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Moving Forward with Confidence

Assessment Document of Students' Learning in Information Technology (IT) for Private Schools - Bilingual Program Grades (1-10)

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Introduction

Assessment is an essential component of the educational process, acting as a fundamental tool to evaluate the effectiveness of instructional strategies and to guarantee the achievement of educational objectives. It provides valuable insights into the strengths and areas requiring improvement within the educational framework, thereby enabling continuous enhancement and sustainable development of the learning experience.

This document serves as a comprehensive guide for implementing continuous assessment (CA) for grades 1-10. It offers a concise theoretical overview of continuous assessment, and describes how each CA tool can be administered to effectively measure and monitor students' achievement in IT.

By adhering to the guidelines outlined in this document, teachers will be equipped to enhance their assessment practices, thereby supporting student development and achieving educational goals more effectively

Future Skill Assessment

In today's rapidly evolving world, equipping students with future skills is critical for their success in education, life, and the job market. These skills, including adaptability, effective communication, technological proficiency, critical thinking, and problem solving, are vital for navigating constant change.

The National Framework for Future Skills emphasizes the need to embed these key skills into education. This requires creating an assessment system that can precisely measure students' skill acquisition through specific assessment tools with clear indicators alongside the use of E-assessment for accurate and effective measurement.

The framework categorizes these skills into three main areas:

- Core Skills: Reading and writing in Arabic and English, and numeracy.
- Applied Skills: Creativity, innovation, critical thinking, problem-solving, effective communication, teamwork, leadership, initiative, flexibility, and adaptability.
- Technical Skills: Information and communication technology, data handling, and media literacy.

To ensure students truly acquire these skills, some are implicitly embedded into existing assessment tools, while others are explicitly highlighted in student learning assessment documents across subjects. This unified approach fosters among teachers and promotes a shared understanding among all stakeholders. By building clear indicators within continuous assessment tools, educators can identify student strengths and areas for development, ultimately enhancing their abilities.

Electronic Assessment

Effective E-assessment plays a pivotal role in improving educational quality and student outcomes. Educators, supervisors, and assessment specialists, utilize digital tools, software, and diverse learning materials to collect and analyze student responses. This allows for data-driven, objective judgments about academic achievement using both quantitative and qualitative insights.

It is essential to implement student learning assessments electronically through approved platforms, in accordance with the summative assessment standards outlined in the official document. While some tools, such as quizzes, may be administered electronically (depending on school resources) or in print, others like homework and projects can be completed remotely. If electronic submission is not possible, students can submit paper copies to their teachers.

Important Terms

1 Continuous Assessment

The process of assessing students' performance by the teacher on an ongoing basis throughout the subject, using a variety of assessment tools. Its purpose is to monitor and support students' learning and to provide a fair and comprehensive representation of their achievement. Continuous assessment covers a wide range of activities depending on the assessment purpose, which may be formative or summative

2 Formative Assessment

The process of assessing student's learning during instruction, typically by providing continuous feedback. It's intended to help students and teachers adjust strategies in real-time Thereby enhancing students' attainment of learning goals.

3 Summative Assessment

The process of evaluating, measuring, and reporting student's learning at the end of a semester or year. Its primary function is to document students' knowledge and skills, typically by awarding grades and marks, and communicating these results to parents and the ministry.

Assessment Objectives

When achieving learning goals and objectives in ICT, students are expected to meet assessment objectives, categorized into three groups: knowledge and understanding (AO1), application (AO2), and reasoning (AO3). These objectives represent the fundamental skills that students should acquire through the course and form the foundation for assessing students' performance in ICT.

AO1: Knowledge and Understanding

The student's ability to recall, recognize, and comprehend information. This focuses a knowledge of key concepts, facts, theories, and principles, as well as the capacity to explain them clearly, and relate them to broader contexts.

Command words: *for more details on command words scan the QR code in the appendix*

AO2: Application

The student's ability to use knowledge and understanding of ICT concepts in new or unfamiliar contexts. This involves applying, theories, and principles to solve problems in real-world situations, demonstrating critical and creative thinking.

Command words: *For more details on command words scan the QR code in the appendix*

AO3: Reasoning

The ability to break down complex information, examine patterns and relationships, and make informed judgments. This includes analyzing ICT concepts evaluating their significance, synthesizing information and providing evidence-based conclusions.

Command words: *For more details on command words scan the QR code in the appendix*

Assessment Tools

Continuous assessment tools refer to the methods and strategies used to measure and evaluate students' performance and progress over a defined instructional period. These tools are employed to collect systematic an ongoing information about students' achievement, enabling the monitoring of progress and ensuring that learning objectives are effectively met. They also aim to provide students with timely and constructive feedback, allowing each student to identify strengths and areas for improvement in their performance.

Structure of Continuous Assessment Marks Distribution

Grades (1-4)

Continuous assessment is implemented throughout the academic year.

Assessment Tools	Mark	Notes
Dialogue	20	Assessed formatively on an ongoing basis, with the summative mark recorded four times during the year (5 marks each time).
Quiz	20	Conducted four times during the year (5 marks each time).
Practical Activity	45	Conducted three times during the year (15 marks each time).
Project	15	One project during the whole academic year.
Total	100	

Evaluation form of student performance – Grades (1-4)

Assessment Tool		Continuous Assessment Tools															Total Mark
		Dialogue				Total	Quizzes				Total	Practical Activities			Total	Project	100
		5	5	5	5	20	5	5	5	5	20	15	15	15	45	15	
N.	Name																
1.																	
2.																	

Grades 5 & 6

The assessment framework is administered for each semester, with a total of 100 marks allocated for each semester:

Assessment Tools	Mark	Notes
Dialogue	20	Assessed formatively through the semester, with the summative mark recorded twice each semester (10 marks each time).
Quizzes	20	Conducted four times per semester (5 marks each time).
Practical Activity	40	Conducted four times per semester (10 marks each time), or twice per semester (20 marks each time).
Project	20	One project implemented and assessed during the semester.
Total	100	

Evaluation form of student performance – Grades (5&6)

Assessment Tool		continuous Assessment Tools												Total Mark
		Dialogue		Total	Quizzes				Total	Practical Activities*		Total	Project	100
		10	10	20	5	5	5	5	20	20	20	40	20	
N.	Name													
1.														
2.														

* If the teacher chooses to conduct practical activity 4 times per semester instead of 2 times, he/she can add 4 cells for the tool in the evaluation form instead of 2 (each cell 10 marks).

Grades 7-10

The assessment framework is implemented on a semester basis, with a total of 100 marks assigned to each semester:

Assessment Tools	Mark	Notes
Dialogue	20	Assessed formatively throughout the semester, with the summative mark recorded twice each semester (10 marks each occasion).
Practical Activity	40	Administered either four times per semester (10 marks each time), or twice per semester (20 marks each time).
Short Test	20	Administered once per semester.
Project	20	One project is carried out and evaluated during the semester.
Total	100	

Evaluation form of student performance – Grades (7-10)

Assessment Tool		Continuous Assessment Tools								Total Mark
		Dialogue		Total	Practical Activities*		Total	Short Test	Project	100
N.	Name	10	10	20	20	20	40	20	20	
1.										
2.										

* If the teacher chooses to conduct the practical activity 4 times per semester, he/she can add 4 cells for the tool in the evaluation form instead of 2 (each cell 10 marks).

Designing an Effective CA tools

When designing continuous assessment tools, teachers have the flexibility to create tasks for their students., however, it is essential to adhere to the following guidelines:

1. **Alignment with Assessment Objectives:** Each activity should enable students to meet the Assessment Objectives and must clearly specify which Objectives are being assessed (Knowledge, Application, or Reasoning).

2. **Written Response Requirement:** Each activity must require a written response from the student. Oral responses alone are not acceptable as a standalone assessment, except when using the dialogue tool.

3. **A clear deadline must be set for task completion;** submissions after the deadline should not be accepted unless exceptional circumstances are approved by the teacher. Deadlines should allow all students sufficient time to complete the tasks.

4. **Complexity and Thinking Skills:** The level of complexity and the required thinking skills, should align with the intended learning outcomes and assessment objectives. Assessment activities must be designed to accurately reflect the specific objectives they are meant to assess.

Description of CA Tools

Oral Dialogue

The **Oral Dialogue** tool is used in diverse instructional context to elicit students' verbal responses on topics related to the learning outcomes. Dialogue may occur between the teacher and a student, among a group of students, or between individual students.

Guidelines for Administering and Evaluating Oral Dialogue

- Teachers should assess students continuously during daily classroom activities, rather than a single event. The summative mark is then recorded based on the student's performance across the assessment period, as outlined in the table below.
- This tool must evaluate the intended curriculum learning outcomes and objectives.
- The student's language proficiency should be taken into consideration, so students may express themselves in their usual language, as long as the concept is accurate, technical terms are used correctly.
- Teachers must provide immediate and direct feedback after each dialogue activity.
- Marks for this tool are not based on classroom behavior, attendance, or preparation of teaching aids

Teachers should apply the following suggested criteria as a guide when evaluating student performance:

<table>
<tr><th colspan="2">Grade level/ Mark</th><th rowspan="2">Performance level</th><th rowspan="2">Criteria</th></tr>
<tr><th>(1-4)</th><th>(5-10)</th></tr>
<tr><td>5</td><td>9-10</td><td>Always</td><td rowspan="5">▪ Provides answers in clear and easily understandable language.
▪ Responds directly and remains relevant to the question without digression.
▪ Delivers accurate information and applies appropriate technical terminology precisely and in the correct context.
▪ Demonstrates engagement and confidence while speaking.</td></tr>
<tr><td>4</td><td>7-8</td><td>Often</td></tr>
<tr><td>3</td><td>5-6</td><td>Sometimes</td></tr>
<tr><td>1-2</td><td>1-4</td><td>Seldom</td></tr>
<tr><td>0</td><td>0</td><td>Never</td></tr>
<tr><td colspan="4">Student gets the full mark if he/she: Always provides answers in clear and easily understandable language, his/her answers are direct and relevant to the question without digression, provides accurate information and uses appropriate technical terminology precisely and in the correct context and demonstrates good engagement and confidence while speaking.</td></tr>
</table>

Description of CA Tools (Continued)

Short Quiz

Used during the lesson to verify that the student has acquired the information, knowledge, and technical skills related to that lesson. It consists of a maximum of one or two questions and measures a single learning outcome.

Guidelines for Administering and Assessing Short Quiz

- The number of items per quiz should not exceed five items (see the tables below).
- Each item targets a single learning outcome.
- The duration should not exceed 10 minutes.
- Conducted during the lesson.
- Immediate feedback must be provided after marking.

The following tables outline the short quiz specifications for each grade level:

Grades (1-2)

Items' Type		Assessment Objective	No. of Items	Total mark
1	Matching	Remembering an Understanding	3 items (1 mark each)	3
2	True/False, or Yes/No	Reasoning	2 items (1 mark each)	2
Total				5

Grades (3-4)

Items' Type		Assessment Objective	No. of Items	Total mark
1	Multiple choice (4 options)	Remembering and understanding	3 items (1 mark each)	3
2	True/False (with or without correction), or Yes/No (with brief explanation), or short answer	Reasoning	2 items (1 mark each)	2
Total				5

Grades (5&6)

Items' Type		Assessment Objective	No. of Items	Total mark
1	Multiple choice (4 options)	Remembering and understanding	1 item (1 mark)	2
		Application	1 item (1 mark)	
2	Short answer	Application	1 item (1 mark)	3
		Reasoning	1 item (2 marks)	
Total				5

Description of CA Tools (Continued)

Practical Activity

A tool for measuring student learning and developing skills, enabling the student to apply their knowledge in real-world contexts. The activity is carried out by the student individually or in collaboration with the teacher and peers, either during the lesson or outside it, to develop the practical skills embedded in the intended learning outcomes and objectives.

Guidelines for Administering and Assessing Practical Activity

- Must be designed to achieve one or more of the lesson or unit's specified learning outcomes.
- Teachers must clearly explain the required tasks by preparing a detailed form listing all tasks the student must complete, and the mark allocated for each task. Each task's mark should be determined objectively, based on its weight and level of complexity.
- The practical tasks form should be revised by the supervisor prior to implementation.
- Students must complete each practical activity individually in the classroom during the lesson.

Description of CA Tools (Continued)

Short Test

A tool prepared by the teacher to assess students' performance at the end of a lesson, a group of lessons, or a unit during the semester, in accordance with the specified technical requirements.

Guidelines for Administering and Assessing Short Test

- The short test is prepared by the teacher and administered after accomplishing several learning outcomes, following the technical specifications for short tests illustrated in this document (page 15).
- The test must cover the three assessment objectives.
- A clear marking guide must be prepared, indicating the assessment objective targeted by each item *(Scan the QR code in the appendix to see the "Short Test Marking Scheme Template).*
- The short test and the marking guide must be reviewed by the supervisor prior to implementation
- The duration of the test is limited to one lesson only.
- Immediate feedback must be provided to the student upon marking.
- The short test implementation may only be repeated in special cases and with the approval of the school administration. These cases include:
    - Emergencies such as the death of a first-degree relative, illness, or any unexpected event preventing the student from taking the test (student should provide a written approved excuse).
    - Scientific or technical errors in the test, in which case the test must be re-administered to all students.
- In all cases, the reset test paper must be a different version from the original but target the same intended learning outcomes.

Technical Specifications for the Short Test (Grades 7–10)	
Total mark	20 marks
Number of administrations	Once per semester
Duration	One lesson only
Marks distribution by assessment objective	Remembering & Understanding: 50% (10 marks) Application: 30% (6 marks) Reasoning: 20% (4 marks)
Marks distribution by item types	- 6 marks: multiple-choice items (1 mark each). - 10 marks for short-answer items (maximum of 8 items), each worth 1–2 marks, and 4 marks for one long-answer item.

Items' Classification

Short test items are classified into three types:

Multiple Choice Items	• Each item is worth **one mark only** and measures a single learning objective.
	• Each item addresses **one assessment objective only**.
	• It consists of a clear and direct stem with **four options** (one correct answer and three distractors).
	• Options should be:
	  - similar in length and style.
	  - logical and plausible.
	  - appealing and within the same topic.
	• Typically assess **Remembering**, **Understanding**, and **direct Application** skills.
	• Avoid using options like "All of the above", "A and B", or "None of the above".

Short Answer Items	• Each item is worth **one or two marks**.
	• Measures one or more learning objectives.
	• May address one or more assessment objectives.
	• Response types may include:
	  - A single word, sentence, or number.
	  - Fill-in-the-blank.
	  - True/False or Yes/No (with or without justification).
	  - Sequencing.
	  - Matching.
	  - Adding information to a diagram or table.

Long answer Items	• Each item is worth **three or four marks**. • Measures one or more learning objectives. • May address one or more assessment objectives. • Typically addresses real-life or applied situations or problems requiring the use of concepts and knowledge in context. • Requires the student to provide a relatively extended written response that demonstrates depth of understanding and analysis of the idea or topic, such as explaining, clarifying, or interpreting the information—not merely recalling it. • Preferably use command words such as: Explain, Evaluate, Discuss, Analyze, Suggest. • Provide sufficient space for writing to indicate the expected length of the response.

Description of CA Tools (Continued)

Project

A tool based on procedural, skill-based work and inquiry, aimed at producing a specific product or achieving particular outcomes that foster critical thinking and creativity in generating digital ideas and solutions. The student, individually or in a group, investigates a phenomenon or problem by collecting information from various sources, leading to results and the development of a concept, a specific plan, or a digital product.

Guidelines for Administering and Assessing Project

- The project must be directly linked to the curriculum's objectives and learning outcomes.
- Assessment must focus on both the process and the final product—not the final product alone.
- The teacher should ask the student a set of project-related questions to ensure they have a thorough understanding of the project's idea, and to verify their grasp of the knowledge, skills, and subject matter involved, as well as confirming that the work is their own.

Assessment and Recording Method by Grade Level

Grade level	Mark	Assessment method
(1 - 4)	15	- One project is implemented during the academic year, worth 15 marks based on criteria with 4 marks for reasoning and 11 marks for application. - Teacher designs the assessment criteria according to the nature and requirements of the project. - Teacher provides guidance on the steps and documents all stages of the work. - The project is implemented during class time, and students must be discussed on their work.
(5 - 10)	20	- One project is implemented during the semester, worth 20 marks based on criteria with 5 marks for reasoning and 10 marks for application. - Teacher acts only as a guide and facilitator. - Teacher designs the assessment criteria according to the nature and requirements of the project. - The implementation and submission period must be specified in advance, and the student must be discussed about the project upon submission.

Feedback on CAAs

Providing effective feedback is one of the most effective methods of helping students improve their performance. It is essential as part of the learning process that students receive feedback on both areas they are performing well in and in areas they need to improve.

In the context of continually assessed tools, teachers should avoid using mock formative assessments that replicate the summative task without offering meaningful learning value. Instead, ongoing formative feedback should be integrated as students engage with the actual summative assessment activity. This feedback should be grounded in the teacher's professional judgment and focused on helping students identify areas for improvement without directly supplying the answers or actions required to increase their grades.

To achieve this, teachers can use targeted questioning strategies that prompt students to reflect critically on their own work and identify gaps or inaccuracies. This reflective process encourages learners to engage actively with feedback, equipping them with the knowledge and skills needed to take ownership of their learning and make meaningful improvements.

Re-submission of CAAs

Re-submission or re-sitting of continuous assessment activities should generally NOT be permitted, in order to maintain consistency, fairness, and the integrity of the assessment process. Exceptions may be made in cases of valid, documented circumstances, such as prolonged authorized absences or serious medical conditions, and must be approved by the teacher.

It is important to emphasize that re-submission or re-sitting must NOT be allowed solely for the purpose of improving grades unless exceptional circumstances apply. This approach ensures that assessment outcomes accurately reflect each student's authentic performance and understanding.

Student's Portfolio

Teachers are required to maintain a comprehensive assessment portfolio for each student, documenting all assessment activities completed throughout the semester. This portfolio must be carefully and accurately compiled, ensuring that all included work is authentic and original, rather than duplicated or copied.

The portfolio must also include a **cumulative assessment record** for the student. This record should clearly list all assessment activities in the portfolio, the marks received for each, and the final total of the **cumulative marks** earned by the student.

Appendices

AO1 Command Words

AO2 Command Words

AO3 Command Words

Short Test Marking Scheme Template

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