Assessment Policy

Al Mawakeb School

Issue Date	Last Updated	Proposed Review date	Responsibility for Review
20/06/2017	19/01/2019	June 2019	SLT

1. Introduction

Assessment is designed and planned as part of the whole curriculum experience, so that it is congruent with the learning outcomes and with the adopted teaching/learning methods. Effective assessment includes assessment *for* learning (formative) and *of* learning (summative). Students are assessed both internally and externally. Assessment is inseparable from curriculum. It guides instruction and is the powerful driver for change.

2. Rationale

This policy was developed to establish ground rules and recommendations for assessment, evaluation, and reporting within Al Mawakeb Al Barsha (AMB). Assessment is a generic term for a set of processes that measure the outcome of students' learning in terms of acquired knowledge, developed understanding and gained skills or abilities. By assessing students accurately and consistently and recording key information, we:

- build a clear picture of each student's skills, knowledge, understanding and approaches to learning.
- identify each student's strengths and the priorities for their future learning.
- identify "next steps" for each student and express these as clear learning targets.
- identify the progress made in an individual lesson or series of lessons.
- evaluate the progress that each student is making over time.
- evaluate and improve the teaching strategies and differentiated instruction used with each student.
- support students to monitor their own learning.
- identify, celebrate and share achievement.

3. Aims and Objectives

This policy aims to provide a framework and serves to guide teachers and staff in the provision of various assessments and on how to integrate them in the teaching and learning process. The objective is to provide information to improve instruction in order to cater for the educational needs of different groups of students to ensure optimum progress for all.

4. Principles

The school upholds the following principles in the development of this policy:

1. *Assessment should aim to improve students' learning and achievements.*
   - Through assessment, students receive information about what they should have learned.

- Students are involved in the assessment process through self-reflection and setting learning targets with their teachers.
- Assessment is a tool that measures the attainment and progress of students. It is used to improve achievement in and out of school and it is not meant to address only their successes.

2. *Assessment provides complete information about student achievement.*
   - Assessment provides information about how much students know and what they can do with what they know.
   - Assessment is used to evaluate student knowledge and skills, as well as the values, attitudes, and habits, which influence their performance in and out of the school.
   - Assessment provides information about student strengths and areas for improvement, which is pertinent to drive progress in their achievements.

3. *Assessment is a complementary part of teaching and learning.*
   - There is a clear relationship between what is taught, what is learned, and what is assessed.
   - Teachers discuss and review assessment data with leadership both vertically and horizontally.
   - Assessments are aligned with U.S. curriculum standards (MA) and reflected in the scope and sequence for each subject.
   - Assessment outcomes determine how the instruction will be conducted and what goals direct it.
   - Students have an active role in the assessment process.

4. *Assessment is a continuous process.*
   - Assessment entails monitoring and evaluation of student performance and achievements throughout the entire academic year.
   - Assessment is used to control the ongoing progress of student achievement.

5. *Assessment is transparent.*
   - Students are familiar with the instructional goals and the standards that they are required to meet, and they are aware of how the achievements are assessed (what they are expected to learn, how and when they are going to be assessed).
   - Students and parents are familiar with assessment expectations and methods that are used and their outcomes.

6. *Assessment is valid and reliable.*
   - Assessment provides information that is relevant to the goals and content of the curriculum.

- The interpretation of the assessment results does not include judgments on student behavior, skills, and abilities that are not related to the particular assessment.
- Assessment is consistent from one student to another and from one teacher to another.

5. Values

Assessment becomes effective because we value the following:

- **Respect for individual differences:** Each student possesses unique abilities and talents, which require differentiated tasks and assessments to cater for their respective needs.
- **Honesty:** We value honesty of each student in performing tasks and assessments provided to them. We also value the honesty of teachers in providing corresponding reports on student progress so that they are better able to address the strengths and weaknesses of their students after reflecting on the assessment results.
- **Responsibility and accountability:** Students are held responsible and accountable for their own learning by using the assessment results to create learning targets and participate in self-assessment.
- **Cooperation and collaboration:** We value cooperation and collaboration among all stakeholders to improve student learning through the use of assessment information to impact the ongoing process of teaching and learning.

6. Types of Assessments

Assessment is "a process of finding out what students already know, what they have learned, and how they apply it.[1]" It is a means of promoting student learning as well as providing evidence of that learning.

In accordance with our core values and beliefs, AMB shall ensure ongoing, meaningful, consistent, accurate, and fair assessment for all students. Assessment will improve student learning, guide effective instruction, support self-directed learning, and inform placement decisions. Assessment will be in multiple forms (formal, informal, formative and summative) that are significant processes for student success in the 21st century. Regular feedback to students and parents shall be provided. Assessment, evaluation, and reporting practices shall be embedded within the instruction. We believe that the primary purpose of assessment and evaluation is to improve student learning while acknowledging the requirement to communicate the achievement of students to parents/guardians, students and other stakeholders.

---

[1] UAE School Inspection Framework 2015-2016, p. 121

Assessment is construed as being formative, summative, baseline, or diagnostic:

6.1 Formative Assessment (Assessment for Learning – AFL)

Formative assessment (assessment for learning) is a powerful way of raising student achievement. It is a "regular oral or written evaluation of students' learning, including oral or written feedback on how to improve."[2] It is based on the principle that students will improve most if they understand the aim of their learning, progress towards this aim and know how they can achieve it.

Formative assessments are used to:

- identify a student's strengths as well as the gaps in his/her skills/ knowledge.
- identify next steps for learning.
- inform future planning including teaching and learning strategies.
- enable appropriate learning strategies to be employed.
- facilitate the setting of appropriate targets for the class, group, and individual.
- track the student's progress.
- facilitate the evaluation of the effectiveness of teaching and learning.
- identify individuals and groups for specific intervention support.

6.2 Summative Assessment (Assessment of Learning – AOL)

Summative assessment (assessment of learning) is important for informing both parents and teachers of student attainment and progress. It is 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."[3] Results from summative assessments also provide information about school-wide target setting and prediction of a cohort's future attainment.

Summative assessments are used to:

- compare attainment with standardized tests such as MAP.
- record performance in specific logs.
- provide end of grade test data to support the school's teaching and learning plan for the following year.

6.3 Baseline Assessment

---

[2] UAE School Inspection Framework 2015-2016, p. 121
[3] UAE School Inspection Framework 2015-2016, p. 121

A baseline exam is administered at the beginning of every academic year to establish what students already know. The results shall inform instruction and shall be used to plan challenging learning activities suitable for different groups of students.

6.4 Diagnostic Assessment

A diagnostic assessment is used to identify, scrutinize, and classify learning difficulties so that appropriate remedial help and guidance is provided. It is administered at different times during the academic year for specific groups of students to assess them in specific learning outcomes.

7. Roles and Responsibilities

7.1 Senior Leadership Team

The role of the senior leadership team is to:
- Ensure that school procedures are applied accurately and effective assessment, grading, and reporting reflect the academic achievements of students.
- Publish the exam schedule within a reasonable time frame.
- Deploy procedures that ensure consistency of standards is maintained in the marking of assessments.
- Ensure that assessment and grading procedures are directly related to the outcomes identified in student program plans for each subject.
- Use clearly defined criterion-referenced standards to determine grades and communicate these standards, in advance of assessment, to students and/or parents.
- Ensure completion of report cards to standards established in the Assessment Policy.
- Review all report cards before distribution to students/parents.
- Advise parents on ways to encourage and support student progress and achievement.

7.2 Subject Coordinators

The role of the subject coordinators is to:
- Prepare assessments that are well-aligned with the curriculum standards and directly related to stated learning outcomes or the outcomes identified in student program plans for their subject.
- Ensure that teacher-prepared assessment and grading procedures are well-aligned with the curriculum standards, directly related to stated learning outcomes or the outcomes identified in student program plans.

- Monitor the teachers' use of assessment results to improve teaching.
- Monitor the students' use of self-and peer-assessments to inform their learning.
- Conduct follow-up meetings with teachers to ensure the effective use of formative assessments to facilitate and support student learning.
- Use the results of external examinations as benchmarks for aligning students' outcomes against international expectations.
- Use the results of external examinations to develop action plans to improve students' achievement.
- Collect and rigorously analyze the assessment results of students to check their progress in the subject.
- Monitor the students' progress in internal assessments individually and in groups.
- Facilitate communication and coordination among departments, school branches, grade levels, and parents concerning exam requirements and results.

7.3 Teachers

The role of the teachers is to:
- Assess students frequently using formative and summative assessments.
- Develop classroom-based assessments in relation to the outcomes stated in the curriculum.
- Advise students about subject area expectations and review assessments and scoring criteria with them.
- Provide all students with opportunities to demonstrate, in a variety of ways, their proficiency to meet curriculum expectations and reflect on the effectiveness of different learning styles.
- Assess student achievement across the range of learning outcomes and at the grade level of their instruction.
- Apply sound assessment, evaluation, and reporting practices in their classrooms to promote validity, reliability and fairness towards all students.
- Use a variety of assessment methods and tools to identify progress and determine grades.
- Ensure that students are aware of, and where appropriate, consulted about the assessment process.
- Provide regular feedback to students about individual achievement.
- Maintain accurate records of each student's performance and progress for each subject for which they are responsible.

7.4 Students

The role of the students is to:
- Be accountable for own learning, and put forth the consistent effort required for success.
- Be actively involved in the assessment process through peer assessments and self-assessments.
- Submit all assessment tasks by the due date.
- Ensure all assessment tasks submitted are their own original work.
- Submit items to be assessed in a timely manner.

7.5 Parents

The role of the parents is to:
- Inform the appropriate school staff of any difficulties related to the completion of assessment items.
- Encourage their children to be responsible and to put forth the consistent effort required to be successful.
- Attend parent-teacher meetings and consult with the teacher about progress and achievement of their child in school.

8. Methods and Practices of Assessment

All subjects are regularly and internally assessed, using authentic and different methods including reflective essay, student portfolio, and learner profile. Assessment strategies measure what a student has learned in the classroom as well as the effect of the teaching. A broad range of approaches and tools are selected to provide a balanced view of the student. Nevertheless, it is expected that some departments will have individual requirements to assess student growth specific to their subject.

The following are the common strategies of assessment to support learning of students:
- Observation
- Teacher-student conferences
- Test, exam, quizzes, prompts
- Performance assessment / problem solving test
- Trans-disciplinary skills assessment
- Portfolio
- Homework
- Mock exams (formal internal examination)
- Formal externally set examination

All teachers are required to assess students before the unit/topic, during the course of the unit/topic, and at the end or near the end of the topic/unit. The following assessment tools help teachers put their assessment in practice.

- **Rubrics:** Rubrics are established sets of criteria used for grading student assessments. The descriptors tell the students, the parents and the teacher what characteristics or signs to look for in the work and how to rate that work on a predetermined scale. The subject coordinator and teachers can develop a rubric. We encourage teachers to share the rubrics with students prior to the time of the test/assessment.
- **Benchmarks:** Benchmarks are samples or examples of work that serve as concrete standards against which other samples are judged. They can be used in conjunction with rubrics.
- **Checklists:** Checklists are lists of information, data, attributes, or elements that should be present.

9. Effective Marking
9.1 Purpose
The purpose of effective marking is to:
- Motivate students in a meaningful way.
- Encourage interaction between the student and the teacher.
- Increase a student's understanding of his or her level.
- Make every student feel valued and confident about his/her learning.
- Promote interaction between students (e.g. peer-assessment).
- Raise achievement to meet or exceed standards.

9.2 Expectations
The role of the teachers is to:
- Ensure that marking is directly linked to the success criteria.
- Provide students with positive and constructive comments, which highlight the things that they are able to do.
- Use marking keys that focus on positive aspects of student work.
- Set written targets that can be fairly achieved by students.
- Train students to set targets for themselves and their peers.
- Encourage students by acknowledging when they have achieved a target set for them in the assigned time frame.
- Understand the learning needs of individual students and match and mark work appropriately.

The role of the student is to:
- Respond to the teacher's comments and questions.

- Achieve the set targets on time and provide the teacher with evidence that demonstrates the improvement.
- Utilize genuine and productive peer and self-assessment.

9.3 Moderation

Regular moderation of exams takes place each term to ensure consistency of marking. Teachers of the same grade are placed in committees to mark their own papers and to check each other's consistency in correction. Subject Coordinators conduct regular moderation for quizzes and term exams. The process of moderation, review and, if appropriate, adjustment of assessment contributes to the fulfillment of the above stated principles.

10. Feedback

Teachers provide timely and ongoing feedback that enables students to monitor their own learning and develop achievable learning goals.
It is expected that feedback:
- is specific to the individual student.
- focuses on the quality of the student's response and how to improve it.
- is directly relevant to the learning outcomes and gives students a clear picture of how well they have met learning outcomes or achievement indicators.
- is reflective of learning goals.
- recognizes, encourages and rewards students' effort and achievement and celebrates success over time.
- provides an accessible dialogue between the teacher and students and clear, appropriate feedback about the strengths of their work and areas for development.
- improves students' self-regulation, self-confidence in self-assessment and helps them to set future targets for the 'next steps' in their learning.
- involves parents more directly in reviewing their child(ren)'s progress.
- reinforces high expectations.
- informs teachers' future planning.

10.1 Principle of Feedback

The greatest motivational benefits and improvements come from focusing feedback and marking on:
- the qualities of the student's own work in relation to the learning outcomes and not in comparison with other students.
- specific ways in which the student's work could be improved, and crucially, being given the opportunity to do so.
- improvements that the student has made compared to his/her

earlier work.

Descriptive feedback enables students to develop as independent learners with an awareness of their own strengths as well as being skilled and able to tackle areas for development; therefore, it is essential that:

- feedback and marking form an informative and accessible dialogue with clear teacher and learner roles.
- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forward.
- feedback is linked directly to learning outcomes and achievement indicators.
- the students are made aware of learning outcomes and of the criteria that their work will be assessed against, in age-related vocabulary.
- feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in encouraging successful learners.
- When student achievements are linked to learning outcomes, then confidence in future goals in accomplished.

10.2 Practice

Feedback takes place with the student and is shared as immediately as possible. Verbal and written feedback is equally valued in moving learning forward.

10.2.1 Verbal Feedback

Verbal feedback means discussion about the learning with the student. It is the most valuable form of feedback for all students (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the student and the teacher and, where appropriate, between peers.

It may take place during focused group work, in a learning/reading conference or review, and be either spontaneous or planned for. Where possible, it is useful to record when verbal feedback has been given using the class name list or the grading book.

10.2.2 Written Feedback

All written comments, corrections or checkmarks should be in RED, other than highlighting, as detailed below.

All work, including homework, will at least be checked against the

learning outcomes. This is important as it sends a message to the student and the wider community that we value every piece of learning undertaken by our students. The teachers will demonstrate the fact that they have acknowledged the work by using ticks (√) or other coded notation as specified in the assessment handbook of every department, and the symbols or shorthand feedback for language arts subjects. Stamps or stickers may also be used to indicate work has been checked.

10.2.3 Personalized Quality Feedback Comments (PQFC)

Personalized Quality Feedback Comments are used to extend learning and are differentiated appropriately. The feedback comment is designed to help the students in "closing the gap" between what they have achieved and what they could have achieved. Useful "Closing the Gap" comments are:

a) **Reminder prompt**: It is the prompt that leads the students' attention back to the learning outcomes. It is used to reiterate a learning outcome.

Teacher's Role:
- Know individual student's needs. Identify if the student has almost achieved the learning outcomes. If the student requires a little reminder only, use the reminder prompts.
- Keep the learning outcomes on the right track.
- Ensure that reminder prompts are given to students at the right time.
- Give the student enough time to reflect on the given reminder prompt.

Student should:
- Know learning outcomes for every lesson.
- Listen attentively to the questions asked by the teacher and respond with understanding and relevance.
- Pay attention to all feedback or comments given by the teacher and other students in class.

Examples of "Reminder Prompts":
1. What else could you say here?
2. Say more about…
3. Give the reason why you think this…
4. How would you describe the character in a more remarkable way?
5. Remember the formula about circles that we talked about?

b) Scaffolded Prompt: It is the prompt that provides students with a focus on specific structured support that guides the students to extend their current knowledge and skills and eventually perform better. Scaffolded prompts can be in the form of question, a directive or an unfinished sentence.

Teacher's Role:
- Know your individual student's needs. Use scaffolded prompts when the student already knows the concept and needs to take it to the next level of learning.
- Keep the learning outcomes the main focus for learning achievements.
- Design the appropriate scaffolded prompts to support the individual needs of the students without spoon-feeding them.
- Use the scaffolded prompts to guide learning that is not consolidated or if students are struggling with independent learning.
- Constantly check if scaffolded prompts are effective for a particular student in order to evaluate whether the right level of support is given.

Student should:
- Know learning outcomes for every lesson.
- Ask questions to the class to reduce the points that are confusing, to deepen their understanding and to request for a step-by- step explanation.
- Participate in the peer-feedback during the discussion.

Examples of "Scaffolded Prompts":
1. What was the dog's tail doing?
2. The dog was angry so he...
3. Describe the expression on the dog's face
4. Please verify your final answers by...
5. The colors of the rainbow are ___.

c) Example Prompt: It is the type of prompt that shows instructional and illustrative explanations on how to improve individual learning achievement of a student. This involves suggestions, additional information or a set of possible answers to choose from. It also provides actual words or phrases that the student can use.

Teacher's Role:
- Adjust feedback according to individual students' readiness and learning preferences.
- Use the example prompts when a student needs more explanation about the topic or an idea on how to answer a specific question by providing possible options to choose from.
- Keep the learning outcomes on the right track.
- Provide two or more possible answers to a problem to encourage the students to keep their ownership on how to solve a certain problem.
- Use the example prompts to check if the students understand the basic concept or idea about a specific topic.
- Sustain the students' motivation for the intended learning. Providing students with options to choose from can give them the opportunity to participate in class in order to achieve the learning outcomes.

Student should:
- Record and know the learning outcomes for every lesson.
- Take notes during class to connect new ideas to basic.
- Take responsibility for their own learning

Examples of "Example Prompt":
1. How did you feel when you read the poem?
2. You can either use the formula P = 2L + 2W or add all the side lengths to get the perimeter. Which one would you prefer?
3. Watch this video that shows the other examples of basic properties of sound.
4. If this procedure will not work, use ___.

11. Special provisions in the conditions of assessment

Special provisions in the conditions of assessment incorporate accommodations, differentiation, or adjustments made in curriculum and teaching and learning. They are applied consistently across the school.

Any student who has a specific educational need is considered for special provision.
This includes students:
- With disabilities such as those of a sensory, motor or neurological nature.

- With educational needs arising primarily from socio-economic, cultural and/or linguistic factors, with language backgrounds other than English.
- With short-term impairments such as fractured limbs.
- Who are gifted or talented.
- With life circumstances that impact assessment.

Types of special provisions/accommodations in assessments may include:
- **Presentation:** changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- **Response:** allowing students to complete assessments in different ways such as using assistive devices (iPads, laptops, calculators, and dictionaries) to solve and organize problems when this does not compromise what is specifically being assessed.
- **Setting:** changing location including the physical or social conditions in which the assessment is completed.
- **Timing:** allowing the student a longer time to complete the assessment, or change the way the time is organized or when the assessment is scheduled.

12. Evaluation, Grading and Reporting

The purpose of evaluation, grading and reporting is to improve student learning. Evaluation refers to the process of judging the quality of student learning, assigning a value or a grade to represent that quality of student learning, and summarizing student achievement to communicate to parents, other teachers, senior leadership team, and others. Although each teacher evaluates students independently, AMB encourages its staff to cross views on each student in order to determine his/her growth and his/her needs.

In KG through G12, students will be graded using a standard based system. In KG – G2, students' grades will be reported using a standard based report card. A standards-based report card emphasizes "learning" over "earning". Each term students are provided with multiple opportunities to practice, attain, and demonstrate proficiency on the adopted standards.

Through the identification of clear benchmarks, a student's knowledge and skills are measured on a continual basis, motivating students to perform at their highest level of potential. Teachers collect evidence of a child's achievement through careful observations, the examination of the student's work, discussions, projects, performance tasks, quizzes, and tests. Teachers record information about each child's progress on a frequent basis, analyze

and compile that information, and finally use the data to evaluate each child's progress.

12.1 Grades 1-2

Three evaluations (3 terms) per year will be given. However, the HoS of this level will discuss the details of the grade book with the Subject Coordinators in order to be able to reach fair, accurate and realistic evaluation of the students.

Assessment Type	Value
Term 1 (Mid December)	35%
Term 2 (End of March)	35%
Term 3 (End of year)	30%

12.2 Grades 3-12

In G3-12, students will be graded based on standard based performance task (evaluations) and exam marks. Teachers will create and evaluate performance tasks using the criteria's listed below.

1. Learning goals and performance standards
2. Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
3. Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.

The school will use the following standard conversion chart to convert high school percentage grades to letter grades. This chart will also be used to calculate cumulative grade point averages (GPA).

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
D-	Below 65	0.5
E/F	Below 60	0.0
AP/ IB courses	An addition of 0.25 to the standard weighting	

Grade distribution will be as follows:

Assessment Type	Value
Semester 1 Evaluation	15%
Semester 1 Exam	25%
Mid-Semester 2 Quiz (replacing Quarter 2 Quiz)	20%
Semester 2 Evaluation	15%
Semester 2 Exam/ Final Exam	25%

For students with SEND including those students for whom the language of instruction is an additional language, evaluation shall be adapted based on their respective needs.

12.3 KHDA Requirements for Assessment

Internal assessments shall be aligned with the Massachusetts State Standards. All high school students shall take recognized standardized tests in compliance with KHDA requirements stated for American Authorized Schools[4]. The list of these tests is as follows:

Acronym	Description	Grade level appropriateness
PSAT	Preliminary Scholastic Assessment Test	Grades 10 and 11
SAT I	Scholastic Assessment Test (English and mathematics)	Grades 11 and 12
SAT II	SAT Subject Tests	Grade 12
TOEFL	Test of English as a Foreign Language	Grades 11 and 12
IELTS	International English Language Testing System	Grades 11 and 12
AP	Advanced Placement Test	Grade 12

The other KHDA-approved international benchmark/baseline tests, however, as stated in the DSIB School Inspection Supplement 2015-2016[5] and 2016-2017[6]are as follows:
- o Measures of Academic Progress (MAP)
- o Cognitive Ability Test 4 (CAT 4)
- o Trends in International Mathematics and Science Study (TIMSS)
- o Progress in International Reading Literacy Study (PIRLS)
- o Program for International Student Assessment (PISA)

---

[4] KHDA and NEASC: KHDA requirements, p.14
[5] DSIB School Inspection Supplement 2016-17, p. 6
[6] DSIB School Inspection Supplement 2016-17, pp. 6-9

12.4 Reporting

Report cards are generated every term for each grade level. These report cards are sent home and are available as digital copies on the portal.

Grades reported on the report card reflect, per term and per subject, the average of all the grades a student has received during the respective term. Average grades are not rounded and are not curved.

12.5 Determining a report card grade

Teachers shall take various considerations into account before making a decision about the grade to be entered on the report card. The teacher shall consider all evidence collected through observations, conversations, and student work. The teacher shall consider the evidence for all the exams and assignments for evaluation that the student has submitted. Some evidence carries greater weight than others. Teachers shall weigh all evidence of student achievement according to the fixed criteria set by the subject coordinator.

12.6 Grade Promotion and Retention of SEND

We shall adhere to the rules and regulations specified in UAE MOE-General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)[7] regarding the grade promotion and retention of SEND. Students enrolled in the SEND program will not be retained or failed in any specific grade level. Rather, the learning targets set forth in the IEP shall be adjusted and revised according to the ability level of SEND to obtain satisfactory progress.

12.7 Missed work

Teachers, in consultation with the senior leadership team, shall use their judgment to determine the impact of missing assignments on a student's mark. Absent students with a valid excuse, shall be given makeup opportunities for missed summative assignments without penalty.

13. Conferences and communication with parents

At least two parent-teacher conferences take place every formal reporting period during the school year. Communication with parents about student achievement shall be continuous throughout the year. All communication is designed to provide detailed information that will encourage students to set goals for learning and assist parents in supporting learning at home.

---

[7] UAE MoE (SFA) General Rules for the Provision of Special Education Programs and Services (Public & Private Schools), p.34.

In addition, parents may opt to schedule a conference with the teachers to discuss the progress and overall assessment of their children's academic status. These conferences are strongly recommended. A private 5-minute meeting time is allotted to a parent with each of their child's teachers. At any time during the academic year, the senior leadership team/teacher may request that the parents of a child attend a conference/meeting to discuss a specific issue or concern.

13.1 Assessment and evaluation conflict resolution

Assessment and evaluation conflict resolution is done using all measures that ensure the fairness and integrity of the process while protecting the interests of all parties involved.

a) A student has the right to appeal for a review of his grade.
b) The first step will be a review of the paper by the subject teacher.
c) If the student still feels the mark is unfair, the HoS will review the paper and discuss the mark with the subject teacher.
d) Where a conflict or difference arises regarding the evaluation of the student, the parent will proceed through the following steps to resolve the problem:

Step one -The parent will contact the child's HoS for an explanation of criteria used in arriving at the decision.

Step Two -If the matter remains unresolved, the parent may request the HoS to arrange a meeting with the subject teacher.

e) Students will have the opportunity to appeal the grade received on a final examination. The following guidelines shall be adhered to:
   • The school specifies a time for parents to appeal or request a review.
   • Final exams are not returned to students. However, parents or students may take notes of anything written on the exam paper.
   • To resolve a conflict, parents follow the same procedure in part d.
f) A grade given by a teacher shall be final and cannot be changed by others unless it was given fraudulently, in bad faith, incompetently, or because of clerical or mechanical mistake. A grade cannot be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such a grade was

given and is, to the extent practicable, included in all discussions relating to changing of such grade.

g) Any changes to the student's mark will be reported to the student and his/her parents or guardians, the subject teacher, and the Principal.

h) Appeals must be registered with the school within 10 days of the date the student receives the grade.

14. Assessment: Data Analysis Process

The process for assessment data analysis, described in the diagram below, shall be implemented by the school to ensure the effectiveness of the assessment being implemented. This assessment information will also be used to improve the curriculum and instruction.
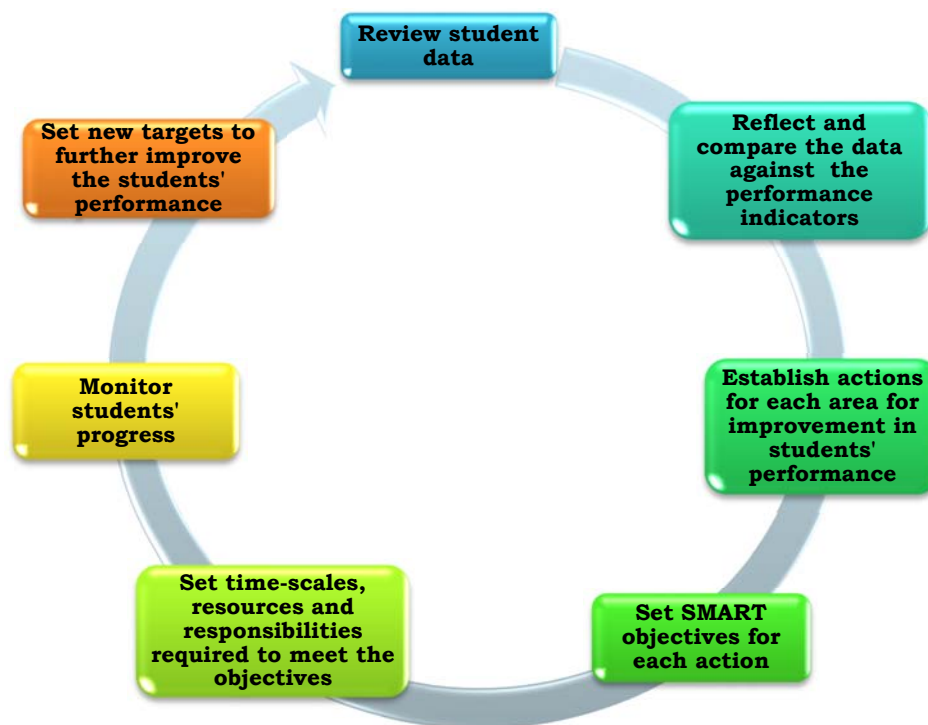
Stage 1: Review student data

At this stage, the results of internal assessments of students are collected and reviewed. The results of the summative assessments are analyzed and students' strengths and areas for improvement, in particular, are identified.

Stage 2: Reflect and compare the data against the performance indicators

Then, the performance indicators of UAE School Inspection Framework 2015-2016 related to the identified areas for improvement are determined.

Stage 3: Establish actions for each area for improvement in students' performance

Required actions to improve the students' performance are devised at this stage.

Stage 4: Set SMART objectives for each action

Specific, Measurable, Attainable, Relevant, Time-bound objectives/goals and specific success criteria are then established.

Stage 5: Set time-scales, resources and responsibilities required to meet the objectives

Identify time-scales and the frequency of review of students' performance data then determine the required resources, responsible staff and their responsibilities, and any possible professional development regarding the strategies and approaches to enhance students' achievement.

Stage 6: Monitor students' progress

Teachers then implement the actions specified related to teaching and learning as well as any innovative and up-to-date strategies and techniques that will help improve the students' achievement in internal examinations. The Head of Section and Subject Coordinators will then conduct regular follow-up including classroom observations, monitoring of grade books, and checking of IEP/ALP.

Stage 7: Set new targets to further improve the students' performance

Establish a new set of clear, realistic and attainable targets/objectives to further improve the students' performance in internal examinations.

15. Definition of Terms
- **Accommodations:** an adjustment in the learning environment, strategies, or tools to allow SEND students to be engaged in a regular curriculum of the same grade level, in a different format or approach
- **Achievement[8]:** the success that students gain in any area of learning or life, for example, academic, sporting, artistic and creative
- **Advanced Learning Plan (ALP):** an individual education plan that consists of extended learning targets designed to challenge gifted and talented students

---

[8] UAE School Inspection Framework 2015-2016, p. 121

- **Assessment[9]:** a process of finding out what students already know, what they have learned, and how they apply it
- **Assessment – external[10]:** evaluative tests given by an independent organization other than the school, intended to measure students' achievement and to externally validate their performance levels
- **Assessment – formative[11]:** regular oral or written evaluation of students' learning, including oral or written feedback on how to improve
- **Assessment – internal[12]:** formative and summative assessment tasks and tools created by the school and its teachers
- **Assessment - self/ peer[13]:** a process whereby students evaluate the quality of their own and others' work
- **Assessment – summative[14]:** 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 information[15]:** information about the knowledge, skills and understandings that students have acquired over a lesson, unit of work, term or school year
- **Cognitive Abilities Test 4 (CAT4)[16]:** test of reasoning ability, not curriculum content
- **Individual Education Program (IEP):** an education plan consisting of learning outcomes, learning targets, set goals, checkpoints, and benchmark assessment results that meet the learning requirements and intervention for SEND students
- **Measures of Academic Progress (MAP)[17]:** a standardized testing program from the USA
- **National Assessment Program (NAP)[18]:** tests of Arabic, English, mathematics and science in G3, 5, 7 and 9
- **Program for International Student Assessment (PISA)[19]:** a test of knowledge and skills for 15-year old students in reading, mathematics and science
- **Progress in International Reading Literacy Study (PIRLS)[20]:** a test of knowledge and skills for students in G4

---

[9] UAE School Inspection Framework 2015-2016, p. 121
[10] UAE School Inspection Framework 2015-2016, p. 121
[11] UAE School Inspection Framework 2015-2016, p. 121
[12] UAE School Inspection Framework 2015-2016, p. 121
[13] UAE School Inspection Framework 2015-2016, p. 121
[14] UAE School Inspection Framework 2015-2016, p. 121
[15] UAE School Inspection Framework 2015-2016, p. 121
[16] UAE School Inspection Framework 2015-2016, p. 122
[17] UAE School Inspection Framework 2015-2016, p. 125
[18] UAE School Inspection Framework 2015-2016, p. 125
[19] UAE School Inspection Framework 2015-2016, p. 126
[20] UAE School Inspection Framework 2015-2016, p. 126

- **Scholastic Assessment Test (SAT)[21]:** a curriculum-neutral, standardized test of reading, writing and mathematics for students in G11 or 12 in US curriculum schools
- **SMART[22]:** an acronym for Specific, Measurable, Achievable, Realistic, and Time-bound, describing good practice when setting school improvement targets in a school improvement plan
- **Special Educational Needs and Disabilities (SEND)[23]:** educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder
- **Stakeholders[24]:** those who have an interest in a school, including the staff, students, parents, governors, owners/proprietors and community members
- **Trends in Mathematics and Science Study (TIMSS)[25]:** a test of mathematics and science for students in G4 and 8 conducted every four years

16. Connected Documents Related to this Policy:
This policy is connected to the following documents:
- Teaching and Learning Policy
- Curriculum Policy
- SEND and Inclusion Policy

---

[21] UAE School Inspection Framework 2015-2016, p. 127
[22] UAE School Inspection Framework 2015-2016, p. 127
[23] UAE School Inspection Framework 2015-2016, p. 117
[24] UAE School Inspection Framework 2015-2016, p. 127
[25] UAE School Inspection Framework 2015-2016, p. 128