

QHIS ASSESSMENT FRAMEWORK AND GRADING SYSTEM 23/24

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 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:

- Monitor student learning
- Provide ongoing feedback that can be used by instructors to improve their teaching
- Help students identify their strengths and weaknesses and target areas that need work
- 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?

GRADING SCALE:

| Formative Assessment Per Semester | | | | | | | |
|---|-----|-----------|-----|---------|-----|---------|-----|
| Homework & Online Assignment | | Classwork | | Project | | Quizzes | |
| 15M | 15% | 15M | 15% | 15M | 15% | 15M | 15% |
| TOTAL 60M (60% of Semester Grades) | | | | | | | |

GRADING MEASURES:

Homework

Formative Assessment = 10 weeks = 15 marks

Semester Homework is measured on a scale of TEN-week period.

Teachers shall use assignments' submissions data on the school platform on a frequent basis in order to keep notes of students' submitted or not submitted.

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.

$$15 - \left[\frac{15 \text{ marks}}{\text{Actual Number of H.W}} \times \text{Missed H.W} \right]$$

Classwork

Formative Assessment = 10 weeks = 15 marks

Semester Assessment Classwork is divided into 2 equal periods. Each period equals 5 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 might be asked to justify any of the scores given, so notes must be carefully taken and kept.



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 **7.5 Marks** of this period classwork assessment.

Project

Project specifications and submission deadline shall be announced on the weekly plan to all students.

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

Category (A): On-time Submission

| Case | | Granted Marks |
|------|---|---------------|
| 1 | <ul style="list-style-type: none">On-time SubmissionRelevant to the required projectNot CopiedPassed Discussion | 15 |
| 2 | <ul style="list-style-type: none">On-time SubmissionRelevant to the required projectNot CopiedFailed Discussion | 12 |
| 3 | <ul style="list-style-type: none">On-time SubmissionPartially related to the required projectNot CopiedPassed Discussion | 9 |
| 4 | <ul style="list-style-type: none">On-time SubmissionPartially related to the required projectNot CopiedFailed Discussion | 6 |



Category (B): Late Submission

| Case | | Granted Marks |
|------|--|---------------|
| 1 | <ul style="list-style-type: none">• Late Submission• Relevant to the required project• Not Copied• Passed Discussion | 12 |
| 2 | <ul style="list-style-type: none">• Late Submission• Relevant to the required project• Not Copied• Failed Discussion | 9 |
| 3 | <ul style="list-style-type: none">• Late Submission• Partially related to the required project• Not Copied• Passed Discussion | 6 |
| 4 | <ul style="list-style-type: none">• Late Submission• Partially related to the required project• Not Copied• Failed Discussion | 3 |

Category (C): Late Submission

| Case | | Granted Marks |
|------|------------------------------------|---------------|
| 1 | Not Delivered | Zero |
| 2 | Copied | Zero |
| 3 | Irrelevant to the required project | Not Accepted |

Quizzes

Quizzes = 15 marks

Quizzes are clearly stated in the weekly plan, so both teachers and students have to follow up.

- **Quizzes** are assessment of student knowledge. According to the Yearly Action plan, each student shall be submitted to **2 quizzes per semester as for each subject**.
- **Quizzes** briefly test students' level of comprehension regarding course material, providing teachers with insights into student progress and any existing knowledge gaps.
- A quiz refers to a short test of knowledge. Questions shall tackle the ability of students to **recall, understand, and analyze**.

We, QHIS SCHOOLS, may hold different types of quizzes like **pop quizzes**, which are surprise tests geared towards making sure students have read course materials and are understanding broader course learnings.

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 Per Semester |
| End of Semester Exams |
| TOTAL (40M out of 100M = 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

| PER SEMESTER | | | | | | | | | |
|--------------------------------------|-----|-----------|-----|---------|-----|---------|-----|----------------------|-----|
| Homework & Online Assignment | | Classwork | | Project | | Quizzes | | End of Semester Exam | |
| 15M | 15% | 15M | 15% | 15M | 15% | 15M | 15% | 40M | 40% |
| TOTAL 100M (100% of Semester Grades) | | | | | | | | | |
| Progress Report Issued | | | | | | | | | |

Grading Scale

| GRADE POINT | GRADING SCALE |
|-------------|---------------|
| A = 4 | 90 – 100 = A |
| B = 3 | 80 – 89 = B |
| C = 2 | 70 – 79 = C |
| D = 1 | 60 – 69 = D |
| | <60 = F |



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