

Al Kamal American PVT.
School – Al Ramtha



Assessment, Evaluation & Reporting Policy

This procedure is to be reviewed annually to ensure compliance with current regulations

Approved/ reviewed by	
School Principal	
Date of review	August 2022
Date of next review	August 2023

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1. Aims

This policy aims to:

- Provide clear guidelines on the AKAS approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessments, external benchmark outcomes and reporting to parents
- Set out clearly how and when assessment practice will be monitored and evaluated
- Measure student's attainment and progress accurately and consistently

2. Legislation and Guidance

This policy refers to and has been developed taking guidance from:

- Sample assessment frameworks from American schools in the UAE.
- Information taken from MAP Testing
- Discussion with other schools.
- Common Core Standards Guidance on Assessment

3. Principles of Assessment

AKAS is committed to the provision of assessment tasks and feedback that guide and evaluate student learning and provide credible information on their achievement. The following principles apply to all assessment tasks formative and in-school summative assessments.

3.1: Assessment is designed to guide and enhance student learning.

Assessments tasks are designed so that student learning is directed to the learning outcome. Formal and Informal feedback informs students about their current level of achievement and supports future learning

3.2: Student learning is assessed against learning outcomes and expected standards of performance.

Judgments about student learning are made by reference to both learning outcomes and performance standards as set out from the American International curriculum framework. Assessment tasks reflect what students are expected to learn and is measured against the expected age-related curriculum standards.

3.3 Assessment provides reliable information on student achievement.

Provides trustworthy information which is transferable and easily understood and covers both qualitative and quantitative assessment. Administrative processes assure the security, equity and integrity of assessment and results.

3.4 Assessment is fair and provides all students an impartial opportunity to demonstrate their learning.

All students are entitled to fair assessments to demonstrate their learning. Information about assessment requirements, assessment criteria and expectations of performance are clear.

3.5 Assessment develops students' abilities to evaluate their own and peer's work.

It is through assessment process students develop peer and self-assessment skills and take responsibility of their own learning. It provides opportunities to reflect on feedback and plan to execute subsequent action and improve their future learning and performance.

3.6 Feedback to all stakeholders.

Feedback to all the stakeholders is an integral part of effectiveness of AKAS Assessment policy. Feedback is either oral or in written format. Oral feedback is the most regular and interactive form of feedback and is a highly effective way of helping learners know what they need to do to move forward with their work. It can be targeted to individuals or groups but has the advantage that others can listen to what is said and learn from it indirectly.

3.6.1 To students

Feedback works in three directions:

- **Teacher to learners** – the teacher gives guidance to learners about their current achievement and the next steps they need to take.
- **Learners to teacher** – the teacher receives feedback from learners about their learning.
- **Learner to learner** – peer assessment.

3.6.2 To Parents

Parents feedback can be oral in Parents/Teacher meetings in the form of a dialogue while written in the form of term assessment report and is directed specifically to their child.

3.6.3 To Senior Leaders & Board of governors

Feedback to senior leaders & Board of governors need to be summarized and an overall measure of school performance.

3.6.4 To external bodies (SPEA/MOE)

Data to external bodies will be provided in the form requested by them. It can be comparative analysis over years, between genders or individual.

4. Assessment approaches

At AKAS we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardized summative assessment.

4.1 In-school formative assessment (Assessment for learning)

Effective in-school formative assessment enables:

- 1) Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- 2) Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- 3) Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Range of approaches to gather information include

- 1) Diagnostic exams at the start of the academic year.
- 2) assessment tools, which may be written items, structured interview questions, or items teachers make up themselves
- 3) student self and peer assessments
- 4) a detailed analysis of a student's work
- 5) day-to-day activities, such as learning conversations
- 6) a simple mental note taken by the teacher during observation

Formative assessment is given weight in final term summative examination that varies in phases to accomplish the specific American objectives and prepare students for their post school journey in an effective way. Four basic pillars of formative assessment include checking their progress in knowledge, skills, understanding and application of learnt concepts. Summative assessments are used to identify learning gaps and surface misconceptions to be rectified in future learning.

4.2 In-school summative assessment (Assessment of learning)

Effective in-school summative assessment enables:

- 1) School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- 2) Teachers to evaluate learning at the end of a unit or period of time and the impact of their own teaching.

- 3) Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- 4) Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

These assessments are used to evaluate students learning, skill acquisition and academic achievement at the conclusion of the term. At AKAS we have three terms and summative assessments are at the end of term 1, term 2 and term 3. These assessments have high stakes and high point value.

Grading System for KG

Needs Improvement: the student needs intensive support to meet the grade level expectations
Good: the student shows growth progress towards the grade level expectations
Very Good: the student has met the grade level expectations
Excellent: the student has exceeded the grade level expectations

Assessment approach meets the needs of children, parents, staff and curriculum. Main forms of assessments are

- 1) Day-to-day formative assessment – to inform teaching on an ongoing basis
- 2) Compilation of a Learning Log that enables a record of a child's achievements during the year in meeting CCSS competences.
- 3) Occasional summative assessments conducted in controlled conditions.

Grading System for Grade 1 to Grade 9

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	63 – 66	D-	60-62	
E+	57 -59	E	53-56	E-	50-52	F= BELOW 50

In all subject areas, assessments are conducted on a continuous basis as the teaching and learning progresses. Progress and attainment are tracked using the following curriculum standards.

- 1) Passing mark is 50 % for all subjects.
- 2) Grades 1-9: End of Term Attainment Grade is a combination of 70% from Continuous Assessments and 30% for Final Assessment. (Distribution of Marks is attached in the Appendix.)

4.3 Nationally standardized summative assessment

The U.A.E National Agenda continues as the most important initiative taken by H.H Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the U.A.E. In view of this there are mandatory components to ensure the most effective preparation in fulfilling the National Agenda objectives. These external examinations help the schools in the UAE to improve teaching and learning and bring both to an international standard.

Nationally standardized summative assessment enables:

4.3.1 School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

4.3.2 Teachers to understand national expectations and assess their own performance in the broader national context

4.3.3 Pupils and parents to understand how pupils are performing in comparison to pupils nationally

For primary school/middle secondary schools Nationally standardized

summative assessments include:

1. MAP Tests conducted in Grades 3-9
2. International Benchmark Test (IBT) for Arabic (year 4, & 6)
3. Any International Assessment required by MoE such as CAT4, TIMSS & PIRLS.

5. Collecting and Using Data

AKAS uses data from midterm results, end of year results through the teachers' mark records and the school management system. A progress tracker & Report is also a part of the data collected to measure attainment and progress.

- Subject teachers maintain a mark book/excel record that has information of each student in their class relating to their summative and formative assessment marks.
- Outcomes of all formal assessments are recorded and shared with the subject leaders.
- External exams data and MAP scores are available for each pupil which ensures realistic target setting.
- Subject leaders have an overview of the assessments and interpret the results to improve learning and setting targets.

6. Reporting to Parents

- Parents have many opportunities in an academic year to have formal feedbacks: 3 parent /teacher meetings, and 3 end of term reports.
- The school has an effective system of reporting assessment results to parents. Assessment papers are distributed, and parents are informed via the school whatsapp groups to check and sign these papers (when exams are conducted as paper-based exams)
- Parents can meet any faculty member regarding any concerns of their child by taking prior appointment any time during the academic year. Or on Thursdays from 1:00 to 2:00 o'clock.

7. Inclusion

See also SEN Policy

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities/students of determination

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

8. Roles and responsibilities

Stakeholders play an important role to guide and enhance student learning

8.1 The Role of Senior Leaders in Assessment

Senior leaders monitor the effectiveness of this policy and ensure good assessment practices are followed across the whole school. They use assessment information to plan professional development courses for the staff.

8.2 The Role of Middle Leaders in Assessment

1. Middle leaders in AKAS have the full support of SLT as they fulfil their responsibilities
2. This ensures that their subject teachers fully comprehend the assessment requirements and alternative ways to assess their students
3. Formative assessments form an integral part and proper recording of assessments are done.
4. Periodically monitor assessment of student's work in their subject through lesson observation,
5. Samples of student work are scrutinized.
6. They keep the senior leaders informed about student' progress and use assessment information to plan future strategies.

8.3 : The Role of Teachers in Assessment

Teachers at AKAS use a range of methods to assess and measure progress and attainment of their students in the following ways

1. Lessons have clear learning objectives and students are aware of them
2. Differentiated instruction to meet the needs of all the students based on assessment results
3. Differentiated Assessment to meet the needs of all the students based on cognitive skills and abilities.
4. Encourage students to actively engage in formative assessments and motivate them to take responsibility of their own learning through self/peer assessment and reflection.
5. Identify the strengths and weakness of students and give formal and informal feedback and setting appropriate targets.
6. Share assessment report with subject leaders for future planning and inform any concerns related to students work
7. Identify through assessment, students who are at a risk of underachievement and plan intervention strategies.

8.4 : The Role of Students in Assessment

Students at AKAS are required to

1. be an active participant in assessment opportunities in classes
2. take responsibilities for their own learning and become reflective learners acting on written and oral feedback from teachers.
3. support peer assessment

8.5 The Role of Parents in Assessment

All parents should

1. Support their child in his learning and work as a team with school leaders and teachers to improve progress or solve any concerns identified through assessment data.
2. Support their children with home learning

9. Monitoring

9.1 Target Setting:

At AKAS, subject leaders and teachers set student targets in line with curriculum framework and learning objectives using:

- 1 Prior attainment of each student
- 2 Individual MAP results for each student
- 3 Data from other External Benchmark tests.

Targets are realistic and in line with curriculum expectations. They are reported to parents to know of

their child's strength progress and achievements.

9.2 Marking

At AKAS we believe that marking and feedback is the key to pupil progress. Teachers periodically mark their students' work to focus on achievements and areas of development against curriculum expectations and improve their current levels of performance.

9.3 Standardization

Standardized procedure exists within each department at AKAS. Sampling and cross marking is done. An agreed marking scheme or criteria is available to ensure uniform marking. Moderation by subject leaders leads to shared expectations of learning and understanding of standards.

9.4: Tracking Students' Progress

We at AKAS systematically analyze data with the purpose of

1. Informing SLT of the school strengths and areas of improvement for self-evaluation
2. Informing parents of their child's achievements and expectations
3. Informing subject leaders of attainment to make improvement plans.

9.5: Identification of Learning Gaps.

To ensure effective learning is taking place, after summative assessment learning gaps (if any) are identified. The gaps identified are threaded back into later topics to secure the knowledge.

10. Review

This policy is to be reviewed annually by the senior leadership team and any deficiency or weakness in assessments will be remedied.

Appendix 1: Marks Distribution

Grades 1 – 9 English, Math, Science												
Ongoing Assessment												
Online /Formative Participation & CW	HW	Quizzes	MEAT-Test	End Exams						Total		
20	20	10	20	30						100		
اللغة العربية للمنتوف من 4-1												
Ongoing Assessment												
Total	الضوم المستمر											
100	امتحان 1	امتحان 2	كتابة	أعمال صعبة	واجبات	قراءة	اسماع	محدث	املاء	موجهات	20	
	10	5	5	5	5	10	10	10	20	20		
اللغة العربية للمنتوف من 9-5												
Ongoing Assessment												
المجموع النهائي	الإمتان النهائي		المجموع الضوم المستمر		الضوم المستمر							
100	100	100	امتحان 1	امتحان 2	كتابة	أعمال صعبة	واجبات	قراءة	اسماع	محدث	املاء	موجهات
			10	20	10	10	10	5	5	5	5	5
الدراسات الإسلامية للمنتوف من 4-1												
Ongoing Assessment												
Total	امتحان 1						امتحان 2					
100	أنشطة	واجبات	تلاوة	تجويد	20		20					
	10	10	15	25	20		20					
الدراسات الإسلامية للمنتوف من 9-5												
Ongoing Assessment												
TOTAL	الإمتان النهائي	المجموع الضوم المستمر		أنشطة	واجبات	تلاوة	تجويد	امتحان 2	امتحان 1			
100	100	100		10	10	15	25	20	20			
الدراسات الإجتماعية للمنتوف من 9-1												
Ongoing Assessment												
Total	موجهات	علم لغوية			واجبات	امتحان 2		امتحان 1				
100	20	20			20	20		20				

Appendix 2: Internal Exam Paper Layout

Subject:

Grade:

Final Exam

Standard Reference	Question No.	Learning Domains	Mark Allocated
CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	1,2		_____ / 2 Marks
	3,4		_____ / 2 Marks
	5		_____ / 2 Mark
CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	6,7		_____ / 2Marks
	8,9		_____ / 2 Marks
	10		_____ / 2 Mark
CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	11,12,13		_____ / 3 Marks
	14		_____ / 2 Mark
	15		_____ / 2 Mark
CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	16,17,18		_____ / 3 Marks
	19		_____ / 1 Mark
	20		_____ / 1 Mark
CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	21,22		_____ / 5 Marks
	23,24		_____ / 2 Marks
	25		_____ / 2 Mark
Total Mark			_____ / 30 Marks
Learning Domains			
Knowledge 50% = 15 marks (Remember / Understand)	Application 30% = 9 marks (Apply / Analyze)	Evaluation 20% = 6 marks (Evaluate / Create)	
			