



جيمس مودرن أكاديمي GEMS Modern Academy



GEMS MODERN ACADEMY

ASSESSMENT POLICY

Assessment, evaluation and follow-up action are the cornerstones of the teaching and learning cycle. They need to be incorporated systematically into teaching strategies in order to assess students' performance, diagnose any problems and chart progress. In all assessments, it is imperative that questions demanding Higher Order Thinking Skills are included based on Bloom's Taxonomy.

Types of Assessment:

Entry Level Tests: At the start of the academic year, tests are conducted based on what was taught in the previous year. These skill based tests help teachers understand the different abilities of the class in order to enable him/her to cater to all levels. It also indicates the lacuna in the students' knowledge and the teacher understands what needs to be re-taught to ensure no one is left behind. The scores of the entry level tests also provide a base in order to track the progress of the child. A grade wise analysis also helps to put ear-marked attainment levels in perspective.

Continuous Evaluation: Formative assessments in the form of continuous evaluation are short tests conducted in the class to test what has been taught during that particular period. This encourages students to pay undivided attention during the course of the lesson. The tests are spontaneous in nature and prior notification is not given to students. Special booklets have been designed for conducting and recording these tests. Each department lays down the number of such tests that are to be conducted in a term. It was; however, felt that such tests do not give students practice in the kind of summative assessments that are given at the end of a term. Hence, from September 2010 a 20 mark mini summative assessment once a term was introduced, in addition to the existing continuous evaluation, with prior notice to students.

Summative: The academic year is divided into three terms with an examination at the end of each term. These tests help teachers make end of term assessments and monitor achievement levels of students. For promotion to the next grade all three examinations are considered with 25% weightage for Term 1 and Term 2 and 50% weightage for Term 3 examinations.

For KG1 to Grade 4 there is only continuous assessment throughout the academic year. In KG continuous assessment is only through observation. In grades 1 – 4, a short test is taken at the end of a lesson or a topic. This covers what is being taught during that period. Students are not informed when or on what topic the test will be conducted. The tests are spontaneous in nature.

In Grades 3 and 4 one summative assessment with a 20% weightage is conducted each term and is reflected in the end of term report card.

Records and Record Keeping:





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Teachers keep records of all assessments, formative, summative and the entry level tests, in the Teacher Planners, and marks are entered electronically for the IT Department to maintain the data in student records and to evaluate and analyze the results. Students are given their marks in each subject for the last three years so that their progress can be tracked. Their scores are also compared with the class average. The total scores of the formative assessment are converted into a percentage and then shown as grades. Report Cards show these grades in a column headed as Continuous Assessments. These grades reflect the sincere effort put in by the student during the term in middle and senior school.

Skill based pupil tracker: Student progress in Kindergarten is effectively tracked through a skill based tracker. Teachers regularly make objective observations of children which are entered in an observation file. Teachers use these notes to inform further planning for each child. Teachers maintain a learning journal for each child. These documents feed into the MTR and the student tracker.

For grades 1 – 12, the school has initiated and is in the process of conversion of the syllabus from content base to skill based and as a pilot project teachers have developed a skill based tracker to track student progress and use it to inform teaching learning. This tracker is being used as a pilot project in selected sections across the school and we hope to use it effectively across for the entire school from April 2012.

Feedback:

Midterm review: A new initiative undertaken by the school from May 2011 is the introduction of a Mid Term review .A comprehensive academic review of each pupil is conducted and shared with parents and pupils towards the middle of each academic term. The review includes a feedback on Attitude to learning, Behaviour, Contribution to class, Homework and strategies for Improvement.

Open House: In addition to the three midterm reviews, parents attend formal Parent/Teacher meetings at the end of each term where they meet each subject teacher and discuss the child's progress and achievement.

A consolidated written report for each child is sent to parents at the end of the third term which shows marks and grades for all three terms. This is also sent online to parents. These reports outline the child's progress within all areas of the curriculum, including their strengths and talents.

On a continuous basis parents get feedback via notebook correction, continuous evaluation and, where necessary, notes in the student's school diary.

Continuous Evaluation booklets are sent home from time to time so that parents are aware of the progress of their child.

If children are underperforming, teachers inform parents either by phone or through mail or a note in the diary. If a child is consistently underperforming, the Supervisor calls the parents for a discussion and follow up action. In certain cases children may be advised to see the School Counselor for assistance.





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Evaluation:

Besides Teacher evaluation, there is a practice of peer evaluation and self evaluation. Students are given a probing questionnaire which makes them introspect and assess themselves. This is done at the end of each term. Learners are encouraged to apply scoring tools for self and peer evaluation as this enables learners to internalize the elements of quality embedded in the scoring criteria. Peer evaluation not only helps the person receiving the feedback, but also moves the learning of the assessing student to a higher level.

New Students:

For all new students who are admitted either at the beginning of the academic year (or midterm) an entrance test is conducted to ensure their suitability for the year. Entry level tests in English, Math's and Arabic are administered.

Follow-up Action:

Students who are found to be in need of extra support are required to go for remedial classes which are conducted in the afternoon and also in the morning before the first period begins. Here the teachers are able to give individual attention to the students and their progress is monitored closely. Letters are sent to parents informing them of the extra classes their children need to attend. Assessment, recording and reporting procedures are reviewed annually to ensure that they evolve and incorporate the best practices.

