



# GREENWOOD INTERNATIONAL SCHOOL & KINDERGARTEN

## STUDENT'S EVALUATION POLICY

## **Abstract:**

Continuous and Comprehensive Evaluation is a key educational reform in assessment proposed by the Central Board of Secondary Education for primary and upper primary classes in affiliated schools. CCE is not so much about assessment per se as it is about understanding the ways in which children learn, reflecting on the teaching-learning processes employed in schools and empowering both students and teacher.

The evaluation is not just kept limited to examination but also in their day-to-day activities like Personal development, approaches to learning, reading skills, writing skills, speaking and listening skills, Sports and activities, Singing, dancing and most importantly life skills.

## **Curriculum:**

We in Greenwood International School & Kindergarten, are following Indian CBSE syllabus and will be applying for accreditation by 2026 and all other processes related to schooling.

### **KG 1 – GRADE 4:**

#### **TERM I:**

- FORMATIVE ASSESSMENT 1: MAY
- FORMATIVE ASSESSMENT 2: OCTOBER

#### **TERM II:**

- FORMATIVE ASSESSMENT 3: JANUARY
- FORMATIVE ASSESSMENT 4: MARCH

### **GRADE 5 & GRADE 6:**

#### **TERM I:**

- FORMATIVE ASSESSMENT 1: MAY
- SUMMATIVE ASSESSMENT 1: OCTOBER

#### **TERM II:**

- FORMATIVE ASSESSMENT 2: JANUARY
- SUMMATIVE ASSESSMENT 2: MARCH

The evaluation is not just kept limited to examination but also in their day-to-day activities like Personal development, approaches to learning, reading skills, writing skills, speaking and listening skills, Sports and activities, Singing, dancing and most importantly life skills.

## **Subjects Assessed:**

1. English
2. Mathematics
3. Science
4. Social Studies
5. Language - Arabic/Hindi/Tamil/Malayalam
6. Qatar History.

7. General Knowledge
8. Islamic / Value Education
9. Computer Science
10. Drawing and Physical Education.

## **Assessment Criteria:**

### **Implementation**

Assessment is a daily part of the school life. Assessments in schools play a crucial role in understanding students' progress, strengths & areas needing improvement.

To be formative, providing information for the teacher to plan the next steps in the students learning and support children identifying their own next steps.

- To be diagnostic, providing more detailed information about individual student's strengths and weaknesses
- To be summative, providing a snapshot of each student achievement – these can be reported to parents.
- To be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is.
- To inform the students to enable them to develop their learning.
- Specific learning intentions (WAGBA – We Are Getting Better At) and assessment opportunities are identified in our medium-term plans. All assessment outcomes, including standardized test results, are used to evaluate current practice and to inform future planning.

## **SCHOLASTIC AREAS**

<b>MARKS RANGE</b>	<b>GRADE</b>	<b>GRADE POINTS</b>
91 - 100	A+	OUTSTANDING
81 - 90	A	EXCELLENT
71 - 80	B+	VERY GOOD
61 - 70	B	GOOD
51 - 60	C+	FAIR
41 - 50	C	AVERAGE
31 - 40	D+	NEEDS IMPROVEMENT
00 - 30	D	NEEDS ATTENTION
AB		ABSENT

**Local  
School**

**In-**

### **Summative Assessment:**

- Local Summative assessment enable teachers to evaluate both students learning and the impact of their own teaching at the end of a term.
- It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons.
- This type of assessment is shared with parents at parent and teacher consultations (PTM) and enables them to support their wards learning.
- Students who have not made the expected progress are being supported by remedial classes.

### **Eligibility Criteria for Promotion:**

The following guidelines must be adhered to for the promotion of students to the next academic level:

#### **Academic Performance Criteria:**

- Students must pass five major subjects and three compulsory subjects as part of the academic requirements for promotion.
- Subjects classified as major, and compulsory subjects are (Qatar History, Islamic Studies & Arabic 2<sup>nd</sup> Language) will be outlined in the school curriculum guide.

#### **Retest Policy:**

- Students who fail to meet the required standards in any subject will have the opportunity to appear for a retest.
- The schedule for the retest will be communicated in advance to the parents/guardians.
- It is the responsibility of the parents/guardians to ensure the student is prepared and available for the retest.

### **Attendance During Exams:**

- Regular attendance during examinations is mandatory.
- Students are not permitted to take leave during examination periods unless it is a verified medical emergency.
  - In the case of a medical emergency, the student must provide a valid medical certificate from a registered medical practitioner (MoPH or HMC).
  - Failure to adhere to this rule without valid documentation will result in forfeiting the opportunity to appear for the examination or retest.

### **Communication and Appeals:**

- Any concerns or requests regarding exam schedules, retests, or promotion must be formally addressed to the school principal.

### **Conclusion:**

This policy ensures adherence to the MOE's framework for student evaluation and promotion ensuring fairness and transparency.

**The Principal**

**Greenwood International School & Kindergarten**