Assessment and Reporting Policy

2019-2020

1. Policy Purpose

1.1 Assessment is the purposeful and systematic process of gathering, analysing, interpreting and reporting information about a student's progress and achievement overtime. All forms of assessment are used to support teachers in gathering information and using appropriate data to drive decisions about atudents, learning and pedagogy. A coherent, systamatic approach to assessment is an integral part of the teaching and learning process.

Types of assessments:

1. Assessment for learning: it occurs throughout the learning process. It is designed to make each student's understanding visible, so that the teachers can decide what they can do to help students progress.
2. Assessment as learning: it focuses on students and emphasizes assessment as a process of metacognition for students. Assessment as learning emerges from the idea that learning is not just a matter of transferring ideas from someone who is knowledgeable to someone who is not, but it is an active process of cognitive restructuring that occurs when individuals interact with new ideas.
3. Assessment of learning: it refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students' future programs or placements.

All types of assessment are intended to develop the students' achievement and self-efficacy along with personal resbonsibility. It evaluates subject mastery through a variety of methods, applied in a reflective context and involves teachers, students and parents

1.2 Reporting is intended to keep parents well informed about the academic and pastoral welfare of the students. Its essential to involve and engage the parents in the educational process. Reporting takes three forms: informal, written and in parent and teachers meeting.

1.3 Assessment Goals
- To define what the students knowledge, application and reasoning.
- To identify students' strengths and weaknesses.
- To inform currciulum and planning.
- To identify students' educational needs and support them.
- To ensure attainment and progress.
- To create clear student's learning profile that is useful for students, parents and teachers.

1.4 Effective Assessment
Assessment is ensured to be effective and appropriate processes are in place for the following purposes:
- Identifying the students level at different learning targets such as knowledge, application and reasoning.

- Identifying an individual learners' needs
- Identifying starting points and setting expectations for all students and tracking the students' achievement and progress overtime
- Diagnosing individual student's strengths and difficulties
- Applying appropriate intervention strategies
- Promoting deep learning by helping the students to develop self-regulation skills and involving them in their learning process
- Reflecting continuously on assessment data to inform teaching and learning process
- Reporting student achievement based on evidence and shared understanding

2. Aims

At Al Ittihad schools, through the policy we aim to:

- Use several types of assessment information and triangulate the data from multiple resources to inform and drive teaching and learning. Ensure best practice is implemented through discussion and review.
- Internal and international assessments data are used to ensure the validity and reliability of internal assessment
- Monitor closely students' attainment and progress to inform the curriculum review process.
- Ensure that assessment enables all students to develop their potential.
- Ensure parents and students have a clear understanding about curriculum expectations. Provide opportunities for parents, students and teachers to work collaboratively and to understand accountabilities.

3. Procedures

3.1 Baseline Assessment

Baseline assessment will be done at the beginning of the year within the first three weeks. These assessment data will be used as starting point to measure students' attainment. The results will be analyzed to information about Special Educational Needs "SEN" students. Information will be uploaded to school management system to be analyzed.

Measure of Academic Progress, **NWEA MAP**, US curriculum-based assessment, is conducted to provide essential information about what each student knows and is ready to learn. It measures student progress and growth for individual. MAP will be administered minimum two times for KG2 to Grade 9 within an academic year –Fall and Spring. The test is conducted yearly.

3.2 Diagnostic Assessment

Assessment data is analyzed for diagnostic purposes to identify strengths and weaknesses of individual students. Where necessary, teachers may seek more specific diagnostic assessments and analysis of need from SEN department. Additional assessments will be conducted on an individual basis.

Cognitive Ability Test (CAT4)
The INPS- AD has started using the CAT4 test from the academic year 2017-2018 to further support students and to identify students with special needs, learning difficulties as well as gifted and talented students.

3.3 Formative Assessment

Formative assessment data is an ongoing means of evaluating students' progress and attainment. Formative assessment is used as tool of *"assessment for learning"*, "assessment as learning" and *"assessment of learning"* which will impact the teaching process and strategies. Formative assessment provides motivation for the students and helps inform planning. The process of sharing learning objectives and feedback on student assessment results is essential to develop student's self-regulation and awareness of how they can improve by putting new targets for improvement. Comparing students results to curriculum expectations is effective for next step to be planned. The formative assessment can be in the form of quizzes, questioning, end of lesson assessment, certain applications or online tools, home learning tasks or performance tasks such as project, research and portfolio. Peer and self- assessment are two important practices.

3.4 Summative Assessment

Summative assessment data refers to assessment conducted at the end of each semester or end of unit and/or cycle assessment - two assessment cycles per semester. The purpose of the assessment is to determine progress against initial attainment. Summative assessment can be in the form of written test or performance task. Validity of the results is ensured by assessment moderation. Feedback should be given to the students within maximum two working days from the date of the assessment.

3.5 Standardized Tests

- **SAT-I** test and **TOEFEL/IELTS** tests data are used to measure the student's achievement against international standards and as part of the MOE equivalency requirements.
  - TOEFL (Minimum score: 61 – internet based). IELTS (Minimum score: 5)
  - SAT 1 – Math component (Minimum score: 400) exams before graduation.
- All grade 12 students are required to take the Ministry of Education test in Arabic to measure the students' competency.
- All grade 12 students are required to take the Ministry of Education Common examination for Islamic studies.
- All grade 12 UAE students are required to take the "EMSAT" test which measures students' knowledge in English, Math, Arabic and Physics.
- Starting from 2019-2020 all grade 10 are expected to do the PSAT tests.

3.6 Mastery Connect

Mastery Connect is an online resource that helps teachers identify and track student mastery of Common Core State Standards to inform teaching practice. Through Mastery Connect' s Mastery Tracker, teachers can effectively assess core standards and track student performance. KG – Grade 4 Teachers use the Mastery Connect as a summative or formative tool.

4. Data and Evidence Collection

Using information collected from a variety of assessment instruments over a period of time to help the teachers to create a detailed picture of student's progress and achievement. The data is plugged in the school management system. The data provides the teachers with information that inform teaching and learning processes. Data and evidence gathering is continuous throughout the learning process. The evidence is kept in the form of assessment file for individual student, teachers' record, sample of assessments, assessment results, IEPs, students' journals/books, teachers' feedback and target tracker forms.

5. Recording Data

Recording data is vital process. The data is plugged in the school management system "SIS". Records of assessment are evidence that assessment has taken place. Records provide the basis for forming judgements about student performance, for assessing the reliability of the tasks and monitoring student progress. Recording helps teacher to reflect on their practice.

6. Data Analysis

Data analysis process takes place after assessment to create a pattern about the student's attainment and progress. Processes are in place in Al Ittihad schools to ensure that staff can effectively analyze and interpret data. Data reflection and self-evaluation process on student growth over time, class against cohort information and cohort against system are essential to inform the teaching and learning. Please refer to "the data collection and analysis protocol"

7. Feedback

The focus is on individual needs along with curriculum expectations. Appropriate assessment is essential to ensure teachers knowledge of their students' level and how they can plan and implement appropriate strategies to improve learning. Individual plans or relevant intervention are required to promote student's attainment and progress.

We believe that students learn best when they are involved in their learning process. Regular positive constructive feedback promotes students' self-regulation therefore they learn how to learn better, improve the quality of their learning and set goals for themselves. Reflection tasks help the students to improve metacognitive awareness which lead to effective learning.

8. Reporting of Student Progress

Reporting is communicating information on student's attainment and progress in different forms and for various purposes. Reports are used to inform parents about students' attainment and progress over time and against curriculum expectations. The School Information System "SIS" generates detailed standard/skill based report card. Parents and teachers discuss the students' achievement based on the report card. The INPS-AD issues detailed reports twice a year at the end of each semester. There are also a number of opportunities for scheduled parent-teacher conferences twice a year or whenever is needed throughout the year.

The academic year is divided into two equal semesters. The INPS-AD issues detailed report twice yearly at the end of each semester and progress report once mid of the semester. Other areas such as learning habits, attitude to learning and social skills are included in the report. KG to grade 5 as well as grade 6-12 P.E. & Art are assessed continuously throughout the academic year. **Arabic & Islamic studies marks distribution is based on ADEC's expectations**.

Table 1 shows how the marks calculation and distribution for grade 6-12 (2018-2019).

Semester 1 50%					Semester 2 50%				
Assessment 30%	Quiz 10%	Performance Tasks 20%	MAP Test/ Lab 10%	End of Semester Exam 30%	Assessment 30%	Quiz 10%	Performance Tasks 20%	MAP Test/ Lab 10%	End of Semester Exam 30%

Table 1

9. Monitoring and Tracking Progress

Regular focused monitoring and tracking of student progress is essential. Subject teachers, learning support teachers and administration meet regularly to monitor student progress and set appropriate plans to identified students. Tracking procedure using color coded report and timelines are implemented to ensure all assessment information is up-to-date, accurate and accessible to all stakeholders.

10. Responsibilities

10.1 Home room teachers and subject teachers have the ultimate responsibility for the assessment of students' work.

10.2 Subject coordinators and head of departments are responsible for ensuring that appropriate assessments take place and follow the policy guidelines. They are responsible for the quality of assessment questions and they are following the assessment framework criteria. They are responsible of regularly reviewing and monitoring the effectiveness of assessment practice. Providing advice and support to staff on assessment strategies and quality of assessment is one of the main responsibilities.

10.3 Head of departments and Senior leaders are responsible for standards in assessment through analysis of school management system data and reports, moderation, guiding the students, learning walks and class observations.

10.4 Invigilators responsibilities are to ensure smooth running of the examinations; all invigilators are expected to abide by regulations and guidelines. This means that invigilators do the following:

- Respect the examination schedule by beginning the examination on time.
- Do not allow students to leave the examination room until ¾ of the set duration has elapsed.
- Register absent students' names on the designated papers and test envelopes.
- Make sure that each student signs his/her name when handing in the test paper.
- Refrain from reading or doing corrections
- Move around the room; avoiding sitting all the time.
- Hand in test papers to the test coordinator once the test is done.

As for all teachers, it is expected that:

- Teachers are not allowed to enter examination halls on the day of their subject's examination. ONLY Coordinators can enter the examination halls.
- Examination results should not be given to students or to their parents without prior permission from the Deputy Director and Academic Advisor.
- All test papers should be corrected at school on the same day of doing the exams. Therefore, teachers who have exams are requested to stay at school until they finish their corrections.
- Exams should be corrected and submitted to Subject Coordinators within 24 hours of doing the exam.
- Corrected exams and the corresponding marks should be revised, checked, finalized, and approved of by the Subject Coordinators prior to submitting them to the administration.

11. Assessment and Re-Assessment Guidelines for Students

- Students are expected to be present on the assessment days. If a student is absent then it is his/her responsibility to submit a medical report once they come back to school. Students will not be allowed to enter the exam hall unless they have a valid medical report submitted before the reassessment day.
- Students must enter the exam hall by 7:50 am. If the students arrived at 8:10 or later then they can't take the exam.
- Students must bring their own stationery. The school will not provide any student with pens/pencils if they did not have.
- Asking questions is only allowed when the subject coordinator or anyone assigned to replace him/her comes to the halls. Asking questions and talking to invigilators or peers is strictly forbidden.
- Any cheating attempt will result in strict disciplinary procedures. Talking is not allowed once the exams are distributed.
- Students must come to the exam well-prepared.
- Phones, smart watches, hats and hoodies are not allowed.

- Students are expected to answer all the questions and review the exam papers until ¾ of the set duration has elapsed before submitting it.
- Once the exam papers are corrected, students are expected to review their answers, make the required assignment and prepare well for the reassessment (if failed).
- It is the responsibility of the students to check the reassessment schedule and come on time. The exam hall number will be posted on the bulletin board.
- Students caught cheating will be ineligible for a reassessment and will be subject to school discipline as per the school behavior policy.
- Students will not be allowed to enter the "Re-assessment exam hall "unless they have a valid medical report /valid reason submitted before the reassessment day.
- Reassessment is a privilege and students will lose that privilege if they tried to abuse it. If the school noticed that certain students are not taking assessment seriously or and their names were included in the reassessment list twice or more, then a meeting with the student and his/her parent must be conducted and the student might lose his/her reassessment opportunity.

12. End of Semester Test Protocol

Exams that are scheduled at the end of each term are issued by the school administration. A copy of the schedule is posted on the school's website three weeks in advance.
The components of the end of semester test are:

- **The Test Paper**
  The subject coordinators or any officially assigned teachers prepare the test paper in accordance with the specification and guidelines for each subject. The coordinators then reviews and approves it.

- **The Test Schedule**
  Issued and distributed by the school Administration

- **The Test Material**
  The parents and students are informed ahead of time about the test material.

- **The Marking/Control Committee**
  The subject coordinators assigns the marking committee, who is responsible for correcting and revising the test questions. The coordinators supervises the process to assure accuracy and consistency.

- **Passing Percentage**
  Passing percentage for Grades 10-12, the passing mark is 60%. Passing percentage for all subjects for Grades 1-9 is 50%.

- **The Absence Policy for End of Semester Exams**

- o Regular attendance is the basic condition for assessing the student's performance. Students can be absent only under medical or acceptable excuse.
- o The student can take the end of semester exam if he attends on time.
- o If the absent students submit a certified medical report or any other valid reason accepted by the administration he/she is given the chance to re-sit the test on a fixed date assigned by the administration.
- o If the absent student submits an unacceptable medical report or invalid reason he/she will receive zero mark on the subject missed.
- o If a student is 15 minutes late from the beginning of the test with a valid reason, he/she have the right to attend the test in a separate. If the lateness is for more than the above-mentioned period, then the student should be counted as absent.

- **Test Day Procedures:**

  The following should be observed:
  - Students should be at school before the beginning of the exam.
  - A calm and safe atmosphere at the test hall.
  - Assistance should be extended to the student so that he/she can do it comfortably.
  - Late students should report to the administration first. The student is only allowed to enter the test hall if the administration is convinced by the reason given.
  - The administration will take the appropriate action when the student is absent.
  - The administration will take the appropriate action against disruptive or cheating behavior in the exam.
  - No student can leave the examination hall before the 3/4 of the test time.

13. End of the Year results - Promotion and Retention

- The student has re-sit exams if he/she fails maximum of three subjects (end of the year).
- Grade 6-12 student who fails four exams (end of the year) or more will not be promoted to the next grade level.
- A student cannot be retained in a certain grade more than two consecutive times and no more than two different grades during the entirety of his/her school education. The school must provide such student with the necessary learning support. For more details, please check the promotion and retention policy.