Assessment Policy 2023-24

Reviewed in September 2023

JSSPS Vision Statement on Wellbeing

At JSS Private School (JSSPS) we promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and well-being is "**everyone's business**" across the whole school community. We strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

JSSPS Vision Statement on Inclusion

At JSSPS, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a ***true belief in and understanding of the value of diversity and inclusion.*** Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSSPS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

- Delivering services in a culturally sensitive manner.
- Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
- Integrating diversity into strategies, decisions, and teaching-learning processes.
- Aligning diversity and inclusion efforts with strategic imperatives.
- Increasing effectiveness and accountability of efforts by developing measureable goals.

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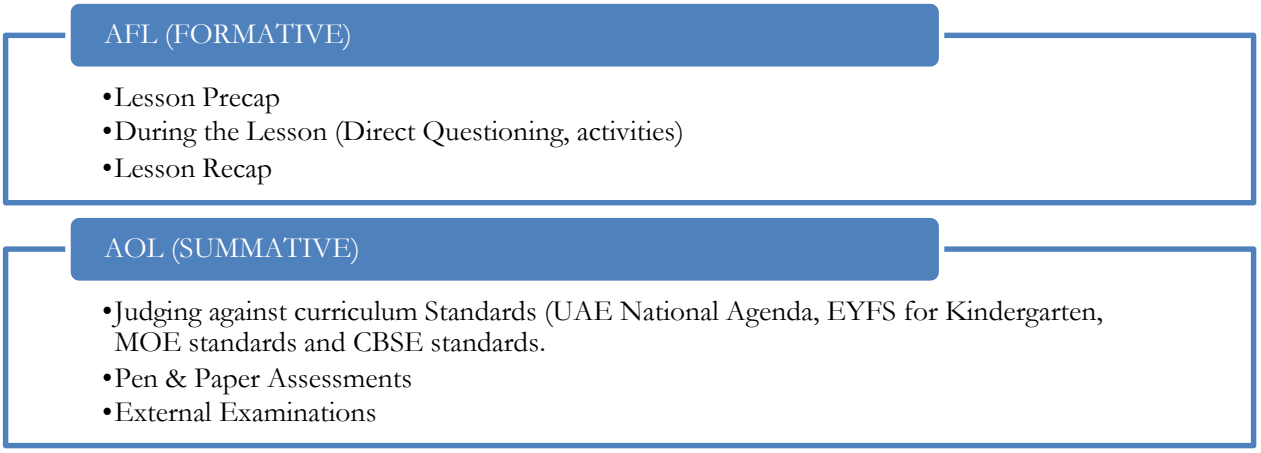
1. INTRODUCTION



2. Aims & Objectives

2.1 <u>The objectives of assessment in our school are to:</u>

- Enable students to demonstrate what they know, understand and can do in their work;
- Help students recognise the standards to aim for, and to understand what they need to do next to make progress in their work;
- Help students and teachers to determine which strategies to apply such as: oral, interaction, questioning, observing, discussion, peer and self-assessment;
- Give equal opportunities to students with varied learning styles;
- Allow teachers to plan work that accurately reflects the needs of each student or group of students.
- Provide regular information for parents that enables them to support their child's learning;
- Provide Senior and Middle leaders with information that allows them to make judgements about the effectiveness of the school planned learning programmes and to benchmark the levels of challenge appropriately across the school.
- Engage students in tackling authentic challenges that contribute to community wellbeing, social justice, and sustainability.
- Student assessments and learning progression to be shared and showcased with community partners at local and larger scales to develop student agency, confidence, and connection to community change.

3. Roles & Responsibilities

Principal	As a educational leader ensuring all the stakeholders are working in coordination, School assessments are aligned to UAE and School Vision and implemented as per M&E Cycle.
Vice Principal	Sets Assessment Timeline, Sets targets(Derived from SSDP, SIP, International Benchmarking, Providing training to leaders, reviewing data analysis.
Head Of Learning	Works with VP and creates training strategies designed to help individuals and departments to operate more effectively.
Head Of Assessments	Ensuring Policies are always adhered to,monitoring standards,recording and reporting.
Data Analytics, Internal & External Examination Team	Data Analytics Team is responsible for managing data systems and ensuring information accuracy to support operations and requirements. Conduct of Internal and External exams carried out, guided and trained by the Internal and External Examination Team.
Supervisors & Heads Of Departments	Analyzing Performance data, monitoring progress towards the set targets, developing department improvement plan to raise the performance benchmark.
Grade Coordinators, Phase Incharges & Grade Data Analyst	Identifying anomalies in data and reporting to HoDs and supervisors and coordinating with entire team of teachers.
Teachers	Monitoring Student's progress in trackers, analyzes students performance in assessments, and adopts appropriate intervention and remedial measures. Engage in goal development and goal implementation process.
Students	Engaging with learning goals, self assessing, Reflect on their achievement and Progress.
Parents	Providing opportunities for parents to understand and appreciate their children's efforts, sign of progress and achievement over time.

4. Planning for Assessment

SCHEME OF WORK

Opportunities for assessment within each broad unit of work are also identified.

ASSESSMENT PLAN

Grade wise assessment plan for the academic year outlined.

DYNAMIC LESSON PLANS

Including clear learning outcomes, setting task as per students' ability, planning assessment for the lesson and measuring student progress.

5. Recording & Tracking Student's Progress

- PRE-ASSESSMENT TRACKING
- POST ASSESSMENT TRACKING
- ASSESSMENT TRACKER
- TARGET SETTING (NAP FOCUS SHEET)
- VISIBLE LEARNING PROFORMA
- I AM THE BOSS OF MY LEARNING (KG)
- LEARNER PROFILE
- WEB PORTAL_DC NETRA
- QUESTIONWISE ANALYSIS
- PERFORMANCE ANALYSIS

6. Reporting to Parents

6.1 A range of strategies that keep parents fully informed of their child's progress in school are used to share with them on the school's learning portal. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work. Reporting to parents done through the **notebook feedback and next steps is clearly charted.**

6.2 Parents are offered the opportunity to meet their child's teacher **formally three times per year.** Following **Target Group Meetings, Coffee mornings**, teachers share with parents how they can help at home to support progress and attainment. **Parent Feedback Form tracks** the progress of the child and the next step in consultation with the parents.

6.3 Parents receive **two written reports** of their child's progress and attainment during the year. In these reports target areas for the next term or school year is identified. External exam individual reports are shared with parents.

6.4 The school offers parents of students in **KG 1 and 2 term wise opportunities** to discuss with the teacher their child's learning profile using performance indicators as a gauge for progress and achievement.

6.5 Student takes ownership of their learning by tracking their progress at different stages and shares their next steps during Student Led Conferences.

7. Feedback to Students

7.1 Feedback must be regular and frequent to be an effective tool for promoting learning for students. This develops an interactive process that confirms when students are on the right track and then lets them know what needs to be done to improve and make progress.

The feedback is given to students by **teachers, school leaders, peers and parents**.

7.2 To prompt all students to respond to the written feedback, the teacher must help them develop their thinking skills and promote independent learning.

7.3 Having students assess their own or each other's work is an integral aspect of AFL in the school. An agreed **code of marking** is used and followed by teachers and students for peer and self – assessment. Marking must support a student's learning and it should be remembered that too many marks on a piece of work can overwhelm and demoralize a student, if not presented constructively**. The marking policy** clearly communicates on the frequency of marking and feedback.

7.4 Teachers must allow time for students to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. The time teachers spend on marking must really have an impact on the students' progress. Learning is maximised when students enter into a dialogue about their work.

7.5 Marking and feedback is also based on the progress made after the previous feedback and it is specific for the child. To encourage child of his/her achievement.

7.6. Children are given time **(DIRT- Dedicated, Improvement & Reflection Time)** to read and review their work following triple marking and reflect regularly on their learning.

MARKING BY STAKEHOLDERS WITH DISTINCT COLOURS.	FORMS OF MARKING & STYLES OF MARKING	MARKING & FEEDBACK
The teacher's marking with **green ink.** The leader's marking with **purple ink.** Students marking with **pencil.** Peer Marking with **Orange Pencil.** Parents marking is with **Black ink.**	Oral Feedback Summative Feedback Formative Feedback Self-Marking Shared Marking Paired Marking Triple impact feedback	Constructive descriptive feedback with next steps. Follow Up work from the students end. Marking codes

8. Consistency

8.1 All subject leaders study samples of students' work and set up a **monitoring and evaluation** schedule within their subject area. They use the EYFS / CBSE exemplification materials to make judgements about the levels of students' work and complete a **gap analysis**. Teachers discuss these levels, so that they have a common understanding of the expectations in each subject. Books are scrutinised on different levels using rubrics.

8.2 Book scrutinies are conducted throughout each academic year to ensure that there is consistency in terms of marking, presentation, progression, differentiation, target-setting and standards of work expected. A proforma is completed to record these sentences and to inform the tracking of assessments. Book scrutiny has rubric and is scrutinised as different levels.

8.3 Assessment Proforma- To ensure the consistency of the procedures.

Consistency in assessment helps to ensure that when judgements about individual students are made at the end of the grade or phase against the standards in the curriculum there is fairness for students. It provides governors, leaders, teachers, parents, and students with confidence in the validity of judgements reached in schools. Effective approaches to consistency enhance teachers' knowledge and increase confidence in their own assessments.

8.4 Processes involved in ensuring consistency in teacher assessment include:

- **Assessor networks –** the development of a forum to develop a shared understanding of the standard, assessment guidelines, share best practice, develop assessment tools, and develop exemplars,
- Quality endorsement of assessment tools and **Cross Moderation and Verification Toolkit (CMVT)** – by external consultants or organisations
- **Assessment tool bank –** a collection of evidence gathering tools and techniques that are developed and shared among a group of internal and external assessors. This could include a set of procedures and guidelines as well as assessment materials, assessment exemplars.
- **Validation of assessment tools –** a process designed to ensure that assessment tools reflect the requirements of the relevant subject or assessment
- **Sampling -** reviewing a random selection of assessments conducted to ensure that the planning and preparation, the conduct, the record keeping and reporting, and the review and evaluation of the assessments were undertaken in line with the policy of the school, the requirements of the subject and the needs of the student.

9. Features

9.1 A system of Comprehensive Continuous Evaluation is followed at JSS Private School.
The scope of evaluation at JSSPS extends across the areas of learners' personality development. It includes both scholastic and co-scholastic areas, academic and pastoral. It is comprehensive in nature. Assessment is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves.

9.2 Types of Assessments_ Formative & Summative Assessments
Formative or Assessment for Learning (AFL)
It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim? And how they can achieve the aim?
Formative assessments are used to:

- identify student's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, as well as individuals
- track student's progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support.

Teachers **integrate technology** and use it as a powerful AFL tool to monitor students progress. Various learning tools such as Level Up and Achieve 3000 uses lexile framework for measuring students reading ability, Gizmos and I Start Arabic (Grade 2 to 5) and I read Arabic (Grade 6 to 9) are other such learning apps integrated in Science, Arabic and Math curriculum respectively.

Summative or Assessment of Learning(AOL)

It is important to capture what has been learned at certain points in for informing parents, students and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Periodic summative assessment includes

- Periodic term examination occurs at the end of learning/instructional experience through formal paper/pencil tests and practical examinations (wherever applicable)
- Record performance in a specific area on a specific date
- Providing information about cohort areas of strength and weakness to build into planning for the future.

Ways teachers work together on teaching, learning, and assessment may involve:

- Joint planning between teachers in the same grade or department, across grades or across phases
- Using the curriculum to agree objectives for teaching, learning, and assessment.
- Developing common activities focused on agreed objectives.
- Discussing and assessing work to develop shared expectations of performance in Standardisation sessions, in-school and with cluster schools.
- Moderating a range of work of individual students to enable more secure and consistent judgements at the end of a grade or phase in-school or during cluster meetings.
- Comparing the performance of students from different grades or classes on common activities.

JSS Private School, Dubai
Assessment Schedule AY 2023-24

External Exams						
EXAM NAME	**DATE/Month**	**DETAILS**				
		Grades	**Subjects**	**Max Marks**	**Max Time**	**Person Responsible**
CAT 4	April- May	Grades 1 to 12 Exempted grades- 2 and 7 (except for new students)	Cognitive abilities- Verbal, Quantitative, Spatial and Non Verbal			External Exam Committee
NGRT	Cycle 1- May Cycle 2- September Cycle 3- February	Grades 1 to 11	Reading Test	50 minutes		External Exam Committee & English Department
IBT Arabic	September	Grades 3 to 9	Arabic	2 hours		Arabic Department
CBSE Board	February to March	Grades 10 & 12	As per the guidelines released by CBSE			Phase 4 Teachers & Supervisor
ASSET	January to February	Grades 3 to 9	English, Math and Science			External Exam Committee

Internal Exams					
Lower Primary (Grade 2)					
EXAM NAME	**DATE/Month**	**DETAILS**			
		Subjects	**Max Marks**	**Max Time**	**Person Responsible**
CA1	1st May onwards	All Subjects	10 Marks	40 minutes	Exam Cell, HoDs, Subject Teachers
CA2	13th June onwards		10 Marks	40 minutes	

Mid Term Examinations	20th to 28th October		20 Marks	1.5 hours	
CA3	20th November Onwards		10 Marks	40 minutes	
CA4	12th January Onwards		10 Marks	40 minutes	
Year End Examinations	1st March-14th March		30 Marks	2 hours	
Upper Primary (Grades 3 to 5)					
EXAM NAME	**DATE/Month**	**DETAILS**			
		Subjects	**Max Marks**	**Max Time**	**Person Responsible**
Continuous Assessment 1	1st May onwards	All Subjects	10 Marks	40 minutes	Exam Cell, HoDs, Subject Teachers
Periodic Assessment 1	8th June to 16th June		20 Marks	1 hour	
Mid Term Examinations	18th October to 27th October		30 Marks	1.5Hours	
Continuous Assessment 2	20th November Onwards		10 Marks	40 minutes	
Periodic Assessment 2	12th January to 20th January '23		20 Marks	1 hour	
Year End Examinations	1st March – 14th March		60 Marks	2.5hours	
Middle School (Grades 6 to 8)					
EXAM NAME	**DATE/Month**	**DETAILS**			
		Subjects	**Max Marks**	**Max Time**	**Person Responsible**
Cyclic Test 1 (Continuous Assessment)	1st May onwards	All Subjects	10 Marks	40 minutes	Exam Cell, HoDs, Subject Teachers
Pre-Mid Term Examinations	8th June to 16th June		40 Marks	2 hours	
Mid Term Examinations	18th October to 27th October		80 Marks	3 hours	
Continuous Assessment	20th November Onwards		10 Marks	40 minutes	
Post Mid Term Examinations	12th January to 20th January '23		20 Marks	40 minutes	
Year End Examinations	1st March – 14th March		80 Marks	3 Hours	
Senior School (Grades 9 to 12)					
EXAM NAME	**DATE/Month**	**DETAILS**			
		Subjects	**Max Marks**	**Max Time**	**Person Responsible**
Cyclic Test 1	10th April onwards (Grade 10 and 12) 15th May Onwards (Grade 9 and 11)	All Subjects	40 marks	1.2 hours	Exam Cell, HoDs, Subject Teachers
Cyclic Test 2	15th May Onwards (Grade 10 and 12)		40 marks	1.2 hours	

	2nd October Onwards (Grade 9 and 11)				
Cyclic Test 3	2nd October Onwards (Grade 10 and 12) 4th January Onwards (Grade 9 and 11)		40 marks	1.2 hours	
Mid Term Examinations	7th September to 22nd September (Grade 9-12)		80 Marks	3 hours	
Year End Exams	13th to 29th February (Grade 9 and 11)		80 Marks	3 hours	
Pre-board 1	15th to 29th November (Grade 10 & 12)		80 Marks	3 hours	
Pre-board 2	5th to 15th January (Grade 10 & 12)		80 Marks	3 hours	
Pre-board 3	1st to 13th February (Grade 10 & 12)		80 Marks	3 hours	
AISSCE Theory Examinations (CBSE)	March 2024 (Grade 10 & 12)		80 marks exam+ 20marks internal	3 hours	CBSE Board
Note: The above mentioned dates are tentative.					

9.3 External Assessments

S.No	Assessment	Targeted Grades
1	CAT 4 (Cognitive Ability Test)	Grade 3-12
2	ASSET (Assessment of Scholastic Skills through Educational Testing)	Grades 3-9
3	TIMSS (Trends in International Mathematics and Science Study)	Grade 4 and 8
4	PIRLS (Progress in International Reading and Literacy Study)	Grade 4
5	PISA (Programme for International Student Assessment)	Grade 9
6	PBTS (PISA Based Tests for Schools program- School level)	Grade 11
7	NGRT	Grade 3-12
8	IBT - Arabic	Grade 3-9

9.4 Assessment at end of Early Years

Refer to Annexure 7

9.5. INCLUSION

JSSPS is an inclusive school and we work hard to meet the needs of all our children. All teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with special needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the teacher will work alongside the **Inclusion & Pastoral care team**, parents and external agencies (where appropriate) to plan tailored

support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents. All children are encouraged to achieve their best and become confident individuals living fulfilling lives.

10. Promotion

KG 1 & KG 2: A child is promoted to the next grade based on his performance in various areas of the KG curriculum.

Grade I to VIII:

Attendance: A minimum of 75% attendance per term is mandatory for a student to be promoted to the next grade.

Scholastic Areas: A student must obtain a minimum of the following marks in each subject for….

Subjects	Marks
Islamic studies	50%
Arabic	50%
UAE Social studies	40%
English	33%
Math	33%
CBSE SST	33%
Science	33%
Hindi	33%
French	33%
Value education	40%

Co scholastic areas: A student must obtain a minimum of an overall "C" Grade in the Co scholastic areas .

- A student may remain in the same grade for the next academic year if the parent so desires. A written request from the parent will be forwarded to the KHDA for their kind approval.

Grade IX to XII:

Promotion will be based as per the CBSE and KHDA guidelines.

Absence: For Summative assessments, retest is permitted only on medical grounds after provision of medical certificate. Approval of the Principal is required for this.

11. Homework

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of school staff to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence. Homework grades are modified based on students' individual needs. A homework timetable is published at the start of the academic year which ensures a fair distribution between subjects and a reasonable time allocation for students. Students should be given at least two nights to complete homework task except mathematics which calls for a daily practice. We expect students to maintain the same standards for presentation of homework as we set in school i.e. to use their best handwriting and a sharp pencil or pen. The homework time duration will vary depending on

the Grades / Phases (For upper primary, Phase 3 and phase 4 there will be weekend revision worksheets to solve).

12. Moderation

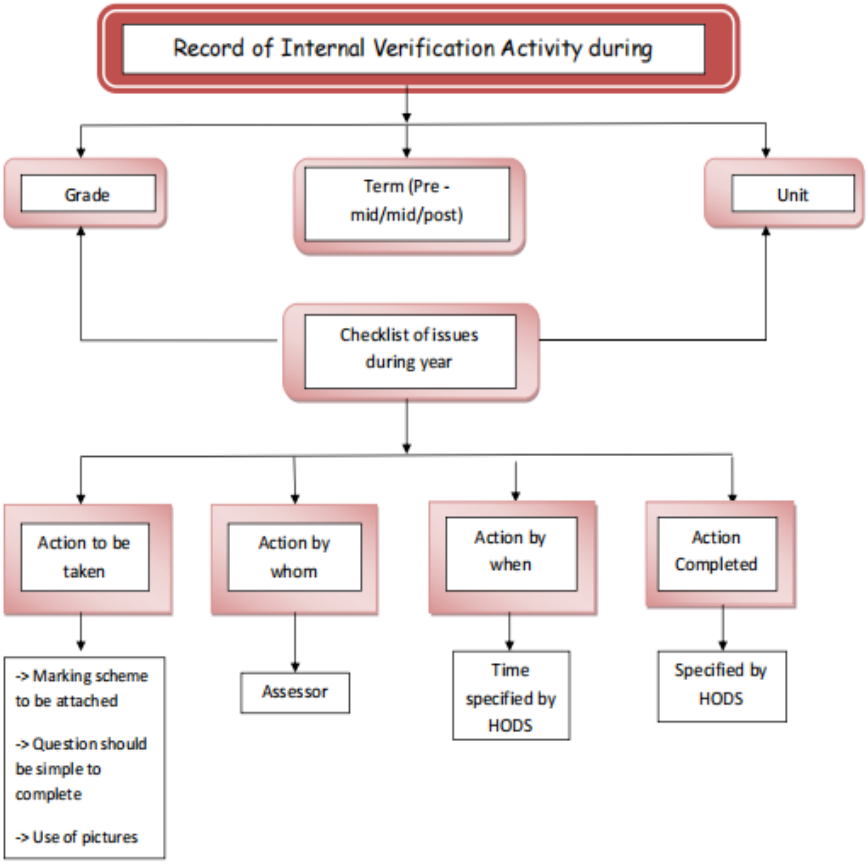
Regular moderation of assessments takes place each term to ensure consistency in the measurement of progress. Teachers share their expectations and understanding of standards with cohorts in order to improve the consistency of their decisions about student learning.

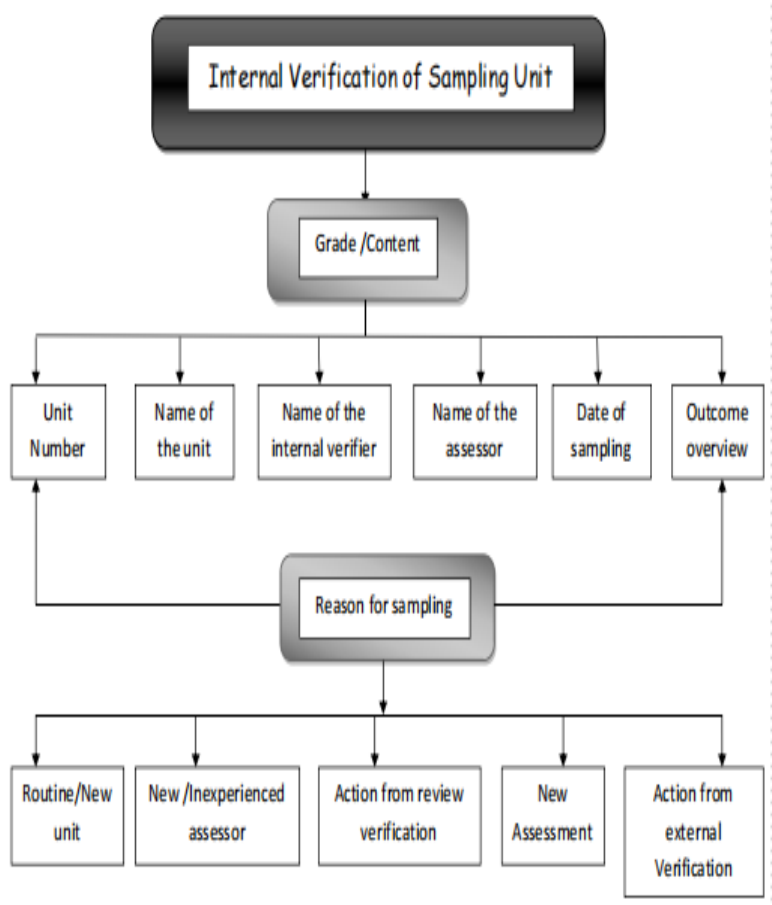
Internal verification audit is implemented to monitor the progress and streamline the process of moderation.

The different stages of internal verification:

a. Pre-delivery Meeting Form
b. Internal Verification — Assessor/Verifier Allocations
c. Internal Prior Verification of Assessment Record
d. Record of Internal Verification Activities during Delivery

Internal verification flow charts are given below:





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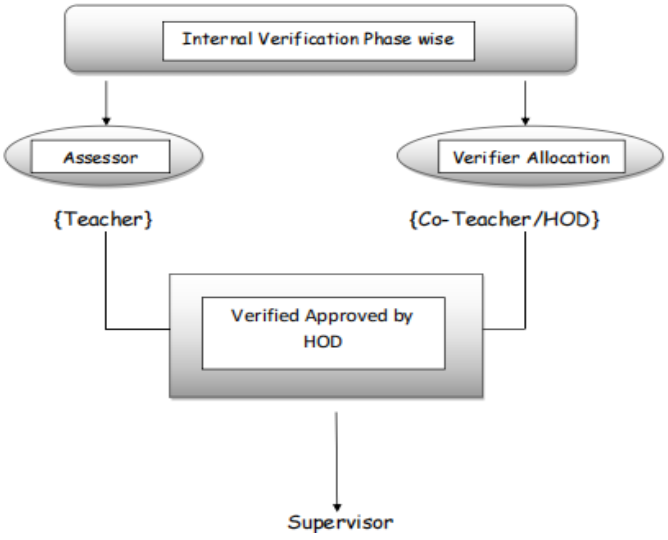
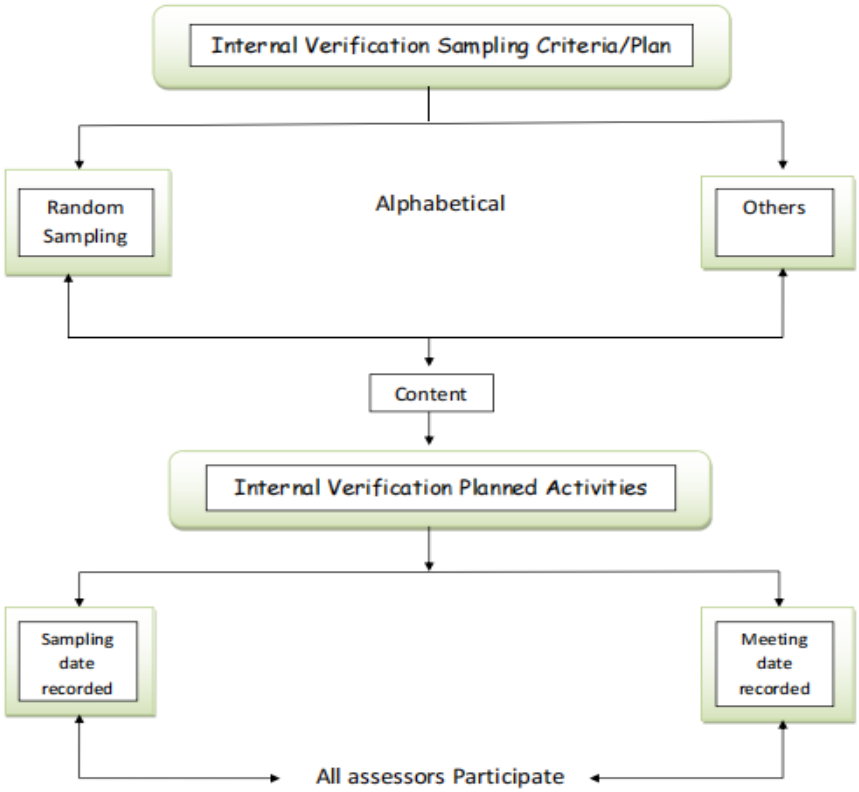
Internal Verification Tool Kit





This information also encourages the development of teachers' self-review skills and informs professional development decision-making.

- Teachers and students discuss their interpretations of achievement criteria using assessment information.
- Teachers and students compare samples of work with exemplars.
- Teachers and students clarify current skills, knowledge and understanding, prior learning, past improvements and future learning goals.
- Students receive dependable achievement information to act on.
- System refinement and individual teacher decisions are made with increased confidence.
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are clear and justifiable.
- Dependable information is recorded and used for a variety of teaching, learning and reporting purposes.

13. Progress

14.1 Definition of school's progress

Progress in curriculum linked assessments is measured by improvement in the attainment that students make over time, from one academic year to the next made by all students and those students with special needs. Progress is monitored against grade appropriate curriculum standards, continuous assessment system which consists of establishing learning goals, checking for understanding, providing feedback, and aligning future instruction with the students' performance.

14.2 Evaluation of progress

In JSSPS an agreed understanding of the standards set out in the curriculum enables teachers to make consistent judgements on each students' performance at the end of a grade and phase. Progress made by each student against his / her previous academic year grade is recorded. A student who scores same grade has achieved expected progress and a grade above is more than expected progress where as if the student gets a grade lower than previous academic year has got below expected progress. A student who maintains the highest grade is also marked to have made better than expected progress. As CBSE gives a 9 point attainment grading system; for measuring progress sublevels are used.

CBSE Grading System for Class 9 & 11- Absolute Grading – Attainment

Grading Scale for Scholastic Areas (Class IX) School will award grades as per the following grading scale)	
MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	* Essential Repeat

CBSE Grading System for Class 10 & 12- Positional Grading

Grade	Qualification
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

Progress is evaluated based on the proportions of students making expected progress and better progress (as per KHDA guidelines) over a full academic year. Student's progress is measured across a range of contexts during lessons and anecdotal remarks recorded. Progress made by different group of students in internal curriculum related assessments and National bench marking exams are monitored and next steps planned.

ASSET Progress Calculation Keeping in line with CBSE grading system:

Percentile Rank	Stanine	Result Ranking
96 and above	9	4%
90-95	8	7%
77-89	7	12%
60-76	6	17%
40-59	5	20%
23-39	4	17%
11-22	3	12%
4-10	2	7%

3 and below	1	4%

Example: CBSE A1 (Marks Range 91-100 which is total 1/8th or 12% of the passed candidate can be compared to Stanine 8 and 9 of Asset, based on which progress in calculated.

Teachers are apt at identifying students for whom it is difficult to make a clear judgement, because of inconsistent performance. In such cases teachers review the students' work and refer to exemplification materials or consult with other teachers.

Defining Specific Groups of Students:

1. **Lower Attaining Students:** Students not meeting at Curriculum Standards.(Below 51)

2. **Higher Attaining Students:** Securing A1 grade (91 to 100)

3. **Students with Special Educational Needs**: Identified by the Inclusion and Pastoral Care Team based on a set of assessments, referals, observations and screening procedures.

4. **Students with particular gifts or talents:** Identified by the Inclusion and Pastoral Care Team based on a set of assessments, referals, observations and screening procedures.

14. Summary

This policy should be read in conjunction with the following policies:
1. Transition Policy
2. Teaching Learning Policy
3. Whole School Curriculum Policy

Reviewed and Approved by (Sd/-)

Mr. GovindaRao Naik	Mrs Chitra Sharma
Chief Executive Officer	Principal

Date: 21.09.2023

15. Review of Policy

16.1 The assessment policy will be reviewed by SLT on an annual basis.

Policy Details

Version date	**October 2022-September 2023**
Last review	September 2023
Next review	July 2024
Responsible SLT Members	Vice Principal, Rajeswari, Martina

ANNEXURE 1

ASSESSMENT ACCOMMODATION

STUDENTS ATTENDING LEARNING CENTRE	DESIGN OF EXAMINATION PAPERS	OTHER ACCOMODATIONS
• Screening and early identification of children with Special Needs. • SD students are identified through a referral process. • The learning centre program is based on the pull out model of provision.	• Assessment aims at testing understanding instead of language skills, teachers use simple and concise words in questioning, so that students can comprehend the questions easily.	• Time extensions. • Exemption- Students with profound hearning impairment are exempted from listening comprehension. • Individual Education Plan (IEP)

Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching.
A student working on learning outcomes of any grade or course level may be supported through use of adaptations.
An education plan with adaptations retains the learning outcomes of the regular curriculum and is provided so that the student can participate. Students with education programs that include adaptations are assessed through regular school examination.

Accommodations are made to:
• The environment in which learning, and teaching will occur
• The processes to be used (level of support, instructional method, mode of learning and assessment)
• The depth of the content to be learned
• The products that will record the student's individual achievement

***The following steps are used to provide accommodations*:**

- Create a plan for Adapting Materials
- Identify and evaluate the demands that students are not meeting
- Develop goals for teaching strategies and making adaptations
- Determine whether content or format adaptations are needed
- Identify the features of the materials that need to be adapted
- Determine the type of adaptation that will enable the student to meet the need.
- Inform students and Parents about the adaptation.
- Implement, Evaluate, and adjust the adaptation
- Fade the adaptation when Possible

Based on the above accommodation's assessments are done.

Assessment of learning

Assessment of Learning is an evaluation, often an exam, that includes questions drawn from the material studied during a set period of time. It is usually done at the end of a unit, course, grade or program.

The purpose of assessment of learning is summative, intended to measure learning and report to parents and students about the student's progress in school.

The School follows certain strategies to assess the SEND student's progress as per the given accommodation or adaptations.

Schools formulate **various assessment accommodations** to address the needs of individual students instead of adopting one type of assessment for overall students. The assessment accommodations designed for individual students including oral test and examination, students taking assessment to each other or self-assessment etc. are adopted to collect the evidence of students' learning outcomes.

Formative Assessment, School Internal summative Assessment.

Some forms of assessment accommodation are:

Students attending Learning Centre

- The learning centre offers learning support to the students identified with learning difficulty usually following part-time withdrawal from the mainstream classes. It provides skill-based training in orientation with targets set at developmentally appropriate levels. Ensure screening and early identification of children with special needs.
- The school ensures that all staff members are aware of their role and responsibility in meeting the needs of students who are special including gifted children
- Individuals with special needs are being identified through the referral process.
- The referral process results in a formal assessment being conducted by the Special Educator to ascertain the presence of SLD indicators.
- A detailed assessment is entered into to determine the student's current level of functioning in Language, Literacy, Numeracy, Motor Skills and Behaviour to inform Individual Education Planning (IEP) on intake.
- The Learning Centre will accept external formal assessment reports from department-approved professional or agencies. The Learning centre program is based on the pull-out model of provision, with students being withdrawn from class, two to three times a week to work on program goals. Learning Centre sessions replace one period each of art, P.E and /or Value Education per week and take place on a set schedule.
- The school-based team includes our school principal, special educator, a classroom teacher, counselor and parents.

Design of examination papers

- For comprehension-type questions, teachers place respective parts of questions and answers on the same page or place them on two separate sheets in juxtaposition to facilitate reading; and If the assessment aims at testing understanding instead of language skills, teachers use simple and concise words in questioning, so that students can comprehend the questions easily.
- Teachers provide word banks to help students recognize vocabulary likely to be found in examination questions.

Time arrangement

- Students with dyslexia or intellectual disability may be given extra time in the examinations; for students with hearing impairment, intellectual impairment, autism spectrum disorder or speech and language impairment who have difficulties in processing information.
- Processing information, if the assessment involves receptive and expressive communication skills, the teacher should adjust the speed of playing the audiotapes.
- The teacher should also find out if the student's difficulties are due to cognitive problems or just communication difficulties so appropriate support /adjustment can be made.
- In oral examination, longer response time may be allowed for students with communication difficulties and allowance should be given to misarticulating of words.

Exemption

- For instance, teachers may exempt students with severe and profound hearing impairment from listening comprehension, exempt students with physical disabilities from physical education assessment or do not count the dictation scores of students with dyslexia.
- If part of the examination paper is exempted, schools may project students' total marks based on the parts tested; but the teacher needs to note that the proportion of the exempted parts should not be excessive.
- Other special arrangement, general special examination arrangements include the provision of technical aids, appropriate examination settings, seating arrangement, allowance of extra time for taking the examination.

Individual Education Plan

- An IEP is designed by a school based team for every student and is kept at the centre of the LC program, with frequent reviewing of goals set and skills established. Students receive remediation either in an individual session and/or a group session.
- IEP strategies are methods, techniques and resources that will be used in order to implement goals and objectives in the IEP.
- Some examples of strategies are:
    - special resources (e.g., reading material appropriate to the reading level or learning style)
    - Assistive technology (e.g., DVDs)
    - Enrichment units that extend learning
    - A variety of teaching and learning methods (e.g., special groupings, peer partners, mentoring, independent study)
- The parent of the student and the class teacher are consulted about the student's IEP
- Every student with special needs is entitled to in-class modifications and assessment accommodations & concessions to support the student's performance within the classroom and in assessments.
- IEP developed for a student with special needs will describe individualized goals, adaptations, modifications and measures for tracking achievement.
- IEP is reviewed at least once every term, and where necessary, is revised or cancelled.
- Assessment for Learning is concerned with collecting evidence about learning that is used to adapt teaching and plan next steps in learning, is measured through ILP based on the curriculum.

- Students who are gifted and talented will be identified and appropriate curricular and instructional modifications in content, process, products, and learning environment will be used. Their emotional needs will be met through counseling.

Follow-up support professional assessment

- When teachers have identified students with learning difficulties who need specialist assessment or consultation service, the schools may contact the school-based educational psychologists or refer the students to external professionals. If parents suspect that the children may have learning, emotional or behavioral difficulties, teachers and pastoral care staff follow up and, if necessary, refer them to educational psychologists for further assessment and follow-up service.

Follow up Professional development for staff.

- improving teachers' assessment skills and confidence in understanding the use of IEPs in the classroom
- increasing teachers' understanding of the standardization process
- raising awareness of the need to write informative rather than descriptive comments on students' work.

Future development:

- Further work on the use of video for learners working at earlier levels.
- Focus on moderating 'best fit' judgements at the end of a grade or phase by looking at samples of an individual students work overtime and in a variety of contexts.
- The development of a glossary of terms to support staff in making consistent judgements at the end of a grade or phase where students may have varying levels of support for some activities. The use of support such as 'prompts' has to be taken on board when moderation takes place.

ANNEXURE 2: MARKING AND FEEDBACK POLICY

RATIONALE:

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Marking and feedback should:

- Be manageable for teachers and accessible to students; relate to the learning intention and comment on previous attainment within the context of the learning intention;
- Give recognition and praise for achievement and clear strategies for improvement;
- Allow specific time for students to read, reflect and respond to marking; respond to individual learning needs, marking face to face with some and at a distance with others;
- Inform future planning and group target setting; use consistent codes across the school;
- Ultimately be seen by students as a positive approach to improving their learning.

Research has shown that consistent and effective marking has a significant impact on raising achievement.

Good Practice in Marking:

- Informs short term planning and next steps
- Makes teachers and pupils share learning objectives and success criteria
- Marks to the learning objective/intention
- Highlights areas for improvement/ways to achieve them
- Focuses teachers on areas of learning where groups/individuals need specific help
- Provides clear feedback to children about strengths/weaknesses in their work and includes both oral and/or written feedback (this should include repeated mistakes)
- Involves pupil in reflection/review
- Provides pupils with opportunities to assess their own/other pupils' work*
  It is positive and avoids too many corrective marks
- Recognizes, encourages and rewards children's effort and progress. It
  is coherent, consistent, and constantly reviewed, thus ensuring that it is understood by all members of staff so that good practice really reflects good policy
- Helps parents/others to really understand strengths/weaknesses in children's work
  is marked on a regular basis, with an appropriate comment.

Although excellent teaching and assessment are central to students' high attainment, not all pieces of work can be quality marked. Acknowledgement should always relate to the learning intention.

At least one in every 5 pieces of work should be quality marked. Teachers need to decide whether other pieces of work will simply be acknowledged or given detailed attention.

How do we mark students' work?

Marking is done by stakeholders and with distinct colors.

The teacher's marking with green ink.

The leader's marking with purple ink.

Students marking with pencil.

Parents marking is with Black ink**.**

Students' work needs to be marked in a color that can be clearly seen.

The school makes use of three forms of marking/feedback:

1. Oral Feedback

It is important for students to have oral feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning. Students of all ages need oral feedback from time to time.

2. Summative feedback / marking

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the students, as a class or in groups.

3. Formative feedback / marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

How will students respond to the comments that have been put at the end of their work?

For the marking to be formative, the information must be used and acted on by the students. They should be given time to read and respond to the written feedback the teacher has provided. Students should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work, because of the feedback they have received.

Students should be expected to respond to the written feedback, either by correcting mistakes in a pencil or by writing a reply. When children have responded to feedback, teachers should initial their feedback to acknowledge the child's response or use the √© symbol where appropriate.

What other styles of marking do teachers use?

A tick and an initial - this might be used when there has been a large amount of teacher input in the lesson or where oral feedback was given.

Self-marking - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point.

Shared Marking - teachers sometimes use one piece of work from an unnamed student in another class to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking - once a marking process has been modeled with the class students sometimes mark work in pairs. This allows them to develop their own critical capacity.

Literacy issues

Spellings and English usage should be corrected in a way which is appropriate to the needs of the student. It might, for example, be best to focus only on spelling in the first five lines of a piece of work. Common spelling mistakes should be noted, and students should write the correct spelling in the Reading-Writing Journal.

Children must use dictionaries/word banks/key words for self-correction, cross mistakes through with one line and only use erasers for final drafts.

Useful ways to frame comments:

I really like the way you…

You have worked hard on…

You have improved…

Next time you do this type of writing…

A good target for next time might be…

What do you think you could do next?

You now understand how to…

Ways to achieve active and manageable responses from the students:

Set understanding marking as homework

Use a few minutes each week to get round while students make suggested improvements

Use guided work

Have writing and response partners

Expect students to return amended work

Marking Code:

Use ticks (but not crosses): teachers should underline mistakes

LO = Learning Objective Achieved
○ = Circle around missing/incorrect punctuation
SP = Spelling: underline spelling mistakes, and write **key** spellings in margin (point out any patterns)
/ = New sentence
^ = Omission
NP = New Paragraph: children must leave a line to indicate a new paragraph
I = Independent work
P = Paired work
G = Group work
AS = Adult Support

Self/peer evaluation

All students should be reminded to self-evaluate against success criteria and older students should be encouraged to identify their own three successes and look for an improvement point. Students are provided with rubric for self and peer assessment. This may be referred to as "Two Stars and a Wish". Younger students may use traffic lights or smiley faces as an alternative method. The plenary could then focus on this process as a way of analyzing and learning. This process should also highlight specific students who need targeting with specific things through a focus group or individual attention.

Students should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement using the "Two Stars and a Wish". Children should sign their name after completing this evaluation. Again, this process needs guidance from the teacher – what to look out for in peer evaluations so comments from peers are useful and helpful.

Marking frequency

The frequency of marking will depend on the lesson allocation to each subject. Each department will have an agreed expectation for its staff. Core subjects such as English, Math and Science should assess written work after every fortnightly plan.

A brief time after completing a unit of work or at the end of each half term depending on the subject, an assessed piece of work should be undertaken and marked against a checklist of criteria that should be stuck in books. Areas for development should then become targets for the next term and should be fed back to parents at consultation meetings as areas for development.

Homework

Teachers regularly review homework and occasionally children mark it themselves so that they can discuss and explain their answers.

Grading and written feedback

Students should be given information on their progress compared to their Grade Level expectations at least once per term. Not all work needs to be graded. Assessment for Learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student.

Monitoring

Heads of Department and Faculty are expected to sample the quality and quantity of marking of work in their subject area. Work samples form part of the evidence used for School and Faculty Self-evaluation. Marking should be regularly scrutinized and books should be seen as part of both lesson observations and learning walks by the SLT by the process of monitoring by participation. All curriculum leaders should moderate work and sample marking with their specific ink.

Parents' Involvement

Parents make a considerable contribution to students' success in school. They are strongly encouraged to review their children's schoolbooks, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of the school almanac.

ANNEXURE 3: EXTERNAL ASSESSEMENTS

External Assessments

The assessment procedure at JSS Private School is strongly linked to the curriculum expectations and the UAE National Agenda Parameter.

These assessment enables:

School leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.

Teachers to understand national expectations and assess students' own performance in the broader national context.

Students and parents to understand how students are performing in comparison to students nationally.

Components of External Assessments:

A. Measure of Cognitive Abilities

B. Measure of Attainment & Progress

C. Reading Literacy

A. Measure of Cognitive Abilities

CAT 4

The Cognitive Abilities Test (CAT) is a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. CAT4 is the fourth edition of the test and comprises the following sections or batteries which assess different aspects of ability:

- Verbal Reasoning Battery – thinking with words
- Quantitative (or Numerical) Reasoning Battery – thinking with numbers
- Non-verbal Reasoning Battery – thinking with shapes
- Spatial Ability Battery – thinking with shape and space

Cognitive Abilities Test (CAT 4) conducted once in two years, present tailored reports which is shared with students, teachers and Ables departments. The Ables department use the data in the report at an individual level to identify student's strength, areas for development, learning styles and academic potential. The Ables department also uses this data as one data point in the identification of Gifted and Talented student

B. Measure of Attainment & Progress

ASSET

Assessment of Scholastic Skills through Educational Testing is a scientifically designed skill-based assessment providing information on the strengths and weaknesses of individual students, entire class and across classes with other Asian Schools. It benefits both student and teacher as it helps checking up on the understanding of a concept early on so that remedial action can be taken. .

ASSET is conducted for EVS, Math and Science. Assessment results are reviewed in departments at the individual, class, grade and division level by teachers, HODs and administrators. Teachers and leaders review data to inform their instructional planning to best support student learning and track student progress and attainment. The Inclusion and Pa use the data at an individual level to track student progress and attainment using the learning continuum.

It is essential that teachers and subject leaders know how well each student has progressed and that students understand how well they are doing and what they must learn to help them improve. We will draw on a wide range of evidence to provide a complete picture of what each student can achieve. We are committed to recognizing the full range of achievements for all students.

TIMSS

Trends in International Mathematics and Science Study provides reliable and timely trend data on the mathematics and science achievement of Students in Grade 4 and 8 conducted after every 4 years. This is an effective evaluation tool for international comparisons, which provides final data to measure student.

Teachers engage in Curriculum development and enhancement and haved mapped the TIMSS Outcomes.

The goals of participation:

•Measure the progress of our education systems in the fields of Mathematics and Science in comparison with the participating countries.
•Provide contextual and background data to enable decisionmakers to develop and enhance the education of the targeted subjects.

PISA

The Program for International Student Assessment (PISA) is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy every 3 years. PISA also includes measures of general or cross-curricular competencies, such as collaborative problem solving. By design, PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling.

PISA is conducted by OECD and aims to provide comparable data with a view to enable countries to improve their education policies and outcomes.

IBT ARABIC

International Bechmark Test (IBT) Arabic Language Tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations. The tests offer students and schools the opportunity to participate in a standardised Arabic assessment which can provide comprehensive diagnostic feedback and benchmark performance against other schools in the region.

Arabic B Assessments: The Arabic B assessments are designed in Levels corresponding to the number of years the students have studied Arabic B and the recommended target Grade based on the numbers of years of Arabic B the student may have studied. The Arabic B assessments have also been updated based on feedback from various schools, Arabic HOD's and Teachers.

C. Reading Literacy

PIRLS

Progress in International Reading Literacy Study (PIRLS) is an international assessment administered every five years that measures trends in reading comprehension at the fourth grade. PIRLS provides internationally comparative data on how well children read and offers policy-relevant information for improving learning and teaching. The study is administered at a key transition stage in children's reading development: the change from learning to read to reading to learn. Assessing reading achievement at this crucial stage provides educators and policy makers with key insights into the effectiveness of their education system and helps to identify areas for improvement.

NGRT

New Group Reading Test, a standardised, adaptive, termly assessment to measure reading skills against the national average. The data is used by teacherst to identify where intervention may be needed, and then to monitor impact and progress made. NGRT is adaptive, responding to a pupil's ability as they complete the test so more able readers are challenged and weaker ones remain engaged. It Provides a Standard Age Score (SAS), a reading age, Key Stage 2 or GCSE indicators, and progress measures.

ANNEXURE 4: BOARD EXAMINATION

The Central Board of Secondary Education (CBSE) is the national education board of the country and the Board holds two main examinations.

1. Senior Secondary School Examination for 10th Class.
2. Senior Secondary School Examination for 12th Class.

The interlinked objectives of the CBSE board are:

- To develop a system of examinations and conduct examinations at the end of class X and XII.
- To grant passing certificates to successful candidates of the CBSE affiliated schools.
- To prescribe and update the course of instructions for examination.
- To grant affiliation to institutions for the purpose of examination in order to raise the educational standards of our country.

CBSE EXAM PATTERN FOR CLASS 10 2022-2023

The changes made in CBSE exam pattern:

1. Internal Assessment for all subjects
2. Internal Choice in the question paper
3. Objective Type Questions added to all subjects
4. 2 Level Mathematics for Class 10 only
5. Major changes in the total number of questions in all the subjects

INTERNAL ASSESSMENTS

1) **Periodic Assessment (5 Marks):** There will be a total of 3 Periodic Tests conducted for each subject. Out of 3 Periodic Tests, an average of two tests will be taken for final submission. The Periodic Test carries 5 marks out of the 20 marks for Internal Assessment.

2) **Multiple Assessment (5 Marks):** Apart from the Periodic Tests, the CBSE has given authority to the school officials to conduct assessments in other modes depending on the subject. Multiple Assessment includes Oral Test, Group/Individual Assessment, Maps, Graphics, Activities, Assignments, etc.

3) **Portfolio (5 Marks):** A portfolio is nothing, but the work done by the student. This portfolio consists of the work done by the student and includes the efforts, progress, growth, achievements of the student. The portfolio includes the following elements based on which the student will be assessed:
    - Design of the work: This includes neatness, visual appeal, and creativity
    - Completion of guided work focused on specific curricular objectives
    - Student's knowledge
    - Formation of all relevant work (Completeness)

4) **Subject Enrichment Activities (5 Marks):** This carries another 5 marks and assesses the practical, project works and language skills of a student. The subject improvement activity is different for different subjects. For example, for language subject, the listening, speaking skills, vocabulary will be assessed whereas for Maths and Science, the practical works will be examined. For a subject like Social Science, some relevant project work like map will be evaluated.

Based on important updates issued by CBSE recently, the following points are highlighted:

1. CBSE X & XII Exams 2023 to commence from 15th February 2023.
2. *Due to special circumstances last year, students who had Maths Basic last year in grade 10 can take Maths (041) in grade 11.*
3. Year 2022-23 - Annual Exam Pattern for both 10th and 12th.
    a. Class 10th Question Paper Pattern changed to - 40%+20%+40%
        i. CB Questions 40 % - (MCQs, Case based, Source based or any other type)
        ii. OTQs 20 %
        iii. 40 % Short /long answer questions
    b. Class 11th & 12th question paper pattern changed to - 30%+20%+50%
        i. CB questions 30% - (MCQs, Case based, Source based or any other type)
        ii. OTQs 20%
        iii. Short / Long answer questions 50%
    c. **For Internal Assessment details and blue prints of question papers kindly click the following links –**
        i. **Classes 9th and 10th**
            https://cbseacademic.nic.in/curriculum_2023.html#collapse2
        ii. **Class 11th and 12th**
            https://cbseacademic.nic.in/curriculum_2023.html#collapse1

Major changes in comparison to AY 2021-22 vs 2022-23 are detailed in the following tabular column below.

(Classes IX-X)		
Year End Examination/ Board Examination (Theory)	(2021-22) Existing (As per Special Scheme of Assessment for Board Examination – Circular No. Acad-51/2021 dated 05.07.2021)	(2022-23) Modified (Annual Scheme)
Composition	• Term I – Multiple Choice Question including case based and assertion reasoning type MCQs – 100% (30% questions competency based) • Term II – Case based/ Situation based, Open Ended- short answer/long answer questions (30% questions competency based)	• Competency Based Questions would be minimum 40% These can be in the form of Multiple Choice Questions, Case based Questions, Source based Integrated Questions or any other types. • Objective Type Questions will be 20% • Remaining 40% short answer/long answer questions (as per existing pattern)
Internal Assessment : No change Internal Assessment: End of year examination = 20:80		

(Classes XI-XII)		
Year End Examination/ Board Examination (Theory)	(2021-22) Existing (As per Special Scheme of Assessment for Board Examination – Circular No. Acad-51/2021 dated 05.07.2021)	(2022-23) Modified (Annual Scheme)
Composition	• Term I – Multiple Choice Question including case based and assertion reasoning type MCQs – 100% (20% questions competency based) • Term II – Case based/ Situation based, Open ended- short answer/long answer (20% questions competency based)	• Competency Based Questions would be minimum 30% These can be in the form of Multiple Choice Questions, Case based Questions, Source based Integrated Questions or any other types. • Objective Type Questions will be 20% • Remaining 50% Short Answer/Long Answer Questions (as per existing pattern)

Internal Assessment : No change
Internal Assessment: End of year examination = As per the curriculum document released for the academic session 2022-23.

GUIDELINES TO PAPER SETTERS

EXAM CELL – IX - XII

JSS PRIVATE SCHOOL, DUBAI 2022-23

CONTENTS

Sl.no	Topic
1.	General Guidelines to Paper Setter(s)
2.	Layout of the Question Paper
3.	Specification Grid
4.	Marking Schemes
5.	Naming & Submission

GUIDELINES TO PAPER SETTER(S)

All instructors are required to construct a valid and fair exam Question paper that measures the achievement of the planned learning outcomes of the course.

1. General Guidelines to Paper Setter(s)

1.1. It should be borne in mind that syllabus is the main guiding factor which should not onlybe read but strictly adhered to before trying our hand at setting the questions. Syllabus should be followed religiously.

1.2. Question paper setter should be familiar with the latest assessment criteria and questionpaper should be set in the same line.

1.3. Before framing a question, the question setter should be clear in his mind as to what he expects as an answer. The directions should therefore be clearly worded. The paper settershould also be very sure whether the answer can be given within the specified word limit.

1.4. Develop a Marking Scheme **(MS)** and Blue Print along with the question paper.

1.5. Check the duration and the maximum marks of the examination are entered correctly inthe question paper.

1.6. Ensure that no test item is out of syllabus and check that all tasks are workable (particularly in mathematics & science subjects) and that the paper can be completed inthe set time.

1.7. Proof read the question paper (QP)

1.8. Pass on the finalized draft of the paper to the respective HOD, who has to proof read theQP thoroughly before sending it to the exam cell.

2. Layout of the Question Paper (QP)

2.1. The layout of the paper should be as clear as possible to make it student friendly.

For write-on papers enough space for working or writing must be provided.

2.2. There will be two sets of question paper for PB-2. Every question paper ***must*** begin with'Instructions to Candidates' (as followed in CBSE Board Paper), which should be clear and unambiguous. **<u>For Pre-Board, follow the CBSE pattern as shown:</u>**

مدرسة جيه اس اس الخاصة
JSS PRIVATE SCHOOL

ACCOUNTANCY

Set-1

Series PB1/12

Code No.55/1/1

Roll No. | | | | | | | |

Candidates must write the Code on the title page of the answer-book.

Time allowed: 3 hours

Maximum Marks :80

Grade 12 – Pre-board 1 (2020-21)

Read the following instructions very carefully and strictly follow them :
(i) This question paper comprises two Parts – A and B. There are 32 questions in the question paper. All questions are compulsory.
(ii) Question nos. 1 to 17 and 27 to 29 are very short answer type questions carrying 1 mark each.
(iii) Question nos. 18 and 19 are short answer type–I questions carrying 3 marks each.
(iv) Question nos. 20-21 and 30-32 are short answer type–II questions carrying 4 marks each.
(v) Question nos. 22-24 are long answer type–I questions carrying 6 marks each.
(ix) Question nos. 25 and 26 are long answer type–II questions carrying 8 marks each.
(x) Answers should be brief and to the point. The answer of each part should be written at one place.
(xi) There is no overall choice. However, an internal choice has been provided in some questions. You have to attempt only one of the choices in such questions.

PART A

<u>For Post Mid Term follow the pattern as shown:</u>

مدرسة جيه اس اس الخاصة
JSS PRIVATE SCHOOL

POST MID-TERM EXAMINATION, 2020-2021
SUBJECT: SOCIAL SCIENCE

GRADE: 9 **DATE:**

MAX MARKS: **MAX TIME: 2 hours**

General Instructions:

i. *The question paper has 10 questions in all.*
ii. *Marks are indicated against each question.*
iii. *Questions from serial number **1 to 5** are **3 marks** questions. Answer of these questions should not exceed **80 words** each.*
iv. *Questions from serial number **6** to **10** are **5 marks** questions. Answer of these questions should not exceed **120 words** each.*

SECTION-A

2.3 QP should be numbered in the following format.

The truth is that it is poverty which is pushing children into the labour market. We have 260 million people below the poverty line in India, a large number of them are women. Poor and especially

Page 1 of 15

2.4. The information contained on a page should be well structured through the appropriate use of headings and sub-headings. This would help candidates organize text in advanceof reading.

2.5. Place the text close to the relevant diagrams or pictures to enable the candidates relate the two effectively. Comprehension text and questions should be set on the same page or onadjacent pages.

2.6. Ensure that marks assigned for each item / exercise / section are clearly indicated on thepaper.

3. Specification Grid

The **specification grid** relates outcomes to content and indicates the relative weight to begiven to each of the various areas.

3.1. The writing of test items should be guided by a carefully prepared set of test specifications.

Sample grids from CBSE – English -Class IX

Sections	Competencies	Total marks	% Weightage
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20	25%
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20	25%
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40	50%
Total		**80**	

Sample grid from CBSE – Science- Class X

Competencies	
Demonstrate Knowledge and Understanding	46 %
Application of Knowledge/Concepts	22 %
Analyze, Evaluate and Create	32 %

4. Marking Schemes

Marking schemes should

4.1. be clear and easily understood.

4.2. include the mark allocation for each question and parts of a question, with a moredetailed breakdown where necessary

4.3. include an indication of the range of responses (value points) likely to be worthy ofawarding credit and responses which would be unacceptable.

4.4. mention acceptable responses to each question and sufficient details to enable marking ina standardized pattern.

4.5. provide guidance to help markers make judgements on alternative answers.

5. Naming and Submission of QP

5.1. Question papers and marking scheme should be sent to the exam cell in a *print - readyPDF* format **only**.

5.2. Question paper and Marking Scheme should be named in the following format **only.**

GRADE-EXAM NAME-SUBJECT-QP

Eg: GR12-PB 2-ACC-QP **OR** GR10-PB2-SST-QP

In the same way, for Marking Scheme, GRADE –

EXAM NAME -SUBJECT -MS

Eg: GR12-PB2-ACC-MS **OR** GR10-PB2-SST-MS.

5.3 For all exams, henceforth, question paper and marking scheme should reach the exam cell four (working) days prior to the concerned exam.

NOTE: Exam cell expects teachers to strictly adhere to the guidelines given. Exam cellreserves right to send back the QP & MS if guidelines are not followed.

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Annexure 5

Assessment Criteria 2023-24

The details of the evaluation system are mentioned below.

Grade 2		
Continuous Assessment 1	10 Marks	Includes Class Test and Multiple assessments Weekly class test cycle from May 1
Continuous Assessment 2	10 Marks	Includes Class Test and Multiple assessments Weekly class test cycle from 13th June
Portfolio	5 Marks	
Subject Enrichment	5 Marks	
Mid Term Exam	20 Marks Time – 1.5 hrs.	Pen & Paper Test (20th to 28th October) Re-learning period post examinations
Continuous Assessment 3	10 Marks	Includes Class Test and Multiple assessments Weekly class test cycle from 20th November
Continuous Assessment 4	10 Marks	Includes Class Test and Multiple assessments Weekly class test cycle from 12th January
Portfolio	5 Marks	
Subject Enrichment	5 Marks	
Final Term	30 *Time:* 2HRs	Pen & Paper Test (3rd March to 14th March '23)
Subject Enrichment Activities ✓ Languages – Speaking and Listening skills (ASL) ✓ Science – Research Oriented study ✓ Math – Real Life application study ✓ SST – Social Explorer We Thinkers		✓ Cross Curricular Project / Activity (Under guidance of teacher)
Year End Calculation		
Term 1		**Term 2**
CA1 10Marks CA2 10Marks Mid Term 20 Marks Portfolio 5 Marks Subject Enrichment 5 Marks Total 50 Marks		CA3 10Marks CA4 10Marks Year End 20 Marks Portfolio 5 Marks Subject Enrichment 5 Marks Total 50 Marks
<u>Promotion</u> **Promotion** **Term – 1 →40% + Term – 2 →60% = 100%**		

Grade 3 – Grade 5		
Continuous Assessment 1	10 Marks	Includes Class Test and Multiple assessments Weekly class test cycle from May 1
Periodic Assessment 1	20 Marks Time – 1 hour	Pen and paper test April to June 2nd week portions (13th June to 23rd June '22) Re-learning period post examinations
Portfolio	5 Marks	
Subject Enrichment	5 Marks	
Mid Term Exam	30 Marks Time – 1.5 hrs.	April to September units will be tested in all subjects out of 30. (20th to 28th October) Re-learning period post examinations
Continuous Assessment 2	10 Marks	Includes Multiple Assessment Weekly class test cycle from 20th November
Periodic Assessment 2	20 Marks Time – 1 hour	Pen and paper test (12th January to 20th January '23) Re-learning period post examinations
Portfolio	5 Marks	
Subject Enrichment	5 Marks	
Final Term	60 *Time:* 2.5 HRs	Portion from November '22 to February '23 all units 1st March – 14th March
Subject Enrichment Activities ✓ Languages – Speaking and Listening skills (ASL) ✓ Science – Research Oriented study ✓ Math – Real Life application study ✓ SST – Social Explorer We Thinkers		✓ Cross Curricular Project / Activity (Under guidance of teacher)

Year End Calculation	
Term – 1	**Term – 2**
Class Test (2.5)+ Tracker (2.5) = 5marks	**Class Test (2.5)+ Tracker (2.5) = 5marks**
Periodic Assessment 1 (Premid Term) – 10 Marks	**Periodic Assessment 2 (Post Mid Term) – 10 Marks**
Portfolio -2.5 Marks	**Portfolio -2.5 Marks**
Subject Enrichment- 2.5 Marks	**Subject Enrichment-2.5 Marks**
Mid Term – 30 Marks	**Final Term – 30 Marks**
Term 1 Total = 50 Marks	**Term 2 Total = 50 Marks**

Promotion

- **Both Terms will have weightage of 50% for Promotion to next grade**

Term – 1 →50% + Term – 2 →50% = 100%

*** The marks are subjected to change as per CBSE**

** Term 2 mode of conduct will be revised based on CBSE guidelines and local scenario.

Assessment Criteria

The details of the evaluation system are mentioned below.
As per contingency plan, mode of assessment will be intimated in advance by respected supervisors.

Grade 6 – Grade 8		
Continuous Assessment 1	2 Marks	Includes Class Test and Multiple Assessment Weekly class test cycle from May 1
Pre Mid Term	40 Marks Time – 2 hours	Pen and paper test April to June2nd week portions (13th June to 23rd June '22) Re-learning period post examinations
Portfolio	2 Marks	
Subject Enrichment	3 Marks	
Mid Term Exam	80 Marks Time – 3 hrs.	April to September units will be tested in all subjects (20th October to 28th October '22) Re-learning period post examinations
Continuous Assessment 2	2 Marks	Includes Class Test and Multiple Assessment Weekly class test cycle from 20th November
Post Mid Term	20 Marks Time – 40 min	Pen and paper test (12th January to 20th January '23) Re-learning period post examinations
Portfolio	2 Marks	
Subject Enrichment	3 Marks	
Final Term	80 Time – 3 hrs.	October to February all units 1st March – 14th March
Subject Enrichment Activities ✓ Languages – Speaking and Listening skills (ASL) ✓ Science – Research Oriented study ✓ Math – Real Life application study ✓ SST – Social Explorer_We Thinkers		✓ Cross Curricular Project / Activity (Under guidance of teacher)

Year End Calculation	
Term – 1	**Term – 2**
Class Test & Multiple Assessment (MA) – 2 Marks	**Class Test & Multiple Assessment (MA) – 2 Marks**
Periodic Assessment (Premid Term) – 3Marks	**Periodic Assessment (Premid Term) – 3Marks**
Portfolio -2 Marks	**Portfolio -2 Marks**
Subject Enrichment-3 Marks	**Subject Enrichment-3 Marks**
Mid Term – 40 Marks	**Final Term – 40 Marks**
	Term 2 Total = 50 Marks

Term 1 Total = 50 Marks	
Promotion • **Both Terms will have weightage of 50% for Promotion to next grade** **Term – 1 →50% + Term – 2 →50% = 100%**	

*** The marks are subjected to change as per CBSE**

** Term 2 mode of conduct will be revised based on CBSE guidelines and local scenario.

Senior School (Grades 9 to 12)					
EXAM NAME	**DATE/Month**	**DETAILS**			
		Subjects	**Max Marks**	**Max Time**	**Person Responsible**
Cyclic Test 1	10th April onwards (Grade 10 and 12) 15th May Onwards (Grade 9 and 11)	All Subjects	40 marks	1.2 hours	Exam Cell, HoDs, Subject Teachers
Cyclic Test 2	15th May Onwards (Grade 10 and 12) 2nd October Onwards (Grade 9 and 11)		40 marks	1.2 hours	
Cyclic Test 3	2nd October Onwards (Grade 10 and 12) 4th January Onwards (Grade 9 and 11)		40 marks	1.2 hours	
Mid Term Examinations	7th September to 22nd September (Grade 9-12)		80 Marks	3 hours	
Year End Exams	13th to 29th February (Grade 9 and 11)		80 Marks	3 hours	
Pre-board 1	15th to 29th November (Grade 10 & 12)		80 Marks	3 hours	
Pre-board 2	5th to 15th January (Grade 10 & 12)		80 Marks	3 hours	
Pre-board 3	1st to 13th February (Grade 10 & 12)		80 Marks	3 hours	
AISSCE Theory Examinations (CBSE)	March 2024 (Grade 10 & 12)		80 marks exam+ 20marks internal	3 hours	CBSE Board

YEAR END CALCULATIONS

Grade 9
• Year End Exam will have weightage of 80% for promotion to Grade 10 and will cover the

entire year's syllabus.

- Periodic tests will have a gradually increasing portion of content toprepare students for final summative exams.

Year End CBSE Exam	80 marks
Average of best 2 of Midterm and all Periodic Tests.	5 marks
Multiple Assessment	5 marks
Subject Enrichment	5 marks
Portfolio	5 marks

Composition of Year End Exam (Theory)

Competency Based Questions (Case based Questions, Source based Integrated Questions, questions that assess application of concepts in real-life/unfamiliar situations)	50%
Objective Type Questions	20%
Short and Long Answer Questions	30%

Grade 10

- Year End Exam will cover the entire year's syllabus.
- Periodic tests will have a gradually increasing portion of content toprepare students for final summative exams.

Year End CBSE Exam	80 marks
Average of best 2 of Midterm and all Periodic Tests.	5 marks
Multiple Assessment	5 marks
Subject Enrichment	5 marks
Portfolio	5 marks

Competency Based Questions	50%

(Case based Questions, Source based Integrated Questions, questions that assess application of concepts in real-life/unfamiliar situations)	
Objective Type Questions	20%
Short and Long Answer Questions	30%

Grade 11

- Year End Exam will have weightage of 80% for promotion to Grade 12 and will cover the entire year's syllabus.
- Periodic tests will have a gradually increasing portion of content toprepare students for final summative exams.
- Separate passing in Theory and Practical Component in the Year End Exam is required for promotion to Grade 12

Year End Calculation:

Year End Exam (Theory+Practical)	80 Marks
Mid Term Exam (Theory+ Practical)	10 Marks
Average of Periodic Tests	10 Marks

Composition of Year End Exam

Competency Based Questions (Case based Questions, Source based Integrated Questions, questions that assess application of concepts in real-life/unfamiliar situations)	40%
Objective Type Questions	20%
Short and Long Answer Questions	40%

Grade 12

Mid Term (75% Syllabus)	7th September-22nd September
Preboard 1 (90% Syllabus)	15th to 29th November
Preboard 2 (100% Syllabus)	5th to 15th January 2024
Preboard 3 (100% Syllabus)	1st to 13th February 2024
AISSCE THEORY EXAMINATIONS (CBSE)- March 2024	
● CBSE Board Exam will cover the entire year's syllabus. ● Cyclic tests will have a gradually increasing portion of content to prepare students for	

final board exams.

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ANNEXURE 6: INTERNAL ASSESSMENT

RULES FOR THE CONDUCT OF INTERNAL EXAMINATIONS

1. Students must appear at the examination room as soon as they complete all formalities at the gate. All invigilators must be present in the examination rooms to which they have been assigned duties by 7:30 am.

2. Designated seating arrangements for the students with their names attached on the tables.

3. No candidate may leave the examination room, other than for illness or other reason acceptable to the invigilator.

4. Students are required to bring their own stationery and mathematical instruments. No borrowing, lending or exchange of any materials is allowed during the examination. Bags will be kept on the side of their seats.

5. Invigilators need to display clearly the ***date, start and end times for the examination, subject and strength of the students*** on the board.

6. Answer scripts will be provided to the students at 8 am for the relevant information to put on the main sheets. Only once the students fill up the required information, the invigilator's need to put the signature in **green pen** only. No other ink will be allowed.

7. Question papers envelope will reach the classroom by **8:05am**.
Distribution of Question Papers to start by **8:15 am**
Reading time **till 8:30 am**.
Writing time from **8:30 am to 11:30 am**.

8. Invigilators need to fill up all the necessary information put on the question paper envelope for each day of the examination. An additional sheet will be provided along with the question papers to keep the track of the students taking the supplementary sheets. The sheets need to be filled up by the invigilators as the students are less.

9. Invigilators also need to sign on the supplementary sheets, graphs, maps etc. Sign and give only when students asked for the supplement. The invigilator should register the students' attendance when the attendance sheet is circulated.

10. Intimate exam cell for any issues with questions or matters related to exam.

11. A tray will be kept in each room where students can submit their answer scripts after completion of the examination.

12. Students shall remain seated at their desks till all the answer scripts are submitted. The invigilators are responsible for counting the exam papers received from the students and ensure that the received papers are in accordance with the students' grade and section. Rubber bands will be provided so that the invigilators segregate the grades and subjects for the convenience of the exam cell.

13. At the end of the examination the invigilators must see that no supplementary sheets, tags or other stationery provided by the exam cell remains in the class room. The invigilators should return back all materials concerning the exam to the exam cell.

14. Students will leave the examination room only when the class teachers come with their support teachers (as per the dispersal duty allotted). Ensure that no student is left unattended. After the completion of the examination, the tray will be collected by the bus monitors/ members of the exam cell.

15. Classrooms are allotted for the examination following all the safety protocols.

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Kindergarten Assessment Plan

Plan created – April 2022
Plan reviewed - April 2023
Next Review Date – April 2024

AIM:

To ensure holistic development of students and track their progress through continuous comprehensive evaluation.

Process:

At JSSPS Kindergarten a robust assessment system is in place. Our continuous formative assessments are created and tracked in a reliable and effective manner to track pupil progress, and raise standards by monitoring the progress of students of varied ability needs, promoting our school's inclusive culture.

Assessment Responsibilities:

Homeroom teachers are responsible for regular quality assessment of the students in their care, and the leadership team is responsible for monitoring the assessment process. Students are also involved in the assessment process by setting thematic goals with the help of parents and teachers and self-assess and reflect on their achievements and progress. They integrate the feedback they receive from their teachers to improve their work. Parents play a role in the assessment process as well by providing regular feedback on student's work based on learning outcomes.

1) Areas of Assessment:

The Continuous Assessment is based on observation of the below areas of learning.

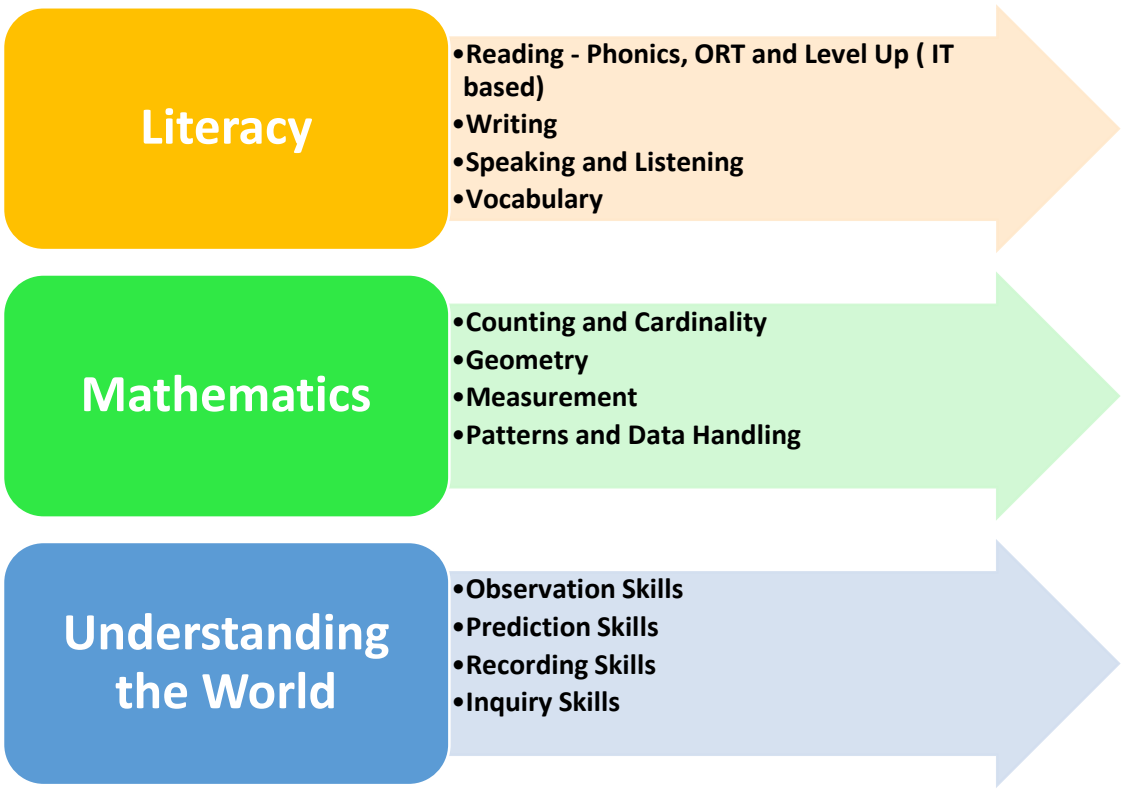
These are the prime areas:

- Communication and language
- Physical development
- Personal, social, and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Observations in the core areas are based on the various domains as below:



2) Assessment Tools:

Student's learning is assessed continuously through various tools listed below

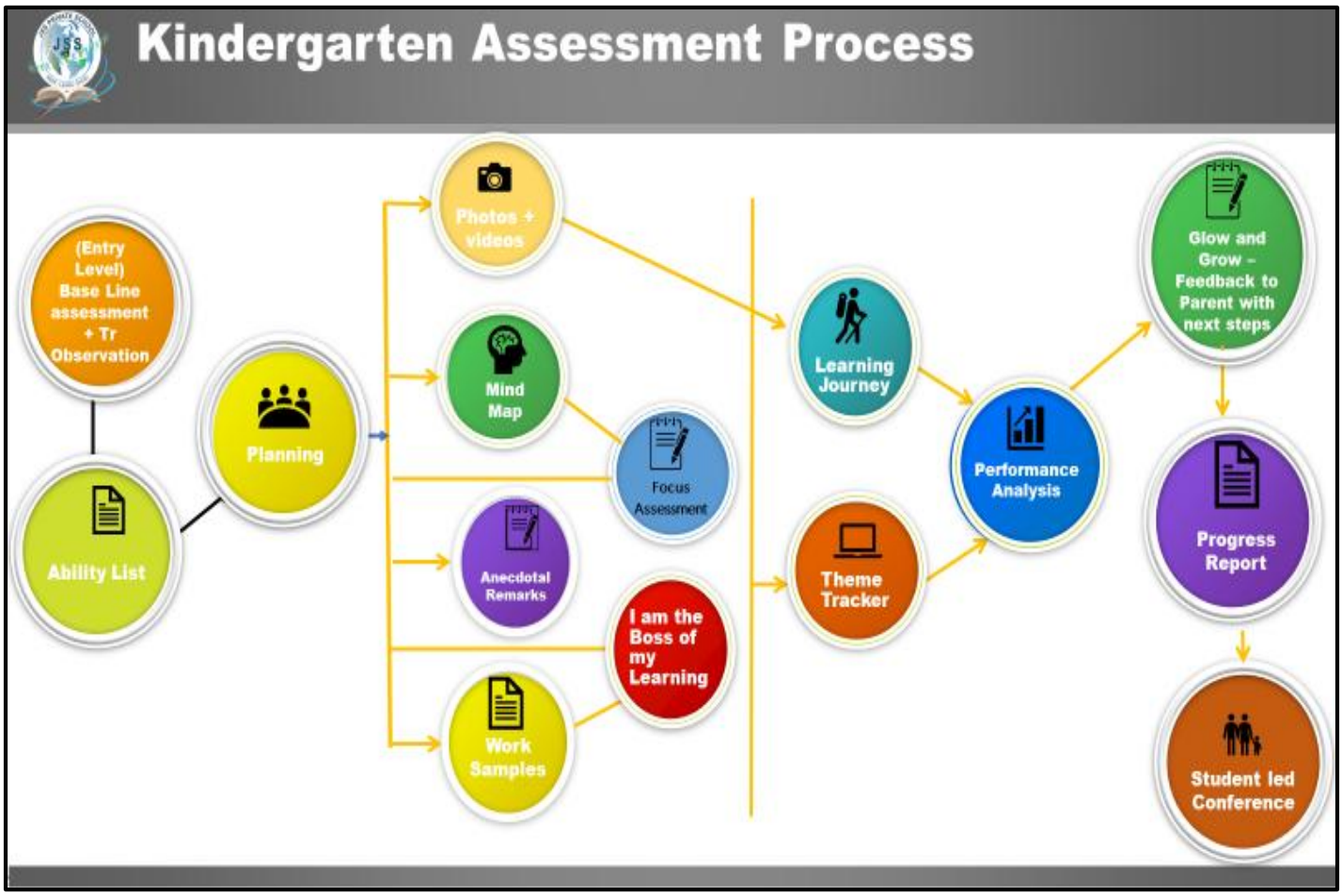
Assessment by Teacher

- **Observation** – Children's behavior and learning is observed throughout the day during classroom activities.
- **Class Discussions** – Children demonstrate their learning and verbalize their knowledge during carpet time, calendar time, writing and play time.
- **Teacher's Questioning Strategies** – Through questioning teachers determine whether students understand and can apply the knowledge acquired in different situations.
- **Checklist**- A list of expected skills, concepts, behaviours, processes and/or attitudes is used to facilitate assessment of student achievement.
- **Group Work** – Collaborative or peer learning activities.
- **Work Samples** – Evidence of achievement is collected through child's work samples.
- **Student Led Conference** – A combined meeting of parents, individual child and teacher to discuss areas of glow and grow.

Assessment by Children

- **I am the Boss of My Learning:** Learning goals are set in collaboration with the teacher, child and the parent in core learning areas for every theme to develop independent learners demonstrate ownership of learning.
- **Peer Assessment** - Assessment of student performance by fellow classmates during group activities or carpet time through verbal comments.
- **Self – Assessment** – Self -reflection smiley at the end of a topic helps the children to assess his/her personal progress in knowledge, skills or processes.

3) Assessment Process:



Baseline Assessment (Entry Level): This is the starting point of an assessment. The skills and knowledge required by the children at each age group is been tested at the beginning of the academic year based on the age level learning goals.

Ability List: The children are grouped as per their subject attainment levels based on the baseline assessment and observation of teacher during the first few weeks. The children are grouped into three ability levels – Working Towards, Developed and Master. The ability list is reviewed at the end of each term as per the progress of the children.

Mind map (Pre-Test): The teacher assesses the individual child's prior knowledge and experiences of a topic or theme and records the same through a mind map. It is a vital component that enables teachers to scaffold children's development and plan learning engagements that meet each individual child's needs.

Focus Assessment: A well-designed learning experience is planned for the children. Teacher monitors the children's achievement during learning and takes note of children's understandings and skills. Teachers are able to refine the teaching and learning process and gather assessment information that allows them to plan for the next steps in the learning process.

Recap: Teachers get a clear insight into what children now know as a result of, or at the end of a learning period. It gives children the opportunity to demonstrate what has been learnt and understood, and teachers the opportunity to reflect on the effectiveness of the teaching and learning process.

Data Wall: At the end of each Theme the teacher assesses the students and displays the progress based on the learning outcomes on the Data Wall which is put up in each classroom. Photographs of the Data Wall is taken after every Theme to compare the progress of the students in all areas of development.

Anecdotal Remarks: Teachers regularly make objective observations of children and enter the anecdotes in a book. Teachers use these notes to inform further planning for each child.

Photographs: The teachers capture every moment of the child's active learning as a key part of the assessment procedure and shares with parents regularly.

Theme Trackers: The theme tracker is a record of the observations that have been made by the teachers and track student's progress across all areas of learning. The tracker is filled by the class teacher 4 times a year namely during Baseline (Entry Level), Term 1, Term 2, and Term 3.

Learning Journeys: A learning journey is created for each child at the end of every term to measure the progress of students by the end of academic year. This is an evidence of the child's own personal celebration of the developments that he/she has made and the experiences that they have enjoyed. The learning journey is shared with parents by the end of each term along with the progress report card.

Glow and Grow: Key points for discussion during parent meet in the area of personal and social development and student's strengths and the areas of improvement in the core subjects are specifically entered by the class teacher in the Grow and Glow document. The document is shown to the parents at the end of each term during parent meets and a copy is shared upon parent request.

Progress Report Card: The progress of the children is measured after every Term and the progress report of students learning is shared with the parents at the end of each term. These reports are published online which can be viewed by the parents through the school portal.

Learner Profile: At the end of KG1, information about individual children is passed onto the KG 2 teacher through individual learner profile to understand the areas of strengths and weaknesses.

Learning Passport: Child centered document wherein the child reflects upon his strengths and weaknesses and highlights his/her learning preferences.

4) Intervention:

The Kindergarten Section follows Continuous Assessment approach and hence the learning gaps are closed with proper interventions through the form of one to one support, extra practice worksheets and parental involvement and support.

5) SD Assessment:

In addition to the regular curriculum assessment, assessment of SD is carried out as per the IEP of the students. A monthly IEP tracker ensures the regular IEP goals tracking of the students. The IEP is reviewed twice a year. A holistic team approach is used in IEP Goal tracking through the comprehensive IEP Goal tracker.

6) Recognition/ Praise:

Students receive recognition throughout their learning journey on a daily basis in the form of verbal praise, pocket of hearts and stickers. Child friendly and constructive feedback is provided in children's notebook for recognition of their work or improvement.

7) Assessment Criteria to assess the students:

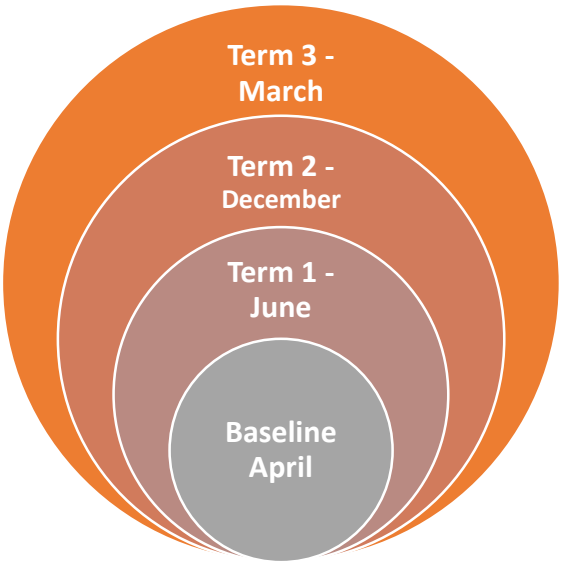
Assessment Rating		Data Specification
M	Mastery	The student shows **Mastery** and exceeds expectations of the grade level learning goal.
D	Developed	The student has **Developed** the grade level learning goal.
W	Working Towards	The student is **Working Towards** achieving the grade level learning goal
NA	Not Assessed	Not assessed for this term
Ab	Absent	Indicates the student is not assessed due to long period of absence.

8) Progress Reporting Period:

The Kindergarten section follows 3 terms as below

Term 1 – April to June
Term 2 – September to December
Term 3 – January to March

Progress Report cards are released electronically through school portal at the end of each term and student led conference is held as per the below schedule



Reporting to Parents:

What	When	How
Feedback in Notebooks	**Weekly**	**Work Samples**
Photographs of Activities	**Weekly**	**Weekly Updates**
Grow and Glow Document	**End of each Term (June, December and March)**	**Open House/SLC**
Learning Journey	**End of each Term (June, December and March)**	**E mail**
Progress Report	**End of each Term (June, December and March)**	**School Portal**

ANNEXURE 8: School Quality Assessment and Assurance

School Quality Assessment and Assurance (SQAA) is a commitment by Central Board of Secondary Education to provide global parameters of attainment as standards in schools affiliated to it. The CBSE aspires to lay down a set of standards and best practices as paradigms for attaining the benchmark in an individual institution for the upliftment of learning outcomes in the domain of school education imparted to children. The main purpose of SQAA is enhancement of quality, recognition of excellence, promotion of accountability, and benchmarking schools across a range of descriptors or indicators of assessment. It also captures the unique ethos of an institution such as a school nurturing and promoting excellence in sports, or integrating innovative technology in classroom teaching, or with state of the art infrastructure or incubators of innovation in teaching learning processes, or involved extensively with community outreach activities, or focused on promoting social cohesiveness and equity, or excelling in the area of science and technology. This will also provide a degree of choice to a student or parent looking for specific qualities.

The School Quality Assurance Assessment (SQAA) is easily implementable, feasible, transparent, objective, and carries with it a measure of credibility and acceptability.

Assessment of a school is intended to be a means to document the strengths and weaknesses of its educational practices and institutional effectiveness leading them to desired objectives. This will help them to clearly visualize their unique features and make them aware of what could be improved further.

The process of School Quality Assessment and Assurance involves two essential phases:

Phase 1: Self-Assessment using different instruments of SQAA

Phase 2: Validation by External Peer Assessor Team by visiting the Assesse School

Keeping in line with CBSE, JSSPS has used SQAA Framework for Self Assessment and Outcome of Self-Assessment are uploaded on the CBSE Portal.

The CBSE SQAA is an affirmation of 'Quality'. It is a means of demonstrating confidence in the schools' purpose and performance. The goals are effectiveness, improvement and public assurance. It will not involve ranking of schools/institutions, but rather, will establish a level of acceptable quality for all the schools affiliated with the Board. It will help the schools to go through the rigorous process of self-audit and reflection, build on their strengths and work on the areas that need attention, ultimately helping them to move towards becoming 'Hubs of Excellence'.

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ANNEXURE 9

Rubric to assess Reading Literacy and Wider Learning Skills
GRADES 9 to 12

Our Vision

To provide Stimulating World class Education for Life

Our Mission

To impart complete education creating confident world citizens with a keen sense of commitment, social awareness and responsibility

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Reviewed by: HoL / Head of Department English
Date of Review: 10th June 2023 Date of next Review: September 2023

Introduction

As a young and achieving School, we have always envisioned our students to march ahead with confidence by imbibing the qualities of a 21st century learner skills. Keeping our school's Vision and the School's Graduate Profile in focus it is important to assess and develop a system that will help us to evaluate the learners' skills in a much more profound and systematic manner. Our focal points include:

- 21st century skills
- Reading Literacy and Wider Learning Skills
- Personal Social Emotional Development (PSED)

In this document we have enlisted each of the above focal points in details and how we have systematically planned our actions.

21st Century Skills

21st century skills describe the skills, knowledge and expertise students must master to succeed in work and life, the framework combines content knowledge, specific skills, expertise, and literacies. We believe that the "base" of 21st century learning is the acquisition of key academic subject knowledge, and that schools must build on that base with additional skills including Learning Skills, Life Skills, and Literacy Skills.

To establish consistency and to have a common understanding of each of the seven - 21st century skills, we have defined the skills as under:

21st century skills	Definition	Evidence to support judgement
1. Critical thinking and problem – solving	**Analytical thinking:** Ability to analyze information and make logical connections. **Problem-solving:** Capacity to identify and solve complex problems using innovative approaches. **Creativity:** Demonstrating originality and inventiveness in generating ideas and solutions.	Notebook, Work sampling, Art integration projects, Science Experiments apart from in- class / on-going formative assessments; e-portfolio
2. Collaboration and teamwork	**Communication:** Effective verbal and written communication skills **Collaboration:** Ability to work well with others, listen actively, and contribute to team goals **Interpersonal skills:** Developing positive relationships, empathy, and cultural awareness	Observed in- class / on-going formative assessments
3. Information Literacy:	**Information retrieval:** Efficiently locating and accessing relevant information. **Evaluation:** Assessing the credibility, reliability, and relevance of information **Ethical use:** Understanding and practicing responsible use of information and digital resources	Presentation of work, original ideas, research projects, apart from in- class / on-going formative assessments
4. Digital literacy and ICT skills:	**Technological proficiency:** Demonstrating competence in using various digital tools and technologies. **Digital citizenship:** Understanding online etiquette, privacy, and responsible digital behavior.	Observed in – class / on – going formative assessments, e-portfolio

	Information management: Organizing and managing digital information effectively.	
5. Creativity and innovation:	**Originality:** Demonstrating imaginative and unique approaches to problem-solving. **Adaptability:** Being open to new ideas and embracing change. **Entrepreneurship:** Identifying opportunities and taking initiative to create value.	Observed in – class / on – going formative assessments
6. Communication and media Literacy:	**Verbal and written communication:** Expressing ideas clearly and effectively. **Media literacy:** Understanding and critically analyzing media messages and sources. **Digital communication:** Using digital tools for communication and collaboration.	Observed in – class / on – going formative assessments; e-portfolio
7. Global and cultural awareness:	**Global perspectives:** Appreciating cultural diversity and understanding global issues. **Intercultural competence:** Respectfully engaging with individuals from different cultures. **Global citizenship:** Recognizing and addressing global challenges and responsibilities.	Observed in – class / on – going formative assessments; e-portfolio

Elaboration of each of the 21st century skills on a 5 – scale descriptors:

91% and above - Exemplary: Outstanding performance, exceeding expectations.
71% – 90% Mastery: High level of proficiency, strong skills and knowledge.
51% - 70% - Proficient: Solid level of proficiency, meeting expectations.
33% - 50% - Developing: Progressing but still needs support and further development.
0% - 32% - Novice: Beginning stage, limited skills and knowledge, requires significant support

21st century skills	Exemplary	Mastery	Proficient	Developing	Novice (Needs support)
1. Critical thinking and problem – solving:	Displays exceptional critical thinking skills, effectively evaluating multiple perspectives. Solves intricate problems creatively and can adapt strategies as needed.	Applies critical thinking skills to analyze complex information and make sound judgments. Consistently generates innovative solutions to challenging problems.	Analyzes information effectively, identifies patterns, and draws logical conclusions. Demonstrates the ability to solve complex problems independently using appropriate strategies.	Exhibits some ability to analyze information and draw connections. Can identify and solve simple problems with guidance	Demonstrates basic understanding of concepts and can follow simple procedures. Shows minimal ability to analyze information or identify solutions to straightforward problems
2. Collaboration and teamwork:	Excels in collaborating with others, fostering a positive team dynamic. Demonstrates exceptional leadership, resolving conflicts, and ensuring all team members contribute effectively.	Effectively communicates and facilitates productive group discussions. Takes initiative and assumes leadership roles when appropriate.	Communicates ideas clearly and listens actively to others. Works collaboratively, respects diverse viewpoints, and contributes to achieving team goals.	Demonstrates some ability to communicate and contribute to group discussions. Requires support to actively participate in team activities	Struggles to communicate effectively within the group. Rarely contributes to team goals and has difficulty listening to others.

3. Information Literacy:	Expertly navigates and evaluates complex information sources. Demonstrates sophisticated research skills, integrating diverse perspectives and sources.	Demonstrates advanced research skills, effectively selecting and synthesizing information. Applies critical evaluation to diverse sources and considers different perspectives.	Efficiently locates and accesses relevant information from a variety of sources. Critically evaluates information for accuracy, relevance, and credibility.	Can locate information with some guidance but may struggle with evaluation. Shows a basic understanding of information sources and their reliability.	Struggles to locate and access relevant information. Demonstrates limited understanding of how to evaluate information for credibility.
4. Digital literacy and ICT skills:	Exhibits exceptional proficiency in utilizing digital tools and adapting to emerging technologies.	Applies advanced digital skills effectively, adapting to new technologies. Models responsible and ethical digital behavior, protecting privacy and security.	Demonstrates competency in using a variety of digital tools and technologies. Practices responsible digital behavior and follows ethical guidelines.	Uses basic digital tools with some guidance. Shows awareness of online safety but may need support in practicing responsible digital behavior.	Struggles with basic digital tools and technologies. Demonstrates limited knowledge of online safety and responsible digital behavior.
5. Creativity and innovation:	Displays exceptional creativity and innovation in problem-solving and idea generation. Generates groundbreaking, original ideas that challenge norms and lead to transformative solutions. Recognized as a visionary and influential thinker in the field.	Consistently applies creative thinking to problem-solving, demonstrating ingenuity. Generates novel and inventive solutions, often thinking "outside the box."	Demonstrates consistent creativity and originality in problem-solving and idea generation. Generates innovative and unique ideas, and is open to exploring different possibilities.	Shows some ability to think creatively and generate new ideas. Occasionally suggests alternative approaches or solutions, but with limited originality.	Demonstrates minimal creativity or originality in problem-solving or idea generation. Rarely suggests alternative approaches or solutions.
6. Communication and media Literacy:	Excels in communication, delivering powerful and impactful messages. Demonstrates exceptional media literacy skills,	Articulates ideas effectively and persuasively in various communication formats. Exhibits advanced media literacy skills, critically evaluating	Communicates ideas clearly and effectively through various mediums. Demonstrates understanding of media messages and can analyze them	Communicates ideas with some clarity but may require additional support to express thoughts effectively Shows some awareness of media messages but requires guidance in	Struggles to convey ideas clearly and effectively. Demonstrates difficulties in understanding and interpreting media messages.

	analyzing and deconstructing complex media messages, and understanding their societal implications. Exceptional in creating and disseminating media content that is ethical, engaging, and influential.	media messages and their influence.	critically.	interpreting and analyzing them.	
7. Global and cultural awareness:	Exhibits exceptional cultural competence and global awareness. Demonstrates a deep understanding of complex global issues and their interconnectedness. Actively promotes inclusivity, advocates for social justice, and works towards positive global change.	Demonstrates an advanced understanding of cultural diversity and global issues. Actively seeks opportunities to bridge cultural gaps and promote cultural exchange and understanding.	Displays a good understanding of cultural diversity and global issues. Shows respect for different cultural perspectives and actively seeks to learn about and engage with other cultures.	Exhibits some awareness of cultural diversity and global issues. Demonstrates an emerging understanding of different cultural perspectives and global interdependencies.	Demonstrates minimal understanding of cultural diversity and global issues. Shows limited awareness of different cultural perspectives and global interconnections.

Notice:

1. Who will assess these skills?

- ✓ Subject teachers of Phase 4 will be involved in assessing these skills

2. How often would these skills be assessed?

- ✓ Twice in the year (Mid-term and Year End) as a formative assessment only

3. How will it be presented in the report card?

- ✓ The above rubric will not be displayed, instead broad descriptors will be displayed with levels of attainment
- ✓ e.g: **1. Critical thinking and problem – solving: Exemplary**

- **Teachers will use the rubric to assess students.**
- **Rubric to be shared with parents so that they are aware of what each element of the scale means.**

Reading Literacy and Wider Learning Skills:

Reading literacy and wider learning skills encompass a range of abilities and competencies related to reading, comprehending and applying knowledge across different subject areas. Reading literacy is a foundational skill that is closely connected to wider learning skills. Proficiency in reading not only enables individuals to access and comprehend information but also supports the development of various wider learning skills. Key components of Reading Literacy and Wider learning skills include:

Reading Literacy and Wider learning skills	Skills required	Responsibility	Evidence
1. Reading Comprehension	Understanding and interpreting written text, including identifying main ideas, making inferences, drawing conclusions, and summarizing information.	All English teachers	1. Use of / Achieve 3000 to enhance the comprehension skills. Skill wise usage report 2. Level up and Achieve 3k usage report of other subjects (Science and SSST) 3. Internal assessment showing attainment of students in Reading comprehension skills 4. External Exams (NGRT andASSET skill wise report)
2. Fluency	Reading with accuracy, appropriate speed, and expression, which enhances comprehension and engagement with the text.	All English teachers	Speaking activities, Read aloud, Guided reading sessions.
3. Critical Thinking	Engaging in higher-order thinking skills, such as analyzing, evaluating, and synthesizing information from texts, and forming evidence-based arguments or opinions.	All English teachers	Research and reasoning engaging children to think and reason beyond content (differentiated work samplings)
4. Cross-Curricular Connections	Applying reading and learning skills across different subject areas, recognizing the interconnectedness of knowledge and making connections between various disciplines.	All English teachers	Reading Tracker monitoring the impact
5. Metacognition and reflective thinking	Developing awareness of one's own thinking processes and employing strategies to monitor comprehension, set goals, and regulate learning. Engaging in metacognitive reflection to evaluate and assess one's own learning, identifying strengths and areas for improvement.	All English teachers	Critical Critique – 360* feedback of Self / Peer / Parent and teacher
6. Lifelong Learning	Cultivating a love for reading and a commitment to continuous learning beyond formal education, fostering curiosity, and seeking new knowledge.	All English teachers	Reading for pleasure Reading corners In class reading corners

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Rating to be used to assess Reading Literacy and Wider learning skills:
91% and above - Exemplary: Outstanding performance, exceeding expectations.
71% – 90% Mastery: High level of proficiency, strong skills and knowledge.
51% - 70% - Proficient: Solid level of proficiency, meeting expectations.
33% - 50% - Developing: Progressing but still needs support and further development.
0% - 32% - Novice: Beginning stage, limited skills and knowledge, requires significant support

At JSSPS we understand that Reading Literacy and Wider Learning Skills encompass a range of abilities related to reading, comprehension and broader learning competencies. Here are five scale descriptors for assessing proficiency levels in the above areas:

Indicator	Exemplary	Mastery	Proficient	Developing	Novice (Needs support)
1. Reading comprehension	Demonstrates a deep understanding of complex texts, including nuanced themes and central ideas. Analyzes and evaluates arguments, claims, and evidence in a text.	Applies critical thinking skills to identify bias, assumptions, or logical fallacies in a text.	Demonstrates a solid understanding of explicit and implicit information in a text and makes inferences and draws conclusions based on textual evidence.	Understands explicit information in a text, including main ideas, details, and sequence of events.	Identifies main ideas or key details with support.
2. Fluency	Reads with exceptional accuracy, automaticity, and effortless word recognition with intonation and expression. Maintains strong comprehension while reading fluently, allowing for deep analysis and interpretation of the text.	Exhibits fluent phrasing and expression, enhancing the meaning and flow of the text. Sustains comprehension while reading fluently, effectively integrating reading and comprehension processes.	Reads with accuracy, appropriate speed, and smoother word recognition. Demonstrates phrasing and expression, using appropriate pauses and intonation.	Maintains basic comprehension while reading fluently, although some monitoring may be required.	Reads with limited accuracy, hesitancy, and word-by-word decoding.
3. Critical thinking in Reading	Evaluates the quality and credibility of sources and evidence presented. Applies critical thinking skills to make	Synthesizes information from multiple parts of the text to form a comprehensive understanding. Evaluates arguments, claims, and evidence in the text.	Makes logical inferences and draws conclusions based on textual evidence.	Begins to identify cause-and-effect relationships or compare and contrast ideas	Makes simple observations or basic connections between ideas.

	connections beyond the text and consider broader implications.				
4. Cross-Curricular Connections	Makes sophisticated connections between texts, disciplines, and real-world contexts. Analyzes and evaluates texts critically, considering multiple perspectives and interdisciplinary connections.	Synthesizes information from multiple texts and content areas to create a comprehensive understanding.	Analyzes and evaluates texts for their relevance and accuracy in specific content areas.	Makes connections between prior knowledge and new information while reading across subjects.	Identifies and uses basic reading strategies to understand texts in different subjects and begins apply subject-specific vocabulary while reading.
5.Metacognition and reflective thinking	Exhibits metacognitive awareness and self-regulation as a natural and integral part of the reading process. Reflects deeply on reading processes, evaluates strategies in light of purpose and audience, and makes deliberate choices.	Selects and applies appropriate metacognitive strategies strategically and flexibly to support comprehension.	Utilizes a range of metacognitive strategies, such as visualizing, questioning, and making connections, to enhance comprehension.	Uses basic metacognitive strategies, such as making predictions or summarizing, to enhance comprehension.	Begins to use simple strategies, such as rereading or asking questions, to improve understanding.
6. Lifelong Learning	Demonstrates a deep love for reading and a commitment to lifelong learning across various genres and disciplines. Applies critical thinking skills to analyze, evaluate, and reflect on texts.	Pursues reading materials that broaden knowledge and perspectives. Demonstrates a willingness to take on complex and demanding texts.	Sets reading targets and seeks out challenging texts. Reflects on reading experiences and identifies areas for improvement.	Engages actively in reading, seeking out opportunities to read independently. Takes initiative to explore reading materials beyond required assignments.	Explores a variety of texts and genres. Begins to ask questions and seek answers through reading.

Notice:

- Based on the evidences, English teachers will evaluate the learners
- Both Formative and Summative Analysis will be considered to assess the learners.

1. Who will assess these skills?

- ✓ All English teachers

2. How often would these skills be assessed?

- ✓ Twice in the year (Mid-term and Year End) as a formative / summative assessments

3. How will it be presented in the report card?

- ✓ All of the above 5 proficiency levels will be displayed in the report and each parameter will be assessed according to competency of individual learner.

- **Teachers will use the rubric to assess students.**
- **Rubric to be shared with parents so that they are aware of what each element of the scale means.**

Personal, Social and Emotional Development: (PSED)

At JSSPS, we are committed to Personal, Social, and Emotional Development of every individual learner. It lays the foundation for healthy relationships, effective communication, emotional well-being, and overall personal growth and success. These skills and competencies enable individuals to navigate social situations, cope with challenges, and contribute positively to their communities.

Rating to be used to assess PSED:

91% and above - Exemplary: Outstanding performance, exceeding expectations.
71% – 90% Mastery: High level of proficiency, strong skills and knowledge.
51% - 70% - Proficient: Solid level of proficiency, meeting expectations.
33% - 50% - Developing: Progressing but still needs support and further development.
0% - 32% - Novice: Beginning stage, limited skills and knowledge, requires significant support

PSED Parameter	Meaning	Responsibility	Evidence
1. Self-awareness and self-esteem	Demonstrates awareness of one's own emotions, strengths, and limitations. Develops a positive self-concept and healthy self-esteem. Shows confidence in one's abilities and value as an individual.	Class teachers in consultation with Subject teachers	NAP sheet Triangulation of data and is aware of his / her scores Notebook rubrics Homework submission Punctuality to class Meeting of timelines, e portfolio, visible learning proforma
2. Social skills and communication	Demonstrates effective communication skills, both verbal and non-verbal. Listens actively and responds empathetically to others. Builds and maintains positive relationships with peers and adults.	Class teachers in consultation with Subject teachers	In class activities Participation in extracurricular activities Willingness to help around the class
3. Emotional intelligence and self-regulation / Metacognitive thinking	Recognizes and understands one's own emotions and the emotions of others. Manages emotions in a healthy and constructive manner.	Class teachers in consultation with Subject teachers	Maintenance of notebook Completion of tasks assigned Behaviour charts in the classroom Questionnaire

	Demonstrates self-control and the ability to regulate behavior and impulses.		
4. Empathy and perspective-taking	Shows empathy and understanding towards others' feelings and perspectives. Considers different viewpoints and respects diversity. Demonstrates a sense of fairness and treats others with kindness and respect.	Class teachers in consultation with Subject teachers	Being conducive with the peers Being a mentor Has the patience to listen Has the ability to justify and understand others point of view
5. Responsibility and decision-making – Leadership skills	Takes responsibility for one's actions and choices. Demonstrates problem-solving skills and makes informed decisions. Shows a sense of accountability and follows through with commitments.	Class teachers in consultation with Subject teachers	Is able to take a lead in the class Willing and volunteering Taking responsibility Being polite and humble
6. Conflict resolution and teamwork	Resolves conflicts peacefully and effectively. Collaborates with others to achieve common goals. Demonstrates flexibility and adaptability in working with diverse groups.	Class teachers in consultation with Subject teachers	Can manage the team well Be a good team player Listens to others point of view Is very receptive to take feedback from others
7. Citizenship and community engagement:	Demonstrates awareness of social issues and actively engages in community service or volunteer work. Shows respect for rules, laws, and the rights of others. Takes part in activities that contribute positively to the community.	Class teachers in consultation with Subject teachers	Participating in extra-curricular activities Sense of responsibility towards society

Notice:

1. Who will assess these skills?

- ✓ Class teachers along with the subject teachers

2. How often would these skills be assessed?

- ✓ Twice in the year (Mid-term and Year End) as a formative assessment only

3. How will it be presented in the report card?

- ✓ The above rubric will not be displayed, instead broad descriptors will be displayed with levels of attainment.
- ✓ e.g: **1.** Self-awareness and self-esteem**: Exemplary**

- **Teachers will use the rubric to assess students.**