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KINDERGARTEN

DISTANCE LEARNING ASSESSMENT PROGRAMME

2020-21

Student Trackers and Assessment policy

Assessments are a necessary part of any education experience. They inform the educator about how his or her students are progressing, if a student needs extra support, what type of instruction is needed to best serve the students, how much instruction his or her students need in a particular area and whether or not his or her current teaching methods are effective. The following is a list of assessments which occur in kindergarten classrooms over a period of year. These assessments include non-references and standardized test as well as curriculum bases and teacher made assessments.

The kindergarten academic programme adheres to the following guidelines regarding the assessments.

Teachers need to continuously observe, monitor, document and assess children's learning and regularly report on children's progress to parents and the children. We at Kindergarten track and monitor progress in areas of learning and key skills.

Throughout the Kindergarten year, teacher will observe and record child's learning and progress in relation to the expectations for the learning areas included in the Kindergarten Program.

Literacy

- Communication and Language
- Listening & Attention, Understanding, Speaking , Reading and Writing

Numeracy Skills

- Numbers, Shape , Space and Measures

Understanding The World

- People and Communities and The World
-

Creative Art

- Creative skills, Being Imaginative, Exploring using media and materials

Physical Development

- Moving & Handling, Health & Care- Self

PSED & Life Skills

- Self confidence and Self Awareness, Managing feelings and behaviours and Making relationships

Performance Indicators:

| Performance Indicators | | |
|--|--|-------------|
| Work Study Practices And Approches To Learning | | |
| A+ | Student consistently demonstrates this skill | EXCEPTIONAL |
| A | Student often demonstrates this skill | EXEMPLARY |
| B | Student sometimes demonstrates this skill | PROFICIENT |
| C | Student rarely demonstrates this skill | PROGRESSING |
| Knowledge and Skills Performance Indicators | | |
| A+ | Indicates the student has extended beyond mastery of / proficiency in the grade level standard | EXCEPTIONAL |
| A | Indicates the student consistently and independently demonstrates mastery / proficiency in the grade level standard | EXEMPLARY |
| B | Indicates the student is progressing towards approaching in the grade level standard | PROFICIENT |
| C | Indicates the student is beginning to work towards the grade level standard Student is provided additional time and support to sustain learning progressing | PROGRESSING |

Each academic year for kindergarten is devided into three terms

| First term | Second term | Third term |
|--------------|--------------------|-----------------|
| April – June | September-November | December- March |

Assessment is based on continous and comprehensive system where each student is observedclosely and assessed on daily ,weekly ,monthly and compiled at the end of each term.

Daily Assessment

All Students are assessed daily through their activities, responses and written work.

Monthly Assessment

Monthly reports/ Anecdotal / Targets/Objectives for the month are achieved

Termly Assessment

Worksheet/ Activity sheets/ Orals and written

The methods used for assessing and evaluating children's learning is clearly identified and is based on

- Observation
- Maintaining online trackers
- Diagnostic Worksheets through assignments
- Checklist
- Reporting
- Monthly Report Card
- Conferencing

Observation: Each child to be evaluated and observed on daily and weekly basis which is compiled together. The teacher will keep notes and use checklists to record observations. Teachers will look not only at the child's work but also at the skills and strategies that the child uses. By observing the child many times in different situations, the teacher is better able to build a more complete assessment of child's learning.

Diagnostic Worksheet: diagnostics assessments are conducted to monitor the skills and the exit targets for the month and the follow up plan will be given to improve the skills if the child has not met the exit targets.

Assignments and Work Samples: The students are tracked based on assignments and work samples turned on during the Remote Learning

Program. Children's soft skills are also based on Assemblies Challenges and the responses given during the Remote Learning Program.

Checklist: The students are tracked based on exit target checklists for all the learning areas both scholastic and co scholastic.

Communication: Teachers provide information for parents to assist them in understanding the assessment and evaluation process helps to identify a child's strengths and needs and the next steps for program planning.

Reporting: teachers communicate the evaluation of achievements to parents, the child, and others involved in the child's learning. When reporting the teacher includes the techniques, methods and the purpose of the assessment .Reporting throughout the kindergarten always indicate the child's growth and achievement in relation to the learning expectations for the end of the kindergarten program. Reporting is an ongoing process which includes a variety of formal and informal means, ranging from formal written reports, discussions with parents and the child to informal notes to parents and conversations with them.

Conferencing: The Teacher will have one to one conferencing if the child is having any learning difficulties during the learning program and understand the children

Assessment is essential to identifying the child's total developmental needs and does not determine academic achievement. Assessment is best conducted on a regular basis so that a timely response may be made to improve learning areas. The results of the assessment of learning of a child shall be kept strictly confidential. Ratings are qualitative/descriptive and not only numerical.

The family and community may be informed of the general outcomes of learning in the early years so as to encourage further cooperation and partnerships.



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