

Al Ittihad National Private School

Al Ain



Assessment Policy

AY 2024-2025

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III. Definitions

3.1 Grading:

Grading involves the numerical or letter evaluation of a student's performance, reflecting their understanding or application of concepts and skills as demonstrated through assessments. Al-Ittihad National Private School employs grades as a means of communication between teachers, students, and parents, offering insights into both academic and non-academic progress.

3.2 Reporting:

The communication of grades, derived from formal and informal assessments, is conducted through various channels at Al-Ittihad National Private School. This includes report cards and parent-student-teacher conferences.

3.3 External Assessments:

External assessment refers to evaluations conducted by international organizations to gauge students' progress, learning outcomes, skill acquisition, and/or values and attitudes. These assessments encompass standardized benchmark tests, international evaluations, board exams, and other pre-collegiate examinations.

3.4 Internal Assessments:

Internal assessment refers to continuous evaluations conducted within the school environment to assess students' learning progress, academic achievement, skill enhancement, and/or values and attitudes. These assessments encompass diagnostic, placement, screening, pre-, formative, and summative evaluations. Additionally, internal assessments may include interim evaluations utilizing external instruments.

3.5 Internal and External Examinations:

This policy encompasses both internal and external examinations conducted at INPSAA. Internal examinations refer to assessments developed and administered by school faculty, while external examinations are standardized assessments conducted by external examining bodies.

3.6 Formative vs. Summative Assessment:

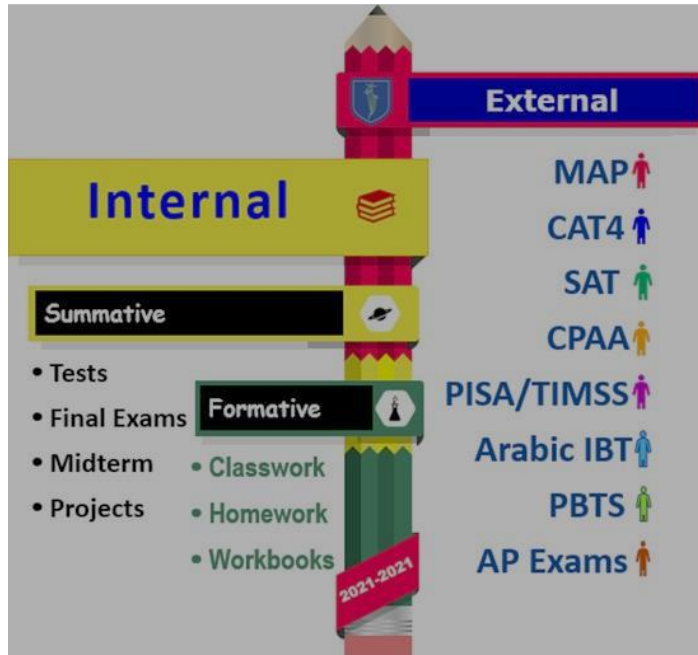
The evaluation of our students' academic progress encompasses various approaches influenced by the discipline, teacher, grade level, and individual characteristics. However, internal assessments typically fall into the categories of formative or summative.

3.7 Formative assessment:

Often referred to as "assessment for learning" and "assessment as learning," offer continuous feedback to the teacher throughout the unit of study. This feedback helps determine whether specific concepts require more attention, if differentiation is necessary, or if students are ready to advance. Formative assessment guides decisions on student grouping and delivers timely, ongoing feedback to students, aiding in goal setting. Teachers commonly use tools such as exit slips and quizzes, with teacher observation being a powerful tool in elementary school for making regular instructional decisions. Formative assessments demonstrate student growth and progress.

3.8 Summative Assessments:

Summative assessment, also known as "assessment of learning" or evaluation, should reflect students' performance or achievement based on the standards and benchmarks addressed during the unit of study. Students have multiple opportunities to showcase their understanding throughout a unit, with summative assessments primarily applied at the unit's conclusion. While summative assessments may inform instructional decisions if re-teaching is deemed necessary, their primary purpose is end-of-unit evaluation. Examples of summative assessments at Al-Ittihad National Private School include tests, projects, essays, performances, and visual displays. Summative assessment results are integrated into reported student grades, accompanied by comments addressing growth on report cards.



3.9 External Examinations:

Adherence to Examination Board Regulations: INPSAA strictly adheres to the regulations and guidelines set forth by external examination boards. All policies and procedures outlined by the examination boards will be followed meticulously to maintain the credibility and validity of the examination process.

Table of External Assessment:

EXTERNAL ASSESSMENTS	PURPOSE	TARGETED GRADES
NWEA MAP	NWEA Measures of Academic Progress (MAP) test measures what students know and informs them what they're ready to learn next.	3 - 9
CAT4	Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability can identify where a student's real strengths lie, free from the constraint of the curriculum and unencumbered. by learning barriers.	5,7,9,11 and all new students
PISA (2018)	Program for International Student Assessment (PISA) is a school-level assessment, designated for grade 10 students. It is a two-hour, paper-based test, consisting of Mathematics, Science, and Reading questions. *Next cycle- PISA 2021	10
IBT (Arabic)	The IBT Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations. *Arabic A- Gr. 4-9 *Arabic B- Gr. 3-8 (based on 3 levels)	3-9

TIMSS	<p>Trends in International Mathematics and Science Study 2019 (TIMSS)-has been a valuable vehicle for monitoring international trends in mathematics and science achievement at the fourth and eighth grades.</p> <p>Last TIMSS was conducted in 2023</p>	4, 8
PIRLS	<p>PIRLS is a large-scale assessment founded by the IEA (International Association for the Evaluation of Educational Achievement) and is an international comparative assessment that measures student learning in reading. It provides reliable and</p>	4
	<p>timely data to educational systems across geographies to compare students' educational achievement and allows stakeholders to evaluate and learn from the experiences of others in designing effective education policy. PIRLS is administered every 5 years. PIRLS assesses worldwide trends in the reading knowledge of 4th- graders as well as school and teacher practices related to instruction. 4</p>	
SAT	<p>Scholastic Assessment Test (SAT) – is a standardized test widely used for college and university admissions. The SAT score is a pivotal component of college applications.</p>	10, 11, 12
EmSAT	<p>The EmSAT is a national system of standardized computer-based tests, based on United Arab Emirates national standards.</p>	12

AP Exams	Advanced Placement (AP) Exams – are college-level tests administered by the College Board. Students may take tests in one or more subjects; a comprehensive list of all available AP courses and tests is available at collegeboard.com. AP courses and exams can help put students on the fast track to a college degree, giving them the chance to earn college credit while still in high school – not to mention strengthening their college applications.	11, 12
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Table of Internal Assessment:

Diagnostic Assessment	Identifies students' strengths, weaknesses, and learning gaps to inform instructional planning
Screening Assessment	Quickly identify students who may require additional support or intervention
Placement Assessment	Determines students' initial placement in courses or programs based on their academic readiness
Developmental Assessment	Evaluates children's development across various domains, including physical, cognitive, social, and emotional development.
Play-Based Assessment (Pre-K)	Uses play activities to assess children's skills and abilities, such as problem-solving, communication, and social interaction.

Observation-Based Assessment	Involves systematic observation of children's behavior and interactions in different contexts to gather information about their development and learning.
Portfolio Assessment	Documents children's work samples, projects, and achievements over time to track their progress and growth across various areas of development.
Pre-assessment	Measures students' knowledge or skills before instruction begins to tailor teaching strategies accordingly
Formative Assessment	Provides ongoing feedback during the learning process to guide instruction and student progress
Summative Assessment	Evaluates students' learning outcomes at the end of a unit, course, or school year
Interim Assessment	Conducted periodically throughout the academic year to monitor student progress and inform instruction

IV. Roles and Responsibilities

The roles and responsibilities of key academic stakeholders in the implementation and management of INPSAA assessment policy are as follows:

4.1 School Leadership Staff members (Senior and Middle Leaders):

- Establish and communicate the overall assessment policy in alignment with educational standards and best practices.
- Ensure that all teachers and staff are trained in the assessment policy and its implementation.
- Oversee the consistent application of assessment practices across all grade levels.
- Collaborate with teachers to address any challenges or concerns related to assessment.

4.2 Teachers:

- Develop and implement assessments that align with curriculum objectives and learning outcomes.
- Clearly communicate assessment criteria, expectations, and grading rubrics to students.
- Provide timely and constructive feedback to students on their performance.
- Use a variety of assessment methods to cater to diverse learning styles and abilities.
- Report any irregularities or concerns related to assessments to the school administration.

4.3 Students:

- Actively engage in the assessment process, including preparation and completion of assessments.
- Seek clarification from teachers on assessment criteria and expectations when needed.
- Submit assessments within specified deadlines and adhere to academic honesty policies.
- Utilize feedback from assessments to identify areas for improvement and enhance learning.

4.4 Parents/Guardians:

- Support and encourage students in their academic responsibilities, including assessments.
- Communicate with teachers to stay informed about their child's progress and any assessment-related concerns.
- Attending parent-teacher conferences and participating in discussions related to assessments.

4.5 School Assessment Committee:

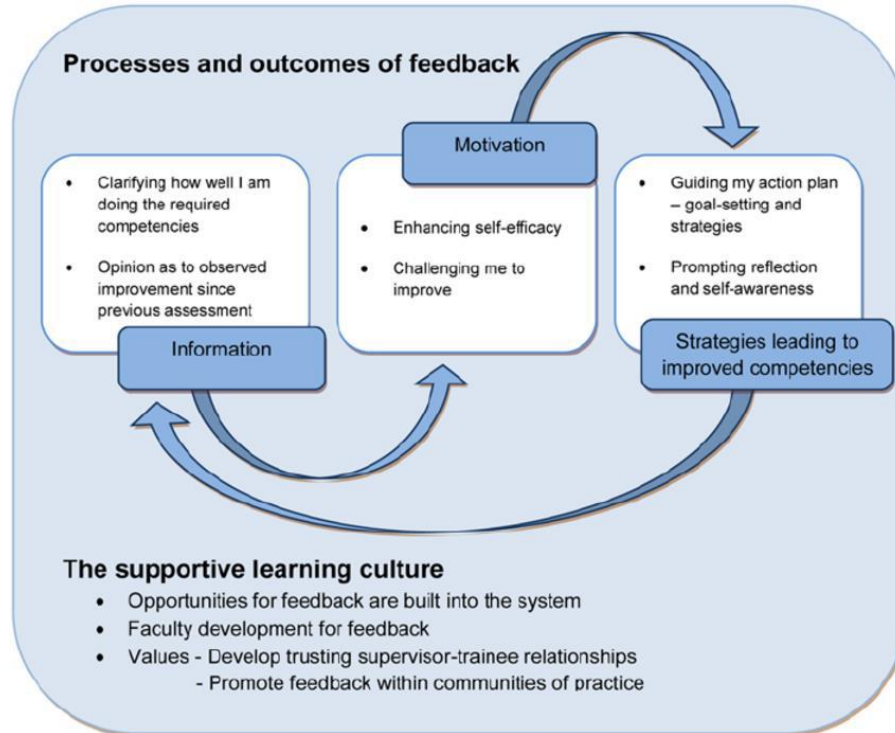
- Collaborate with teachers and administrators to review and update the assessment policy as needed.
- Ensure that assessment practices align with educational standards and are fair and unbiased.
- Provide guidance and professional development opportunities to teachers regarding assessment best practices.
- Address and resolve any disputes or concerns related to assessment procedures.

4.6 Inclusion Department:

- Collaborate with teachers to provide necessary accommodation for students with special needs during assessments.
- Ensure that assessment methods are inclusive and accessible to all students.

4.7 Data Analysts (Head of IT Department):

- Collect, analyze, and interpret assessment data to inform instructional decisions and improve educational outcomes.
- Generate reports on student performance for teachers, administrators, and other stakeholders.



VI. Analysis of Assessment Data

Student data is systematically examined on a termly basis, serving as a foundation for evaluating the school's overall progress and advancements in important achievement indicators over time. Baseline Data acts as the initial reference point to inform educational planning. The Measurement of Academic Progress (MAP) is utilized as the baseline assessment for English, Mathematics, and Science subjects.

Within INPSAA, all teachers utilize information derived from assessment data analysis to:

- Identify teaching implications.
- Determine learning preferences.
- Identify intervention requirements.
- Identify opportunities for challenging students.

- Set future targets and assess their impact on both short-term and long-term planning efforts.
- Measure the progress achieved.

Additionally, Lead teachers employ information gathered from assessment data analysis to:

- Fulfill the UAE National Agenda: analyze how attainment data demonstrates effective progress towards meeting the National Agenda Targets.
- Identify gaps in performance between internal and external data sources.
- Analyze trends in achievement and progress over an extended period.
- Continuously monitor progress made in achieving subject-specific plans and targets, evaluate the resulting effects on teaching and learning, and utilize this analysis to guide ongoing improvements.
- Employ a triangulated approach to using and analyzing data, ensuring a comprehensive understanding of the attainment and progress of distinct cohorts and student groups, which in turn drives higher academic standards.
- Ensure that data is deeply incorporated into the teaching and learning process.
- Formulate detailed action plans as the subsequent steps.

VII. Reporting Student Progress

Teachers regularly communicate feedback to parents through Parent-Teacher Meetings, MAP Growth Student Goal Setting Worksheets and Family Reports, End of Semester report cards, and End of Year report cards. Parents, when necessary, may engage with Senior Leadership Teams (SLTs) and Lead Teachers through scheduled appointments after school or via email. While parents are discouraged from interrupting the school day, staff members are always prepared to discuss parental concerns.

VIII. Make-Up Examinations

8.1 Purpose

To establish guidelines and procedures for students who, due to valid reasons, are unable to attend scheduled examinations and require a make-up examination.

8.2 Eligibility for Make-Up Examinations:

- Students eligible for make-up examinations include those who miss a scheduled exam due to documented illness, family emergency, or other circumstances deemed valid by the school administration.
- Unauthorized absences, unexcused reasons, or failure to provide appropriate documentation may result in forfeiture of the make-up examination opportunity.

8.3 Documentation Requirements:

Students must provide valid documentation supporting their absence from the scheduled examination. This may include a medical certificate, a note from a parent or guardian, or other official documentation.

Note: The school administration reserves the right to request additional information or verification if necessary.

8.4 Scheduling Make-Up Examinations:

- Students must inform the school administration of their need for a make-up examination as soon as possible, preferably within 24 hours of the missed exam.
- Make-up examinations will be scheduled at the earliest convenient time, taking into consideration the students' and the school's schedule.
- Students are responsible for deciding to complete the make-up examination within the timeframe specified by the school.

8.5 Nature of Make-Up Examinations:

- Make-up examinations will cover the same material as the original examination.
- The format and difficulty level of the make-up examination will be comparable to the original.

IX. Notes

INPSAA will:

- Adhere to ADEK and MOE administration and invigilation procedures and any respective external assessment provider or exam board.
- Ensure equitable participation for all students by offering suitable adaptations. These adaptations will be customized to meet the specific learning needs of

students requiring additional support, following the directives provided by the external assessment provider or exam board, and in accordance with the ADEK Inclusion Policy.

- Ensure the confidentiality and protection of assessment resources and data.
- **Do Not** disclose any student assessment data to external parties without parental consent and approval from ADEK.

X. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School-Al Ain. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

Assessment Policy

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