



Al Ittihad National Private School Abu Dhabi – Khalifa

Assessment and Reporting Policy

2023

1. Policy Purpose

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, systematic approach to assessment is an integral part of the teaching and learning process.

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.

Assessment Goals

- To define what the students knowledge, application and reasoning.
- To identify students' strengths and weaknesses.
- To inform currciculum 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.

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 INPS-AD through the assessment 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

- **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 and progress. The results will be analyzed to inform teaching and referrals to support programs.

- **Measure of Academic Progress, NWEA MAP,**

MAP, or the Measure of Academic Progress, is a US curriculum-based assessment, it is used to compare students' attainment with international standards (common core and NGSS standards). The MAP test is a computerized adaptive test which provide essential information for teachers, parents, and administrators about what each student knows and make informed decisions to promote each student academic growth. The MAP tests are offered in Reading, Language Usage, Science, and Mathematics and it is administered twice a year in Fall (October/November) and spring (April/May) for Grade 3 to Grade 9.

- **Diagnostic Assessment**

Assessment data is analyzed for diagnostic purposes to identify strengths, areas of improvements for each student, support students, create individual improvement plans and for referrals to support programs.

- **SEN students (People of Determination)**

Where necessary, teachers may seek more specific diagnostic assessments to be conducted on an individual basis for the Students with Special Educational Needs "People of Determination".

- Aston Index
- Early literacy Test (ELT)- Bill Gillham
- Easy CBM
- CAT4
- Reading A to Z

We also provide modifies assessment for SEN students. For more details, please check the INPS Inclusion Policy.

- **WIDA**

WIDA MODEL (Measure of Developing English Language) is a suite of English language proficiency assessments for Kindergarten through Grade 12

Test forms are divided into five grade-level clusters: Kindergarten, Grades 1–2, Grades 3–5, Grades 6–8 and Grades 9–12. Each form assesses the four language domains of Listening, Speaking, Reading and Writing.

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MODEL can be used to:

- Serve as an interim assessment during the school year, providing information that informs instructional planning and other decisions related to students' education and when to exit the program.
 - Use the proficiency level scores from WIDA MODEL in conjunction with the WIDA English Language Development Standards Framework to help teachers effectively plan instruction for their ELLs. Scores from WIDA MODEL can also be used to predict student performance on ACCESS for ELLs
- **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. The CAT4 is also conducted for all grade 3, 5, 8 & 9 students as well as for all new students
 - **Pupil Attitude to Self and School “PASS”**

PASS is a survey tool used to Identify fragile learners and discover hidden barriers to learning PASS helps identify reasons behind low attainment, challenging behavior and poor attendance, helping to build a complete picture of a student’s motivation, attitude and engagement in learning. Pass acts as a simple screener that identifies issues across classes, grades and the whole school.
 - **Digital and online Assessment Tools and Applications**

The school uses a variety of online and digital platforms, programs and applications for enrichment purposes with imbedded assessment and tracking tools such as:

 - **IXL**

A Standards-based Learning website student love! For Math & English Language Arts, skills online. Adaptive & Individualized. Immediate feedback for students and teachers.
 - **Reading A-Z (English) and “Nahla wa Nahel” & “Bravo Bravo” (Arabic) programs**

Reading A-Z, Bravo Brovo & Nahla wa Nahel programs are blended reading programs that allow teachers to blend instruction using varied resources and tools. The program helps teachers address various curriculum standards with quality correlated and aligned resources, ideal tool for supporting the development of struggling students and allow for meaningful differentiated instruction. The programs meet all student’s needs, improves students reading rate strengthens student’s literacy skills, and fosters creativity.
 - **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. 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, exit pass, through applications or online tools such as Nearpod, peer and self- assessment, home learning tasks as well as some performance tasks and portfolio.

- **Summative Assessment**

Summative assessment 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.

- **Standardized Tests**

- **SAT**

The SAT is a standardized test is administered by College Board. The SAT is an entrance exam used by most colleges and universities to make admissions decisions. The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. It is a graduation requirement for American curriculum (Minimum score: 450)

- **IELTS**

The International English Language Testing System, or IELTS™, is an international standardized test of English language proficiency for non-native English language speakers. (Minimum score: 5.5)

- **Advance Placement (AP)**

Advanced Placement (AP) exams are college level test administered by College Board. AP Exams are standardized exams designed to measure how well students mastered the content and skills of a specific AP course

AP courses offers college-level curricula and examinations to high school students. Colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

- **EmSAT**

EmSAT is compulsory for all Emiratis and non-Emiratis students who are studying in governmental or private schools. The EmSAT is compulsory for university admission in government and private universities and colleges in the UAE. All grade 12 student must sit for the English, Math, Physics and Arabic exams. The EmSAT is a one of the degree equivalency requirements for American Private School students. EmSAT minimum score for Math is 500 and for English is 1100.

4. Using Data to improve learning

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 provides the teachers with information that inform teaching and learning processes. Data and evidence gathering is continuous throughout the learning process.

Assessment data, both quantitative and qualitative, is used to set goals and target learning improvement for individual students. Teachers look at the student reading results, running records, and formative assessment based on grade level standards. For grade 3-9, MAP data becomes an important data point in addition to summative assessment results. In High school, data from Pre-AP, AP, SAT, EmSAT are utilized for improvement purposes and for goal setting. Summative assessment results and formative assessments are equally important as assessments are linked to grade level expectations. Data is also used to evaluate programs and refine curriculum.

5. Process of using student performance data to meet students' learning needs

Teachers are expected to use their scheduled planning and/or data analysis periods to meet students' learning needs:

1. Use formative and summative data collected from various sources (PowerSchool, Schoology, Seesaw, platforms, applications, NWEA, GL, International exams...).
2. Interpret data and develop hypotheses about factors contributing to students' performance. Take actions to meet students' needs by implementing changes to instructional practices. Teachers are expected to train students on using self-assessment strategies, teachers' feedback, rubrics, exemplars ... to identify their strengths and weaknesses and enhance their learning.
3. Modify instructions and examine evidence from multiple data sources to evaluate the impact of instructional changes.

6. 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, 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. For more details, please refer to the school correction and feedback policy.

7. 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 PowerSchool generates report cards for grade 6-12 students and detailed standard/skill -based report card for K-5 students.

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 competencies and social skills and behavior 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 Arabic & Social Studies marks distribution is based on ADEK's expectations.**

Table 1 shows how the marks calculation and distribution for grade 6-12

Year-Round 100%											
Semester 1 50%						Semester 2 50%					
Formative				Summative		Formative				Summative	
Assignment	Quiz	MAP / EmSAT	Performance Task + Lab reports	Mid-Semester	End of Semester	Assignment	Quiz	MAP / EmSAT	Performance Task + Lab reports	Mid-Semester	End of Semester
10%	10%	5%	15%	20%	40%	10%	10%	5%	15%	20%	40%
Quizzes weight is 15% for the subjects/grades that don't have MAP or EmSAT											

Table 1

8. Monitoring and Tracking Progress

Regular focused monitoring and tracking of student progress is essential. Subject teachers, SENCo, members of School Support Team, meet regularly to monitor student progress and set appropriate plans to identified students. Tracking procedure and timelines are implemented to ensure all assessment information is up-to-date, accurate and accessible to all stakeholders.

9. Responsibilities

- o **Home room teachers and subject teachers** have the ultimate responsibility for the assessment of students' work.
- o **Middle Leadership Team** 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 based on the standards. 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.

- o **Senior Leadership Team** are responsible for monitoring assessment processes and ensuring validity and readability of the assessment through monitoring, analysis of school management system data and reports, moderation, learning walks and class observations.
- o **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 $\frac{3}{4}$ 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; Invigilators are expected to watch students' screens all the time and to make sure that only Schoology tab is open.
 - Make sure that the students have airdrop disabled
 - Report any cheating or attempt to cheating incidents. The administration will take the appropriate action against disruptive or cheating behavior in the exam
 - Hand in test papers to the section admin 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 Vice Principal / School Principal.
- All End of Semester 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.
- Cycled Assessment papers should be corrected and submitted to Subject Coordinators within 48 hours of doing the assessment.
- Corrected assessment papers and the corresponding marks should be revised, checked, finalized, and approved of by the Subject Coordinators prior to submitting them to entering them on the PowerSchool.

10. Assessment and Re-Assessment Guidelines for Students

- Students must use the devices purchased through the school. Students will not be allowed to take the exam if they use their personal devices. Students must inform the section administration if they have any technical problems/malfunctions in their device in order to secure another device from the school.
- Students must make sure that their iPad/device is fully charged. The student will not be given another chance if he missed some questions due to insufficient battery.
- Students must bring their own device and stationery. The school will not provide any student with device, pens/pencils if they did not have.
- Phones, smart watches, hats and hoodies are not allowed.
- 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 within 24 hours. If the absent student submits an unacceptable medical report or invalid reason, he/she will receive zero marks on the subject missed.
- Talking is not allowed once the exams are distributed/ started. Any cheating attempt or cheating will result in strict disciplinary procedures based on the school behavior policy and students will get “zero”. If students caught cheating, their names will be removed from the honor list even if his/her averages qualify them.
- Using the personal device during the exam without the approval of the administration is considered an attempt to cheat, and the student will be subjected to school discipline procedures, according to the school behavior policy and students will get “zero.”
- Copying and using the ideas, words and information of another person without documenting the source is regarded as plagiarism and/or intellectual theft and will be considered as a type of cheating.
- Remember to submit your exam papers before the end of the exam time. Students will not be able to access the exam links and submit their exam papers once the exam time is over. If students deliberately fail to submit their exam papers by the end of the time, they will be subject to a behavioral discipline procedure according to the school’s discipline policy and will be given a “zero” in the exam.
- To maintain the academic integrity of the online examination, all online students are obliged to use an additional device (phone, laptop, desktop, iPad) and operate “switch on their video cameras on this device throughout the exam. Students who fail to operate the online video during the time of the assessment will receive a zero grade for that assessment.
- Students must enter the exam room 20 minutes before the exam. If the students arrive 10 minutes or later, they cannot take the exam and will not be given extra time except during foggy days.
- If a reassessment is to be considered due to technical issues experienced during an exam, it is the student's responsibility to provide the admin with a screenshot or picture clearly showing the error and time. Students are also expected to share the screenshot immediately with the teacher through Schoology.
- If students deliberately failed to submit their exam papers by the end of the time, they will be subject to a behavioral discipline procedure according to the school’s discipline policy and will be given a “zero” in the exam.
- Students must come to the exam well-prepared.

- Students are expected to answer all the questions and review the exam papers until $\frac{3}{4}$ of the set duration has elapsed before submitting it. If students deliberately failed to submit their exam papers by the end of the time, they will be subjected to a behavioral discipline procedure according to the school's discipline policy and will be given a "zero" in the exam.
- 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.

11. End of Semester Test Protocol

End of semester tests are scheduled at the end of each semester according to a schedule created 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 review 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 assign the marking committee, who is responsible for correcting and revising the test questions. The coordinators supervise the process to assure accuracy and consistency.
- **Passing Percentage**
The minimum passing score for students in grades 9-12 is 60%. However, for students in grades 1-8, the passing score is 60% for all subjects except for MOE subjects (Arabic, Islamic, Arabic Social Studies, and Moral Education), where the passing percentage for all subjects is 50%.
- **The Absence Policy for End of Semester Exams**
 - Regular attendance is the basic condition for assessing the student's performance. Students can be absent only under medical or acceptable excuse.
 - 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 10 minutes late from the beginning of the test with a valid reason, he/she have the right to attend the test in a separate class. 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:

- o Students should be at school before the beginning of the exam.
- o A calm and safe atmosphere at the test hall.
- o Assistance should be extended to the student so that he/she can do it comfortably.
- o 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.
- o The administration will take the appropriate action when the student is absent.
- o The administration will take the appropriate action against disruptive or cheating behavior in the exam.
- o No student can leave the examination hall before the 3/4 of the test time.

12. End of the Year results - Promotion and Retention

- o The student has re-sit exams if he/she fails maximum of three subjects (end of the year).
- o Grade 6-12 student who fails four exams (end of the year average) or more will not be promoted to the next grade level.
- o 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.