

Primary School Assessment Structure

PURPOSE / AIMS OF ASSESSMENT

1. The aim of assessment is to enhance student learning.
2. Assessments shall be criterion - related performance assessment.
3. Assessment focuses on all areas of learning in lakshya — Academics, co-curricular and extra curricular.
4. Assessments shall be linked to the teacher and school system performance and instructional improvement.
5. Assessments shall be communicated to all the stake holders of the school (students, parents, teachers)
6. Assessments produce feedback for students, teachers, parents and senior management.
7. Assessment for each subject must include a suitable range of tasks and instruments / components that ensure all objectives for the subject are assessed.
8. The principal means of assessing student achievement and determining subject grades should be the professional judgement of experienced staff members, supported by statistical information.

Throughout the curriculum and instructional process assessment should:

- a. account for a variety of learning styles.
- b. Be differentiated to account for the diverse backgrounds of learners.
- c. Be criteria - referenced, using published, agreed, learning objectives set down by the school.
- d. Be both formative and summative.
- e. Be ongoing and reflective.

FORMATIVE AND SUMMATIVE ASSESSMENTS

FORMATIVE ASSESSMENT

Formative assessment is a tool used by the teacher to continuously monitor student progress in a non threatening supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

Some of the main features of Formative Assessment are listed below :-

- a. Is diagnostic and remedial
- b. Makes the provision for effective feedback
- c. Provides the platform for the active involvement of students in their own learning.
- d. Enables teachers to adjust teaching to take account of the results of assessment.
- e. Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
- f. Recognizes the need for students to be able to assess themselves and understand how to improve.
- g. Builds on students' prior knowledge and experience in designing what is taught.
- h. Incorporates varied learning styles into deciding how and what to teach.
- i. Encourages students to understand the criteria that will be used to judge their work.
- j. Offers an opportunity to students to improve their work after feedback.
- k. Helps students to support their peers, and expect to be supported by them.

Formative assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

FORMATIVE ASSESSMENT STRATEGIES

ENGLISH

1.	Communicative competence (Using four skills (LSRW); interpreting genres of Literature, dramatization and transformation to other Genres.
2.	Response and appreciation (appreciating various pieces of writing; think, access and process information in the spoken and written form)
3.	Oral presentations
4.	Group activities
5.	Systematic analysis (critical thinking; comparing and contrasting texts; compiling, collating, adapting, reproducing; applying knowledge and cultural elements: free response)

SECOND LANGUAGE

1.	Group activity — Oral (Role Play, dialogue, skit, relay instructions)
2.	Concept Test — (Quiz, Vocabulary, Puzzles, Problem Solving)
3.	Imbibe knowledge through creativity — (poster / Chart making, Invitation card , notices, announcements, bulletin designing)
4.	Application techniques (make sentences, translate)
5.	Listening / reading comprehension (match, fill in, choose, synonyms)

MATHEMATICS

1.	Diagnostic assessments
2.	Oral assessments
3.	Exploration tasks
4.	Investigative tasks
5.	Modelling / Hands on activity tasks

SCIENCES

1.	Activities [Quiz, puzzles, Labwork, Group discussion, Role-Play]
2.	Presentations [Oral, multimedia]
3.	Assignments [Project, portfolio, lab reports, research work]
4.	Activity sheets, poster making, think-pair-share
5.	Exit tasks [Concept maps, topic summary, quick review, minute report]

COMPUTER SCIENCE

1.	Problem based learning
2.	Use of IT skills
3.	Classroom activities
4.	Oral Assessment
5.	Social and ethical issue in IT

Primary Progression Tests

Primary Progression Tests provide valid internal assessment of knowledge, skills and understanding in **English, Mathematics, Science / Social and languages**. The tests:

- enable learning to be assessed each year
- provide detailed information about the performance of each learner
- enable teachers to give structured feedback to learners and parents
- enable teachers to compare strengths and weaknesses of individuals and groups
- are marked by teachers in your school
- come with clear guidance, standards and mark schemes
- can be used any time in the year, as many times as needed

SUMMATIVE ASSESSMENT

Summative assessment is carried out at the end of a course of learning. It measures or 'sums -up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale, set of grades.

Please Note :- (V.V. Imp) ---- *Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time.*

Summative Assessment in operation

SUMMATIVE ASSESSMENTS STRATEGIES :-

- | | | |
|--|----------------------------------|--|
| 1) Mid term and Final Assessments | 2) Projects / Assignments | |
| 3) Holiday Homework | 4) Exhibitions | 5) Student Led conference (SLC) |

GRADING SYSTEMS

It is the philosophy of the School that students will respond more positively to the opportunity for success than the threat of failure. The School shall seek, therefore, to make achievement both recognizable and possible for the student. The Principal, on behalf of the school management, shall review, a grading system for use in the Primary Wing. The management urges all teachers to conduct student evaluations as objectively as possible. Teachers will further ensure that the grading system is fully explained to students and parents in a timely fashion.

REPORTING

1. The school will report student progress to parents and guardians on a timely basis after the end of term summative assessment.
2. A comprehensive plan for school/home communications is essential if clear understandings are to take place. Therefore, a plan with combinations of written and oral communications has been devised in order to ensure that clear and concise information is transferred. Teachers will also use a variety of methods to be sure that parents know the progress of each student.

3. **Parent/Teacher Conferences**: Parents meet the teachers along with their wards after the scheduled Progression Tests and also after the Term end Assessments during OPEN HOUSE.
4. Report Cards: They will be issued at the end of each examination. **(Soft and Hard copy)**
5. Additionally the parents also visit the school during **Coffee Mornings** for understanding the teaching – learning process of students and teachers. (Through small exhibitions, classroom activities and one to one meetings)
The parents are also invited for the **Student Led Conferences** (SLC) at the end of the school year where the students present the Units which they have studied in different ways like PPTs, Extempore, Panel Discussions, Discussion on usage of teaching strategies in classroom etc.

All Grades and Marks will also be updated after every assessment in the **Lakshya App** which all parents should download from the **playstore**.

Report cards reflect the formative assessment and summative assessments. The grades of the students in academic subjects, co-curricular activities will be entered on occurrence in relevant software. The security / correctness of these grades can only be altered by the Examination Department headed by the Principal. The progress report can be viewed by parents / guardians online. Paper Copies of the same progress report is also given to the parents / guardians.

There is an Examination – Result Review meeting held after every Examination to assess, analyse, compare and suggest strategies to improve the results.

Details of Assessments for each term (Two terms in an academic year)

Subjects	Grade 1 & 2 (Each Term)			Grade 3,4 & 5 (Each term)	
	Formative (Rubrics / Anecdotes/ Exemplars)	Summative		Formative (Rubrics / Anecdotes)	Summative
English	5-6 formatives (Inclusive of LSRW skills) + Progression Tests	a. Exhibitions b. Written Assessments c. SLCs d. Projects e. Portfolios		5-6 formatives (Inclusive of LSRW skills) + Progression Tests	a. Exhibitions b. Written Assessments (Mid term) <u>Other Assessment Tools :-</u> Rubrics/ Anecdotes/ Exemplars / c. SLCs d. Projects e. Portfolios
Mathematics	5-6 Formatives divided amongst topics as required. (with grading criteria) + Progression Tests			5-6 formatives divided amongst topics as required. (with grading criteria) + Progression Tests	
Science					
Social Science					
2 nd Language					
3 RD Language (<i>Not applicable for Grade 1 & 2</i>)					
Physical Education	Term End Assessment (Graded)			Term End Assessment (Graded)	
Music	Term End Assessment (Graded)			Term End Assessment (Graded)	
Art	Term End Assessment (Graded)			Term End Assessment (Graded)	
Dance / Aerobics	Term End Assessment (Graded)			Term End Assessment (Graded)	

Assessment for Learning – the process

Explain the learning objectives and feedback opportunities



Check learner understanding of learning objectives



Brief learners on what they have to do and what they have to hand in



Introduce the assessment criteria to learners and check their understanding



Provide learners with opportunities to apply the assessment criteria to examples of work produced, possibly by a previous cohort, to illustrate standards required and the application of the assessment criteria



Provide the necessary guidance and support to learners on an individual basis and provide oral feedback



Provide peer-assessment opportunities



Provide self-assessment opportunities



Undertake the teacher-led assessment of learners' work



Provide written feedback to learners



Create opportunities for learners to undertake remedial action and / or consolidation activities

Feedback for learning

Feedback on assessment :--

The Assessment for Learning model is only as good as the quality of feedback provided to learners. Successful Assessment for Learning strategies hinge on the nature of feedback, its content and the way it is received and used by learners.

Generalised statements that mean nothing to the learner do not help to promote improvement in individuals' work. Comments such as :-- **"There are some good bits and some bad bits in this piece of work – keep going !"** only serve to leave the learner confused and do not identify areas for improvement, nor do they offer practical advice on the required remedial work to overcome shortcomings.

Ultimately, feedback should help learners improve in a specific activity ; when feedback provides correction or improvement in a piece of work, it is valued by learners and acts as an incredible motivator.

What is feedback?

- a. Feedback is providing information to an individual which focuses on their performance or behaviour.
- b. The feedback provided should be delivered in a positive manner and lead to action to affirm or develop an individual's performance or behaviour.
- c. Feedback provided should not be of a personal nature and should focus on hard data, facts or observed examples of evidence.

Types of feedback

a. Affirmation feedback :--

Affirmation feedback is provided as soon as possible after a performance has been observed. **"Well done, Raj !! you observed safe working practices while preparing the science project for the school exhibition."**

b. Developmental feedback :--

'Shreya, next time you stretch paper, use gum strip instead of masking tape to secure the paper to your drawing board.'

c. Effective feedback:--

- i. Effective feedback is tailored to meet the needs of the individual and is directly linked to observable evidence – either a learner's written or practical work or a performance of a given task.
- ii. It focuses on individual action points.
- iii. Effective feedback deals with one point at a time.

Grade and Descriptor

Grade	Descriptors
A+ (91 -100)%	Produces highquality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and realworld situations.
A (81 - 90)%	Produces highquality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence.
B+ (71 - 80)%	Produces generally highquality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and realworld situations and, with support, some unfamiliar realworld situations.
B (61 - 70)%	Produces goodquality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
C (51 - 60)%	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
D (35-50)%	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
E (Below 35)%	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.