

## 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:

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

### **Procedure:**

- Ø 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.
- Ø Date sheet is to be sent to parents a week prior to Check Point Week.
- Ø The Section Head / Subject Coordinator is to assign the task of Check Points (to be taken in zero period) development to more than one teacher per subject one month earlier.
- Ø The Subject Coordinator is to select the test at her/ his discretion.
- Ø The selected test is to be photocopied and given out to all sections of a class.

### **Content:**

The content and pattern along with the identification of important topics for Check Points are to be decided in Subject Coordination Meeting (SCM).

- a. Important topics/concepts that are challenging and need reinforcement to clear students' conceptual understanding are required to be selected.
- b. No. of topics to be selected level wise, as indicated below:
  - I Pre-1- Cls III: 3 x concepts / topics
  - I Cls IV-V : 4 x concepts / topics
  - I Cls VI-VIII : 5 x concepts / topics

**Duration:**

Check points must be taken in Zero period except for English & Urdu language, Computer Science, which will be taken in regular teaching periods. The allotted time for Zero Period/regular period must be kept in view while setting the Check Point Test to ensure students' completion of the assigned task.

**Structure of Check Points:**

Check Points must be structured according to the six stages of cognitive domain of Revised Bloom's Taxonomy, ranging from basic to challenging questions catering all types of students (below average, average & above average). Therefore, multiple questioning techniques should be used to assess the comprehension and understanding of taught concepts/topic by including subjective as well as objective type questions in Check Points. Percentage of objective to subjective parts in Check Points must cohere with that for Term Exams Papers, as provided in Assessment & Examination Policy.

**Marks Allocation:**

The marks allocation for each question must be justified to avoid inflated marking.

**Marking of Check Points.**

General Marking Scheme (Subject-wise) provided in Annex II-D to be followed for checking of Check Points.

I SHALL RISE AND SHINE