

POLICY ON e- LEARNING ASSESSMENT

Distance Learning is a mode of delivering education and instruction, often on an individual basis, to learners who are not physically present in a traditional setting such as a classroom.

We believe assessment is a fundamental practice to support and enhance the learning experiences of our students. Therefore, assessment – the evaluation of progress and attainment - is an integral part of learning, not separate from it. By recognizing each student’s unique potential, assessment practices are designed to promote individual excellence and account for a variety of learning styles. Assessment also enables on-going collaborative reflection between the students, teachers, and parents, enabling each to become a partner in the learning process.

Distance Assessment is a method of assessment delivered to learners away from a centre, with little or no face to face contact with tutors, where the assessment is designed to be carried out remotely. Distance Assessment enables learners to be assessed even if they are in situations/settings where traditional methods of assessment delivery may be difficult or impossible to operate

SECURED AND AUTHENTIC ONLINE ASSESSMENT

Pressure and stress are key drivers of cheating behaviour and students today are experiencing a lot of both. So students who feel connected and supported are less likely to cheat.

Students are also less likely to cheat when they are invited to demonstrate learning in ways that are more authentic to them.

School provided authentic assessment tools such as case studies, scenario-based projects and portfolios, journals for seminars, practical or experimental learning etc. in the internal assessment to measure students learning and empowering them to demonstrate knowledge other than demanding that they prove their worth via high stakes exams.

STRATEGIES AND TOOLS TO ASSESS STUDENT LEARNING:

The school uses a range of strategies and tools to assess student learning. Assessment is integral to collaborative planning, teaching and learning

Teachers use a variety of formal and informal assessment techniques to measure learning

1. PERIODIC ASSESSMENT (FORMATIVE): Periodic assessment is consistent and ongoing, to guide development through teacher, self and peer assessment, and will utilize many of the assessment tools outlined. During periodic assessment results should be used to alter the instructional methods to meet the students’ needs and inform future planning. It enables the teacher and each student to know where they are in their learning and what the next steps are to further improve.

2. TERM WISE ASSESSMENT (SUMMATIVE): It is usually performed at the end of a term. It is used to compare student results from year to year within the school.

Formative and summative assessment encompasses:

- **Quizzes, small weekly tests**
- **Projects and portfolios**
- **Classroom tasks**

- **Class participation**
- **Seminar**
- **Practical or experimental learning (virtual lab)**
- **Teachers’ observations and discussions**
- **Written assessment (note book, work sheets, reports, research projects, etc.)**
- **Oral assessment (including student presentations or other oral presentations)**
- **Performance assessment**
- **Subject examinations.**

e –EXAMINATION PROVISIONS: www.testportal.com., Microsoft team etc.

If the distance learning is continuing in the long run, the school will come with new plans of **summative (e – Examinations) using proctoring system** which keeps the students away from malpractices.

TYPE OF ASSESSMENT	TIME SCHEDULE
MID TERM –1 / PERIODIC ASSESSMENT -1	In the month of June
TERM – 1/ SUMMATIVE ASEESSMENT -1	In the month of October
MID TERM – 2/ PERIODIC ASSESSMENT -2	In the month of January
TERM – 2/ ANNUAL EXAMINATION	By last week of February



Scholars Indian School

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DISTANCE LEARNING ASSESSMENT REPORT

(FORMATIVE ASSESSMENT)

MONTH: MAY 2020

Name :

Date :

Date of birth :

Adm No :

Academic Year : 2020-2021

Class : Division :

Subjects	Assessment tools/ strategies	MARKS (5)	Marks (10)
ENGLISH	COMPREHENSION		
	TEST BASED SIMULATIONS		
	LSRW		
	WEEKLY WRITTEN TEST		
ARABIC	PROJECTS AND PORTFOLIOS		
	COMPREHENSION		
	TEST BASED SIMULATIONS		
	LSRW		
MATHS	WEEKLY WRITTEN TEST		
	PROJECTS AND PORTFOLIOS		
	QUIZ		
	WEEKLY TEST		
SCIENCE	CLASSROOM TASK/ NOTEBOOK		
	JOURNALS/ SEMINARS		
	EXTENDED PROJECTS		
	QUIZ		
SOCIAL	PROJECT/ ASSIGNMENT/ RESEARCH		
	STUDENT JOURNALS/ NOTEBOOK		
	PRACTICAL/ EXPERIMENTAL LEARNING		
	SEMINAR		
SEC.LANG	QUIZ		
	PROJECTS/ ASSIGNMENTS		
	STUDENT JOURNALS/ NOTEBOOK		
	MAP SKILL		
SEC.LANG	SEMINAR		
	COMPREHENSION		
	TEST BASED SIMULATIONS		
	LSRW		
SEC.LANG	WEEKLY WRITTEN TEST		
	PROJECTS AND PORTFOLIOS		

Remark:

Result:

Class Teacher

Principal

CONDITIONS OF ASSESSMENT TO REDUCE WORKLOAD ON STUDENTS

- Not more than one test per day.
- Cross curricular activities to reduce the resources and work load.
- Activities and assignment designed according to available and economic resources.
- giving all assignment submission pertaining to time flexibility

FEEDBACK TO STUDENTS

The school provides students with regular oral and written feedback to inform and improve their learning. Leveling is undertaken positively and consistently. Teachers are expected to look for evidence of what students know and understand.

RECORDING STUDENT PROGRESS:

All assessment data is recorded digitally. Teachers keep records of all assessments in the teacher planner, and marks are entered electronically for the IT department to maintain the data in student records and to evaluate and analyze the results. At the completion of periodic and term assessments, assessment data is entered into our data management system for reporting and analysis purposes.

All teachers are required to maintain clear and accurate records which adhere to department requirements regarding format, frequency and type of assessment recorded.

The total scores of the assessments are converted into a percentage and then shown as grades. Report card show these grades in a column headed as Continuous Assessments.

REPORTING STUDENT PROGRESS

Teachers provide regular feedback to parents via Parent Student Teacher Conferences through online platform, digital report card; mail and school website. An Online Report Card, of the exams taken, with details of the marks obtained the maximum and minimum marks in that subject and a graphical representation of the same.

Online Midterm 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, Behavior, Contribution to class, Homework and strategies for improvement.

Online Open House: In addition to the two 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 report for each child is sent to parents at the end of each term which shows grades for the term. 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.

If children are underperforming, teachers inform parents either by phone or through mail. 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 Counsellor for assistance.

Follow-up Action: Students who are found in need of extra support are provided with remedial classes. Here the teachers are able to give individual attention to the students and their progress is monitored closely. Assessment, recording and reporting procedures are reviewed annually to ensure that they evolve and incorporate the best practices

Adopted: April, 2020

Reviewed and updated: April, 2023

Hameed Ali Yahya K. M.
Principal