



2023-2024

Assessment Policy and Procedures

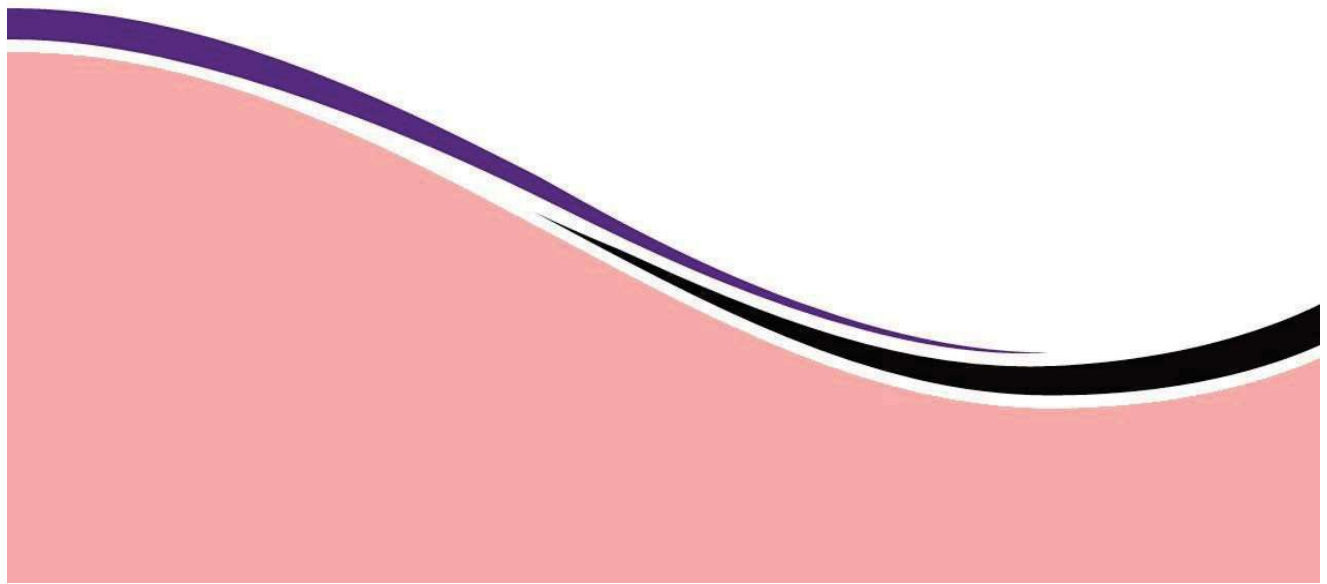


Table of Content: -

| Title |
|---|
| 1- UAE Vision |
| 2- School Vision |
| 3- Introduction |
| 4- Important Definitions |
| 5- Purpose of assessment |
| 6- Assessment of/for/ as learning |
| 7- Types of Assessment / Internal Assessment |
| 8- Assessment Policies |
| 9- Grade Reporting and Scale |
| 10- Skills Subject Wise |
| 11- External Assessment |
| 12- Strand of study and Elective courses |
| 13- Assessment Calendar |
| 14- Assessment tasks |
| 15- Welcoming Newcomers to a safe & Thriving school environment |
| 16- Late joiners' policy |
| 17- Distance learning Assessment policy & procedures |
| 18- Equal Opportunities (Inclusion) policy |



AL Kamal American Private School–Al
Ramtha
American Curriculum
2023-2024

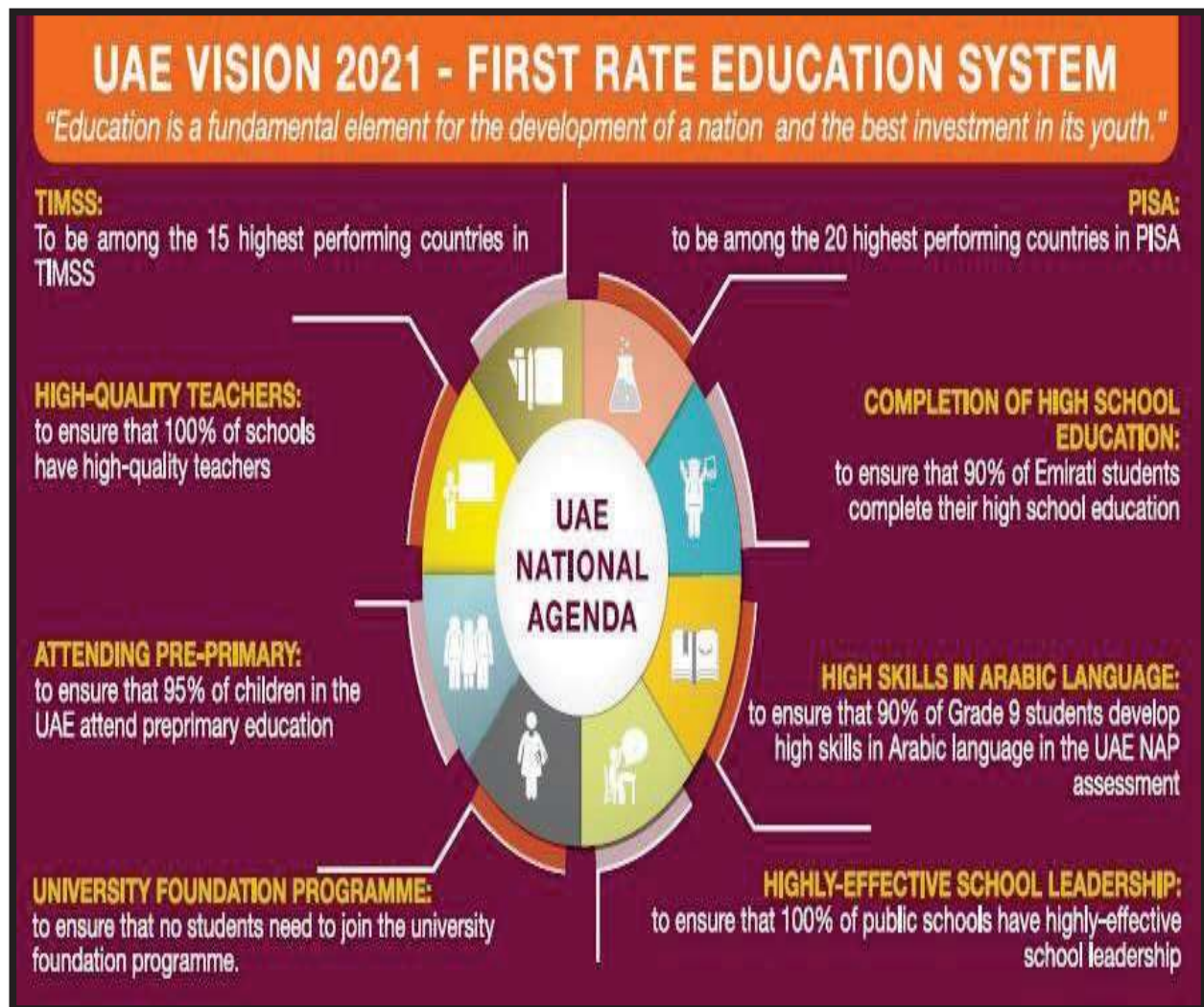


| |
|---|
| 19- SEND student's Assessment |
| 20- Gifted & talented Policy |
| 21- Feedback |
| 22- Reporting |
| 23- Re-Assessment & final exam Re-sit policy |
| 24- Analyzing Assessment |
| 25- Connecting Assessment Data to the Documented Curriculum |
| 26- Attainment and Progress |
| 27- Target Setting |
| 28- References |

What is the UAE Vision for Education?

The United Arab Emirates Vision 2021 has education as its foundation, both explicitly and implicitly. Vision 2021 includes aspirations for citizenship, a spirit of entrepreneurship, enhanced educational attainment, and a knowledge-based economy driven by innovation, research, science and technology.

The realization of these aspirations requires a world-class education system, responsive to national needs and aligned to international standards.



Vision

To build lifelong learners who can demonstrate 21st century skills for a productive global citizenship.

Ministry of Education Strategic Objectives

1. Ensure inclusive quality education including pre-school education
2. Achieve excellent leadership and educational efficiency.
3. Ensure quality, efficiency and good governance of educational and institutional performance, including the delivery of teaching.
4. Ensure safe, conducive and challenging learning environments
5. Attract and prepare students to enroll in higher education internally and externally, in light of labor market needs
6. Strengthen the capacity for scientific research and innovation in accordance with the quality, efficiency and transparency standards.
7. Provision of quality, efficient and transparent administrative services, in accordance with the quality, efficiency and transparency standards.
8. Establish a culture of innovation in an institutional working environment.

| Main 2021 Targets | |
|--|----------------------------|
| 1 Average TIMSS Score | Among the top 15 countries |
| 2 Upper Secondary Graduation Rate | 98% |
| 3 Enrollment Rate in Preschools (public and private) | 95% |
| 4 Average PISA Score | Among the top 20 countries |
| 5 Percentage of Students with High Skills in Arabic, According to National Tests | 90% |
| 6 Percentage of Schools with High Quality Teachers | 100% |
| 7 Percentage of Schools with Highly Effective School Leadership | 100% |
| 8 Enrollment Rate in Foundation Year | 0% |
| 9 Expenditure on Research and Development as % of GDP | 1.5% |



INTRODUCTION

Assessment – the evaluation of progress and attainment - is an integral part of learning, not separate from it. By recognizing each person’s unique potential, assessment practices are designed to promote individual excellence and account for a variety of learning styles. Assessment also enables on-going collaborative reflection between the students, teachers, and parents, enabling each to become a partner in the learning process.

We also recognize that a modern school program must be grounded in sound and current education practice. To this end, we believe that staff development is an integral part of our school’s success. We believe that children learn differently and that instruction must be geared to the various learning styles in each classroom wherever possible. Also, we recognize the importance of the parent in the learning process and seek ways to involve the parent in school life. Above all, we believe that school should be a satisfying and enriching experience for each student.

IMPORTANT DEFINITIONS

Assessment:

The information used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students, and to analyze the effectiveness of the instructional program at our school. Assessments at AKAIS vary from commercial to standardized to teacher-made. Each assessment is an opportunity for students to demonstrate their understanding or application of concepts or skills.

Attainment:

This refers to whether a student is working 'at the expected level' or 'working at greater depth'.

Measure of attainment:

Defined according to performance level descriptors.

Authorized/licensed curriculum:

The curriculum that the school has decided or been given the authority to deliver as a condition for it to operate within the UAE.

Academic Year 2023 - 2024

Data:

Attainment indicated by Internal summative assessment:

⇒ Average of Midterm and End of Semester Term data

⇒ End of Year Assessment, if it is cumulative assessment for the whole year

External curriculum related examinations:

Examinations for a specific curriculum that are taken at the end of the phase, and are set and marked externally, e.g. MOE examinations.

Grading:

The judgment or evaluation, in numerical or letter form, of a student's performance related to their understanding or application of concepts or skills, as demonstrated through assessment. Grades at AKAIS are one of the ways that teachers communicate with students and parents about both progress and achievement. Grades are given for both academics and non-academics at AKAIS.

Internal curriculum related examinations:

Examinations for a specific curriculum that are taken at the end of the unit, semester or school year, and are marked internally by the school.

National Agenda Parameter benchmarks:

MAP, CAT4, TIMSS, PISA, PBTS, IBT Arabic version, TALA, MUBAKER

Peer assessment:

Where “students use criteria and apply standards to the work of their peers in order to judge that work. Both self and peer assessment are “formative, in that it has beneficial effects on learning, but may also be summative, either in the sense of learners deciding that they have learned as much as they wished to do in a given area, or ...it may contribute to the grades awarded to the students”.

Progress:

This refers to how well students have progressed in their learning from their starting point

⇒ **Progress from starting point** – changes in students' knowledge, skills, understanding and ability measured against a starting point

⇒ **Expected progress against curriculum standards** – it is considered that the students made expected progress if over the given period of time students at least retain their level of achievement, defined by the given curriculum standard, or improved it.

Academic Year 2023 - 2024

Reporting:

The communication of grades based on formal and informal assessments to both students and parents, through progress reports, report cards, parent-student- teacher conferences and regular posting in school Paradigm portal.

Starting point:

End of previous academic year; assessment data that reflects student's attainment over one academic year.

Self-assessment:

The involvement of students in identifying standards and/ or criteria to apply to their work, and making judgments about the extent to which they have met these criteria and standards; it means involving them in the process of determining what is 'good work'.

Period of time:

One academic year -till the end of next academic year (from June 2022 to June 2023)

PURPOSES OF ASSESSMENT

We believe that teaching, learning, and assessing are interdependent. Our assessment practices are guided by the following principles:

- Assessment is a judgment about how well a student has attained the aims and objectives of a course.
- Assessment should be standards-based. Students are assessed against learning outcomes that are available to parents and students.
- Assessment should account for a variety of learning styles.

What are the purposes of assessment at AKAIS?

- To enhance student learning. This is done through:
 - ⇒ Providing descriptive feedback to students, highlighting strengths and areas for improvement
 - ⇒ Providing opportunities for self-assessment and reflection
 - ⇒ Providing opportunities for students to display their learning in a variety of ways
 - To provide information about student progress towards meeting learning goals. This information is shared with students and parents.
 - To assist teachers in reflecting upon and evaluating the effectiveness of their teaching.
-

Academic Year 2023 - 2024

The objectives of assessment in our school are:

- to enable students to demonstrate what they know, understand and can do in their work.
- to help students recognize the standards to aim for, and to understand what they need to do next to progress in their work.
- to use a range of assessment strategies such as: oral, interaction, questioning, observing, discussion, peer and self-assessment.
- to give equal opportunities to students with varied learning styles.
- to allow teachers to plan work that accurately reflects the needs of each student.
- to provide regular information for parents that enables them to support their child's learning.
- to provide Senior and Middle Leaders with information that allows them to make judgments about the effectiveness of the school.

Assessment OF/FOR/AS Learning

1) Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability, and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

2) Assessment for learning involves teachers using evidence about students' knowledge, understanding, and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

3) Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

| Assessment | Of Learning | For Learning | As Learning |
|------------|--|---|---|
| Type | Summative | Formative | Formative |
| What | Teachers determine the progress or application of knowledge or skills against a standard. | Teachers and peers check progress and learning to help learners to determine how to improve. | Learner takes responsibility for their own learning and asks questions about their learning and the learning process and explores how to improve. |
| Who | Teacher | Teacher & Peers | Learner & Peers |
| How | Formal assessments used to collect evidence of student progress and may be used for achievement grading on grades. | Involves formal and informal assessment activities as part of learning and to inform the planning of future learning. | Learners use formal and informal feedback and self-assessment to help understand the next steps in learning. |
| When | Periodic report | Ongoing feedback | Continual reflection |
| Why | Ranking and reporting | Improve learning | Deeper learning and learning how to learn |
| Emphasis | Scoring, grades, and competition | Feedback, support, and collaboration | Collaboration, reflection, and self-evaluation |



AL Kamal American Private School–Al
Ramtha
American Curriculum
2023-2024



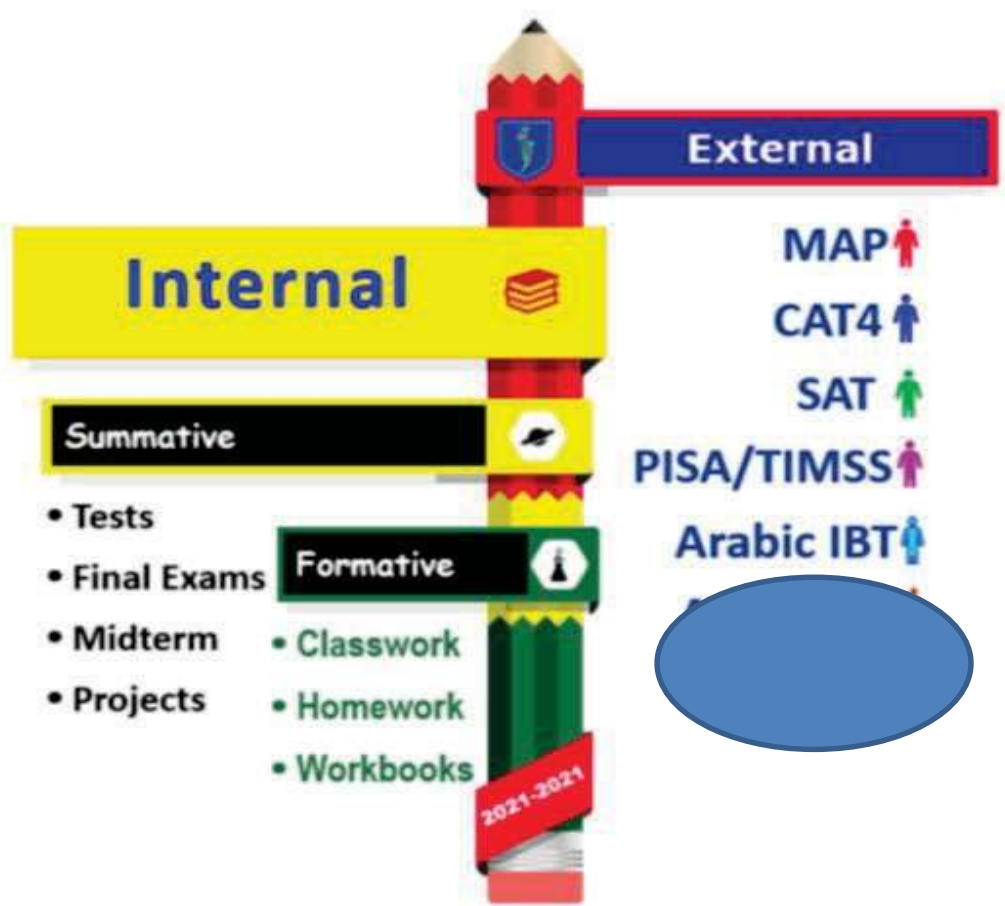
STRATEGIES AND TOOLS TO ASSESS STUDENT LEARNING

At Al-Kamal School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. The school uses a range of strategies and tools to assess student learning. Assessment is integral to collaborative planning, teaching and learning. Assessment practices will be reviewed regularly in light of the Standards and Practices.

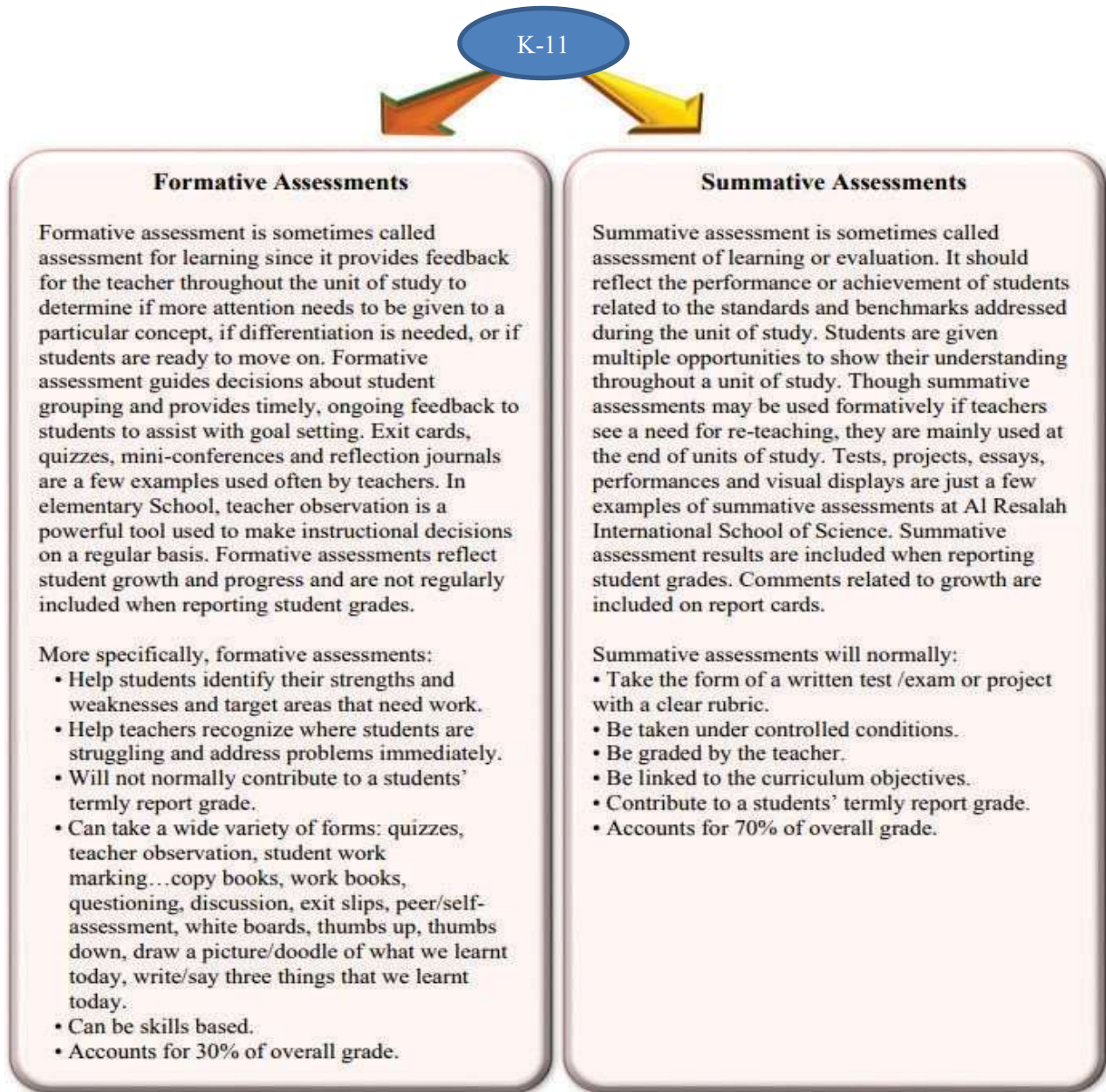


TYPES OF ASSESSMENT

Assessment is used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students, and to analyze the effectiveness of the instructional program at AKAIS. There are 2 types of assessments that our teachers use to gather information: **Internal and External Assessments.**



Internal Assessments: Assessment of our students’ academic progress takes many forms depending on the discipline, the teacher, the grade level and the individual. However, internal assessments will normally be either formative or summative.



Teachers use a variety of formal and informal assessment techniques to measure learning including:

- 1. Diagnostic assessment:** is performed at the start of each unit. It helps teachers to prevent assumptions on what students know. Teachers also use diagnostic assessment to find out what students already know about a theme/Central Idea before beginning the Unit of Inquiry.
- 2. Formative assessment:** is consistent and ongoing, to guide development through teacher, self and peer assessment, and will utilize many of the assessment tools outlined. During Formative assessment results should be used to alter the instructional methods to meet the students' needs and inform future planning. Formative assessment is not used in calculating a grade for a student. It enables the teacher and each student to know where they are in their learning and what the next steps are to further improve.
- 3. Summative assessment:** is usually performed at the end of a complete unit or term. It measures the standards reached by students using specific criteria. It is used to gauge student attainment at that moment in time. It is used by teachers to inform them about the quality of their learning and whether their classes are at age related expectations. It is used to compare student results from year to year within the school or to compare the school's results with those of other institutions worldwide.

Formative and summative assessment encompasses:

- Reflective evaluation
 - Signs of Success (Self-assessment)
 - Self-assessment and peer assessment
 - Quizzes, small weekly tests
 - Projects and portfolios
 - Classroom tasks and Class Participation
 - Home learning
 - Practical or experimental learning
 - Teachers' observations and discussions
 - Written assessment (such as tasks, short answers, reports, research projects, etc.)
 - Oral assessment (including student presentations or other oral presentations)
 - Performance assessment/ Subject examinations
-

Formative and summative assessment:

- Allows both the student and teacher to assess what the student can do, and how he/she can use knowledge.
- Measures the application of knowledge.
- Reflects achievement against criteria for the learning area.
- Involves student participation and reflection.
- Provides students an opportunity to analyse their own learning and to recognize what areas need improvement.
- Is based on agreed standards of performance suitable for the Year level
- Is informative for students, parents and teachers, and provides direction for further learning.
- Provides equal opportunities for all students to be successful.
- Provides an opportunity for students to take responsibility for their own work, their own learning and their own actions and reflect upon these actions to make improvement.

Examples of digital assessments may include:

- online quizzes and tests.
- assessed discussion boards, websites, and e-portfolios
- individual or group presentations and reports using presentation software, videos, and podcasts.
- development of multimedia artefacts, simulations, and models.

Few of the tools used are:

- Google Forms
 - Kahoot
 - Nearpod
 - Padlet
 - Socrative
 - Quizizz
 - CHECK POINT
 - Exit Tickets
 - 123 class
-

Assessment Policies – First Term

| English Grade (1&2) | | English (3-9) | |
|------------------------------------|-----|------------------|-----|
| Speaking | 5 | Speaking | 5 |
| Listening | 5 | Listening | 5 |
| Reading | 5 | Reading | 5 |
| Assignments | 5 | Assignment | 5 |
| MAP | 10 | Project | 10 |
| Quiz | 10 | MAP | 10 |
| Project | 10 | Quiz | 10 |
| Writing | 10 | Writing | 10 |
| Final Assessment | 40 | Final assessment | 40 |
| Total | 100 | Total | 100 |
| English Grade (10 – 11- 12) | | | |
| IELTS Speaking | | 5 | |
| IELTS Listening | | 5 | |
| IELTS Reading Comprehension | | 5 | |
| Assignments | | 5 | |
| Quiz | | 10 | |
| Project | | 20 | |
| Writing | | 10 | |
| Final Assessment | | 40 | |
| Total | | 100 | |
| Language Arts | | | |
| Project | | 20 | |
| Map Fluency Tasks | | 10 | |
| Classwork | | 10 | |
| Quiz | | 20 | |
| Map (Reading) | | 10 | |
| Unseen Reading Comprehension | | 10 | |
| Novels | | 20 | |
| Total | | 100 | |

Math Department Assessment Policies

| MATH (1-2) | | MATH (3-9) | | MATH (10-12) | |
|-----------------------|-----|-----------------------|-----|-----------------------|-----|
| Quiz | 20 | Quiz | 20 | Quiz | 20 |
| Mental Math | 10 | Pop Quiz | 5 | Pop Quiz | 10 |
| Class work | 10 | Class work | 10 | Class work | 10 |
| Home work | 5 | MAP Assignment | 10 | Home work | 5 |
| MAP Assignment | 5 | Home work | 5 | SAT Assignment | 5 |
| project | 10 | Project | 10 | project | 10 |
| Final Term Assessment | 40 | Final Term Assessment | 40 | Final Term Assessment | 40 |
| Total | 100 | Total | 100 | Total | 100 |

ICT Department Assessment Policies

| ICT (1-5) | | ICT (6-11) | |
|------------|-------|------------|-----|
| Quiz | 20 | Quiz (1) | 10 |
| Class work | 30 | Quiz (2) | 10 |
| Project | 50 | Class work | 30 |
| _____ | _____ | Project | 50 |
| Total | 100 | Total | 100 |

Science Department Assessment Policies

| Science (Grades 1-2) | | Science (Grades 3-9) | |
|----------------------|------------|----------------------|------------|
| Quiz | 20 | Quiz | 20 |
| CW | 5 | CW | 5 |
| Pop-Quiz | 5 | Pop-Quiz | 5 |
| HW | 10 | HW | 10 |
| Activity | 10 | MAP | 10 |
| STEAM Project | 10 | STEAM Project | 10 |
| • Term exam | 40 | • Term exam | 40 |
| Total | 100 | Total | 100 |

| Biology - Chemistry – Physics-Human Anatomy – Env. Science (Grade 10 to11) | |
|--|------------|
| Quiz | 20 |
| Virtual Lab. | 10 |
| CW | 5 |
| Pop-Quiz | 5 |
| HW | 10 |
| STEAM Project | 10 |
| • Term Exam | 40 |
| Total | 100 |

Commerce Department Assessment Policies

| Accounting | |
|---|------------|
| Classwork | 10 |
| Homework | 10 |
| Quizzes | 20 |
| Drop Quiz | 10 |
| Research | 10 |
| Final Assessment | 40 |
| Total | 100 |
| Business Studies / Business Math | |
| Classwork | 10 |
| Homework | 10 |
| Quizzes | 20 |
| Drop Quiz | 10 |
| Research | 10 |
| Final Assessment | 40 |
| Total | 100 |

| Marketing | |
|------------------|------------|
| Classwork | 10 |
| Homework | 10 |
| Quizzes | 20 |
| Drop Quiz | 10 |
| Research | 10 |
| Final Assessment | 40 |
| Total | 100 |

Elective Department Assessment Policies

| Elective Subjects (9-11) | |
|--------------------------|-----|
| Project | 70 |
| Research | 10 |
| Quiz | 10 |
| Classes | 10 |
| Total | 100 |

| Sport Elective (9 – 11) | |
|-------------------------|-----|
| Knowledge | 20 |
| Physical | 20 |
| Participation | 30 |
| Behavior | 15 |
| Progress | 15 |
| Total | 100 |

| Creative Design (9 – 11) | |
|--------------------------|-----|
| Research | 20 |
| Model | 40 |
| Classwork | 10 |
| Project | 30 |
| Total | 100 |

| عربي (1-3) | |
|--------------------|-----|
| التقويم الأول | 20 |
| التقويم الثاني | 20 |
| مهارات كتابية | 15 |
| مهارات قرآنية | 15 |
| إثرائية | 15 |
| منهجية | 15 |
| Total | 100 |
| Written Final Exam | 100 |
| Total | 100 |

| عربي (4-5) | |
|--------------------|-----|
| التقويم الأول | 30 |
| التقويم الثاني | 30 |
| مهارات كتابية | 10 |
| مهارات قرآنية | 10 |
| إثرائية | 10 |
| منهجية | 10 |
| Total | 100 |
| Written Final Exam | 100 |
| Total | 100 |

| الدراسات الاجتماعية (9-1) | |
|---------------------------|-----|
| التقويم الأول | 20 |
| التقويم الثاني | 20 |
| أنشطة كتابية و قرآنية | 15 |
| أنشطة كتابية و قرآنية | 15 |
| أنشطة ادائية | 15 |
| أنشطة ادائية | 15 |
| Total | 100 |

Non- Arab Department Assessment Policies

Social Studies (Non-Arab)

| | |
|------------|-----|
| Quiz 1 | 20 |
| Quiz 2 | 20 |
| Class Work | 15 |
| Project | 30 |
| Oral | 15 |
| Total | 100 |

Islamic (Grade 1, 2 and 3) (Non-Arab)

| | |
|-------------------|-----|
| Quiz 1 | 20 |
| Quiz 2 | 20 |
| Class Work | 10 |
| Home Work | 10 |
| Project | 20 |
| Recitation | 10 |
| Qur'an Memorizing | 10 |
| Total | 100 |

Islamic (Grade 4 and 5) (Non-Arab)

| | |
|--------------------|----|
| Quiz 1 | 20 |
| Quiz 2 | 20 |
| Class Work | 10 |
| Home Work | 10 |
| Project | 20 |
| Recitation | 10 |
| Memorizing Qur'an | 5 |
| Memorizing Hadeeth | 5 |



AL Kamal American Private School–Al
Ramtha
American Curriculum
2023-2024



| | |
|-------|-----|
| Total | 100 |
| | |

Islamic (Grade 6 to 11) (Non-Arab)

| | |
|--------------------|-----|
| Quiz 1 | 20 |
| Quiz 2 | 20 |
| Class Work | 10 |
| Home Work | 10 |
| Project | 20 |
| Recitation | 10 |
| Memorizing Qur'an | 5 |
| Memorizing Hadeeth | 5 |
| Total | 100 |
| Final Exam | 100 |
| Average | 100 |

Arabic (Grade 1, 2 and 3)(Non-Arab)

| | |
|--------------|-----|
| Quiz 1 | 20 |
| Quiz 2 | 20 |
| Home Work | 10 |
| Reading | 10 |
| Conversation | 10 |
| Project | 10 |
| Listening | 10 |
| Dictation | 10 |
| Total | 100 |



AL Kamal American Private School–Al
Ramtha
American Curriculum
2023-2024



| Arabic (Grade 4 to 11) (Non-Arab) | |
|--|-----|
| Quiz 1 | 20 |
| Quiz 2 | 20 |
| Conversation | 10 |
| Listening | 10 |
| Writing | 10 |
| Reading | 10 |
| Grammar | 10 |
| Project | 10 |
| Total | 100 |
| Final Exam | 100 |
| Average | 100 |
| | |

| Music | |
|-------------|-----|
| Solfège | 30 |
| Performance | 30 |
| Behavior | 15 |
| Program | 15 |
| Attendance | 10 |
| Total | 100 |
| | |

| Art | |
|---------------------|-----|
| Classwork | 30 |
| Artistic expression | 20 |
| Synthesis | 20 |
| Creative | 30 |
| Total | 100 |
| | |

| PE | |
|------------------|-----|
| Participation | 40 |
| Skills | 30 |
| Knowledge | 10 |
| Physical Fitness | 20 |
| Total | 100 |



Note: Mostly 60% for Ongoing Assessment & 40% for end of term exam except Ministry Subjects.

-Final Results is prepared on the basis of average calculated over three terms marks scored by a student in each subject.

Promotion, Retention, and Re-sit Examination Policy

- Essentially, the school follows Promotion? Retention policy devised by the Ministry of Education, generally:

1. A student failing in more than 3 subjects is Retained in the same class.
2. Students failing in 3 or less subjects are allowed to appear in the Re-sit examination.

Teachers will use a variety of assessment tools to help them identify systematically the learning needs of their students. They will:

- Have strategies for monitoring, tracking, assessing and moderating the achievements demonstrated in the work of individual learners.
- Have methods of evaluating programs and units of inquiry, and of involving students in reflecting on and evaluating their own progress.
- Develop individual student profiles and reporting systems that usefully reflect the full range of a student's achievement and meet the individual needs of the students, their parents and the criteria set by external agencies.

These assessments are used to evaluate students learning, skill acquisition and academic achievement at the conclusion of the term. At AKAIS we have three terms and summative assessments are at the end of term1, term2 and term 3. These assessments have high stakes and high point value.

GRADE REPORTING AND SCALE

Grading System (Gr 1-12)

US Curriculum

| Letter Code | Percent Grade | 4.0 Scale |
|-------------|---------------|-----------|
| A+ | 96-100 | 4.0 |
| A | 93-95 | 4.0 |
| A- | 89-92 | 3.7 |
| B+ | 86-88 | 3.3 |
| B | 83-85 | 3.0 |
| B- | 79-82 | 2.7 |
| C+ | 76-78 | 2.3 |
| C | 73-75 | 2.0 |
| C- | 69-72 | 1.7 |
| D+ | 66-68 | 1.3 |
| D | 63-65 | 1.0 |
| D- | 60-62 | 0.7 |
| E+ | 59-61 | 0.3 |
| E | 56-58 | 0.2 |
| E- | 50-55 | 0.1 |
| F | Below 50 | 0.0 |

Grading System (Gr 1-8)

Ministry Subjects

| Letter Code | Percent Grade | 4.0 Scale |
|-------------|---------------|-----------|
| A | 90-100 | 4.0 |
| B | 80-89.99 | 3.0 |
| C | 70-79.99 | 2.0 |
| D | 60-69.99 | 1.0 |
| E | 50-59.99 | 0.5 |
| F | Below 50 | 0.0 |

Grading System (Gr 9-11)

Ministry Subjects

| Letter Code | Percent Grade | 4.0 Scale |
|-------------|---------------|-----------|
| A | 90-100 | 4.0 |
| B | 80-89.99 | 3.0 |
| C | 70-79.99 | 2.0 |
| D | 60-69.99 | 1.0 |
| F | Below 50 | 0.0 |

KG Grading System

| Color Code | Percentage | Scale |
|------------|------------|---|
| Red | 0-45 | Emerging (Working below curriculum expectations) |
| Yellow | 50-65 | Developing (Working towards Curriculum expectations) |
| Green | 70-85 | Secured (Working at curriculum expectations) |
| Blue | 90-100 | Exceeding (Working beyond curriculum expectations.) |



External Assessments: External Assessments against international benchmarks is used to compare the attainment of AKAIS students to other international American curriculum school students. The following tables illustrate in detail both internal and external assessments at AKAIS.

Nationally standardized Exam

The UAE received top ranks in the Arab world in line with the National Agenda ... of Education (MOE) introduced the national-level Emirates Standardized Test. Teachers and learning Assistants to understand national expectations and assess their own performance in the broader national context.

CAT4: The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

IBT: The IBT language tests are designed to assess proficiency in Arabic, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations. The tests offer students and schools the opportunity to participate in a standardized Arabic assessment which can provide comprehensive diagnostic feedback and benchmark performance against other schools in the region.

PISA: The Programme for International Student Assessment is a worldwide study by the Organization for Economic Co-operation and Development in member and non-member nations intended to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance on mathematics, science, and reading.

PIRLS: Progress in International Reading Literacy, 20 Years of Trends in Reading Achievement

IEA's PIRLS 2021 will be the fifth cycle in the PIRLS assessment. PIRLS provides internationally comparative data on how well children read by assessing students' reading achievement at the fourth grade. PIRLS collects considerable background information from the assessed students, their parents, teachers and school principals on how education systems provide educational opportunities to their students, as well as the factors that influence how students use these opportunities.

MAP: or the Measure of Academic Progress, is a computerized adaptive test which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child's academic growth.

MAP Test, measures the academic progress of grades 3 to 9 students during the year in:

1- Mathematics:

- Operations and Algebraic Thinking.
- Measurement and Data.
- Number and operations.
- Geometry.

2- A. English Reading:

- Literary Text: Key Ideas and Details
- Informational Text: Key Ideas and Details
- Vocabulary: Acquisition and Use
- Literary Text: Language, Craft, Structure
- Informational Text: Language, Craft, Structure

B. English Language Usage:

- Writing: Write, Revise Texts for Purpose and Audience
- Language: Understand, Edit for Mechanics
- Language: Understand, Edit for Grammar, Usage

3- Science:

- Life Science
- Earth and Space Science
- Physical Science

AMERICAN CURRICULUM ASSESSMENT TIMELINE



| MAP GROWTH TEST – TO BE ADMINISTERED | |
|--------------------------------------|--|
| Math | Growth: Math K-2 CCSS Intl 2010 Growth: Math 2-5 CCSS 2010 V2 Growth: Math 6+ CCSS 2010 V2 <i>Note: 9th grade students can be administered "Growth: Algebra 1 CCSS 2010". It's more useful for Algebra 1 teachers to receive the instructional areas breakdown based on the Algebra 1 content area.</i> |
| Science | Growth: Science 3-5: for use with NGSS Intl 2013 Growth: Science 6-8: for use with NGSS Intl 2013 Growth: Science 9-12: for use with NGSS Intl 2013 <i>Note: 9th grade students can be administered "Growth: Science 9-12 Life Science: for use with NGSS Intl 2013". It will only cover Biology which is what they are required to take in 9 grade. It's more useful for Biology teachers to receive the instructional areas breakdown based on the Life Science (biology) content area.</i> |
| Language | Growth: Language 2-12 CCSS 2010 V2 Reading Growth: Reading K-2 CCSS Intl 2010 Growth: Reading 2-5 CCSS 2010 V3 Growth: Reading 6+ CCSS 2010 V3 |

AKAIS External Assessment

| EXTERNAL ASSESSMENTS | PURPOSE | TARGETED GRADES |
|--------------------------|--|------------------------------|
| NWEA MAP | NWEA Measures of Academic Progress (MAP) test measures what students know and informs what they're ready to learn next. | K, 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| CAT4 | Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability can identify where a student's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers. | 1, 2, 3, 4, 6, 8 |
| PISA (2018) | Programme for International Student Assessment (PISA) is a school-level assessment, designated for grade 10 students. It is a two-hour, paper-based test, consisting of Mathematics, Science, and Reading questions. *Next cycle- PISA 2021 | 10 |
| PBTS | PISA Based Tests for Schools *Every Spring | 10 |
| IBT (Arabic) | The IBT Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations. *Arabic A- Gr. 4-9 *Arabic B- Gr. 3-8 (based on 3 levels) | 4-9 |
| TIMSS (2019 only) | Trends in International Mathematics and Science Study 2019 (TIMSS)-has been a valuable vehicle for monitoring international trends in mathematics and science achievement at the fourth and eighth grades. * Next cycle- TIMSS 2023 | 4, 8 |
| SAT | Scholastic Assessment Test (SAT) – is a standardized test widely used for college and university admissions. The SAT score is a pivotal component of college applications. | 10, 11, 12 |
| EmSAT | The EmSAT is a national system of standardized computer-based tests, based on United Arab Emirates national standards. | 12 |
| AP Exams | Advanced Placement (AP) Exams – are college-level tests administered by the College Board. Students may take tests in one or more subjects; a comprehensive list of all available AP courses and tests is available at collegeboard.com. AP courses and exams can help put students on the fast track to a college degree, giving them the chance to earn college credit while still in high school – not to mention strengthening their college applications. | 11, 12 |

Regarding Standardized Benchmark Assessments for AY 2022/ 2023

| Test's Title | Description | Targeted Grades | Subjects | Testing Window |
|--------------|------------------------------|-----------------|--|---|
| CAT4 | Cognitive Abilities Test | Gr 3, 5, 7 & 9 | English Science Math | 16/10 – 20/10 |
| MAP | Measure of Academic Progress | Gr 3 to 9 | English Science Math | T1: 23/10 – 27/10 T2: 23/2 – 6/3 T3: 1/3 – 30/6 |
| IBT | International Benchmark Test | Gr 5, 8 & 9 | Arabic for Arab students- A | 1-2/11/2022 |
| | | Level 1, 2 & 3 | Arabic for Non-Arab students- B | 7-9/11/2022 |
| AP | advanced placement | Gr 11 Gr 12 | AP Calculus AP Physics AP Chemistry AP Biology AP English Literature | May - June |

2. Advanced Strand: Based on a general cultural basis and in-depth scientific base that qualifies the graduate to study the majors of science, engineering and medicine

| Freshman (Gr. 9) | Sophomore (Grade 10) | Junior (Grade 11) | Senior (Grade 12) |
|--|--|--|--|
| 1. English 1 2. Math 1 3. Physics 1 4. Arabic 0.6 5. Islamic 0.6 6. Social St. 0.4 7. Moral Ed. 0.2 8. I.C.T 0.6 9. PE 0.2 10. Chemistry 1 11. Biology 1 12. Elective 0.2 13. Language Art 0.2 14. Conduct 0 Total: 8 | 1. English 1 2. Math 1 3. Physics 1 4. Arabic 0.6 5. Islamic 0.4 6. Social St. 1 7. I.C.T. 0.8 8. PE 0.2 9. Chemistry 0.6 10. Biology 1 11. Elective 0.2 12. Moral 0.2 13. Conduct 0 Total: 8 | 1. English 1 2. Math 1 3. AP Physics (Calculus Based) 0.6 4. Arabic 0.2 5. Islamic Ed. 0.2 6. Social Studies 1 7. I.C.T. 1 8. Environmental Sc. 1 9. AP Biology 0.8 10. AP Chemistry 0.6 11. Physical Education 0.2 12. Elective 0.2 13. Moral Ed. 0.2 14. Conduct 0 Total: 8 | 1. English 1 2. AP Calculus 1 (AP Math) 3. AP Physics (Calculus Based) 1 4. Arabic 0.2 5. Islamic Ed. 0.2 6. Social Studies 1 7. I.C.T. 0.2 8. Physical Education 0.2 9. AP Biology 1 10. Ap Chemistry 1 11. Economics 1 12. Music (Remove) 12. Moral Ed 0.2 13. Conduct 0 Total: 8 |
| Electives (Choose only one elective) A - Drama - Martial Arts | | | |
| B - Robotics E - Home Economics | | | |
| C - Music F- Visual Art | | | |
| D | | | |



Elective Courses Offered

Electives are courses / classes a student takes by choice based on their interest.

High school electives are important because they offer you a chance to study new topics while providing colleges with another example of your academic abilities and interests.

A. Drama

This elective promotes communication skills, teamwork, dialogue, negotiation, socialization. It stimulates the imagination and creativity; it develops a better understanding of human behavior and empathy with situations that might seem distant. Students choosing the Drama elective are expected to demonstrate proficiency in characterization, diction, memorization, and concentration. They will be asked to study and deliver monologues and scene work from modern sources as well sonnets and plays. Theory tests, class practices and live performances are required as part of students' grade.

B. Robotics

is a lab-based course that uses a hands-on approach to introduce the basic concepts of engineering and engineering problem solving, focusing on the construction and programming of mobile robots. The course provides students with a practical introduction to engineering mechanics, robot programming and project engineering in an environment that the students will enjoy.

C. Visual Arts

The visual arts are art forms that create works that are primarily visual in nature, such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, film making and architecture.

D. Martial Arts

strengthen muscles and endurance, while improving flexibility, balance, agility and coordination. Therefore, with better mental and physical health, students will lead a happier, well rounded life. Martial arts promote a healthy lifestyle, and offer many benefits that other sporting activities lack.

Evaluation and Assessment Tasks

A performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning

Assessment tasks. The assessment tasks are not learning and teaching units, but they do suggest, in broad terms, what learning needs to have taken place before students undertake the provided assessment tasks. Teachers make professional decisions about whether or not a particular task is suitable for their students.

Feedback to all stake holders

Feedback to all the stakeholders is an integral part of effectiveness of AKAIS 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.

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

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. To Senior Leaders

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

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



Welcoming Newcomers to a Safe and Thriving School Environment

Welcoming newcomers and ensuring that they thrive in a new school and community is a responsibility shared among school staff, newcomers and their families, and the wider community. These responsibilities, including supports schools may provide to create inclusive school communities. It also discusses what newcomer families need to know about schooling and school systems to support their children’s learning.

Special Features

- **Fundamentals for welcoming newcomers and their families:** Information that should be conveyed to parents—in their home language—to help them support their newcomer children’s rights and navigate school policies.
- **Six best practices for welcoming newcomers:** An explanation of each practice, followed by authentic examples of each.
- **Best practices of designated newcomer programs:** Descriptions of practices and processes, along with examples of each, and links to newcomer schools and programs cited.
- **Classroom tools:** Tips for orienting newcomer students, and examples of activities that can help teachers get to know newcomers better.
- **School-wide tools:** Sample parents’ bill of rights and responsibilities and a framework for safe and supportive schools.
- **Professional reflection and discussion activity:** Instructions and handouts for professional learning communities or staff meetings. (The activity takes about an hour if participants read the chapter in advance.)

Fundamentals for Welcoming Newcomers and Their Families

When newcomer students and their families enter AKAIS, they must become familiar with their new culture and customs as well as a new school system and its legal requirements. Welcoming newcomers into a school community necessitates an understanding of the benefits of creating environments that are inclusive, informing, welcoming, and conducive to full participation and academic success for all students.



Helping Parents Understand Their Children's Rights

There are legal practices particular to newcomers and it is fundamental to schools' work of providing welcoming environments to newcomers, , to inform parents and students of these and all other relevant legal practices and requirements in a language they understand. Such awareness is essential to ensuring that newcomer children and adolescents are supported in achieving their educational and life goals and aspirations.

Providing Information About School Systems and Policies

Newcomer students and their families may not be familiar with school systems and educational policies in our country and would benefit from specific information provided in a language they understand. As the families feel more comfortable and welcome in the schools, they may want to participate in the process of reviewing or creating procedures and policies to positively impact their child's academic experience.

Information Schools Should Provide to Newcomer Families to Support Integration

- Course schedules (e.g., child will have more than one teacher and more than one classroom)
- Physical layout of the school
- Homework policy and purpose
- Attendance policy (e.g., mandatory phone call and note when child is sick)
- Discipline policy
- Immunization policy
- Dress code, winter clothing, physical education uniforms
- Cafeteria options
- Subsidized lunch applications
- Transportation options to and from school
- Back to School Night information
- Progress report and report card descriptions
- Parent-teacher conference dates and purpose
- After-school clubs and sports options
- Special education services
- Summer school availability
- The role of guidance counselors and other non-teaching staff

Implementing Best Practices for Welcoming Newcomers

Schools with successful newcomer programs have in place a variety of practices that are effective in welcoming newcomers. According to AKAIS with successful newcomer programs have created systems of supports in six key areas to ensure that newcomers can thrive in the school community:

1. Knowledge about students, including their prior schooling and life experiences.

To integrate newcomer students into AKAIS, and to ensure they are receiving the appropriate academic program and supports, it is necessary to assess students' educational needs, including the need for appropriate language assistance services and whether the student requires an evaluation to determine if he or she has a disability and as a result requires special education and. Beyond that, teachers and school staff should find ways to build their knowledge of the general country and cultural origins of their newcomer students, and also strive to get to know the individual students—their personalities, hobbies, cultural backgrounds, and family circumstances, as well as the stories of their journeys to their new lives. Inviting the sharing of this information, while respecting boundaries of privacy, may help increase the student's confidence, build trust, and enable the school to develop strategies to capitalize on the students' strengths.

2. Program structures to support students' learning

In order to meet the needs of newcomer students, especially those in middle and high school who need to learn enough English to earn academic credits and graduate in a short period of time, some schools offer alternatives to the mainstream school schedules and academic programs. Some examples are block scheduling, extended school days or years, and smaller class sizes. Since newcomers may be accustomed to different types of scheduling or teacher assignments in schools in their home countries, or may be adjusting to middle school or high school upon entry into U.S. schools, structures that provide consistency for students across multiple school years may be helpful. An innovative practice that can contribute to the success of high school newcomers is called “looping,” a strategy that provides students with consistency across their school years by having the same teacher two or more years in a row. In all circumstances, schools should carry out their chosen programs in the least segregative manner consistent with achieving the program's stated educational goals.

3. Communication with students and their families

In some newcomer programs, the schools use practices that promote hallway and classroom communication among students who share the same home language. This may occur in bilingual, two-way bilingual, or dual language programs. In some cases, parents may request that their child attend a program that focuses on attainment of English language proficiency without attending a bilingual program; these schools or programs can still integrate use of a student’s home language in instruction, as this provides a strong base for newcomers to learn both academic content and English and also helps those who are ELs make the transition to learning in English. It is also important to communicate with parents in their home language(s), and to recognize that even as students gain proficiency in English, their parents may still rely on their home language for school communications.

4. Parent and family engagement in the school community

As detailed in Chapter 5 of this tool kit, parent and family engagement is critical to ensure newcomer students’ success in school. It is important for schools to reach out to parents in multiple ways and offer multiple means of participation.

5. Cultural and language integration

Newcomer students have diverse backgrounds and needs, which depends on previous school experiences, their level of literacy in English and in their home language (or language of wider communication), their immigration status, and their home living status. To ensure students feel welcomed into the school community, schools should address each student’s individual situation, seek understanding of their home country and culture, and provide support when and where students need it.

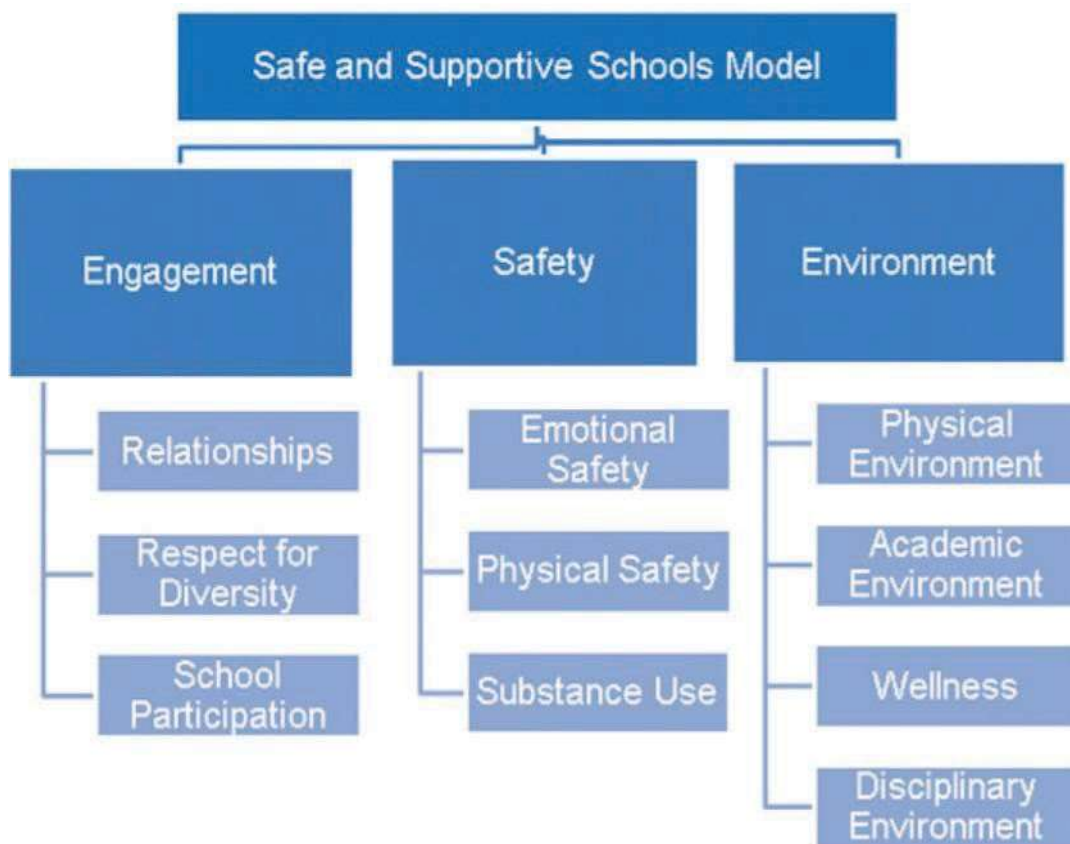
6. Community integration

Creating partnerships with community organizations is helpful for providing a welcoming school and community. Schools may partner with a range of community organizations, and the focus may include refugee resettlement, social services and health, the arts, religion and ethnicity, and postsecondary education, to name a few.

Framework for Safe and Supportive Schools

According to the Safe and Supportive Schools Model (see below), which was developed by a national panel of researchers and other experts, positive school climate involves three key elements:

1. **Engagement:** Strong relationships between students, teachers, families, and schools, and strong connections between schools and the broader community
2. **Safety:** Schools and school-related activities where students are safe from violence, bullying, harassment, and controlled-substance use
3. **Environment:** Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy These areas overlap in many existing frameworks of school climate, and it is critical that all three areas be considered as a single issue in policy and practice.



Characteristics of Effective Practices to Engage Newcomer

Parents and Families

Schools can foster strong parent engagement partnerships with newcomer parents by supporting the particular needs of newcomer students and their families with effective policies and practices. Strong partnerships with newcomers, and the effective policies and practices that support them, exhibit most of the following characteristics: co-construction and collaboration, capacity development, assets orientation, language supports, and continuous improvement.

| Characteristic | Brief Description |
|--|--|
| Co-construction and Collaboration | Bring newcomer parents and staff together to co-construct meaningful communications and resources for parents and to collaborate in the delivery of learning and support activities for parents. |
| Capacity Development | Build newcomers' and staff's capacities to effectively carry out the multiple engagement roles (advocate, supporter, encourager, decision-maker, etc.) expected of parents. |
| Assets Orientation | Build partnerships that listen to and hear parents and strive to meet high expectations, aspirations, and hopes as they draw on newcomers' culture, language, knowledge, and skills. |
| Multimodal Communications and Language Supports | Use multiple methods and structures to communicate and ensure that language supports are available for all educational communications and activities. |
| Continuous Improvement | Continuously improve family engagement by examining multiple data sources for impact of policies and practices on the newcomers. |



Late Joiners Policy

First: Students who join the school till the end of the first term.

- ▶ Case1: If a student joins the school after 75% of the first term- 24/Oct/2022, then the student will be excluded from the 1st term assessment and his/her 2nd term assessment will be duplicated for the 1st term marks record.
- ▶ Case2: If a student joins before 75% of the first term, the student will undertake the 1st term assessment along with the regularly enrolled students.

Second: Students who join the school second term as follows:

- ▶ Case1: Transferred student from other school with first term assessment record from previous school, will be assessed by the school assessments procedures for the second term. Note: Any mismatch or shortcomings in the student's first term RC from previous school will be dealt case by case according to school's assessment procedures.

DISTANCE LEARNING ASSESSMENT POLICY & PROCEDURES

This document outlines policies on the use of online examination systems and procedures for the use of digital technologies in the assessment process at AKAIS. The precepts within this document have been developed to ensure that all assessment activity that involves the use of information technology (IT). The policies and procedures described here are based on principles that assessments presented to students by electronic means will be accurate, confidential, fair, reliable and secure and run according to relevant legislation and good practice.

Every learner is unique. They each have different learning needs and require different learning materials and eLearning activities to absorb information effectively. This is why it's essential to offer them a variety of assessment types when creating their e-Learning assessment strategy. Some learners may need more interactive assessments, such as scenarios or simulations, to effectively gauge their proficiency, while others may not have the language or communication skills required for an essay-based exam. Wherever possible, we include a good mix of summative assessments to cater for the range of learning styles at home and during such times when many students may not have the same access to the same technology. Remember though, it is formative assessment that provides learners with the feedback they require to improve their learning.

Development of assessments

The School ICT Team and the Assessment Team provide tailored advice or training to teachers, through modules/tutorials/programmes on the effective use of online assessments and feedback technologies. All teachers undergo this training as 'Assessment Online' is an integral part of 'Learning and Teaching Online'. Similar tutorials and guidelines are shared with students and parents on submission of assignments and assessments online. Features and functions of Google Classroom are shared with all the students and parents. Assessments include Continuous Formative Assessments as a part of regular online classes and end of term Summative Assessments. At AKAIS, we ensure that distance learning meets the same assessment and evaluation standards as courses taught in traditional classrooms. Assessment instruments are even more diverse, for example, school review the core practices and systems to ensure assessment, evaluation and reporting of student progress are valid and reliable in the distance learning environment. Teachers use practices that:

- ▶ are fair, transparent and equitable to all students.
- ▶ support all students, including students of determination.
- ▶ are carefully planned to relate to the curriculum expectations and learning objectives and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students.
- ▶ are communicated clearly to students and parents at the beginning of the distance learning period.
- ▶ are ongoing, varied in nature, and administered over a period to provide multiple opportunities for students to demonstrate the full range of their learning.
- ▶ provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

-
- ▶ develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment design and guidance to students

Learning objectives and assessment criteria are made explicit and shared with students. Particular care will be taken in the design of objective tests comprising multiple choice or multiple response questions to ensure that a sufficient quantity and quality of distracters are used. It is important that the marking scheme used (including scoring rules for individual questions) should be made clear to the students in advance of any assessment. Assessments should be checked for accuracy of content, spelling, punctuation and to avoid potential ambiguity. Peer teachers' review of new questions is recommended.

School takes the responsibility to ensure that students are familiar with the tool, system or delivery platform to be used, particularly prior to undertaking a summative assessment. Opportunities are provided for students to familiarize themselves with the relevant tool or system through the provision of a formative assessment of a similar format, incorporating question types and content relevant to the specific module of study.

The following information will be communicated by the teachers to students before an assessment takes place:

- ▶ the format of the assessment
- ▶ the number and type of questions to be used/answered.
- ▶ the scoring rules for individual questions and the overall assessment
- ▶ the contribution the assessment makes to an overall assessment structure.
- ▶ how the questions are selected for the assessment
time limit
- ▶ mode/procedure of submitting assessment.
- ▶ consequences for students who submit assignments late or fail to submit assignments.

Types of assessments

Formative Assessments include assignments that are a mix of individual and collaborative learning. Teachers work directly with the groups and monitor their work and check their understanding. Assessments are designed to incorporate strands of inquiry based learning and real life links as these are embedded in the curriculum. Creative multimedia assignments including videos are also incorporated in the assessments using specific rubrics.

Summative assessments are more formal exams. They help determine student knowledge at a particular point in time. In a children's classroom, for example, these include standardized tests such as state

assessments, as well as important exams that measure instructional accountability and result in student course grades. Summative tests allow for evaluation within and across school districts, regions, and states. These also include end-of-unit or chapter tests and end-of-term exams. Overall, summative tests serve as a benchmarking tool and a measure of student achievement on a unit-by-unit or cumulative knowledge exam.

Examples of digital assessments may include:

- online quizzes and tests
- assessed discussion boards, websites, blogs, wikis, and e-portfolios
- individual or group presentations and reports using presentation software, videos and podcasts
- development of multimedia artefacts, simulations and models.

Few of the tools used are:

- ▶ Google Forms
- ▶ Kahoot
- ▶ Nearpod
- ▶ Padlet
- ▶ Socrative
- ▶ Quizizz
- ▶ Animoto
- ▶ Mentimeter
- ▶ Exit Tickets

ASSESSMENT WITHIN SPECIAL EDUCATIONAL NEEDS

Effective assessment within school starts with everyone having a clear understanding of the purpose and being confident to use a range of assessment types. Day-to-day formative assessment through observation, questioning and marking enables the teacher to ask, ‘given what we know about this individual child, what are the next steps for learning and development and how do I adapt my teaching as a result?’ SENCOs and leaders can support colleagues to use a range of formative strategies to help.

Students of Determination are supported by way of modification of assessments providing them extra time and the facilities to take their tests during pull out sessions. Procedures are designed to motivate and facilitate completion of work/assessment and, where appropriate, allow for additional and/or alternative opportunities to do so.

Continuous formative assessments provide opportunities for Gifted and Talented students with challenging tasks including research projects, creation of websites/blogs, real-life linking videos etc. for example:

- considering the full range of evidence to use for formative assessment, including photo, video and audio evidence
- giving appropriate verbal feedback to pupils who may struggle with language
- considering the most effective way to ‘mark’ work where a pupil is unable to read written comments
- teaching pupils with SEND the skills of self and peer assessment
- providing opportunities for pupils to share their thoughts, ideas and views through their preferred form of communication e.g. sign, symbols.

For many pupils with SEND, the effort applied to learning is significant and any assessment should recognize this, along with the level of independence, whilst maintaining high aspirations and expectations.

Using assessment to identify needs.

On-going formative assessment will also support teachers to identify concerns and individual needs as part of the initial stage of the SEND identification process and the graduated approach. Initially, the graduated approach involves teachers using information from their formative and summative assessments and making judgements about the progress a pupil is making.

In addition, more detailed diagnostic assessment can also be used in order to inform the SEN identification process further and to explore the precise gaps in pupils’ learning. Examples include:

- ▶ standardized reading, spelling or mathematics tests
- ▶ cognitive abilities
- ▶ profiling tools e.g. for speech, language and communication needs
- ▶ small steps assessments aligned with the national curriculum
- ▶ specific learning difficulties screeners
- ▶ pupil attitude questionnaires
- ▶ social and emotional questionnaires.

EQUAL OPPORTUNITIES (INCLUSION) POLICY

1. Introduction

1.1 Definition of Inclusion

According to the “School for All” publication issued by the UAE Ministry of Education, “inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs. In many cases, the least restrictive environment is the regular education classroom, though not all the time”.

“Inclusive education is the process through which schools develop systems, classrooms, programs and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honors diversity and respects all individuals. Inclusion does not mean treating people the same without regard for individual differences.”

(KHDA, 2015).

1.2 Inclusion for All Learners

Our aim is to provide an accessible and enriching curriculum for all groups of students, including, but not limited to:

- **SEN** – Special Educational Needs and/or Disabilities (i.e. recognized disability and/or disorder), with or without a formal diagnosis at this time. These learners are known as People of Determination (PoD).
- **AEN** – Additional Educational Needs (pending identification of any recognized learning barrier and/or disability).
- **ELL** – English Language Learners (those who are quite new to learning English).
- **Gifted and Talented** – Demonstrating exceptional ability and/or attainment in English, Maths, Science, Arts or Physical Education.
- **Wellbeing** – Students who present with wellbeing concerns (i.e. behaviour, social and/or emotional needs).

2. AKAIS Inclusion Statement

At AKAIS, we place great value on the wider development of every child and we strive to help all children find their pathway to success. As per Federal Law 29 (2006), we recognize our responsibility to provide “equal care, rights and opportunities for people with special needs in education...within the limits of their abilities and capabilities”, and that in accordance with Government Law No. 2 (2014), these opportunities should be “equal to those provided to their peers at all stages”.

We facilitate and develop inclusive attitudes and practices throughout our school to create a happy, healthy and safe school by exercising a positive admissions policy, which welcomes a diverse range of learners;

- recognizing, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils;
- educating staff and students about special educational needs and disabilities (SEND);
- promoting a growth mindset among our students and staff;
- providing high quality pastoral care, support and guidance to students and parents;
- fostering strong partnerships with parent, through regular and effective communication, full transparency at every appropriate stage of the care pathway;
- safeguarding the health, safety and welfare of all pupils, with a particular focus on vulnerable groups.

We provide a varied curriculum which aims to meet the needs of all pupils, individuals and groups on roll by:

- setting suitable learning challenges at all levels (determined through comprehensive analysis and assessment);
- Providing option choices in the senior school in both subjects and ECA.
- emphasizing the importance of, and creating opportunities to develop, a holistic learner profile, which helps all individuals to become responsible members of local, national and global communities;
- involving all AKAIS staff in planning and delivering the curriculum;
- seeking and deploying support from external agencies (e.g. counsellor, educational psychologist) where required
- taking care to balance the needs of all members of the school community.

We ensure that the needs of all groups of learners are effectively met by:

- maintaining clear and effective whole-school systems for accurate and timely identification of individual needs in relation to communication, learning, social-emotional wellbeing, and behaviour;
 - establishing Individual Education Plans (IEPs), specifically tailored to the unique need of individual students with SEND;
 - empowering the class teacher as a highly effective lead practitioner in the support of students with SEND;
 - offering individualized learning, systematic, targeted small group and/or 1:1 instruction, where necessary.
 - embedding extension and enrichment opportunities for our G&T students throughout the curriculum and school;
 - monitoring how planning and differentiation is undertaken throughout the school to ensure that pupils' different learning styles and learning needs are taken into account;
 - analysis of data, focusing on the progress made by various identified groups of students;
 - rigorous self-evaluation and action planning.
-

SEND STUDENTS' ASSESSMENTS

We promote equal access opportunities for all students during assessment, by:

- ensuring all forms of assessment are carefully differentiated to provide both access and challenge
- Providing a range of assessments that allow students to demonstrate what they know and can do
- conducting appropriate and timely assessment, to determine the need for additional assistance.
- implementing suitable accommodations (e.g.laptops) as the “normal way of working” for students with SEND;

SPECIAL EDUCATION NEEDS & DISABILITY

(SEND) POLICY

Statement of Intent

Al Kamal American International School, Al Azra, is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the students who gain admission to school matter – including those identified as having additional needs. The school is committed to recognizing the potential of all students and giving them access to enrichment activities. We fully support the inclusive aims of the Government of the UAE which seeks to ensure persons (and children) with disabilities can participate in education, recreation, arts, sports and culture .

This policy explains the approach to Special Educational Needs and disability within the school and is in keeping with the school’s aims, its teaching and learning policies, and its policy on equality of opportunity. Our aim is to know individuals well to help them reach their full potential. We do this through careful personalization of the curriculum opportunities offered and support programs that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for his or her future life roles.

Admissions Policy

In line with the school’s Admissions Policy, individuals will be considered with reference to their needs, resources and the school’s ability to meet those needs. The school will strive to provide appropriate support for students with a range of special educational needs. The school will make reasonable adjustments to accommodate pupils with SEND during entry tests. A current report written by the concerned teacher/SENCO Incharge will be required to put appropriate arrangements in place, and any access arrangements will be based on the student’s usual way of working.

Aims

- To ensure that all students, whether or not they have SEND, have access to a broad, balanced and relevant curriculum, which meets their individual needs.
- To encourage a whole school approach to Special Educational Needs and disability and a close partnership between school, the student and the home.
- To provide learning experiences that enable students to reach their full potential.
- To create a positive atmosphere wherein students can develop confidence and self-respect.
- To ensure students and staff receive specialist support and guidance as appropriate.
- To give a voice to students with SEND and to ensure that their views and wishes are taken into consideration.

Objectives

- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To inform staff of students' needs and suggest ways of meeting those needs.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognizing and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To monitor and review progress of students on the Special Educational Needs register.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school
- To involve outside agencies, where these are available, to provide the necessary support for students.
- To advise on strategies to develop competency in basic skills.
- To help every student realize his or her full potential and optimize their self- esteem.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.

Definitions

- **Special Educational Needs** are defined as “A need which occurs when a student is identified with an impairment requires the school to make **specific modifications** or provide **specific supports** to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a **common learning environment with same aged peers.**” as per the Dubai Inclusive Education Policy Framework 2017.

Being identified with a special need could mean that students require specialist support, specific curriculum modification or individualized planning to ensure that they make expected levels of progress given their starting points.

Types of need are identified according to the SEN Frameworks:

- **Behavioral, Social, Emotional**

Behavior that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.

- **Sensory**

Visual impairment: Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment: Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.

- **Physical Disability**

Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs Medical Conditions or Health Related Disability Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.

- **Speech and Language Disorders This does not include students with additional language needs**

Expressive language disorder – problems using include students with additional language needs oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally.

Receptive language disorder – problems understanding oral language or in listening.

Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.

Communication and Interaction Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in three areas

of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.

- **Learning difficulties 1**

Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

- **Learning difficulties 2**

Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.

- **Profound and Multiple Learning Difficulty**

Complex learning needs resulting in severely (PMLD) impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.

- **Assessed Syndrome**

A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down’s syndrome, Stickler syndrome and Williams syndrome.

- **Dyslexia -reading**

Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence.
This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.

- **Dysgraphia – writing/spelling**

Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

- **Dyscalculia – using number**

Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty

understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

- **Dyspraxia – fine and gross motor skills**

Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

- **Disability**

The school defines disability as “A social condition that occurs when an individual with a long-term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within the community. A disability is the result of an individual’s interaction with society and is not an attribute of the person”. The school is mindful of the Federal Law 2006 and 2009 and Dubai law #2 (2014) which clearly demonstrates commitment to SEND and is fully committed to avoiding discrimination and promoting equality for all students. We seek to ensure that, wherever possible, any student with Special Education Needs or a disability joins in the activities of the school, together with those who do not have a special educational need or disability.

Provision

- **Teacher Action**

The school adopts the approach whereby there will be targeted intervention offered to improve the progression rate of those students identified as having SEND. When staff identify that a student has Special Educational Needs, subject teachers, in consultation with the Special Educational Needs Coordinator (SENCO), devise interventions additional to or different from those provided as part of the school’s usual differentiated curriculum. The SEND Department may offer interventions to particular students, which will be evidence based and regularly reviewed.

Identification and Assessment of Pupils with SEN

Early identification will be key to the progress of SEND students. The school will use the following to identify pupils with special educational needs, whichever are appropriate:

- Meetings between the SENCO and staff of feeder schools during transition phase
 - Examination Access Arrangements screening in senior grades, where applicable
-

- Group testing for English – reading and spelling tests regularly.
- CAT4 and MAP results along with the battery of Progress Tests from GL Assessment
- Observation and concern regarding lack of progress noted by staff /parents
- Student self-assessment
- Information supplied by parents
- Information from outside agencies-educational psychologists, Speech & Language Therapists
- Information from staff via individual reports, reviews, referrals

Students will be placed on the SEND register after consultation with either subject teachers or parents, whose views will be recorded.

Recording

The SENCO compiles a register of students. A recording system for all students on the register is in operation incorporating Individual Education Plans (IEPs). These plans can be accessed by all staff through the SENCO Incharge.

Inclusion on the SEND Register and the nature of inclusion will be noted.

Each student on the register will have an SEND file containing evidence of need, copies of any diagnostic tests and a record of departmental interventions.

Monitoring and Review

Students' progress is regularly monitored and reviewed involving appropriate agencies, staff, students and parents. The academic tutorial is a key part of this process together with parent consultation meetings. The IEPs are updated after parents' consultation meetings in response to subject staff feedback. Interim and full reports with regards to attainment are published to parents in accordance with the school's assessment calendar. The school will contact parents when a need is first identified and maintain regular contact. IEPs will always be updated and reviewed with the student (where appropriate), and they will be given an opportunity to review their own progress each time the IEP is updated.

Teacher Action

When a student has SEND – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

While the class teacher remains responsible for working with the child on a daily basis, the class teacher works with the SENCO, Support staff and Head of Department to plan strategies to ensure teaching meets the needs of the individual. The SENCO provides suggestions for classroom support for each pupil on the SEND Register and the IEP. IEPs will be available for teachers to read and will be referred to as part of planning for the needs of the student and also reflected upon at parents' consultation meetings.

The school encourages staff to share concerns about individual pupils' difficulties with the SENCO as early as possible. Referrals come directly from the subject teachers, tutors and parents.

The SENCO can take the lead in:

- Managing SEND interventions for the student in discussion with colleagues.
- Monitoring and reviewing the action.
- Enhanced transition arrangements between Phases
- Communicating needs with teaching staff and academic heads and SLT
- Advising on CPD as necessary

Intervention will take place with In Class Support and the need for withdrawal from curriculum lessons based on the individual needs. The SENCO will regularly review the impact of any interventions and will adjust programs accordingly. The SENCO will, in conjunction with academic heads and subject leaders, regularly review the progress of students on the SEND register, both individually and as a cohort.

Access Arrangements

Access Arrangements will be based on a student's normal way of working to remove barriers caused by illness or disability. The school will consider the full range of arrangements available and give practical and resource considerations. **Students who would like to word process their work in examinations will have their request considered if it is their usual way of working and their subject teachers support the arrangement.**

Copies of approved access arrangements for each year group are held in the SEND Department and the examinations office and are updated annually.

School Network

Each subject area liaises with the SENCO. There is communication between the subject area, the learning support team, subject teacher and head of year/section. All staff has copies of all relevant documentation including Individual Education Plans which are drawn up in consultation with parents where necessary. They will contain identified strategies that are student and resource specific. Teachers will consider these when planning and delivering the curriculum, and should take account of differences in subjects, learning styles, teaching methods etc.

The school will provide support within the classroom wherever possible, but acknowledges that there are occasions when one to one or small group work is valuable and will facilitate learning. The student's response and progress will be the indicators of the appropriateness of this approach.

We intend that all students should access the full curriculum and subject departments are expected to address this directly within schemes of work and departmental policy.

The SEND policy is monitored by SLT and reviewed on an annual basis.

GIFTED & TALENTED POLICY

AKAIS Statement:

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education program within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.’

The term talented refers to ‘a student who has been able to transform their ‘giftedness’ into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability. – UAE Schools Inspection Framework (current).

The term giftedness refers to ‘a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.’ These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.

Aims and Objectives

The aims of this policy are to promote good practice in identification, teaching, learning and management of students who are gifted and talented. In order to do this, the school will:

- Provide a structure to identify and monitor gifted and talented students.
- Promote a whole school approach to gifted and talented provision.
- Create a positive atmosphere wherein students can develop confidence and self-respect.
- Develop the whole child socially and intellectually.
- To empower students, staff and parents through specialist support, as appropriate.

The objectives of this policy are to:

- Ensure that gifted and talented pupils have access to a broad, balanced and relevant curriculum, which meets their individual needs and that there are opportunities for them to access further enriching experiences outside the regular timetable.
 - Enable all staff to take responsibility for identifying and supporting gifted and talented pupils, by providing them with relevant training.
 - Encourage a parent partnership to support a joint learning approach at home and at school, by offering information sessions and individual meetings as required.
 - Students who are gifted and talented are considered to have a special educational need on account of their need to be challenged and differentiated for in order to reach undoubted potential.
-

Teachers will:

Embed models for differentiation and guidance from the UAE Schools inspection Framework, it is a whole school responsibility to cater for the needs of all students, regardless of ability.

Therefore:

- every teacher is responsible and accountable for all students and for the everyday provision of quality first teaching to ensure that students who are gifted and talented achieve their potential and are challenged appropriately and successfully in the classroom environment and beyond.
- Subject leaders are responsible for individual educational needs provision in their subject areas. Class teachers are responsible for this provision in their class.
- Teachers will ensure that the curriculum in any given subject area should meet the needs of all the students to whom it is delivered and should be modified where necessary and appropriate.
- Before meeting a new class, all staff should make themselves aware of those students in each of their classes who are on the Gifted and Talented register and communicate where possible with the previous teacher in order to ensure that progress continues and transition is smooth.
- Participate effectively in the identification, assessment and referral process.

Student Voice:

- The school will work to ensure that, where possible, students are fully aware of their individual needs and have involvement in the targets that are set for them.
- As far as is possible and practicable, students will be involved in the decisions which are taken regarding their education.
- Peer identification of gifted and talented students is another important way of identification. Where appropriate, peers will be asked for their feedback.

Identification, assessment and referral process

- Identification of students who are gifted and talented is not a straightforward process.
- At this school, all available material – MAP scores; reports from previous schools; information from parents; the school’s identification checklist and crucially, teacher judgement will be used to decide if a child is entered on the gifted and talented register. The decision of the school regarding who should be included on the register is final.
- A list of students who are gifted and/or talented will be kept on a register which will be available to teachers on the whole school shared drive in the Gifted and Talented folder. This list is always a working document and students can be added to it – or withdrawn from it – following appropriate evidence.
- Those on the G&T Register will be specifically noted on the Class Data Sheet.

-
- Teachers will have access to documentation such as check-lists that will help with the identification of students they may consider gifted and talented.
 - Ongoing teacher assessment will monitor progress of gifted and talented students.
 - The Gifted and Talented Coordinator will review progress of all children on the register and follow up any children who may be underachieving.

Provision, curriculum access and modification / inclusion:

The school aims to nurture independent and creative thinkers who are able to meet the challenges of the wider world and this includes providing for those students who already have or are showing signs of these capabilities, such as those who would be deemed gifted and talented.

It is the school's policy to provide a broad, varied and balanced curriculum for all students, giving them a chance to thrive and to demonstrate skills and abilities that might not otherwise come to the fore. Provision for students who are identified on the gifted and talented register is generally provided by the class and subject teacher through effective quality first teaching and differentiation. This will take place, both in the student's class and sometimes in withdrawal enrichment classes, dependent on need.

It is the school's aim to ensure gifted and talented students are catered for in their peer groups through the development of higher order thinking skills and challenging age-appropriate work. Research has suggested that acceleration through age-groups is not necessarily the best course to take for students who are gifted and the school accepts this. However, where needed and when appropriate, a child may move between year groups for elements of the curriculum or may have individual and small group intervention to enhance their skills and develop their giftedness.

The aim is to promote deeper thinking in age-appropriate topics and subjects and to focus on the quality of provision rather than the quantity, through effective differentiation in the classroom.

Gifted and talented students are encouraged and on occasion may be invited to participate in the school's wide range of extra-curricular enrichment activities that will help to nurture their abilities and give them every opportunity to develop their skills.

Working with outside agencies Where necessary and appropriate, the school will seek support from and work closely with outside agencies to assist in the provision for students. This may include educational psychologists who are able to ascertain gifted and talented children through psychometric testing. Any costs associated with accessing this provision will be covered by parents.

Holistic approaches

A truly inclusive approach to assessment is one that includes all aspects of progress that are important for an individual child. Schools need to have a good understanding of what the areas of need might be for their pupils with SEND, establish a baseline and carry out appropriate assessment for pupils to demonstrate what they can do across the full range of skills. **This might include:**

- communication skills
- social skills
- mental health
- physical development
- independence and resilience.

It is particularly important for SEN to ensure that they are able to demonstrate progress in the outcomes identified in their plan. This will include long-term outcomes such as higher education, employment and independent living.

Celebrating achievement

Whatever systems, approaches or ‘tools’ schools choose to use to assess pupils with SEND, they need to be appropriate and meaningful – not only to the teacher, but most importantly to the parents and to the pupils themselves. One of the most important purposes of assessment is to celebrate progress and to share the successes with the child and their parents. Inclusive schools consider how effectively they are involving families in the assessment process, and how clear the information is that is being shared.

Approaches to digital marking

- ▶ create rubrics or grading templates to make marking criteria clear to students.
 - ▶ download submissions, enter marks and feedback.
 - ▶ encourage students to share their reflections.
 - ▶ view multiple choice tests and quiz results.
 - ▶ monitor progress using Progress Tracker Sheet.
 - ▶ hide or reveal student marks at an appropriate time.
 - ▶ create customizable reports for modules, groups of students, defined categories or marking periods.
-

FEEDBACK

The purpose of feedback

Feedback should provide meaningful information about the current level of performance relative to the expected standards of performance and constructive advice to guide future learning. The minimum expectation of feedback from a summative assessment task is a justification of a failed result. Assessment tasks within a unit/course will be scheduled to give students the opportunity to reflect and act on the feedback provided to them.

- **Meaningful:** feedback should vary by age group, subject and what works best for the student and teacher.
- **Goal-Referenced:** learners should be clear about the specific goal of a task or lesson; it is crucial to remind them about the goal and the criteria by which they should self-assess.
- **Timely:** feedback on student performance from formative and summative assessment should be regular to help students efficiently direct their attention and energies, help them avoid major errors; real-time checks for understanding and tips can prevent them from developing misconceptions or incorrect practices and not to lose the context for the valued learning of the work.
- **Motivating:** positive yet challenging feedback should boost student self-esteem and aspirations. As a result, this will accelerate progress.
- **Manageable:** feedback and marking should be accessible and relevant to students and should be proportionate and manageable for staff.

We offer feedback in order to:

- Acknowledge and value students' efforts and achievements;
- Give them a clear picture of how far they have come in their learning, and where the way ahead lies;
- Monitor progress in knowledge, understanding and application;
- Promote and share high expectations by demonstrating what makes a good answer or piece of work;
- Draw attention to mistakes that a child needs to learn from in order to move forward, to improve and expand their ideas;
- Support feedback to parents.

Rationale

- While standards are consistent across the school or department, marking practice will vary by age and subject.
- Feedback will be constructive and help to identify targets for improvement.
- Teachers will use information from feedback to identify students' common difficulties and to plan appropriate learning experiences for individuals/ groups/ classes.
- Students will be encouraged to discuss and reflect upon their own work.

Methods Feedback can take many forms, including spoken or written marking, peer marking and self-assessment; this will be based on professional judgment.

- Teacher comments should be legible and intelligible to the students.
- Marking colors (including SIR Feedback): teachers should use green colors when providing students with feedback; • Students may mark their own work or that of others when and where appropriate and under very clear teacher guidance.
- When appropriate, students may be given time at the start of a lesson to reflect and improve on their work.
- Stamps, stars and stickers may be used where appropriate.
- We will celebrate good work and progress in assemblies and through departments' acknowledgement.
- We will encourage high standards of presentation.

Digital feedback

Teacher feedback and student reflection is of utmost importance in Distance Learning as it is a new way for the teacher and the taught. In addition to checking in on academic learning, it is important to check in on students' well-being and their overall distance learning experience. Simple questions can prompt students to share their feedback:

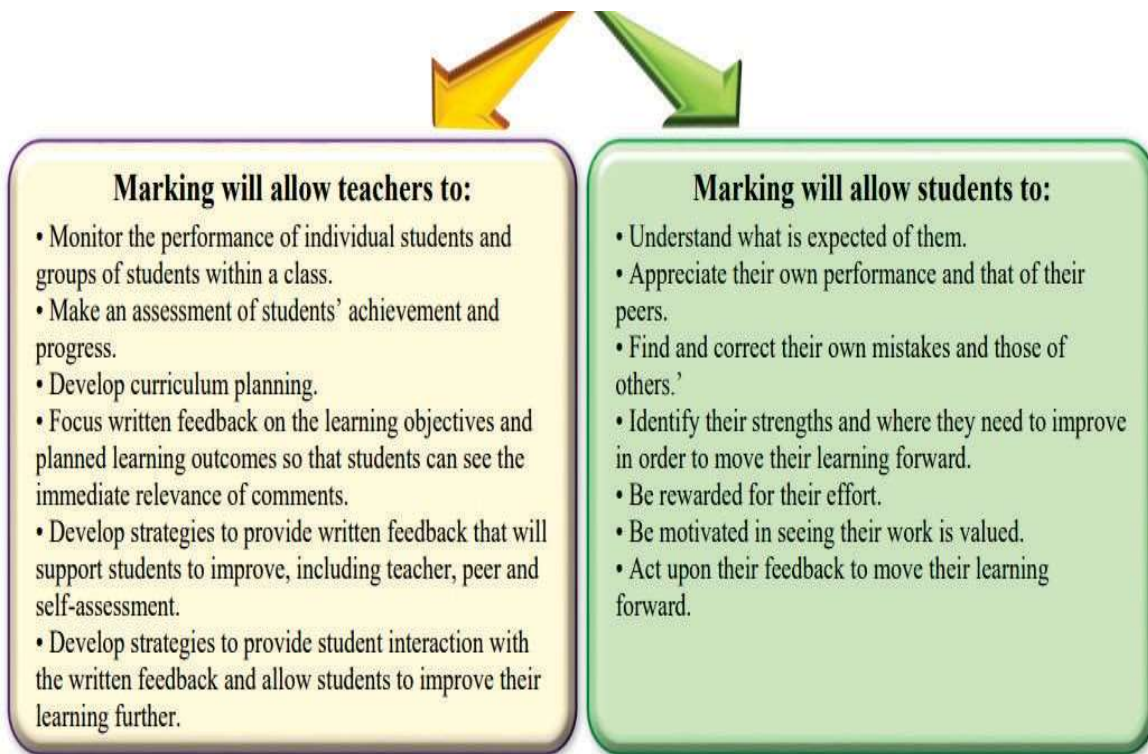
- What's working?
 - What's not working well?
 - What would you recommend?
-

Digital forms of feedback will be provided wherever possible on both formative and summative assessments. This will include teacher feedback to individual students, teacher feedback to groups and cohorts, and peer feedback.

- ▶ Marking and feedback of assessments and homework assignments should be prompt.
- ▶ within one week of being submitted.
- ▶ Written feedback on homework and other written assignments should not be restricted to a simple ‘correction’ and/or a one-word comment.
- ▶ It should be encouraging in overall tone.
- ▶ It should identify what the student has done well in respect of meeting the learning objective/outcome.
- ▶ Areas for further development/improvement should be clearly explained.

Quality Written Feedback

Teachers use a combination of written comments and symbols to indicate to students what is good about their work and what they can do to improve. They may also use checklists.



Verbal Feedback

- Personalized verbal feedback is the very best form of differentiation and ensuring this is of a high quality and provides clear next steps, is our most valuable tool in moving on students' learning and progress.
- This is the most frequent form of feedback and should be embedded within every session. It is designed to enable students to make immediate improvements to their work.
- Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.
 - It should identify both positives and next steps so that students have a clear understanding of how to move their learning forward.
- Teachers may use Whole Class Marking & Feedback Sheets. These identify individual students and groups that need specific help, provide a record of progress and inform future planning.
- Teachers may also record their feedback, which students can then playback by accessing the QR code provided.
- Due to the practical nature of subjects such as music, art, DT, drama and PE/Games, students will receive immediate, personalized formative feedback during the lesson; this will always be verbal.

Assessment feedback recording

Recording student progress is done in the following way:

- All assessment data is kept in the register and recorded digitally. At the completion of summative assessments, assessment data is entered into our Paradigm data management system for reporting and analysis purposes.
- All teachers are required to maintain clear and accurate records which adhere to department requirements regarding format, frequency and type of assessment recorded.
- Record keeping is a strict requirement of teaching.
- All teachers are expected to maintain clear and accurate data to support and justify a student's grades and reports.
 - This is to ensure that when midyear and final grades on reports are produced there is evidence of how the grade was awarded.
- Records are reviewed regularly by HODs.

Tracking and Monitoring:

Data is useless unless it is used. When we collect and examine formative assessments, we need to use what we learn from them to inform instruction. We might find out that a synchronous session didn't go so well, and thus a reteach needs to be offered in a different way, or that specific students need further support and resources, or that only a small group of students stay for the last part of a synchronous session while the rest sign off. All of those data points tell us something we can use to provide timely feedback, adjust instruction, and plan ahead.

Progress Tracker Sheet – with details of strengths, areas to improve and strategies to improve with a target set is created by all subject teachers based on the skills of every individual student. This will be shared with the students and parents. This is an elaborate tracking sheet showing the external (MAP & CAT4) and internal assessment details.

REPORTING

At AKAIS, we understand that an effective reporting process should provide accurate and honest information about student progress and achievement based on curriculum standards and an open two-way dialogue between teachers and parents. Parents should have the opportunity to discuss their children's progress with teachers and teachers/administrators should contact parents when they have a concern relating to progress.

Reporting of student progress to parents includes MAP Growth Student Goal Setting Worksheets and Family Reports, formal end-of-semester report cards, progress reports, portal updates and parent-teacher meetings. Progress is measured against curriculum standards and formal report card grades are composed of 70% summative assessments and 30% formative assessments. Progress reports are used to inform parents of concerns and will usually be available after mid-term assessments to allow time for improvements.

Reporting of assessment is essential for informing those outside the teacher–pupil relationship e.g. parents, school leadership, to ensure every student receives the support and encouragement they need.

RECORDING STUDENT PROGRESS

All assessment data is recorded digitally. At the completion of summative assessments, assessment data is entered into our data management system for reporting and analysis purposes.

All teachers are required to maintain clear and accurate records which adhere to department requirements, regarding format, frequency and type of assessment recorded.

Aims:

- Record keeping is a strict requirement of teaching. All teachers are expected to maintain clear and accurate data to support and justify a student's grades and reports.
- This is to ensure that when midyear and final grades on reports are produced there is evidence of how the grade was awarded. Practice:
 - All levels awarded for assessed work are recorded on a computer spreadsheet.
 - Digital assessment is reviewed regularly by Senior Leaders and formally at the end of each data capture point (once per term).

REPORTING STUDENT PROGRESS

Teachers provide regular feedback to parents via Parent Student Teacher Conferences, Term 1 goal setting reports and End of Year progress and attainment reports. The latter involves issuing students with levels against criteria based on on-going summative and formative assessment and provides students with reports that include all levels achieved against specific criteria. In addition, we also report on moral education, welfare indicators and curriculum specific measures. Parents may communicate as necessary with teachers, preferably by appointment after school or email. Parents are discouraged from interrupting the school day but staff must be always willing to discuss parent concerns.

The annual reporting cycle is as follows:

1. **First Term Report:** A report containing data which measures progress against Term 1 learning outcomes, Approaches to Learning and targets for key curriculum areas are set and welfare information given.
2. **First Term parent – teacher** conference on individual student goals and progress so far.
3. **Second Term Parent Student Teacher Conferences (PSTC's)** consisting of students presenting their learning and progress toward their targets.
4. **End-of-year report** on progress, attainment, Approaches to Learning and the Learner Profile.



Report Cards:

Our reports cards communicate in detail a student's performance academically. We issue report cards 2 times a year: End of Semester Report Cards.

Our 12th grade students receive a high school transcript, which displays student's academic accomplishments throughout their four years of high school. The transcript will show all courses taken and the grade they received in each class.

RE-ASSESSMENT & FINAL EXAM RE-SIT POLICY

Re-Assessment Procedures: The following conditions apply to all re-assessments:

- Students who are absent on the day of the summative assessment have two days upon return to complete it. They will then follow the regular process for re-assessment if needed.
- Re-assessments can be completed on specific sections of, or questions on, summative assessments, or in relation to specific standards as decided by the teacher.
- The student's highest earned grade for the summative assessment will be recorded and used in the final grade calculation.
- Students may not be re-assessed more than once on the same summative assessment.

Make-up Exam Policy:

The purpose of any makeup exam is to allow students, with legitimate reasons for missing a scheduled exam, to fulfil the requirements of a course, and hence avoid being penalized for factors beyond their control. Make-up exams are only utilized for circumstantial situations. Students who are eligible to take a makeup exam must fulfill the following precedent requirements:

- The student must be fully registered under the school and SPEA set requirements. Any missing registration information will result in disqualification of the makeup exam.
- The student must have attended school on a regular basis and did not violate the school's attendance policy.
- The student's number of unexcused absences should not have exceeded 10 consecutive days or 15 non-consecutive days as per "Article 48, Clause 2, Section 8" of the Bylaw of the Private Education Law under the Ministry of Education & Youth.
- The student may only be eligible for a makeup exam if they have failed 3 or less of the offered school subjects. If the student has failed 4 or more subjects, then they are required to repeat the academic year.
- In the case of illnesses and emergencies, student's parent/guardian must contact the school as soon as possible via email or phone. This contact should be followed up with a written explanation for the missed exam accompanied by a valid doctor's note, an accident report, or any other relevant documentation. Failure to communicate and provide truthful medical documentation evidence in a timely manner will result in the disqualification of the makeup exam.



Make-up exam procedures are as follows:

- As per the assessment results, if the child fails only one semester, but the overall end of semester results still remains as a failing mark. Then the student is subject to sit on the make-up exam only for that particular failed semester
- If assessment results show that end of year failure was due to failure in both semester 1 and semester 2, then the student is subject to a comprehensive remedial make-up exam for both academic semesters.
- Failing any makeup exams will result in the failure of the entire academic year.
- The make-up exam results will be indicated in the final report card; however, the make-up results will not be affecting the overall calculation of the percentage and GPA.

ANALYZING ASSESSMENT DATA TO INFORM LEARNING AND TEACHING

The school analyses assessment data to inform teaching and learning in a myriad of ways – in the classroom, at the department level and at a school wide level. AKAIS collects and analyses information on how well students are achieving in order that the effectiveness of the school teaching and learning can be evaluated.

AKAIS is using student portal system for communicating with parents and students. The assessment data is posted regularly on school portal which can be accessed by parents and teachers online in the comfort of their home and at a time convenient to them. All summative assessment data is posted on portal and becomes a part of school assessment database which can be used to compare data from different periods, different genders and different cohort of students.

A progress tracker is also a part of this online portal. Subject teachers maintain a mark book 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 exam 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. Besides mark book teacher also carry with them a teachers file which includes the brief outcome of external exams and students grouping based on these external exam results.

Assessment Data Analysis:

Student data is analyzed on a termly basis, and this informs the school's annual progress and progress over time in key attainment data. Baseline Data is the starting point to inform planning. MAP is used as baseline assessment for English, Math and Science.

Methodical analysis of assessment data provides the evidence a practitioner needs to improve teaching and learning for the group and individuals within it. Accurate interpretation of the data analysis enables the practitioner to understand where learners are in the learning and to set the goals and learning for the next steps in the learning process and plan the learning program. Most assessment data is collected by practitioners as part of their regular practice through questioning, observation, discussion, tests, and projects.

Data from standardized assessments allow practitioners to analyze and compare the performance of learners in their community with learners in similar communities.

At AKAIS all teachers use information from assessment data analysis to identify:

- Teaching implications
- Learning preferences
- Intervention needs
- Opportunities for challenge
- Future targets, impact on short- and long-term planning
- Measure progress.

All HODs use information from assessment data analysis to identify:

- Difference in performance of internal and external data.
- Trends in attainment and progress over time.
- Research and inspect evidence, to inform policies, practices, expectations, targets and teaching methods.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Use and analyze data through a triangulated process to ensure a clear picture of the attainment and progress of different cohorts and groups of students in order to drive standards.
- Ensure that data is embedded and informing teaching and learning.
- Meet National Agenda Registration Requirements.
- Analyze how attainment data demonstrates effective progress towards meeting the National Agenda Targets.
- Plan detailed next steps.

Reporting student progress: Teachers provide regular feedback to parents via PTM, MAP Growth Student Goal Setting Worksheets and Family Reports, End of Semester report cards and End of Year report cards. Parents may communicate as necessary with SLTs, HODs, preferably by appointment after school or email. Parents are discouraged from interrupting the school day but staff must be always willing to discuss parent concerns.

CONNECTING ASSESSMENT DATA TO THE DOCUMENTED CURRICULUM

At AKAIS we use data to:

- set high expectations for learning.
- identify student achievement and provide goal setting
- identify underachievement in order to provide intervention
- inform decisions on resource allocation
- monitor, evaluate and benchmark performance
- support school improvement

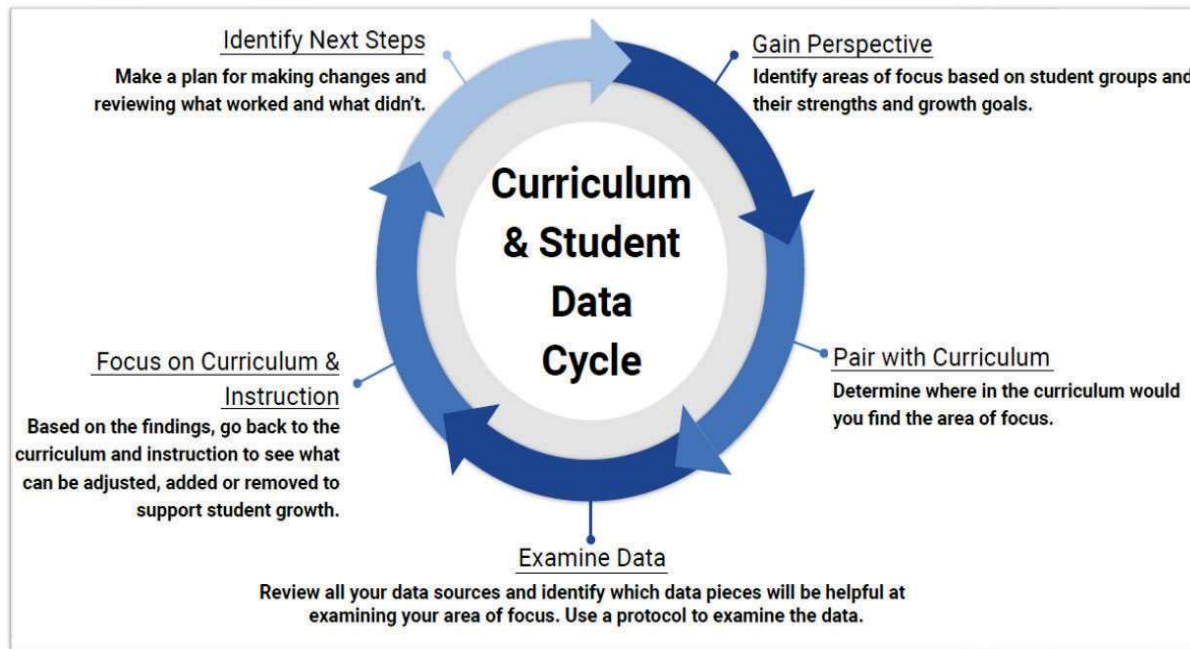
We gather several types of data that is used in a number of ways:

- standardized testing extracts the school and grade-level data
- individual assessments give teachers information on student performance in individual classes
- summative and formative assessments give teachers feedback on classroom instruction

Every AKAIS teacher should complete a form “Attainment and Progress Tracker”, filling in CAT4, MAP Growth, internal assessments and groupings data for each class throughout the year. This tracker must be kept together with a lesson plan and school inspectors will look at it when they are in his/her classroom.

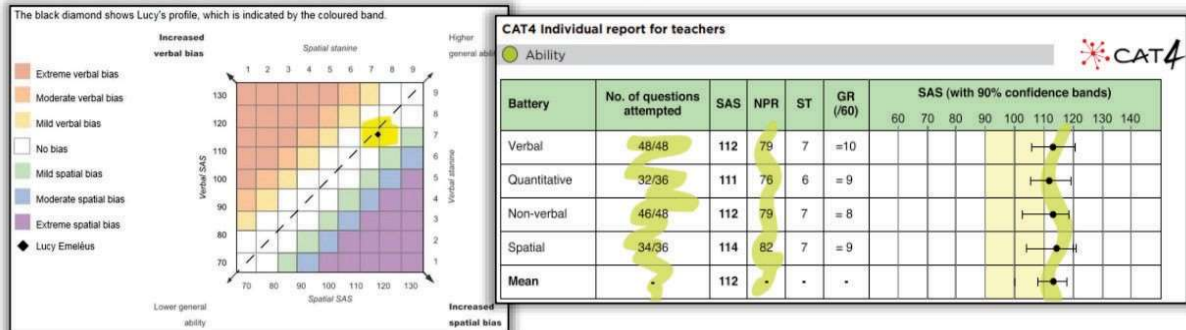
| Student - Information | | | | CAT4 results | | | | Groupings | | | | External Assessments | | | | | | | | | | | | Internal Assessments | | | | | | | | | |
|-----------------------|---------|-------------------------------|-------|--------------|--------|------------|------------|-----------|------|-----|---------|----------------------|-----|-----|----------|----|-----|----|------------|----|-----|----|------------|----------------------|-----|----|----------|---------------|---------------|--------------------|-----|----|--|
| Sex | Surname | Year Group at time of testing | Class | Nationality | Verbal | Quantative | Non-Verbal | Spatial | Mean | EAL | Emirati | SEN | G&T | M/F | Fall MAP | | | | Spring MAP | | | | Summer MAP | | | | Baseline | End of Sem. 1 | End of Sem. 2 | End of year Target | | | |
| | | | | | SAS | ST | SAS | ST | SAS | ST | SAS | ST | SAS | ST | SAS | ST | SAS | ST | SAS | ST | SAS | ST | SAS | ST | SAS | ST | SAS | ST | SAS | ST | SAS | ST | |
| Male | Khalifa | 2019.1 | 01 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 02 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 03 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 04 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 05 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 06 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 07 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 08 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 09 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 10 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 11 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 12 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 13 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 14 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 15 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 16 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 17 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 18 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 19 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 20 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 21 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 22 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 23 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 24 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 25 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 26 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 27 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 28 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 29 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 30 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 31 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 32 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 33 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 34 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 35 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 36 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 37 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 38 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 39 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 40 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 41 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 42 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 43 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 44 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 45 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 46 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 47 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 48 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 49 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 50 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 51 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 52 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 53 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 54 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 55 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 56 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 57 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 58 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 59 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 60 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 61 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 62 | Emirati | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Enriched | 0 | | | | | | | | | | | | | | | | | |
| Male | Khalifa | 2019.1 | 63 | Emirati | N/A | N/A | N/A | N/A | N/A | N | | | | | | | | | | | | | | | | | | | | | | | |

Each of these very different data sets can be used by individual teachers, grade teams, and professional learning teams to inform and improve their classroom teaching.



CAT4 data

Use CAT4 data together with attainment data to identify if a gap exists between attainment and ability.



Once we have a clear understanding of the student groups in a classroom and have taken the time to reflect on their needs, we can begin setting a focus area for each group that will help direct conversations, the review of the data, curriculum and development of next steps.

- Group: ELL Students ⇒ **Focus:** Reading comprehension
- Group: Middle Performers ⇒ **Focus:** Growth in a particular skill
- Group: High Performers ⇒ **Focus:** Show continued growth

Connect MAP Growth data to documented curriculum

| Growth: Reading 2-5 CCSS 2010 V2 | | |
|----------------------------------|--|--|
| Edit Display Options | | |
| Literature | | |
| Key Ideas and Details | | |
| 171-180 | Setting • Draws conclusions about a setting based on a description • Identifies setting | D. N. Dugaw Overall: 181; Lexile® Range: 158-308L; Goal Range: 163-177 |
| 181-190 | Setting • Draws conclusions about a setting based on a description • Identifies setting • Recognizes description of setting | No students |
| 191-200 | Setting • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting | N. I. Devany Overall: 188; Lexile® Range 288-438L; Goal Range: 185-196 A. E. Szruggs Overall: 197; Lexile® Range 452-602L; Goal Range: 191-202 Z. N. Haukebo-Boj Overall: 198; Lexile® Range 457-607L; Goal Range: 187-199 T. E. Wolf Overall: 201; Lexile® Range 513-663L; Goal Range: 189-201 |
| 201-210 | Setting • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting | D. E. Stallice Overall: 198; Lexile® Range 464-614L; Goal Range: 201-213 M. M. Vosburg Overall: 206; Lexile® Range 587-737L; Goal Range: 198-210 J. S. Kucia Overall: 207; Lexile® Range 634-784L; Goal Range: 198-210 |
| 211-220 | Setting • Analyzes how setting affects characters • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting | B. Walker Overall: 211; Lexile® Range 697-847L; Goal Range: 210-221 D. W. Alhamzawi Overall: 213; Lexile® Range 737-887L; Goal Range: 206-218 |
| 221-230 | Setting • Analyzes how setting affects characters • Analyzes how setting contributes to plot • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting | K. S. Dmajlata Overall: 220; Lexile® Range 858-1008L; Goal Range: 217-228 |

*Learning Continuum
Class View*

Reading: Class Report

Class: [Redacted]

Term Rostered: Winter 2019-2020
Term Tested: Winter 2019-2020
District: NWEA Sample District - Professional
School: Three Sisters Elementary School

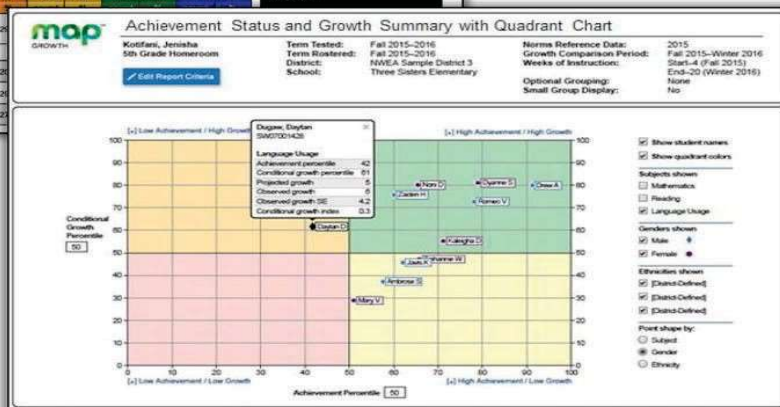
Norms Reference Data: 2015
Weeks of Instruction: 20 (Winter 2020)
Small Group Display: No

Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

| Summary | |
|--|-------|
| Total Students With Valid Growth Test Scores | 41 |
| Mean RTT | 200.6 |
| Median RTT | 198 |
| Standard Deviation | 11.4 |
| District Grade Level Mean RTT | * |
| Students At or Above District Grade Level Mean RTT | * |
| Norm Grade Level Mean RTT | 203.6 |
| Students At or Above Norm Grade Level Mean RTT | 12 |

| Overall Performance | LO %ile < 21 | LoAvg %ile 21-40 | Avg %ile 41-60 | HiAvg %ile 61-80 | HI %ile > 80 | Mean RTT (inc. Smp. Str) | Median RTT | Std Dev |
|--|--------------|------------------|----------------|------------------|--------------|--------------------------|------------|---------|
| Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017 | 9 | 22% | 12 | 23 | 23 | | | |
| Goal Area | | | | | | | | |
| Vocabulary Acquisition and Use | 10 | 24% | 8 | 20 | 23 | | | |
| Literature | 9 | 22% | 12 | 23 | 23 | | | |
| Informational Text | 10 | 24% | 11 | 23 | 23 | | | |





ATTAINMENT EVALUATION IN THE UAE INSPECTION FRAMEWORK

Attainment and Progress

1-INTRODUCTION:

Assessment is a continual process in which teachers analyze and possibly record representative information. They utilize this to make decisions about how students' learning and development can be supported. Such assessment evidence needs to be derived from as wide a variety of sources as possible in order to provide the most reliable foundation for judgments on Student achievement.

2- AIM:

The aim of this file is to highlight the policies and procedures used to record and track student achievement data to make a reliable judgment on students, teachers, and school performance

3-EVALUATING STUDENTS' ATTAINMENT:

In order to judge student achievement, AKAIS school evaluate student attainment against curriculum standards, international benchmark elements, and record and track students work in the class and school to evaluate students' knowledge, skills and understanding

3-1 Evaluating students’ attainment against curriculum standards

At AKAIS, evaluating students’ attainment are made against the authorized and licensed curriculum standards. The school evaluates attainment based on the proportions of students “in line with curriculum standards” and at the “level above curriculum standards”.

The school policy to determine if the student is above or in line with curriculum standard is derived from School inspection supplement - Curriculum Standards 2017-2018

| | | | |
|---------------------|------------------|-------------------------|------------------------|
| AKAIS | below curriculum | In line with curriculum | Level above curriculum |
| US curriculum | standards | standards | standards |
| Internal assessment | <64% | 65-74% | >75% |

| | | | |
|--|-------------------------------|--------------------------------------|-------------------------------------|
| AKAIS UAE curriculum (Arabic, social, Islamic) | below curriculum standards | In line with curriculum standards | Level above curriculum standards |
| Internal assessment Gr (1-8) | <49% | 50-70% | >70% |
| Internal assessment Gr (9-12) | <59% | 60-70% | >70% |

In order to judge students’ internal assessment attainment all over the school, we track and record student attainment in each subject phase wise and grade wise. The level will be decided based on UAE frame work rubric as following

| internal assessment judgement | | | | | |
|---|-----------------------------------|-----------------------------------|--|---|---|
| Outstanding | Very Good | Good | Acceptable | Weak | Very Weak |
| Greater than or equal to 75% above curriculum standards | 61-74% above curriculum standards | 50-60% above curriculum standards | Greater than or equal to 75% In line with curriculum standards | 50% - 74% In line with curriculum standards | up to 15% In line with curriculum standards |

3-2 Evaluating students’ attainment against international benchmarks – element

At AKAIS, evaluating attainment across the international benchmarks used for the National Agenda Parameter. The school evaluates attainment based on the proportions of students “in line In line with international standards” and at the “Level above international standards”.

| | | | |
|--------------------|----------------------------|-----------------------------------|----------------------------------|
| International exam | below curriculum standards | In line with curriculum standards | Level above curriculum standards |
| MAP | <40st percentile | 41st percentile-60st percentile | >61st percentile |
| IBT | <40st percentile | 41st percentile-60st percentile | >61st percentile |

In order to judge students’ external exams attainment all over the school, we track and record student attainment in each exam phase wise and grade wise. The level will be decided based on UAE frame work rubric as following:

| External assessment judgement | | | | | |
|--|------------------------------|------------------------------|--|---|---|
| Outstanding | Very Good | Good | Acceptable | Weak | Very Weak |
| Greater than or equal to 75% above 61st percentile | 61-74% above 61st percentile | 50-60% above 61st percentile | Greater than or equal to 75% 41st percentile-60st percentile | 50% - 74% 41st percentile-60st percentile | up to 15 in % 41st percentile-60st percentile |

3-3 Students' knowledge, skills and understanding, especially in the key subjects

The priorities for developing teaching and learning are focusing on students' skills, especially in independent -learning, reading and writing skills, scientific research and investigation, and personalized learning to develop students' individual skills according to their abilities and interest. The academic leadership in the school focuses on teacher training, classroom activities, extracurricular activities, and trips and providing all learning resources and learning environments that enable students and teachers to use technology and innovation tools. in addition to student clubs that serve student's skills development. Students are engaged in active learning strategies and project-based learning

to evaluate the development of students' knowledge teachers, Skill analysis, online resources, maintain evidence of their best practices in the class in their portfolio

Evidences

Skill analysis

Student works

Laboratory schedule

Samples of daily plan indicates independent learning strategy

School clubs

Real life application

Sample of student self-assessment

Sample of student peer-assessment

Sample of group evaluation

External competition

STEAM

PBL

Waggle analysis

Online books analysis

Student portfolios

4- EVALUATING STUDENTS’ PROGRESS: At AKAIS, evaluating students’ progress is made by comparing student attainment against expected progress. The school evaluates progress based on the proportions of students “better than expected progress” and at the “make the expected progress”.

4-1 Internal assessment Expected progress

Using internal grades, students are expected to make a level of progress over an academic year from their starting points (diagnostic test), which equate to 2 levels. They should make one level of progress each term to reach the expected progress over the year.

Progress of greater than 3 levels is therefore deemed to be above expected.

Students who maintain an outstanding level of attainment (A-, A, A+) are also deemed to be making progress above expectations.

| | | | |
|---------------------|--|---------------------------------|---|
| AKAIS | Did not meet progress /expected target | meet progress / expected target | Exceed progress/expected target |
| Internal assessment | <2levels | 2 levels | >3 levels maintain high level of attainment A-,A, A+ |

| Progress/ Pathways for Target Settings (Exceed expected progress: Starting Point – End) | | | | | |
|--|----------------|------------------------|------------------------|------------------------|----------------------|
| Estimated Grade | Starting Point | End of Term 1 Progress | End of Term 2 Progress | End of Term 3 Progress | End of Year Progress |
| A+ | B+ | A- and above | A and above | A+ and above | A+ and above |
| A | B | B+ and above | A- and above | A and above | A+ and above |
| A- | B- | B and above | B+ and above | A-and above | A and above |
| B+ | C+ | B- and above | B and above | B+ and above | A- and above |
| B | C | C+ and above | B- and above | B and above | B+ and above |
| B- | C- | C and above | C+ and above | B- and above | B and above |
| C+ | D+ | C- and above | C and above | C+ and above | B- and above |
| C | D | D+ and above | C- and above | C and above | C+ and above |
| C- | D- | D and above | D+ and above | C- and above | C and above |
| D+/D/D- | E/F | D- and above | D and above | D and above | C- and above |

4-2 External assessment Expected progress

At AKAIS, we conduct MAP Testing three times per year; in Fall (Sept-Nov), in Winter (Dec-Feb) and in Spring (Mar-June). Which means once per Term. MAP Growth helps us to track growth through the school year and over multiple years.

MAP exam is conducted for students in grades 3-9 (Not applicable in KG - Grade 2, and grades 10-12 American) , for Math , Science , reading and English language

MAP Test, expected progress is indicated by students that make their NWEA expected growth, and progress above expectations is determined by a positive (+) NWEA Conditional Growth Index.

At AKAIS, evaluating students’ progress in MAP test is made by comparing student RIT score against Projected RIT Score Set by MAP NEWA

The school evaluates progress based on the proportions of students “meet Projected RIT Score” and at the “Exceed Projected RIT Score”.

| | | | |
|-------|---|--|--|
| AKAIS | Did not Projected RIT Score/expected target | meet Projected RIT Score/expected target | Exceed Projected RIT Score/expected target |
| MAP | CGI less than 1 | CGI is equal to 1 | CGI is greater than 1 |

In order to judge students’ progress all over the school, we track and record student attainment in each exam phase wise and grade wise. The level will be decided based on UAE frame work rubric as following

| internal assessment judgement | | | | | |
|---|---|---|---|----------------------------------|----------------------------------|
| Outstanding | Very Good | Good | Acceptable | Weak | Very Weak |
| Greater than or equal to 75% make better than the expected progress | 61-74% make better than the expected progress | 50-60% make better than the expected progress | Greater than or equal to 75% make expected progress | 50% - 74% make expected progress | up to 15% make expected progress |

5- TERMS AND DEFINITION

| Term | meaning |
|---------------------------------------|---|
| Achievement | The success that students gain in any area of learning or life, for example, academic, sporting, artistic and creative |
| Assessment | A process of finding out what students already know, what they have learned, how they have learned it and how they apply it |
| Attainment | The curriculum standards that students have reached, usually described by using Percentage, letters . |
| Progress | Changes in students' knowledge, skills and understanding, measured against a starting point and/or against a learning objective, and sustained over a period of time (such as a lesson, unit of work, term, year of phase of schooling) |
| Assessment - external | Evaluative tests given by an independent organization other than the school, intended to measure students' achievement and to externally validate their performance levels. Include (CAT4, MAP exam, IBT , TIMSS-PISA) |
| Assessment internal | Formative and summative assessment tasks and tools created by the school and its teachers |
| Assessment summative | A formal process at the end of a unit of work, term or school year, often taking the form of examinations or internal tests, after which a number, letter or adjective is used to designate how well students have achieved the curriculum expectations |
| Assessment formative | Regular oral or written evaluation of students' learning, including oral or written feedback on how to improve |
| Conditional Growth Index (CGI) | normative growth metric. It is a standardized measure of observed student or school growth compared to the 2020 NWEA student or school growth norms. |
| Phase 1 | KG 1, KG2 |
| Phase 2 | Grade 1-5 |
| Phase 3 | Grade 6-8 |
| Phase 4 | Grade 9-12 |

Reporting to parents Parent Teacher Meetings give opportunities for one-on-one discussion with the teachers to share the reports and feedback. Whole school progress and data analysis is shared with the Governing Council in regular meetings.

- Parents have 5 opportunities in an academic year to have formal feedbacks:
- 2 parent /teacher meetings, and 3 end of term reports.
- School has an effective online portal system of reporting assessment results to parents. Formative assessment reports are effectively communicated to parents through the portal allowing a dialogue between subject leaders and parents. Parents can also check student attendance on this portal.
- Parents can meet any faculty member regarding any concerns of their child by taking prior appointment any time during the academic year.

Roles and responsibilities Teachers at AKAIS 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. Encourage students to actively engage in formative assessments and motivate them to take responsibility of their own learning through self/peer assessment and reflection.
4. Identify the strengths and weakness of students and give formal and informal feedback and setting appropriate targets.
5. Share assessment report with subject leaders for future planning and inform any concerns related to students work
6. Identify through assessment, students who are at a risk of underachievement and plan intervention strategies.

The Role of Students in Assessment: Students at AKAIS 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

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.



Target Setting: At AKAIS subject leaders and teachers set student targets in line with curriculum framework, national agenda, colleges and high school equivalency and learning objectives using.

1. Prior attainment of each student
2. Data from External Benchmark tests. (MAP, CAT4, IBT, PISA, PIRLS, TIMSS)
3. AP Test center, IELTS, and Em-SAT.

Targets are realistic and in line with curriculum expectations. They are reported to parents to know of their child's strength progress and achievements.

Review: This policy is to be reviewed annually by the Assessment Coordinator and leadership team and any deficiency or weakness in assessments will be remedied. [Assessment Policy 2022 - 2023]

References:

| | |
|---|---|
| 1 | United Arab Emirates School inspection framework |
| 2 | Dubai appendix to School Monitoring and Evaluation Standards 2017-2018 |
| 3 | https://teach.mapnwea.org/impl/maphelp/Content/Data/SampleReports/StudentProgressReport.htm |
| 4 | american-education-graduates-head-toward-success-reflected-pride-flag-academic-books-graduation-cap-against-black-image133050568 ¹ |
| 5 | سياسة تقييم الطلبة وضوابط تطبيق الامتحانات للعام الدراسي 2021-2022 |
| 6 | MAP Growth · MAP Reading Fluency · Normative Data & RIT Score https://newa.cornell.edu/ |
| 7 | https://www.gl-education.com/assessments/products/cat4/ |
| 8 | Ministerial Resolution No. (883) in 2019 Regarding the System of Equivalency of Private Schools |
| 9 | الاختبارات الوطنية والدولية 2020-21 |