

Kindergarten

Assessment Policy

1) Rationale:

We believe that assessment is integral as it informs teaching & learning and enables the evaluation of current practices, existing policies and the achievement and progress on a learner, department, cycle and school level.

2) Aims and Objectives:

We use assessment to:

- ✓ Identify low and high achievers and provide them with the necessary support and suitable level of challenge.
- ✓ Develop learners' metacognitive skill to self-assess themselves, monitor and evaluate their own learning.
- ✓ Provide information for the parents about their child's learning.
- ✓ Monitor the learners' attainment and progress across grades/cycles.
- ✓ Inform and guide instruction to improve learning.
- ✓ Ensure all departments are consistent in their approach to assessment.
- ✓ Identify areas of strengths and weaknesses (on a learner, department, cycle and school level).
- ✓ Identify patterns and trends of individuals and groups.
- ✓ Direct students into the course/elective and selection of university majors.
- ✓ Set targets and assist in future planning to meet the requirements of the national agenda.
- ✓ Develop and amend school policies/procedures and review the curriculum.
- ✓ Ensure internal moderation and for scrutiny and accountability purposes.

3) Types of Assessments:

- Summative Assessments: in the form of term quizzes and end of term assessments.
- Formative Assessments: formal and informal in the form of quizzes, projects, graded classwork, presentations...
- Diagnostic Assessments: in the form of chapter prerequisite skills/are you ready and skill based exams.

4) Methods of Assessment:

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| • Peer and self-assessment. | • Journals. | • Observations. | • Oral presentations. |
| • Questioning & verbal feedback. | • Group work. | • Portfolio. | • Reports. |
| • Checklists. | • Rubrics. | • Formative Assessment. | |

5) International Assessments:

<u>Exam</u>	<u>Grade(s)</u>	<u>Frequency</u>
NWEA Measures of Academic Progress (MAP)	KG1 and KG2	Thrice a year

6) SOD Assessment:

The SEND teachers prepare the IEP/IAP annual review report at the end of the term and make the necessary recommendations.

The progress of SOD is evaluated based on teacher observations, across different subject areas and settings (special education teacher, general education teacher, and class assistants). This is done through:

- Observations
- Screenings
- Work samples
- Data collection
- Formative assessment results
- IEP goals
- Progress reports
- Standardized tests
- Meetings with concerned parties to review goals
- Academic achievement

7) Marking Schemes:

The KG department follows monthly rubrics to assess the learners' competencies in a set of defined skills.

The rubrics are appended.