

TRANSFORMING THE CULTURE OF ASSESSMENT



The aim of assessment will be to shift from one that is summative and primarily tests rote memorization skills to formative assessment that is more regular, competency-based which promotes learning and development of students and tests higher-order skills, such as analysis, critical thinking and conceptual clarity.






Continuous tracking of each child's learning outcomes will be undertaken.

Promotion of self and peer assessment will be an important part of the assessment procedure.

The assessment tools (including assessment "as", "of" and "for" learning) will be aligned with the learning outcomes, capabilities and dispositions as specified, for each subject of a given class.

This will help to continuously revise teaching-learning processes to optimize learning and development for all students.

***A Holistic 360 degree
Multidimensional
Progress Card will be
used that:***

Reflects the progress and uniqueness of each learner in the cognitive, affective and psychomotor domains.

Shows progress in project-based and inquiry- based learning, quizzes, role plays, group work, portfolios, etc.

Includes self-assessment, peer assessment and teacher assessment.

Forms an important link between the home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development.

Examinations



The existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes.

Board exams will be redesigned to encourage holistic development. Students will be able to choose many of the subjects in which they take Board exams, depending on their individualized interests.

Board exams will also be made 'easier' as they will test primarily core capacities/competencies rather than months of coaching and memorization.

All students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.

Assessment at Grades 3, 5 & 8



To track progress throughout the school years, all students will take school examinations in Grades 3, 5 and 8 which will be conducted by the appropriate authority.

These examinations would test achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills.

