

QHIS ASSESSMENT FRAMEWORK AND GRADING SYSTEM

OVERVIEW:

Assessment is the organized foundation for making interpretations about the learning and growth of students. It is the process of defining, selecting, scheming, collecting, analyzing, deducing, and using information to promote and develop students' learning and development.

QHIS Assessment Framework and Grading System comprise of a varied assessment segments, namely, formative & interim, and summative assessment.

Formative Assessment

WHAT IS FORMATIVE ASSESSMENT?

Formative assessment denotes to a wide range of methods that teachers use to assess student's learning needs, and academic advancement throughout a lesson, unit, or course.

Formative assessments enable teachers to detect concepts which learners are trying to understand, skills they are having difficulty attaining, or learning standards they have not yet accomplished so that modifications can be made to lessons and instructional techniques that improve the academic achievement.

The main goal of **formative assessment** is to accumulate thorough information that can be used to expand instruction and student learning. What makes an assessment “formative” is not the strategy of a test, technique, or self-evaluation, but the way it is used—i.e., to inform in-process teaching and learning adjustments.



PURPOSE:

Formative assessment as an on-going measure serves the following purposes:

- Learning targets
- Identification of gaps in instruction (areas of strength, areas of weakness, standards.)
- Identification of gaps in curriculum
- Identification of the development of teaching and learning
- Decision on what is to be learned next

SUBSEQUENT ACTIONS:

The following actions need to be well thought about as formative assessment continues in order to maximize the use and delivery of this measure:

- Do students well understand fragments of daily instruction?
- Can teachers identify gaps in curriculum and teaching?
- Do teachers adjust their lesson plans and instructional activities based on formative assessment results?
- Do students' classroom behavior and participation serve towards the accumulative purpose of the formative measure?
- Does the end analysis of a formative assessment cycle ensure a sound prediction of students' achievement whether in interim or summative assessment?

Formative Assessment 1

GRADING SCALE:

Formative Assessment 1									
Classwork		Homework & online Assignment		Behavior		Project		Quizzes	
2M	10%	2M	10%	2M	10%	2M	10%	12M	60%
TOTAL 20M (40% of Semester Grades)									

GRADING MEASURES:

Homework

Formative 1 = 6 weeks = 2 marks (1 mark offline & 1 mark online)

Formative Assessment 1 Homework is measured on a scale of six-week period.

Teachers shall use students' profile logs on a frequent basis in order to keep notes of students' submitted and/or not submitted hard and soft assignments.

Teachers shall use the equation below to grant homework scores at the end of the formative assessment period based on their recorded notes.

Teachers might be asked to justify any of the scores given, so notes must be carefully taken and kept.

$$2 - \left[\frac{2 \text{ marks}}{\text{Actual Number of H.W}} \times \text{Missed H.W} \right]$$

Classwork

Formative 1 = 6 weeks = 2 marks

Formative Assessment Classwork 1 is divided into 2 equal periods. Each period equals 3 weeks.

The follow up period shall cover areas of students' involvement in classroom procedures e.g. presence of course books, workbooks, copybooks, and active participation.

Teachers shall use students' profile logs on a frequent basis in order to keep notes of students' involvement in classroom procedures.



If a student has a frequent record of missing course books, workbooks, copybooks, and or classroom active participation, the teacher shall note this down and issue a first verbal warning to the student.

If the same student still has a frequent record of missing course books, workbooks, copybooks, and or classroom active participation, the teacher shall note this down and issue a written warning in order to be sent to the student's guardian through the school administration.

If the same student still has a frequent record of missing course books, workbooks, copybooks, and or classroom active participation, the teacher shall note this down and deduct the **1 Mark** of this period classwork assessment.

Behavior

Formative 1 = 6 weeks = 2 marks

Formative Assessment Behavior 1 is divided into 2 equal periods. Each period equals 3 weeks.

The assessment period shall cover areas of students' classroom behavior e.g. discipline, lateness on class time, and rapport with classmates and showing respect to classmates and teachers.

Teachers shall use students' profile logs on a frequent basis in order to keep notes of students' classroom behavior.

If a student has a frequent record of failing to maintain a proper classroom behavior, the teacher shall note this down and issue a first verbal warning to the student.

If the same student still has a frequent record of failing to maintain a proper classroom behavior, the teacher shall note this down and issue a written warning in order to be sent to the student's guardian through the school administration.

If the same student still has a frequent record of failing to maintain a proper classroom behavior, the teacher shall note this down and deduct the **1 Mark** of this period behavior assessment.



Project

Formative 1 = 6 weeks = 2 marks

Project specifications and submission deadline shall be announced at the beginning of the formative assessment period to all students.

Project scores shall be granted on the basis of the criteria below

On time Submission, Relevant to the required project, and pass discussion 2 Marks are granted.

On time Submission, Relevant to the required project, but fail in discussion 1.50 Mark is granted

Late submission and Relevant to the required project, 1.25 Mark is granted.

On time Submission and Irrelevant to the required project, 1 Mark is granted.

Late submission and Irrelevant to the required project, 0.50 Mark is granted.

Not delivered, 0 Mark is given.

Formative Assessment 2

GRADING SCALE:

Formative Assessment 2									
Classwork		Homework		Behavior		Project		Quizzes	
3M	10%	3M	10%	3M	10%	3M	10%	6M	20%
TOTAL (18M out of 30M = 60%)									

GRADING MEASURES:

Homework

Formative 2 = 9 weeks = 3 marks (1.5 mark offline & 1.5 mark online)

Formative Assessment 2 Homework is measured on a scale of nine-week period.

Teachers shall use students' profile logs on a frequent basis in order to keep notes of students' submitted and/or not submitted hard and soft assignments.

Teachers shall use the equation below to grant homework scores at the end of the formative assessment period based on their recorded notes.

Teachers might be asked to justify any of the scores given, so notes must be carefully taken and kept

$$3 - \left[\frac{3 \text{ marks}}{\text{Actual Number of H.W}} \times \text{Missed H.W} \right]$$

Classwork

Formative 2 = 9 weeks = 3 marks

Formative Assessment Classwork 2 is divided into 3 equal periods. Each period equals 3 weeks.

The follow up period shall cover areas of students' involvement in classroom procedures e.g. presence of course books, workbooks, copybooks, and active participation.

Teachers shall use students' profile logs on a frequent basis in order to keep notes of students' involvement in classroom procedures.



If a student has a frequent record of missing course books, workbooks, copybooks, and or classroom active participation, the teacher shall note this down and issue a first verbal warning to the student.

If the same student still has a frequent record of missing course books, workbooks, copybooks, and or classroom active participation, the teacher shall note this down and issue a written warning in order to be sent to the student's guardian through the school administration.

If the same student still has a frequent record of missing course books, workbooks, copybooks, and or classroom active participation, the teacher shall note this down and deduct the **1 Mark** of this period classwork assessment

Behavior

Formative 2 = 9 weeks = 3 marks

Formative Assessment Behavior 1 is divided into 3 equal periods. Each period equals 3 weeks.

The assessment period shall cover areas of students' classroom behavior e.g. discipline, lateness on class time, and showing respect to classmates and teachers.

Teachers shall use students' profile logs on a frequent basis in order to keep notes of students' classroom behavior.

If a student has a frequent record of failing to maintain a proper classroom behavior, the teacher shall note this down and issue a first verbal warning to the student.

If the same student still has a frequent record of failing to maintain a proper classroom behavior, the teacher shall note this down and issue a written warning in order to be sent to the student's guardian through the school administration.

If the same student still has a frequent record of failing to maintain a proper classroom behavior, the teacher shall note this down and deduct the **1 Mark** of this period classroom behavior assessment.

Project

Formative 2 = 9 weeks = 3 marks

Project specifications and submission deadline shall be announced at the beginning of the formative assessment period to all students.

Project scores shall be granted on the basis of the criteria below

On time Submission, Relevant to the required project, and pass discussion 3 Marks is granted.

On time Submission, Relevant to the required project, but fail in discussion 2.50 Marks is granted

Late submission and Relevant to the required project, 2.25 Marks is granted.

On time Submission and Irrelevant to the required project, 1.5 Mark is granted.

Late submission and Irrelevant to the required project, 0.75 Mark is granted.

Not delivered, 0 Mark is given.

Interim Assessment

An **interim assessment** is a category of assessment largely used to evaluate where students are in their learning development and conclude whether they are on track to performing well on upcoming assessments. An interim assessment may take account of frequently assigned evaluations used to measure students' progression, (Interim assessments are carried out occasionally during a course or school year (for example, every six or eight weeks))



PURPOSE:

Interim Assessments are designed to serve three major purposes:

- Evaluation of formal instruction and curriculum planning
- Evaluation of programs and their instructional approaches
- Prediction of end of semester students' achievement rates in order to identify and take actions on students at risk of failure.

Summative Assessment

Summative assessments are used to evaluate the academic achievement at the conclusion of a distinct instructional period—basically at the end of a course, semester, program, or school year.

Generally speaking, summative assessments are defined by the following criteria:

- The assignments, tests, or projects are used to identify whether students have learned what they were expected to learn.
- Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic.

Some of the most familiar examples of summative assessment are:

- End-of-unit or chapter tests.
- End of semester tests.
- Standardized tests like (SAT and ACT)

GRADING SCALE:

Summative Assessment
End of Semester Exams
TOTAL (12M out of 30M = 40%)



PURPOSE:

Summative assessments are designed to serve the following purposes:

- Aligning curriculum expectations to performance criteria to the desired learning outcomes
- Setting stakeholders' assessment expectations to energize performance measures
- Taking decisions on students' progress at an end of instructional segment
- Tailoring testing to a specific purpose
- Valuing parents as an important source of assessment information
- Aligning testing to benchmarks or standards of achievement

SUBSEQUENT ACTIONS:

The following actions need to be well thought about after each summative assessment cycle in order to maximize the use and delivery of this testing measure:

- Running result analysis to identify students' performance thresholds
- Examining whether summative assessment results are in line with students' formative and interim assessments track record
- Examining exam content, face, and construct validity through a rigid item analysis in correlation with students' scores
- Provide detailed diagnostic information to guide planning for instruction and monitoring of individual student progress over time.



Grading System

Formative & Interim Assessment 1									
Classwork		Homework		Behavior		Project		Quizzes	
2M	10%	2M	10%	2M	10%	2M	10%	12M	60%
TOTAL 20M (40% of Semester Grades)									
Progress Report Issued									

Formative Assessment 2									
Classwork		Homework		Behavior		Project		Quizzes	
3M	10%	3M	10%	3M	10%	3M	10%	6M	20%
TOTAL (18M out of 30M = 60%)									

Summative Assessment									
End of Semester Exams									
TOTAL (12M out of 30M = 40%)									

Assessment Segment Total:

Formative Assessment 2 + Summative Assessment									
$18M + 12M = 30$ (60% of Semester Grades)									
Report Card Issued									



SEM.1 DISTRIBUTION



