Student Assessment Handbook
Bilingual Private Schools
Information and Communication Technology (ICT)
Grades (11-12)



September 2026

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Introduction

Assessment is an essential component of the educational process, acting as a fundamental tool to evaluate the effectiveness of instructional strategies and to guarantee the achievement of educational objectives. It provides valuable insights into the strengths and areas requiring improvement within the educational framework, thereby enabling continuous enhancement and sustainable development of the learning experience.

This document serves as a comprehensive guide for implementing continuous assessment (CA) for grades 11 and 12. It offers a concise theoretical overview of continuous assessment and describes how each CA tool can be administered to effectively measure and monitor students' achievement in ICT. It also provides details about the format and specifications of final exam.

By adhering to the guidelines outlined in this document, teachers will be equipped to enhance their assessment practices, thereby supporting student development and achieving educational goals more effectively.

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 analyze 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.

Important Terms

Continuous Assessment

The process of assessing students' performance by the teacher on an ongoing basis throughout the subject, using a variety of assessment tools. Its purpose is to monitor and support students' learning and to provide a fair and comprehensive representation of their achievement. Continuous assessment covers a wide range of activities depending on the assessment purpose, which mav be formative or summative.

Formative Assessment

The process of assessing student's learning during instruction, typically by providing continuous feedback. It's intended to help students and teachers adjust strategies in real-time Thereby enhancing students' attainment of learning goals.

Summative Assessment

The process of evaluating, measuring, and reporting student's learning at the end of a semester or year. Its primary function is to document students' knowledge and skills, typically by awarding grades and marks, and communicating these results to parents and the ministry.

Assessment Objectives

When achieving learning goals and objectives in ICT, students are expected to meet assessment objectives, categorized into three groups: knowledge and understanding (AO1), application (AO2), and reasoning (AO3). These objectives represent the fundamental skills that students should acquire through the course and form the foundation for assessing students' performance in ICT.

AO1: Knowledge and Understanding

It means the student's ability to recall, recognize, and comprehend information. This objective focuses on a student's capacity to demonstrate knowledge of key concepts, facts, theories, and principles related to a subject area. It also involves understanding the meaning and significance of this information, being able to explain it clearly, and showing awareness of how it fits into broader contexts.

AO1
Command words

AO2: Application

It means the student's ability to use knowledge and understanding of ICT concepts in new or unfamiliar contexts. This assessment objective tests a student's ability to apply learned concepts, theories, and principles to solve problems or address tasks in real-world situations. It requires transferring what they know to different scenarios, demonstrating their ability to think critically and creatively within the subject area. It's ability to use knowledge and understanding of ICT concepts in new or unfamiliar contexts. This assessment objective tests a student's ability to apply learned concepts, theories, and principles to solve problems or address tasks in real-world situations. It requires transferring what they know to different scenarios, demonstrating their ability to think critically and creatively within the subject area.

AO2
Command Words

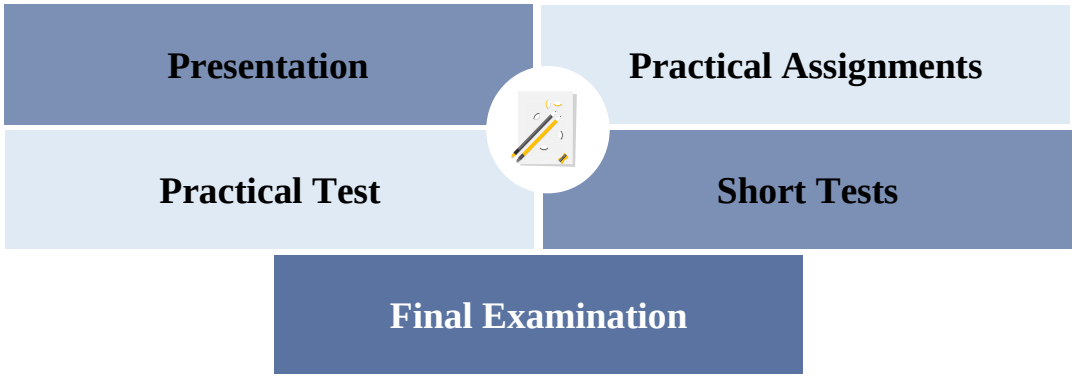
AO3: Reasoning

It involves breaking down complex information into its component parts, examining relationships, patterns, and trends, and making informed judgments. This objective requires students to critically analyze ICT concepts, data, arguments, or situations and evaluate their significance or validity. It also includes synthesizing information, forming reasoned conclusions, and providing evidence-based judgments.

AO3
Command Words

Assessment Tools

The assessment of ICT subject comprises the following continuous assessments tools:



- **Each semester is subject to 60% Continuous Assessment administered thought the semester and 40% Final Examination.**
- Student achievement is graded by awarding marks, a maximum of 100 marks is recorded at the end of each semester. The table below provides an overview of the assessment for this subject per semester.

Assessment	No. per semester	Total marks	Weight	Total Weight
Presentation (maximum of 1)	1	10	10 %	60%
Practical Activity	1	20	20%	
Practical Test	1	10	10%	
Short Tests	2	20	20%	
Final Exam	1	40	40%	40%

Designing an Effective CA Activity

1. **Alignment with Assessment Objectives:** Each activity must enable students to address the specified Assessment Objectives and clearly identify which Assessment Objectives are being assessed (Knowledge, Analysis, Application, or Evaluation).

2. **Written Response Requirement:** Each activity must require a written response from the student. Oral responses alone are not acceptable as a standalone form of assessment.

3. **A clear deadline must be set for task completion**: submissions after the deadline should not be accepted unless there are exceptional are approved by the teacher. Deadlines should allow all students sufficient time to complete the tasks.

4. **Complexity and Reflecting Thinking Skills:** The complexity of the activity, and the level of thinking skills required, should align with the intended learning outcomes and assessment objectives. Assessment activities should be designed to accurately reflect the specific objectives that is intended to measure.

Description of CA Tools

Presentation

- The presentation carries a weight of 10 marks.
- Presentations MAY be completed i**ndividually** or in **small groups** (maximum of four students).
- The teacher **MUST** clearly communicate the presentation requirements, including content, format, time limits, and evaluation criteria.
- A clear assessment rubric must be used and shared with students. The rubric should outline the evaluation criteria and serve as a tool for providing constructive feedback, highlighting strengths, identifying areas for improvement, and encouraging both self-reflection and peer feedback. An example of an assessment rubric is included in ***Appendix 1*** for reference. may use, adapt, or design their own rubric as appropriate. Students must cite external sources of information, explicitly indicating where the work of others has been included through in-text citations. A full reference list must also be provided, including author/source, title, publisher, and year of publication. It is MANDATORY for student portfolio to include both the rubric used for evaluation and the assigned mark. Additionally, the portfolio must also contain a written copy of the presentation (e.g., a printed version of PowerPoint, Google Slides, Apple Keynote, or similar), which will serve as evidence of the student's work for **Group-presentation and grading:**
- Students must be clearly informed that their work will be monitored and that teachers have the authority to assign **individual grades** within the group based on each student's contribution.
- Teachers should ensure tasks are distributed equitably among group members, giving each student a fair share of responsibilities.
- During presentations, teachers must observe and take note of each student's engagement and specific contributions, grading accordingly based on individual involvement.
- Students who are not actively participating must be warned that their grade may be negatively affected if the lack of contribution continues.
- The presentation and specifically during his/her turn, taking note of their contributions and involvement, and grade students accordingly based on their level of engagement.
- Provide warning to students who are not actively participating in the group presentation, emphasizing that their grade may be affected if this behavior persists.

Description of CA Tools (Continued)

Practical Activity

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 completing a specific set of tasks, that 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 activity carries a weighting of 20 marks.
- It MUST be completed individually during the lesson.
- Teachers **MUST** provide clear instructions and requirements, including the specific tasks, deliverables, technical specifications, and evaluation criteria, ensuring that students fully understand what is expected.
- An **assessment rubric** must be used to clearly outlines the criteria for evaluating each task. The rubric may include aspects such as technical proficiency, problem-solving skills, creativity, and documentation or any other criteria determined by the teacher. Using a rubric ensures fairness and consistency in assessment.

Students must cite external resources of information, explicitly indicating where they have included the work of others using in-text citations. A complete and detailed reference list must also be included (Author/Source, Title, Publisher, Date/Year of Publication). It is **mandatory** that the student portfolio includes the rubric used for evaluation along with the assigned mark. The portfolio must also contain a written record of the practical activity, which may take the form of a written/typed report or screenshots of the student's product. This record serves as official evidence of the student's work and will be submitted for moderation purposes.

Description of CA Tools (Continued)

Practical Test

A practical test is an assessment method designed to evaluate students' practical skills and competencies in a controlled testing environment. It consists of a predefined set of tasks or activities that students must complete within a specific time frame.

- The practical test carries a weight of 10 marks.
- It MUST be completed individually. Students **MUST NOT** use the textbook or any external resources during the test, to ensure the validity and integrity of the assessment.
- The practical test MUST be conducted in the classroom under the teacher's supervision.
- The teacher **MUST** provide clear instructions and requirements for the practical test, including the specific tasks, technical specifications, and assessment criteria, to ensure students fully understand what is expected.
- During the administration of practical tests, teachers **MUST** apply a set of proactive measures to prevent cheating and ensure the integrity of the assessment process.
- The teacher **MUST** provide students with immediate feedback on their performance after the test has been assessed.
- The practical test **MUST NOT** be re-administered except in exceptional circumstances and with the approval of the school administration. Such circumstances include:

    - A student being unable to complete the test due to an emergency (e.g., sudden illness or another exceptional circumstance). In such cases, the student MUST be assessed using a different version of the practical test.
    - Administrative errors that compromise the validity or fairness of the assessment. In such cases, the practical test MUST be re-administered for all affected students.
    - Scientific or technical errors resulting from inadequate review of the practical test. In such cases, the practical test MUST be re-administered for all affected students.

An **assessment rubric** must be used, clearly outlining the criteria for evaluating each task. It is **mandatory** for the student portfolio to include the rubric used to assess the student's performance, along with the assigned mark. The portfolio must also contain a written record of the practical test, which may take the form of a written/typed report or screenshots of the student's work. This record serves as official evidence of the student's achievement and will be submitted for moderation purposes.

- The practical test focuses on measuring students' ability to apply technical skills and using software applications and digital platforms in practical real-world scenarios, while also assessing their ability to analyze simple technical problems, identify their causes, and propose appropriate solutions.
- The practical test MUST be based on the practical learning outcomes specified in the Learning Outcomes Document.
- The practical test for Grades 11 and 12 consists of two main papers:

Paper	Description	Relative Weight	Marks	Assessment Objective	Objective
Paper One: Main Practical Task	Conducted practically on a computer.	70%	7	Practical application	Measuring the extent of student mastery of the practical skills studied, and their ability to transfer them to new applied situations.
Paper Two: Reasoning Task	Submitted as an attached file to be examined on a computer, accompanied by a written paper to be completed upon the conclusion of the practical task.	30%	3	Reasoning	Measuring the student's ability to analyze practical errors and propose realistic solutions.

- The practical and reasoning papers are consecutive components of a single, integrated practical test. Students must first complete the practical task on the computer, immediately after which the second paper (the reasoning task) is administered.
- The final score for the practical test is the cumulative mark of both papers, totaling 10 marks.

First: Paper 1: The Main Practical Task (7 marks)

General Paper Description

- This constitutes the primary and largest component of the practical test, measuring the student's actual performance in executing an integrated technical task within a digital environment. It is performed practically on a computer utilizing the prescribed software applications or digital platforms.
- The task measures multiple practical skills within a single assignment. It must include at least four main, interconnected steps arranged in a clear, logical sequence, ensuring that the final outcomes are connected and form one coherent unit.
- **The task must include the following:**
    1. A clear instruction that explains to the student what needs to be done, as well as the tool(s) to be used.
    2. General execution steps that ensure a smooth workflow, such as: (creating a file, entering data, saving, etc.). These steps should serve as general guidance, rather than a detailed description of procedures and sub-tasks.
    3. A clear and precise description of the final product (e.g., the main elements that must appear in the product).
- The task must be phrased in a clear, direct, and time-bound language, ensuring that students can complete it within the allocated time. Instructions should be concise and action-oriented, such as: (Create, Insert, Train, Test, Format, Add...).
- The main task should be designed with a gradual increase in difficulty, starting with basic steps and ending with more complex skills.
- The practical task must not be theoretical or include written questions; it must be completely practical.

Assessment Criteria for the Practical Task

Students are assessed based on criteria that focus on the quality of both the practical performance and the final product. The following criteria are used for assessment:

Criterion	Description	Mark
Executing Practical Steps	Measures the student's accuracy in executing the main required steps and their logical sequence (the teacher decides the mark for each step), and their ability to use digital tools and functions correctly during the practical performance.	6
Final Product Quality	Measures how well the product matches the required specifications in terms of form, content, and technical accuracy.	1
Total		**7**

The teacher must apply the criteria according to the detailed description above. Practical performance is recorded during execution, and the final product is reviewed to confirm the final mark for the task.

Second: The Second Paper: Reasoning Task (3 Marks)

- The second paper contains an analytical inference task aimed at measuring the student's ability to think logically and practically when facing a real-world technical problem. This problem should be linked to the skills the student applied in the first paper (the practical task).
- This paper is designed as part of the practical test itself and is taken immediately after completing the practical task. It can be implemented in two ways, depending on the school's conditions and classroom environment:

The First Method:

Immediately after completing the practical task, students are directed to open a pre-saved attached file on their devices. This file contains a specific technical problem, and the student is required to examine the file, identify the error, and solve the problem. Students are then asked to write their solution on the task paper, which includes an analytical question requiring them to identify the possible cause of the problem and suggest an appropriate practical solution.

The Second Method:

Immediately after completing the practical task, the task paper is distributed. It includes a clearly phrased written description of a technical problem related to the practical task (a technical problem scenario). The student is required to analyze the problem, write down its cause, and suggest an appropriate solution.

- The time allowed for the task should not exceed 15 minutes, including the time for writing the solution on paper.

The following should be considered when designing the inference task:

1. The problem must be clear, specific, and directly linked to the learning outcomes measured in the practical task.
2. It must be reasonable in complexity and difficulty, and appropriate for the specified time.
3. The student must provide a written response on the task paper after examining the file and solving the problem, so that their performance is judged based on this written answer.
4. Sufficient space must be provided for the answer.

Assessment Criteria for the Reasoning Task

The students' performance in the reasoning task is assessed based on the following two criteria:

Criteria	Description	Mark
Technical Problem Analysis	Measures the student's ability to interpret the error or problem from a logical technical perspective, and identify the possible cause based on their practical understanding of the steps, settings, or procedures used.	1
Proposing a Practical Solution	Measures the student's ability to suggest a realistically applicable technical procedure or adjustment to address the problem, demonstrating an understanding of the situation and an actual application of the practical skill, rather than just a general suggestion.	2
Total		**٣**

Documenting Student Performance

Practical Task Performance Documentation:

The student's performance in the practical task must be documented to ensure the integrity of implementation and the validity of assessment, as well as to provide paper and digital evidence that can be reviewed by examination and moderation committees. Documentation is carried out under the direct supervision of the teacher as follows:

First: **Documentation of Work and Final Product (according to the nature of the product):**

Product type	Documentation Mechanism	Documentation Requirements
Saved Digital File e.g., Excel,) GanttProject, (HTML	The final product file is saved.	The file must be saved in a designated folder bearing the student's name inside the class folder on the lab computer. The file should be named as follows: " **Practical Test Task - Student Name - Class**". After assessment, the file must be locked to prevent any subsequent modifications (by changing the file properties to read-only or using a simple password.)
Product Created on a Cloud Platform (e.g., Canva, Strikingly)	Under the teacher's supervision, the student captures 3–4 clear screenshots documenting the final result, which are then compiled into a single PDF file.	
Interactive or Non-Savable Product (e.g., AI Model)	The teacher records a short video clip (30–60 seconds) while the final product is running or being demonstrated.	The video must be saved under the name: "**Practical Test Task - Student Name - Class**" and added to the student's folder within the class folder.

Second: Documenting Student Performance and Marks in the Paper Portfolio:

- After completing the assessment of the practical task, the teacher records the student's marks for both criteria (Implementation of Technical Steps – Final Product Quality) in the practical test assessment form.
- A copy of the assessment form is placed in the student's paper-portfolio and endorsed by the teacher.

Documenting Student Performance in the Reasoning Task:

The second paper is an important part of the practical test and must be documented along with each student's practical product to ensure performance integrity and assessment transparency, by following these steps:

- After the student finishes writing their answers, the proctoring teacher signs at the bottom of the paper to verify that it was completed inside the exam room.
- The paper is kept in the student's portfolio.

Description of CA Tools (Continued)

Short Tests

The following guidelines should be adhered to when conducting short tests:

- **TWO** short tests **MUST** be administered; each one carrying a weight of 10 marks.
- Short tests must be completed individually by students, not in groups.
- They must **not** be conducted as open-book assessments; students should not have access to class notes or textbooks.
- Teacher supervision is **MANDATORY** during the administration of short tests to ensure fairness and preserve the integrity of the assessment process.
- Short tests must be designed to assess all four Assessment Objectives: Knowledge, Application, Analysis, and Evaluation, ensuring a comprehensive measure of students' understanding and skills.
- It is **MANDATORY** for the student portfolio to include the short test paper along with the assigned mark. This paper will serve as official evidence of the student's grade and will be submitted for moderation purposes.

Short Test Specifications (11&12)

Question Types

Items' Type		Percentage	No of Items	Marks
1	Multiple Choice	20%	2	2
2	Short Answer	80%	3-5	5
3	Long Answer		1	3
Total		100%	5-7	10
Time: 45 minutes Teachers must prepare a clear marking scheme for each test where the AO and the mark are specified for each item.				

- Each multiple-choice item MUST worth 1 mark only.
- For short answer items, the number of marks per item MUST be from 1 to 2 marks only.
- For extended response Items, the number of marks per item MUST be 3 marks.
- The teacher can use scenario-based items in place of the long answer item. This type MUST contain a short scenario that focus on the learning outcomes that are to be assessed.

AO Requirements

AO	AO1	AO2	AO3	Total
Weight	40 %	40%	20%	100%
Marks	4	4	2	10

Items' Classification

Multiple Choice Items	• Each item is worth **one mark only** and measures a single learning objective.
	• Each item addresses **one assessment objective only**.
	• It consists of a clear and direct stem with **four options** (one correct answer and three distractors).
	• Options should be:
	  - similar in length and style.
	  - logical and plausible.
	  - appealing and within the same topic.
	• Typically assess **Remembering**, **Understanding**, and **direct Application** skills.
	• Avoid using options like "All of the above", "A and B", or "None of the above".

Short Answer Items	• Each item is worth **one to two marks**.
	• Measures one or more learning objectives.
	• May address one or more assessment objectives.
	• Response types may include:
	  - A single word, sentence, or number.
	  - Fill-in-the-blank.
	  - True/False or Yes/No (with or without justification).
	  - Sequencing.
	  - Matching.
	  - Adding information to a diagram or table.

Long answer Items	• Each item is worth **three to four marks**. • Measures one or more learning objectives. • May address one or more assessment objectives. • Typically addresses real-life or applied situations or problems requiring the use of concepts and knowledge in context. • Requires the student to provide a relatively extended written response that demonstrates depth of understanding and analysis of the idea or topic, such as explaining, clarifying, or interpreting the information—not merely recalling it. • Preferably use command words such as: Explain, Evaluate, Discuss, Analyze, Suggest. • Provide sufficient space for writing to indicate the expected length of the response.

Feedback on CAAs

Providing effective feedback is one of the most effective methods of helping students improve their marks. It is essential as part of the learning process that students receive feedback on both areas they are performing well in and in areas they need to improve.

Ongoing feedback should be provided as students work on the summative assessment activity. This type of feedback requires teachers to exercise their professional judgment, guiding students towards identifying areas for improvement without simply providing the information they need to boost their grades.

To achieve this, teachers can employ questioning strategies that encourage students to reflect on their work and discover where important information may be missing or incorrect. By engaging students in this process, they are equipped with the necessary knowledge and skills to take responsibility for their learning and make necessary adjustments.

Re-submission of CAAs

The re-submission or re-sitting of continuous assessment activities should generally **NOT** be permitted for students. This ensures 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 activities, 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.

Students' Portfolio

Teachers are required to maintain a comprehensive portfolio for each student, containing all assessments undertaken throughout the semester. It is very important that this portfolio is diligently compiled and maintained, ensuring that the included work is original and not copies. The primary objective of the portfolio is to facilitate the moderation process, thereby ensuring the integrity, reliability and quality of the marking and grading procedures. To achieve this, every Continuous Assessment Activity (CAA) must be accompanied by a front page clearly indicating the awarded mark. Moreover, the portfolio should contain the students' cumulative assessment record, meticulously documenting all assessment activities within the portfolio, along with their respective marks, as well as the final computation of the cumulative marks awarded to the student.

Moderation (Grade 12)

Moderation refers to the process of ensuring that continuous assessment tools are applied correctly and that the marks awarded to students are credible, based on the technical standards and specifications outlined in the student learning assessment documents.

Students' grades and academic work in grade 12 will be moderated by MOE staff at the end of each semester. Teachers should prepare students' portfolios and keep recording and documenting students' achievement in CAAs in the portfolio as described in the previous section.

Important note: To maintain consistency in grading, teachers are expected to exercise their professional judgment when assessing both continuous assessments and examinations.

Final Examination (11&12)

Examination Format

- One formal exam will be prepared at the end of each semester; this exam carries a weighting of 40 marks of the assessment for each semester.
- Grade 12 final exam to be prepared **CENTRALLY** at the Directorate General of Educational Evaluation DGEE.
- Teachers are responsible for preparing the exam paper based on the Unit Content and Learning Outcomes for grade11.
- The duration of the final exam for grades 11 and 12 is 2 hours.

Question Types

Items' Type		Percentage	Marks
1	Multiple Choice Question (MCQ)	20%	8
2	Short Response	45%	18
3	Long Response	20%	8
	Scenario-based	15%	6
Total		100%	40

- Each multiple-choice item MUST worth one mark only.
- For short answer items, the number of marks per item MUST be from 1 to 3 marks only.
- For extended response Items, the number of marks per item MUST be from 4 to 6 marks only.
- For the scenario-based item, It MUST contain a real-world scenario that focuses on the learning outcomes that are to be assessed. And the scenario must be followed by 2 to 4 short answer questions, each worth from 1 to 3. marks.

AO Requirements

AO	AO1	AO2	AO3	Total
Weight	40 %	40%	20%	100%
Marks	16	16	8	40

Final Exam Specifications (Grade 11)

First Semester

Unit	Weights	Multiple Choice		Short Answer		Long Answer		Scenario Based		Assessment Objective			Total
		No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	AO1 40%	AO2 40%	AO3 20%	
Data processing and Information	62%	5	**5**	8-12	**12**	1	**4**	3-4	**4**	10	10	5	25
Monitoring and Control	38%	3	**3**		**6**	1	**4**		**2**	6	6	3	15
Total	100%	8	**8**	8-12	**18**	2	**8**	3-4	**6**	**16**	**16**	**8**	**40**

Second Semester

Unit	Weights	Multiple Choice		Short Answer		Long Answer		Scenario Based		Assessment Objective			Total
		No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	AO1 40%	AO2 40%	AO3 20%	
e-security	37%	3	**3**	8-12	**8**	1	**4**	-	-	6	6	3	15
Digital Divide	33%	3	**3**		**6**	1	**4**	-	-	5	5	3	13
Expert System	30%	2	**2**		**4**	-	-	3-4	**6**	5	5	2	12
Total	100%	8	**8**	8-12	**18**	2	**8**	3-4	**6**	**16**	**16**	**8**	**40**

Final Exam Specifications (Grade 12)

First Semester

Unit	Weights	Multiple Choice		Short Answer		Long Answer		Scenario Based		Assessment Objective			Total
		No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	AO1 40%	AO2 40%	AO3 20%	
IT in Society	65%	5	**5**	8-12	**11**	2	**4**	3-4	**6**	10	10	6	26
Communications Technology	35%	3	**3**		**7**	-	**4**		**-**	6	6	2	14
Total	100%	8	**8**	8-12	**18**	2	**8**	3-4	**6**	**16**	**16**	**8**	**40**

Second Semester

Unit	Weights	Multiple Choice		Short Answer		Long Answer		Scenario Based		Assessment Objective			Total
		No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	AO1 40%	AO2 40%	AO3 20%	
System life Cycle	82%	7	**7**	8-12	**16**	1	**4**	3-4	**6**	13	13	7	33
Graphic Creation	18%	1	**1**		**2**	1	**4**	-	**-**	3	3	1	7
Total	100%	8	**8**	8-12	**18**	2	**8**	3-4	**6**	**16**	**16**	**8**	**40**

Recording Students' Marks

It is imperative that students' grades are accurately recorded for each unit or semester in accordance with the suggested model.
Teachers are encouraged to utilize a prescribed spreadsheet format provided for this purpose.

Evaluation Form of Student Performance – ICT – (Grades 11-12) – Academic Year 202-/2027								
School Name:…….		**Grade: ……/…….**			**Semester: ……**			
Students Name	**Continuous Assessment Tools**					**Total %**	**Final Exam %**	**Total %**
	Presentation	Practical Assignment	Practical Test	Short Tests		**60**	**40**	**100**
	10	20	10	10	10			

Appendix (1)

Presentation Assessment Form

The purpose of this form is to enable teachers to assess student presentations and provide feedback to students.

Student Name(s): ……..…..

Assessment Title: ……

Date:……...

Assessment Deadline:…….

Criteria	Description	Level of Achievement	Student Mark
Content Knowledge and Understanding **(3 Marks)**	Demonstrates a clear understanding of the topic and presents accurate and relevant information related to IT concepts and principles.	**Excellent *(3 Marks):*** Thorough understanding with a concise summary of the topic with all questions answered	**/3**
		Proficient *(2 Marks):* Sound understanding with a good summary of the topic and most accurate information.	
		Satisfactory *(1 Mark):* Adequate understanding with some accurate information. The presentation was informative, but several elements and major points were uncovered.	
		Unsatisfactory *(0 Mark):* Limited understanding with inaccurate or incomplete information. The presentation was a brief look at the topic.	
Organization and Structure **(2 Marks)**	Presents a well-structured and logically organized presentation with clear headings and subheadings.	**Excellent/ Proficient *(2 Marks)*:** Clear/ overall clear structure with logical flow and well or mostly well-defined headings/subheadings. No errors in spelling, grammar and punctuation. Information is clear and concise on each slide.	**/2**
		Satisfactory *(1 Mark):* Adequate structure with some logical flow and adequately defined headings/ subheadings. Some errors in spelling, grammar, and punctuation.	
		Unsatisfactory *(0 Mark):* Poor structure with unclear flow and poorly defined headings/subheadings. Many errors in spelling, grammar, and punctuation.	
Visual Aids and Presentation Style **(2 Marks)**	Effectively utilizes visual aids, such as slides and multimedia elements, to enhance understanding and engages the	**Excellent/ Proficient *(2 Marks):*** Engaging or mostly engaging and visually appealing with effective use of multimedia and confident or mostly confident delivery.	**/2**

	classmates with confident and appropriate delivery.	**Satisfactory** ***(1 Mark):*** Adequately engaging and visually appealing with some effective use of multimedia and satisfactory delivery.	
		Unsatisfactory ***(0 Mark):*** Lacks engagement and visual appeal with ineffective use of multimedia and poor delivery.	
Communication and Clarity **(2 Marks)**	Communicates ideas clearly and effectively, using appropriate language and terminology for the target audience.	**Excellent/ Proficient** ***(2 Marks):*** Clear or mostly clear, concise, and articulate communication with appropriate or mostly appropriate language and terminology.	**/2**
		Satisfactory ***(1 Mark):*** Adequate communication with some clarity and use of mostly appropriate language and terminology.	
		Unsatisfactory ***(0 Mark):*** Unclear and ineffective communication with inappropriate language and terminology.	
Time Management **(1 Mark)**	Stays within the allotted presentation time and effectively manages time to cover all key points.	**Excellent/ Proficient** ***(1 Mark):*** Precisely or mostly within the allotted time, covering all or most key points effectively.	**/1**
		Satisfactory ***(0.5 Mark):*** Adequately within the allotted time, covering some key points effectively.	
		Unsatisfactory ***(0 Mark):*** Goes significantly over the allotted time or fails to cover key points effectively.	
Total Mark			**/10**

Additional Feedback

The End of the Handbook