Nada International School
Assessment Policy

Rationale

Nada International School supports the belief that every child regardless of intellectual ability or social background should have a rewarding educational experience. This takes place in a context that encourages the involvement of stakeholders. NIS recognizes that teaching, learning and assessments are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be the pivot around which the whole curriculum is delivered.

Definition

Assessment is the process of obtaining, analyzing and interpreting evidence for use by students' and teachers to enable the review, planning, reporting and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

This policy covers both summative (assessment of learning) and formative (assessment for learning). Assessment for learning is an ongoing process that all teachers use throughout the year to support students with their learning. Teachers use a range of strategies to determine if learning has taken place, following on from this they will provide feedback to the students about their next steps and areas for improvement. Assessment of learning will involve more formal measures such as tests and exams. Teachers at NIS use both formative and summative assessment to support students with their learning.

Characteristic of Assessment

At NIS, assessment:

1. Promotes and Supports Learning
   - Identifies what students know, understand and can do
   - Enables consistent monitoring of students'' progress
   - Identifies individual learning styles
   - Identifies individual learning strengths and weaknesses
   - Encourages progression in learning

2. Informs Teaching
   - Assists lesson planning
   - Informs review of content and skills
   - Promotes a variety of teaching strategies, particularly strategies related to NIS policy
   - Enables consistent monitoring of teaching progress
   - Encourages self-reflection

3. Is both formative and summative
   - Promotes a shared learning culture
   - Provides clear and regular feedback
   - Measures student performance
   - Identifies clear and shared targets for student progress
   - Promotes differentiation by outcome
   - Informs subject choice and career decision making
   - Provides effective and progressive student records
   - Informs regular reporting to parents

Academic Integrity

All students are expected complete and submit their own work and reference any work submitted which has been taken from other sources. If a teacher suspects malpractice with any assessments or work, sanction as per the school's academic integrity policy will be applied.

Reporting Assessment

Parents will be issued their child's termly reports for all subjects on a termly basis. A full, written academic report will be issued at the end of the academic year including a written comment from the form tutor and the subject teachers. Term one and two reports will be a data report only indicating their current academic level, target and progress towards their target. Student academic reports are issued to parents at the end of each term via the school Parent Portal ENGAGE. Report Cards are provided solely to parents who have paid their term fees in complete, and any outstanding fees and fee information will be communicated to parents through conjunction with the examinations officer and the finance department. If payments are made during the vacation period, they will be required to wait until the start of the next term for the previous report to be published.

The NIS termly reports have the following fields to be completed as per the below:

Target Grade: Grade that the students are expected to achieve by the end of the academic year.

EoT: Grade attained in the End of Term assessment / term / exam.

Current Attainment: The current attainment grade will be assigned based on the students' grades in the end-of-term examinations, and teachers should follow the NIS grade system for their respective year groups. Plus, in term-1*****, 25 Percentage of the Mid-term assessment marks should be combined with the end-of-term-1 examination marks***[Term-1; Mid-Term Marks-25%& EoT-75%].**

Progress: What progress the student is making towards the target grade.

Effort: Level of effort made by students.

Behaviour: Behaviour of student during the term.

Academic reports will be digital copies uploaded as a PDF, which parents will be required to download and keep a copy in their own records as when students leave NIS the parent accounts are deactivated.

Mid-term assessment marks can also be viewed in the ENGAGE parent portal, via the Desktop version **only**.

NIS Assessment Principles

NIS believes that assessment

- Monitors the progress of student learning and achievement;
- Produces coherent feedback for students, parents and external institutions; and
- Informs curriculum and assessment outcomes.

NIS recognises that students

- Have differing learning styles;
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive and constructive.

Throughout the curriculum and instructional process assessment should

- Account for a variety of learning styles;
- Be differentiated to account for the diverse backgrounds of learners;
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- Be criteria-related
- Measure what students understand, what they can do and what they know;
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success in meeting specific learning objectives;
- Be internally standardized both at departmental and grade level, and between the Secondary and Primary School, to ensure consistency;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

NIS Stakeholder Responsibilities

NIS expectations of the student

The teacher can expect the student to:

- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work—homework, class work, assignments and projects, etc.—on time and with due diligence;
- Present work neatly and appropriately, i.e., general written work should be completed in blue or black ink, and diagrams should be in pencil and/or coloured pencils.
- Students support each other by sharing feedback of their progress.

NIS expectations of the teacher and subject coordinator:

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria / rubrics;
- Provide adequate time for students to complete assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all assignments suitably and promptly return them to students. Teachers may take as much time as necessary to complete more extensive work, depending on the assignment's needs.
- Coordinators and subject leads are responsible for ensuring the validity and reliability of all assessments within their subject area and are required to undertake cross-departmental moderation of assessment and teacher written feedback in exercise books.

NIS expectations of the parent:

The school encourages parents to offer constructive and positive support as their children complete their schoolwork; however, this support should not go so far as to compromise the authenticity of the child's work.
The school recommends that:

- A student be provided with a quiet space at home and adequate time to complete their school work;
- A student has access to a computer;
- A student has Internet access and/or access to books/a library.
- That parents monitor their child's learning and completion of homework
- Review their child's academic progress by checking completed work and termly reports in ENGAGE Portal.
- Support their children at home by providing them with additional guidance about how they can move to the next level by reviewing the school provided subject assessment learning outcomes rubrics.

Forms of Assessment

Formative Assessment (Assessment for Learning - AfL)

Formative assessment is an integral part of teaching and learning. It not only contributes to the final mark given for work completed but also contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher does next. Assessment should support learning as well as measure the outcomes.

Effective assessment for learning enables students to understand how to improve their work by:

- Helping them to understand the assessment criteria before an assignment is begun
- Telling them what they have done well and what they could improve on
- Telling them how to improve their work
- Making available examples of work which do meet the criteria so they can see how to improve their own work
- Being a part of effective planning
- Focusing on how students learn
- Being central to classroom practice
- Recognising all educational achievements.

Formative assessment involves a range of strategies designed to give students and teachers feedback about students' understanding of elements of their learning in courses. NIS has adopted the Assessment for Learning (AFL) approach to formative assessment. Its purpose is to use the whole process of assessment to help learners improve their learning. It is formative because its intention is to form, shape or guide the next steps in learning.

As there is no set list of AFL strategies that work in all subjects it is at discretion of the teacher to use different types of AFL in their lessons. Teachers use AFL in an informal nature regularly in the classroom. These informal assessments are at the discretion of individual teachers who will use them constructively for learning to take place. Timely feedback and constructive advice are vital components in this process.

Where appropriate, teachers will keep records of these assessments to provide an insight into a student's progress over time and to fully inform the learning process.

In addition to the AFL strategies mentioned above, other formative assessments methods may include and are not limited to: –

- Worksheets & written classwork
- Questions and answers in class
- Class surveys
- Mini-quizzes
- Oral feedback
- Essays & assignments
- Reading & writing in Class
- Sample exam questions
- Homework – written or learned
- Observations – in class
- Projects – 3 in T1 and 3 in T2

Summative Assessment (Assessment of Learning)

Summative Assessment is an assessment of the students' learning. The main purpose of summative assessment is to grade and certify students' achievement. Summative assessment is formal in nature. Methods of Summative Assessment used in NIS are:

- Baseline and Target Setting- Students' previous year academic performance (EoY) will be used as a baseline, and the students' target grade will be decided upon based on that; also, for students who have recently joined the school, their target grade will be defined based on the teachers' evaluation of their performance at the school. The purpose of this will be to establish an appropriate benchmark for what the student knows and identify any knowledge gaps in order to assist their learning and prepare them for the end-of-term/year exams.
- Assessments - These will take place in each individual subject periodically throughout the academic year. All assessments have been calendared and teachers will give notice about these to students. Assessments will be used to check the progress of the students against their targets.
- End of Unit / Chapter Tests – Individual subjects may decide to administer a test on completion of units of work or chapters. These tests may take the form of formal tests but may also be longer pieces of work completed over a period of time. Some subjects may require the tests to have a practical aspect to them. The teacher will record the outcomes of these examinations for professional evaluation of the students' progress.
- Exams – All grades will sit their exams at the end of the academic year. An Exam timetable will be issued by the Examinations Officer. G11 and G12 will complete a Mock exam after the winter vacation and G10 at the end of the Spring term, organized by the Examinations Officer. All exam questions should be unique (not past papers) but can be adapted and updated questions with new mark schemes.
- Cambridge International Exams – Students in G10 – G12 complete examinations conducted by Cambridge Assessment International Education for subjects that they register for as per the CAIE examination timetable.
- Other Assessments – the school may engage in other forms of assessment from time to time.
  - New students will undertake entrance assessment which will provide baseline data. This assessment will offer an early indicator to the school of a student's potential.
  - Practical Assessments - Certain subjects may conduct practical assessments in preparing students for final practical examinations.

Projects

Projects are an excellent way to extend the assessment / homework process, and to engage children with age / ability appropriate higher order thinking experiences and develop critical thinking skills. The projects that will be counted will be given a 15% weightage, and the marks should be distributed in conjunction with the EOT assessments on their respective terms. The weightage should be communicated to the students.

At NIS projects are issued as follows to G4 – 8 students during each term. This is organised as follows.

Term 1 Projects (G4-8)	Term 2 Projects (G4 - 8)
Mathematics	Social Studies
Science	Computers (ICT)
English Language	National Language (Arabic)

- Project Guidelines: - All projects should

  - o Be able to be undertaken by the child – with minimal parental assistance.
  - o Be focused on the subject matter within curriculum area being studied.
  - o Ensure the project relates directly to classroom experiences.
  - o Require a minimal amount of physical resources to undertake.

- Procedure

  - o Teachers will plan projects, under the guidance of the respective subject Coordinators. All projects, will have a detailed assessment specification, which shows exactly how marks are allocated. This is particularly important if the project mark is going to contribute towards the students report mark.

- Project Week

  - o In order to enhance the learning experience associated with 'Projects' NIS has included a "Project Week" (see NIS Calendar), where all teachers undertaking projects with G4 – 8 will devote some formal lesson time to the projects that have been set for the students to complete.

No. of Assessments and Notice Period

All students will be notified of any summative assessment where the results are going to be used for reporting reasons at least ONE FULL WEEK in advance. A week in advance, the subject teachers and form tutors will communicate the assessment objectives and timetable with the students via the team application. The form teachers will also place the schedule in the appropriate form classrooms. No more than two summative exams shall be given to students in one sitting.

NIS School Examinations

At certain times of the school year, students in Grades 10-12 will complete formal written examinations. The results of these examinations should be recorded as follows:

Grade 11 AS Level and Grade 12 A Level mock examinations occur at the end of term 2, and these will include questions on material completed up to that point in time. The results of these mock examinations along with formative assessments from teachers will form the grade for the students.

Grade 10 IGCSE mock examinations for all subjects will take place in January. The results of these mock examinations along with formative assessments from teachers will form the grade for the students.

[Please note: Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and their grade.]

Guidelines for G10 - G12 Examinations

Students in Grades 10 to 12 are required to be subjected to examination process in order to prepare for IGCSE/AS/A level examinations. A formal examination as a means of assessments provides important information for teachers to assist inform their professional judgment on student success versus specified objectives. The school, on the other hand, thinks that summative student accomplishment levels should be based on a variety of balanced techniques rather than merely on outcomes from tests. NIS IGCSE/ AS/ A Level examinations will be graded against Cambridge International the subject standards.

Primary Assessment Guidelines

- A balanced and rich system of assessment should include formative and summative assessments. Grading scales will be applied to Gr 1 –5.
- Formative Assessments- (End of Unit/ Chapters/ Term Tests / Speed Tests /Spelling Tests and Professional Judgement based on the continuous assessment.) The 'end of unit' short assessments are used at the end of a unit to ensure that teachers have an understanding firstly, of how the children are doing with a particular concept and both the effectiveness of their teaching.
- Summative Assessment – Formal Assessment conducted at the end of the term.
- Students that start mid-term will only be assessed on content they have covered.
- Grade 2- 5 Write Cambridge Progression tests for English, Math, Science and ICT, Stages 3-6 and all other Assessments are set internally for all Grades.
- Assessments throughout the year are tested in Progression test style to allow for students to become familiar with testing styles.
- Grade 1 do not conduct progression tests however are tested in Cambridge Progression structure across all subjects during all Assessment cycles.
- Reading and Oral Assessments are integrated into the English termly Assessments, Students are tested termly and this is added to their current attainment.
- Grade 4 and 5- Term 1 and 2 projects are added to the EoT Reports of students at the end of each of their respective subjects and terms.

When planning and implementing an assessment activity the teacher should ensure that:

- The content, concepts and skills that are being assessed are aligned to curriculum and are Cognitively appropriate for the grade;

- The content, skills and concepts have already been taught and different examples are used for the activity.

Assessment activity;

- Differentiated assessment practices should be used to accommodate all ability levels and learning styles;(In class)
- Resources are available for learners to enable them to complete the activity;
- The evidence is recorded (checklists, assessment rubrics, learner's class work books, worksheets etc.);
- Marks are recorded and are aggregated to inform the learner's achievement level in each term; and
- Follow up interventions such as remedial (under-performing learners) and enrichment (Gifted and Talented) activities should be done.
- Teachers should have an extension activity corner in every classroom to ensure students' progress is monitored throughout the lesson.

Monitoring student progress in Primary

- Students' progress is closely monitored at NIS so that we can provide the best possible opportunities and highest levels of support for all children.
- Student progress meetings are held during the year to discuss the progress of all children by referring to teacher knowledge and by looking at data.
- Points for action are made and specific areas of support are identified.
- These meetings are integral to the school being able to allow children to make progress that is at least in line with the Grade average. Following these meetings, some children will be identified as requiring additional support and this will be reviewed regularly.

ELC Assessment Guidelines

- A balanced and rich system of assessment should include formative and summative assessments.
- Formative Assessments- (End of Unit/ Chapters/ Term Tests / Speed Tests /Spelling Tests and Professional Judgement based on the continuous assessment.) The 'end of unit' short assessments are used at the end of a unit to ensure that teachers have an understanding firstly, of how the children are doing with a particular concept and both the effectiveness of their teaching.
- Summative Assessment – Formal Assessment conducted at the end of the term.
- Students that start mid-term will only be assessed on content they have covered and the teacher will record the outcomes of these assessment for professional evaluation of the students' progress.

Monitoring student progress in ELC

- Students' progress is closely monitored at NIS so that we can provide the best possible opportunities and highest levels of support for all children.
- Student progress meetings are held during the year to discuss the progress of all children by referring to teacher knowledge and by looking at data.
- Points for action and interventions strategies are implemented to support are identified students.

NIS Internal Examinations: Guidelines

General

- Students must enter the examination room in silence and orderly manner.
- No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room.
- Students may take to their desk/table the following items only:
    - General stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent);
    - Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
- The examination officer / invigilator will decide where each student will sit during an examination.
- Students must remain seated until permission is given to leave the examination room.
- The instructions of the examination officer / invigilator must be followed. The examination supervisor has the right to withdraw from the examination room any student whose behaviour is interfering with the proper conduct of the examinations.
- A student can leave the examination room to the toilets. The examination proctor will escort the student and ensure no cheating is taking place.
- Students who leave the examination room temporarily (for example due to ill health or in order to use the bathroom) must be accompanied by a member of staff. Students cannot leave the examination room completely until after the examination is officially finished.

Late arrival

- Exam officers will make decisions based on the circumstances behind a candidate's late arrival, adhering to the CAIE standards for students who come late for the examination.

Temporary Absence/Absentee Students

- During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material. Also, the students who missed the exams but had a justifiable excuse supported by documentation would retake the exam the retest week using new sets of question papers. Based on the absentee list, the Exams Officer will be prepared and distribute the retest schedule.

Malpractice

- During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in a range of potential penalties from loss of marks in a single section to loss of all marks and withdrawal from all examinations.
- If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination officer / invigilator immediately. Failure to do so may lead to no grade being awarded for the examination.
- No student is permitted to have a mobile phone or smart watch in any examination, these must be handed in at the start of examinations. Failure to do so would be considered malpractice.

Early departures

- Students are not permitted to leave NIS administered examinations prior to the end of the examination.
- Regulations for CAIE examinations will be followed for all external examinations concerning late arrival, absence and departure from examinations.

End of the examination

- No examination materials—examination papers, answer papers, rough working—may be taken out of the examination hall.
- Students must leave the examination room in silence and an orderly manner.

Access Arrangements

- Any student who is entitled to additional time during examinations due to diagnosed educational learning difficulties or physical impairment will be permitted to have extra time provided in accordance with the CAIE regulations for access arrangements, including specified time allowed.

NIS External Examinations: Guidelines

NIS is an accredited Cambridge Assessment International Education Centre. All G10 – G12 students are registered with this exam board and examinations are conducted as per the CAIE rules and regulations.

NIS Grading Scale

A balanced and rich system of assessment should include elements of formative and summative assessment. As of 2021/22, the grading scale below will be applied at NIS.

Early Learning Centre (ELC)

The ELC grading procedure is a combination of continuous teacher observation and formative assessments. There are 3 different levels of achievement that are awarded: Gold, Silver, Bronze. This is based on the reporting arrangements for the Cambridge Primary Progression Tests and is focused on how students achieve the curriculum content. The three levels of achievement have been aligned to the rest of the school's grading scale percentages to ensure there is consistency throughout the school and the allocation of grades.

Grade KG to Grade 12

In order to realign our school grading scale more closely to the requirements of CAIE, NIS has adopted the following grading scale.

Grading Scale

Marks	KG	G1-G9	G10-G12	GPA
0 - 20	Bronze	U	U	1
21 - 30			G	
31 - 40			F	
41 - 50		E	E	2
51 - 60		D	D	
61 - 70	Silver	C	C	3
71 - 80		B	B	
81 - 90	Gold	A	A	4
91 - 100		A*	A*	

Descriptors

Descriptors		
Significantly Below Expectation	SE	Students is significantly below expected target
Working Towards Expectation	WE	Student is working towards expected target
Meeting Expectation	ME	Student is meeting expectation and will achieve expected target
Exceeding Expectation	EE	Students is exceeding expectation and will achieve target grade or higher

Assessment Moderation

Moderation refers to quality assurance processes directed towards ensuring that assessments are marked with accuracy, consistency and fairness and feedback processes are rigorous, fair and consistent. Moderation is required for every assessment, which involves a degree of subjectivity. At NIS, it is expected that: -

- All assessments be fit for purpose, conform to validated course documentation, and provide accurate and accessible instructions and guidance to students.
- All marking decisions are robust, consistent, and fair.
- To be completed as per school calendar.
- As per NIS moderation template.

All summative assessment utilises clear marking criteria against which student performance and achievement is measured. Teaching staff must ensure that each student is treated in a fair and equitable manner, that the grades are awarded consistently, and that the process is transparent and clearly documented.

Moderation Tasks

Moderation from - Appendix 1

Pre-Assessment Moderation

I. Prior to undertaking the assessment, teachers will determine and review assessment items for the topics taught, learning outcomes planned and present these items, including marking schemes / rubrics to the coordinator for approval.
II. The Coordinator will be responsible for review and approval all assessments.
III. The Coordinator will save a copy of all assessments and marking schemes / rubrics. Any changes made should be communicated to the Coordinator in ample time prior to the assessment time.

Post-Assessment Moderation

I. The Coordinator will take samples of assessments marked at different levels to see if marking is reliable, consistent and fair. If there are two teachers teaching the same grade level, samples of work will be compared to see if work is being consistently marked and graded. Marking and Feedback CPD may be recommended for teachers if necessary.

II. Any discrepancies will be discussed with the respective teacher/s and changes made to make all marking and grading reliable, consistent and fair.

Moderation of Results / Grades – Examinations including CAIE SAG (School Assessed Grades)

I. Where multiple assessors (teachers) are used for examination, a selection of at least five (5) examples of students' examination papers, (encompassing work graded as top, middle and bottom) will be provided by each assessor for internal moderation by the relevant Coordinator.

II. The Coordinators will undertake moderation of the initial grades and provide feedback to individual assessors, advising them directly of any marking adjustments required.

III.   Where the Coordinator is also the assessor of the course work, the Coordinator will nominate an lternate moderator from the respective department.

IV.   Assessors will acknowledge receipt of feedback and action all requirements as appropriate.

V.   In examinations where multiple assessors are required to assess the overall performance of student ability and provide judgment on overall achievement, Consensus Moderation will take place. This will involve one ormore moderation meetings or discussions between assessors and Coordinator, sharing judgments on examples of student performance in order to reach agreement about the marks/grades awarded to the student. The process will also serve to facilitate grade resolution where there maybe disagreement between assessors as to the appropriate mark/grade awarded across the cohort or to an individual.

VI.   The Coordinator will receive a list of all assessment marks from each assessor on completion of marking so that a full post-assessment review of all assessment tasks, grades and overall calculation of grades can be ratified, prior to the publication of grades., which will be in accordance with a school calendar.

VII.   SAG for external examining board (i.e. CAIE) will be determined using the moderated assessments and teacherjudgement based on formative and summative assessments. The Coordinators will provide the requested evidence to the Exam Officer for submission to the board. The evidence required will be determined by the criteria set by the external exam board combined with requirements from the Exams Officer.

Moderation of Results/Grades

I.   Where multiple assessors are used for submitted course work, a selection of at least five (5) examples ofstudents' work be provided by each assessor for internal moderation by the relevant Coordinator.

II.   The Coordinator will undertake moderation of the initial grades and provide feedback to individualassessors, advising them directly of any marking adjustments required.

III.   Where the Coordinator is also the assessor of the course work, the Coordinator will nominate an alternatemoderator from the respective department.

IV.   Assessors will acknowledge receipt of feedback and action all requirements as appropriate.

Intervention

All students who are identified **'below expectation'** from any assessments, should be referred to the Coordinator fordepartmental intervention. Intervention strategies are to be used to help students to improve.

Noor/School Report Cards

The Exams Officer will coordinate with the Administration Department to prepare the report cards for both Noor and School at the completion of each term, and they will be published in accordance with the NIS Calendar.

Predicted Grades

A predicted grade is the grade of qualification an applicant's school or college believes they're likely to achieve in positive circumstances. These predicted grades are then used by universities and colleges, as part of the admissions process, to help them understand an applicant's potential. At the student's request, their respective Coordinators should provide predicted grades to the School Counselor [University Admissions]. The grade should also be given based on an assessment supported by the available data.

Policy Created by: Assessment Review committee (Lead Boys Supervisor)

Policy Implemented: November 2021

Policy Review Date: October 2023

NADA INTERNATIONAL SCHOOL
INTERNAL PRE/POST ASSESSMENT MODERATION REPORT 2023.2024

PRE-MODERATION

Educator		Subject		Assessment	
Grade		Term		CRD Name	

GENERIC INFORMATION	Y	N	Comment
Name/Grade/Time/Subject/Total Mark			

CURRICULUM COVERAGE/CONTENT	Y	N	Comment
Assessment covers content covered.			
Includes all topics taught prior to assessment.			
Covers all learning outcomes from previous lessons.			

COGNITIVE SKILLS	Y	N	Comment
Assesses different levels of students.			
Blooms Taxonomy used in questioning.			

TECHNICAL CRITERIA	Y	N	Comment
Sections are clearly indicated.			
The Assessment has correct numbering.			
Mark allocations are clearly indicated next to each question.			
Totals appear at the end of each question.			
Criteria clearly indicated.			
Pages are numbered.			
Margins/economic use of page.			
Is there sufficient space for learners response?			

QUALITY OF INDIVIDUAL QUESTIONS	Y	N	Comment
Questions are fully adapted from past papers and would be unseen to all students			
Questions are clear, concise and unambiguous.			
Appropriate for the range of learners it is intended for.			
Questions are free from subject error.			
Material used whether text or graphic, is relevant.			
Material used appears in a text box and source indicated.			
Illustrations/diagrams are clear and accurate.			

MARKING GUIDELINES	Y	N	Comment
The Marking guideline is accurate and clear.			
The MG corresponds with the questions from the Assessment.			
The MG shows for alternate responses (If applicable).			

The MG is complete with mark allocation.			
Shows clearly how marks are distributed within a Q.			
Rubric provided(If needed).			

DUPLICATION	Y	N	Comment
Changes (If any) have been made and is ready for duplication.			

Moderator Name: _____   Moderator Signature: _____   Date: _____

Comment:

_____

POST MODERATION

Educator		Subject		Assessment	
Grade		Term		CRD Name	

Grade		Mark (%)	Sts	%
A*		91 – 100		
A		81 – 90		
B		71 – 80		
C		61 – 70		
D		51 – 60		
E		41 – 50		
F		31 – 40		
G	U	21 – 30		
U		0 – 20		
Total				**100**

Any additional comments (e.g. on grade distribution; overall student performance)

Moderation:

Guidance: *The Coordinator will take samples of assessments marked at different levels to see if marking is reliable, consistent and fair. If there are two teachers teaching the same grade level, samples of work will be compared to see if work is being consistently marked and graded.*

Sample chosen by Coordinator (please note how many assessments in each grade band):

A*	A	B	C	D	E	F	G	U

I have moderated the above sample and find the **marks and use of the range of marks** to be (tick box):

Appropriate	☐
Issues to address / clarification required	☐

Explain issues found: (IF any)

How were issues rectified? (IF any)

Marks have been adjusted as per moderation	☐
Grades have been updated	☐
Student mark sheet has been updated	☐
Exam Officer has been informed.	☐

CRD Sign:	
Date:	

PLEASE RETURN THIS FORM TO EXAMS OFFCIER WITH ANY SAMPLES REQUESTED.

For Exam Officer use:

Comments

Name:			
Sign:		**Date:**	