



الأكاديمية الأولى  
THE FIRST ACADEMY

# Assessment Policy



## *Vision*

To be a center of educational excellence preparing students to be both lifelong learners as well as leaders of tomorrow.

## *Mission*

Our mission is to be a community of learners developing within our students active and creative minds. We stress the total development of each child: spiritually, morally, intellectually, socially, emotionally and physically and as such we aim to provide a healthy, safe, caring and supportive environment.

**2019-2023**

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**Academic Year 2019-2020**

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**INTRODUCTION**

Assessment is integral to the teaching and learning process in the First Academy. This policy outlines how assessment is utilized to ensure effective student attainment and progress according to the school's curriculum requirements.

Assessment is a process that is integral to the teaching and learning process and involves the ongoing collection of data on students' understanding and achievement. Evaluation, recording and reporting represent the process of analyzing and interpreting data collected through assessments.

To create an effective learning environment, formative and summative assessments are appropriately implemented to promote effective differentiated learning in order to make sure that all students achieve the learning objectives.

Assessment methods and instruments may include, amongst others, quizzes, tests, examinations, extended practical work, projects, presentations, portfolios, and oral work.

Grading of a student's work is an important part of the assessment process. It gives students feedback about their learning and progress, it allows facilitators to record and monitor this, and positive marking is motivating for students.

At The First Academy, overall growth is essential to consider meaning that all the components of assessment play in the development of overall student personal success. Self-assessments, goals, summative assessments and formative assessments give insight into the overall development of a student.

1. The ultimate purpose of assessment is to support and enhance student learning.
2. Every student is a complex individual with a broad spectrum of abilities, skills, and knowledge.
3. Assessment shall focus on all key areas of student learning and development: core academics, intellectual ability, the arts, social responsibility, and physical fitness.
4. Assessment shall be based on valid standards such as grade level expectations, appropriate reference groups, and individual aptitudes.
5. Assessment shall be systematically linked to analyses of teacher and school system performance and instructional improvement.
6. Assessment data shall be communicated to students, parents, and community on a timely basis.
7. Information on how to understand and use assessment data shall be provided regularly to the educational community.

**PURPOSE**

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The purpose of this policy is to ensure that students experience a consistent, school-wide approach to the marking of their work in all subjects. Student assessment and evaluation serve 6 major objectives:

1. To measure student achievement of academic skills and curriculum standards.
2. To evaluate and monitor the effectiveness of the implementation of the curriculum in the school by evaluating the extent to which the curriculum standards and benchmarks are reached.
3. To identify high achievers and low achievers in order to cater for the needs of both and accommodate and support SEN, gifted and talented students.
4. To observe and monitor student progress in terms of the First Academy learner profile traits.
5. To publish results of the assessment.

### **FEEDBACK AND GRADING PROCEDURES**

At First Academy we mark all student work within a maximum of one week of the student completing it.

A grade will be given for the following elements of the class and homework:

- ✓ The attainment level achieved by the student
- ✓ The quality of presentation of the work
- ✓ The effort that the student has put into the work
- ✓ The originality/creativity exhibited in the content and presentation

A written comment will also be provided.

All scores awarded will be recorded by facilitators in their mark books. The marks will be available to HOD, Supervisors, Curricula Coordinators, Vice Principals and Principal, so that the performance of students may be monitored, and feedback provided to parents when necessary.

#### **Passing Mark:**

- The passing mark is 50% for grades 4-5, and 60% for grades 6-12.
- Students of grades 1-3 pass automatically to the next level (recommended by the Ministry of Education).

#### **Make-up Assessment:**

Students from Grades 4 – 12:

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- a) A student can sit for make-up assessments if he/she fails maximum in 3 subjects. In case of failing in more than 3 subjects, he/she has to repeat the same grade level.
- b) In case of failing in any of make-up assessments, the student has to repeat the same grade level.
- c) Make-up assessments are conducted after the final assessment in the final term.

### **Missed Assessments:**

The students who miss any assessment during any term can sit for a reassessment if they provide an acceptable document.

## **ASSESSMENT DESIGN& CRITERIA**

At the First Academy, effective evaluation and assessment allows facilitators, parents, school administrators and students to set clear expectations and goals regarding learning. The following guidelines will be adhered to, thus ensuring learning is assessed and measured effectively:

- Assessment and evaluation procedures align with the intended learning outcomes of the curricula. These procedures must tackle all outcomes in depth by covering the breadth and the depth of all learning material as per the curricula.
- Assessment measures and instruments include both formative and summative assessments.
- Student assessment includes measures to assess attitudes for learning.
- The principle means of assessing student achievement and determining subject grades should be the professional judgment of experienced facilitators, supported by statistical grading reports.
- Different assessment methods are used to measure and monitor learning to make sure that the students are ready for internal and external assessments.
- Reflection and feedback represent an ongoing integral part of the learning environment and cycle.
- Facilitators provide appropriate, expressive, and vivid feedback to advance the student learning process.

## **MAJOR ASSESSMENT TYPES**

**External Tests (Grades 1-12)** carried out to measure students' academic progress and attainment and acquired skills against international benchmarks in English, Math and Science.

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**Baseline Tests (KG1 & KG2)** used to establish levels of student attainment upon entering the respective grade in English and Arabic and to chart the growth of student progress and attainment relative to the standards of the same grade.

**Diagnostic Tests (Grades 1-12)** carried out to identify students' strengths and weaknesses in English, Math and Arabic and to chart the growth of student progress and attainment throughout the year.

**Pre-assessment.** Facilitators assess students' prior knowledge and experience in different ways before beginning a new unit of work or learning experience.

**Formative Assessment.** On-going and regular assessment will take place during the teaching and learning progression using different tools to inform facilitators and students about the progress of learning.

**Summative Assessment.** Summative assessment takes place at the outcome of a chapter or unit and is always preplanned and scheduled in advance.

**Self-assessment.** Reflection and self-assessment are fundamental elements of the assessment process. Self-Assessment is extremely important. Students discuss their term I and II reports and assessment tools on a one to one basis, with the related facilitators to analyze their strengths and weaknesses and to setting their next term milestones based on this analysis.

**Peer Assessment.** Peer assessment can be an important and vital part of the teaching and learning process and can represent a formal part of summative assessment. Examples of peer assessment vary from the mutual usage of web-based facilities like Easy Class, in class pair-work or oral commentary on presentations – many of which will be mediated and facilitated by the facilitator. A lot of group corrections may be conducted in class. We believe that peer assessment is a crucial layer of assessment techniques to evaluate and enhance student learning.

At The First Academy overall student assessment is made up of a range of different assessment tools. They are summarized in the points below:

- **Classwork/Homework:** the amount of work assigned in class or at home by subject facilitators depends on the grade level. The classwork/homework component represents 20% of the daily average for Grades 1 to 4 and 10% for Grades 5 to 12.
- **Projects and Presentations** counts 10% of the daily average based on the subjects' requirements. (Students will not necessarily have to do one project for each subject because some projects will be cross-curricular integrated STEM / STEAM projects. In such cases, the same project is included in the assessment of more than one subject.)

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- **Quizzes:** are based on one section or one concept. The questions in quizzes are direct and indirect. Quizzes include formative assessment tools and will last about 20 minutes.
- **Tests:** are based on standards covered in one or more chapters or units and planned head of time. Tests will last one full period. Standardized external assessments, such as MAP, will last 2 periods.
- **Final Summative Assessments:** these are held three times a year, at the end of each term.

## INTERNAL ASSESSMENT

The marks distribution is divided between Formative Assessment totaling 60% and Summative Assessment totaling 40%. Formative Assessment also referred to as Assessment for Learning (AFL) is the daily observation of the learning process. Teachers collect evidence of the students learning through listening, reviewing, questioning, and reflecting about the material covered each day. The information gathered helps teachers set learning targets, identify gaps, and give the students feedback. Summative Assessment evaluates a student's overall learning after a specific time period. There are times when formative and summative are interrelated and can fulfill both purposes. This depends on how the exam results and feedback is used (Black et al., 2003; Harlen, 2005; Taras, 2005). The chart below describes the components of formative assessment.

Formative Assessment (Assessment for Learning)						
CW/P classwork	HW homework	P participation	Q/CH. T Quiz	PRO/L project/lab	MM mental math	PARA/E essay
<p><b>Students complete guided and independent practice inside class; actively participates in class.</b></p>	<p><b>Students complete HW independently.</b></p>	<p><b>Active participation during the entire class.</b></p>	<p><b>Pop quizzes or announced quizzes.</b></p> <p><b>End of chapter exam.</b></p>	<p><b>At least 75% of the project/lab should be completed inside the class.</b></p>	<p><b>This includes the four basic operations and other strategies that help students solve problems quickly.</b></p>	<p><b>Students in lower grades will write a paragraph, while students in upper grades will write an essay. Each task requires a detailed rubric.</b></p>

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## CLASS WORK RUBRIC

Facilitators are required to provide their assessment of student's class work once per term. In order to assess each student accurately the teachers must fill Follow Up Check Lists weekly and upload them in Google Drive.

Class work must be assessed based on the following criteria:

CLASS WORK RUBRIC		
Criteria	Marks Distribution for Grades 1-2, Art	Marks Distribution for Grades 3-12
<b>PUNCTUALITY</b>	4	2
Student is always on time for class	4	2
Sometimes is late to class (not more often than once per week)	2	1
Frequently is late to class	0	0
<b>RESPONSIBILITY</b>	4	2
Always comes prepared for class and completes duties/assignments in a timely manner	4	2
Sometimes is not prepared for class and does not complete duties/assignments in a timely manner (not more often than once per week)	2	1
Frequently is not prepared for and does not complete duties/assignments in a timely manner	0	0
<b>BEHAVIOR &amp; DISCIPLINE</b>	4	2
Always follows classroom routines and school rules & regulations	4	2
Sometimes does not follow classroom routines and school rules & regulations (not more often than once per week)	2	1
Frequently does not follow classroom routines and school rules & regulations	0	0
<b>WRITTEN ASSIGNMENT</b>	8	4
Content criterion is used to evaluate the degree of a student's knowledge and understanding of facts, concepts and principles.	2	1



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<b>Process criterion is used to evaluate the proficiency level of performance of a skill or process, as well as the effectiveness of the methods and procedures used in a task.</b>	<b>2</b>	<b>1</b>
<b>Quality criterion is used to evaluate the overall quality and craftsmanship of a product or performance.</b>	<b>2</b>	<b>1</b>
<b>Impact criterion is used to evaluate the overall results or effects of a product or performance given its purpose and audience.</b>	<b>2</b>	<b>1</b>
<b>Total</b>	<b>20</b>	<b>10</b>

**HOMEWORK RUBRIC**

Each homework must be checked by the teacher in 48 hours and marked out of 10. The rubrics for evaluation will vary from subject to subject and type of assessment.

The main criteria for homework are:

- Content criterion is used to evaluate the degree of a student's knowledge and understanding of facts, concepts and principles.
- Process criterion is used to evaluate the proficiency level of performance of a skill or process, as well as the effectiveness of the methods and procedures used in a task.
- Quality criterion is used to evaluate the overall quality and craftsmanship of a product or performance.
- Impact criterion is used to evaluate the overall results or effects of a product or performance given its purpose and audience.

In case if homework was not submitted in time without a serious reason 25% of total grade value will be deducted.

All grammar, spelling, capitalization mistakes must be corrected by the teacher. 0.25 marks will be deducted for 4 mistakes from elementary school students, 0.5 - from middle school students, 0.75 from high school students.

**PARTICIPATION RUBRIC**

Student contributions in class are important to the teaching and learning process. Participation is graded on a scale from 0 (lowest) through 5 or 10 (highest) based on marks break down, using the criteria below.

The criteria focus on what the student demonstrates rather than what a student is presumed to know but does not demonstrate.

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## PARTICIPATION RUBRIC

Criteria	Marks Distribution out of 5	Marks Distribution out of 10
<b>Student is absent</b>	<b>0</b>	<b>0</b>
<ul style="list-style-type: none"> <li>• <b>Student is present, not disruptive.</b></li> <li>• <b>Tries to respond when called on but does not offer much.</b></li> <li>• <b>Demonstrates very infrequent involvement in discussion.</b></li> </ul>	<b>2</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• <b>Demonstrates adequate preparation: knows basic information or reading facts, but does not show evidence of trying to interpret or analyze them.</b></li> <li>• <b>Offers straightforward information (e.g., straight from the lesson or reading), without elaboration or very infrequently (perhaps once a class).</b></li> <li>• <b>Does not offer to contribute to discussion but contributes to a moderate degree when called on.</b></li> <li>• <b>Demonstrates involvement that is not consistent.</b></li> </ul>	<b>3</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• <b>Demonstrates good preparation and knows lesson well, has thought through implications of the lesson.</b></li> <li>• <b>Offers interpretations and analysis of class material (more than just facts) to class.</b></li> <li>• <b>Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions even if everyone does not agree.</b></li> <li>• <b>Demonstrates consistent, ongoing involvement.</b></li> </ul>	<b>4</b>	<b>8</b>
<ul style="list-style-type: none"> <li>• <b>Demonstrates excellent preparation: has analyzed the lesson exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</b></li> <li>• <b>Offers analysis, synthesis, and evaluation of lesson material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.</b></li> <li>• <b>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative discussion, suggests</b></li> </ul>	<b>5</b>	<b>10</b>

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<b>alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</b>		
<ul style="list-style-type: none"><li>• <b>Demonstrates ongoing, very active involvement.</b></li></ul>		

## **GRADING AND REPORTING BASIS FOR GRADING**

The First Academy Board of Directors is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes. Board policy, grading, and reporting procedures and grading and accompanying school regulations that set forth expectations and guidance are found in the Student Handbook and on the school's website: [www.firstacademy.org](http://www.firstacademy.org).

### **PROCEDURES FOR GRADING**

Grading procedures are applied consistently in all classes. We ensure that our grading practices include clear and timely communication, alignment with curriculum, accurate reflection of student achievement, and fair representation of student performance. Grades on report cards reflect academic achievement in relation to course expectations, as outlined in The First Academy curriculum. Course-specific procedures for grading are defined, used consistently, and explained clearly to students and parents/guardians in writing at the beginning of a term or school year.

### **REPORTING STUDENT PROGRESS**

Teachers provide students and parents/ guardians with information about achievement throughout the marking period. This feedback may take several forms, including the following:

- Report cards and progress reports
- Online and mobile communication
- Parent conferences
- Informal methods of communication

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**GRADING / MARKING BREAKDOWN**

**Elementary School (Grades 1-5)**

**English Language Arts Marks Distribution**

**Grades 1-2**

Formative Assessment				Summative Assessment	
CW	HW	P	PRO	Unit/Lesson, Spelling, Show & Tell, Speaking etc.	Total
20	10	5	15	50	100

**Grades 3-5**

Formative Assessment						Summative Assessment		
CW	HW	P	Q	PRO	PARA	Unit Test	Term Final	Total
10	10	10	10	10	10	20	20	100

**Math Marks Distribution**

**Grades 1-2**

Formative Assessment				Summative Assessment	
CW	HW	P	PRO	Unit/Lesson, Spelling, Show & Tell, Speaking etc.	Total

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<b>20</b>	<b>10</b>	<b>5</b>	<b>15</b>	<b>50</b>	<b>100</b>
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**Grades 3-5**

Formative Assessment						Summative Assessment	
CW	P	HW	PQ	Q	PRO	Final Exam	Total
<b>10</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>15</b>	<b>10</b>	<b>40</b>	<b>100</b>

**Science Marks Distribution**

**Grades 1-2**

Formative Assessment				Summative Assessment	
CW	HW	P	PRO	Unit/Lesson, Spelling, Show & Tell, Speaking etc.	Total
<b>20</b>	<b>10</b>	<b>5</b>	<b>15</b>	<b>50</b>	<b>100</b>

**Grades 3-5**

Formative Assessment					Summative Assessment		
CW	HW	P	Q	PRO	Unit Test 1	Unit Test 2	Total
<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>100</b>

**Arabic Marks Distribution**

Reading	Writing	Speaking	Listening	Total
<b>50</b>	<b>30</b>	<b>10</b>	<b>10</b>	<b>100 + Final 100</b>

**Islamic Studies Marks Distribution**

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Quiz (1)	Quiz (2)	Recitation	Verses and Hadith	Activities	Total
20	20	25	15	20	100 +Final 100

**Social studies Marks Distribution**

Quiz (1)	Quiz (2)	Performance	Project	Total
20	20	30	30	100 +Final 100

**ICT Marks Distribution**

**Grades 1-3**

Formative Assessment					Summative Assessment			
P					PRO	Theory Exam	Practical Exam	Total
20					15	15	50	100
CW 5	HW 5	Pop Q 5	P 5					

**Grades 4-5**

Formative Assessment			Summative Assessment	
P	PRO	Theory Exam	Practical Exam	Total
20	15	25	40	100

**Moral Education Marks Distribution**

**Grades 1-4**

Formative Assessment			
Project	Performance Task	Portfolio	Total
30	50	20	100

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## Grade 5

Formative Assessment			
Project	Performance Task	Portfolio	Total
40	40	20	100

## Art Marks Distribution

Formative Assessment					Summative Assessment	
CWP	Drawing	Creativity	Painting	Skills	Final Exam	Total
20	10	10	10	10	40	100

## Physical Education Marks Distribution

Formative Assessment					Summative Assessment	
Power	Speed	Endurance	Agility	Flexibility	Theory and Practice	Total
12	12	12	12	12	40	100

## Middle School (Grades 6-8)

### English Language Arts Marks Distribution

Formative Assessment						Summative Assessment		
CW	HW	P	Q	PRO	E	Unit Test	Term Final	Total
10	10	5	15	10	10	20	20	100

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## Math Marks Distribution

Formative Assessment						Summative Assessment	
CWP	HW	PQ	Q	PRO	Mid -Term	Final Exam	Total
10	10	5	10	10	15	40	100

## Science Marks Distribution

Formative Assessment					Summative Assessment	
CW	HW	Q	Unit Test Mid-Term	PRO/L	Final Exam	Total
10	10	10	20	10	40	100

## Arabic Marks Distribution

Reading	Writing	Speaking	Listening	Total
50	30	10	10	100 + Final 100

## Islamic Studies Marks Distribution

Quiz (1)	Quiz (2)	Recitation	Verses and Hadith	Activities	Total
20	20	25	15	20	100 + Final 100

## Social studies Marks Distribution

Quiz (1)	Quiz (2)	Performance	Project	Total
20	20	30	30	100 + Final 100

## ICT Marks Distribution

Formative Assessment	Summative Assessment
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P				PRO	Theory Exam	Practical Exam	Total
20				15	25	40	100
CW 5	HW 5	Pop Q 5	P 5				

### Moral Education Marks Distribution

Grades 6-8

Formative Assessment			
Project	Performance Task	Portfolio	Total
40	40	20	100

### Art Marks Distribution

Formative Assessment					Summative Assessment	
CWP	Drawing	Creativity	Painting	Skills	Final Exam	Total
20	10	10	10	10	40	100

### Physical Education Marks Distribution

Formative Assessment					Summative Assessment	
Power	Speed	Endurance	Agility	Flexibility	Theory and Practice	Total
12	12	12	12	12	40	100

### High School (Grades 9-12)

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**High School Course**

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Grade 9	Grade 10 Science	Grade 10 Business	Grade 11 Science	Grade 11 Business	Grade 12 Business	Grade 12 Science
Arabic	Arabic	Arabic	Arabic	Arabic	Arabic	Arabic
English	English	English	English	English	English	English
Physical Science	Biology	Biology	Chemistry	Chemistry	Environmental Science	Human Anat/Env. Sci
Algebra 1 & Geometry	Physics	Intro to Business	Physics	Business Management	Marketing	Chemistry
Geography	Geography	Geography	Biology/Intro to Business	Accounting	Economics	Physics
UAE National Studies	Algebra 2 and Trig	Algebra 2 and Trig	Algebra 2 and Trig	Algebra 2 and Trig	Islamic Studies	Islamic Studies
Islamic Studies	Islamic Studies	Islamic Studies	Islamic Studies	Islamic Studies	Pre-Calculus	Pre-Calculus
ICT	ICT	ICT	ICT	ICT	ICT	ICT
PE	PE	PE	PE	PE	PE	PE
Moral Ed.	Moral Ed.	Moral Ed.	Moral Ed.	Moral Ed.	Moral Ed.	Moral Ed.

**English Language Arts Marks Distribution**

Formative Assessment						Summative Assessment		
CW	HW	P	Q	CH. T	PRO	Term Final		Total
						Final Essay	Final Exam	
10	10	5	10	15	10	10	30	100

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**Math Marks Distribution**

Formative Assessment					Summative Assessment	
CWP	HW	Q	PRO	Mid -Term	Final Exam	Total
10	10	10	10	20	40	100

**Science Marks Distribution**

Formative Assessment					Summative Assessment	
CW	HW	Q	Unit Test Mid-Term	PRO/L	Final Exam	Total
10	10	10	20	10	40	100

**Environmental Science Marks Distribution**

Formative Assessment				Summative Assessment	
HW	Q	Unit Test Mid-Term	PRO/L	Final Exam	Total
10	20	20	10	40	100

**Arabic Marks Distribution**

Reading	Writing	Speaking	Listening	Total
50	30	10	10	100 + Final 100

**Islamic Studies Marks Distribution**

Quiz (1)	Quiz (2)	Recitation	Verses and Hadith	Activities	Total
20	20	25	15	20	100 + Final 100

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## Social studies Marks Distribution

Quiz (1)	Quiz (2)	Performance	Project	Total
20	20	30	30	100 +Final 100

## ICT Marks Distribution

Formative Assessment				Summative Assessment			
P				PRO	Theory Exam	Practical Exam	Total
20				15	25	40	100
CW 5	HW 5	Pop Q 5	P 5				

## Moral Education Marks Distribution

Formative Assessment			
Project	Performance Task	Portfolio	Total
50	30	20	100

## Physical Education Marks Distribution

Formative Assessment					Summative Assessment	
Power	Speed	Endurance	Agility	Flexibility	Theory and Practice	Total
12	12	12	12	12	40	100

## The School Transcript

The First Academy is following the American Curriculum. Our schools use a trimester calendar, in which the academic year is divided into three terms. Since we follow the American curriculum, our high school students earn one credit for a course that lasts all academic year. This credit is formally known as a Carnegie Unit.

### The Elements of Successful Transcript

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- Understanding Carnegie Units / Credits
- Staff requirements i.e., Guidance Counselor
- Graduation requirements
- Format of the transcript
- Grading scale
- How to calculate GPA

**What is Carnegie unit?**

It is time-based reference for measuring educational attainment.

**How Is It Calculated?**

1 credit = 130 study hours = 175 periods (45 minutes of duration each) = 05 periods per week for 35 weeks per subject

**American High School Graduation Requirements:**

A minimum of 26 credits is required for graduation in 4 years of high school.

**TFA High School Diploma Requirements**

CREDITS	SUBJECTS	LEVEL				TOTAL
		9	10	11	12	
2	Islamic	0.5	0.5	0.5	0.5	2
4	English	1	1	1	1	4
4	Mathematics	1	1	1	1	4
4	Science					
	Physical Science	1				1
	Biology		1			1
	Chemistry			1.5		1.5
	Physics				1.5	1.5
2	Social Studies					
	UAE National Studies (Required)	0.5				0.5
	Global History and Geography		0.5			0.5

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	Modern World History			0.5		0.5
	Economics				0.5	0.5
2	PE	0.5	0.5	0.5	0.5	2
2	ICT	0.5	0.5	0.5	0.5	2
4	Languages					
	Arabs (4 Arabic Required)	1	1	1	1	4
	Non-Arabs (2 Arabic and 2 other Languages)	1	1	1	1	
0.5	Free Elective (1 from any area taken in grade 9)	0.5				0.5
2	Core Elective (Science or Business Track)		0.5	0.5	1	1
	Moral Education					0
	Quran					0
	SAT/IELTS Preparation					0
26.5	<b>TOTAL</b>	7.5	7.5	8	8.5	26.5

Core Electives	
Science	Business
<b>Biology 3: Human Anatomy</b>	<b>Buss A: Introduction to Business</b>
<b>Biology 4: Environmental Science</b>	<b>Buss B: Financial Accounting</b>
<b>Biology 5</b>	<b>Buss C: Marketing</b>
	<b>Buss D: Business Management</b>
	<b>Buss E. Entrepreneurship</b>

**The Grading Key:**

GPA = Total GP ÷ Total Number of Courses.

**How to convert your GPA to a 4.0**

**High School Scale (Grades 9-12)**

Scale Letter Grade	Percent Grade	4.0 Scale / Grade Point
A+	97 – 100	4.0
A	93 – 96	4.0
A-	90 – 92	3.7

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B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 - 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	60 - 66	1.0
F	Below 60	0.0

\*All subject grades on the transcript must be a minimum of "D" level, in order to be counted towards the Diploma.

The letter grades system will be applied in grades 1 to 8 (Without GPA).

### Letter Grade for Grades 1 To 5

Letter Grade	Percent Grade
A+	97 – 100
A	93 – 96
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 - 76
C-	70 – 72
D+	67 – 69
D	60 - 66
D-	50 - 59
F	Below 50

### Letter Grade for grades 6 to 8

Letter Grade	Percent Grade
A+	97 – 100
A	93 – 96
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 - 76



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C-	70 – 72
D+	67 – 69
D	60 - 66
F	Below 60

### EXTERNAL ASSESSMENT

External Assessment	Mode	Targeted grades	Date
<p><b>If the school will be selected for any of the following:</b></p> <ul style="list-style-type: none"> <li>• Programme for International Student Assessment (PISA)</li> <li>• Trends in International Mathematics and Science Study (TIMSS)</li> <li>• Progress in International Reading Literacy Study (PIRLS).</li> </ul>			following the MOE date
<b>PISA-Based Tests for Schools (PBTS)</b>	Paper	must be taken by Grade 10 students	Following the MOE dates
<b>MAP Test</b>	Online	grades 3,5,7 and 9	Fall MAP -15th August 2019 – 30th Nov 2019  Spring MAP -1st March 2020 – 30th June 2020
<b>CAT 4 Test</b>	Online	Grades 3,5,7 and 9	1st September 2019 – 31st October 2019
<b>IBT(Arabic Language Assessment)</b>	Online/ paper	Grades 3,5,7 and 9	17th Nov 2019

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External, standardized testing allows teachers to measure a student’s progress or growth during the school year. This assessment is important because it allows teachers to know where a student’s strengths are and if extra help is needed in certain areas.

**ASSESSMENT POLICY REVIEW**

The First Academy Assessment Policy is reviewed by the facilitators, school administration, and Assessment Policy committee members at the beginning of each academic year. Information about the various modern assessment strategies at The First Academy shall be discussed and brainstormed with the faculty each year. It is also the expectation that facilitators shall seek out opportunities to highlight these assessment strategies within their daily lessons.

**ASSESSMENT POLICY STEERING COMMITTEE**

<b>Principal</b>	
<b>Vice Principals</b>	
<b>HODs</b>	
<b>Curricula Coordinators</b>	

**Appendix 1**

**RECOMMENDED FORMATIVE ASSESSMENT STRATEGIES**

**1. Summary Poem Activity:**

- List 10 key words from an assigned text.
- Do a free verse poem with the words you highlighted.
- Write a summary of the reading based on the words you highlighted.

**2. Invent the Quiz**

- Write 10 higher-order text questions related to the content. Pick 2 and answer them in half a page.

**1. The 411**

- Describe the author’s objective.

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**2. Opinion Chart**

- List opinions about the content in one half of a T-chart, and support your opinions in the right column.

**3. So What? Journal**

- Identify the main idea of the lesson. Why is it important?

**6. Rate Understanding**

**7. Clickers (Response System)**

**8. Teacher Observation Checklist**

**9. Explaining**

- Explain the main idea using an analogy.

**10. Evaluate**

- What is the author's main point? What are the arguments for and against this idea?

**11. Describe**

- What are the important characteristics or features of the reading? main concept or idea of the reading?

**12. Define**

- Pick out an important word or phrase that the author introduces. What does this word or phrase mean?

**13. Compare & Contrast**

- Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similarities and differences between these ideas?

**14. Question Stems to Check for Understanding**

- I believe that because...
- I am confused by ...

**15. Mind Map**

- Create a mind map that represents a concept using a diagram-making tool (like Gliffy). Provide your teacher / classmates with the link to your mind map.

**16. Intrigue Journal**

- List the five most interesting, controversial, or resonant ideas you found in the readings. Include page #s and a short rationale (100 words) for your selection.

**17. Advertisement**

- Create an ad, with visuals and text, for the newly learned concept.

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**18. 5 Words**

- What 5 words would you use to describe ...? Explain and justify your choices.

**19. Muddy Moment**

- What frustrates and confuses you about the text? Why?

**20. Collage**

- Create a collage around the lesson's themes. Explain your choices in one paragraph.

**21. Letter**

- Explain in a letter to your best friend.

**22. Talk Show Panel**

- Have a cast of experts debate the finer points of ...

**23. Study Guide**

- What are the main topics, supporting details, important person's contributions, terms, and definitions?

**24. Illustration**

- Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.

**25. KWL Chart**

- What do you know, what do you want to know, and what have you learned?

**26. Sticky Notes Annotation**

- Use sticky notes to describe key passages that are notable or that you have questions about.

**27. 3-2-1**

- 3 things you found out, 2 interesting things, and 1 question you still have.

**28. Outline**

- Represent the organization of by outlining it.

**29. Anticipation Guide**

- Establish a purpose for reading and create post-reading reflections and discussion.

**30. Simile**

- What we learned today is like ...

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**31. The Minute Paper**

- In 1 minute, describe the most meaningful thing you've learned.

**32. Interview You**

- You're the guest expert on 60 Minutes. Answer: 1) What are component parts of ...?  
2) Why does this topic matter?

**33. Double Entry Notebook**

- Create a two-column table. Use the left column to write down 5–8 important quotations. Use the right column to record reactions to the quotations.

**34. Comic Book**

- Use a comic book creation tool like Bit strips to represent understanding.

**35. Tagxedo**

- What are key words that express the main ideas? Be ready to discuss and explain.

**36. Classroom TED Talk**

**37. Podcast**

- Play the part of a content expert and discuss content related issues on a podcast, using the free Easy podcast.

**38. Create a Multimedia Poster**

**39. Twitter Post**

- Define in under 140 characters.

**40. Explain Your Solution**

- Describe how you solved an academic solution step-by-step.

**41. Dramatic Interpretation**

- Dramatize a critical scene from a complex narrative.

**42. Ballad**

- Summarize a narrative that employs a poem or song structure that using short stanzas.

**43. Pamphlet**

- Describe the key features of in a visually and textually compelling pamphlet.

**44. You've Got Mail**

- Each student writes a question about a topic on the front of an envelope; the answer is included inside. Questions are then "mailed" around the room. Each learner writes

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her answer on a slip of scratch paper and confirms its correctness by reading the “official answer” before she places her own response in the envelope. After several series of mailings and a class discussion about the subject, the envelopes are deposited in the teacher’s letterbox.

**45. Bio Poem**

- **To describe a character or a person, write a poem that includes:**

Line 1) First Name

Line 2) 3–4 adjectives that describe the person

Line 3) Important relationship

Line 4) 2–3 things, people, or ideas that the person loved

Line 5) 3 feelings the person experienced

Line 6) 3 fears the person experienced

Line 7) Accomplishments

Line 8) 2–3 things the person wanted to see happen or wanted to experience

Line 9) His or her residence

Line 10) Last name

**46. Sketch**

- Visually represent new knowledge.

**47. Top 10 List**

- What are the most important takeaways, written with humor?

**48. Color Cards**

- Red = Stop, I need help.
- Green = Keep going, I understand.
- Yellow = I’m a little confused.

**49. Quick write**

- Without stopping, write what most confuses you.

**50. Conference**

- A short, focused discussion between the teacher and the student.

**51. Debrief**

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- Reflect immediately after an activity.

**52. Exit Slip**

- Have students reflect on lessons learned during class.

**53. Misconception Check**

- Given a common misconception about a topic, students explain why they agree or disagree with it.

**Appendix 2**

**ADMINISTRATIVE AND WRITING PROCEDURES**

All summative assessments at The First Academy will adhere to the guidelines below when administered to students:

- Facilitators will be requested to design questions for test/exam. Questions and problems should align with the learning objectives communicated to students and CCSS, NG, or MOE standards covering all aspects of the school's assessment rules and strategies.
- The cover page for all types of assessment will be standard and must contain:
  - Standards assessed
  - Correlation between standards and questions
  - Marks distribution
- The Head of Department reviews and prepares the final draft ensuring the following:
  - Exam lengths should be appropriate and be completed within a set time frame. The test/exam can be completed within 80% of the duration by most students including appropriate time for students to read the test/exam for any questions and to revise their work.
  - The test/exam includes a variety of questions and maps onto the different levels from Bloom's taxonomy.
  - All test/exam items are labeled with the assigned marks per question.
  - Challenging problems should only constitute a minor part (10–20%) of the exam to assess student application of skills and their giftedness within an individual subject/topic area.

**APPROVAL OF EXAMS**

All examinations must be approved by the Head of Department for each subject.

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**Steps in the approval process:**

1. The Subject HOD shall receive test items/questions from teachers in the department for the question bank.
2. The Subject HOD has the right to edit exams for accuracy and relevance to the subject, content and level of difficulty.
3. The Subject HOD will submit the approved exams to the Head of Exam Committee- Vice Principal. These exams must be signed by the HOD.
4. The Vice Principal shall give the final approval indicated by a signature and the date.

**COPYING EXAMS**

1. All examinations shall be copied on the School premises by the Receptionist in a secure manner in the copy room.
2. The signature and other processes posted in the copy room must be followed by everyone using the services.
3. Once an exam is copied, it shall be given to the Head of Exam Committee (Vice Principal) to be secured.

**COLLATING EXAMS**

1. All examinations shall be counted by the HEAD OF DEPARTMENT upon receipt from the Receptionist.
2. The HEAD OF DEPARTMENT shall sign for the copied exams upon receipt from the Receptionist.
3. The Vice Principal will secure the exams to be locked in the control room.
4. The Exam Committee shall file all exams according to date, subject, grade and section.

**SECURING EXAMS (EXAMINATION CONTROL ROOM)**

All assessments and examinations shall be secured in the **Examination Control Room**.

Once exams are copied, they will be filed in the locked storage cabinets in the locked room by the Vice Principal. **In his absence, the Principal shall appoint a designee or 2 designees.**

1. Exams (grades 6-12) will be distributed to invigilators/proctors in the examination rooms by the Vice Principal and the Heads of Departments.
2. Exams will not be opened until it is time for the exam to begin.
3. Ongoing Assessments (grades 1-5) will be given to the subject teacher by the HOD ahead of time.
4. Assessments will be opened as required by the HOD.

**EXAM DAY SCHEDULES**

- The school day shall start at the usual time for teachers at 7:15 am. Dismissal time for teachers will remain at 2:30 pm.



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- **The times for students will be listed and sent home by the Principal and the Exam Committee.**
- Teachers will have duties assigned by the Section Supervisors.
- Any teacher giving invigilation must report to the classroom no later than 8:00 am.

#### INVIGILATING/PROCTORING EXAMINATIONS

1. Only authorized teachers may have examinations in their possession.
2. Special instructions to the invigilator must be provided for the invigilator in writing. This is to be included in the examination envelope and the words **SPECIAL INSTRUCTIONS** must be written on the envelope in bold letters.
3. Exam Room Conduct shall be read to the class and discussed if necessary.
4. Students will sign in when they receive the exam.
5. Students (Gr. 6-12) will sign out when they submit the completed exam.
6. The teacher will keep the room orderly and quiet until all students have completed the exam.
7. No student may submit their paper to the invigilator/proctor before 9:30 am.
8. Students finishing early:
  - Students will go directly to the play or assigned eating area.
  - Teachers will follow the duty schedule.

#### MARKING EXAMINATIONS

1. Exams shall be marked immediately after students leave.
2. Exams shall be marked in the library or other designated areas.
3. Teachers shall mark exams in areas designated by the Exam Committee.

#### PROCESS FOR MARKING EXAMS

1. Answer keys must be provided by the person writing the exam and given to the HOD. Copies of the answer keys are to be locked in a separate cabinet in the Exam Control Room.
2. All subject teachers will sit together to mark exams.
3. **First- correction:** The papers will be corrected with red by each teacher of that specific class.
4. **Second correction:** The papers will be checked again with blue by another teacher of that subject area.
5. **Approval:** The papers will be approved by the subject HOD with green.
6. Teachers of the subject enter the marks directly into the school information management system on the same very day if possible.
7. Exam papers are to be given back to the Exam Committee and kept in the Control Room.

#### RECORDING EXAM MARKS

Exams shall be recorded as follows:

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1. Each subject teacher will write the exam grades onto a hard copy of the student roster.
2. The teacher shall enter the grades/marks into the Student Information System.

**PROCESS OF COMPLETION AND DISTRIBUTION  
OF REPORT CARDS**

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**1.2 Entering marks**

<b>Kindergarten</b>	<b>Grades 1-12</b>
<b>KG-Reports are to be completed using the word file templates, approved by the KG coordinator and distributed at the designated time.</b>	<b>Teachers shall enter marks directly into the student information system after marking the ongoing assessments and end of term exams. All passwords are provided by the system administrator.</b>

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**1.3 Obtaining report cards**

1. The systems administrator shall print the report cards.
  2. There may be instances where it is deemed necessary to print rough drafts of the report cards and have them reviewed for accuracy by a committee of heads of departments. Then a final copy shall be printed on report card letterhead.
  3. The Report Card Committee shall check for quality and accuracy and give final approval.
  4. Report cards shall be distributed to all students.
- 

**1.4 Keeping documents secure**

4. Report cards must be secured in the Principal's office unless they are being used by authorized staff.
5. Distribution of Report Cards:

<b>Kindergarten</b>	<b>Grades 1-12</b>
<b>Report cards shall be distributed within one school week after the final printing.</b>	<b>Report cards shall be distributed within one school week after the final printing.</b>

**Facilitator performance indicators:**

The facilitator administers and interprets formative and summative forms of assessments to measure student learning. All facilitators are expected to abide by the following

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regulations with respect to their professional duties and in addition to the school's professional code of conduct.

**Facilitators will:**

- Appropriately employ formative assessment and other relevant student data to reflect upon what has been taught.
- Analyze student data with respect to ability and achievement to inform, modify, and adjust instructional practices.
- Examine individual student progress and subsequently utilize students' results to differentiate instruction and/or provide further student support and follow-up.
- Provide timely feedback on assessments to students that support them in adjusting their learning strategies and refining their knowledge and understanding.