

New concepts of KNC

Curriculum	A system of learning experiences and opportunities that are planned for children and young people through their education.
Textbooks	The core materials for a course. Providing as much as possible in one resource and are designed so that they could serve as the only material learners necessarily use during a course.
Standards	They are statements about what is valued in learning. They describe expectations and are used to judge the level of performance in a field or domain.
Competences	Integrated systems of knowledge, skills, attitudes and values developed through formal (and non-formal) education that allow individuals to become responsible and autonomous persons.

Range of realities

Knowledge (cognitive domain)

Range of connections

Relations to other subjects(Transfer domain)

Range of operations

Skills and strategies(proficiency domain)

Range of attitudes

Personal and social responses
(Affective domain)

Key competences

They represent a transferable, multifunctional system of knowledge, skills, values, attitudes, and personal/social attributes that all individuals need to acquire for their personal development. They are supposed to be achieved by the end of the Secondary Education period. They are cross-curricular

General competences

They define the most general subject-based knowledge, skills and attitudes/values embedded/integrated in students' expected outcomes by the end of Grade 12.

Specific competences

They define more specific systems of integrated knowledge, skills and attitudes/values. They can even cover specialized, topic-based competences students are supposed to display by the end of each grade.

<p>Performance standards</p>	<p>They refer to the quality level to be achieved by students in performing their general competences by the end of each of the school stages –(national summative assessments)</p>
<p>Curriculum standards</p>	<p>They refer to the quality level to be achieved by students in attaining the specific competences. They describe to what extent the specific competences should be achieved by the end of each grade. They are a matter of school- and class-based formative and summative assessment.</p>
<p>Subject curricula</p>	<p>Are official documents that define why, what, how and with which kind of final expected results students learn in a certain subject from Grades 1 to 12. They fully reflect the conceptual foundation and the provision of the key curriculum statements as defined by the Kuwait National Curriculum Framework.</p>

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Formative assessment

Classroom assessment which is often described as “assessment for learning,” because it is an indicator of the learning progress students are making during the lesson, or lessons. Rather than a terminal measure of student gains, it is an indicator of whether learning is taking place during the teaching. It is an important indicator of whether the teacher can meaningfully move the teaching forward and guide students to progress in developing further competences.

Summative assessment

A kind of assessments that focus on learners’ results at specific moments toward achieving competences. They are periodic recording of results against a fixed schedule (e.g. end of learning unit / semester) helping adjust teaching to support more effective learning. Instead of covering a single curriculum standard, these assessments tend to cover all intended prior learning. It thus provides the teacher with valuable insights into students’ accumulative achievement, geared to that moment in time.

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