



Assessment Structure

The syllabus drawn from this structure uses three broad forms of Assessment which can be used throughout the learning process mentioned below

1) Diagnostic Assessment:

This assessment informs teachers and learners about what is already known by the learner and helps to identify which area the learner needs to focus on. This helps to know the strengths, weaknesses, skills and knowledge that the learner has, prior to the start of the topic.

2) Formative Assessment

AFL- "Assessment for Learning" is conducted as an ongoing process of observation of the learner's understanding of the learning objectives. This helps to make an opinion and arrive at a review of the knowledge of the student learning the topic. The curriculum incorporates several forms of formative assessments. Some of the strategies are

1	Sharing clear learning intentions/ objectives for lessons with learners
2.	Sharing and negotiating lesson success criteria
3.	AFL strategies embedded in lessons and in learner tasks, encouraging learners to express ideas about what they are learning and what helps them to learn
4.	Facilitating peer and self- assessment
5	Encouraging learner responses to feedback and marking that includes individual target setting

This process includes many kinds of classroom activities like Quiz, Puzzle, Tic Tac Toe, Cross word, Debate, Discussion, Role play, Project work, Question and Answer, etc. These can either be teacher-led or focussed on learners working together.



3) Summative Assessment

Sometimes referred to as “Assessment of Learning”. This assessment sums up the learning of learners at the end of periods of learning at the end of every term. This is measured against clearly defined standards. Then, the teacher evaluates and appraises all aspects of child’s personality both cognitive and non- cognitive. This enables a teacher to keep track of a student progress from time to time.

The continued periodic Formative and Summative assessments are designed to engage whether the learning has been internalized, whether the student will be able to relate this learning in different situations under different contexts, whether this learning will provide a base for Expanded Learning Opportunity.

Structure of Assessments (Formative & Summative)

UNIT 1 MODULE 1	UNIT 2 MODULE 2	UNIT 3 MODULE 3	UNIT 4 MODULE 4
F.A- 10 marks	F.A- 10 marks	F.A- 10 marks	F.A- 10 marks
S.A- 40 marks	S.A- 40 marks	S.A- 40 marks	S.A- 40 marks

RUBRICS

Exhaustive and precise rubrics given as parameters for effective evaluation. Observation Record for on the spot recording of results of Formative Assessment will have an instant recording sheet.

TOOLS FOR ASSESSMENT

This provides genuine feedback on strengths and weakness of a student with an accurate assessment of his/her long term progress towards a set of Minimum Entry Requirements, framed in terms of Kindle Kids student profile.

REPORT CARD

This provides opportunities for student’s self- reflection, Teacher’s Evaluation and a section to assess the skills and activities undertaken to test on the learning outcomes of the students. Reports cards will be sent home twice a year, viz., September and March after a parent teacher discussion.



GUIDELINES FOR ASSESSMENTS

Formative and Summative assessments will be given to test the progress and achievement of each child.

For every Term, 10 Formative assessments (20 marks) and 2 Summative assessments (40 marks each) will be conducted.

FORMATIVE ASSESSMENT

Any activity or worksheet mentioned in the 'Formal Assessment' section of the lesson plan will be given a rubric to assess the child. As mentioned above, a minimum of 5 activities will be assessed per module. Rubrics will be provided for the same with a rating of 1-5, 5 being the highest and 1 the least. The conversation (to 10 marks) calculation is given below with an example:

The cumulative average for assessments will be calculated in the following way

Assessment No.	Rating (from rubrics)	Percentage
1	4/5	80%
2	3/5	60%
3	3.5/5	70%
4	2/5	40%
5	4/5	80%
Total		330

Convert 330 to percentage- $330/5 = 66\%$

Convert the percentage for 10 marks= $6.6 = 7/10$

This will be the final assessment marks for the Formative assessment which will be added at the end of a module to the Summative marks (2 Summative Assessments).

GRADING SYSTEM AT THE END OF EACH MODULE

Formative marks (10) + Summative 1 (20 marks) = Total 50

Convert 50 to percentage... eg. If the student has scored 40/50, the percentage will be 80%



Use the following guidelines for grading

90-100 = A+

80-89 = A

70-79 = B

60-69 = C

50-59 = D

49 and below = U

Hence, in the above example, the child would have a grading of A (80%)

IMPORTANCE OF FEEDBACK

Teachers use some of the following effective feedback statements.

EFFECTIVE FEEDBACK STATEMENTS

1	Feedback can be oral or written and both are equally important.
2	More effective teachers use praise less often than less effective teachers.
3	Praise needs to be specific rather than generalised.
4	Grades, marks, etc have little effect on learner performance.
5	Narrative comments help learners to understand how to improve.
6	Feedback is more effective if it is focused on the task rather than the learner.
7	Indicating areas for improvement is more productive than providing learners with corrections.
8	Opportunities need to be provided for learners to improve previous work.
9	Recognizing learners 'efforts ensures they are more likely to believe they can improve rather than relying on their innate ability



PLANNING FOR ASSESSMENT

ASSESSMENT STRATEGY	
Identify the learning objectives	
Decide what learners should learn in the lesson (the learning intention or success criteria)	
Decide on a suitable learning outcome for each level in the group	
Consider what classroom activities will help learners meet the learning intention	
Plan how to communicate the success criteria for the activity	
Plan how learners will use the success criteria to understand the assessment	
Prepare phrases for suitable questions and effective feedback	
Plan opportunities for peer and self-assessment	
Choose suitable strategies which will help learners to use the success criteria appropriately and which will help them to identify possible improvements	
Provide examples of suitable feedback comments for use by learners	

RECORDING AND REPORTING

For the purpose of continuous assessments -how to make effective interpretation from best recording practices.

- 1) While observing the student closely, teachers record, observe and remark in the diary, register, workbook or maintain some other safe and soft version of each student profile.
- 2) Using specific rubrics helps assess student work during the activity. Teachers give qualitative and descriptive statement of student work on any interesting incident.
- 3) Prepare a student portfolio- either a soft copy or a hard copy.
- 4) Observation can be done by setting aside a few students per day.
- 5) Help students make their own Student's portfolio.
- 6) While talking to a child, teacher makes a note of what is being done, what needs to be done and when will the next review be done.
- 7) Teachers take efforts to note down visible, prominent changes, problems, strengths and learning evidence.



SOME OF THE RECORDING PROCEDURES

TOOLS

Rating scale to assess performance of the task, skill and procedure, by assigning a value. This is also used to indicate the frequency of specific behaviour pattern, skills, knowledge or attitude displayed by the student.

ANECDOTAL RECORDS

These are cumulative records which not only tells about the progress, skill acquired but also gives direction for future instruction.

CLASSROOM OBSERVATION

Day to day observation of student participation.

PORTFOLIO

A collection of work/ assessment, project, exercise activities, written and oral test, collection of material, album preparation, diary entries, etc.

INTERVENTION PROGRAM

With evaluation done periodically, students who have difficulties in coping with classroom environments are identified scientifically and placed in need based **PCP – Personalised Coaching Program** to ensure that they cover up learning gaps and reach grade level requirements.

NOTE:

There will be no exams from Grade 1 to Grade 5.

Only Formative and Summative Assessments will be conducted.

The Formative and Summative Assessments are included in the Teachers Aid Memoir.
