

ASSESSMENT POLICY

Philosophy

At Khalifa Al Hamzah American School, we believe that it is imperative that assessment occurs daily, is formal and informal, includes a variety of tools and drives all classroom instruction.

Assessments include all stakeholders and allow us the chance to communicate about progress and discuss opportunities for growth. Based on assessment results, teachers can best meet the needs of every student through flexible, differentiated groups.

Assessment is an integral part of the teaching and learning process. The purpose of assessment in the school is to improve student and teacher performance. Assessment should be culturally and linguistically sensitive and provide students, teachers, parents, administration and the whole school community with direction and focus. We believe that assessment should:

- Reflect what is taught.
- Be based on clear criteria that are communicated to students.
- Have consistent and transparent procedures and policies that are clearly articulated to all involved.

Assessment Aims

- Provides students with knowledge of their strengths, areas for concern and learning styles so that they can develop strategies to improve their performance with increasing confidence and independence.
- Provides teachers with evidence of student learning so that appropriate teaching and learning styles can be employed for individuals, groups, and classes.
- Provides parents with clear guidelines of assessment procedures at Khalifa Al Hamzah American School, so that they can understand and support their children's learning needs. We aim to foster effective communication of assessment and learning to maintain an informed community.
- Provides administration with a tool for monitoring standards, so that they are effectively implemented and maintained throughout the school.

Why we assess

- To drive instruction
- To measure student growth and present knowledge
- To gauge student understanding
- To identify the needs for remediation or enrichment
- To determine eligibility for Special Education Services, English Language Learner Services, and the Enrichment Program

What we assess

- Common Core State Standards
- California Essential Standards
- New Generation Science Standards
- Ministry of Education Curricular
- Character development through the attributes of the learner portfolio
- Aptitude and ability through CAT4, MAP, TIMSS, PIRLS, TALA and MUBAKKIR

When we assess

- Daily through Assessments For, Of, and As Learning
- Before and after new concepts and units
- Termly and or Annually
- Before providing services
- As mandated by school, MOE, SPEA and or accrediting body requirements

PURPOSE OF ASSESSMENT

The primary purpose of assessment is to improve student learning.

Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students' confidence in their ability to learn. Principal, vice principal, teachers, teachers' assistants, students, and parents all use assessment information to support improvements in student learning.

Assessment is a purposeful, systematic, and ongoing collection of information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

ASSESSMENT PRACTICES

Formative Assessment

This type of assessment is characterized by continuous and constant monitoring of a student's readiness, skill development and concept understanding by the teacher to inform his/her teaching and planning over a continual basis. Formative assessment is drawn from a range of assessment activities, including the use of assessment descriptors, self-evaluation, peer assessment and developmental portfolios.

Homework procedures form part of the formative practices within KHAS. Homework is seen as a meaningful vehicle for developing wider skills and as such should take the form of research, information finding and wider thinking problems.

Summative Assessment

This type of assessment occurs at the end of a specific teaching period and is the culmination of skills and knowledge learnt in a topic. Summative assessment allows students to demonstrate their understandings and apply their knowledge in various ways. Summative assessment is also used to help student performance in a formative manner as well as to inform teachers in developing further formative assessment opportunities.

ASSESSMENT DESIGNED TO FIT THE PURPOSE

KHAS teachers use assessment that is designed to meet three broad purposes:

Assessment for learning — enables teachers to monitor student knowledge, understanding, and skills development to target their teaching to support students' progress to meet learning goals.

Assessment as learning — enables students to reflect on and monitor their own progress to inform their future learning goals.

Assessment of learning — assists teachers at the end of learning experiences to gather evidence of student knowledge, understanding, and skills as described in the relevant achievement standards for the grade level.

ROLES AND RESPONSIBILITIES

Teacher's responsibilities

- Teachers have a responsibility to document assessment data on all their students. In order for students to demonstrate their true abilities, teachers must provide opportunities for more than one judgment to be made for each learning outcome
- Report to students and parents on student progress
- Provide feedback in a timely manner
- Reflect on the effectiveness of instruction and on assessment instruments
- Provide clear guidance concerning age appropriate expectations e.g. deadlines, content, assignment format, academic honesty and treatment of late work
- Document assessment data on all students taught

Students are expected to:

- Observe all regulations and criteria in the production of assessments or in the taking of examinations, meaning to behave ethically as outlined within the Academic Honesty Policy
- Participate in the formative assessments to grow in concept, skill, and knowledge strength
- Reflect on progress for improvement
- Meet all internal deadlines as prescribed by the teacher and the school
- Seek help when the student does not understand a concept, skill or background knowledge
- Attend class regularly to receive the benefit of instruction and practice
- Be organized with materials and assignments ready for class
- Bring into the classroom a willingness to grow in the Learner Profile

Grade level team: Discuss common assessments before and after assessment

Teacher assistants: Document student performance and assist teacher during assessment

updated in prior phase.

Learning support staff: Provide guidance and support during assessment process and

synthesize grade level and school wide data.

Parents: Monitor progress outside of school and relay necessary information to teachers

Assessment coordinator: Ensure validity of mandatory assessments

IEP team: Administer assessments and perform observations to determine and/or reevaluate eligibility.

English as a Second Language (ELL) specialists: Administer literacy assessments to targeted students

Education Team: Determines mandates, monitors progress of learning and establish expectations

Individuals who benefit from the assessment

Students: Track progress and set goals

Teachers: Drive instruction

Parents: Understand and support child's growth

Administration: Monitor school's progress

ELL Teams: Determine and monitor eligibility for services

HOW WE ASSESS

Strategies

- Teacher observations
- Performance tasks and oral presentations
- Individual skills and group projects
- Pre- and post-assessments
- Portfolios
- Surveys
- Standardized assessments

Tools

- Checklists
- Anecdotal notes
- Rubrics
- Reflections
- Success Criteria

How assessment information is reported to students and parents

- Progress reports
- Daily Agenda
- Weekly Folder
- iCampus
- Report cards
- Rubrics
- Formal meetings for Exceptional Children

- Phone calls and conferences with parents
- IEPs
- Conferences with students

PORTFOLIOS

Portfolios are used to provide evidence of student work to teachers and parents in two distinct manners:

Classroom student portfolio:

- Show student growth
- Represent a body of work
- Focus of conversation during student led conferences
- Monitor student progress over time
- Provide data and documentation for Response To Intervention (RTI) process

Governing Board Requirements

- End of Grade Assessment
- Reading
- Grade level specific mandates such as CAT4, MAP
- International Benchmark Assessments

PISA (Programme for International Student Assessment)

- Every three years
- 15 year olds
- Reading , Mathematics and Science

TIMSS (Trends in International Mathematics and Science Study)

- Every four years
- Year 4 and Year 8
- Mathematics and Science

PIRLS (Progress in International Reading and Literacy Study)

- Every five years
- Year 4 and Year 8

Assessment & Testing

Students at KHAS are assessed in various areas, which include but are not limited to: classwork, homework, quizzes, tests, exams, projects, reports, oral checks for understanding, etc. Tests on which students score less than 70% must be signed by parents and returned.

Students grade 1 through grade 5 will take chapter and unit tests throughout the year to assess their grasp of the subject matter. Students in grades 2 - 5 in addition to chapter and unit tests, will take a Termly Exam at the end of Terms 1, 2 & 3. The end of term will count as 20% of the overall average of the term. 70% of the questions on each Term Exam will come from material covered during classes, and 30% of the questions will come from other related materials.

Evidence of Student Understanding:

To provide us with a clear picture of student achievements, a balance of formative and summative assessment activities is expected, as no one style of assessment will properly cover all the objectives of a subject or appeal to the range of the diverse learning styles in our classrooms. Assessment of student's learning is ongoing and should make use of a variety of forms, including:

- Quizzes
- Tests
- Portfolios/Notebooks/Journals
- Verbal responses
- Presentations
- Project-work including individual and group work projects
- Class discussions
- Group-work participation
- Compositions
- Performances
- Peer assessment
- Self-assessment
- The creation of solutions to problems
- The creation of short films
- Labs (Science, Math and Technology)

Academic Dishonesty/Cheating is defined as any communication which takes place during a test/exam and will result in a grade of 0% in addition to a Discipline Referral.

Assessment policy reviewing process

The Assessment Policy will be reviewed by the staff and School Leadership Team in September and January. The policy will then be revised as needed.

ASSESSMENT AND TESTING

The Grading Criteria

The School and Governing Board recognizes the importance of a student achievement grading system that is meaningful to students, parents, and school personnel. This grading system gives students credit for actual work they have done. It does not compare their progress with others. Grades shall be assigned as follows:

Grades 1-9 **Formative Assessment 70%** & **Summative Assessment 30%**

English Grading Criteria	
Skills	Percentage
Reading	10
Project	10
Speaking and listening	10
Writing	10
Classwork	10
Homework	5
MAP	5
Mid Term Assessment	40
End of Term Assessments	100
Cumulative Grade	100

Grades 1-9 **Formative Assessment 70%** & **Summative Assessment 30%**

Math Grading Criteria	
Skills	Percentage
Classwork	20
Homework	10
Mental Math	5
Project	10
MAP	5
Mid-Term Assessment	50
End of Term Assessment	100
Cumulative Grade	100

Grades 1-9 **Formative Assessment 70%** & **Summative Assessment 30%**

Science Grading Criteria	
Skills	Percentage
Classwork	20
Homework	10
Lab Report	5
Project	10
MAP	5
Mid-Term Assessment	50
End of Term Assessment	100
Cumulative Grade	100

ART Grading Criteria	
Skills	Percentage
Product (Class Work)	60
Art Projects	20
Sketch Book	20
Cumulative Grade	100

ICT Grading Criteria	
Skills	Percentage
Practicum (Class Work)	50
Attitude to learning (Classwork Participation)	15
Real life application projects	15
Practical assessment	20
Cumulative Grade	100

P.E. Grading Criteria	
Skills	Percentage
Skills Proficiency	50
Attitude to learning	60
Practical Assessment	20
Cumulative Grade	100

Grades 1-9 **Formative Assessment 70%** & **Summative Assessment 30%**

Arabic Grading Criteria	
Skills	Percentage
Writing	10
Speaking and listening	10
Reading	10
Classwork	10
Homework	5
Reading comprehension	15
Mid-Term Assessment	40
End of Term Assessment	100
Cumulative Grade	100

Islamic Grading Criteria	
Skills	Percentage
Classwork	20
Homework	10
Recitation	25
Memorization	15
Mid-Term Assessment	30
End of Term Assessment	100
Cumulative Grade	100

Social studies Grading Criteria	
Skills	Percentage
Classwork	40
Homework	10
Mid-Term Assessment	50
Cumulative Grade	100

Moral Education Grading Criteria	
Skills	Percentage
Recitation	40
Memorization	30
Classwork	30
Cumulative Grade	100

Quran Grading Criteria	
Skills	Percentage
Recitation	40
Memorization	40
Classwork	20
Cumulative Grade	100

Grading Scale for all Subjects (Elementary Grades)		
Letter	Description	Grade Scale
A	Exceeds Standards	90 – 100
B	Meets Standards	80 - 89
C	Approaching Standards	70 - 79
D	Minimal Progress towards Standards	60- 69

This is currently in term 1 analysis

Above 85	A. Above expectations
Between 76 and 84	B. Meets expectations
Between 65 and 75	C. Below expectations but making progress
Between 0 and 65	D. Weak/Below expectations

This is what is needed for the SEF (PS1)

Below level	Less than 65
At Level	Between 65 and 75
At level and above	65 and more
Above Level	More than 75

International and Standardized Assessments

The students in KHAS sit for international assessments as per the MOE, SPEA and UAE Inspection Framework and National Agenda requirements. These assessments are mandatory for all American schools.

Assessment	Targeted Grade levels
MAP	G3 – G9
CAT4	G3 – G9
TIMSS	G4 and G8
PIRLS	G4 and G8
Tala	G3 – 9
Mubakkir	KG1 – G2

Academic Honesty Policy

We at Khalifa AlHamzah American School (KHAS) believe that academic honesty is the responsibility of all members of the school community including teachers, parents and students. The purpose of this document is to help in understanding all vital concepts related to academic honesty. At KHAS, writing and literacy are considered an essential part of all subjects, it is imperative for students to understand the nature of intellectual honesty.

DEFINITION OF ACADEMIC HONESTY/MALPRACTICE

Malpractice is defined as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

Malpractice includes:

Plagiarism: this is defined as knowingly submitting the ideas or work of another person as the student's own.

Collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.

Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.

Any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, use of unauthorized resources during an examination, etc.).

