



ASSESSMENT AND EXAMINATION POLICY

Revised Edition: Session 2021-2022

DEPARTMENT OF ASSESSMENT
AND
EXAMINATION

ARMY PUBLIC SCHOOLS & COLLEGES SYSTEM SECRETARIAT

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ASSESSMENTS & EXAMINATIONS

Assessments & Examinations are an important integral part of every curriculum. The aim of every good system of evaluation is to gauge the academic achievements of the students as objectively as possible, exposing their strengths and eradicating their weaknesses. Assessments should be a continuous process and not a jump from one paper pencil exam to another.

An effective assessment system should:-

- be regularly monitored and involve the teacher, student and parents.
- be structured in such a way that an unbiased evaluation of the student's performance can be made.
- reflect teacher's understanding of planning a lesson to assess a particular topic.
- be used as a diagnostic tool to gauge the comprehension levels of the students and take steps to resolve problem areas.
- focus on comprehension levels of the students rather than on memorizing and reproduction.
- help the teacher in taking the learning procedure forward by giving clear targets to the students and receiving a correct feedback.
- encourage free expression of ideas without fear or hesitation.

APSACS ASSESSMENT ORGANOGRAM

Type	Continuous Assessment		Continuous & Summative Assessment			
Level	Preschool	Junior School	Middle School	Senior School		Cambridge School
				Secondary School	Higher Secondary School	
Stage/ Class	Early Stage 1	Class – I	Class – IV	Class – VIII	Class – XI	O Level
	Early Stage 2	Class – II	Class – V	Class – IX	Class – XII	A Level
	Pre-1	Class – III	Class – VI Class – VII	Class – X		



APSACS ACADEMIC CALENDAR

COLD & WARM REGIONS

Academic Year	=	40 wks approx
First Term	=	20 wks approx
Second Term	=	20 wks approx

Assessment is divided into:

- ü Continuous Assessments
- ü Summative Assessment
- ü Child Development Record / Personality Development Report

Continuous Assessments:

- Check Points
- Oral/Project Work/Practical/Listening & Speaking/Reading/Mental Math
- Class Work Assessment

Summative Assessment (Examinations):

- **Internal (APSACS Centralized) Examinations (IV- VIII)**

First Term Examination:	Cold Region Warm Region	} Dates indicated in the Academic Calendar
Second Term Examination:	Cold Region Warm Region:	

(IX – X) SSC & (XI-XII) HSSC:

First Term Examination:	Cold Region Warm Region	} Dates indicated in the Academic Calendar
Pre – Board	Cold & Warm Region	

- **External (FBISE) Examination for SSC & HSSC:**

Federal Board Examination at the end of academic year as per FBISE schedule. Tentative dates are indicated in the Academic Calendar.

NOTE:

Schools / Colleges registered with APSAC System are not allowed to be affiliated with any other **Examination Board** except for **FBISE**.

Continuous Assessments

Check Points

Check Points are a series of class tests spread over a specified period, and planned after certain sufficient teaching time (indicated in the academic calendar) to

- ∅ provide them with feedback on their own learning, clarifying their understanding for improvement.
- ∅ provide feedback to instructors about students' learning that can influence future teaching decisions.
- ∅ prepare students for Term Examination.
- ∅ provide feedback to parents followed by relevant measures.

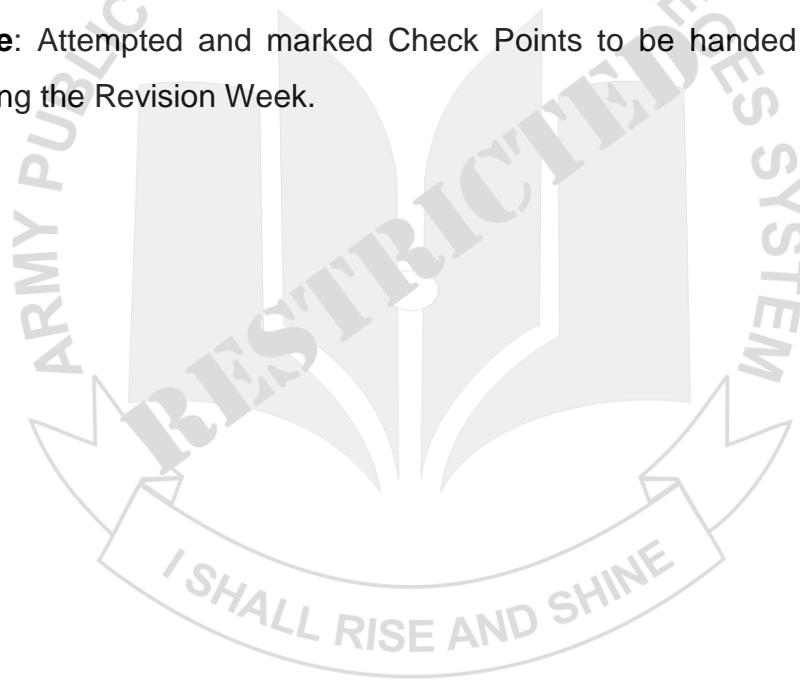
Check Points Procedures:

- ∅ Date sheet for Check Point Week is to be prepared by the Section Head in consultation with the class teachers of her/his section. All date sheets are to be approved, stamped & initialed by the Principal.
- ∅ Date sheet is to be sent to parents three to four days prior to Check Point Week.
- ∅ Details of Check Points are given in Annexure I. (A-F).
- ∅ The Section Head / Subject Coordinator is to assign the task of preparing Check Points Assessment (to be taken in zero period) to more than one teacher per subject one month earlier.
- ∅ The Section Head / Coordinator has to assign the task of setting assessment tests for embedded Check Point (to be taken in regular teaching period) to all the subject teachers in the Subject Coordination Meeting. (distribute them randomly in respective sections on the test day)
- ∅ The Subject Coordinator is to select the test at his / her discretion.
- ∅ The selected test is to be photocopied and given out to all sections of a class.

Content and structure of Check Points:

- Ø The content and pattern of Check Points is to be decided in Subject Coordination Meeting (SCM). The content given for preparation must not exceed the significant topics (maxi:4, Mini: 2)
- Ø Essentials of curriculum oriented strands must be incorporated in the tests to assess the students on the concepts taught.
- Ø The Check Point structure must reflect term progression and move from easy to difficult level. It can be achieved by adopting varied questioning techniques.
- Ø For embedded Check Points, the Check Point assessment should be structured differently and individually for each section. The subject teacher must refrain from giving identical test to all sections.

Note: Attempted and marked Check Points to be handed over to students during the Revision Week.



Project / Practical Work, Listening, Speaking, Oral, Reading & Mental Math:

Organized theoretical learning in the classroom needs to be put into practice. This is called **Project Work**. Oral explanation by the students of the projects undertaken gives an opportunity to the teachers to assess the students' ability to apply the knowledge that they have comprehended. Project work has to be a student-oriented activity. The teacher, however, has to be totally involved in its planning, monitoring implementation and evaluation.

The **Project/Practical** Marking Criteria is based on the following:-

- ü subject specific skills / criteria
- ü idea and creativity
- ü presentation
- ü attainment level of objective
- ü participation (individual/ group)
 - Individual: Student's own effort
 - Group Work: Level of participation as per the task assigned

History / Geography / Social Studies (Project Work):

- Ø Project / map work done during the Term
- Ø Oral explanation / presentation of the project

Marking indicators and Grading key

Marking indicators and Grading key to be used for Project / Research Work Online Assessment is as follows:

Marking Indicators	Marks
· Material/ Resources utilized are relevant:	1
Sharing of Process:	
· All steps defined are valid	1
· Content organization or the information / procedure is presented in order	1
· Results are aligned to objectives	1
· Presentation	1
Total Marks	5

Grading Key

Grades	Marks
A	4 - 5
B	3 - 3.9
C	2 - 2.9
D	1 - 1.9
E	Less than 1

Computer Science (Practical)

- ∅ Practical done during the term
- ∅ Oral explanation of the practical
- ∅ Display of various levels of computer proficiency

Assessment during Check Points (I-V):

- Students will be assessed on their computing skills performed in practical in regular teaching period during the Check Point Week.
- There will be no written Check Point.
- A 10 marks practical assessment will be taken in regular teaching period during the Check Point week.
- Computer Teacher will convert the marks into grades as per details given in Annexure – II. E

Assessment during Check Points (VI-VIII):

- Check Points (Written & practical) to be held in regular teaching period during the Check Point Week for grade VI-VIII

Centralized Computer Practical (Classes IV-V):

- Centralized Assessment (Practical only) in revision week before Term Examination
- Teachers choose different tasks for different sections.
- Percentage is calculated and grades are assigned according to the Grading Key (Annexure – II. E)

Centralized Computer Practical (Classes VI-VIII):

- Centralized assessment (Theory & Practical) for both Terms.
- Practical is conducted during revision week before Term Examination
- Teachers choose different tasks for different sections.

Science / Integrated Studies I-VII (Project / Practical Work):

- Ø Practical manifestation of work done during the term
- Ø Oral explanation of the projects
- Ø Oral Quiz

Science Practical (VIII-XII):

Practical work to be assessed in each Term and marks to be reflected in Term Progress Report (as per FBISE pattern).

Oral Work:

The Oral Work Marking Criteria is based on the following:

- Ø Accuracy
- Ø Pronunciation
- Ø Fluency
- Ø Pauses
- Ø Clarity
- Ø Intonation

Listening (English only) - Annexure – V. C

- Ø Ability to focus
- Ø Level of concentration
- Ø General understanding
- Ø Remembering information
- Ø Accuracy of answers

Speaking (English only) - Annexure – V. C

- Ø Fluency
- Ø Pronunciation & Accent
- Ø Vocabulary
- Ø Grammatical Accuracy
- Ø Comprehension / Interaction

The **Reading** Marking Criteria is based on the following:

- Ø Pronunciation / letter/ word recognition / accuracy
- Ø Fluency
- Ø Intonation
- Ø Not skipping words
- Ø Self-correction with phonics

Mathematics (Mental Math)

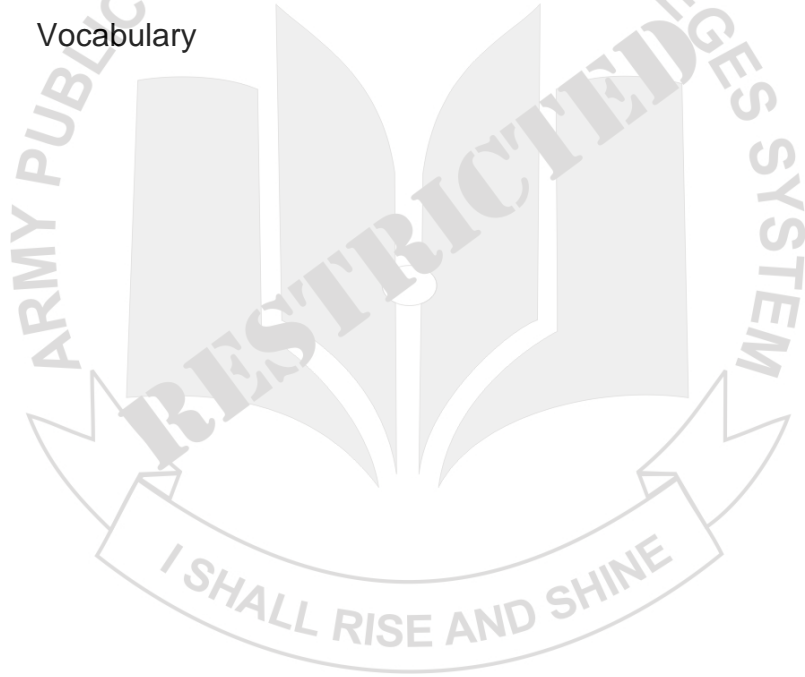
- Ø Simple mathematical calculations done mentally and correct answers given promptly
- Ø Use of calculations in everyday situations
- Ø Recognition & use of geometrical shapes

Islamiyat (Oral)

- Ø Oral quizzes on the lessons and class discussions, relating Islamiyat with values

Arabic / Nazra (Class I-V)

- Ø Recitation (Nazra) of required Surahs & Ayaat
- Ø Pronunciation & correct use of aeraab
- Ø Word identification and formation
- Ø Translation (Arabic to Urdu)
- Ø Vocabulary



ONLINE ASSESSMENT

The struck of COVID-19 affected the whole world on a large scale but education system and especially quality of education is the major sufferer. To meet the educational needs the entire education system has been morphed into a digital landscape (i.e. online classes and assessments have taken the place of traditional teaching methods).

In response to the changing environment, APSACS also shifted to online education system. Assessment is an essential part of teaching and learning as it helps to identify the achievement of course learning outcomes by the students. In this transformed scenario students' progress in academics is marked through different modes of online assessment.

Facilitation by APSACS Secretariat:

Being fully aware of the impact of technology on the teaching and learning, the evaluation of students is modified from its traditional assessment practices into interactive online Assessment.

Online Assessment as an INTEGRAL Part of APSACS Assessment Regime

(From Session 2021-22 & onwards):

Leveraging onto the learned techniques by the student during pandemic, APSACS proposes Online Assessment to continue as an integral part of assessment. Performance of students in Online Assessments will be reflected in their Report Card. Online Assessment will include:

a) **ONLINE ASSIGNMENTS/PROJECTS**

APSACS trained staff has designed Online Assignments and projects to reinforce the concepts/knowledge learnt in class and refine critical thinking skills in students besides making them computer savvy. Students will have to submit these assignments & projects online as a regular practice on AIS.

b) **ONLINE ASSESSMENTS**

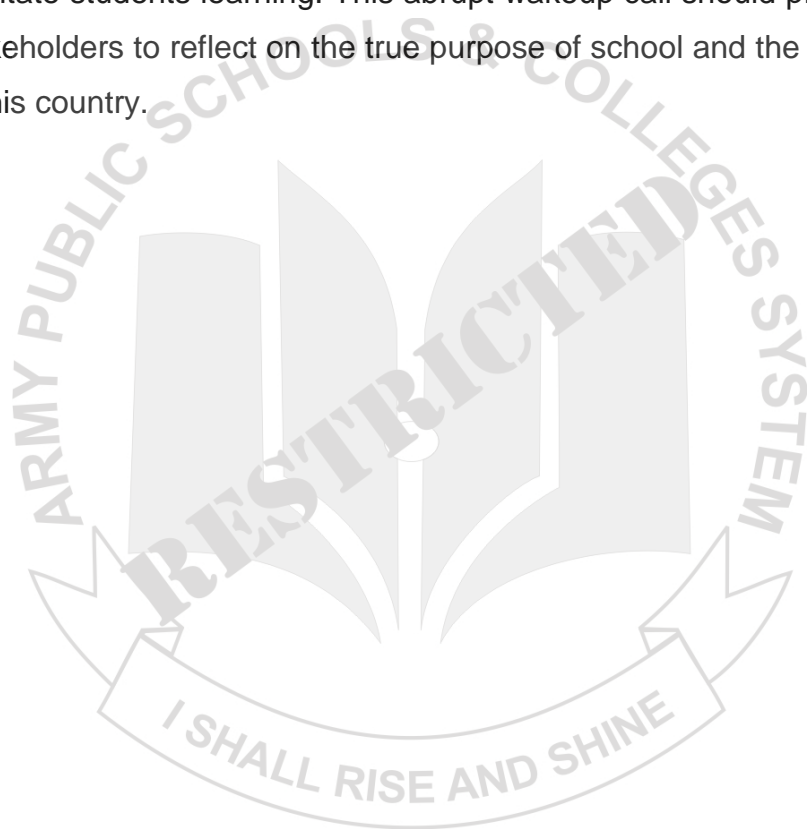
In order to increase retention of knowledge in less time, Chapter-wise question bank will be made available online. These are prepared by

experienced subject specialists of APSACS (Internal & External Pool). Students will have to appear for online test after a specific time. (Pilot Project will be run for class VI-VII only in Session 2021-22).

c) ONLINE PREPARATION FOR ENTRY TESTS SERIES

Question Bank (MCQs) of HSSC (Part-I & II) has been made available online. It is a 90 hours (free of cost) Programme, comprising of 2500+ MCQs of Chemistry, English, Biology, Physics and Mathematics.

Lessons learned from the pandemic can be used as an opportunity to redesign learning spaces and restructure the assessment techniques to facilitate students learning. This abrupt wakeup call should prompt all relevant stakeholders to reflect on the true purpose of school and the future of learning in this country.



Class Work Assessment

It is the most important monitoring tool of the teacher by which the student's ability to comprehend and complete the given task can be assessed. All work done in class during the Term is to be reviewed by the teacher at the end of the term and marks given are to be added to the Term Report / Result.

Preschool (Pre 1)

Marks allocation is based on:

Ø	Workbook/Notebook Maintenance	2 marks
Ø	Work Layout	2 marks
Ø	Letter Formation/ Handwriting	2 marks
Ø	Completion of Work	2 marks
Ø	Correction Work	2 marks

For Pre 1, the obtained marks of the Classwork will be converted into grades according to the scheme given in Annexure – I. F.

Junior and Middle Section

Marks allocation is based on:

Ø	Notebook Maintenance	1 mark
Ø	Work Layout	1 mark
Ø	Handwriting	1 mark
Ø	Completion of Work	1 mark
Ø	Correction Work	1 mark

Inclusive Assessment

(A component of APSACS Inclusion Programme)

Inclusive Assessment

Inclusive assessment aims to provide equal academic opportunities for all students. It acknowledges that some students have characteristics, distinct from their academic ability, which can risk their ability to meet assessment requirements in a manner equal to their peers. Inclusive assessment is not synonymous with a lowering of academic standards as long as the learning outcomes can be achieved through equivalent means. Inclusive assessment is a method for maintaining standards, at the same time as maximizing the possibility of success for all marginalized learners.

The Inclusive Assessment Plan in APSACS

As APSACS Inclusion Programme is a school-based programme, therefore a dedicated team as per the guidelines provided in the handbook of APSACS Inclusion Programme under the supervision of **Regional Director** and **School Principal** will work to provide all students with an equal opportunity to demonstrate their learning. Ensuring that students have variety in assessment and some individual choice that can lead to overall enhancement of the assessment process to benefit the marginalized learners.

In the process of designing and conducting the inclusive assessment, the main role will be of the teacher for details refer to Chapter 3 pg # 13, 14, 15& 16 of APSACS Inclusion Programme Handbook.

In this regard APSACS suggests:

- All such students with special needs to be promoted the next class from EYS 1 to Class VIII, detention rules are not applicable to them. For appearing in the Secondary and Higher Secondary Examinations, the relevant boards have their own procedures & facilitations for such students.
- Teachers and school administration to provide all necessary facilitation to marginalized learners as guided in the APSACS Inclusion Programme Handbook.
- Regional Director to mention the number of marginalized learners in the Post Exam Follow Up Report.

PRESCHOOL

(Early Years Stage 1, Early Years Stage 2 & Pre 1)

- **Early Years Stage 1**
 - **No Check Point or Examination**
 - Informal Assessments based on the teacher's :
 - Observation
 - Recording
 - Reporting } Child Observation Register
 - Child Development Record and Student Profile (APSACS Information System)

- **Early Years Stage 2**
 - **No Check Point or Examination**
 - Students' performance to be assessed informally during regular teaching periods
 - Ongoing progress of each student is to be recorded on **Tracking Sheet [Refer to Annexure – I. B]**
 - Child Development Record and Student Profile (AIS)

Instructions to Fill the Tracking Sheet (Early Years Stage 2)

Teacher has to observe each child's performance throughout the week. At the end of every week, when the letter/number is taught completely, teacher will add the grade in the tracking sheet for all the students as per the grading key provided on the Tracking Sheet.

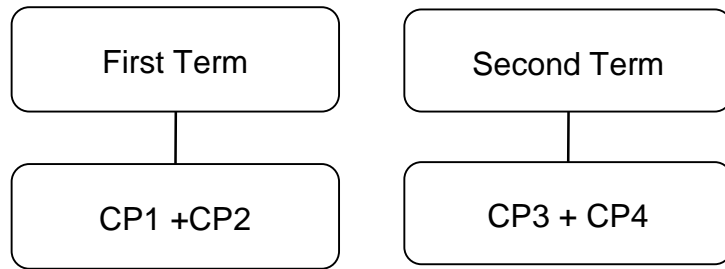
For Islamiyat and World Around Us, teacher will write down the remarks for each child after every three weeks i.e. at the end of each theme.

In case the teacher observes improvement in the child's performance during revision days, she must revise /alter the grade of that specific letter/number in the tracking sheet.

- **Pre-1**
 - Check Points
 - Oral, Reading, Mental Math, Class Work Assessment
 - Child Development Record and Student Profile
 - No Examination

Check Points per Term: 2

Check Point Weeks are indicated in the APSACS Academic Calendar.



A Check Point is based on:

- Written Tests – English, Urdu and Mathematics
- Oral Tests – Islamiyat and World Around Us
- Reading (English and Urdu) and Mental Math
- All subjects along with Art, Music and Co-Curricular Activities to be graded.

Check Points' Schedule: (See Annexure I. A)

Number of Tests per Check Point (See Annexure I. D)

First / Second Term Report:

- Check Points
- Observation Reports

Observation Reports

- Child Development Record-CDR
First Term (CDR 1 & 2)
Second Term (CDR 3 & 4)
- Student Profile (Narrative Report)

It is based on the teacher's observations recorded in the Child Observation Register during First Term and Second Term

Tracking Sheet (for Early Years Stage 2)

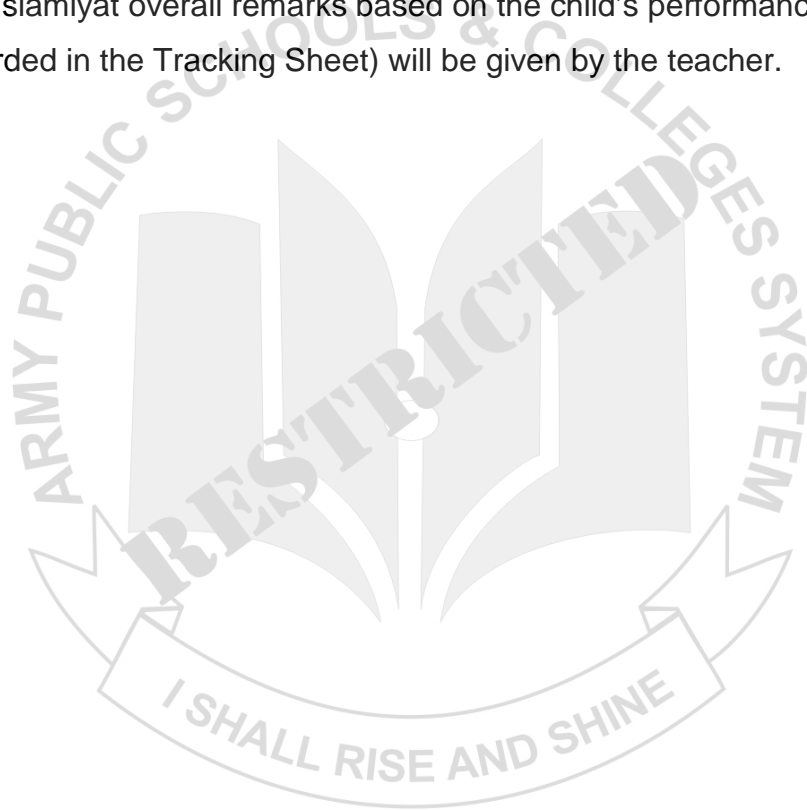
Tracking Sheet is used to record ongoing assessments and tracking students' progress.

Instruction for filling Tracking Sheet

It is to be filled at the completion of every topic/concept for each child by the teacher for her own record.

During revision, if teacher observes improvement in child's performance, she may change the child's grade in the Tracking Sheet (Improvement Column).

On AIS result template, the teacher will enter the grades for Eng, Urdu and Math in the Tracking Sheet during CP Week. However for World Around Us and Islamiyat overall remarks based on the child's performance (already recorded in the Tracking Sheet) will be given by the teacher.



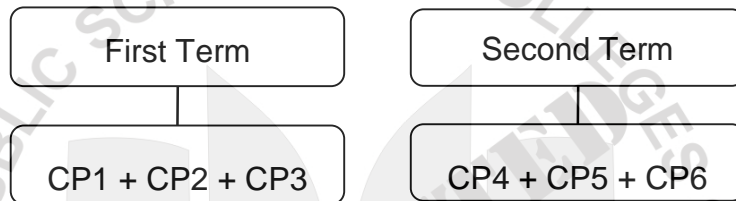
JUNIOR SCHOOL
(Classes I, II, III)

Continuous Assessment	
Formal Assessment	Informal Assessment
<ul style="list-style-type: none"> Ø Only Check Points Ø No Examination 	Oral, Reading, Speaking and Listening, Mental Math, practical, project and Class Work Assessment

Check Points per Term: 3

Check Point Weeks are indicated in the APSACS Academic Calendar.

Check Points



§ Check Point Tests' Schedule: (See Annexure II. A)

§ No. of Tests per Check Point (See Annexure II. B)

Check Point is based on:

- Written Tests – English Lang, English Lit, Urdu Lang, Urdu Lit, Mathematics, Integrated Studies (Social studies and Science) and Islamiyat
- Reading – English and Urdu
- Graded Subjects: Computer Science, Art, Music and Co Curricular Activities

First / Second Term Report: (APSACS Information System-AIS)

- Check Points : CP1 +CP2 +CP3 / CP4 +CP5 +CP6
- Oral (Islamiyat) + Mental Math + Project (Science) + Practical (Computer Science)
- Class Work Assessment
- Personality Development Report

Final Consolidated Academic Report. (AIS Generated)

First Term Consolidated Result + Second Term Consolidated Result

**MIDDLE SCHOOL
CLASSES IV – VII**

Continuous & Summative Assessment	
Formal Assessment	Informal Assessment
<ul style="list-style-type: none"> ∅ Check Points ∅ Term Examinations 	Oral, Reading, Speaking and Listening, Mental Math , practical, project and Class Work Assessment

Check Points per Term: 2

(Check Point Weeks are indicated in the APSACS Academic Calendar.)

Check Points



- ∅ Check Points' Schedule: (Class IV-V, See Annexure III. A)
(Class VI-VII, See Annexure III. C)
- ∅ Number of Tests per Check Point (Class IV-V, See Annexure III. B)
(Class VI-VII, See Annexure III. D)

A Check Point is based on:

- Written Tests – English Lang, English Lit, Urdu Lang, Urdu Lit, Mathematics, Science, S. Studies (Classes IV, V) / History and Geography (Classes VI, VII), Islamiyat and Computer Science (VI, VII)
- Graded Subjects: Computer Science (IV,V), Art and Co Curricular Activities

First / Second Term Report: (AIS)

- Examination (1st & 2nd Term)
- Check Points CP1 +CP2 / CP3 +CP4
- Reading – English and Urdu, Oral (Islamiyat) + Mental Math + Project (Science and S. Studies / History / Geography) + Practical (Computer Science)
- Class Work Assessment
- Personality Development Report

Final Consolidated Academic Report. (AIS generated)

First Term Consolidated Result + Second Term Consolidated Result

Class IV Examination Policy (Refer to Annexure – VI. A (First Term) & VI. B (Second Term) for details):

Marks & Timings for First Term Examination are reduced as compared to the marks & timings for Second Term Examination.

SENIOR SCHOOL

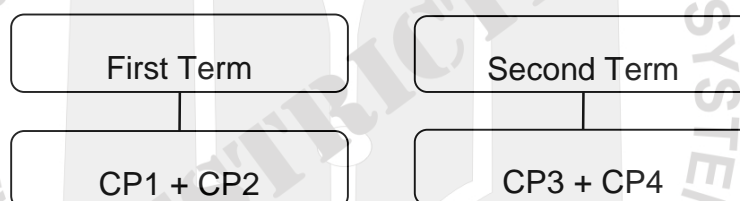
Class VIII

Continuous & Summative Assessment	
Formal Assessment	Informal Assessment
<ul style="list-style-type: none"> ∅ Check Points ∅ Term Examinations 	Oral, Reading, Speaking and Listening, Mental Math, practical, project and Class Work Assessment

Check Points per Term: 2

Check Point Weeks are indicated in the APSACS Academic Calendar.

Check Points



- Check Points' Schedule: (See Annexure IV. A)
- No. of Tests per Check Point (See Annexure IV. B)

Check Point is based on:

- Written Tests – English Lang, English Lit, Urdu Lang, Urdu Lit, Mathematics, Physics, Chemistry, Biology / Cptr. Science, History and Islamiyat.

First / Second Term Report: (AIS)

- Check Points: CP1+CP2 / CP3+CP4
- Examination (Theory & Practicals for Science Subjects)
- Personality Development Report

Weightage of Term Exam is 80% and the weightage of Check Point is 20%.

Final Consolidated Academic Report. (AIS generated)

40% of First Term Consolidated Result + 60% of Second Term Consolidated Result

EXTERNAL INVIGILATION & MARKING SYSTEM (EIMS)

EIMS is an initiative taken in session 2013-2014 with an aim to improve marking standards through monitoring and external invigilation to bring about **uniformity and standardization in paper checking**. It is introduced for Term Examination of all subjects (First or Second Term or both). Any of the examination classes (IV-VIII) may be selected for EIMS.

The procedure to be followed for EIMS is as follows:

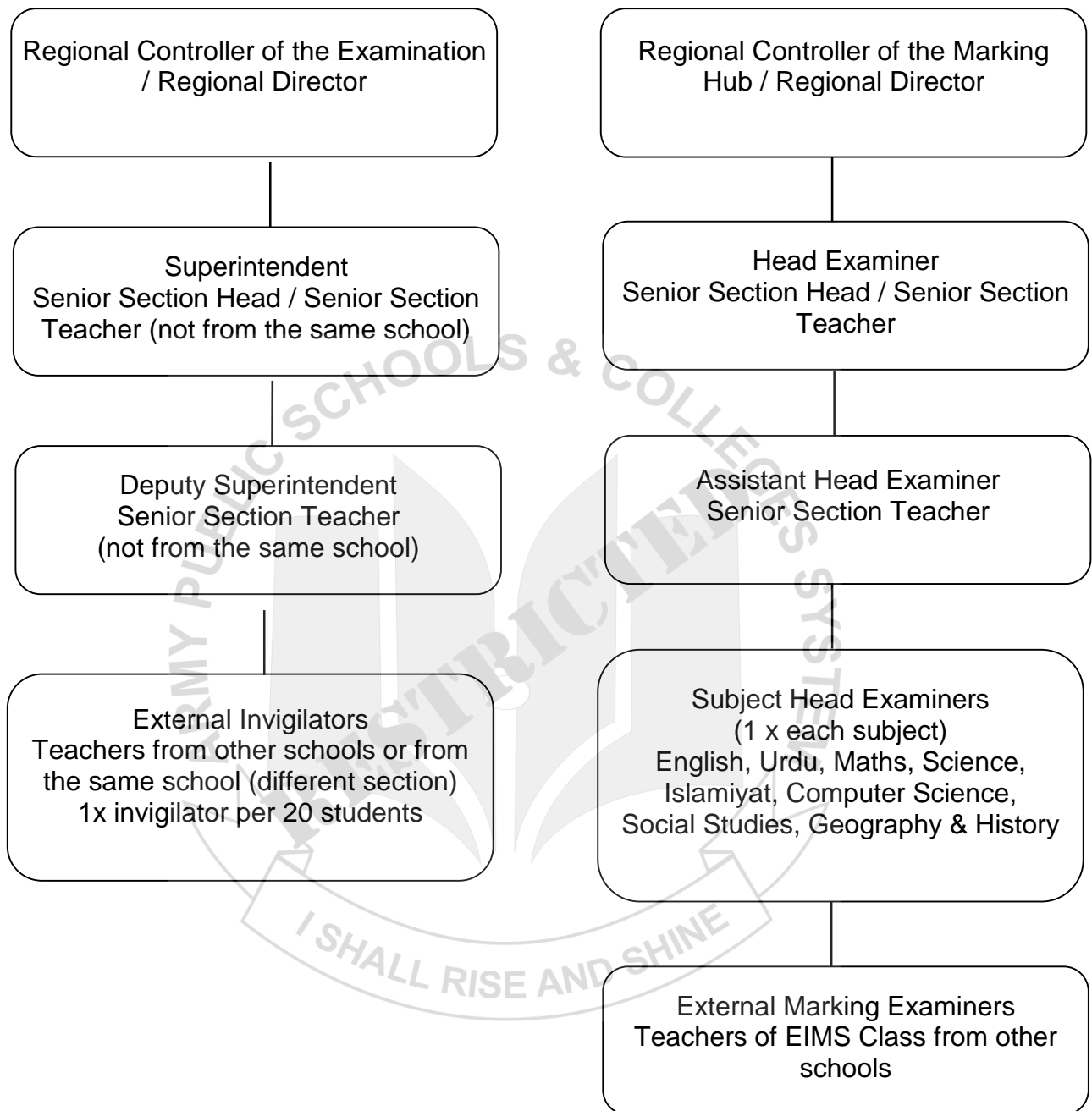
Selection of School

- Number of Schools per region (Warm & Cold) are to be selected for External Invigilation and Marking by APSACS Sectt.
- All students of the selected class of the school are to be appeared in the examination.
- The selected schools are informed around one month before the Examination.
- The Examination are to be held as per Centralized date sheet of Term Examination (at the same time as other classes (IV-VIII)).
- Examination Question papers for the selected class / classes are the same as for all APSs, in all Regions (irrespective of External or Internal marking).
- All papers (all subjects) are to be marked externally.

Note: In case of non-availability of another APSACS in the vicinity or shortage of level appropriate teachers, the other staff members from Junior or Senior section from the same school may be utilized for invigilation purposes.

The hierarchy and selection criteria for each of the designation are as follows:

HIERARCHY FOR EXTERNAL INVIGILATION AND MARKING SYSTEM



**Secondary and Higher Secondary School Certificate
(SSC & HSSC)**

Continuous & Summative Assessment	
Formal Assessment	Informal Assessment
Ø Term Examinations Ø Board Examination	Ø Class Tests/ Assessments Ø Test Series

Class Assessments: This is based on the following:

Ø **Class Tests:**

These are used as evaluating tools after completion of a Chapter / topic. Record to be maintained by the concerned subject teacher.

Ø **Assessment Tests:**

These are conducted through a proper schedule indicated in the APSACS Academic Calendar for IX & X. Record of the result to be maintained manually and conveyed to the parents of the students regularly.

Ø **Test Series (Refer to Annex – IX B for details):**

In order to reduce fear or anxiety of Board Examination and to assess the preparation of students:

- A comprehensive one month plan to be developed by each subject teacher in coordination with other teachers
- FBISE paper pattern to be followed in the tests (Ratio of objective to subjective must adhere FBISE pattern)
- First half to be utilized for test (Maxi time : 1:30 hrs.), followed by regular teaching / revision plan
- Timetable to be reset during Test Series so that no subject gets affected / compromised
- Students requiring extra coaching / remedial must be identified right from the start of the session and catered accordingly
- Section Heads to maintain a record, carry out result analysis and to keep follow-up of the tests as evidence.
- For Result analysis sheets, refer to Annexure – IX. E (i) – (iii)

Examination:

Two major Internal Examinations are conducted by the schools for SSC & HSSC according to the schedule given in the Academic Calendar i.e. (First Term Examination & Pre-Board Examination)

Centralized examination papers are sent for the:

- Ø First Term Examination
- Ø Pre-Board Examination
- Ø **Send up are not the part of APSACS Centralized Examination.**
- Ø FBISE Admissions (First Time) to be forwarded / sent on the basis of First Term Examination Results.
- Ø **Remedial and Re-Tests** to be held for only those students who do not appear / perform well in the First Term Examination due to a **genuine reason.**

NOTE: Term Examination and Test Series (for SSC & HSSC) to be conducted on FBISE prescribed OMR answer sheets.

PREPARATORY ENTRY TESTS SERIES (PETS) (A Project by APSACS Sectt)

APSACS took the initiative to launch PETS project in session 2018-19. The project aims to facilitate the HSSC students of Pre Medical & Pre Engineering group seeking admission in any well-known professional medical or dental college, Engineering Institute / University in Pakistan.

A 90 x hrs programme CD (25 x hrs for each science subject and 15 x hrs for English) containing a databank of MCQs is provided to all RDs annually. It contains the syllabus and contents (both from FBISE & PTB) for the subjects of:

- Biology
- Chemistry
- Physics
- Mathematics
- English

RD must forward the CD to the respective Principals to run the programme at suitable time. Saturday may also be utilized for the PETS.

Test Format for Pre Medical:

- It must comprise of 100 MCQs from four major subjects (Physics, chemistry, Biology, English).
 - Ø **Physics (30 x MCQs)**
 - Ø **Chemistry (30 x MCQs)**
 - Ø **Biology (30 x MCQs)**
 - Ø **English (10 x MCQs)**

- Each question contains 05 marks hence the total marks are 500. Five marks will be given for five correct answers whereas one mark will be deducted from the total score on each incorrect answer.

Test Format for Pre Engineering:

- The test consists of 100 MCQs from four major subjects (Physics, Mathematics, Chemistry and English)

Subjects	No Of MCQ's
Ø Physics	30 MCQs
Ø Chemistry	30 MCQs
Ø Mathematics	30 MCQs
Ø English	10 MCQs

Each correct answer in the test carries 4 marks while (-1) a negative mark for a wrong answer.

Note: *Sample answer sheet for PETS is available on AIS*

OBJECTIVES & GUIDELINES FOR TEST / PAPER SETTING

• General Objectives

- To assess and evaluate teacher's performance in the teaching learning process.
- To assess and evaluate student's performance and learned skills, as a result of formal coaching.
- To assess and evaluate student's comprehension and application of concepts.

• Guidelines:

Following areas to be considered for setting any test / exam paper:

- Analysis of Syllabus covered /completed
- Targeted population i.e. students of different abilities, back grounds and intellects.
- Addition of core concepts / significant topics given in the Syllabus Break-up.
- Incorporate questions based upon suitable and appropriate weightage according to the syllabus covered.
- Setting tests / papers according to the six important stages of cognitive domain given in Revised Bloom's Taxonomy.



Test / Paper setter will decide:

- The number of questions to be given.
- Which question to be selected from which Unit.(in any order)
- Number of parts for every question.
- Which level should be taken into account for each part depending on class / age of the students for whom the test / paper is being set.

APSACS Assessment & Examination Department assigns the task of developing question bank / sample exam papers to regions. These question papers/banks are critically reviewed to assess the difficulty levels and expected standards. An analysis of teaching & learning standard and a benchmark of the levels of learning outcomes is thus established and the final question papers are prepared.

APSACS Secretariat's Term Examination Question Papers CDs

The APSACS Examination Cell dispatches the finalized Term Examination Papers CDs to the Regional Directors. Each CD contains a separate folder for respective schools. CD is dispatched well before the examination. The Examination Paper CD contains:

- Date Sheet
- Examination Question Papers
- Marking keys
- Water marks / Bar Codes
- Any other examination related relevant information.

EXAMINATION SECRECY POLICY

Examination Cell

Examination Cell is one of the most important organs of the Examination System. The role of Examination Cell is to ensure fair and secure conduct of examination.

Examination Cell Committee

Examination Cell Committee includes the following authorized persons:

- Principal
- Junior. Middle and Senior Section Head
- Dedicated Examination In charge
- Dedicated Clerk
- A person for stapling / arranging / packing / sealing of Examination packets
(* Number of persons varies according to the needs of the school)

Role of Regional Director

The RD has to:

- ensure that all schools have an Exam Cell.
- ensure that no change to be done/made in the Centralized Date Sheet and exam papers. In case of any issue regarding the content of the Exam Papers, Sectt must be informed.
- receive the CD and hand it over directly to the Principal
- send the CD to far flung areas, if required, through proper channel i.e. Signals Dispatch Service (SDS)
- maintain the record and follow up of CD handed over to the Principal (directly / through SDS mail)
- passwords should be handed over to respective Principals directly. They should be kept confidential.
- resolve the issues i.e. CD does not work / broken CD / password doesn't match etc by sending a copy of his / her CD to the respective school
- receive back the broken/defected CD with covering letter from the Principal
- convey / communicate the unresolved problem to A&E Deptt

- plan surprise visits during printing, sealing of Examination papers etc & conduct of Examination
- maintain good communication with the Principal for smooth conduct of Examination

• **Role of Principal:**

Principal must:

- assign the duties to all committee members and get their signatures
- decide the time for the reproduction and must ensure strict implementation of secrecy
- ensure that record of first copy of exam papers (taken from the CD) not to be left in the computer system / photocopying machine, in order to avoid leakage
- return the broken / defected CD to RD

• **Role of Section Head:**

- Junior, Middle and Senior Section Heads to ensure the secure printing of the Term papers, tests and assessment worksheets (if any) of their respective sections.

• **Role of Examination Committee**

Each committee member:

- should be honest and reliable with strong integrity and credibility, capable of carrying out confidential tasks with great care
- should not be running any tuition Centre / academy or giving home tuitions
- should be vigilant and must have effective control and efficient supervision of the committee members
- to remain present in the Exam Cell during stapling, sealing and reproduction

- **Role of Clerk:**
 - In case of far flung areas, a dedicated clerk must be made responsible for receiving Examination CD and maintaining its record.
- **Exam Cell Working**
 - Exam Cell / Room must be set up at a suitable location which can be easily monitored by the Principal.
 - Personnel involved in any capacity in photocopying, stapling, packing and handling of examination papers will go through a physical search before entering and leaving the exam cell / room or premises.
 - No unauthorized person is allowed to visit the Exam Cell.
 - Examination Cell must not be left unattended/unlocked.
 - All gadgets which can store or reproduce data like mobile phones, tablets, CDs, USBs etc are to be deposited outside the exam cell.
 - Extra photocopies, rough papers or scanned material should not be left unattended. Extra material should be taken into the custody by the Principal and burnt/discarded immediately.

Note:

- *Strict action must be taken against a person caught in any illegal / unfair activity at any stage / level*
- *Awareness amongst students must be raised through Values Education and Assembly Presentations to help them refrain from involving in any illegal / unfair activity related to the Examination.*
- *Exam policy must be reinforced with the whole staff before Term Examination. Awareness / consequences of illegal activities, amongst staff members, must be targeted through General Staff Meetings*
- ***In case of any issues regarding the content of the exam papers, RD must be informed to do the needful keeping in loop the Assessment and Examination department of the Sectt.***

CONDUCT OF EXAMINATION

Examination Room / Hall

- The title of the examination as well as the starting and finishing time should be written on the board before the students arrive.
- All displayed material that serves as a support material should be removed /covered.
- A clock should be visible to all students or the teacher can write the time on the board periodically. In case of young children, the teachers can verbally tell them how much time they have.
- Blank answer sheets must be stamped.
- Students should be evenly spaced and the invigilator should have space to walk in between the rows.
- Invigilator to wear flat sole shoes to avoid creating distraction as well as noise.
- In case of senior students two Examinations can be held in one classroom.

Beginning an Examination

- Students must be in the room at least fifteen minutes before the commencement of the paper.
- Bags, lunch boxes etc should be placed at the front of the classroom.
- Students should have only those materials which they need for the examination.
- Class IV students will use pencils; Classes V to VIII will use blue ink pens.
- Clear set of instructions to be shared with the students, in order to avoid unnecessary questions and to maintain discipline during the exam
- Centralized Answer Sheets must be utilized for Term Examination.
- The question paper must be distributed face down.
- At the exact time the teacher may prompt the students to turn it over and read it.
- For classes IV& V the teacher should read the paper aloud once in the beginning.

- Arrange the seats for Marginalized learners in front of the Examination Hall. Invigilators to provide them extra support. *For details refer to Inclusive Programme Handbook Chap # 3 pg# 15&16.*
- Silence should be strictly observed from the moment the paper is distributed until after the invigilator has collected the scripts.
- In case of any problem/ question, student should raise his/her hand. The invigilator should quietly approach the student and address his need without making any disturbance.
- The invigilator may announce the time at different intervals:
 - halfway through the examination period.
 - ten minutes before the examination is scheduled to end.
- With ten minutes remaining, the invigilator may advise students to read through their scripts. No other help or advice should be given.
- During the examination students may be given permission to visit the washroom only.
- Invigilators must not bring their own work to the examination room. Their prime concern must be smooth and fair conduction of examination. If circumstances allow, a senior teacher may oversee a group of classrooms to assist or relieve the teacher as and when necessary.
- If a student finishes his/her examination early, i.e. when more than half an hour remains before the end of the exam, he/she may be allowed to hand in the script and read a book of his/her choice. Students must not leave their seats and no activity that may distract other students may be undertaken. Under no circumstances must the script be returned to the candidate after it has been submitted.
- The invigilator must collect the examination answer papers immediately after the examination ends. No student may leave his/her seat until all the papers have been collected. The invigilator must also check that all answer papers are clearly named. Students must be aware that the examination is not over until all scripts have been collected. When this has been done the invigilator may allow students to leave the classroom. Movement must be undertaken in an orderly manner.
- Students may take Examination Question Papers (subjective part only) home.

- **Note:**

The list of invigilators names and their invigilation duties as shown below should be placed on the staff room notice board.
- **Before Beginning an Examination Paper**

The invigilator should:

 - Check attendance of students in class.
 - Record absences.
 - Remind students of examination rules, e.g. duration of paper, warning against cheating, etc.
 - Distribute exam papers in such a way that the questions are not visible.
 - Distribute Centralized Answer Sheets for the Subjective Part.
 - Allow ten minutes reading time.
 - Record time and start paper.
- **During the Examination**
 - Announce time halfway through and ten minutes prior to the end of the exam.

Note: Concerned subject teacher must not invigilate, but may visit the examination room to clarify any queries that the students might have.
- **End of the Examination**
 - Pens down announcement. Allow students to complete a sentence or last line.
 - Collect and count all papers and place in envelope.
 - Allow students to leave in an orderly manner.
 - Seal envelope and return it to Sec Head/ Examination Incharge with attendance sheet.
- **Instructions for Paper Checking And Marking**
 - The Principals/ examination in-charges are responsible to provide the following to the paper checker:
 - Answer Keys
 - Marking Scheme
 - All papers are to be marked in a designated marking room according to the answer / marking keys provided by the Sectt.

- Teachers must read the question papers, answer keys and all instructions carefully before checking the answer scripts.
- All the subject In charges will mark 3 papers (above average, average and below average) and get it rechecked by the Subject Coordinators / Section Heads to get approval for checking all the papers
- Teachers will submit all the checked papers to the Examination Cell In charge
- The total marks awarded should be checked and counter checked to avoid miscalculations.
- The paper checkers must sign each title page of the answer sheets.
- In case all the students fail to attempt a question, the matter should be brought to the notice of the Principal and adjustments to be made in the marking after consultations with the APSACS Secretariat.
- Exceptionally good answers should be marked liberally.
- Marks should be indicated in the margin (on the Answer Sheets) only.
- All parts of a question should be evaluated and the total marks of the question should be clearly circled. Errors should be underlined.
- In case extra questions have been attempted, the paper checker should only check the number of required answers and cross out the rest.
- A random sample of all re-checked papers will be collected and reviewed by the Heads/Principal and the concerned senior subject teacher. They will check the following:-
 - o Addition of marks.
 - o Number of attempted questions should not be more than required.
 - o Standard of checking
 - o No change of marks should be made without consultation the Paper Checker.
- Paper checking must be carried out in the school. However in special cases or odd scenarios it may be allowed at home with the Principal's approval. In such cases, the responsibility lies with the concerned teacher and the Principal.

CHEATING / UNFAIR MEANS

If cheating is detected, either by an invigilator during an examination or by the subject teacher when checking scripts, a mark of zero will be recorded. Clear proof is needed before any action is taken. All students must be warned against unfair practices before the start of the examination. It is imperative that parents are called to the school to discuss any dishonest practice carried out by their child.

- **Actions to be taken:**

Once it has been confirmed that a student has been indulged in any breach of examination rules, action is to be taken according to the severity of the offence.

- The particular paper involved should be confiscated there and then from that student and no marks to be given.
- The student may be asked to repeat the class.
- The student's name may be struck off from the school rolls.
- The invigilator has to report all disciplinary breaches to the Principal immediately.
- Serious measures like repetition of class or expulsion from school will be the joint decision of the Principal & Section Head with intimation to the Regional Director & the Governing Body.

Post Exam

FOLLOW UP OF EXAM PAPERS

- **RD's, Principal's, Subject teacher's Post Exam Follow-up Reports**

Post Exam Follow Up Report by the Principal & Subject Teachers to be sent to RD within 20 days of the declaration of result according to the format Annexure –VIII. D - E. Consolidated RD's Report must be sent to A&E Deptt within a month, positively, on recommended format [Annexure-VIII.A]

- **School Record of Attempted Exam Papers**

Schools are required to keep record of the attempted Term Exam Papers in their respective Exam cells after the PTM at least for one Academic Year.

PROMOTION & DETENTION POLICY

The Promotion Committee comprises the following:

- Principal
- Section Head
- Class Teacher
- Subject Teachers (if required)

All promotions to be decided by the Promotion Committee

Procedures

- The Principal to send a written list of detainees and reason for detention to the RD before the declaration of results. The Regional Director to attend the Promotion Committee meeting to finalize the list of final detainees after discussion with the Committee members.
- A Review Committee appointed by the Principal reviews the cases of the detainees and gets their papers rechecked.
- The decision of the Promotion Committee is final.
- **Grace marks up to 2 on the overall result may be granted by the Principal only.**
- **All the students registered with FBISE at SSC & HSSC Level must appear for FBISE Annual Examination.**
- **Remedial and Re-Tests (SSC & HSSC) to be held for only those students who could not appear / perform well in the First Term Examination due to a genuine reason.**

PROMOTION RULES

Classes	Core Subjects	Required Criteria	Non-Core Subjects	Required Criteria
Preschool	All students to be promoted			
I –III	*Eng, Urdu, Mathematics	50 % each	Integrated Studies, Islamiyat	Grade D
IV – V	*Eng, Urdu, Mathematics	50 % each	Science, S. Studies, Islamiyat Computer Science	45% each Grade C
VI - VII	*Eng, Urdu, Mathematics & Science	50 % each	History, Geography, Islamiyat & Computer Science	45% each
VIII	*Eng, Urdu, Mathematics, Physics, Chemistry & Biology / Computer Science	50 % each	S. Studies & Islamiyat	45% each

NOTE:

* *Combined English Language & Literature – one subject*

* *Combined Urdu Language & Literature – one subject*

There will be no conditional / double promotions.

- Students must secure 45% marks in the overall total to be eligible for promotion (Classes I-VII).
- Student of Class VIII must secure 50% marks in the Final Consolidated Result for promotion to Class IX (SSC-I).
- Students of SSC and HSSC must fulfill the basic criteria set by FBISE in order to be eligible for FBISE registration / admission.
- It is the responsibility of the school management to ensure academic improvement of all students at SSC and HSSC level. Efforts / steps taken must be evident.
- APSACS policy strongly discourages detention of registered students at SSC & HSSC Level.

DETENTION POLICY

Preschool: No detentions are allowed Preschool.

Marginalized Learners: All such students with special needs (*Refer to Inclusive Assessment pg # 56 & Inclusive Programme Handbook*) to be promoted the next class from EYS 1 to Class VIII, detention rules are not applicable to them.

Classes I-VIII:

Any student who is unable to meet the promotion criteria will be detained.

- Following will not be promoted.
 - Any student who fails in **two core subjects**.
 - Any student who fails in **one core subject** and **two non-core subjects**.
 - Any student whose overall result in total is less than:
 - 45% for Classes IV-VII
 - 50% for Class VIII

· **Classes IX-XII:**

APSACS policy strongly discourages detention of registered students at SSC & HSSC level.

· **Double Failure:**

If a student fails to qualify for promotion in two consecutive academic years, parents will be asked to withdraw him / her from school.

Warnings:

Warnings to be given to students with low attainment level based on their Check Points Results and shown to the parents during PTMs. Students' progress to be discussed with the parents during the PTMs. These warnings will be indicative of a possible detention in case no progress is made. A copy of warning letters **related to academics** will be placed in Student Dossiers.

Note: *Warning letters related to behavioral problems will be kept in Principal's custody.*

Students who miss Continuous Assessments

- If a student misses a Check Point Test for a **genuine reason**, an average based on his / her marks in other Check Points Tests will be awarded in the consolidated result of Check Points Test. **No retest will be allowed under any circumstances.**
- Habitual absentees of Check Points Tests will be awarded zero.
- If a student is admitted late and misses out any earlier Check Point or First Term Examination, assessment will be made on his / her later performance. (Previous missed Check Points Tests will not be considered).
- If a student **misses a Check Point Test / whole Check Point** for a genuine reason (late admission / transfer) **he / she will be eligible for class position.**

Students who miss Examination (IV–VIII)

- If a student is absent in the First Term Examination, due to genuine reason / unavoidable circumstances, promotion decision will be made, based on all Check Points and Second Term Examination.
- If a student **misses an examination paper (First / second) or whole examination** he / she **will not be eligible for class position.**
- If a student fails to sit for the Second Term Examination for a valid reason, the Promotion Committee will consider his / her promotion on the basis of the consolidated performance in all the Check Points and First Term Examination result.
- No re-examination will be allowed under any circumstances.
- If a student is absent from examination papers of 1 or 2 subjects in the Second Term Examination, due to genuine reasons / unavoidable-circumstances, First Term Examination marks will be allotted for those subjects.
- If a child is transferred from Warm to Cold Region during or after November then for:
 - o Class I – III: Promotion will be granted based on three Check Points' results.
 - o Class IV – VIII: Promotion will be granted based on First Term Result, two Check Points' result.

Transfer Students must continue attending classes in the new school despite promotion or other-wise.

Note: *The Principal / Section Head / Teacher may use his / her discretion in all such cases*

AWARDS POLICY

Academics

- From Class I to VIII subject prizes, one per subject, per section is to be awarded. It is awarded to the student who is eligible for the promotion in the overall result.
- Special Achievement Certificates in Academics may be given to high achievers in academics who may have missed a part / whole of an examination due to transfer from another system or any other school or unavoidable genuine reason.
- In case of a tie, prizes should be given to both students.
- Only books should be given as prizes in academics.
- For Classes IV to VII, first three position holders in academics in every section of every class are to be given prizes.
- No positions are to be granted in Preschool & Junior School.
- Top Ten Students are to be granted positions. (for Classes IV - VIII)
- In case more than one student secures the same position, positions to be awarded to both of them.

Achievement Certificates are to be awarded for:

- Progress in Academics
- Attendance
- Conduct
- Co-Curricular Activities
- Crises Management (Class IV onwards)

The achievement certificates must be awarded on a frequent basis in all subjects & areas of skills development to Preschool learners.

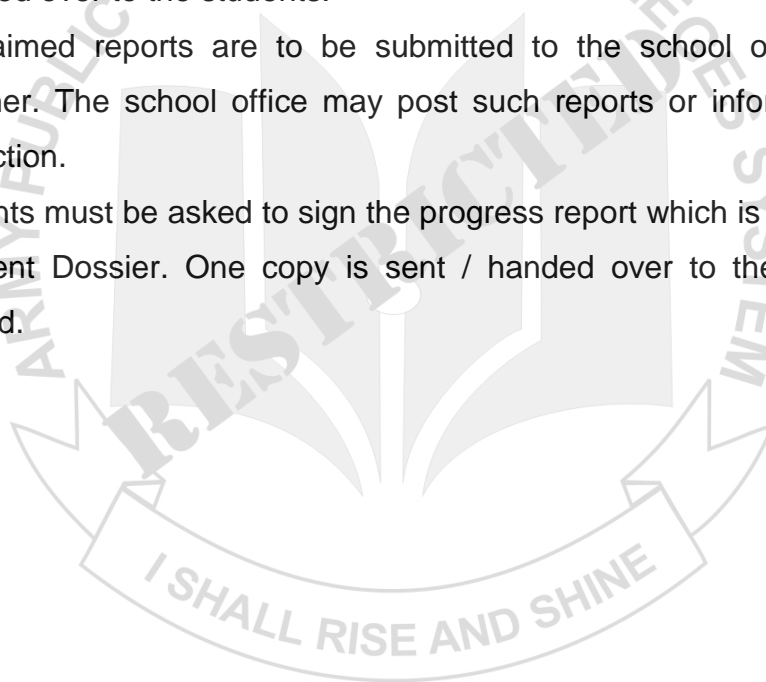
ROLL OF HONOUR

Roll of Honour will be maintained, updated and displayed in the reception area. Names of High Achievers in Academic / Extra-Curricular activities / Community Service will be put on the Roll of Honour.

Note: *Parents of high achievers should be invited, and school's appreciation conveyed. (Verbal and written)*

Declaration of Results

- Progress reports must be collected on the Result Day or within 7 days of the declaration of the results, by parents or legal guardians only and will not be handed over to the students.
- Unclaimed reports are to be submitted to the school office by the class teacher. The school office may post such reports or inform the parents for collection.
- Parents must be asked to sign the progress report which is to be placed in the Student Dossier. One copy is sent / handed over to the parents for their record.



STUDENTS' DOSSIERS AND PORTFOLIOS

Student Dossiers and Portfolios are necessary evaluating tools for students' progress throughout the year. Dossiers and Portfolios assist the teachers in the following ways: -

- integrate instructions with assessment.
- enable teachers to keep track of individual students' progress.
- form a basis for evaluation.
- provide a rich source of information about a child's growth and development.

Students' Dossiers

To be kept in the respective Section Head's Office or a separate file cabinet in the classroom.

APSACS Student Dossiers will be maintained for all students.

Preschool:

A Student Dossier should contain:

- Tracking Sheet (Early Year Stage 2)
- Child Development Record
- All Check Point Tests (to be taken on loose sheets; marked, initialed & dated by the subject teacher and then placed in the Dossiers (Pre 1 / Preparatory)
- Achievement Certificates (photocopies only)
- Term Progress Report
- Leave Applications

Classes I onwards

A Student Dossier will contain:

- All Check Point Tests (To be taken on loose sheets; marked, initialed & dated by the subject teacher; and then placed in the Dossiers. However, Check Point Tests should be given to the parents before the Term Examination).
- Progress Report (Parental signed copy)
- Child Development Record / Personality development report
- Achievement Certificates (photocopies only)
- Warning letters (related to academics only)
- Leave Applications

The Dossier cover should be kept in the school to be used in the next Academic Year. All APSACS transfer cases must carry their Dossiers with them to be continued in the next school. No Admission Tests will be taken from such students.

Note: *Admission will not be granted to APSAC transfer cases that do not bring their Dossiers with them.*

Student Portfolio

To be kept in the classrooms

The Student Portfolio is a collection of work done by the student in a term.

It should contain:

- Worksheets developed by the teachers
- Syllabus Worksheets / Tear-off pads provided by APSACS Sectt.
- Any piece of Creative Writing / Art work of value
- Old cardboard / used file covers (decorated as art work) can be placed in Portfolios
- Relevant worksheets should be given to the students before the Check Point Tests or Examination for revision.

Preparation of New Class Lists

- As soon as possible, after the declaration of the results, class lists for the new Academic Year will be prepared.
- An indication of how each student is placed in the new class will be put by each name.
 - o Promoted P
 - o Retained R
 - o Transferred T
 - o Admitted A
- New entries during the Academic year will be added at the end of the class list for that year.

STUDENTS' REPORTS
GUIDELINES FOR CHILD OBSERVATION, RECORDING & REPORT WRITING
(PRESCHOOL)

Child Development Record to be based on:

- Observations
 - Recording
 - Reporting
- } of the given tasks

Observations & Recordings:

- Observations must be realistic, systematic, selective and carefully recorded.

Teachers will assess the student's level of:

- Comprehension
- Performance
- Completion of task
- Social skills
- Oratory and auditory skills
- Physical dexterity skills
- Moods and temperament
- Responses to routines
- Role within the group (for example leader, follower, listener, talker)

Procedure for Observation:

- Recording should be made weekly of certain selected students so that at least two or three observations per child are available to the teacher at the end of every Check Point for discussion with the parents, as well as for writing the observation reports realistically,
- Number of children for observation should be divided according to the class strength (e.g. in a group of 30, first ten will be observed for first two weeks)
- One child will be observed at different times of the day (morning meetings, interactive sessions with adults, peers, materials etc). At least two to three repeated observations of each child will help the teacher to identify the developmental changes. The child should not be made conscious or aware of being observed. It has to be done tactfully / carefully.

- The indicators given in the CDRs (Child Development Record) must be used as initiators to maintain an informal record of observations.
- Teacher will make brief informal notes in the Child Observation Register. These notes will help her to realistically mark Child Development Record (CDR) checklist at each Check Point and produce an authentic pen picture of the child (student profile) at the end of each term.

Areas to watch out during observations:

- Attention span
- Peer & group interaction
- Cooperation in group
- Independent work
- Level of interest in activity
- Fear, anxiety or any other emotional stress.
- Challenging behavior

NOTE:

- *Checklist of CDR 1 / 3 to be marked after the completion of 1st / 3rd Check Point.*
- *Checklist of CDR 2 / 4 to be marked after the completion of 2nd / 4th Check Point.*
- *Student Profile to be compiled at the end of each term based on observations recorded in the Child Observation Register.*

STUDENT PROFILE (NARRATIVE REPORT) (PRESCHOOL)

Student Profile is important when assessment is not a separate process but interwoven with teaching. Evaluation is not just grade-oriented but overall progress oriented. Student Profile to be written for Early Years Stage 1 & 2 – Pre 1.

Student Profile covers two aspects of a student's progress:-

- Personality Development (for all)
- Academic Development (For Early Years Stage 1 & 2)

Personality Development

- Teachers may find the following words useful while writing a report on personality development

demonstrates	shows	enjoys
uses	follows	expresses
participates	recognizes	applies
works	distinguishes	creates
constructs	loves	is beginning
asks	identifies	

Academic Development

- Teachers may take help from the following questions while writing a report on Academic Development.
 - o What is the pace of students' learning?
 - o Which skills of the student are in the process of development?
 - o Which activities is the child interested in?
 - o What areas children need to develop more?
 - o What strategies are used by the teacher to help students learn?

Progress Report & Teacher's General Remarks

(Class I onwards)

Reports are an indicator of the students' achievements. They also reflect on the teachers' abilities and the School System.

General Instructions for filling Progress Report: (AIS)

- Parents or a deputed person must sign the Progress Report when its copy is collected from the school.
- Teacher's general remarks, Subject Specific Remarks & Personality Development Remarks (PDRs) along with class positions should be checked and rechecked. Mistakes can cause embarrassment to the school and could lead to acrimony among the students or parents.
- Both Subject Specific Remarks and Personality Development Remarks will be added in Term Examination progress reports.
- Only Teacher General Remarks will be written for Check Points' progress reports.

Instructions for Teacher General Remarks Writing:

Teachers have to:

- Make notes during the term and keep them in a file for reference so that you can write realistically about the students in their reports.
- Always begin the **first remark with the student's first name**. It gives a more personal touch.
- Start with a positive remark about the child. Every child has a good quality; you only have to look for it.
- In general comments **always use two adjectives** to describe the child i.e. Ali is a hardworking and well-mannered boy.
- Try to avoid words such as clever, fast, and slow as they can be misinterpreted.
- After starting with a positive remark you can add negative observations not as judgments but as helpful suggestions i.e. his frequent absences hindered his performance. (NOT: he was always absent.) Do not use words such as dumb. You can say: he finds difficulty in understanding the concept. Do not use

- words such as hyper or hyperactive. Neither use 'Slow Learner', instead write / say: needs more attention/ needs to pay more attention.
- If you want to suggest that a child is weak, the worst way of expressing this on the report is by repeatedly writing needs to....
 - It is always better not to go overboard when praising a child, because sometimes a child may not perform so well in the next term or class and the parents may blame the teacher for their child's performance.
 - Always keep a dictionary or thesaurus handy for correct spellings and to choose appropriate words. Avoid repetition of words.
 - If a subject teacher has written one particular thing about the child, i.e. being absent, then always rephrase your sentence while trying to express the same fact.
 - If a child is weak in one area e.g. reading, then always write a solution to help the child. Suggest some appropriate reading books or activities.
 - Project work and oral class participation should be commented on since it carries marks which are included in the result.
 - Participation level in extra curricular activities should be indicated.

NOTE:

- *Reports are not meant to assess students' performance on a particular exam day or a recent time, but cover either two months (Check Point), half the academic year (First Term) or the whole academic year (Second Term). Therefore, it is imperative that the teachers make notes of the students' performance all the year round and prepare the report on the basis of that data.*
- *Samples of general and subject wise remarks for good, average and weak students have been provided in previous policies (2012-13).*

APSACS INFORMATION SYSTEM (AIS)
(ONLINE RESULT)
(2015 – Onwards)

School reports are issued twice a year, at First Term and at Second Term. Reports are official documents that will be read far beyond home. It is essential that reports are of a professional standard both in expression and presentation, and that they provide a clear accurate and fair overview of the achievements of the student. Reports reflect not only the student's performance, but also the teaching practices.

For Early Years Stage 1:

CDR and Student Profile

For Early Years Stage 2:

Tracking Sheet, CDR and Student Profile

For Pre 1:

Progress Report, CDR and Student Profile

For Class I and onwards:

- Check Points Progress Report
- Term Consolidated Result
- Final Consolidated Progress Report

It is mandatory for all Schools to use AIS online for all Classes. One copy of CDR, Student Profile, Tracking Sheet / Progress Report of each student is to be generated and then will be photocopied. The original copy will be signed by the parents and kept in the dossier. The photocopy of the Progress Report will be sent home for parents' record.

PARENT TEACHER PARTNERSHIP

In modern educational systems, parents are seen as the first teachers and partners of a child. Communication with families should not be restricted to occasions when there is a problem, but should start at the beginning of the School Year and focus on collaboration and planning of the child's Personality and Academic Development as the Academic Year progresses. Parents' involvement with the school should not be merely relegated to overseeing of homework or poor test results, but parents and community should be involved as important resources to complement class studies and to develop positively the social, moral, religious and civic values of the child.

Parent Teacher Meeting (PTM)

Parent Teacher Meetings will be held on the dates given in the Academic Calendar. At the onset of New Academic Session, orientation days are planned by APSAC System to orient parents about their expected active role and their participation in detail.

PREPARATION & EXECUTION

- The duration of a PTM has to be FOUR hours.
- Notice regarding the PTM should be sent out to the parents well in time.
- Students of every Class / Section to be divided into four groups according to their Serial Nos. in the Attendance Register.
- Parents of every group of students are to be allocated one hour.
 - o Group I 0800 – 0900 hrs
 - o Group II 0900 – 1000 hrs
 - o Group III 1000 – 1100 hrs
 - o Group IV 1100 – 1200 hrs
- Office Bearers of the Student Council along with the Ancillary Staff will facilitate the visiting parents.
- Principal will remain available in the reception area / office.
- Class Teachers will remain in their respective classrooms.
- All Subject Teachers of a section will be available in the room allocated to them.
- Class Teachers / Subject Teachers should display their names / class / section / subject on name tags.

- School premises should be clean and welcoming.
- Classrooms should be airy and presentable.
- Students' Art work / projects should be displayed in the classrooms.
- Soft boards should be updated and attractive.
- Students' names will be displayed outside the classroom on a chart paper. Every student will be allocated a number.
- In the classroom every desk should have a number tag corresponding to the student number outside.
- Notebooks, Workbooks, Student Dossier & Portfolio to be placed on the desk.
- The Class Teachers should have the following at hand for ready reference:
 - o PTM File
 - o Attendance Register
 - o Assessment Records
 - o Teacher's Weekly Planner
- Parents are to be guided by the facilitators to the classrooms.
- They should be asked to check the student number of their ward from the list displayed outside the classroom board. They can then proceed inside the classroom to the desk with the corresponding number and go over the material placed there as well as the art work / projects displayed in the classroom.
- The Class Teacher should call the parents one by one according to the serial numbers of the students to the Teacher's table, seat them comfortably and ensure that every parent is given a reasonable time for discussion.
- Checked Term Exam Papers to be shown to the students (IV – XII).
- The Class Teacher must guide the Parents to the Subject Teachers in case he / she feels that he / she cannot satisfy their query regarding a particular subject.
- The Class Teacher must refer the parents to the Principal on policy matters.
- The Class Teacher must ensure that the parents write their comments / sign the PTM proforma before leaving.

PTM – Follow Up

- Section Heads should hold meetings with class teachers / subject teachers of every class and review the Parents' comments / observations.
- Based on valid observations, suitable/relevant measures to be taken.
- Class Teachers should write a note to the parents about the progress of any matter pertaining to the PTM follow ups.

Teachers' Guidelines for Parents Handling

- All teachers should be well groomed and smart in appearance and ensure that the classroom is clean, welcoming and presentable (children's work should be displayed).
- While communicating with the parents teachers should be:
 - o **Well informed** about all APSACS policies and procedures (If they are doubtful about any rules / regulations they should seek clarification from the Section Heads / Principals, well before the scheduled PTM).
 - o **Friendly**: should encourage, acknowledge and express appreciation / respect openly for student's input. Must discuss weaknesses very tactfully without making negative or derogatory remarks.
 - o **Relaxed**: should be calm, collected and not show nervous mannerisms
 - o **Attentive**: should listen to the parents with interest.
 - o **Animated**: should provide eye contact, facial expressions and gestures showing positive body language.
 - o Should **never** get involved in any argument, should remain calm and refer policy matters to the Principal (if they are beyond her mandate).

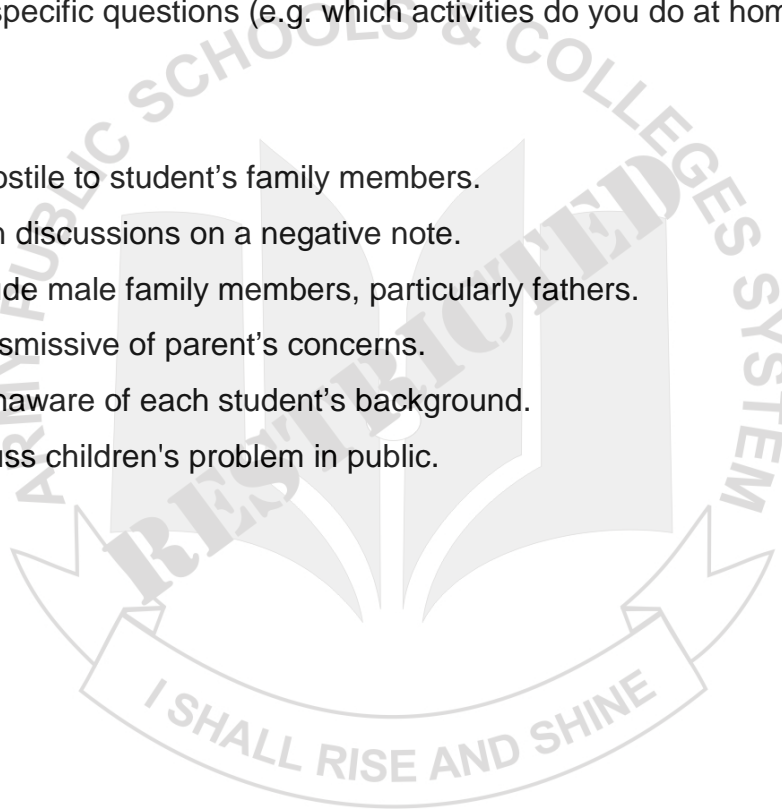
DOs AND DON'Ts FOR TEACHERS DURING PTMS

DOs:

- Welcome families to visit school.
- Greet parents by name.
- Let student's family know you want to work with them.
- Listen respectfully to parents.
- Show family important things in a child's classroom.
- Establish a regular method of communication with parents.
- Schedule parent meetings if required.
- Ask specific questions (e.g. which activities do you do at home?)

DON'Ts:

- Be hostile to student's family members.
- Begin discussions on a negative note.
- Exclude male family members, particularly fathers.
- Be dismissive of parent's concerns.
- Be unaware of each student's background.
- Discuss children's problem in public.



SHORT TERM MIGRATION (STM) WITHIN APSAC SYSTEM

Short Term Migration (STM) means a permission to attend an APSAC for a short duration, depending on the circumstances leading to the requirement. This will include permission to attend classes and appear in all Check Points / Examination held during this period, however, preparation for such Check Points / Examination would be the responsibility of the parents / guardians. Any dissimilarity in syllabus covered (Cold & Warm Regions) will not be the responsibility of the school authorities.

Military personnel keep moving from station to station on account of various exigencies of svc / temporary duties. Occasionally, move of family / children is also necessitated, which creates a need of permission for children / students to shift to a particular APSAC for a short duration. In the recent past, such requests have been more than rare.

Aim

Aim of this document is to lay down a policy on short term migration of wards of military personnel under extraordinary circumstances.

Circumstances Leading to Short Term Migration

Short Term Migration will be permissible in intercity / interregional movement only, under following conditions:

- In case of operational move of parents / exigencies of service.
- An interim arrangement due to posting / transfer, temporary duty etc.
- Any other eventuality deemed relevant such as admission in hospital, Hajj, Umrah etc.

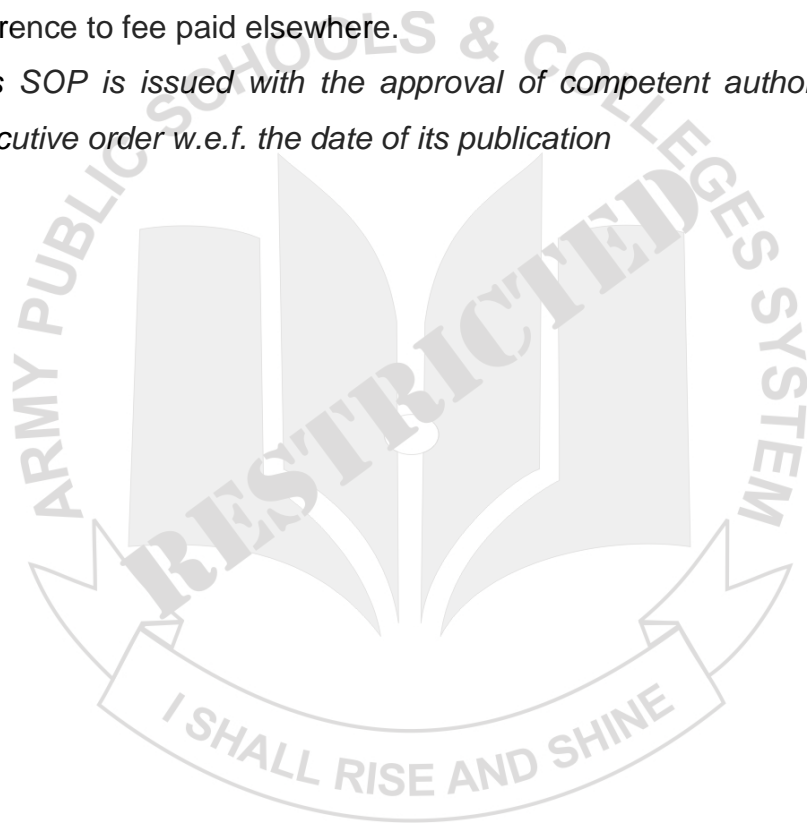
Procedure of Short Term Migration

The applicant's father / guardian will initiate a case / application duly recommended by its unit / established and local RD, addressed to APSACS Sectt along with reasons / justifications, indicating Station where Short Term Migration is desired. On receipt of NOC from recipient school through RDs, APSACS Sectt, will issue a formal approval. Applicant will carry his / her Dossiers plus all assessment record in all such movements.

Fee During Short Term Migration

- No additional fee will be charged for Short Term Migration. However, a regular fee will be paid by applicant to the school where the child is registered if the Short Term Migration is for Examination only.
- For a Short Term Migration, which is more than 25 days, recipient APSAC will be entitled to charge fee as per their schedule.
- Exam fee and other funds if any will be charged by the school, claiming fee as per their respective rules / standards.
- Guardians / parents applying for a Short Term Migration beyond 25 days will pay school fee in advance to the recipient institution (APSAC) without reference to fee paid elsewhere.

Note: *This SOP is issued with the approval of competent authority & constitutes executive order w.e.f. the date of its publication*



QUESTIONNAIRE FOR PARENTS OF NEW ADMISSIONS
(CONFIDENTIAL)

(To be handed over to the Class Teacher by the Principal)

- What activities do you most like to share with your child?
- Are there any special experiences or events in your child's life that you want us to be aware of?
- What are you most proud of about your child?
- Where is your child's favourite place to play?
- What are some of your child's favourite games / sports?
- What does your child do when he / she is upset?
- What is the best way to comfort him / her?
- What else would you like us to know about your child?
- Would you like to be involved in any way in school / class activities?
- Would you like to help in preparation of your child's Annual play, role play, project works etc.

- آپ اپنے بچے کے ساتھ کون سی سرگرمیوں میں شریک ہونا پسند کرتے ہیں؟
- کیا آپ اپنے بچے کی زندگی کے کوئی خاص تجربات یا واقعات سے ہمیں آگاہ کرنا چاہتے ہیں؟
- آپ اپنے بچے کی کس خاص چیز / بات / عادت پر فخر محسوس کرتے ہیں؟
- آپ کے بچے کی کھیل کی پسندیدہ جگہ کون سی ہیں؟
- آپ کے بچے کے پسندیدہ کھیل کون سے ہیں؟
- آپ کا بچہ اپنی پریشانی کا اظہار کس طرح کرتا ہے؟
- آپ کے خیال میں آپ کے بچے کو مطمئن کرنے کا بہترین طریقہ کیا ہے؟
- کیا آپ اپنے بچے کے بارے میں ہمیں کوئی مزید معلومات دینا چاہتے ہیں؟
- آپ سکول کی سرگرمیوں میں کس طرح شرکت کرنا پسند کریں گے؟
- کیا آپ اپنے بچے کے سالانہ پروگرام / پروجیکٹ وغیرہ کی تیاری میں مدد کرنا پسند کریں گے؟