Assessment Pattern

2017-18

Theory of Assessment

When it comes to education, HOW students learn has become as important as WHAT they learn; it is imperative that children develop a strong learning process and the right attitude towards learning. And so, varied assessment systems need to be in place so that children have multiple opportunities to express what they know and understand. This way, each child's learning can be guided in a way that eventually promotes mastery for all children. A fitting analogy for learning any concept or skill is the scaling of a mountain. The end goal is to know if all children can get to the summit but a single test based approach for measuring learning, tells all children to scale the mountain by walking up the same path. It does not allow students to show that some can get the same result if they are allowed to climb over rocks or rappel their way up.

By giving children varied learning experiences and by using a variety of approaches to measure learning, we arrive at a more holistic understanding of where a child is and where she/he needs to go. This is the main purpose of assessment. Therefore, at **CMR National Public School**, we follow an ambitious pattern of assessment where students are exposed to various evaluation formats that test for understanding in multiple ways. This is crucial because in the end, final or term end exams require the application of learning rather than a simple reproduction of facts. Hence, our assessment pattern is designed to keep track of the learning pulse of each child which helps teachers fortify learning as and when gaps are observed.

Assessment Design

Early learning years are most crucial. A child's foundation for learning is built in the first few years of school. In other words, children learn to learn before they learn. The Montessori and Kindergarten program

From Grade I onward, student assessment comprises the following key components:

Review: A review is conducted once a term and the teacher decides which units will be included for review. A review assesses a student's domain knowledge and understanding. It also accustoms students to the paper-pencil test format.

Individual Assessment (IA): Students are given small in-class assessments to tackle on their own. Individual assessments illustrate a student's ability to understand and interpret instructions, engage in absorptive thinking and solve problems independently. In-class assessments allow students to clarify their doubts on the spot and helps teacher observe the working process of individual students.

Group Assessment (GA): Along with developing student intellect, the curriculum also aims to build social skills in students. Group assignments allow teachers to evaluate student behaviour in a group and give students the context of real world situations where problems are typically solved in teams. Group assessments emphasise collaboration, communication and strategic thinking which prepares students for life outside school.

Project Based Assessments (PBAs): Complex concepts are addressed through PBAs that allow students to apply their learning in a hands-on manner. PBAs span several days/weeks and require group and individual work. PBAs are a good way to gauge student ability in multiple areas including (but not limited to) the aptitude for linking abstract concepts to concrete work, the ability to form and execute a plan, the skill to persevere through a long project and the capacity for resourcefulness.

Portfolio: Through the term, students maintain a folder of all their work. Once a term, they are given the opportunity to select and showcase some pieces of their work. Students not only choose what to showcase but are also required to defend their choices. The simple act of going through such an assessment instils in students a sense of responsibility towards their own work and the practice of self-reflection.

Speaking: From the earliest grades, students are encouraged to find words to express their thoughts and the language assessment pattern is designed to continuously track this development. The 'speaking' assessment tests for fluency, articulation, enunciation and pronunciation. Students are typically asked to hold a conversation with one another, express an idea out loud and describe the world around them.

Listening: Since listening is a skill separate from reading or speaking, it is assessed separately during language instruction. The assessment of listening skills involves judging a student's composite ability to catch words/sentences as they are spoken/read, process their meaning and apply understanding to it. Listening assessment involves activities like dictation and story comprehension.

Reading and Writing: Several assignments and assessments test for student proficiency in reading and writing. Students read passages and poetry, make meaning of stories, do book reports, essays, newspaper articles and much more to showcase their proficiency in language.

Summative Assessment: As mandated by CBSE, Summative tests or end of term exams are held twice a year. These are rigorous examinations that test student knowledge, understanding and concept application in a time bound assessment.

Assessment Structure

The assessment structure has been designed such that foundational skills are routinely tested for in the formative grades. As students progress through the grades, and concepts move from concrete to abstract, a test based/summative assessment is added on.

Pre-Primary (Montessori and Kindergarten)

The assessment pattern at the Pre-Primary stage is multi-modal and ensures that all aspects of a child are being observed. At this stage, children are still forming their theory of mind therefore children are given enough opportunities to express their skills and thoughts. Children complete various activities that test gross and fine motor skills, sorting, sifting, co-ordination and other exercises of practical life. They are asked to demonstrate their knowledge of shapes, objects, colours numbers, their environment etc. Student speaking, reading and writing abilities are observed along

with their social-emotional behaviour. A host of visual and performing art activities are also included for observation as part of a child's assessment.

Primary (Grade I-V)

For Grades I-II

	Review	IA	GA	PBA	Portfolio	Total marks
Math	30	20	20	20	10	100
General Science	30	30	10	20	10	100
Computer Science	30	20	20	20	10	100
	Review	Listening	Speaking	Reading & Writing	Portfolio	
Language *	30	20	20	20	10	100

* English and Hindi

For Grades III-IV

	Review	IA	GA	PBA	Portfolio	Total Marks
Math	30	20	20	20	10	100
Science	30	20	20	20	10	100
Social Science	30	20	20	20	10	100
Computer Science	30	20	20	20	10	100
	Review	Listening	Speaking	Reading & Writing	Portfolio	
Language *	30	20	20	20	10	100

*English and Hindi

For Grade V

	Review	IA	GA	PBA	Portfolio		Total Marks
Math	30	20	20	20	10		100
Science	30	20	20	20	10		100
Social Science	30	20	20	20	10		100
	Review	Listening	Speaking	Reading & Writing	Portfolio		
Language *	30	20	20	20	10		100
	Review	IA	GA	PBA	Portfolio	Practical Review	
Computer Science	30	20	20	10	5	15	100

*English/Hindi/3rd Language

In addition to the above assessment pattern, an additional **summative exam** worth 50 marks is given to students at the end of the term. The summative and the multiple assessments (stated above) are combined to give the total result of the student.

Middle School (Grade VI-VIII)

	Review	IA	GA	PBA	Portfolio		Total Marks
Math	30	20	20	20	10		100
Science	30	20	20	20	10		100
Social Science	30	20	20	20	10		100
	Review	Listening	Speaking	Reading & Writing	Portfolio		
Language *	30	20	20	20	10		100
	Review	IA	GA	PBA	Portfolio	Practical Review	
Computer Science	30	20	20	10	5	15	100

*English/Hindi/3rd Language

In addition to the above assessment pattern, an additional **summative exam** worth 80 marks is given to students at the end of the term. The summative and the multiple assessments (stated above) are combined to give the total result of the student.

Senior School (IX-X)

The assessment pattern for Senior School is aligned with that prescribed by CBSE.

	Final Exam	Review Tests	Subject Enrichment	Portfolio
All Subjects	80	10	5	5