons or are late miss important information and may take longer to progress through the levels.

Students with less than 80% attendance will not receive a Certificate of Attendance at the end of their course.

Sponsored students must be aware of the attendance percentage expected by their sponsor and keep to this.

inlingua Leeds will not under any circumstance change the attendance records of a student to allow them to continue studying.

Please see the Attendance Policy for more information.

Attendance and Progress reports

inlingua Leeds teachers gives daily feedback and weekly targets to students. All students will be given a short report every 4 weeks of their course. All reports are available to students on their portal.

Weekly reports are completed by teachers on each Friday. Teachers will input the test results from that week, give an overall score and band, and leave comments on that student's performance, achievement of their individual target and a new target. The 4 week reports and End of Course reports are compiled from weekly reports to give an overview of that student's performance.

Sponsors/institutions may request copies of the reports.

Students who are failing or receive consistently low reports will need to complete an academic tutorial with the inlingua Leeds management.

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inlingua Leeds will not change or amend scores or comments on reports to make a failing student appear to be improving under any circumstances. If students feel that their reports are too low or that teachers have given unfair comments, they must speak to inlingua Leeds management directly. The management will then speak to the student and the teacher and make a decision based on their findings. This decision will be final.

NCC Education assessment

On NCC Education courses, such as the International Foundation Diploma, assessments are set and created by NCC Education.

NCC Education courses are not levelled in the same way as the English language courses, and therefore students who do not meet this level cannot be accommodated.

inlingua Leeds will regularly administer progress tests and quick tests to ensure that students are aware of their progress and what they need to improve to pass the course. Student's progress will be monitored and trends of achievement will be fed back to students.

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