مَدرسة الخَليج النمُوذَجِية
Gulf Model School

ASSESSMENT POLICY
FOR DISTANCE LEARNING

Assessment is central to the teaching and learning process at all times in the classrooms of GMS. Assessment in GMS is used to measure students' achievement and progress, it also helps students understand their own strengths and limitations, and it informs them about their next steps towards progress. During distance learning due to the lack of physical presence in the classroom, formative assessment plays a vital role in judging the attainment of students. In GMS we pay a great deal of attention to improving the quality of assessment practices. We also adopted a new whole school assessment policy for distance learning, ensuring that whatever system is used to assess students, it has an impact on the quality of teaching and learning across the school and is understood by teachers, students and parents.

Objectives

- Information on the ways in which their achievements will be judged, and the relative weighting of units, modules or elements of the programme in respect of assessment over all;
- Timely formative assessment of their academic performance to provide a basis for individual constructive feedback and guidance,
- Those with responsibility for assessment are capable of confirming that a student's assessed work is the original work of the student, particularly in cases where the assessment is conducted through remote methods.

ESSENTIAL ELEMENTS OF OUR ASSESSMENT

These principles are kept as priority, when designing a formative assessment, so that learners will develop a clear understanding of what they are learning, as well as the standards towards which they are working. Frequent discussions are conducted about how students' work meets the assessment criteria, together with clear and specific feedback, will help students understand how they learn and what they need to do to improve.

RELEVANT

Classroom assessment will relate directly to the learning objectives and the course and syllabus standards.

Fair

It will assume that all learners can make progress, regardless of their starting point, and provide them with the opportunity to demonstrate what they know, understand and can do.

Reliable

RELIABLE

It will provide an objective and accurate check of learners' skills, knowledge and understanding at the point of assessment.

INFORMATIVE

It will establish where learners are in their learning. This information should then be used to diagnose what each learner needs to improve and how the teacher can support this.

INTEGRATED

Assessments will be integrated into the lesson and the teaching and learning cycle, so that students and teachers reflect on the learning that has taken place before moving on.

TEACHERS

Tips for Evaluating Student Learning Online

- Provide students with rubrics to accurately communicate expectations for student performance.
- Use synchronous technologies when appropriate (i.e. Blackboard Collaborate) to communicate with students in real time. As online students have very different schedules,
- Self-assessments can be used to, improve student learning experiences and build community.
- Opportunities to provide feedback to the entire class – i.e. an announcement or e-mail summarizing patterns observed in student assignments.
- Q & A discussion boards can also be useful to field common student questions.
- Teachers to use a variety of assessment techniques.

Schedule of Assessment

All formative assessments are conducted at the completion of a unit or subunit. These are accumulated and a detailed analysis of the same is done and communicated to the teacher. The necessary action is taken for the next step of improvement.

ASSESSMENT TOOLS

The following are examples of assessments that have been used in GMS, that can help facilitate student learning.

1. Written Assignments: short essays, research papers and formative assessment.

2. Online Discussion: Asynchronous discussion activities (i.e. discussion board, blog or wiki).

3. Concept Maps   4. Presentations   5. Quizzes
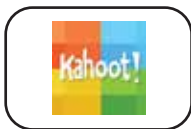
PHASE 1:

Quizziz	See-Saw	Live worksheet	ClassDojo

PHASE 2:

Khahoot	Google docs	Socrative	See-Saw	Quizziz

Google Forms	Live worksheet	DocHub

PHASE 3:

Google forms	Khahoot	Quizziz	Mentimeter	Socrative
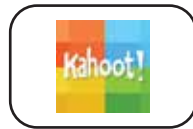
Google docs	Live worksheet	DocHub

PHASE 4:

Google docs	Khahoot	Quizziz	Mentimeter	Socrative
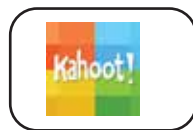
Google docs	DocHub

REPORT CARD

Gulf Model School Dubai   مَدرسة الخَليج النمُوذَجِية دُبي

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PERIODIC TEST - 1

CLASS & DIVISION: 2B   **ACADEMIC SESSION: 2020-2021**

Name of the Student:
Date of Birth: **06/08/2009**

Student ID	

PART 1: ACADEMIC PERFORMANCE

SN	SUBJECTS	FA1	FA2	CLASS PARTICIPATION	HOMEWORK & ASSIGNMENT	PT -1	OVERALL GRADE
		Max Mark (10)	Max Mark (10)	Max Mark (5)	Max Mark (5)	Max Mark (on 100)	
1	Arabic	6	7	4	5	73	B1
2	Islamic Education/Value Education	7	8	4	5	80	B1
3	English	8	9	4	5	86	A2
4	Mathematics	8	9	4	5	86	A2
5	Science	8	8	3	5	80	B1
6	UAE Social Science	9	9	5	4	90	A2
7	Moral Education	8	9	5	5	90	A2
8	Malayalam/Hindi/Urdu	8	9	4	4	83	A2
9							

PART 2: DISTANCE LEARNING PARAMETERS

SN	CRITERIA	GRADE
1	Attendance	
2	Attitude towards teachers	
3	Attitude towards peers	
4	Netiquette	
5	Conscientiousness towards classwork	

GRADING SYSTEM

PART 1

MARKS RANGE	GRADE
91%-100%	A1
81%-90%	A2
71%-80%	B1
61%-70%	B2
51%-60%	C1
41%-50%	C2
33%-40%	D
Below 33%	E
Absent	AB

PART 2

GRADE	DESCRIPTION
A*	Outstanding
A	Excellent
B	Very Good
C	Good
D	Scope for improvement