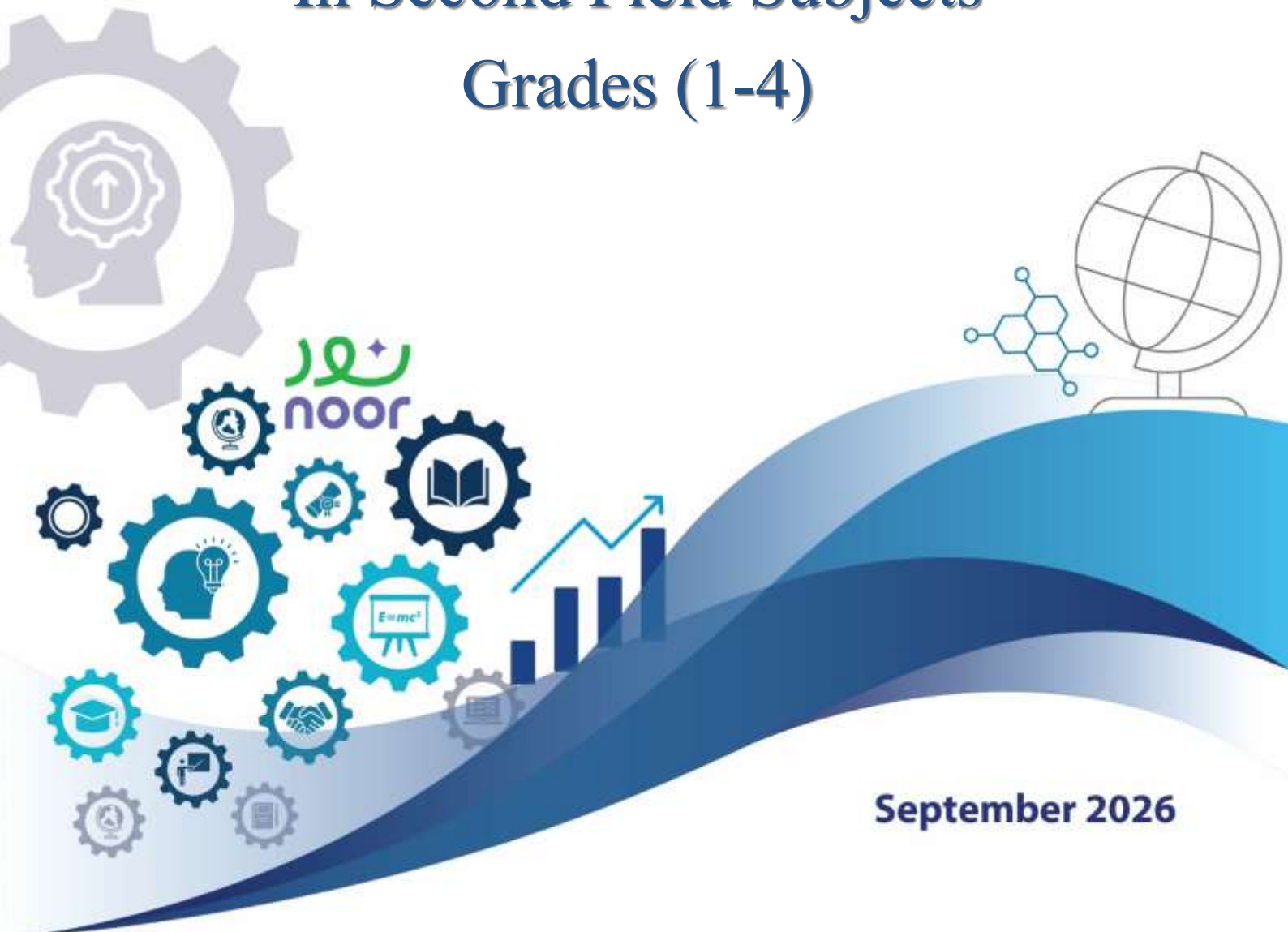


Student Assessment Handbook

Bilingual Private Schools

In Second Field Subjects

Grades (1-4)



September 2026

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1- 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 forms of educational assessment, continuous assessment is one of the most prominent of these patterns. This is due to its great importance 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 students' learning through the integration of roles and responsibilities to assure quality in education.

This document is your guide to apply 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.

2- 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 students' 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.

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.



Formative Assessment

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

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.

3- Performance Reports and Certificates

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

Grades	Report
(1-4)	✓ An electronic descriptive report of students' performance submitted three times during the school year. ✓ Student transcript submitted at the end of the academic year.

4- 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: Assessment of Objectives in Science

The branching abilities of these objectives are as follows:

Knowledge		
1	Recall/ Recognize	Make or identify accurate statements about science facts, relationships, processes, and concepts; identify the characteristics or properties of specific organisms, materials, and processes.
2	Define	Provide or identify definitions of scientific terms; recognize and use scientific vocabulary, symbols, abbreviations, units, and scales in relevant contexts.
3	Describe	Describe organisms, physical materials, and science processes that demonstrate knowledge of properties, structure, function, and relationships.
4	Illustrate with Examples	Support or clarify statements of facts or concepts with appropriate examples; identify or provide specific examples to illustrate knowledge of general concepts.
5	Demonstrate knowledge of scientific instruments	Demonstrate knowledge of how to use science Apparatus, equipment, tools, measurement devices, and scales.

Application		
1	Compare / Contrast / Classify	Identify or describe similarities and differences between groups of organisms, materials, or processes; distinguish, classify, or order individual objects, materials, organisms, and processes based on given characteristics and properties.
2	Use Models	Use a diagram or model to demonstrate understanding of a science concept, structure, relationship, process, or biological or physical system or cycle (e.g., food web, electrical circuit, water cycle, solar system, atomic structure).
3	Relate	Relate knowledge of an underlying biological or physical concept to an observed or inferred property, behavior, or use of objects, organisms, or materials.
4	Interpret Information	Interpret relevant textual, tabular, or graphical information considering a science concept or principle.
5	Find Solutions	Identify or use a science relationship, equations, or formulas to find a qualitative or quantitative solution involving the direct application/demonstration of a concept.
6	Explain	Provide or identify an explanation for an observation or natural phenomenon, demonstrating understanding of the underlying science concept, principle, law, or theory.

Reasoning		
1	Analyze	Analyze problems to determine the relevant relationships, concepts, and problem-solving steps; develop and explain problem-solving strategies.
2	Integrate/ Synthesize	Provide solutions to problems that require consideration of several different factors or related concepts; make associations or connections between concepts in different areas of science; demonstrate understanding of unified concepts and themes across the domains of science; integrate mathematical concepts or procedures in the solutions to science problems.
3	Hypothesize /Predict	Combine knowledge of science concepts with information from experience or observation to formulate questions that can be answered by investigation; formulate hypotheses as testable assumptions using knowledge from observation and/or analysis of scientific information and conceptual understanding; make predictions about the effects of changes in biological or physical conditions in light of evidence and scientific understanding.
4	Design	Design or plan investigations appropriate for answering scientific questions or testing hypotheses; describe or recognize the characteristics of well-designed investigations in terms of variables to be measured and controlled and cause-and-effect relationships; make decisions about measurements or procedures to be use in conducting investigations.
5	Draw Conclusions	Detect patterns in data, describe or summarize data trends, and interpolate or extrapolate from data or given information; make valid inferences on the basis of evidence and/or understanding of science concepts; draw appropriate conclusions that address questions or hypotheses, and demonstrate understanding of cause and effect.
6	Generalize	Make general conclusions that go beyond the experimental or given conditions and apply those conclusions to new situations; determine general formulas for expressing physical relationships.
7	Evaluate	Weigh advantages and disadvantages to make decisions about alternative processes, materials, and sources; consider scientific and social factors to evaluate the impact of science and technology on biological and physical systems; evaluate alternative explanations and problem-solving strategies and solutions; evaluate results of investigations with respect to sufficiency of data to support conclusions.

2-2: Assessment Objectives in Mathematics

The branching abilities of these objectives are as follows:

Knowledge		
1	Recall	Recalls mathematical information (definitions, terminology, measurement and coding units, numerical and engineering characteristics)
2	Define	Identify mathematical shapes, numbers, expressions, quantities, shapes, etc., and identify objects that are mathematically equivalent (e.g., fractions, decimal numbers and descent). and different directions for simple geometric forms).
3	Classification and Arrangement	Classification and ranking of formats, numbers, mathematical expressions and quantities (by common characteristics).
4	Calculation	Finding basic calculations (using mathematical processes in total preparation) and direct algebraic actions.
5	Extraction	Extract information from drawings, tables, texts or any other sources (and read them).
6	Measurement	Use of measurement tools and selection of appropriate measurement tools and measurement units.

Application		
1	Identification	Identify appropriate/effective processes, strategies and tools to solve problems that use familiar ways to solve them. (and solve them).
2	Representation / Modeling	View data in tables or graphs. and the creation of equations, variations, geometric forms, or drawings of modelling the problem's situations or attitudes. Generate equal representations of mathematical relationships or entities given (ideas, abstract ideas and concepts,...).
3	Implementation	Implement or apply problem solving strategies and processes that include familiar mathematical concepts and procedures.

Reasoning		
1	Analysis	Identification, description and use of relationships between numbers, expressions, quantities and forms.
2	Installation / Integration	Linking areas of knowledge to solve problems (linking different elements of knowledge, associated representations and procedures to solve problems).
3	Evaluate	➤ Evaluate various possible strategies for solving problems. ➤ Evaluate different solutions to problems.
4	Drawing conclusions	Draw conclusions based on the information and evidence provided.
5	Generalization	Composition of phrases circulating a noticeable pattern, or the formation of phrases that represent relationships in general and more applicable ways.
6	Justification	Justify mathematical strategies and solutions or provide mathematical arguments or evidence supporting strategies or solutions.

4- 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.

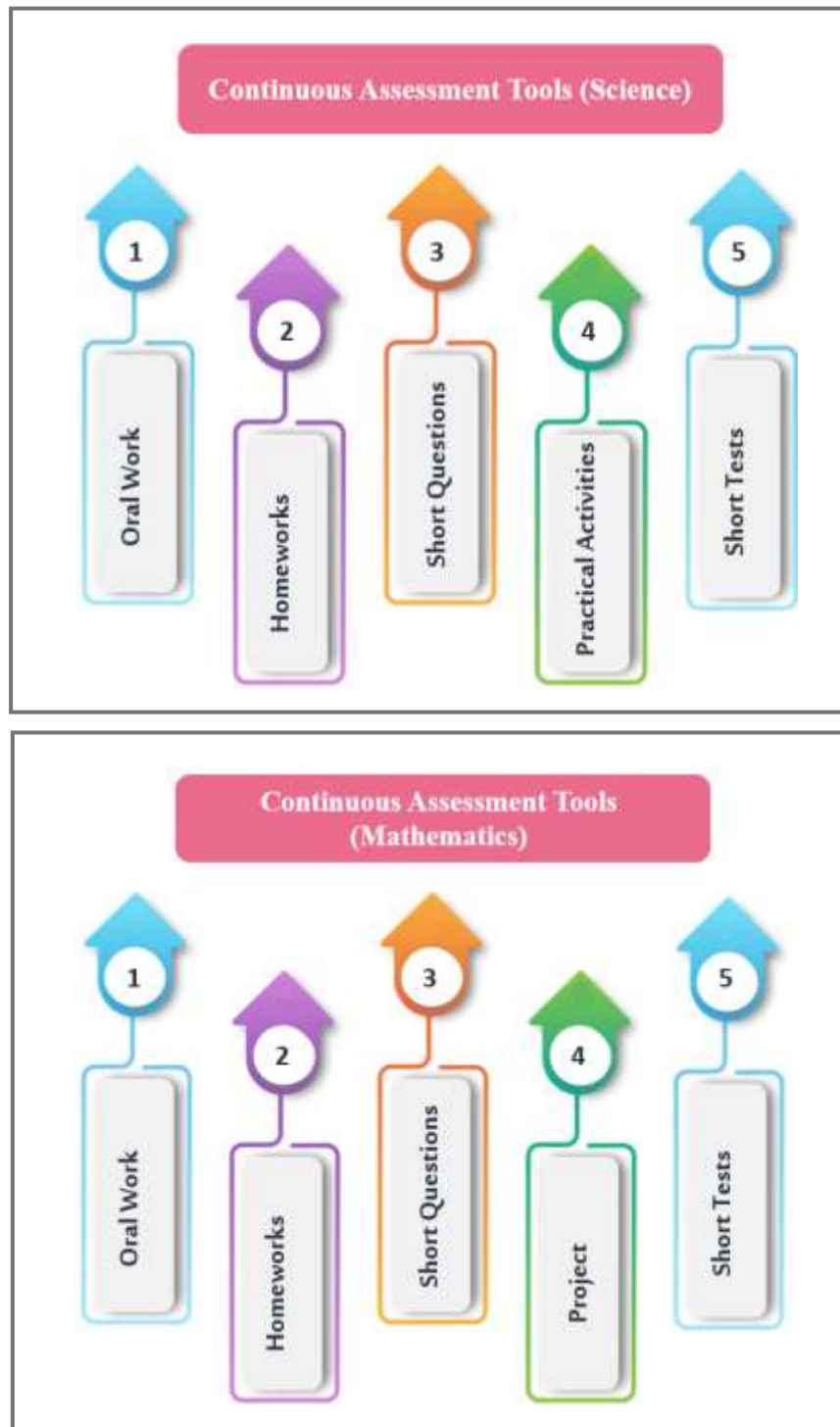
The teacher remembers that when they employs assessment tools during the daily teaching process, he practices continuous formative assessment. This does not mean an interest in monitoring grades from time to time, but what is important is the continuous follow-up of the assessment of each tool and the 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.

Suggestion Planning for
Assessment Tools



5- 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.



6- Marks Distribution for Assessment Tools (Science)

Assessment Tools	Grades (1-2)			Grades (3-4)		
	Knowledge & Understanding	Scientific Inquiries	mark	Knowledge & Understanding	Scientific Inquiries	mark
Oral dialogue	15	5	20	10	5	15
Oral presentation	10	-	10	10	-	10
Homework	20	5	25	15	5	20
Short Questions	20	10	30	10	-	10
Short Test	-	-	-	21	9	30
Practical Activities	5	10	15	4	11	15
Total Marks	70	30	100	70	30	100

7- Marks Distribution for Assessment Tools (Mathematics)

Assessment Tools	Grades (1-2)			Grades (3-4)		
	Knowledge & Understanding	Problem Solving	marks	Knowledge & Understanding	Problem Solving	mark
Oral dialogue	20	5	25	15	5	20
Oral presentation	5	-	5	5	-	5
Homework	20	5	25	15	5	20
Short Questions	20	10	30	10	-	10
Short Test	-	-	-	21	9	30
Project	5	10	15	4	11	15
Total Marks	70	30	100	70	30	100

8- Definition of Continuous Assessment Tools

10-1: 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 following:

- 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).

- Marks of oral dialogue are assessed throughout the year for grades (1-4) according to the following tables:

Oral dialogue – Science			
Grades	marks	Knowledge & Understanding	Scientific Inquiries
(1-2)	20	➤ 15 marks: Three Oral Dialogue and for each time 5 marks during the year.	➤ 5 marks: one Oral Dialogue during the year
(3-4)	15	➤ 10 marks: two Oral Dialogue and for each time 5 marks.	➤ 5 marks: one Oral Dialogue during the year

Oral dialogue – Mathematics			
Grades	marks	Knowledge & Understanding	Problem Solving
(1-2)	25	➤ 11 marks for Oral Dialogue and the student is assessed 2 times during the year ➤ (9 marks for Mental Mathematics Strategies)	5 marks: one Oral Dialogue during the year
(3-4)	20	➤ 9 marks for Oral Dialogue and the student is assessed 2 times during the year. ➤ 6 marks for Mental Mathematics Strategies)	5 marks: one Oral Dialogue during the year

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, completion of homework, or for his\her class attendance.

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.

Grades	One	Two	Three	Four	
Objectives of mental strategies	1Nc1	2Nc1	3Nc1	4Nc1	4Nc9
	1Nc2	2Nc2	3Nc2	4Nc2	4Nc10
	1Nc3	2Nc3	3Nc3	4Nc3	4Nc11
	1Nc4	2Nc4	3Nc4	4Nc4	4Nc12
	1Nc5	2Nc5	3Nc5	4Nc5	4Nc13
	1Nc6	-	3Nc6	4Nc6	4Nc14
	1Nc7	-	3Nc7	4Nc7	4Nc15
	-	-	3Nc8	4Nc8	4Nc16

Grade 1

Calculation (Nc) Mental strategies

1Nc1	Know all number pairs to 10 and record the related addition/subtraction facts.
1Nc2	Begin to know number pairs to 6, 7, 8, 9 and 10.
1Nc3	Add more than two small numbers, spotting pairs to 10, e.g. $4 + 3 + 6 = 10 + 3$
1Nc4	Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. $8 + 3$, add 2, then 1.
1Nc5	Know doubles to at least double 5.
1Nc6	Find near doubles using doubles already known.
1Nn7	Begin to recognize multiples of 2 (and 10).

Grade 2

Calculation (Nc) Mental strategies

2Nc1	Find and learn by heart all numbers pairs to 10 and pairs with a total of 20.
2Nc2	Partition all numbers to 20 into pairs and record the related addition and subtraction facts.
2Nc3	Find all pairs of multiples of 10 with a total of 100 and record the related addition and subtraction facts.
2Nc4	Learn and recognize multiples of 2, 5 and 10 and derive the related division facts.
2Nc5	Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50.

Grade 3	
Calculation (Nc) Mental strategies	
3Nc1	Know addition and subtraction facts for all numbers to 20.
3Nc2	Know the following addition and subtraction facts: Multiples of 100 with a total of 1000. Multiples of 5 with a total of 100.
3Nc3	Know multiplication/division facts for $2\times$, $3\times$, $5\times$, and $10\times$ tables.
3Nc4	Begin to know $4\times$ table.
3Nc5	Recognize two- and three-digit multiples of 2, 5 and 10.
3Nc6	Work out quickly the doubles of numbers 1 to 20 and derive the related halves.
3Nc7	Work out quickly the doubles of multiples of 5 (< 100) and derive the related halves.
3Nc8	Work out quickly the doubles of multiples of 50 to 500.

Grade 4	
Calculation (Nc) Mental strategies	
4Nc1	Derive quickly pairs of two-digit numbers with a total of 100, e.g. $72 + \square = 100$.
4Nc2	Derive quickly pairs of multiples of 50 with a total of 1000, e.g. $850 + \square = 1000$.
4Nc3	Identify simple fractions with a total of 1, e.g. $\frac{1}{4} + \square = 1$
4Nc4	Know multiplication for $2\times$, $3\times$, $4\times$, $5\times$, $6\times$, $9\times$ and $10\times$ tables and derive division facts.
4Nc5	Recognize and begin to know multiples of 2, 3, 4, 5 and 10, up to the tenth multiple.
4Nc6	Add three or four small numbers, finding pairs that equal 10 or 20
4Nc7	Add three two-digit multiples of 10, e.g. $40 + 70 + 50$.
4Nc8	Add and subtract near multiples of 10 or 100 to or from three-digit numbers, e.g. $367 - 198$ or $278 + 49$.
4Nc9	Add any pair of two-digit numbers, choosing an appropriate strategy.
4Nc10	Subtract any pair of two-digit numbers, choosing an appropriate strategy.
4Nc11	Find a difference between near multiples of 100, e.g. $304 - 296$.
4Nc12	Subtract a small number crossing 100, e.g. $304 - 8$.
4Nc13	Multiply any pair of single-digit numbers together.
4Nc14	Use knowledge of commutativity to find the easier way to multiply.
4Nc15	Understand the effect of multiplying and dividing three-digit numbers by 10.
4Nc16	Derive quickly doubles of all whole numbers to 50, doubles of multiples of 10 to 500, doubles of multiples of 100 to 5000, and corresponding halves.

10-2: Oral presentation

It is the form of evaluation that the teacher employs to give the students different skills and the ability to dialogue, express, confront 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 operate 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 lesson.
- 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 conditions.

Science		
Grades	Marks	Description
(1-4)	10	Knowledge and Understanding: 10 marks: Applied and assessed once during the academic year

Mathematics		
Grades	Marks	Description
(1-4)	5	Knowledge and Understanding: 5 marks: Applied and assessed once during the academic year

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).

Science			
Assessment Tool	Domain	Description	Marks
Oral presentation	Presentation Skills	Speaking in a clear and audible voice	4
		Organizing ideas and presenting them in a coherent and easy-to-understand manner	
		Using simple and understandable language	
		Using visual aids such as pictures or drawings to support the presentation, including the whiteboard, environmental materials, or classroom tools	
		Ensuring that visual aids are relevant to the topic and effectively clarify the idea	
		Demonstrating creativity or good organization in presenting the visual aids	
	Scientific Content	Providing accurate and reliable scientific information about the topic	6
		Ensuring the topic is comprehensive and ideas are presented in depth	
		Including examples or details that help explain the concept more effectively	
		Linking scientific information to real-life examples to clarify practical application	
Total			10

Mathematics	
Marks	Description of oral presentation (Standards)
5	• Speaking in a clear and audible voice • Explaining mathematical ideas in a coherent and easy-to-understand manner • Providing accurate and correct solutions • Clarifying the solution steps or using supporting examples • Using tools such as graphs, tables, or visual aids to support the presentation
4	
3	
2	
1	

10-3: Homework

Homework is one of the assessment tools. It consists of tasks assigned to students by their teachers to be completed in their own time at school or at home. Homework must be planned carefully, and the way students are expected to perform the tasks should be clear through the instructions provided by the teacher. The teacher should focus on the role of homework in supporting learning, ensure that the amount of homework is appropriate for the students' level, and correct homework with feedback and guidance to help students build, strengthen and adjust their knowledge and skills.

- **The mark for homework is assessed during the year for grades (1-4) according to the following table:**

Homework – Science			
Grades	Homework marks	Knowledge & Understanding	Scientific Inquiries
(1-2)	25	➤ 20 marks and the students are assessed four times during the year each with 5 marks.	➤ 5 marks: The students are assessed once during the year.
(3-4)	20	➤ 15 marks and the students are assessed three times during the year.	➤ 5 marks: The students are assessed once during the year.

Homework – Mathematics			
Grades	Homework Marks	Knowledge & Understanding	Problem Solving
(1-2)	25	➤ 20 marks and the students are assessed four times during the year each with 5 marks.	➤ 5 marks: The students are assessed once during the year.
(3-4)	20	➤ 15 marks and the students are assessed three times during the year each with 5 marks.	➤ 5 marks: The students are assessed once during the year.

The following standards can be used as a model to grade students' homework performance for **grades (1-4)**:

Mark	Frequency	Science and Math Description
5	Always	• The student always completes homework correctly and accurately on a regular basis, with clear explanations, and can solve similar tasks again when requested. • The student consistently uses feedback from previous homework and is able to solve future tasks of a similar type.
4	Usually,	• The student usually completes homework correctly and accurately on a regular basis, with generally clear explanations, and can re-solve the tasks when requested. • The student usually uses feedback from previous homework and shows improvement in similar tasks.
3	Sometimes	• The student sometimes completes homework correctly with partially clear explanations and may need support to re-solve the tasks. • The student sometimes uses feedback from previous homework but still needs guidance to apply it effectively.
2	Seldom	• The student rarely completes homework correctly or accurately; explanations are often unclear, and the student cannot re-solve the tasks independently. • The student rarely uses feedback from previous homework and shows limited improvement.
1*	Never	• The student does not complete homework.

10-4: Short Questions

A short question is an assessment tool used regularly during lessons to ensure that students have achieved the required learning outcomes, followed by appropriate feedback. An item is the smallest part of a question that can be marked and has only one expected response. Each short question consists of 3–4 items and should be completed within a maximum of 10 minutes.

Short Question Specification

- Each short question consists of 3–4 different items (e.g. multiple-choice, one-word answer, completion, true/false or yes/no with or without justification, ordering and sequencing, matching, adding information to a network, table or diagram, interpretation).
- Each short question should be solved within **(10) minutes**.
- Teachers must prepare the answer schemes for each short question.
- The question paper and its answer key must be prepared for each short question.
- Cognitive levels, difficulty levels and variety of items should be considered.
- Each item measures one educational objective, such that the objectives identified in short questions are not re-assessed in the rest of the tools (Homework and Short Tests).

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

Short Questions – Science			
Grades	Short Question marks	Knowledge & Understanding	Scientific Inquiries
(1-2)	30	➤ 20 marks and the students are assessed four times each time 5 marks during the year.	10 marks the students are assessed twice each time 5 marks during the year.
(3-4)	10	➤ 10 marks and the students are assessed twice each time 5 marks during the year.	-

Short Questions - Mathematics			
Grades	Short Question marks	Knowledge & Understanding	Problem Solving
(1-2)	30	20 marks and the students are assessed four times each time, 5 marks during the year.	10 marks the students are assessed twice each time 5 marks during the year.
(3-4)	10	10 marks and the students are assessed twice each time 5 marks during the year.	-

10-5: Short Tests

Defined as one of the assessment tools that prepared 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 when preparing the short tests:

- There will be **3 short tests** for the academic year for grades (3-4) only.
- The test grand total must be clearly shown on the student paper.
- An item is the smallest part of 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 questions given must be varied (knowledge-application- 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 year for grades (1-4) according to the following tables:**

Short Tests – Science			
Grades	Short Test marks	Knowledge & Understanding	Scientific Inquiries
(3-4)	30	➤ Two Short Tests during the first semester. ➤ One Short Test during the second semester. ➤ 10 Marks for each test and distributed as follows:	
		7 marks.	3 marks

Short Tests – Mathematics			
Grades	Short Test marks	Knowledge & Understanding	Problem Solving
(3-4)	30	➤ One Short Tests during the first semester. ➤ Two Short Test during the second semester. ➤ 10 Marks for each test and distributed as follows:	
		7 marks.	3 marks

10-6: 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 the year.
- Achieve the learning outcomes and related to the real-life situations.
- Suitable to students' mental abilities.
- 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.
- 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 students with clearly specified role for each.

- More than one student can choose the same project topic but with different data and handling for each student.
- The report may be submitted in written form (as descriptive statements) for Grade 4, within one paragraph. However, for Grades 1–3, the report may be presented orally, through attaching pictures to the worksheets, or by uploading them through the educational platform.
- Students collect simple information or available and surrounding environmental materials or use websites and electronic programs related to the curriculum.
- The project topic should be related to the learning outcomes of the curriculum, and appropriate to students' mental abilities, skills, and age level.
- The teacher suggests a group of project topics, and students choose one of them to complete the project. More than one student may choose the same project topic, provided that each student uses different data and approaches in handling the project.
- If the project is carried out by a group of students, the number of students should range from 2 to 5, and each student's role must be clearly specified.
- Projects are carried out inside the classroom or through the educational platform under the supervision of the teacher or through activating student groups. The teacher may upload sample projects through the educational platform to present them to students.
- **Project marks will be given according to the following table:**

Project – Mathematics			
Grades	Project marks	Knowledge & Understanding	Problem Solving
(1-2)	15	➤ The students are assessed Once during the year. ➤ Marks for each project distributed as follows:	
		5 marks.	10 marks.
(3-4)	15	4 marks.	11 marks.

Project Marking Criteria

Elements	Description	Marks		Assessment Objective
		(1-2)	(3-4)	
Planning (Writing Aim, Materials & Procedure)	Good & clear planning.	5	4	Problem Solving
	Clear planning but it needs some modification.			
	There is some planning, but it isn't clear.			
Application (Mathematical processes & modeling)	Work based on precise, good & clear evidence.	5	7	Problem Solving
	Clear work but isn't based on precise evidence.			
	Unclear & imprecise work, with weak evidence.			
Report & Answering Questions	Good & clear report, excellent answer with logical reasons.	5	4	Knowledge & Understanding
	Unclear report in some parts, good answering with some logical reasons.			
	Unclear report, poor answering & not logical reasons.			
Total		15		

Mathematical Project Assessment Form grade (1-4)

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		Student Mark		
			Grades (1-2)	Grades (3-4)	Std # 1	Std # 2	Std # 3
Planning	Problem Solving	Determine the project tools and a brief plan to start the project.	5	4			
		Determine the appropriate method of data collection and present them.					
		Appropriate Use of mathematical concepts.					
Application	Problem Solving	Implementation of the project with appropriate tools	5	7			
		Use of mathematical strategies correctly.					
		Apply mathematical knowledge to daily life activities.					
Report & Answering Questions	Knowledge & Understanding	Present results through drawings, tables, and diagrams	5	4			
		Provide solutions if some changes are made to one of the project’s variables.					
		Answering questions in correct and clear ways.					
Total			15				

10-7: 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 students' performance during the practical performance either in pairs or groups. 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.
- The teacher should provide the students with the criteria of the practical evaluation.
- Practical Activity marks will be given according to the following table:

Grades	Practical Activity marks	Knowledge & Understanding	Scientific Enquiries
(1-2)	15	The students are assessed Once during the year. Marks for each practical activity are 15 marks distributed as follows:	
		5 marks.	10 marks
(3-4)		4 marks.	11 marks.

Practical Activity Assessment Form grade (1-4)

School Name:	Grade:
Practical Activity No.:	Date:
Title of the Practical Activity:	
Students Information	
No.	Student Names
Std # 1	
Std # 2	
Std # 3	

Abilities	Assessment Objective	Skills	Marks		Student Mark		
			Grades (1-2)	Grades (3-4)	Std # 1	Std # 2	Std # 3
Initiating & Planning	(Knowledge & understanding)	Determine the practical activity tools and a brief plan to start the activity.	5	4			
		Predict the results of the practical work.					
		Collect data through experimenting idea.					
		Identify the scientific question or purpose of the activity.					
		Gather initial ideas or prior knowledge to support planning.					
Exploring & Recording	(Scientific Inquiries)	Follow the steps of the practical activity step by step.	5	7			
		Observe and record the variations that occur during practical work.					
		Take measurements					
		Record stages of work clearly and in sequence					
		Collect evidence using appropriate tools or methods					
Analyzing & Interpreting	(Scientific Inquiries)	Analyze the results	5	4			
		Use scientific knowledge to provide explanations					
		Present results through drawings, tables, and diagrams					
		Provide solutions					
		Compare the obtained results with predictions or expected outcomes					
Total			15				

11-Appendices

Content
Science Assessment Sheet for Grades (1-2)
Science Assessment Sheet for Grades (3-4)
Mathematics Assessment Sheet for Grades (1-2)
Mathematics Assessment Sheet for Grades (3-4)

[illegible]

Assessment Sheet Grades (1-2)								School Name:								Academic year: 20... / 20...								
Subject: Mathematics								Teacher Name:								Grade:								
	Knowledge & Understanding																TOTAL	Problem Solving					TOTAL	Final Marks
No .	Names	Oral Dialogue					Oral Presentatio n	Homework				Short Questions				Project		Oral Dialogue	Homework	Short Questions		Project		
		20						20				20								10				
		3*	3*	3*	6	5		5	5	5	5	5	5	5	5					5	5			
																70						30	100	

Assessment Grades (3-4)										School Name:										Academic year: 20... / 20...									
Subject: Mathematics										Teacher Name:										Grade:									
Continuous Assessment Tools					Knowledge & Understanding												TOTAL	Problem Solving								TOTAL	Final Marks		
No.	Names				Oral Dialogue				Oral Presenta	Homework				Short Test				Short Questions		Project	Oral Dialogue	Homework	Short Test					Project	
					15					15				21				10					9						
					3*	3*	4	5		5	5	5	5	7	7	7		5	5				4	5	5				3

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