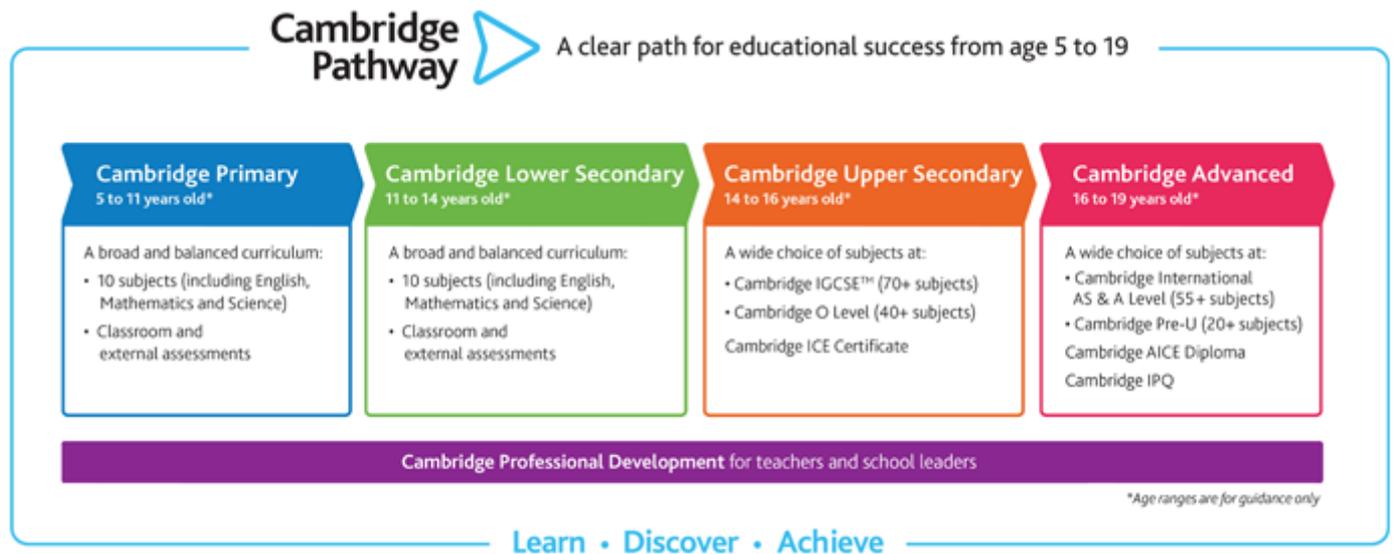


CAMBRIDGE ASSESSMENT PATTERN



Assessment of learning is extremely crucial in facilitating learning of all pupils involved. We strongly believe that assessment is an on-going process that supplements and complements learning at the same time. The assessment practices and procedures at MAPS CAMBRIDGE involve both major types of assessments i.e.

- Formative and
- Summative.

Facilitators at MAPS CAMBRIDGE use a variety of assessment strategies, tools and techniques to build a detailed understanding of each learner's development. Recording, Documenting and Reporting assessment data is done meticulously, transparently and with great attention to detail and to the individual needs of the students. Assessment data supports teachers in designing learning experiences tailored according to the needs of their students. Specialists in the field of individual needs also track student progress and share their understanding with classroom teachers and parents.

Evidence of student learning documented through projects, tasks and assignments as well as that of progress are shared with parents at regular intervals through coffee mornings, parent-teacher conferences, meetings and open-house days besides student-led conferences and exhibitions.

FORMATIVE ASSESSMENT:

In the course of transacting every unit of content in every subject and after every unit is completed, every student is given common as well as individualized assignments and projects in class and at home to evaluate how much of the same has been assimilated and how well. This ideally happens approximately once every two months for every subject. However, the thumb rule is to conduct such testing whenever a particular unit (or sub-topic wherever relevant) is completed. These tests are called FORMATIVE ASSESSMENT at MAPS CAMBRIDGE and are given to students of Class 1 and above. Such testing is done through a variety of individual or group activities/tasks in oral and written forms – as per the needs of the subject and topic concerned – and is designed not just on how much of the content of the topic concerned has been effectively assimilated by every individual student but also on how well students can apply the same to real life situations.

SUMMATIVE ASSESSMENT:

At the end of every term – for classes III and above – there are two-hour or three-hour examinations (in sync with Cambridge Assessment conditions) to ensure that every child can recall and effectively use a certain body of knowledge acquired over a longer period of time within a particular format. For classes III and IV, the end-of-term examinations – which MAPS CAMBRIDGE has decided to call PROGRESSION TESTS to take away at least a bit of the fear and trauma associated with the term “examination” – are restricted to the academic work done only in the particular term at the end of which the examination is conducted. For classes VI and above,

though the focus is on the work completed in the particular term at the end of which the examination is conducted, the second term examinations do have certain elements from the first term do focus on the academic work done in every subject over the whole School Year.

- **PROGRESS REPORT:** MAPS CAMBRIDGE desires to assess and report on how effectively and creatively each of its students develops his/her talents, skills, aptitudes and attitudes to see things in new light as well as throw new light on things. The Annual Evaluation Report is an interpretation of each student’s cumulative performance during an academic session in the Formative assessment and Summative assessment.

At MAPS CAMBRIDGE we report on every individual student’s growth and progress under Four basic heads at the end of every term as per the following scheme:

Personality Attributes	Social Disposition	Scholastic	Co-Scholastic
<ul style="list-style-type: none"> ➤ Perspective ➤ Life Skills 	SEVA	<ul style="list-style-type: none"> ➤ English ➤ Hindi ➤ Mathematics ➤ General Science ➤ Social Science 	<ul style="list-style-type: none"> ➤ ICT ➤ Visual Arts ➤ Performing Arts-Vocal Music,Dance,Instrumental ➤ Health and Physical Education

IMPORTANT DEETS:

- It is compulsory for students of all the classes to maintain a minimum of 85% attendance during the course of an Academic session for appearing in the Examination.
- If a student’s is found using any unfair means during test or Exam the answer script is cancelled and no marks isawarded for the same.
- No marks will be awarded in case a student’s is absent or avails half day leave on the day of examination or tests except on medical grounds/that to only if absenteeism is supported medical certificate duly deposited on or before the exam or test day, or in case of Competition Participation.
- Absence in any of these assessments, unless approved for special reasons by the School Authorities, means a zero.
- In case of medical Emergency, a certain percentage is allotted to the scores in Formative assessment and Summative assessment.

CAMBRIDGE PRIMARY CHECKPOINT

Cambridge Primary Checkpoint is a test for learners at the end of their final year (Stage 6) of Cambridge Primary. The test is available for English,Mathematics and Science.

The tests provide a diagnostic assessment at the end of primary education based on the learning objective within the Cambridge Primary curriculum frameworks.Cambridge Primary Checkpoint tests skills and knowledge at the end of -

- stages 3–6 of the curriculum for **English; Mathematics and Science**

Key features of Cambridge Primary Checkpoint are:

- The tests are marked by Cambridge examiners to provide a benchmark of learner performance.
- Learners receive a **STATEMENT OF ACHIEVEMENT** and a detailed **DIAGNOSTIC FEEDBACK REPORT**.
- Feedback reports show how a learner has performed in relation to the curriculum, their learning group, the whole school, and against all learners who have taken tests in that series around the world.

CAMBRIDGE LOWER SECONDARY ASSESSMENT

The Cambridge Lower Secondary testing structure to assess learner performance and report progress to learners and parents.

There are two assessment options:

- Cambridge Lower Secondary Progression Tests (marked in school)
- Cambridge Lower Secondary Checkpoint (marked by Cambridge examiners).

CAMBRIDGE LOWER SECONDARY PROGRESSION TESTS

Cambridge Lower Secondary Progression Tests provide valid internal assessment of knowledge, skills and understanding in English, Mathematics and Science. The tests:

- enable learning to be assessed each year
- provide detailed information about the performance of each learner for stages 7, 8 and 9
- are marked by teachers at the school
- can be used any time in the year, as many times as needed

CAMBRIDGE LOWER SECONDARY CHECKPOINT

Cambridge Lower Secondary Checkpoint tests have been designed to assess learners at the end of Cambridge Lower Secondary. They are available in English, Mathematics and Science, and give valuable feedback on learners' strengths and weaknesses before they progress to the next stage of education.

The tests are marked in Cambridge and provide schools with an external international benchmark for learner performance. Each learner receives a statement of achievement and a diagnostic feedback report, giving schools detailed information and parents extra trust in the feedback they receive.

We hold Cambridge Lower Secondary Checkpoint test series in May. The tests cover all major areas of learning in the Cambridge Lower Secondary curriculum frameworks for English, mathematics and science.

Schools use the feedback from Cambridge Lower Secondary Checkpoint to make strategic decisions, drawing upon a pool of information and specialist reporting tools that are built into the tests.

CAMBRIDGE IGCSE

(International General certificate of secondary Education)

Cambridge IGCSE was first examined in June 1988 (introduced for first teaching in September 1986). Students take internationally recognized Cambridge IGCSE qualifications at the end of Cambridge Secondary 2. The Cambridge International General Certificate of Secondary Education (IGCSE) is for learners of Grade IX and X. Grades are benchmarked using eight internationally recognised grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade. Cambridge IGCSE examination sessions occur thrice a year, in March, June and November. Results are issued in June, August and January.

IGCSE subjects are equivalent to an Indian or US honors high school curriculum (grade 9-10) the subjects are divided into five groups:

Groups	School offers
Group I: Languages	English as a second language and Hindi as a second language
Group II: Humanities and Social Sciences	Economics
Group III: Sciences	Co-ordinated Sciences(Double Award)/Equivalent to two subjects
Group IV: Mathematics	Mathematics
Group V: Creative, Technical and Vocational	Computer Sciences

Our School also offers Cambridge ICE, a group award for Cambridge IGCSE that allows schools to offer a broad and balanced curriculum by recognizing the achievements of learners who pass examinations in at least seven Cambridge IGCSE subjects from five different subject groups, including two different languages.

We offer a maximum of 7 subjects but students can self-study more subjects and appear for the respective examinations.

There are over [70 subjects](#) available at Cambridge IGCSE, including 30 languages, and schools can offer them in any combination. Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to new as well as familiar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness.

Schools worldwide have been involved in the development of Cambridge IGCSE. The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body and avoid cultural bias.

For Further specific details, Click on the link below:

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/>