



Student Assessment Handbook

Royal Guard of Oman Technical College

Computer Studies

Grade (12)



September 2026

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Introduction

This is the student assessment handbook for Computer Studies for the academic year 2026/2027. This handbook is based on the official guidelines of assessment issued by the Directorate General of Educational Evaluation within the Ministry of Education. This comprehensive handbook is intended to serve as a reliable reference for teachers and supervisors involved in the assessment of Grade 12 Computer Studies students.

The content of this handbook encompasses essential topics such as the definition of essential key terms in assessment process, the various assessment tools employed, the general distribution of learning outcomes, and specifications for the centralised end-of-year examination for Grade 12 students. Additionally, the handbook includes a section dedicated to the moderation process tailored specifically for Grade 12.

In essence, this handbook serves as an indispensable resource to facilitate a standardized and well-structured assessment approach, promoting educational excellence and enhancing the overall learning experience for grade 12 Computer Studies students.

Future Skill Assessment

In today's rapidly evolving world, equipping students with future skills is critical for their success in education, life, and the job market. These skills, including adaptability, effective communication, technological proficiency, critical thinking, and problem solving, are vital for navigating constant change.

The National Framework for Future Skills emphasizes the need to embed these key skills into education. This requires creating an assessment system that can precisely measure students' skill acquisition through specific assessment tools with clear indicators alongside the use of E-assessment for accurate and effective measurement. The framework categorizes these skills into three main areas:

- Core Skills: Reading and writing in Arabic and English, and numeracy.
- Applied Skills: Creativity, innovation, critical thinking, problem-solving, effective communication, teamwork, leadership, initiative, flexibility, and adaptability.
- Technical Skills: Information and communication technology, data handling, and media literacy.

To ensure students truly acquire these skills, some are implicitly embedded into existing assessment tools, while others are explicitly highlighted in student learning assessment documents across subjects. This unified approach fosters among teachers and promotes a shared understanding among all stakeholders. By building clear indicators within continuous assessment tools, educators can identify student strengths and areas for development, ultimately enhancing their abilities.

Electronic Assessment

Effective E-assessment plays a pivotal role in improving educational quality and student outcomes. Educators, supervisors, and assessment specialists utilize digital tools, software, and diverse learning materials to collect and analyse student responses. This allows for data-driven, objective judgments about academic achievement using both quantitative and qualitative insights.

It is essential to implement student learning assessments electronically through approved platforms, in accordance with the summative assessment standards outlined in the official document. While some tools, such as quizzes, may be administered electronically (depending on school resources) or in print, others like homework and projects can be completed remotely. If electronic submission is not possible, students can submit paper copies to their teachers.

Essential Definitions

Learning Assessment

Learning assessment refers to a systematic and comprehensive process of gathering, analysing, and interpreting information to evaluate and measure students' knowledge, skills, and understanding of the subject matter. It involves using various assessment methods and tools to assess students' academic progress, achievement of learning outcomes, and overall growth.

The primary purpose of learning assessment is to provide valuable insights into students' strengths and areas for improvement, allowing educators to make informed decisions about instructional strategies, curriculum development, and individualized support. By continuously evaluating students' performance, learning assessment plays a crucial role in fostering effective teaching practices, enhancing the learning experience, and promoting educational excellence.

Continuous Assessment

Continuous Assessment (CA) includes a range of different assessment techniques and tools strategically employed within the classroom to gather comprehensive insights into students' learning journeys.

continuous assessment can take various forms, including formative and summative assessments:



Formative assessment

- **Formative assessment** is designed as an ongoing process to aid students in achieving specific learning outcomes. The key goal of formative assessment is to enhance and uplift academic standards by providing timely feedback and support to learners.



Summative assessment

- **Summative assessment** primarily serves to evaluate students' overall learning outcomes and provides essential evidence for reporting to parents and other stakeholders. Its fundamental objective lies in measuring academic standards and proficiency.

The combination of both formative and summative assessments enables educators to support students' continuous learning and ensure they are meeting the educational standards and objectives.

The significance of Continuous Assessment (CA) stems from several key advantages it offers:

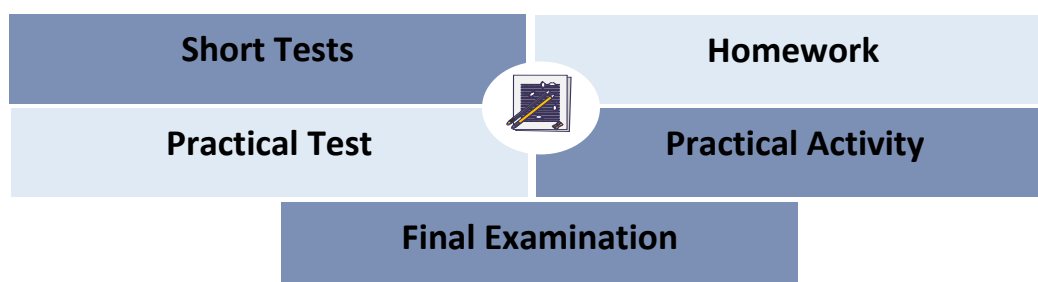
	• Affirming Assessment as Integral to Teaching and Learning: It is based on a positive view of assessment as a natural part of teaching and learning process.
	• Promoting Fair and Balanced Evaluation: It can provide a fairer, more balanced picture of student's achievement.
	• Timely Insight into Student Progress: It provides information about student's learning at an early stage, making it possible for action to be taken promptly.
	• Fostering In-Depth Understanding of Students: It encourages teachers to have good idea about the performance of all their students and to closely observe individual student's on-going progress .and development.
	• Cultivating Consistent Effort: It (possibly) motivates students to work hard consistently, if they know that their everyday work in class contributes to their report card assessment.

Implementation of Online Continuous Assessment

It is essential for all specialists, supervisors and teachers to emphasize on the necessity of activating the continuous assessment remotely through the educational platforms. By diligently implementing continuous assessment in remote learning environments, educators can gain valuable insights into students' progress and understanding of the curriculum. Through ongoing evaluation, they can identify areas where students excel and areas that require additional support or intervention.

Continuous Assessment Tools

The assessment of this subject comprises the following continuous assessment tools:



Each semester follows a grading scheme wherein the final examination carries a weightage of 30%. Student performance is evaluated through the allocation of marks, with a maximum limit of 100 marks. These marks are recorded in the end of each semester.

Structure of Continuous Assessment Tools

First semester:

Assessment Tool	Number per Semester	Total Weight	Total marks
Practical Actives	1	70%	10
Short Tests	2		30
HomeWorks	2		30
Final Exam	1	30%	30

Second semester:

Assessment Tool	Number per Semester	Total Weight	Total marks
Practical Actives	2	70%	10
Practical Test	1		15
Short Test	1		15
Homework	1		30
Final Exam	1	30%	30

Designing Effective CA Activities

When designing Continuous Assessment Activities (CAAs), teachers have flexibility in creating assessment tasks for their students. However, it is important to adhere to the following guidelines:

Alignment with Assessment Objectives: The activity set should provide students with the opportunity to address the Assessment Objectives, and it should clearly indicate which Assessment Objectives are being assessed (Knowledge, Application, or Reasoning).

Written Response Requirement: The activity must necessitate a written response from the student.

A deadline for completion should be provided to students, submissions beyond the deadline should NOT be accepted unless there are exceptional circumstances. Deadlines should provide all students with ample opportunity to complete the tasks.

Description of CA Tools

This Section provides further guidelines and explanation regarding the various tools and techniques, which can be used either in the classroom or electronically for continuous assessment purposes.

Practical Activities

The practical activity is a task that requires students to use and apply their knowledge, understanding and skills in a practical or hands-on manner. It involves the completion of a specific set of tasks, which may include problem-solving, experimentation, programming, designing, or any other practical application related to the subject. The following are some guidelines for teachers:

- The **practical activities carry a weightage of 10 marks**, and it is implemented as follows:

First Semester	One practical activity which is worth 10 marks .
Second Semester	Two practical activities, each is worth 5 marks .

- It **MUST** be completed Individually.
- It may be completed in the classroom or at home.
- The teacher **MUST** provide clear instructions and requirements for the practical assignment, including the specific tasks, deliverables, technical specifications, and evaluation criteria. This ensures that students have a thorough understanding of what is expected of them.
- The teacher **MUST** use an assessment rubric that clearly outlines the criteria for evaluating all specific tasks. The rubric may cover aspects such as technical proficiency, problem-solving skills, creativity, and documentation or any other aspects based on teacher requirements and preferences. The use of a rubric facilitates consistent and fair assessment.
- It is **MANDATORY** for the student portfolio to include the assessment rubric that was used to evaluate the student's performance, along with the assigned mark. Additionally, the portfolio must contain a written response for the practical assignment which can be in the form of a written/typed assignment document or screenshots of student product. This written response, serving as evidence of the student's work, will be submitted for moderation purposes.

Practical Test

A practical test is an assessment method that is used to measure students' practical skills and competencies within a structured and supervised environment. It consists of a set of a predefined set of tasks or activities that students must complete within a specific time limit. The following are the guidelines that teachers must follow when administering the practical test:

- The **practical test carries a weight of 15 marks**, and it is implemented as follows:

First Semester	-
Second Semester	One practical test which carries a weightage of 15 marks.

- The test **MUST** be completed Individually under the supervision of the teacher.
- The test **MUST** be completed in the classroom.
- Teacher **MUST** provide clear **instructions and requirements** for the practical test, including the specific tasks, technical specifications, and assessment criteria. This ensures that students have a thorough understanding of what is expected of them.
- During the administration of practical test, the teacher **MUST** employ a set of proactive measures to prevent instances of cheating, to ensure the integrity of practical tests and maintain a fair assessment environment.
- Teacher **MUST** use an assessment rubric that clearly outlines the criteria for evaluating all required tasks.
- It is **MANDATORY** for the student's portfolio to include the assessment rubric that was used to assess the student's performance, along with the assigned mark. Additionally, the portfolio must contain a written response for the practical test which can be in the form of a written/typed assignment document or screenshots of student work. This written response, serving as evidence of the student's work, will be submitted for moderation purposes.

Homework

An assessment tool that is systematically planned and assigned by the teacher to be completed at home, designed to achieve specific learning outcomes in computer studies, and marked with accurate feedback.

To assess students' understanding and learning progress effectively, the following criteria should be considered while administering the homework's:

- The **HomeWorks** carries a **weight of 30 marks**, and it is implemented as follows:

First Semester	<u>TWO</u> Home Work: The first is worth 20 marks , while the second is worth 10 marks .
Second Semester	<u>ONE</u> homework: worths 30 marks .

- The content of each homework should align with the curriculum outcomes and learning objectives for the respective semester.
- HomeWorks must come with clear and well-defined instructions. Providing students with explicit guidelines and expectations ensures that they understand what is expected of them.
- Appropriate submission deadlines should be set for each homework. This gives students sufficient time to complete the tasks.
- The teacher should emphasize the importance of academic integrity and discourage plagiarism in HomeWorks. Students should be encouraged to produce original work and properly cite any external sources used.
- The teacher should establish clear rubrics and grading criteria for each homework. These guidelines aid in consistent and fair evaluation, providing students with transparent feedback on their performance.
- After assessing the HomeWorks, the teacher should provide constructive feedback to students. This feedback allows them to understand their strengths and areas for improvement, facilitating their continuous growth.
- It is **MANDATORY** for the student portfolio to include the assessment rubric that was used to evaluate the student's performance, along with the assigned mark, and a written response for the homework. This written response, serving as evidence of the student's work, will be submitted for moderation purposes.

Short Test

When preparing the short tests, the following criteria must be carefully considered to ensure a fair and comprehensive assessment:

- **Number and Weighting of Tests:**

First Semester	<u>TWO</u> short tests, each test is carrying 15 marks . The total marks for both tests combined will be 30 marks .
Second Semester	<u>ONE</u> short test which is carrying 15 marks .

- **Test Duration:** each short test must be time-limited, lasting no more than one lesson. This constraint ensures that students can demonstrate their knowledge and skills efficiently within a defined period.
- **Alignment with Approved Curriculum Outcomes:** the content and questions of the short tests must align with the approved curriculum outcomes. This ensures that the tests adequately cover the designated course content and assess the relevant learning objectives.
- **Integration with Final Exam:** the learning outcomes assessed in the short tests should also be included in the final exam. This approach ensures that students' performance in both short-term and long-term assessments accurately reflects their overall understanding and progress.
- **Test Structure:** Each short test must be composed of two parts:

20% Multiple-choice items	These items provide a diverse set of questions with predetermined answer options, assessing students' knowledge and comprehension skills.
80% Extended response items	These items provide a diverse set of questions with predetermined answer options, assessing students' knowledge and comprehension skills.

- **Diverse Assessment Objective:** All short tests should reflect different learning levels to assess students' knowledge, application, and reasoning abilities. The distribution of assessment objective in each test should be as follows:

50% Knowledge and understanding	Questions that assess students' understanding and recalling of fundamental concepts.
30% Application	Questions that require students to apply their knowledge to solve practical problems or scenarios.
20% Reasoning	Questions that challenge students to think critically, analyse information and make informed decisions.

The following tables summarize the short test specifications:

First Semester:

Items' Type	Remembering and Understanding 50%	Applying 30%	Reasoning 20%	No. of Items
Multiple-choice (3 marks)	2	1	-	3 item (each worths 1 mark)
Extended response (12 marks)	6	3	3	4 to 5 (each item worths 2 to 3 marks)
Total mark	8	4	3	

Second Semester:

Items' Type	Remembering and Understanding 43%	Applying 44%	Reasoning 13%	No. of Items
Multiple-choice (3 marks)	1	2	-	3 item (each worths 1 mark)
Extended response (12 marks)	5	5	2	4 to 5 (each worths 2 to 3 marks)
Total mark	6	7	2	

Re-submission of CAAs

The re-submission or re-sitting of continuous assessment activities should generally **NOT** be permitted for students. This ensures the consistency and fairness of the assessment process. However, in exceptional circumstances, such as prolonged authorized absence or significant medical conditions, students may be granted the opportunity to re-submit tools, subject to the approval of the teacher. It is important to note that re-submission or re-sitting should not be allowed solely for the purpose of raising grades, unless valid exceptional circumstances apply. This policy ensures the integrity of the assessment process and ensures that grades reflect the students' genuine performance and understanding.

Student's Portfolio and Moderation (Grade12)

One highly effective method to assess and track the progress of students is the allocation of portfolios and electronic folders for each student. These portfolios serve as comprehensive repositories of students' work and evidence, capturing their performance and growth throughout various assessment tools. The portfolios must encompass crucial elements, including details of assigned tasks, marking guides, awarded marks, and teacher's feedback. Moreover, the portfolios **must** provide concrete evidence of the students' accomplishments for each semester, as follows:

 First Semester	 Second Semester
• One model of practical Activity.	• Two models of practical Activates.
• Two short tests.	• One Practical Test.
• Two Homework.	• One short test.
	• One Homework.

To maintain fairness and ensure accurate assessment, visiting moderators will randomly select at least six student portfolios for moderation. The moderation process will play a significant role in ensuring the fairness and accuracy of the assessment system.

It is worth noting that a lack of evidence for the specified assessment tools within a portfolio may lead to deductions in the student's marks, underscoring the crucial role played by these records in determining academic performance.

Final Examination

Examination Format

- One formal examination will be prepared and set at the end of each semester; this examination carries a weighting of 30 marks of the assessment for each semester.
- Grade 12 final exam to be prepared **CENTRALLY** and to be held at ministry of education exam centres.
- The duration of the final exam will be 2 hours.

First Semester

Assessment Objectives

AO	Knowledge and understanding	Application	Reasoning	Total
Weight	50%	30%	20%	100%
Marks	15	9	6	30

Item's Types and Weighting

Items' Type		Weight	Marks
1	Multiple Choice (MCQ)	20%	6
2	Short Response Items	53%	16
	long Response Items	27%	8
Total		100%	30

Final Exam table of specification

Topic	Number of Lessons	Weights	MCQ 20%		Extended Response 80%				Total
					Short Answer		Long Answer		
			No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	
Hardware & Software in Computer Systems	6	14%	1	1	8-10	3	2	-	4
Numeric and Alphanumeric Data Representation and Manipulation	9	22%	1	1		2		4	7
Security in Computer Systems	12	29%	1	1		4		4	9
Operation of Key Components of the Microprocessor	9	21%	2	2		4		-	6
Flowchart and Pseudocode	6	14%	1	1		3		-	4
Total	42	100%	6	6	8-10	16	2	8	30

Recording Students Marks

It is imperative that students' grades be accurately documented for every unit or semester by adhering to the following suggested model. Teachers are encouraged to utilize a spreadsheet that has been prepared in this prescribed format.

Evaluation Form of Student Performance – CPP- (Grade 12) First Semester – Academic Year 2026 / 2027

Grade:.....	Semester:.....	Year:.....
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NO.	Student Name	Assessment Tools					Total %	Final Exam %	Total %
		Practical Activity	Assignme nt 1	Assignme nt 2	Short Test1	Short Test2	70	30	100
		10	20	10	15	15			
1									
2									
3									

Second Semester

Assessment Objectives

AO	Knowledge and understanding	Application	Reasoning	Total
Weight	43%	44%	13%	100%
Marks	13	13	4	30

Item's Types and Weighting

Item's Type		Weight	Marks
1	Multiple Choice Question (MCQ)	20%	6
2	Short Response Items	53%	16
	long Response Items	27%	8
Total		100%	30

Final Exam table of specification

Topic	No. of Teaching lessons	Weights	Multiple Choice 20%		Extended Response 80%				Total
			No. of Items	Mark	Short Answer		Long Answer		
					No. of Items	Mark	No. of Items	Mark	
Introduction to C# Programming	6	25 %	2	2	8-10	5	2	-	7
Operators	4	17 %	1	1		4		-	5
Selection	4	17 %	2	2		1		2	5
Iteration	4	17 %	1	1		2		2	5
Array	3	12 %	-	-		2		2	4
Function	3	12 %	-	-		2		2	4
Total	24	100%	6	6	8-10	16	2	8	30

Recording Students Marks

It is imperative that students' grades be accurately documented for every unit or semester by adhering to the following suggested model. Teachers are encouraged to utilize a spreadsheet that has been prepared in this prescribed format.

Evaluation Form of Student Performance – CPP- (Grade 12) Second Semester – Academic Year 2026 / 2027

Grade:.....	Semester:.....	Year:.....
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NO.	Student Name	Continuous Assessment Tools					Total %	Final Exam %	Total %
		Practical Activity 1	Practical Activity 2	Practical Test	Assignment	Short Test	70	30	100
		5	5	15	30	15			
1									
2									
3									

The End of the Handbook

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