



# دي بي اس - المدرسة الهندية الحديثة DPS - MODERN INDIAN SCHOOL Doha-Qatar

## **ASSESSMENT POLICY**

### **Philosophy**

At DPS- Modern Indian school, we believe assessment involves gathering and analysing our students' performance and providing feedback on their learning process. Assessment recognises what students know, understand, can do and feel at different stages. Our assessment is central to the EYP five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. All teachers and students are actively engaged in assessing and reflecting on student learning and teaching. At DPS-MIS, we value parent involvement and encourage parents to take an active role in the student learning process, therefore, parents will be kept informed of student learning process.

### **Purpose for Assessment**

The objectives of assessment in our kindergarten are:

- to enable students to express and share what they know, understand, and can do in their learning
- to assess the students' level of engagement
- to assess students' inquiry development throughout the Unit of Inquiry
- to provide feedback to teachers, students and parents on the learning process
- to allow teachers to reflect on each students' individual needs and plan work to support their learning accordingly
- to plan future learning experiences for the students
- to provide information for evaluating the effectiveness of our kindergarten programme
- to encourage independence and the ability to work collaboratively

### **Types of Assessment and Effectiveness**

How do we discover what students have learned?

Teachers should bear in mind that a well-designed learning experience will provide data on students' knowledge, skills, and conceptual understanding, and it is consequently a vehicle for assessments. There are four types of assessment in our kindergarten:

- 1) Baseline assessment
- 2) Diagnostic assessment



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- 3) Formative assessment
- 4) Summative assessment
- 5) Self-assessment
- 6) Peer assessment
- 7) Parent Assessment

## **Baseline assessment:**

Baseline assessment is used to find out about the student's abilities, skills and knowledge before he enters the school. It's like the starting point before any new learning happens at school.

## **Diagnostic assessment or Pre-assessment:**

Pre-assessment is used to find out students' prior knowledge and experience so teachers can plan and refine the learning engagement accordingly. It is completed at the beginning of the year. Teachers strive to find out students' prior knowledge in order to provide them with challenging provocations and learning engagements so they can further construct meaning and make important connections between prior learning and new learning.

## **Formative assessment (assessment for learning):**

Formative assessment is used by teachers and students to inform and support the teaching and learning process. It is an ongoing assessment in which teachers monitor students' achievements and promote learning by giving regular and frequent feedback during the teaching period in the classroom. Teachers gather information from the formative assessment to plan further learning for the next stage.

## **Summative assessment (assessment of learning):**

Summative assessment is a way to show the teaching and learning process. It is also an opportunity for student to demonstrate their knowledge, skills, and conceptual understanding of what has been learned. It can assess several elements simultaneously:

- To inform and improve student learning and the teaching process
- To measure understanding of the central idea
- To prompt students towards action
- To demonstrate students' understanding of the five essential elements of the EYP: knowledge, concepts, skills, attitudes and action



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## **Self-Assessment**

Self-assessment is conducted after a unit. Children are their own assessor. They monitor their learning and assess their work by circling the criteria's given.

## **Peer Assessment**

Peer assessment is conducted by the peers once a term. The teacher guides the students to monitor the learning of others through worksheet or activities.

## **Parent Assessment**

Parent will assess the child on criteria given by the school and also give important information about the child which will help the teachers and the school to understand the child better.

## **What do assessments look like in DPS-MIS Kindergarten?**

- Using representative examples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Using clear checklists and rubrics developed by teachers
- Involving students in reflecting on their learning
- Keeping records of all the assessments

## **Effective assessments**

The following criteria for effective assessments is applicable to all assessments.

### **Effective assessments allow students to:**

- share their learning and understanding with others
- demonstrate a range of knowledge, conceptual understanding and skills
- use a variety of learning styles to express their understanding
- participate in reflection, e.g. self- and peer-assessment
- base their learning on real-life experiences that can lead to further inquiries
- express different points of views and interpretations
- analyse their learning and understand what can be improved.



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## **Effective assessments allow teachers to:**

- inform every stage of the teaching and learning process
- plan in response to student and teacher inquiries
- gather evidence from which sound conclusions can be drawn
- provide evidence that can be effectively reported on and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a variety of learning styles

## **Effective assessments allow parents to:**

- see evidence of student learning and development
- develop an understanding of the student's progress
- provide opportunities to support and celebrate student learning
- understand the assessment criteria

## **Recording**

*How do we collect and analyse the data?*

Assessment strategies and tools form the basis of a comprehensive approach to assessment and represent the school's answer to the question "How will we know what we have learned?"

The strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teachers record this information in a variety of ways (observations, performance assessments, process-focused assessments, open-ended tasks) to collect data.

When choosing appropriate strategies, it is important to take into consideration which tools are most applicable and relevant to that strategy. This helps to ensure that an effective assessment of the learning experience takes place.

DPS-MIS uses a range of assessment strategies and tools to gather information about a student's learning e.g. rubrics, checklists, and anecdotal records. All teachers in DPS-MIS maintain assessment records which are useful for report writing or evidence to respond to parents' concerns.



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### **Documentation**

The documentation of the evidence of student learning is an assessment strategy significantly relevant to early years (3.5-5.5 years) in EYP. Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include but is not limited to videos, audio, photographs and graphic representations. Teachers may also use written records of student conversations, comments, explanations, and hypotheses as well as annotated pieces of student work that may form part of a student's portfolio.

### **Portfolios**

A portfolio is a celebration of an active mind at work. A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies, and reflection. It provides a picture of each student's progress and development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time both as an individual learner and as group learners.

The information gathered within the portfolio will be shared with the students and parents to support their learning journey. The contents of the portfolios include:

- Student's name and photo
- All important documents
- Students worksheets, activity sheets including art work
- All Assessment papers

Portfolio content needs not be limited to written work. A variety of media can be represented to reflect different learning styles and experiences, including drawing, photos, and other media.



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## **Reporting**

Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of the students' learning, identifies areas for growth, and contributes to the efficacy of the programme. Reporting may take many forms including PTM's and written reports.

Effective reporting should:

- involve students, teachers and parents as partners
- reflect what the school community values
- be comprehensive, honest, fair and credible
- be clear and understandable to all parties
- allow teachers to incorporate with what they learn during the reporting process into their future teaching and assessment practice

**The following reports are to be produced for each child over the course of their attendance at kindergarten.**

### **Nur/ Prep**

Term 1 /Term 2

- Parent-Teacher Meeting
- Class observation reports
- Parent Teacher meeting feedback report
- Report card comments

At DPS-MIS, we believe that good communication among teachers, students, and parents is necessary for children's success. We have two open days per year for students, parents, and teachers to celebrate students.

### **Parent-Teacher Meetings**

Parent-teacher meetings are held formally twice a year and on other occasions through prior appointments. These are designed to give the parents information about the student's progress in development and needs, and about the school's programme. Teachers take this opportunity to gather background information, to answer the parents' questions, to address their concerns, and to help define their role in the learning process. The parents should take the opportunity to provide the teacher with the cultural context of the student's learning



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## **NEP 2020 AND ASSESSMENTS**

India's National Education Policy (NEP) 2020 outlines significant reforms in the assessment system to enhance learning outcomes and promote holistic development. Here are some key aspects related to assessments:

### **360-Degree Holistic Progress Card:**

DPS- Modern Indian School has redesigned the report cards to effectively communicate a child's progress to parents. The new report cards will provide a more holistic view of a student's achievements and growth. The NEP emphasises a comprehensive assessment approach that considers various dimensions of a student's progress. The assessment card will include self-assessment, peer assessment, parent and teacher assessment. It will track the child's development in cognitive, affective, and psychomotor domains.

### **Formative and Competency-Based Assessment:**

The NEP promotes regular, formative, and competency-based assessments. The focus is on "assessment for learning," aiming to optimize learning and development. Assessments will test higher-order skills, moving beyond rote memorization.

Parents can also view the portfolios during the PTM and receive the Holistic Progress card twice at the end of the terms.

Principal

**DPS-Modern Indian School**  
**Doha, Qatar**