

## Curriculum Evaluation/ Assessment Policy

In view of getting a complete picture of the child's learning, assessment we focus on the learner's ability to –

- learn and acquire desired skills related to different subject areas.
- acquire a level of achievement in different subject areas in the requisite measure
- develop child's individual skills, interests, attitudes and motivation
- understand and lead a healthy and a productive life.
- monitor the changes taking place in a child's learning, behaviour and progress over time.
- respond to different situations and opportunities both in and out of school.
- apply what is learned in a variety of environments, circumstances and situations
- work independently, collaboratively and harmoniously.
- analyze and evaluate.
- be aware of social and environmental issues
- participate in social and environmental projects and causes.
- retain what is learned over a period of time.

**In CCE (Continuous and Comprehensive evaluation) the learners are assessed on the following developments.**

- Knowledge
- Understanding/Comprehension
- Application
- Analysis
- Evaluation
- Creativity

### **Scholastic Assessment**

The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creativity in subjects and the ability to apply it in an unfamiliar situation are some of the objectives in scholastic domain and is divided into Formative and summative assessments.

**Formative Assessment (Student competency evaluation)** is a tool used by the teacher to continuously monitor student progress in a non- threatening, supportive environment. It involves regular descriptive feedback, a chance for the students to reflect on their performance, take advice and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

### **Features of Formative Assessment**

- is diagnostic and remedial
- makes the provision for effective feedback
- provides the platform for the active involvement of students in their own learning.

- enables teachers to adjust teaching to take into account the results of assessment
- recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- recognizes the need for students to be able to assess themselves and understand how to improve
- builds on students' prior knowledge and experience in designing what is taught.
- incorporates varied learning styles into deciding how and what to teach.
- encourages students to understand the criteria that will be used to judge their work
- offers an opportunity to students to improve their work after feedback,
- helps students to support their peers, and expect to be supported by them.

Formative Assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities

**Summative Assessment**

Summative Assessment is carried out at the end of a course of learning. It measures or ‘sumsup’ how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on them to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the ‘learn and forget’ syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

Scholastic Assessment		
Formative Assessment		Summative Assessment
Tools	Techniques	

Objective type	Test	Objective type
Short Answer /long Answers	Assignments	Short Answer
Observation schedule	Quizzes and Competitions	Long Answers
Interview schedule	Projects	
Checklist	Debates	
Rating scale	Elocution	
Anecdotal records	Group discussions	
Document Analysis	Club activities	
Tests and inventories		
Portfolio analysis		

The above assessment techniques will be of the aim that

- reduce stress on children
- make evaluation comprehensive and regular
- provide space for the teacher for creative teaching
- provide a tool of diagnosis and remediation
- produce learners with greater skills

<b>Subjects</b>	<b>80 Marks</b> <b>(Board Examination)</b>  Student has to secure 33% marks out of 80 marks in each subject	<b>20 Marks</b>  <b>(Internal Assessment)</b>  Student has to secure 33% marks out of overall 20 marks earmarked in each subject		
		Periodic Test (10 Marks)	Notebook Submission (5 Marks)	Subject Enrichment Activity (5 Marks)
		(i)	(ii)	(iii)

<b>Language 1</b>				Speaking and listening skills
<b>Language 2</b>	Board will conduct Class-X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class-X only. Marks and Grades both will be awarded for Individual subjects. 9-point grading will be same as followed by the Board in Class XII.	Periodic written Test, restricted to three in each subject in an Academic Year. Average of the best two tests to be taken for final marks submission	This will cover: Regularity  Assignment Completion  Neatness & upkeep of notebook	Speaking and listening skills
<b>Science</b>				Practical Lab work
<b>Mathematics</b>				Maths Lab Practical
<b>Social Science</b>				Map Work and Project Work
<b>6<sup>th</sup> Additional Subject</b>				Scheme of studies for 6th additional subject is detailed in Annexure –  I. Note: In case student opts a language as 6 <sup>th</sup> additional subject the modalities defined for Languages 1 and 2 shall be followed.

### **Periodic Test (10 marks):**

The school should conduct three periodic written tests in the entire academic year and the average of the best two will be taken. The schools have the autonomy to make its own schedule. However, for the purpose of gradient learning, three tests may be held as one being the mid-term test and other the two being pre mid and post mid-term with portion of syllabus cumulatively covered. The gradually increasing portion of contents would prepare students acquire confidence for appearing in the Board examination with 100% syllabus. The school will take the average of the best two tests for final marks submission.

### **Notebook Submission (5 marks):**

Notebook submission as a part of internal assessment is aimed at enhancing seriousness of students towards preparing notes for the topics being taught in the classroom as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.

**Subject Enrichment Activities (5 marks):**

These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by respective subject teachers.

**For Languages:** Activities conducted for subject enrichment in languages should aim at equipping the learner to develop effective speaking and listening skills.

**For Mathematics:** The listed laboratory activities and projects as given in the prescribed publication of CBSE/NCERT may be followed.

**For Science:** The listed practical works / activities may be carried out as prescribed by the CBSE in the curriculum.

**For Social Science and other subjects :** Map and project work may be undertaken as prescribed by the CBSE in the curriculum.

*Co- Scholastic Activities: CBSE New Assessment Scheme*

Schools should promote co-curricular activities for the holistic development of the student. These activities will be graded on a 5-point grading scale (A to E) and will have no descriptive indicators. No upscaling of grades will be done.

Activity	To be graded on a 5-point scale (A-E) in school	Areas and Objectives(as prescribed in the Scheme of Studies for Subjects of Internal Assessment)
Work Education or Pre-Vocational Education	By the concerned Teacher	Work education is a distinct curricular area for students for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance.(for Pre-Vocational Education as per Scheme of Studies)
Art Education	By the VA/PA or the concerned teacher	Art Education constitutes an important area of curricular activity for development of wholesome personality of the students. Students will select one or more forms of creative arts.
Health & Physical Education	By the PE Teacher	Health & Physical Activity preferably sports must be given a regular period. Students should be provided opportunities to get

(Sports / Martial Arts / Yoga / NCC etc.)		professionally trained in the area of their interest. Indigenous sports, yoga and  NCC must be encouraged in the schools creating a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice and health care.
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**Discipline (Attendance. Sincerity. Behaviour. Values):**

Discipline significantly impacts career shaping and it helps build character. Sincerity, good behavior and values develop strength and foster unity and co-operation. Therefore, the element of discipline has been introduced. Class teacher will be responsible for grading the students on a Five-point scale (A to E).

The internal assessment comprising 20 marks (10+5+5) entails objectivity and a structured approach. For a holistic assessment, the teachers are expected to make it an effective tool.

**Documentation:**

Records pertaining to the internal assessment of the students done by the schools will be maintained for a period of three months from the date of declaration of result for verification at the discretion of the Board. Subjudiced cases, if any or those involving RTI/ Grievances may however be retained beyond three months.

**CBSE New Assessment Scheme for Class-VI to IX in the CBSE affiliated schools:**

The CBSE affiliated schools, for the purpose of uniformity in classes VI to IX may, replicate the same assessment model as described above for Class-X for Academic Year 2017-18.

## Promotion & Retention Policy Grade 1 to 9

Our promotion & retention policy follow the recommendations of MOE, ADEC and CBSE. Indirect grading in absolute scale having nine points is used in subjects other than Arabic, Islamic Studies and U.A.E. Social Studies

**Pass criteria**

Arabic and Islamic	50%
UAE Civics	50%
Other Subjects	33%
<b>(Child has to secure a minimum of 33% in Board examination and a minimum of 33% in Internal Assessment separately to pass)</b>	

**A student will be promoted to the next higher class based on the following**

- 20 marks in any one of the subjects other than Islamic, Arabic and UAE civics and pass in all other subjects .(one twenty rule)
- 25 marks in any two subjects other than Islamic, Arabic and UAE civics and pass in all other subjects ( Two- 25 rule)
- 30 marks in three subjects other than Islamic, Arabic and UAE civics and pass in all other subjects ( three -30 rule)

**A student who scoreless pass minimum in UAE, Islamic and Arabic will have to write a retest to be declared as pass.**

### Pass Criteria CBSE BOARD Exam

**The child shall pass the CBSE board Examination. Based on the following criteria outlined below**

- 1.** Board will conduct Class-X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class-X. A child shall secure 33% mark in board examination.
- 2. 20 Marks (Internal Assessment) will be awarded by the school for each subject.** Student has to secure 33% marks out of overall 20 marks in each subject

**(Child has to secure a minimum of 33% in Board examination and a minimum of 33% in Internal Assessment separately to pass the Grade 10 CBSE)**

## SCHEME OF EXAMINATIONS AND PASS CRITERIA

### 37. General Conditions

- (i) The Scheme of Examinations and Pass Criteria for All India/Delhi Senior School Certificate and All India/Delhi Secondary Examinations conducted by the Board, shall be as laid down from time to time.
- (ii) Class XI/IX examinations shall be conducted internally by the schools themselves.
- (iii) The Board will conduct the external examinations at the end of Class XII/Class X.
- (iv) Class XII/Class X examinations will be based on the syllabi as prescribed by the Board for class XII/X respectively from time to time.
- (v) Number of papers, duration of examination and marks for each subject/paper will be as specified in the curriculum for the year.
- (vi) The Examination would be conducted in theory as well as in practicals, depending upon the nature of the subject(s) and the marks/grades allotted shall be as prescribed in the curriculum.
- (vii) Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.

### 38. Grading

- (i) Assessment of theory/practical papers in external subjects shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the marks sheets issued to the candidates in case of subjects of external examinations. In case of internal assessment subjects, only grades shall be shown.
- \* (ii) Letter grades on a nine-point scale shall be used for subjects of external examinations. However, for subjects of internal examination in Class X the assessment shall be made on a five point scale i.e. A, B, C, D & E.
- (iii) The grades shall be derived from scores in case of subjects of external examination. In case of subjects of internal assessment, they shall be awarded by the schools.
- (iv) The qualifying marks in each subject of external examination shall be 33% at Secondary/Senior School Certificate Examinations. However at Senior School Certificate Examination, in a subject involving practical work, a candidate must obtain 33% marks in the theory



and 33% marks in the practical separately in addition to 33% marks in aggregate, in order to qualify in that subject.

(v) For awarding the grades, the Board shall put all the passed students in a rank order and will award grades as follows :

A-1 Top 1/8th of the passed candidates

A-2 Next 1/8th of the passed candidates

B-1 Next 1/8th of the passed candidates

B-2 Next 1/8th of the passed candidates

C-1 Next 1/8th of the passed candidates

C-2 Next 1/8th of the passed candidates

D-1 Next 1/8th of the passed candidates

D-2 Next 1/8th of the passed candidates

E Failed candidates

**Notes :**

(a) Minor variations in proportion of candidates to adjust ties will be made.

(b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.

(c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.

(d) In respect of subjects where total number of candidates passing in a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

**39. Merit Certificates**

(i) The Board will award Merit Certificates in each subject to the top 0.1 % of candidates passing that subject, provided that they have passed the examination as per the pass criteria of the Board.

(ii) The number of Merit Certificates in a subject, will be determined by rounding of the number of candidates passing the subject to the nearest multiple of thousand. If the number of candidates passing a subject is less than 500, no merit certificate will be issued.

(iii) In the matter of a tie, if one student gets a Merit Certificate, all candidates getting that score will get the Merit Certificate.

#### **40. Scheme of Examinations (Senior School Certificate Examinations)**

(i) The Board shall conduct examination in all subjects except General Studies, Work Experience, Physical and Health Education, which will be assessed internally by the Schools.

(ii) In all subjects examined by the Board, a student will be given one paper each carrying 100 marks for 3 hours. However, in subjects requiring practical examination, there will be a theory paper and a practical examination as required in the syllabi and courses.

(iii) In Work Experience, General Studies and Physical and Health Education, the schools will maintain cumulative records of students periodical achievements and progress during the year. These records are subject to the scrutiny of the Board as and when deemed fit.

(iv) A candidate from a recognised school who has some physical deformity or is otherwise unable to take part in Work Experience and Physical and Health Education, may be granted exemption by the Chairman on the recommendations of the Head of the Institution, supported by medical certificate from a Medical Officer of the rank not below an Assistant Surgeon.

(v) Private/Patrachar Vidyalaya and candidates sponsored by Adult Schools shall be exempted from Work Experience, General Studies and Physical and Health Education.

(vi) A candidate may offer an additional subject which can be either a language at elective level or another elective subject as prescribed in the Scheme of Studies, subject to the conditions laid down in the Pass Criteria.

#### **40.1 Pass Criteria (Senior School Certificate Examination)**

(i) A candidate will be eligible to get the Pass Certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she is exempted. Failing this, result of the external examination will be withheld but not for a period of more than one year.

(ii) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. atleast 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%. In case of a subject involving practical work a candidate must obtain 33% marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.

(iii) No overall division/distinction/aggregate shall be awarded.

(iv) In respect of a candidate offering an additional subject, the following norms shall be applied:

(a) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/Hindi as one of the languages.

(b) An elective subject offered as an additional subject may replace one of the elective subjects offered by the candidate. It may also replace a language provided after replacement the candidate has English/Hindi as one of the languages.

(c) Additional language offered at elective level may replace an elective subject provided after replacement, the number of languages offered shall not exceed two.

(v) Candidates exempted from one or more subjects of internal examination shall be eligible for appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.

#### **40.2 Eligibility for Compartment in Senior School Certificate Examination**

A candidate failing in one of the five subjects of external examination shall be placed in compartment in that subject provided he/she qualifies in all the subjects of internal assessment.

#### **41. Scheme of Examinations (Secondary School Examinations)**

\*(i) Assessment in the following subjects will be undertaken by the schools themselves in terms of grades on a five point scale (i.e. A,B,C,D & E)

- Work Experience
- Art Education
- Physical and Health Education

(ii) The evaluation for subjects of internal assessment shall be based on cumulative record of the candidate during his/her continuous assessment in the school.

(iii) Schools are expected to maintain regular records of student's achievement and progress. These records are subject to scrutiny by the Board when it deems fit.

(iv) Rest of the subjects of study not mentioned under subclause (i) shall be externally examined by the Board. Details of question papers, marks and duration will be as per the Scheme of Examinations.

\*\* (v) Heads of all affiliated institutions shall be required to issue "Certificate of School-Based Evaluation" covering co-cognitive and other related areas of learning based on continuous and comprehensive evaluation of students who will be completing a course of study of ten years.

#### **41.1 Pass Criteria (Secondary School Examinations)**

(i) A candidate will be eligible to get the Pass Certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she is exempted. Failing this, the result of the external examination will be withheld but not for a period of more than one year.

(ii) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%.

(iii) No overall division/distinction/aggregate shall be awarded.

(iv) In respect of a candidate offering an additional subject, the following norms shall be applied:

(a) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/Hindi as one of the languages; and

(b) The replacement shall satisfy the conditions as laid down in the Scheme of Studies for appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.

#### **\*41.2 Eligibility for Compartment in Secondary Examination**

A candidate failing in two of the five subjects of external examination shall be placed in compartment in those subjects provided he/she qualifies in all the subjects of internal assessment.

## **42. Compartment Examination for Secondary/Senior School Certificate Examination**

\*\* (i) A candidate placed in compartment may reappear at the compartmental examination to be held in July/August and may avail himself/herself of the second chance in March/April next year and may further avail himself/herself of the third chance at the compartmental examinations to be held in July/August of that year. The candidate will be declared 'Pass' provided he/she qualifies the compartmental subject/subjects in which he/she had failed.

\*\* (ii) A candidate who does not appear or fails at one or all the chances of compartment shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical or retain their previous marks in one more annual examination after the Third Chance Compartment.

(iii) Syllabi and Courses for the Compartmental candidates in March Examination shall be the same as applicable to the candidates of full subjects appearing at the examination,

\*\*\* (iv) A candidate placed in compartment shall be allowed to appear only in those subjects in which he/she has been placed in compartment at the Second Chance Compartmental Examination to be held in March/April next year.

(v) For subjects involving practical work, in case the candidate has passed in practical at the main examination he/she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has failed in practical he/she shall have to appear in theory and practical both irrespective of the fact that he/she has already cleared the theory examination.

\*\*\* (vi) The candidate who is placed in Compartment in the Secondary School Examination (Class-X) shall be admitted provisionally to class XI till he takes in first chance Compartmental Examination to be held in July/August of that year. His/her admission shall be treated as cancelled if he/she fails to pass at the first chance Compartmental Examination,

#### **\*\*\*\*42A. RETENTION OF PRACTICAL MARKS IN RESPECT OF FAILURE CANDIDATES FOR SECONDARY/SENIOR SCHOOL CERTIFICATE EXAMINATIONS**

A candidate who has failed in the examination in the first attempt shall be required, to re-appear in all the subjects at the subsequent annual examination of the Board. He/she shall appear only in theory part and his/her previous practical marks will be carried forward and accounted for if he/she has passed in practical. In case a candidate has failed in practical he/she shall have to appear in theory and practical both. If he/she fails to pass the examination in two consecutive years, after the first attempt he/she shall have to reappear in all the subjects including practical.

#### **\*43. Additional Subject(s)**

A candidate who has passed the Secondary/Senior School Certificate Examination of the Board may offer an additional subject as a private candidate provided the additional subject is provided in the Scheme of Studies and is offered within SIX YEARS of passing the examination of the Board. **No exemption from time limit will be given after six years.** Facility to appear in additional subject will be available at the annual examination only.

#### **44. Improvement of Performance**

##### **44.1 Senior School Certificate Examination**

**\*\***(i) A candidate who has passed an examination of the Board may reappear for improvement of performance in one or more subject(s) in the main examination in the succeeding year only; however, a candidate who has passed an examination of the Board under Vocational Scheme may reappear for improvement of performance in one or more subject(s) in the main examination in the succeeding year or in the following year provided he/she has not pursued higher studies in the mean time. He /she will appear as private candidate. Those appearing for the whole examination may however appear as regular school candidates also if admitted by the school as regular students. In no case, a candidate shall be allowed more than one chance for improvement of his performance.

(ii) For subjects involving practical work, in case the candidate has passed in practical at the main examination, he/she shall be allowed to appear in the theory part only and marks in practical obtained at the main examination shall be carried forward and accounted for. In case a candidate has failed in practical he/she shall have to appear in theory and practical both irrespective of the fact that he/she has already cleared the theory examination.

\*\* (iii) Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the main examination as well as those of the improvement examination.

\*\*\* (iv) A candidate appearing for improvement of performance in one or more subjects cannot appear for additional subject simultaneously.

#### **44.2 Secondary Examination**

(i) A candidate who has passed Secondary School Examination of the Board may appear at the examination for Improvement of performance in one or more subjects in the main examination in succeeding year only, provided he/she has not pursued higher studies in the meantime. He/ she shall appear as a private candidate. Those reappearing in the whole examination, may appear as regular school candidates also.

(ii) A candidate appearing for improvement in subject(s) involving practical shall appear only in theory and previous practical marks shall be carried forward and accounted for.

\*\* (iii) Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the main examination as well as those of the improvement examination.

\*\*\* (iv) A candidate appearing for improvement of performance in one or more subjects cannot appear for additional subject simultaneously.

#### **For Secondary Examination**

(i) Candidates for Secondary School Examination will be required to offer two languages as laid down in the Scheme of Examination but will be allowed to offer Home Science, Commerce in place of Mathematics and Science & Technology.

(ii) Candidates for Secondary School Examinations from outside Delhi shall not be allowed to offer subjects involving practical work.

#### **46. Exemption to Spastic, Blind, Physically Handicapped and Dyslexic Candidates**

Dyslexic, Spastic candidates and candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language, any four of the following subjects be offered:

Mathematics, Science and Technology, Social Science, another language, Music, Painting, Home Science and Introductory Information Technology.

## TEACHING STRATEGIS AND ASSESSMENT PLANNING

- School's curriculum plans (Schemes of Work) are used to guide teaching. In this plan, details of what is to be taught to each year group and opportunities for assessment within each broad unit of work are identified.
- Lessons are planned with clear learning objectives and based upon detailed knowledge of each child by the teacher. All tasks are set appropriate to each child's ability. The lesson plans indicate clear expected outcomes for each lesson for different ability groups. These are personalized after rigorous evaluation of data.
- Teachers always share the learning objectives with the children, the lesson's learning objective at the start of the lesson and reviewed during and end of the lesson. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged. Students have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.
- Teacher student interaction is effectively implemented through thought provoking and critical thinking-based questions in the lessons.
- Teachers share the rubrics/checklist/success criteria with students for either a unit of work/specific task. Self and peer assessments and reflection on their own learning are encouraged.

## MONITORING STUDENT PROGRESS IN THE CLASSROOM

- Formative assessment is part of the dynamic of the classroom. During questioning or supporting pupils in groups, the teacher constantly assesses understanding.
- It is used to fine-tune the lesson as the teacher calls the pupils to attention, to point out common errors or particular insights achieved by some pupils.
- This disseminates knowledge and understanding across the classroom. This type of assessment can be the most powerful as it is immediate and results in action by the pupil. Among the strategies that can be used in the classroom are:
- sharing and talking about learning objectives, learning outcomes and success criteria with pupils
- clarifying progression



- recognizing that learning is often demonstrated through oral and written language, and that the academic language required to show understanding has to be explicit and part of the sharing of learning objectives and success criteria
- observing and listening to gather intelligence
- using questioning and whole-class dialogue to check, probe and develop understanding
- explaining and modeling to clarify progression in key concepts and skills, demonstrate thinking processes and exemplify quality
- giving oral and written feedback to support the evaluation of progress, clarify standards and help identify next steps in learning
- planning for group talk, peer assessment and self-assessment to help children develop as independent learners
- planning specific activities that give teachers an insight into the progress children are making, the standard they have achieved and the obstacles to their progress.

### Implementation Process and Procedures for Student Data Analysis

#### **ASSESSMENT DATA ANALYSIS :**

- After the conduct of assessment, teachers record the student marks secured in each type of assessment in mark entry table in teachers' portal
- Once the mark entry is completed and verified, results are being generated
- Once result generated, student performance analysis is done in general as a whole class, section wise class average comparison with overall grade average comparison, gender wise data comparison, progress over time, ability group data analysis etc.
- The analyzed data is used to modify curriculum, adapt remedial strategies and plan and execute intervention strategies for further improvement.

#### **USE OF ASSESSMENT DATA**

##### **1. Differentiate instruction by student readiness**

Sound interim assessment data lets teachers know exactly where each student is compared to their classmates and peers nationwide. It allows a teacher to meet students within their **zone of proximal development (ZPD)**, the optimal spot where instruction is most beneficial for each student and just beyond their current level of independent capability.

##### **2. Evaluate programs and target professional development**

School and district leaders can use data to evaluate curricula and intervention programs, inform changes in instructional practice, and target professional development.

### **3. Setting Learning Targets**

- Target-setting is the means by which the specific and measurable goals are identified that help to improve the standards of all children.
- Targets may relate to individual children, groups of children within classes, or whole cohorts of children.
- Target Setting also enables the school to ask some key questions about students' performance and the next steps to be taken by the school.
- The targets are identified and prioritized to have a positive impact on the student's learning. These help us to monitor and improve children's attainment and progress as well as school development targets which are detailed in the school development plan.
- The teachers shall also encourage the students to set their own targets and review them periodically.
- Regular feedback from teachers makes children aware of how they can improve their work and achieve their targets.
- Recognition of targets achieved and next steps planned is evident in children's notebooks.
- Target-setting means that they make decisions about their own learning. This helps them learn more effectively and informs them of the next steps to be taken to improve.
- Parents are informed about the target-setting process and targets for their children.
- Parent teacher interactions (OPEN HOUSE MEETINGS) are conducted after each assessment enables parents to know the attainment levels of their children and strategies for their further development. This helps parents identify the ways in which they can support and encourage their child with their learning at home.

### **4. School adaptation on remedial instructional strategies**

#### **❖ Individualized Education Program**

- Geared to the learning needs of individual pupils, the Individualized Educational Program aims to reinforce the foundation of learning, help pupils overcome their learning difficulties and develop their potentials. Individualized Educational Program should include short-term and long-term teaching objectives, learning steps, activities and reviews to ensure that the program is implemented effectively. Teaching can be done in small groups or for individual. If necessary, remedial teachers, other teachers, student guidance officers/teachers, parents and pupils alike are to participate in designing the program. Remedial teachers hold meetings regularly to evaluate the effectiveness of work and gather opinions for refinement.

#### **❖ Peer Support Program**

Remedial teachers may train up pupils who perform better in a certain subject to become 'little teachers' and who will be responsible for helping schoolmates with learning difficulties in group

teaching and self-study sessions as well as outside class. Peer support program helps pupils reinforce their knowledge, and develop their communication and cooperation skills as well as good interpersonal relationship. To enhance the effectiveness of the program, remedial teachers must provide training to the pupils concerned beforehand and make regular reviews on its effectiveness. Generally speaking, this program is more suitable for pupils of higher grades.

## **5. Reward Scheme**

The reward scheme has positive effect in enhancing pupils' motivation. It aims at guiding pupils to set their own objectives and plans, and positively reinforcing their good performance. No matter what reward is provided, the most important thing is to help pupils cultivate an interest in learning and gain a sense of satisfaction and achievement during the learning process.