

SAMA American Private School

Assessment and Reporting Policy and Procedures



Sama American Private School
مدرسة سما الأمريكية الخاصة

School Vision: Providing world-class education to nurture academic excellence, holistic growth, innovation, and capability of contributing to global progress.

1. Policy

Assessment is how schools gather and analyze information about student learning and development (knowledge, skills, understand and affective behaviors) and teaching effectiveness. It also provides the basis for further planning and teaching, and evaluation of the curriculum. The school believes that assessment should be objective and frequent in order to ensure fair evaluation and constant follow-up of students' progress. Reporting processes provide information on student learning to students, parents and national education authorities.

2. Scope

All students, parents, teachers, and administrators.

3. Responsibilities

- School Director(s)
- Teaching and administration staff
- Students and parents/guardians

4. Purposes

- To track the progress of individual students and classes over extended periods.
- To build a record of individual student learning, including any national or international related achievements.
- To measure teaching effectiveness and thereby guide staff development.
- To provide feedback to students and teachers about what students have learnt, what needs re-teaching, and what they need to do to reach the next stage of learning.
- To involve students by having them set and monitor their own goals.
- To inform parents of the academic progress made by their children.
- To gather information on student achievement that will enable comparison with national and/or international benchmarks.
- To assist in the evaluation and review of the curriculum.
- To provide data so the school can judge how effectively it is performing.

5. Definitions

- **Assessment in education** refers to the process of gathering, analyzing, and using information about student learning to improve educational outcomes.
- **Formative assessment** refers to ongoing assessments that are used to monitor student progress and provide feedback to both students and teachers throughout the learning process. Formative assessments are designed to help identify areas where students may need additional support or instruction, and to guide teachers in making adjustments to their teaching strategies to better meet the needs of their students. Examples of formative assessments include quizzes, classroom discussions, exit tickets, and teacher observations.
- **Summative assessment**, on the other hand, is typically given at the end of a unit, course, or academic year, and is designed to measure student learning and achievement. Summative assessments are used to evaluate students' knowledge, skills, and understanding of the material covered in a particular course or subject area. Examples of summative assessments include final exams, end-of-year projects, and standardized tests.
- **Reporting:** is all the methods used to inform teachers, students, parents and educational authorities of student learning and achievement.
- **School Reports:** are documents which record the combination of formative and summative assessment results of students and are issued to parents as one means of giving feedback.
- **Sub-subject:** is a strand of a particular subject. For example, the English sub-subjects are reading, writing, listening, speaking, spelling, memory and vocabulary.
- **Make up:** is an opportunity given to specific students who have not achieved the curriculum expectations and had the content re-taught.
- **Honour List:** is the list of students attaining top ten percentile in the internal assessment for all subjects of each grade.

6. Philosophy

- Assessment is central to planning, teaching and learning as it provides a monitoring strategy whereby data can be utilized to adjust teaching to further assist learning and can be given to students to encourage them to take responsibility for their own learning. It also provides a means of measuring student learning against standards and benchmarks to evaluate school effectiveness.
- Assessment guides students through the key aspects of learning which are:
 - the acquisition of knowledge
 - the mastery of skills
 - the development of attitudes
 - the decision to take responsible action
- Individual attention is important if students are to feel that the school cares about their progress.
- Assessment will be objective and frequent and use a diverse range of strategies in order to ensure fair evaluation and constant follow-up of students' progress. Such strategies will include:
 - observation and oral feedback
 - marking and written feedback
 - criterion-referenced assessment such as examinations, tests and quizzes

- standards-based assessment which assesses whether students meet identified standards
 - Growth assessment which assesses a student’s present performance against their prior performance
 - norm-referenced assessment which compares students with their peers
 - rubrics for projects
 - marking schemes, checklists and rating scales
 - student self-assessment and peer assessment
- Written examinations are prepared, administered and marked according to strict procedures similar to those adopted by official external examination bodies. Students and parents receive prior notification of what subjects, content, and when exams will occur.
 - Makeup and retest opportunities for summative assessments are given to students they apply to as manageable by the school.

7. Types of Assessment and weightage

Both Formative and Summative types of assessments are important for effective teaching and learning and should be used in combination to provide a comprehensive picture of student progress and achievement.

Formative Assessment

- Some forms of gathering feedback on student learning occur as teaching happens; this is formative assessment. The teacher may make observations, use oral or written questioning, short informal classroom quizzes, or have discussions with individual students. They are used as a basis for informing further teaching and learning.
- Teachers must create and refer to the **assessment criteria** rubric closely aligned with the school curriculum expectations to judge the academic competence of a student formatively for a given objective.

Assessment Criteria Rubric Judgements (considering out of 10 marks)

| Strand | Lesson Objective | Emerging (0-5.9) | Developing (6-7.4) | Proficient (7.5-8.9) | Exceeding (9-10) |
|---------------|-------------------------|-----------------------------|-------------------------------|---------------------------------|-----------------------------|
| e.g. Number | | | | | |
| e.g. Geometry | | | | | |
| | | | | | |
| | | | | | |

(Education platform will award marks as upper threshold of the band. Emerging as 40%, Developing as 60%, Proficient as 80% and Exceeding as 100%)

Weightage of the formative judgements for each phase (Non-Ministry Subjects)

| | |
|--------|---|
| Phases | Formative Assessment Weightage (Ongoing Continuous Assessment tracker based on Assessment Criteria) |
|--------|---|

| | |
|----------------------|------|
| Phase 1 (KG) | 100% |
| Phase 2 (Gr 1 to 4) | 50% |
| Phase 3 (Gr 5 to 8) | 40% |
| Phase 4 (Gr 9 to 12) | 30% |

The idea is to increase the formative weightage in 2024-2025 by approx. 10% to 20% as the teachers become more skilled and confident with the training programs in place over the next year.

Weightage of the formative judgements for each phase (Ministry Subjects)

| Phases | Formative Assessment Weightage (Ongoing Continuous Assessment tracker based on Assessment Criteria) | | |
|----------------------|---|------------|-------------|
| | SST | Arabic A/B | Islamic A/B |
| Phase 1 (KG) | NA | 50% | 50% |
| Phase 2 (Gr 1 to 4) | 60% | 50% | 50% |
| Phase 3 (Gr 5 to 8) | 60% | 50% | 50% |
| Phase 4 (Gr 9 to 12) | 60% | 50% | 50% |

- Furthermore, formative assessment is also conducted when teachers mark students' books. This should not be just ticks and grades, but teachers should make descriptive comments which include what has been achieved and how work could have been improved.
- Teachers should also encourage students to critically analyze their own work and that of other students. Activities could include self- assessment, peer review and group assessment. For, even though students are assessed through the school system, it is essential that they are made fully aware of the criteria for assessment so that they can evaluate their own work and identify what they need to do to move to the next level of performance. This will encourage students to become independent learners.
- The school may conduct end-of-week written formative assessment quizzes of a multiple-choice format to check on the material in English, Math and Arabic that the students have covered that week. It is an indication for teachers of what needs to be re-taught and for students what they have not yet mastered.

Summative Assessment

- Summative assessment for formal reporting purposes all carries marks. For example:
 - written exams for all subjects are conducted in groups under exam conditions in an exam hall;
 - assignments and project work are marked by teachers other than the class teacher using a standardized rubric and inter-class moderation conducted by the relevant senior teacher;
 - oral reading exams for languages are conducted individually by language teachers;
 - practical exams for sciences and information technology are conducted in groups in laboratories or IT classrooms; and
 - provision will be made for SEN (Special Educational Needs) students who may require special assessment conditions.
 - A variety of types of questions are used in written exams including paragraphs, essays, problem-solving questions, multiple choice and short answer questions.
 -

Semester Weightage of formative and summative Assessment across different phases in the grade book- (Non Ministry subjects)

| Phases | Formative Assessment Weightage (Ongoing Continuous Assessment tracker based on Assessment Criteria) | Summative Assessment Weightage (Midterm quizzes or Projects and Final exams) |
|----------------------|---|--|
| Phase 1 (KG) | 100% | NA |
| Phase 2 (Gr 1 to 4) | 50% + 5% HW= 55% | 45% (10% quiz + 5% PBL + 30% final exam) |
| Phase 3 (Gr 5 to 8) | 40% + 5% HW =45% | 55% (10% Quiz + 5% PBL + 40% Final exam) |
| Phase 4 (Gr 9 to 12) | 30% + 5% HW = 35% | 65% (10% Quiz + 5% PBL + 50% Final exam) |

Ministry subjects)

Arabic

| Phases | Formative Assessment Weightage (Ongoing Continuous Assessment tracker based on Assessment Criteria) | Summative Assessment Weightage (Midterm quizzes or Projects and Final exams) |
|---------------------|---|--|
| Phase 1 (KG) | 100% | NA |
| Phase 2 (Gr 1 to 4) | 50% | 50% (10% quiz + 5% HW + 5% PBL + 30% final exam) |

| | | |
|----------------------|-----|--|
| Phase 3 (Gr 5 to 8) | 40% | 60% (10% Quiz + 5% HW + 5% PBL + 40% Final exam) |
| Phase 4 (Gr 9 to 12) | 30% | 70% (10% Quiz + 5% HW+ 5% PBL + 50% Final exam) |

8. Semester System

SAPS is adopting a semester-based system from the new academic year 2023-2024 as we believe that this system will help and support our students in many ways.

- More teaching and learning weeks: Semesters typically have more T&L weeks than quarters as there are less summative assessments for a semester which can give students and teachers more time to delve into complex topics and engage in meaningful discussions and activities.
- More time for assignments and projects: The longer duration of semesters also provides more time for students to complete assignments, papers, and projects, which can be particularly beneficial for courses that require significant research and preparation.
- Greater continuity and consistency: The longer duration of semesters can also provide greater continuity and consistency in the learning process, as students have more time to build on their knowledge and skills from week to week and month to month.
- Semester Assessment and Reporting Timeline

| Semester 1 | | Semester 2 | |
|------------|--|-------------|---|
| September | Baseline, Baseline Gap Analysis/Action plan/Intervention | | |
| October | Quiz 1 | February | Data Analysis, Student Progress meeting/Action Plan |
| November | MAP Test 1, TALA and Mugabbir Data Analysis | March/April | Quiz 2, Data Analysis |
| December | T&L, winter break | May | MAP Test 2, Tala and Mugabbir |
| January | Final Exam 1 and Reporting | June | Final Exam 2 and Reporting |

9. Standardized Tests

- In addition to school internal assessment, all students of grade 3 and above will be regularly assessed on math, reading, writing and Science using the Standardized Tests. These will be used to benchmark and compare students' results with international standards.
- The school conducts these Standardized tests across grade levels and subjects-

| External Test | Grade level | Testing Subjects | Frequency |
|---------------|-------------|------------------|-----------|
|---------------|-------------|------------------|-----------|

| | | | |
|--|------------------------|---|--------------------|
| CAT 4 | 3,5,7,9 | Cognitive Abilities | Yearly |
| MAP Growth test | 3 to 9 | English reading, English language, Maths Science | 3 times every Year |
| TIMSS (Trends in International Mathematics and Science Study) | 4 and 8 | Maths Science | Every 4 years |
| PIRLS (Progress in International Reading Literacy Study) | 4 | English Reading | Every 5 years |
| PISA (Programme for International Student Assessment) | Students aged 15 years | English reading Maths Science | Every 3 years |
| IELTS | 11 and 12 | English | Yearly |
| EmSAT | 12 | English Maths Physics Chemistry and Biology as optional | Yearly |
| AP | 12 | Biology Maths | Yearly |

10. Robust systems and practices to ensure reliability and validity of internal and external assessments

- The cognitive demand of assessments is weighted in accordance to Blooms Taxonomy as below:

How can we ensure we are designing quality tests?

Weightage of the Content and the Cognitive Domain in the Question Paper Designing

| Phase | Content % Level 1 | Cognitive % Level 2 and 3 |
|---------|----------------------|------------------------------|
| Phase 4 | 30 | 70 |
| Phase 3 | 40 | 60 |
| Phase 2 | 60 | 40 |
| Phase 1 | 70 | 30 |

Terminology changes "The graphic is a representation of the NEW verbiage associated with Bloom's Taxonomy. Note the change from Nouns to Verbs (e.g., Application to Applying) to describe the taxonomy. Note that the top two levels are essentially exchanged from the Old Version, 2005) (Evaluation moved from the top to Evaluating in the second from the top, and Synthesis moved to the top as Creating.) Source: <http://www.odu.edu/educl/schultz>

These weightage can be flexible based on the phase level and subject specific needs.

This Photo by Unknown author is licensed under CC BY-SA-NC

○

- For core subjects, questions are taken from relevant question banks of standardized questions with answer keys.
- Invigilation training is delivered to the teachers to gain clarity on invigilation rules and guidelines for online and paperback tests.
- Standard assessment procedures are implemented with timetable and time allotment.
- Moderation of test papers is conducted by the HOD's for quality assurance.
- Marking of test papers is monitored and moderated by the HOD's for fairness.

11. Student Grading system

The grading system is designed to evaluate and measure a student's progress over the course of a semester or academic year. Here are some reasons why we are adopting the grading system at SAPS:

- Provides a comprehensive evaluation: The grading system evaluates a student's performance in multiple areas, including assignments, tests, quizzes, projects, and class participation. This provides a more comprehensive evaluation of a student's progress compared to other methods, such as only measuring test scores.
- Reflects a student's overall performance: The grading system considers a student's performance throughout the semester, rather than just one particular assessment. This means that a student's grade reflects their overall performance in the course, rather than just one test or project.
- Encourages goal setting and improvement: The grading system provides students with the opportunity to set goals and work towards improving their performance over the course of the academic year. Students can use their grades as a measure of progress and motivation to continue improving.
- Consistent evaluation across courses and teachers: The grading system is often standardized across different courses and teachers within a school. This means that students are evaluated consistently across

- Here is the breakdown of the grades used for reporting purposes: (Needs approval)

| Grades | Band |
|------------|---------|
| Emerging | 0-5.9 |
| Developing | 6-7.4 |
| Proficient | 7.5-8.9 |
| Exceeding | 9-10 |

| Grades | Percentages band |
|--------|------------------|
| A+ | 97-100% |
| A | 93-96% |
| A- | 90-92% |
| B+ | 87-90% |
| B | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C | 73-76% |
| C- | 70-72% |
| D+ | 67-69% |
| D | 63-66% |
| D- | 60-62% |
| F | Below 60% |

12. Student EOY Target Setting using triangulation of Data

End-of-year student target setting is a process where teachers set goals for their students to achieve by the end of the academic year. This process can be useful in several ways:

- Providing clarity and direction: End-of-year student target setting can provide clarity and direction for both teachers and students. By setting clear goals for the year, teachers can better focus their instruction and help students understand what they need to do to succeed.
- Encouraging motivation and engagement: When students have clear goals to work towards, it can increase their motivation and engagement in the learning process. This can lead to better student performance and a more positive learning experience.

- **Monitoring progress:** By setting end-of-year targets, teachers can more effectively monitor their students' progress throughout the year. This can help identify areas where students may need additional support or where teachers need to adjust their instruction to better meet their students' needs.
- **Evaluating effectiveness:** End-of-year student target setting can also help teachers evaluate the effectiveness of their instruction. By setting goals at the beginning of the year and assessing student progress at the end of the year, teachers can determine whether their instructional methods were effective and make adjustments as needed.

Triangulation of data is a method of using multiple sources of information to better understand and evaluate a student's performance. In the context of end-of-year target setting, triangulation of data is a useful approach for setting realistic and achievable goals for students. Here are some ways in which triangulation of data can be used for end-of-year student target setting:

- **Combining multiple sources of data:** Triangulation of data involves combining multiple sources of data, such as test scores, class performance, and teacher observations. By using a variety of sources, teachers can gain a more comprehensive understanding of a student's strengths and weaknesses.
- **Setting realistic and achievable goals:** By using a variety of data sources, teachers can set realistic and achievable goals for students based on their performance. For example, if a student is consistently performing at a certain level, a teacher may set a target for them to maintain that level or improve slightly in certain areas.
- **Adjusting goals based on progress:** As students' progress throughout the year, teachers can use triangulation of data to adjust their goals accordingly. If a student is making rapid progress in a certain area, for example, a teacher may adjust their target to reflect this progress.

At SAPS we use last year's internal assessment data, current baseline data, CAT 4 data and the MAP test data to set EOY student Aspirational Goals or Targets using our new grading system.

13. Moderation of Data

Moderation of data is done to ensure that the assessment results are reliable and valid. This means that the data accurately reflects the knowledge and skills of students, and that the assessment process is consistent and fair which is essential for making informed decisions about student learning and progress.

Moderation involves reviewing and adjusting formative and summative assessment results to ensure that they are consistent across different teachers and classes. This is important because teachers may have different interpretations of assessment criteria or may apply them differently to different students. Moderation helps to ensure that all students are being assessed against the same criteria, and that their results are comparable.

Moderation also identifies any anomalies or inconsistencies in the assessment data, such as unusually high or low scores, which may indicate that the assessment was not conducted properly or that the

results are not reliable. By detecting and correcting these issues, moderation helps to improve the accuracy and validity of assessment data.

14. Inclusion Assessment Arrangements

Sama American Private School (SAPA) aims to meet the needs of diverse learners and allow equal opportunity for students to access the curriculum and achieve results in the least restrictive manner. Therefore, assessments can be modified or allow accommodations for students identified as requiring additional support. Students may be required to do additional assessments within an inclusive setting to ensure appropriate support has been put in place for the students. Accommodations and modifications must be made to the test to make it accessible to students with SEND.

Test Modification and Accommodation

The purpose of test modification and Accommodation is to enable students with disabilities to participate in test programs on an equal basis with their peers. They provide an opportunity for students with disabilities to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability.

Concessions offered during assessments and examinations

It's the responsibility of the IEP team to decide how the student with a SEND will participate in the assessment, and then to document that decision in the child's IEP.

In line with IEPs, the Inclusion Department grants the following concessions to students who have been formally diagnosed as having Special Educational Needs. Concessions will include, but not be limited to:

- Extra time for completing written work
- Use of a Computer and Calculator
- Use of a reader
- Test Setting accommodations
- Time/Scheduling accommodation

Refer to the Inclusion Assessment Policy for details.

15. Sub-subjects and Weightage

- Each sub-subject is assessed separately. When calculating overall student averages different sub-subjects within a subject carry different weights depending on the relative importance of each sub-subject e.g., in languages higher weights are assigned to writing and speaking.
- Different subjects also carry different weights also depending on importance e.g., first languages and math are weighted higher than other subjects.

- Refer to the subject weightage policy

16. Students' Rights and Responsibilities

- For all assessment that contributes towards final marks, students have the right to see their results after they have been marked, to learn why such marks were awarded and to have their mark/s reconsidered.
- Subject teachers to conduct test reviews within 7 days of administering the test.
- Escalations should be directed to the relevant HOD if discrepancies are found in the marking.
- When the HOD and student disagree on the outcome of the reconsideration of marks the student may appeal to the Director.
- Students will be considered guilty of assessment misconduct if they make use of any non-approved information source during an assessment situation e.g. using notes or talking with a classmate or plagiarizing information for their own projects.
- Cases of alleged assessment misconduct will be investigated by a senior teacher and taken to the Director.
- When assessment misconduct is proven the Director will determine the consequences, with consideration for the age of the child, which could include the student receiving no marks for that exam and their parents being notified. Any recurrence of the offence could be considered a serious school disciplinary matter.

17. Success and Honour List Criteria from School Internal Summative Assessment

New Grading scale

- Success Criteria
 - The passing grade per subject is 50% for grades 1 to 5.
 - The passing general average is 60% for grades 6 to 12.

- Honour List Criteria

Top ten percentile in the internal assessment for all subjects of each grade.

18. Tracking and Supporting Students

- The director will ensure that tracking and support systems operate in the school. These will include the work of teachers keeping formative assessment records of their students learning, curriculum leaders/senior teachers working with teachers to identify and provide support for those students at risk of not achieving, conversations and meetings with students and their parents/guardians, tracking the summative assessment results on the school management system and acting as appropriate to support students.

19. Reporting

- Reporting occurs for all types of assessment. It may be informal by way of speaking with students and their parents, or formal by way of written term school reports.
- Students may be spoken to about their learning and results by their teacher or senior teacher. Likewise, parents also have the opportunity to make appointments with school personnel to discuss their child/ren's learning and progress.
- Teachers' descriptive information on student work helps both students and their parents identify what the child has learnt and what still needs to be learnt. See Marking and Presentation Policy and Procedures.
- Achievement information of individuals and groups will be discussed by academic staff – in department groups and all teachers of particular students, in order to share ideas and effective strategies to support student learning.
- The school will collect aggregate data on student progress and achievement in order to report to its community and also use it as data on which to base ongoing effort for further improvement.
- In Kindergarten, written term school reports will present all formative results to give a full and correct profile of students' strengths and weaknesses. Summary comments made are supported by data. All report comments are checked by a senior administrator before reports are finalized, with the information presented in clear, understandable English – the medium of instruction in the school. School administrators will assist in translation for parents when necessary.
- Parents will be issued with these formal school reports at the end of each semester. They will be asked to come into the school to sign for them on collection. After reports are distributed academic staff will be available for follow-up meetings.
- The school will report such achievement information to the applicable educational authorities as required by them.

20. Promotion and Retention

- The school will adhere to the promotion and retention regulations of UAE (United Arab Emirates) ministry of education.

21. Revision

This policy will be reviewed every 3 years or as needed if changes to relevant legislation dictate or there is a request for policy review from an internal source.