شكراً لتحميلك هذا الملف من موقع المناهج العمانية

وثيقة تعلم التلاميذ في المواد الميدانية الثانية للصفوف من الأول إلى الرابع

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التواصل الاجتماعي بحسب ملفات مدرسية



المزيد من الملفات بحسب ملفات مدرسية والمادة المناهج في الفصل الثاني

مركز القياس والتقويم التربوي
The Center for Educational Assessment and Measurement (CEAM)

سلطنة عُمان
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Assessment Documentation for Students' Learning In Second Field Subjects Grades (1–4)

August 2023

Content

Introduction

Assessment is an essential element of the educational process, by which the effectiveness of the educational process is evaluated, and the desired educational goals are achieved accordingly. As well as through which the elements of the different educational process are improved and developed due to the important information and data on the strengths and weaknesses of these elements.

Despite the multiplicity of patterns of educational assessment, continuous assessment is one of the most prominent of these patterns. This is due to the great importance it poses to help students know how much they have improved and inform parents about their children's performance levels. In addition, continuous assessment provides the teachers with important information about the level of achievement of educational goals/outcomes and helps them improve teaching methods and activates the real partnership between all related parties concerned with student’s learning through the integration of roles and responsibilities to assure quality in education.

This document is your guide to apply the continuous assessment. It provides a brief theoretical framework for the concept of continuous assessment and associated concepts and provides you with a frame of reference for how to implement continuous assessment tools by clarifying the techniques for implementing these tools and technical specifications.

1-Definitions

Continuous Assessment

Assessment that is conducted in schools, by teachers throughout the school year, rather than just at the end. Provides a fairer, more balanced picture of student's attainment. Also, allows the inclusion of skills (e.g. communication) which are difficult (practically) to assess by means of formal testing. It can be used for both formative and summative purposes.

Formative Assessment

Assessment for student's learning. Its purpose is to improve students' learning. Typically done by giving feedback through different tools such as of tests, quizzes, homework, oral work, projects, etc.

Summative Assessment

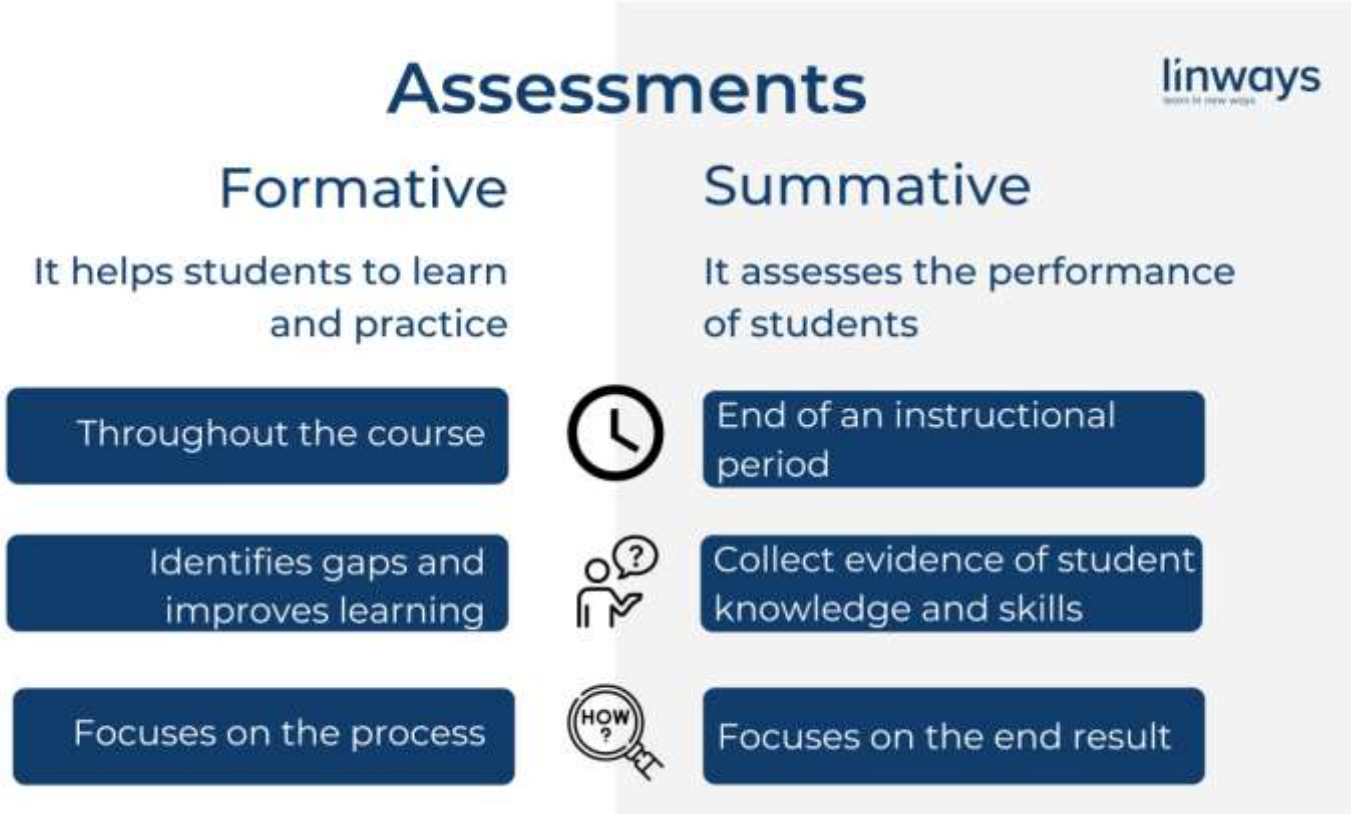
Assessment of student learning. Its purpose is to measure and report on standards of learning. Typically done by awarding marks and grades. Also, involves reporting to the Ministry and to parents.

E-Assessment

Defined as: the process of employing information networks, computer equipment, educational software, and materials from multiple sources, as well as using assessment to collect and analyze student responses, which in return help teachers to discuss the impacts of programs and activities on educational process and define them in order to reach a codified judgment based on quantitative or qualitative data related to academic achievement.

By using a combination of formative and summative assessments, teachers can ensure that students are meeting the learning goals and objectives and can provide valuable information to guide instruction and support student learning. In addition, it will prepare students for the current industry requirements.

The brief differences between formative and summative assessments are showing in the following figure[1]:



[1] Formative and summative assessments in higher education: an overview. (linkedin.com)

3-Performance Reports and Certificates

The student's performance level is monitored continuously throughout the year as follows:

Grades	Report
(1-4)	✓ An electronic descriptive report of student's performance submitted in the middle of school year. ✓ Student transcript submitted at the end of the academic year.

Chapter 2

1. Stages and Steps of Continuous Assessment

When conducting a student's learning assessment, the teacher must follow the following:

1-1: Planning for Assessment

That is to be aware of the objectives of the subject because this is necessary to achieve effective teaching and evaluation. The teacher is requested to refer to the curriculum's outputs/targets. Planning should also consider the knowledge, skills, values and trends to be covered in the curriculum, while at the same time taking into account the students' old and current experiences, abilities and potential.

Planning is important because it enables the teacher to:

- ✓ Preparation of activities associated with learning objectives, and distance from random in the process of evaluating students' learning, so that these tools are built according to the relative weights of the outputs.
- ✓ Ensure that students are given activities that help with cognitive and skill development, are sometimes challenging and innovative, are not extremely difficult, and are appropriate to the students' level.
- ✓ Provide opportunities for each student to re-evaluate (formative assessment) in the educational outlet his\her has not achieved.
- ✓ Use a variety of assessment tools and methods.
- ✓ Students will be handed a form setting a date for delivering their work such as: projects, reports and other works to be evaluated, and it must be ensured that all work of the closing assessment tools are completed by the end of the school year.

1-2: Effective practice of Assessment during the implementation of daily classroom activities

The assessment should be done in a timely manner during the learning process, considering some factors such as students' readiness and the nature of the objectives that are evaluated when determining the time and type of assessment. In some cases,

the assessment is final; at the end of a particular subject or study module, while in other cases some learning outputs are evaluated at an advanced stage of the learning process, taking into account the continuity of the assessment process.

1-3: Accuracy in monitoring and recording students' levels in an appropriate and convincing manner

Monitoring and recording grades are vital as a basis for helping teachers:

- Identifying students' needs.
- Provide students with feedback that reverses their level of progress.
- Provide parents with reports indicating their children's achievement.
- Provide indicators and data useful in evaluating the effectiveness of the educational program and its tools and teaching methods used.

Monitoring grades and determining levels of achievement should be easy and uncomplicated. It is also important that teachers monitor important grades that clearly reflect a student's learning according to clear and specific performance criteria preceded by considerable training and feeding of the student's work. In order to be accurate and honest, it is important to include information gathered through regular daily activities and information from assessment tools.

1-4: Giving feedback to students, parents and other teachers through performance reports

The term "performance report" includes considering what students have done, which is traditionally the goal of school reports, and thus serves as a basis for dialogue between school and parents. However, performance reports can be employed more comprehensively by:

- Students receive oral and written feedback on their work, which will help them to evaluate what they have done so that they are aware of what to do or need next.

- Provide clear information on each student's past achievement and progress, including strengths and weaknesses, for future student's teachers to achieve the principle of communication and continuity in education and learning.

2. Assessment Objectives

When achieving learning goals/objectives, students will be able to acquire assessment goals, and these goals can be organized into three groups: knowledge, application, and reasoning.

The abilities within these three objectives include the necessary processes in the teaching of science\mathematics subjects that are taught at this stage, while at the same time representing the basic skills that the student is required to acquire by studying the course in any class and thus form the basis for evaluating the students' performance.

The branching abilities of these objectives are as follows:

2-1: Science

The branching abilities of assessment objectives

2-2: Mathematics

The branching abilities of assessment objectives

3. Planning for Assessment Tools

Planning is of great importance in the assessment and is of benefit to the student and the teacher. Planning organizes efforts to help the students to learn and improve their level. Prior and thoughtful planning helps the teacher to upgrade the profession by benefiting from feedback, developing her teaching plan and achieving outcomes.

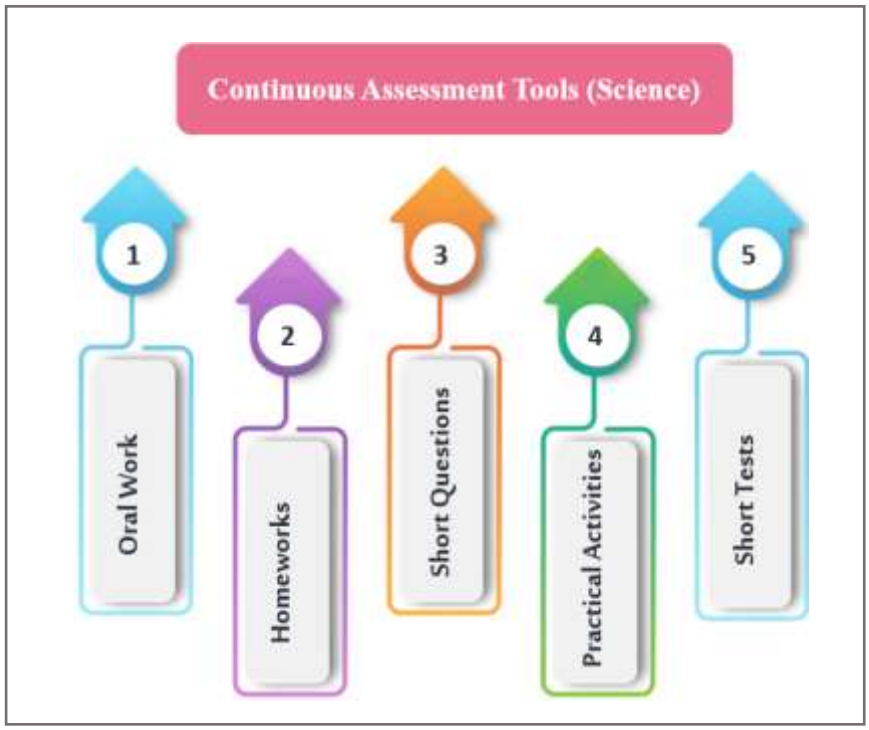
Proper planning of the application of the assessment tools requires the teacher to find a balance between the relative weight of the course's content, units and classes and the diversification of the assessment tools when evaluating the performance of the students. The teacher must draw up the scheme he deems appropriate according to the abilities of her students and the relative weight of the educational goals/outputs to be achieved by teaching each study unit while emphasizing the importance of diversifying the different assessment tools because the aim of the evaluation method is to ensure that each goal is achieved.

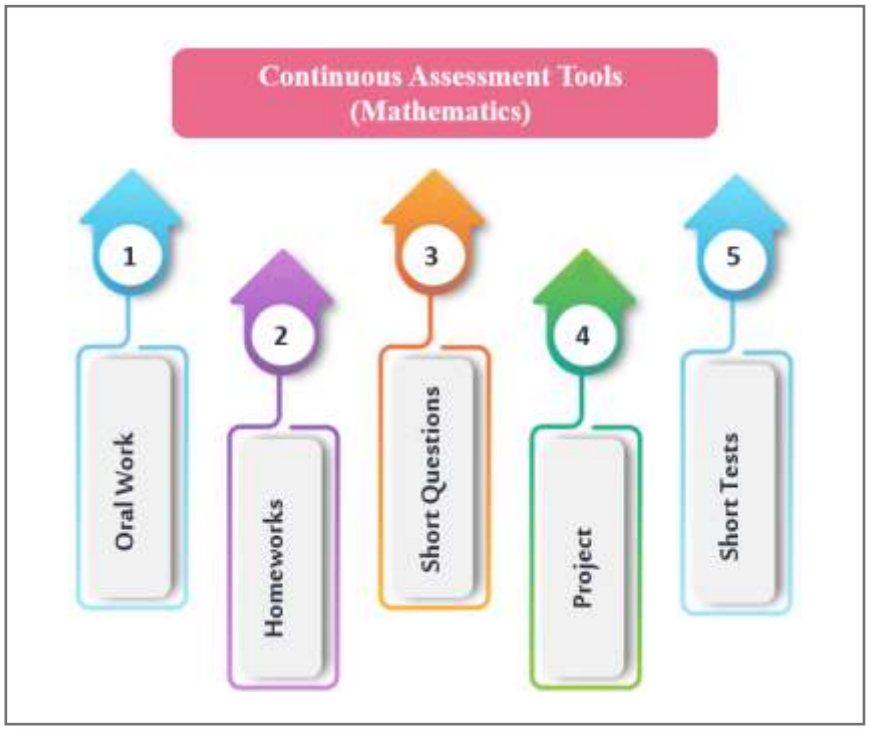
The teacher remembers that when she employs assessment tools during the daily teaching process, he practices a continuous formative assessment. This does not mean an interest in monitoring grades from time to time, but what is important is the continuous follow-up of the assessment of each tool and the training of students on it, in order to reach a proper conviction about the true level of the student, and then to monitor the appropriate degree in the light of continuous feeding.

Chapter 3

Tools for Continuous Assessment

This Section provides information and explanation regarding the various tools and techniques, which can be used for assessment purposes in Science and Mathematics during the academic year 2023-2024:





Marks Distribution for The Assessment Tools (Science)

Assessment Tools	Grades (1-2)				Grades (3-4)			
	Marks for 1st Assessment Period		Marks for 2nd Assessment Period		Marks for 1st Assessment Period		Marks for 2nd Assessment Period	
	Knowledge & Understanding	Scientific Inquiries	Knowledge & Understanding	Scientific Inquiries	Knowledge & Understanding	Scientific Inquiries	Knowledge & Understanding	Scientific Inquiries
Oral work	15	5	15	5	10	5	10	5
Homework	10	2	5	3	2	3	9	6
Short Questions	5	3	10	2	-	-	-	-
Short Test	-	-	-	-	16	4	8	2
Practical Activities	3	7	3	7	3	7	3	7
Total Marks	50		50		50		50	
Total Marks at the end of the academic year	100				100			

***Note:** The Total mark for the homework and practical activity does not distribute among the units

Marks Distribution for The Assessment Tools (Mathematics)

Assessment Tools	Grades (1-2)				Grades (3-4)			
	Marks for 1st Evaluation Period		Marks for 2nd Evaluation Period		Marks for 1st Evaluation Period		Marks for 2nd Evaluation Period	
	Knowledge & Understanding	Problem Solving	Knowledge & Understanding	Problem Solving	Knowledge & Understanding	Problem Solving	Knowledge & Understanding	Problem Solving
Oral work	15	3	15	3	12	3	10	3
Homework	10	4	10	4	10	5	4	3
Short Questions	4	4	4	4	-	-	-	-
Short Test	-	-	-	-	7	3	14	6
Project	**4**	**6**	**4**	**6**	4	6	4	6
Total Marks	**50**		**50**		**50**		**50**	
Total Marks at the end of the academic year	**100**				**100**			

***Note:** **The Total mark for the homework and project does not distribute among the units**

Definition of Continuous Assessment Tools

4-1: Oral works

Oral work is applied through the teaching and learning process, and through the responses to verbal discussion about an issue or a topic. It is applied usually between two or more persons (between the teacher and the student or between a group of students or between a student and a colleague). It includes **dialogues** and **presentations.**

4-1-1: Oral dialogue

This tool is developed for the purpose of evaluating students, so the teacher must plan, prepare and apply it in advance during different educational situations to obtain scientific answers from students, **considering the followings:**

- It must measure the learning outcomes of the subject syllabus.
- It may include short oral questions that require a specific answer.
- It should be accompanied to the daily teaching practices (during the lessons).
- It may take the form of asking students questions or discussing ideas.
- Targeting, each time, a specific group/level of students if targeting all is not possible.
- Considering learning cognitive levels (knowledge-application-reasoning).

4-1-2: Oral presentation

It is the form of evaluation that the teacher employs to give the students different skills and the ability to dialogue, expression, confrontation and develop their positive personality, by raising a subject or presenting an idea (whether as a video recording or live presentation).

These are some important points proposed to operationalize this tool for the purpose for which it was used:

- Pre-planning and thoughtful implementation of the synthesis assessment and synthesis seal using oral presentation.
- Training students in oral presentation prior to students' performance.
- The duration of the presentation is between (5-10) minutes.
- The material presented for a new subject will not be explained in the teacher's quota.
- The subject of the presentation should achieve the learning outputs/objectives studied by the student in the class.
- The student can shoot a scientific visual display and attach it to the educational platform in compliance with the aforementioned conditions.

Teachers can take advantage of the following standards to give each student an accurate mark according to his/ her participation during the lessons (teachers can set up their own criteria).

Domain	Description	Marks
Communication (2 marks)	Using the language of mathematics (e.g., symbols, terminology) to express mathematical ideas precisely.	1
	Analyzing and evaluating the mathematical thinking and strategies of others	1
Taxonomy (3 marks)	Giving accurate answers to the questions of knowledge	1
	Giving accurate answers to the questions of the application	1
	Giving accurate answers to the questions of the reasoning	1
Total		**5**

4-1-2: Objectives of mental strategies in Mathematics

Due to the importance of mental strategies in Mathematics for grades (1-4), special marks have been established to evaluate the objectives of these strategies.

Remark: The student is not evaluated using this tool based on the student's behavior in the classroom or the written work in the student's file, preparation of educational aids, dissolution of duties, or for his\her class attendance.

- **Marks of oral work are assessed throughout each semester for grades (1-4) according to the following tables:**

<table>
<tr><th colspan="5">Oral Works – Science</th></tr>
<tr><th>Semester</th><th>Grades</th><th>Oral work marks</th><th>Knowledge & Understanding</th><th>Scientific Inquiries</th></tr>
<tr><td rowspan="2">1st Evaluation Period
&
2nd Evaluation Period</td><td>(1-2)</td><td>20</td><td>➢ 10 marks for Oral Dialogue and the student is assessed twice during the semester.
➢ 5 marks for Oral Presentation and the student is assessed once during the semester.</td><td rowspan="2">5 marks for Oral Dialogue and the student is assessed once during the semester</td></tr>
<tr><td>(3-4)</td><td>15</td><td>➢ 5 marks for Oral Dialogue and the student is assessed once during the semester.
➢ 5 marks for Oral Presentation and the student is assessed once during the semester.</td></tr>
</table>

<table>
<tr><th colspan="5">Oral Works – Mathematics</th></tr>
<tr><th>Semester</th><th>Grades</th><th>Oral work marks</th><th>Knowledge & Understanding</th><th>Problem Solving</th></tr>
<tr><td rowspan="2">1st Evaluation Period</td><td>(1-2)</td><td>18</td><td>➢ 11 marks for Oral Dialogue and the student is assessed 3 times during the semester
(<u>Remark:</u> 3 marks for Mental Mathematics Strategies)
➢ 4 marks for Oral Presentation and the student is assessed once during the semester.</td><td rowspan="4">3 marks for Oral Dialogue and the student is assessed once during the semester</td></tr>
<tr><td>(3-4)</td><td>15</td><td>➢ 9 marks for Oral Dialogue and the student is assessed 3 times during semester
(<u>Remark:</u> 3 marks for Mental Mathematics Strategies)
➢ 3 marks for Oral Presentation and the student is assessed once during the semester.</td></tr>
<tr><td rowspan="2">2nd Evaluation Period</td><td>(1-2)</td><td>18</td><td>➢ 11 marks for Oral Dialogue and the student is assessed 3 times during semester
(<u>Remark:</u> 3 marks for Mental Mathematics Strategies)
➢ 4 marks for Oral Presentation and the student is assessed once during the semester.</td></tr>
<tr><td>(3-4)</td><td>13</td><td>➢ 7 marks for Oral Dialogue and the student is assessed twice during the semester
(<u>Remark:</u> 3 marks for Mental Mathematics Strategies)
➢ 3 marks for Oral Presentation and the student is assessed once during the semester.</td></tr>
</table>

4-2: HomeWorks

Defined as one of the assessment tools which are tasks that assigned to students by their teachers to be done in their spare time at school or home. The homework must be planned and the method of performance of the student should be clear through the instructions provided by the teacher, and the teacher must focus on the role of homework in learning and the appropriate amount of homework for his\her students, and the correction of the homework should be accompanied by feedback and appropriate guidance to help the student build, configure and modify his knowledge and skills.

The following table can be used as a model for awarding students' performance to this tool and does not prevent the teacher from preparing other criteria that he deems appropriate, through which the standard and methodology of the grades awarded are achieved:

Marks	Description of Homework (Standards)
5 4 3 2 1	● The student solves Homework on an ongoing basis. ● The student achieves the level of knowledge of what he learned in the course. ● The student answers are correct and in precise steps. ● The student can re-resolve the homework in the educational situation. ● The student benefits from feedback.

- The student's mark is not monitored on final homework, but the student is given 5 marks at the end of each period if he/she achieves the five criteria described in the table above in his\her solution for training homework, and is given 4 marks if he\she achieves only four of the standards, ... And so forth.

- The teacher should ask some questions that show the extent to which the student understands his\her homework solution.
- The student may be assigned homework to solve and resubmit the answer to the virtual class, for example: Attach the homework in the form of a document, presentation, or spreadsheet.
- In each student's portfolio, (2-3) samples of homework must be attached depending on the semester specified, the subject(Science\Mathematics) and the student's grade.
- **The mark of homework is assessed throughout each semester for grades (1-4) according to the following table:**

HomeWorks – Science				
Semester	**Grades**	**Home works marks**	**Knowledge & Understanding**	**Scientific Inquiries**
1st Evaluation Period	(1-2)	12	➢ **10 marks** and the students are assessed twice during the semester each with 5 marks.	**2 marks** the students are assessed once during the semester.
	(3-4)	5	➢ **2 marks** and the students are assessed once during the semester.	**3 marks** the students are assessed once during the semester.
2nd Evaluation Period	(1-2)	8	➢ **5 marks** and the students are assessed once during the semester.	**3 marks** the students are assessed once during the semester.
	(3-4)	15	➢ **9 marks** and the students are assessed twice during the semester (4 marks , 5 marks).	**6 marks** the students are assessed twice during the semester each with 3 marks.

HomeWorks – Mathematics				
Semester	**Grades**	**Home works marks**	**Knowledge & Understanding**	**Problem Solving**
1st Evaluation Period	(1-2)	14	➢ **10 marks** and the students are assessed twice during the semester each with 5 marks.	**4 marks** the students are assessed once during the semester.
	(3-4)	15	➢ **10 marks** and the students are assessed twice during the semester each with 5 marks.	**5 marks** the students are assessed once during the semester.
2nd Evaluation Period	(1-2)	14	➢ **10 marks** and the students are assessed twice during the semester each with 5 marks.	**4 marks** the students are assessed once during the semester.
	(3-4)	7	➢ **4 mark** and the students are assessed once during the semester.	**3 marks** the students are assessed twice during the semester each with 3 marks.

The following standard can be used as a model to grade students' performance in **Mathematic** home works (knowledge and understanding part for **first and second grade**:

Mark	Pheasant	Description
14	Always	- Student always do home works correctly and accurately on a regular basis with clear explanation, and can as well re-solve them whenever requested to do so. - Student always utilizes feedbacks given on previous home works, and has the ability to solve future equivalent tasks
11-13	Usually	- Student usually do home works correctly and accurately on a regular basis with clear explanation, and can re-solve them whenever requested to do so. - Student usually utilizes feedbacks given on previous home works, and has the ability to solve future equivalent tasks
7-10	Sometimes	- Student sometimes do home works correctly with clear explanation, and can as well re-solve them whenever requested to do so. - Student sometimes utilizes feedbacks given on previous home works, and has the ability to solve future equivalent tasks
4-6	Rarely	- Student rarely do home works correctly and accurately, answers are explained, and can re-solve them whenever requested to do so. - Student rarely utilizes feedbacks given on previous home works, and can re-solve future equivalent tasks
2-3	Seldom	- Student rarely do home works correctly and accurately, answers are rarely explained, and cannot re-solve them whenever requested to do so. - Student rarely utilizes feedbacks given on previous home works, and does not have the ability to solve future equivalent tasks
1*	Never	Student do not do home works

* The student's attendance is assessed and evaluated at this educational age level.

(The teacher can prepare another standard as he/she deems appropriate in order to achieve normativity and methodology in awarded grades).

The following standard can be used as a model to grade students' homework performance in knowledge & understanding skills in **Science Subject** for **grades (1-4)**:

Mark	Pheasant	Description
5	Always	- Student always do home works correctly and accurately on a regular basis with clear explanation, and can as well re-solve them whenever requested to do so. - Student always Utilizes feedbacks given on previous home works, and has the ability to solve future equivalent tasks
4	Usually	- Student usually home works correctly and accurately on a regular basis with clear explanation, and can re-solve them whenever requested to do so. - Student usually utilizes feedbacks given on previous home works, and has the ability to solve future equivalent tasks
3	Sometimes	- Student sometimes do home works correctly with clear explanation. and can as well re-solve them whenever requested to do so. - Student sometimes utilizes feedbacks given on previous home works, and has the ability to solve future equivalent tasks
2	Seldom	- Student rarely do home works correctly and accurately, answers as well are seldom explained, and cannot re-solve them whenever requested to do so. - Student rarely utilizes feedbacks given on previous home works, and does not have the ability to solve future equivalent tasks
1*	Never	Student do not do home works

* The student's attendance is assessed and evaluated at this educational age level.

(The teacher is allowed to prepare another standard as he/she deems appropriate in order to achieve normativity and methodology in awarded grades)

4-3: Written Short Questions

An evaluation tool that is used continuously during class to ensure that student has achieved the required educational outcomes, followed by appropriate feedback. An item is the smallest part in a question that can be marked and has only one expected response. Each short question consists of (3-5) items in a period of time between (10-15) minutes.

Written Short Question Specification for Grades (1-2)

- Short question consists of (3-5) different items (items could be: multiple-choice, answer with one word, complete phrase, T\F or Yes\No without or with interpretation, order and chain, matching, add information to network, table or shape, interpretation).
- Each short question should be solved within **(10-15) minutes**.
- Teachers prepare the answer schemes for each short question.
- The question paper and its answer key must be prepared for each short question.
- The cognitive levels (various assessment elements), difficulty levels and variety of items must be taken into consideration.
- Each item measures one educational objective, such that the objectives identified in short questions are not re-assessed in the rest of the tools (HomeWorks and Short Tests).

- **Marks of Short Question are assessed throughout each semester for grades (1-4) according to the following tables:**

Short Questions – Science				
Semester	**Grades**	**Short Question marks**	**Knowledge & Understanding**	**Scientific Inquiries**
1st Evaluation Period	(1-2)	8	➢ **5 marks** and the students are assessed once during the semester.	**3 marks** the students are assessed once during the semester.
	(3-4)	0	-	-
2nd Evaluation Period	(1-2)	12	➢ **10 marks** and the students are assessed twice during the semester each with 5 marks.	**2 marks** the students are assessed once during the semester.
	(3-4)	0	-	-

Short Questions - Mathematics				
Semester	**Grades**	**Short Question marks**	**Knowledge & Understanding**	**Problem Solving**
1st Evaluation Period & 2nd Evaluation Period	(1-2)	8	➢ **4 marks** and the students are assessed once during the semester.	**4 marks** the students are assessed once during the semester.
	(3-4)	0	-	-

4-4: Short Tests

Defined as one of the assessment tools that prepaid by the teacher during the year applied at the end portion of the content. The short test duration for all grades can be at most **30 minutes**. The feedback should be given to the students directly after the short test.

The following criteria must be taken into consideration while preparing the short tests:

- There will be **3 short tests** for the academic year 2022-2023 for grades (3-4) only.
- The test grand total must be clearly shown on the student paper.
- An item is the smallest part in a question that can be marked and has only one expected response.

Short Test Specifications for Grades (3-4)

- Short test consists of two parts: (Multiple-choice items and extended response items).
- Answering instructions must be provided before each item (especially the multiple-choice part).
- The level/type of the given questions must be divided into variant learning levels/types (30% knowing, 50% applying, 20% reasoning).
- Items in the question paper should be arranged ascending order according to difficulty levels so that easy knowing items come first, ending with hard reasoning items.
- Teachers prepare the answer schemes where the level and marks are shown for each item.
- The question paper and its answer key must be prepared for each short test.

- **Marks of Short Test are assessed throughout each semester for grades (1-4) according to the following tables:**

<table>
<tr><th colspan="5">Short Tests – Science</th></tr>
<tr><th>Semester</th><th>Grades</th><th>Short Test marks</th><th>Knowledge & Understanding</th><th>Scientific Inquiries</th></tr>
<tr><td rowspan="3">1st Evaluation Period</td><td>(1-2)</td><td>0</td><td>-</td><td>-</td></tr>
<tr><td rowspan="2">(3-4)</td><td rowspan="2">20</td><td colspan="2">➢ Two Short Tests during the semester.
➢ The students are assessed twice each with 10 marks.
➢ Marks for each test are distributed as follows :</td></tr>
<tr><td>8 marks.</td><td>2 marks</td></tr>
<tr><td rowspan="3">2nd Evaluation Period</td><td>(1-2)</td><td>0</td><td>-</td><td>-</td></tr>
<tr><td rowspan="2">(3-4)</td><td rowspan="2">10</td><td colspan="2">➢ One Short Test during the semester.
➢ The students are assessed once with 10 marks.
➢ Marks are distributed as follows:</td></tr>
<tr><td>8 marks.</td><td>2 marks</td></tr>
</table>

<table>
<tr><th colspan="5">Short Tests – Mathematics</th></tr>
<tr><th>Semester</th><th>Grades</th><th>Short Test marks</th><th>Knowledge & Understanding</th><th>Problem Solving</th></tr>
<tr><td rowspan="3">1st Evaluation Period</td><td>(1-2)</td><td>0</td><td>-</td><td>-</td></tr>
<tr><td rowspan="2">(3-4)</td><td rowspan="2">10</td><td colspan="2">➢ One Short Test during the semester.
➢ The students are assessed once with 10 marks.
➢ Marks are distributed as follows:</td></tr>
<tr><td>7 marks.</td><td>3 marks</td></tr>
<tr><td rowspan="3">2nd Evaluation Period</td><td>(1-2)</td><td>0</td><td>-</td><td>-</td></tr>
<tr><td rowspan="2">(3-4)</td><td rowspan="2">20</td><td colspan="2">➢ Two Short Tests during the semester.
➢ The students are assessed twice each with 10 marks.
➢ Marks for each test are distributed as follows:</td></tr>
<tr><td>7 marks.</td><td>3 marks</td></tr>
</table>

4-5: Project

School Project is one of the assessment tools that depend on investigation and practical skills to reach scientific results & explanations can be done by one student or more.

We can define that the project passes through some steps:

1. Select a title.
2. Determining a plan.
3. Find tools/ways.
4. Project Execution.
5. Evaluating results.
6. Writing reports.
7. Exposing project.

The following criteria should be taken into consideration while preparing the project:

- Assessed once during each semester.
- Achieve the learning outcomes and related to the real-life situations.
- Suitable to students' mental abilities.
- Suitable to parents' abilities especially in the financial side.
- **Grades (1-2)**: Teacher prepares **one project** task for all students.
- **Grades (3-4)**: The teacher is free to prepare tasks of **several projects** and the student selects from them **or** simply prepares **one project** for all the students.
- The project must be as an application.
- Suitable time must be considered.
- Can be done under more than one subject if integration is there.
- Safety rules and criteria must be followed.
- Give clear instructions to help students.
- Steps of scientific research must be generally accordingly with student level.

- A unified sheet for each project to be marked equally with the same criteria.

- Criteria must be written to be shown when required.
- Should be done under the Supervision of the teacher.
- It can be done by one or a group of (2 – 3) students with clearly specified role for each.
- Teacher discusses with students the project because the oral evaluation gives a clear picture of the effort that suits the student and his/her participation in group work.
- More than one student can choose the same project topic but with different data and handling for each student.
- **The student should write a brief report, considering the following points:**
  - Title of the project
  - Aim or purpose
  - Apparatus and Materials
  - Procedures
  - Answering questions (Observations & Results).

- **Project marks will be given according to the following table:**

<table>
<tr><th colspan="5">Project – Mathematics</th></tr>
<tr><th>Semester</th><th>Grades</th><th>Project marks</th><th>Knowledge & Understanding</th><th>Problem Solving</th></tr>
<tr><td rowspan="2">1st Evaluation Period & 2nd Evaluation Period</td><td rowspan="2">(1-4)</td><td rowspan="2">10</td><td colspan="2">➢ For each semester there is One Project.
➢ The students are assessed Once each semester.
➢ Marks for each project are 10 marks distributed as follows :</td></tr>
<tr><td>4 marks.</td><td>6 marks</td></tr>
</table>

Project Marking Criteria

Elements	Description	Marks	Assessment Objective
Planning (Writing Aim, Materials & Procedure) **(3 Marks)**	Good & clear planning.	**3**	**Problem Solving**
	Clear planning but it needs some modification.	**2**	
	There is some planning, but it isn't clear.	**1**	
Application (Mathematical processes & modeling) **(4 Marks)**	Work based on precise, good & clear evidences.	**4**	**Problem Solving**
	Clear work but isn't based on precise evidences.	**2-3**	
	Unclear & imprecise work, with weak evidences.	**1**	
Report & Answering Questions (3 Marks)	Good & clear report, excellent answering with logically reasons.	**3**	**Knowledge & Understanding**
	Unclear report in some parts, good answering with some logically reasons.	**2**	
	Unclear report, poor answering & not logically reasons.	**1**	
Total		**10**	

4-6: Practical Activities

Practical activity refers to any teaching and learning activity which at some point involves the students in observing or manipulating the objects and materials they are studying. Such activities can help improve the development of students' practical laboratory skills and help them comprehend key scientific concepts and phenomena.

The teacher should take the following into account:

- Assess the student's performance during the practical performance either in pairs or among group. The groups and the students' roles in the experiment should be changed during the semester.
- Teachers should use the following practical activity chart to assess each student in the group once a semester with 10 marks.
- The teacher should provide the students with the criteria of the practical evaluation.

- **Practical Activity marks will be given according to the following table:**

Practical Activity – Science				
Semester	**Grades**	**Practical Activity marks**	**Knowledge & Understanding**	**Scientific Enquiries**
1st Semester & 2nd Semester	(1-4)	10	For each semester there is **One** Practical Activity. The students are assessed **Once** each semester. Marks for each practical activity are **10 marks** distributed as follows:	
			3 marks.	**7 marks**

Appendices

Content
First Evaluation Period
Science Assessment Sheet for Grades (1-2) – First Evaluation Period
Science Assessment Sheet for Grades (3-4) – First Evaluation Period
Mathematics Assessment Sheet for Grades (1-2) – First Evaluation Period
Mathematics Assessment Sheet for Grades (3-4) – First Evaluation Period
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Science Assessment Sheet for Grades (1-2) – Second Evaluation Period
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First Evaluation Period

Science Assessment Sheet - Grades (1-2) – First Evaluation Period

Assessment Sheet Grades (1-2) – 1st Evaluation Period	**School Name**: ……	**Academic year: 20… / 20…**
Subject: Science	**Teacher Name**: ……	**Grade:** ……

Continuous Assessment Tools		**Knowledge & Understanding**							**TOTAL**	**Scientific Inquiries**				**TOTAL**	**Final Marks for 1st Semester**
No.	Names	Oral Work			HomeWorks		Short Questions	Practical Activity		Oral Work	HomeWorks	Short Questions	Practical Activity		
		Oral Dialogue	Oral Dialogue	Oral Presentation						Oral Dialogue					
		5	**5**	**5**	**5**	**5**	**5**	**3**	**33**	**5**	**2**	**3**	**7**	**17**	**50**

Science Assessment Sheet - Grades (3-4) – First Evaluation Period

Assessment Sheet Grades (3-4) – 1st Evaluation Period	**School Name**: ……	**Academic year: 20… / 20…**
Subject: Science	**Teacher Name**: ……	**Grade:** ……

Continuous Assessment Tools		**Knowledge & Understanding**							**Scientific Inquiries**						
No.	Names	Oral Work		HomeWorks	Short Tests		Practical Activity	**TOTAL**	Oral Work	HomeWorks	Short Tests		Practical Activity	**TOTAL**	**Final Marks for 1st Semester**
		Oral Dialogue	Oral Presentation						Oral Dialogue						
		5	**5**	**2**	**8**	**8**	**3**	**31**	**5**	**3**	**2**	**2**	**7**	**19**	**50**

Mathematics Assessment Sheet - Grades (1-2) – First Evaluation Period

Assessment Sheet Grades (1-2) - 1st Evaluation Period	**School Name**: ……	**Academic year: 20… / 20…**
Subject: Mathematics	**Teacher Name**: ……	**Grade:** ……

Continuous Assessment Tools		Knowledge & Understanding									Problem Solving					
		Oral Work				HomeWorks		Short Questions	Project	TOTAL	Oral Work	HomeWorks	Short Questions	Project	TOTAL	Final Marks for 1st Semester
No.	Names	Oral Dialogue	Oral Dialogue	Oral Dialogue	Oral Presentation						Oral Dialogue					
		3*	4	4	4	5	5	4	4	33	3	4	4	6	17	50

*Mental Math Strategies

Mathematics Assessment Sheet - Grades (3-4) – First Evaluation Period

Assessment Sheet Grades (3-4) - 1st Evaluation Period	**School Name**: …….	**Academic year: 20… / 20…**
Subject: Mathematics	**Teacher Name**: ……..……..	**Grade:** ……

Continuous Assessment Tools		Knowledge & Understanding									Problem Solving					
		Oral Work				HomeWorks		Short Test	Project	TOTAL	Oral Work	HomeWorks	Short Test	Project	TOTAL	Final Marks for 1st Semester
No.	Names	Oral Dialogue	Oral Dialogue	Oral Dialogue	Oral Presentation						Oral Dialogue					
		3*	**3**	**3**	**3**	**5**	**5**	**7**	**4**	**33**	**3**	**5**	**3**	**6**	**17**	**50**

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Second Evaluation Period

Science Assessment Sheet - Grades (1-2) – Second Evaluation Period

Assessment Sheet Grade (1-2) - 2nd Evaluation Period	**School Name**: ……	**Academic year: 20… / 20…**
Subject: Science	**Teacher Name**: ……..……..	**Grade:** ……

Continuous Assessment Tools		**Knowledge & Understanding**							**Scientific Inquiries**							
No.	Names	Oral Work: Oral Dialogue	Oral Work: Oral Dialogue	Oral Work: Oral Presentation	HomeWorks	Short Questions		Practical Activity	**TOTAL**	Oral Work: Oral Dialogue	HomeWorks	Short Questions	Practical Activity	**TOTAL**	**Final Marks For 2nd Semester**	**Final Marks for 1st Semester**	**Final Mark**
		5	**5**	**5**	**5**	**5**	**5**	**3**	**33**	**5**	**3**	**2**	**7**	**17**	**50**	**50**	**100**

Science Assessment Sheet - Grades (3-4) – Second Evaluation Period

Assessment Sheet Grades (3-4) – 2nd Evaluation Period	**School Name**: ……	**Academic year: 20… / 20…**
Subject: Science	**Teacher Name**: ……	**Grade:** ……

Continuous Assessment Tools		**Knowledge & Understanding**							**Scientific Inquiries**								
No.	Names	Oral Work		HomeWorks		Short Tests	Practical Activity	**TOTAL**	Oral Work	HomeWorks		Short Tests	Practical Activity	**TOTAL**	**Final Marks for 2nd Semester**	**Final Marks for 1st Semester**	**Final Mark**
		Oral Dialogue	Oral Presentation						Oral Dialogue								
		5	**5**	**4**	**5**	**8**	**3**	**30**	**5**	**3**	**3**	**2**	**7**	**20**	**50**	**50**	**100**

Mathematics Assessment Sheet - Grades (1-2) – Second Evaluation Period

Assessment Sheet Grades (1-2) – 2nd Evaluation Period	**School Name**: ……	**Academic year: 20… / 20…**
Subject: Mathematics	**Teacher Name**: ……	**Grade:** ……

Continuous Assessment Tools		**Knowledge & Understanding**								**Problem Solving**							
No.	Names	Oral Work				HomeWorks		Short Questions	Project	**TOTAL**	Oral Work	HomeWorks	Short Questions	Project	**TOTAL**	**Final Marks for 2nd Semester**	**Final Marks for 1st Semester**	**Final Mark**
		Oral Dialogue	Oral Dialogue	Oral Dialogue	Oral Presentation						Oral Dialogue							
		3*	**4**	**4**	**4**	**5**	**5**	**4**	**4**	**33**	**3**	**4**	**4**	**6**	**17**	**50**	**50**	**100**

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Mathematics Assessment Sheet - Grades (3-4) – Second Evaluation Period

Assessment Sheet Grades (3-4) - 2nd Evaluation Period	**School Name**: ……	**Academic year: 20… / 20…**
Subject: Mathematics	**Teacher Name**: …….……..	**Grade:** ……

Continuous Assessment Tools		**Knowledge & Understanding**								**Problem Solving**								
No.	Names	Oral Work			HomeWorks	Short Tests		Project	**TOTAL**	Oral Work	HomeWorks	Short Tests		Project	**TOTAL**	**Final Marks for 2nd Semester**	**Final Marks for 1st Semester**	**Final Mark**
		Oral Dialogue	Oral Dialogue	Oral Presentation						Oral Dialogue								
		3*	**4**	**3**	**4**	**7**	**7**	**4**	**32**	**3**	**3**	**3**	**3**	**6**	**18**	**50**	**50**	**100**

*Mental Math Strategies

Mathematical Project Assessment Form

School Name: ……			
Title of the Project: ……			
Student Information			
Student Name	……		
Grade:	……..	**Date**:	……..

Abilities	Assessment Objective	Skills	Marks	Student Mark
Planning	**Problem Solving (3 Marks)**	Determine the project tools and a brief plan to start the project.	1	
		Determine the appropriate method of data collection and present them.	1	
		Appropriate Use of the mathematical concepts.	1	
Application	**Problem Solving (4 Marks)**	Implementation of the project with appropriate tools	2	
		Use of the mathematical strategies correctly.	1	
		Apply the mathematical knowledge to daily life activities.	1	
Report & Answering Questions	**Knowledge & Understanding (3 Marks)**	Present results through drawings, tables, and diagrams	1	
		Provide solutions if some changes are done to one of the project's variables.	1	
		Answering questions in correct and clear ways.	1	
Total			10	

Mathematical Project Assessment Form

School Name:	**Grade:** ……..
Project No. :	**Date**: ……...
Title of the Project:	

Students Information	
No.	**Student Names**
Std # 1	.....
Std # 2	.....
Std # 3	.....

Abilities	**Assessment Objective**	**Skills**	**Marks**	**Students Mark**		
				Std # 1	Std # 1	Std # 1
Planning	**Problem Solving** **(3 Marks)**	Determine the project tools and a brief plan to start the project.	1			
		Determine the appropriate method of data collection and present them.	1			
		Appropriate Use of the mathematical concepts.	1			
Application	**Problem Solving** **(4 Marks)**	Implementation of the project with appropriate tools	2			
		Use of the mathematical strategies correctly.	1			
		Apply the mathematical knowledge to daily life activities.	1			
Report & Answering Questions	**Knowledge & Understanding** **(3 Marks)**	Present results through drawings, tables, and diagrams	1			
		Provide solutions if some changes are done to one of the project's variables.	1			
		Answering questions in correct and clear ways.	1			
Total			10			

Practical Activity Assessment Form

School Name:	**Grade:** ……..
Practical Activity No. :	**Date**: ……...
Title of the Practical Activity:	
Student Information	
Student Name	.....

Abilities	Skills	Marks	Student Mark
Initiating & Planning (Knowledge & Understanding)	Determine the practical activity tools and a brief plan to start the activity.	1	
	Predict the results of the practical work.	1	
	Collect data through experimenting idea.	1	
Exploring & Recording (Scientific Inquiries)	Follow the steps of the practical activity step by step.	1	
	Observe and record the variations that occurs during the practical work.	1	
	Take measurements	1	
Analyzing & Interpreting (Scientific Inquiries)	Analyze the results	1	
	Use scientific knowledge to provide explanations	1	
	Present results through drawings, tables, and diagrams	1	
	Provide solutions	1	
Total		**10**	

Practical Activity Assessment Form

School Name:	**Grade:** .....
Practical Activity No. :	**Date**: .....
Title of the Practical Activity:	

Students Information	
No.	**Student Names**
Std # 1	.....
Std # 2	.....
Std # 3	.....

Abilities	**Skills**	**Marks**	**Students Mark**		
			Std # 1	Std # 1	Std # 1
Initiating & Planning (Knowledge & Understanding)	Determine the practical activity tools and a brief plan to start the activity.	1			
	Predict the results of the practical work.	1			
	Collect data through experimenting idea.	1			
Exploring & Recording (Scientific Inquiries)	Follow the steps of the practical activity step by step.	1			
	Observe and record the variations that occurs during the practical work.	1			
	Take measurements	1			
Analyzing & Interpreting (Scientific Inquiries)	Analyze the results	1			
	Use scientific knowledge to provide explanations	1			
	Present results through drawings, tables, and diagrams	1			
	Provide solutions	1			
Total		**10**			


تم بحمد الله