



ASSESSMENT POLICY for Grades 10 to 12

Assessment lies at the heart of The Bloomington Academy's process of promoting children's learning. It provides a framework within which educational objectives are set, and children's progress is tracked and monitored. This is done in partnership with the teacher and the student.

Assessment is incorporated systematically into teaching strategies to discover challenges and to chart the progress of the students. It helps the school to strengthen learning across the curriculum and helps inform teaching.

RATIONALE

- To check the quality and impact of learning that has taken place.
- To check the effectiveness of teaching methods and modify further instruction.
- To diagnose difficulties in learning and to provide intervention strategies.
- To use assessment data to inform target setting and to raise expectations and academic standards.
- To provide regular information to parents which will enable them to support their child's learning.
- To compare the progress made by different groups of pupils, to ensure that no group is disadvantaged.
- To use assessment information to make progressive amends when planning, training, and allocating resources.
- To help teachers identify pupil needs with regards to learning difficulties.

Types of Assessments

The school year is divided into 3 terms: Term 1, Term 2, Term 3

During each term, the following Internal Assessments are conducted: Formative Assessment and Summative Assessment.

FORMATIVE ASSESSMENT (FA) or CONTINUOUS ASSESSMENT

This is the ongoing assessment carried out by teachers, both formally and informally, during a unit of work. The results of the FA provide information needed to adjust teaching and learning, in line with the students' performance, on an ongoing basis. Results and observations are recorded by the teachers in their record books, as well as in the children's work / notebooks. These observations serve as feedback for students and as a check tool for teachers for the understanding the students' learning process. These recordings also guide teachers in making decisions and alterations about further instruction.

Types of Formative Assessments

TBAC follows a wide range of Formative Assessment methods. They are:

1) Question and Answer in the Lesson

This is perhaps the most used method and is very effective when dealing with the younger age-group students. It is an interactive teaching method where students pose questions and fellow students are also encouraged to voice their opinions in addition to the teacher.

2) Short Tests and Quizzes

These are either from textbooks, research material or devised by the teacher. These are informal and is fun for the students. Marks can be simply recorded and used with care and consideration. This has become an integral part of teaching method for the junior school.

3) Homework Exercises and Assignments

These are given at the end of every school day to serve as a review of the topics covered in the classroom on the day. It helps the student retain the concept and maintain enthusiasm for the work completed in the classroom. It also aids in enabling the student to apply these concepts in daily life situations.

4) Projects

This involves individual research (done at home as part of their homework) as well as group study (done in the classroom with their peers and with teacher guidance). It sometimes involves library and internet investigations, visits, and interviews. This method is very popular with the students as they feel that developing their own learning material / methods gives them an 'ownership' of their learning experience. It also inculcates peer association and interpersonal skills development in the students.

5) Reviews and Audits

The teacher sits down with individual students to review their homework / written work / progress in general for the week. It is a very useful and beneficial process for both the teacher and the students as it is used to introduce care, personal involvement, and motivation into the teacher-student relationship. The teacher ensures that any remarks on the child's progress is made *after* the review and **not during**, so as not to intimidate the child.

SUMMATIVE ASSESSMENT (SA)

Summative Assessments are assessments of students' learning. They are given at a point in time to measure the students' achievement in relation to a clearly defined set of standards.

These occur at defined periods of the Academic Year, at the end of each term. A summary of their performance is recorded and presented to the students and their parents in the form of a report card.

The following summative assessments will be conducted in each term

- **End of Unit Assessments**
- **Mid-Term Assessment**
- **End of Term Assessment**

Types of Summative Assessments

Written Questions / Exercises with Short, Extended or Multiple-choice Answers

These are given to students to assess and grade their grasp of topics covered in class and during assignments and project work. These assessments are held before the end of each term. A predefined schedule is given to the students and parents before the beginning of the summative examination. This ensures the students remain both motivated and competitive in their academic pursuits.

INTERNATIONAL BENCHMARK ASSESSMENTS

The school conducts the following International Benchmark Assessments

- CAT4 for Grade 10 and 11
- Cambridge IGCSE for Grade 10
- Cambridge AS & A Level for Grade 11 and 12

Assessment Criteria for IGCSE, AS & A Level students – Grades 10 to 12

Term 1 – Assessment Criteria for Grades 10 to 12

The Bloomington Academy, Ajman follows the following Assessment criteria in Term 1. The Term 1 final report card will be generated based on the mentioned criteria, with 20% weightage from Continuous Assessment and 80% weightage from Summative Assessment including Mid-Term exam and Term End Exam.

- Mid-Term exam for Term 1 – Month of October
- Term End Exam – Month of November / December

ASSESSMENT CRITERION (Grades 10 to 12) – Term 1					
SUBJECT	CONTINUOUS ASSESSMENT (20%)			SUMMATIVE ASSESSMENT (80%)	
ARABIC	Listening Skill (10 Marks)	Speaking Skill (10 Marks)	Reading Skill (10 Marks) Writing Skill (10 Marks)	Midterm Test (20 Marks)	Term Exam (40 Marks)
ISLAMIC	Memorization (10 Marks)	Recitation (10 Marks)	Project (10 Marks) Activity (10 Marks)	Midterm Test (20 Marks)	Term Exam (40 Marks)
ENGLISH	Listening Skill (10 Marks)	Speaking Skill (10 Marks)	XXX	Midterm Test (20 Marks)	Term Exam (100 Marks)
MATHEMATICS	Quiz-1 (10 Marks)	Quiz-2 (10 Marks)	XXX	Midterm Test (20 Marks)	Term Exam (100 Marks)
ICT / IT	Practical Work-1 (10 Marks)	Practical Work-2 (10 Marks)	XXX	Midterm Test (20 Marks)	Term Exam (100 Marks)
SCIENCE (Physics, Chemistry, Biology & Combined Science)	Practical Work-1 (10 Marks)	Practical Work-2 (10 Marks)	XXX	Midterm Test (20 Marks)	Term Exam (100 Marks)
COMMERCE (Business Studies, Eco. Accounting)	Case Study / Activity (10 Marks)	Quiz (10 Marks)	XXX	Midterm Test (20 Marks)	Term Exam (100 Marks)
PSYCHOLOGY	Case Study / Activity (10 Marks)	Quiz (10 Marks)	XXX	Midterm Test (20 Marks)	Term Exam (100 Marks)
MEDIA STUDIES	Case Study / Activity (10 Marks)	Quiz (10 Marks)	XXX	Midterm Test (20 Marks)	Term Exam (100 Marks)
PHSICAL EDUCATION	Performance (30 Marks)	Activity (30 Marks)	Test (40 Marks)	XXX	XXX

Terms 2 and 3 – Assessment Criteria for Grades 10 to 12

Mock Exams will be conducted for IGCSE, AS & A Level students by following all the Cambridge Examination protocols, to make the students familiar with the protocols to be followed during Cambridge IGCSE June / November series exam each year.

The schedule of the Mock Exam will be as follows for students appearing in June 2022 series exam. The mock exam for all subjects will be as per Cambridge Assessment Criteria.

Qualification	Mock Exam 1	Mock exam 2
Grade 10 - IGCSE	December / January	March / April
Grade 11 and 12 (AS & A Level)	January / February	March / April

- The score of the Mock Exam 1 will be considered for Term 2 final Report card.
- The score of the Mock Exam 2 score will be considered for Term 3 final Report card.

Parent Communication and Report Card

After each exam, a Parent Teacher Meeting (PTM) will be conducted to discuss the performance of the students and the action plan for further improvement.

School Report Cards will be published based on the performance of students in the assessment of each term.