

GLS / C / 529-22

CIRCULAR

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Criterion Based Mastery Assessment System

Dear Parents,

GEMS Legacy School is looking beyond standardized assessments and score cards to include more holistic definitions and measures of student achievement. Additionally, the National Education Policy, 2020 has envisioned that schools move towards competency-based education including a focus on 21st Century Skills. Hence, we are moving toward a **Criterion Based Mastery Assessment System**.

Introduction:

A Criterion Based Mastery Assessment is an evaluation rubric that focuses on the student's performance against a set of criteria related to the knowledge, skills, or attributes that the student is expected to develop.

Advantages:

The advantages of a Criterion Based Mastery Assessment are:

- To determine whether or not students have the expected knowledge and skills.
- To identify any learning gaps.
- To make assessments less competitive.
- To ensure well-integrated, comprehensive evaluation of student work

Purpose:

The focus and vision of the revamped evaluation mechanism are to assess the development of key skills, often called "21st century skills," such as critical thinking, research, technology, problem-solving, communication, collaboration, creativity, and innovation.

The Criterion Based Mastery Assessment Rubric:

CRITERION BASED MASTERY ASSESSMENT	
LEVELS OF MASTERY	DESCRIPTOR
<p style="text-align: center;">EXEMPLARY</p> <p>Arabic/Islamic Studies - 81-100% Moral Social Cultural Studies - 81-100% Other Subjects (Including Co-scholastic subjects) - 81-100%</p>	<p>Students at this level demonstrate an exemplary degree of Mastery beyond curriculum standards. Students at this level consistently demonstrate almost all of these learning skills:</p> <ul style="list-style-type: none"> • <u>Critical thinking, research</u>, using innovative strategies independently and <u>communicating</u> learning skilfully. • <u>Collaborate</u> and make meaningful <u>real-life, cross-curricular connections</u> to transfer learning in a wide range of contexts. • <u>Use technologies ethically, independently</u> and in new ways to optimise learning. • Take responsibility for their own learning and work on targeted actions towards the next steps.
<p style="text-align: center;">PROFICIENT</p> <p>Arabic/Islamic Studies - 71-80% Moral Social Cultural Studies - 71-80% Other Subjects (Including Co-scholastic subjects) - 71-80%</p>	<p>Students at this level demonstrate a high degree of Mastery above curriculum standards. Students at this level frequently demonstrate most of these learning skills:</p> <ul style="list-style-type: none"> • Critical thinking, research, using innovative strategies independently and communicating learning purposefully. • Collaborate and make meaningful real-life, cross-curricular connections to transfer learning in a range of contexts. • Use technologies ethically and independently to optimise learning. • Take responsibility for their own learning and act purposefully to improve learning.
<p style="text-align: center;">APPROACHING</p> <p>Arabic/Islamic Studies - 55-70% Moral Social Cultural Studies - 51-70% Other Subjects (Including Co-scholastic subjects) - 51-70%</p>	<p>Students at this level demonstrate mastery in line with the curriculum standards. Students at this level generally demonstrate most of these learning skills:</p> <ul style="list-style-type: none"> • Critical thinking, research and using innovative strategies and communicating learning appropriately. • Collaborate and make meaningful real-life connections and cross-curricular connections in familiar contexts. • Use technologies ethically to enhance learning. • Take responsibility for their own learning and take actions to improve learning with limited guidance.
<p style="text-align: center;">DEVELOPING</p> <p>Arabic/Islamic Studies - 50-54% Moral Social Cultural Studies - 40-50% Other Subjects (Including Co-scholastic subjects) - 33-50%</p>	<p>Students at this level demonstrate a limited degree of mastery and develop towards curriculum standards. Students at this level occasionally demonstrate some of these learning skills:</p> <ul style="list-style-type: none"> • Basic research and communicating learning in limited ways. • Attempt to collaborate and make a few real-life connections. • Use technologies ethically to support learning. • Take responsibility for their own learning with peer support and teacher interventions.
<p style="text-align: center;">EMERGING</p> <p>Arabic/Islamic Studies - <=49% Moral Social Cultural Studies - <=39% Other Subjects (Including Co-scholastic subjects) - <=32%</p>	<p>Students at this level are beginning to develop their knowledge, skill and understanding of curriculum standards. Students at this level are beginning to demonstrate a few of these learning skills:</p> <ul style="list-style-type: none"> • Communicate learning in limited ways with support. • Collaborate and make real-life connections in simple ways. • Use technologies ethically to support learning. • Take responsibility for their own learning through planned interventions and assertive mentoring.

Explanation:

- The Criterion Based Mastery Assessment uses Mastery Levels such as Exemplary, Proficient, Approaching, Developing and Emerging that correlate to percentage ranges and these ranges may differ for various subjects.

For example, in the 'Approaching' Mastery Level, the percentage range for Arabic and Islamic studies is 55-70%, while for Moral Social Cultural studies it is 51-70% as per the Ministry of Education and percentages for other subjects including co-scholastic are as per CBSE guidelines.

- Each mastery level is representative of the degree of mastery attained by the students with respect to the curriculum standards or learning goals. The words highlighted in yellow are indicative of the mastery levels. The words highlighted in green are indicative of student performance with reference to the curriculum standards.

For example, a student must perform beyond curriculum standards to be at the exemplary mastery level.

- The words highlighted in red are indicative of the number of times students demonstrate the learning skills.

For example, a student at the exemplary mastery level must consistently demonstrate the skills in all aspects of their learning and assessment.

- The skills mentioned in the rubric are tested not only through periodic paper-based exams but also through Graded Assessment Tasks or GATs such as projects, collaborative activities, external evaluations, e-resources, to name a few. The subject teachers have created an internal assessment tracker to constantly monitor and evaluate student performance in the GATs.

Validity:

The report cards that will be published from this academic year 2022 – 2023 will no longer have letter grades or numerical scores. The student's academic performance in scholastic and co-scholastic subjects will be represented as a Mastery Level.

In the event of relocating to your home country or if the need for a transfer certificate arises, the equivalent quantitative scores and letter grades as per the CBSE Reporting standards will be provided.

Kindly watch the [linked video](#) for a better understanding. Please do not hesitate to reach out to the class teacher and respective supervisor, should you have any queries or questions about this new assessment system.

Looking forward to your support.

Wishing all the students the very best.

Warm regards,



Asha Alexander

Principal

Executive Leader - Climate Change

آشا ألكسندر

مديرة المدرسة

الرئيس التنفيذي - تغير المناخ