



Student Assessment Policy

This policy outlines the philosophy and practices for assessing kindergarten students at National Kindergarten

Philosophy:

Assessment in our kindergarten is an ongoing process designed to:

- **Inform Instruction:** Identify student strengths and weaknesses to guide instructional planning and differentiation.
- **Empower Students:** Promote self-reflection and ownership of learning.
- **Communicate Progress:** Provide parents and guardians with clear information about student development.

Assessment Practices:

We utilize a variety of assessment methods that are developmentally appropriate for kindergarten students and aligned with early learning standards. These methods may include:

- **Observations:** Teachers will observe students engaged in activities, play, and interactions with peers. Anecdotal notes will document specific behaviors and skills.
- **Conferences:** Individual conferences with students allow them to demonstrate their learning and reflect on their progress.
- **Portfolios:** Students will collect samples of their work (drawings, writing samples, projects) that showcase their learning journey.
- **Work Samples:** Teachers will collect and analyze student work samples to assess their progress towards specific learning objectives.
- **Standardized Assessments (Optional):** We may use standardized assessments, but these will be used in conjunction with other formative assessments to provide a holistic picture of student learning.
- **Dictation**
- Month end revision work sheet
- Class test oral and written
- Quiz



Reporting:

- **Progress Reports:** Parents will receive regular progress reports at the end of every term that communicate student progress in a clear and understandable way. These reports will focus on strengths, areas for growth, and learning goals.
- **Open Communication:** Teachers will maintain open communication with parents and guardians throughout the year, providing updates on student progress and opportunities for discussion.
- **Month end review report:** Analyse students; work habit, Classwork performance, Homework performance, End of topic unit assessments, Behavioral feedback Suggested improvements, Attendance %, Number of late coming.

Differentiation:

We recognize that students learn at different paces and have different learning styles. Assessment will be differentiated to cater to individual needs. This may involve:

- Using multiple assessment methods to ensure all students have opportunities to demonstrate their learning.
- Providing scaffolding and support for students who need it.
- Offering opportunities for advanced learners to demonstrate their understanding in more complex ways.

Professional Development:

We are committed to ongoing professional development for our teachers in effective assessment practices. This ensures teachers have the skills and knowledge to implement a comprehensive assessment program.

Confidentiality:



All student assessment data will be kept confidential and used only for educational purposes. Parents and guardians have the right to access their child's assessment records.

Review and Revision:

This assessment policy will be reviewed and revised periodically to ensure it remains effective and reflects best practices in early childhood education.

Subject wise assessment strategies

English: Handwriting, dictation, reading, conversation, rhymes and recitation, phonics

Mathematics: Responding quickly, understanding numbers, clarity of concepts

EVS: Possess general awareness, participation in class discussion, shows ability to work independently with in a group.

Art: Enjoys coloring/drawing, has a creative mind

Craft: Listen and executes instruction, skills to make object

Health: Hight, Weight

Working habit: Keep books neat and tidy, completes assignments on time, presents work neatly and clearly, work independently

Personality traits: Co-operates within a group, Regular and punctual, disciplined and obedient, self-control, Comes in proper school uniform.

Reporting progress & Monitoring learning

Marks and grading criteria are considered as follows:

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Marks & Grading criteria		
90 % to 100 %	A+	Excellent
80 % to 89 %	A	Very good
70 % to 79 %	B	Good
30 % to 69 %	C	Developing
Below 30 %	D	Need Improvement

Character traits:
AI – Always; G – Generally; S – Sometimes; NA – Need to inculcate the habit

- The progress report card is sent to parents after each assessment.
- Parent-teacher meetings are conducted at the end of each term and teachers communicate clear and detailed information to parents/ guardian about their child's achievement, areas for growth and suggestions for supporting their child's learning at home.
- Keeping an assessment record in school
- Planning developmentally appropriate programs to develop their full potential.
- Motivation chart is keeping inside the classroom, based on students' achievement in order to motivate to be excellent in every field
- Preparing periodic report of each child separately based on their differentiation category at the end of each term.
- Entering about the details of all aspects in it.
- Preparing month end review report based on the scholastic, co-scholastic and behavioral and the personal traits' improvement,