



ASSESSMENT PLAN FOR STAGED IMPLEMENTATION AY 2020 – 2021 FIRST TERM

Part A. Rationale and Purpose

The assessment plan should be implemented during the application period as defined by Ministerial Decree (229). Assessment should be viewed as meaningful and relevant for students who are doing their very best to alleviate from the anxiety brought by the pandemic crisis. The teacher should exhibit empathy in implementing assessment strategies in consideration of the variety of cases where the students are in during the distance learning. This plan provides a standard policy when planning and implementing assessment strategies during the gradual transition of the educational framework from online (virtual) to face to face (on-campus) learning.

Part B. Assessment Types and Strategies

The school shall use formative and summative assessments in the definition and processes as shown below:

- (a) **Formative and Ongoing Assessments.** The assessment strategies should promote “sustained” interaction between teacher and students as explained by Moore’s Transactional Distance Theory. Any strategies that will inform the learners of whether how much they understood or not the lesson will fall under this assessment types. It is the “**EXIT TICKET**” to move to the next lesson. Formative assessment data should align with the success criterias for a topic and should be viewed by the teacher to inform them whether there is a need to adjust the content of the lesson and to review the process delivering the instruction. It should be done by:

Table 1: Formative assessment strategies that can implemented based on the type of curriculum delivery plan the school chooses to operate with.

Complete Online Teaching	Face to Face (In School) Teaching
1. Questioning Students During an Activity: Administering some questions after synchronous and/or asynchronous session for not less than 5 minutes using Quizziz, MS Teams, Kahoot, or other available interactive tool where the teacher is comfortable in delivering.	1. Questioning Students During an Activity: Administering some questions after synchronous and/or asynchronous session for not less than 5 minutes using worksheets, pop quizzes, mastery tests, presentations, or other available suitable methods where the teacher is comfortable in delivering.
2. Assessment for Learning: Using some exercise questions in their text books and post their work in their Seesaw portfolio for KG to grade 2 / ClassDojo portfolio for Grade 3 to Grade 5, and writing their journals in Grade 7 to Grade 12 and posting their class work in the MS Team.	2. Assessment of Learning: Using some exercise questions in their text books and post their work in their Seesaw portfolio for KG to grade 2 / ClassDojo portfolio for Grade 3 to Grade 5, and writing their journals in Grade 7 to Grade 12 and posting their class work in the MS Team.

<p>3. Embedded Questions: Asking questions on the spot during the live sessions and the teacher will track using monitoring sheets to ensure that all students have the opportunity to be asked and say answers. Alternatively, students can answer questions using the chat-box feature of the video conferencing app.</p>	<p>3. Embedded Questions: Asking questions on the spot during face – to - face sessions and the teacher will track using monitoring sheets to ensure that all students have the opportunity to be asked and say answers.</p>
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* **NOTE:** *Hybrid/Blended learning will use a combination of the strategies discussed in Table 1.*

(b) **Summative Assessments.** Authentic assessments shall be utilized across the grade levels. In the Independent Report on Approaches to Distance Learning during COVID19 School Closures released in 29th of March 2020. The following steps to designing an authentic online assessment are recommended:

1. Identify Key standards of the assessment
2. Identify tasks for students to perform or do that are grounded in real-world scenarios. Identify accepted evidence of learning.
3. Identify performance or product task criteria.
4. Develop rubrics for product or performance
5. Identify benchmarks or check-ins for the duration of the assessment.
6. Plan for sharing to the public or to an authentic audience for feedback and showcase.

Table 2: Summative assessment strategies that can implemented based on the type of curriculum delivery plan the school chooses to operate with.

Complete Online Teaching	Face to Face (In School) Teaching
<p>1. Task Based Assessments: Teachers should create performance tasks that can allow the students to consult resources, rehearse skills and gather feedback that can help them, improve their (a) performances and (b) products.</p>	<p>1. Task Based Assessments: Teachers should create performance tasks that can allow the students to consult resources, rehearse skills and gather feedback that can help them, improve their (a) performances and (b) products.</p>
<p>2. Assessment for Learning: Administering questions at the end of the academic term for not more than 30 minutes using Socrative, Nearpod, MS Teams, or other available interactive tool where the teacher is comfortable in delivering.</p>	<p>2. Assessment of Learning: Administering questions at the end of the academic term in the form of paper based assessments.</p>

• **NOTE:** *Hybrid/Blended learning will use a combination of the strategies discussed in Table 2.*

Part C. Reporting First Term Marks

1. **First Term Marks Computation.** AIAS has created two plans for the first term; the plan that will be used in the first term will be based on the curriculum delivery plan the school chooses to operate with.

The criteria for grading include the following as shown below:

Complete Online Teaching		Face to Face Teaching	
On-going Assessments	60 Pts	On-going Assessments	60 Pts
Journal / Portfolio	25 Pts	Journal / Portfolio	25 Pts
Achievement	30 Pts	Achievement	30 Pts
Use of DL Platform	5 Pts	In-Class Participation	5 Pts
Performance Tasks	40 Pts	Performance Tasks	40 Pts
Total Marks	100 Pts	Total Marks	100 Pts

- **NOTE:** In the case of **Hybrid/Blended learning**, the grading criteria used will be dependent on the educational framework the student is operating under during the assessment period.
- These policies may be subject to change based upon the release of any guidelines from SPEA.

Part D. Implementing Guidelines

Section 1. Formative Assessments

- a. This includes portfolio or journal entries with feedback from the teacher for every entry. All portfolio entries must have feedback.
- b. Feedback on the entries should be in narrative form which is described against the standards / lesson objectives. Teachers should respond to entries to portfolio regularly by writing their narrative comments accurately. Comments such as good and very good are not acceptable; comments should be written in relation to the standards by which the artifacts is shown as evidence to. Sample of comments are shown below:

English: *“Your video shows that you can ask and answer a question. You are able to use the verbs correctly in a sentence and use some explanation that you have understood from your peers during the live session.”* (Evidence shown is a video posted in the class dojo)

Math: *“Your solution in the picture shows that you understand a fraction as a number on the number line and the figures on the picture really shows that you can represent fractions in a number line. Excellent job!”* (Evidence shown is a picture on a solution on a practice book and the picture was uploaded in the Class Dojo)

- c. Evidence must be documented using the digital portfolio through Seesaw from KG to grade 2, ClassDojo from Grades 3 to 5, and MS Team portal for Grades 7 to 8 and High School students.
- d. One evidence is sufficient to record in the portfolio. Teachers should document “essential/relevant standards” that are approved in the school’s scope and sequence. You may need to consult your HODs and/or Curriculum Supervisor regarding essential/ relevant standards.

- e. All written assessments such as traditional quizzes in paper or using interactive assessment software such as Nearpod, Socrative, Kahoot etc cannot be used objectively to measure attainment and progress.

Section 2. **Summative Assessments**

- a. Performance tasks are the school's primary summative assessment method. The tasks should commensurate to the level of challenge to students. It should be simple and easy to complete by the students appropriate to their grade level.
- b. The teachers will be assigning and guiding the students of a performance - based task as the final output of their teaching for Term 1 which can be performed either online or on – campus depending the educational framework the school is operating on during the assessment period.
- c. The teachers will choose the topic that they will give as the performance - based task, and the task **should be completed not more than 5 live/on-campus sessions.**
- d. The topic should be derived from the lessons taught in **Term 1, based on the scope and sequence.**
- e. The task must be in **the digital form that will not require any materials, or any activity that will be possible for the students to realistically accomplish.** *Strictly no printing of papers, no downloading or cutting of any materials that are unavailable for the students.*
- f. The teacher should make sure that the students will perform their performance-based task independently by themselves. Make the performance-based task simple but meaningful, **for high school, the teacher can arrange group project whenever possible.**
- g. The performance task will be assigned to the students on the **last week of two weeks of the first term which will be confirmed by email or in person** (*depending on the educational framework being used during that time*).

Section 2. **Success Criteria**

- a. As an ongoing assessment of learning, students will have their understanding of concepts be evaluated according to success criterias. These success criterias are in accordance with the scope and sequences of each subject and grade level.
- b. Teachers will be given a checklist which they must use to keep track of student achievements as per success criteria. This checklist must be updated weekly; progress on the updating of the checklist will be monitored by HODs.
- c. Success criterias must be added in full sentences on the checklist. Sample of comments are shown below:

Maths: *“Standard 1: The student can compare numbers using a place-value.”*

Science: *“Standard 3: The student can compare and contrast thermal contraction and thermal expansion.”*

- d. Student understanding and achievement will be marked using a four point rating system, where a rating of 4 = an advanced grasp of the concept taught, 3 = proficient grasp, 2 = progressing understanding, and 1 = a basic understanding of concepts.

Levels of Achievement		Performance Description
Advanced	4	The performance shows a thorough understanding of the concept(s) as shown in the success criteria and extends understanding by relating this concept to others or by offering new ideas about the concepts, and/or the learner’s performance demonstrates the skills at a high level
Proficient	3	The performance shows a complete and correct understanding of the concept(s) as shown in the success criteria or the learner’s performance demonstrates the skill consistently.
Progressing	2	The performance shows an incomplete understanding of the concept(s) as shown in the success criteria or the learner’s performance does not demonstrate the skill consistently.
Basic	1	The performance shows serious misconception or lack of understanding of the concept(s) as shown in the success criteria of the learner’s performance demonstrates the skill consistently.

- e. When filling the checklist, teachers must provide an evidence (as photo, video, text, or quiz result) in the form of a comment within the checklist.
- f. Teachers must provide reasoning in the form of a comment to explain why a student received a rating of 1 (basic). Comments that do not provide a full description behind the decision to mark a student as basic are not acceptable; comments should be written in relation to the standards by which the artifacts is shown as evidence to.
- g. Students are allowed to re-submit work to improve the rating they originally received on a success criteria.
- h. Students are expected to achieve all success criterias.
- i. A student-wise summary of teacher checklists will be made monthly; these summary reports will be sent to parents to update them on their child’s progress.

Section 3. Performance Rubrics

The propose rubrics shall be used by all the teachers. However, performance rubrics should be accurately aligned to their standards. The criteria for measuring performance are as follows:

a. Portfolio (25 points)

Criteria	Outstanding	Very Good	Good	Acceptable	Weak
Selection of Evidence (10 points)	All artifacts and work samples are clearly and directly related to the lessons / standards (10)	More than half of the artifacts and work samples are clearly and directly related to the lessons / standards (8)	Half of the artifacts and work samples are clearly and directly related to the lessons / standards (6)	Less than half artifacts and work samples are clearly and directly related to the lessons / standards (4)	Few of the artifacts and work samples are clearly and directly related to the lessons / standards (2)
Variety of Work (10 points)	The use of audio/ video/ graphics/ photographs is integrated seamlessly into several different artifacts (10)	The use of audio/ video/ graphics/ photographs is included and appropriate (8)	The use of audio/ video/ graphics/ photographs is used adequately. (6)	The use of audio/ video/ graphics/ photographs do not describe the target standards in the portfolio (4)	No variety of the forms in the portfolio (2)
Nature of Artifacts (5 points)	Artifacts were presented neatly and well planned (5)	Artifacts were presented neatly and planned (4)	Artifacts were presented neatly and adequately planned (3)	Artifacts were presented haphazardly and are not properly planned. (2)	Artifacts were extremely disorganized and lacking a sense of order (1)

b. Achievement (30 Points)

Criteria	Outstanding	Very Good	Good	Acceptable	Weak
Progress (10 points)	In lessons, the student makes better than expected progress in relation to the learning objectives (10)	In lessons, the student makes the expected progress in relation to the learning objectives (9)	In lessons, student makes almost close to the expected progress in relation to the learning objectives (8)	In lessons, student makes below than expected progress in relation to the learning objectives (7)	In lessons, student does not make any progress (6)
Success Criteria (10 Points)	The student shows an advanced understanding of the lesson concepts in relation to the learning ladder (10)	The student shows a proficient understanding of the lesson concepts in relation to the learning ladder (9)	The student shows a progressing understanding of the lesson concepts in relation to the learning ladder (8)	The student shows a basic understanding of the lesson concepts in relation to the learning ladder (7)	The student is struggling with understanding the lesson concepts in relation to the learning ladder (6)
Attainment (10 points)	In the recent work of the student, it demonstrates level of knowledge, skills and understanding	In the recent work of the student, it demonstrates level of knowledge, skills and understanding that are within the curriculum standards (9)		In the recent work of the student, it demonstrates level of knowledge, skills and understanding that are below the curriculum standards (8)	

	that are above the curriculum standards (10)		
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c. ONLINE TEACHING: Use of DL Platform (5 Points)

Outstanding (5)	Very Good (4)	Good (3)	Acceptable (2)	Weak (1)
Effectively use of the platform to communicate	Consistently use the platform to communicate	Willingly use the platform to communicate	Hesitate to use the platform to communicate	Never use the platform to communicate

c. FACE TO FACE (ON CAMPUS) TEACHING: In-Class Participation (5 Points)

Outstanding (5)	Very Good (4)	Good (3)	Acceptable (2)	Weak (1)
Always comes to class on time, follows all classroom procedures, brings needed materials to class and is always in her seat ready to work before the bell rings. Consistently stays focused on in-class work and what needs to be done. Self-directed and highly motivated. (5)	Very rarely late, almost always brings needed material to class, almost always follows classroom procedures and is ready to work by the bell. Focuses on in-class work and what needs to be done most of the time. (4)	Sometimes late to class, often brings materials but sometimes needs to borrow. Usually follows procedures and is usually in her seat ready to work by the bell. Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done. (3)	Frequently late to class, rarely brings needed materials and/or is rarely ready to get to work by the start of class. Has difficulty focusing on class work and procedures. (2)	Always late to class, never brings needed materials. Never focused during class, and struggles with following basic procedures.

d. Performance Tasks (40 Points)

- a. Grade level teachers will prepare a performance rubric during horizontal meetings that is aligned with the standards of the curriculum. The points must be distributed equitably along the well-defined criteria approved by the HOD and the assessment coordinator that should not exceed 40 points.
- b. The planning of creating performance tasks should be prepared at the beginning of the term; this plan must be approved by the HOD and academic supervisor.
- c. Performance tasks must be introduced at the beginning of the term to students once the performance task plan is approved. Teachers must ensure that students work on their performance tasks within the progressing term. However, if a student requires time at the end of the term to complete their performance task, they will be allowed to do so.