

## **School Policy on Assessment**

Based on the beliefs that every student is unique and possesses the ability to learn, and that we should develop their multiple intelligences and potentials, we emphasize on 'Assessment for Learning' as an integral part of the learning, teaching and assessment cycle.

In other words, teachers should use assessments (e.g. as simple as effective verbal questioning, observation of student behavior) and provide immediate feedback to enhance student learning in everyday classroom lessons. The focus is on why they do not learn well and how to help them to improve rather than just to use assessments to find out what knowledge students have learned.

### **Strategies**

Apart from the written assessments arranged within designated period, alternative assessments can also be included in the assessment of a subject. These alternative assessments may include projects, practical skills, participation in subject related activities, book reports, journals, drama, presentation, etc. These assessments can be either summative or formative or both in nature. There should be consent within a department on the assessment strategies to be employed.

### **Frequency**

Frequency of assessments is determined by the Curriculum Development Committee through discussion among subject departments.

Frequency of alternative assessments can be revised annually by each subject department according to the changing needs of students and the changing requirements of the curriculum.

### **Weighting**

Weighting of subjects is determined by the Curriculum Development Committee through discussion among subject departments.

Weighting of assessments within a subject can be revised annually by the subject department according to the changing needs of students and the changing requirements of the curriculum.

## **Evaluation and Record Keeping**

Individual assessment items (e.g. projects, concert reports, SBA, quizzes, journals, language arts, oral, practical assessments, continuous assessments, etc.) comprising the final report marks should be evaluated separately. The purposes of evaluating the assessments are to help students improve by understanding their performance and help teachers design assessments which suit the needs of students.

For all assessments counted in students' academic reports, all the assessment guidelines, instructions, questions and marking criteria should be kept in respective subject files together with the evaluation of the assessments. Subject heads should be responsible for keeping these records.

All raw marks of such assessments should also be kept by respective teachers and a copy should be handed in to the school by the end of each academic year.

## **Moderation**

If there are more than one assessor or marker, moderation has to be carried out at least once a year depending on the nature of the assessment. Records of the moderation processes should be kept in respective subject files.

## **Special Educational Needs**

Students with special educational needs will be specially attended during assessments. Internal Assessment Administration Committee should be informed about the arrangements needed.