

# STUDENT ASSESSMENT

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Teacher Training Course  
Understand Quran Academy



# OUTLINE

What is assessment & purpose?

Types of assessments

After assessment – Differentiated teaching, Remedial  
Classes

Common misconceptions about student assessments

Portfolio / Project

# WHAT IS STUDENT ASSESSMENT?

Student assessment aims to get feedback on teaching quality and student learning. A good teacher will keep track of student learning and performance.

The overall aim is to ensure 100% student learning.

The teacher can include differentiated learning in class and remedial for slow learners through a well-designed Student Assessment.

# PURPOSE OF STUDENT ASSESSMENT

1. Develop lifelong learners
2. Informing Instruction
3. Monitoring Progress
4. Feedback and Improvement
5. Promoting Accountability
6. Personalized Learning
7. Encouraging Student Engagement
8. Guiding Curriculum Development
9. Supporting Differentiation





# STUDENT ASSESSMENT TYPE

## Assessment for Learning (AFL)

Benefit for teachers  
Feedback for  
Teachers to  
Improve Teaching.  
To know how much  
the student knows.

## Assessment as Learning (AAL)

Benefit for students  
Feedback for  
Students to  
improve learning.

## Assessment of Learning (AoL)

**Set Standards**  
To judge the student's  
learning  
(Marks / Grades)



# STUDENT ASSESSMENT TYPE

## Activities - AFL

- Diagnostic assessments
- Feedback
- Formative assessments

## Activities – AAL

- Self-assessment
- Goal setting
- Peer feedback

## Activities AoL

Summative assessments  
Rubric-based grading  
Standardized testing

# STUDENT ASSESSMENT TYPE

## Activities – AFL

Mcqs, Quizzes  
Classroom Discussion  
Observation  
Discussion  
Short Quiz, game,  
activity, etc.

## Activities AAL

- HOTS
- Thinking Questions
- Self-assessment
- Peer-Assessment
- Thinking time
- Let students discuss
- TPS

## Activities AoL

- Exam resulting in a grade
- Quizzes
- Projects
- Workbook Completion

# OTHER TYPES OF STUDENT ASSESSMENTS

1. Formative Assessments:
2. Summative Assessments:
3. Diagnostic Assessments
4. Norm-Referenced Assessments
5. Criterion-Referenced Assessments
6. Performance Assessments
7. Authentic Assessments
8. Portfolio Assessments
9. Self-Assessments
10. Peer Assessments
11. Teacher-Made Assessments:
12. Standardized Tests:
13. Rubrics
14. Observations:
15. Interviews:
16. Checklists:
17. Rating Scales:
18. Surveys/Questionnaires
19. Project-Based Assessments:
20. Peer Reviews:
21. Online Assessments:
22. Adaptive Assessments:
23. Gamified Assessments:
24. 360-Degree Assessments:
25. Authentic Observations:





# ACTIVITY

Create all three types of assessments discussed. Use Book-4 or Course-1, lesson 1 as an example.

# STEPS AFTER STUDENT ASSESSMENT?

1. Data Analysis
2. Feedback & Reporting
3. Individualized Support
4. Curriculum Adaptation
5. Goal Setting
6. Differentiated Instruction
7. Intervention & Remediation
8. Progress Monitoring
9. Reflection & Adjustment
10. Continuous Improvement

# TOP 5 MISCONCEPTIONS ABOUT STUDENT ASSESSMENT

1. Assessment  $\neq$  Evaluation
2. Assessment is not one-way communication
3. The purpose of assignments is not to receive a grade
4. Assessments are always time-consuming
5. Assessments are only Summative Assessments

# PERFORMANCE CRITERIA FOR TEACHERS FOR RQ & UQ

## KPIs for RQ

1. Should have excellent makharij
2. Should be able to identify and explain harakat and qawaid
3. Should be able to recite Quran fluently
4. Should know TPI, Poem and Stories, and RQ differentiators

## KPIs for UQ

1. Should know the Quranic Grammar (from root to different forms)
2. Should have excellent Quranic Vocabulary
3. Should be able to give explanatory points (take away) from verses
4. Should know TPI, AEPP, Tadabbur-Tazakkur, Imagine, Feel & UQ Differentiators

# KASH FOR STUDENT LEARNING

**KNOWLEDGE**

علم

**ATTITUDE**

رويه

**SKILLS**

مهارت

**HABITS**

عادات

# STUDENT KEY PERFORMANCE INDICATORS

## Knowledge

Tafseer points  
Use of Islamic terms while their discussion example, inshallah, Alhamdulillah...etc  
Memorization of the Surahs in textbook & workbook  
Updated workbook  
Written exams averages based on different sections like Q&H, Grammar, Speak like an Arab

## Attitude

Love of the Quran  
Self-Driven  
Allah is watching me!  
Ikhlāq  
Being aware of being Ummati of the Prophet (ﷺ)

## SKILLS

Linguistic Skills  
Tajweed rules  
Fluent Recitation with Tajweed  
Grammar  
Vocabulary  
Quran Surahs and Ayahs memorization  
Hadiths  
Speak like an Arab

## Habits (Behavior)

Habit of Tadabbur  
Habit of Imagine & Feel  
Habits of planning  
Developing Habits  
Habit of learning lessons, imagining the situations, etc.  
Incident Reporting in the School  
Use of decent language among students  
Good relations among the students  
Parents' feedback about their children  
Improvement in other subjects  
Attendance in Salah  
Attention in class  
Improving in a positive attitude  
Regularity in doing Homework.  
Love of the Quran as a subject  
Love of the Quran teacher  
Sharing the knowledge learned in Quran Period  
Looking forward to attending the Quran Period  
Concentration in Salah

# PORTFOLIO

1. Choose any lesson in RQ and UQ and write five activities for AFL, AAL, and AoL
2. Write five outcomes for RQ and UQ using the KASH model.
3. Review the exams and quizzes of RQ & C1 and see how you can improve.
4. Create student learning milestones and their outcomes for RQ & C1.
5. What corrective actions would be best if students do not achieve the learning milestones?
6. How to assess the behavior change in a student?
7. How to measure that UQ on KASH Model? Take any chapter as an example.
8. Create Google Spreadsheet to record student performances.