

**ASSESSMENT POLICY****APPROVED BY:
PRINCIPAL****DEPARTMENT:
ACADEMIC****REVIEW
ANNUALLY****PUBLICATION DATE:
JULY 2025****Assessment, Grading and Reporting****Assessment:**

The information used to guide instruction and help teachers make instructional decisions, both to better meet individual students' needs and to analyze the effectiveness of the instructional program at International Academic School. Assessments at International Academic School vary from standardized to teacher made. Each assessment is an opportunity for students to demonstrate their understanding or

OUR VISION

International Academic School (IAS) is driven by the explicit aim, which is to provide quality learning for all students in a sustainable, healthy, and safe education environment. IAS learners will be emotionally intelligent and imaginative learners who will achieve beyond the curriculum, national and international standards. They will make significant contributions to their school, the UAE and global community through volunteering work experiences and the sharing of innovative practices and ideas.

application of concepts or skills.

Grading:

The judgment or evaluation, in numerical or letter form, of a student's performance related to their understanding or application of concepts or skills, as demonstrated through assessment. This is one of the ways that teachers communicate with students and parents about both progress and achievement. Grades are given for both academics and non-academics at International Academic School.

Reporting:

The communication of grades based on formal and informal assessments to both students and parents, through report cards, parent-student- teacher conferences and regular posting in school Portal.

Purpose of Assessment

At International Academic School, we consider assessment to be an integral part of effective instruction. We believe that teaching, learning, and assessing are interdependent. Our assessment practices are guided by the following principles:

- Assessment is a judgment about how well a student has attained the aims and objectives of a course
- Assessment should be standards-based. Students are assessed against learning outcomes available to parents and students.
- Assessment should account for a variety of learning styles.

What are the purposes of assessment at International Academic School?

To enhance student learning. This is done through:

- Providing descriptive feedback to students, highlighting strengths and areas for improvement
- Providing opportunities for self-assessment and reflection
- Providing opportunities for students to display their learning in a variety of ways
- To provide information about student progress towards meeting learning goals. This information is shared with students and parents.
- To help teachers reflect on and evaluate their teaching's effectiveness.

For students:

- To inform and enable students to monitor their current skill/knowledge levels
- To empower students to develop as independent, self-reliant, and self-critical learners
- To help students set goals for their learning and develop learning strategies
- To build positive self-esteem and a sense of achievement

For teachers:

- To recognize students' academic strengths and areas of growth so that teachers can better design appropriate classroom instruction
- To ascertain students' prior knowledge and determine appropriate instruction in the classroom
- To gauge the effectiveness of teachers' classroom instruction
- To give students feedback to improve their performance and achieve learning goals
- To strive for consistent and reliable understanding of student work among subject area teachers
- To identify student support needs
- To provide external confirmation of classroom practices through standardized assessment

For families:

- To communicate the strengths, weaknesses, progress, achievements, areas for growth and learning style(s) of their child
- To develop the partnership between home and school in supporting student learning

For teachers and administrators:

- To deliver longitudinal data to analyze and evaluate current programs and/or determine the introduction of new programs through the curriculum review process
- To generate information through constant internal research and analysis, to develop future school plans
- To plan appropriate staff-development programs

Type of Assessment

Assessment is used to guide instruction and help teachers make instructional decisions, both to better meet individual students' needs and to analyze the effectiveness of the instructional program at International Academic School. There are 2 types of assessments that teachers at International Academic School use to gather information: Internal and External Assessments.

Internal Assessments

Assessment of our students' academic progress takes many forms depending on the discipline, the teacher, the grade level and the individual. However, internal assessments will normally be either formative or summative.

Formative

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work
- Help teachers recognize where students are struggling and address problems immediately
- Will not normally contribute to a students' termly report grade
- Can take a wide variety of forms: quizzes, teacher observation, student work marking...copy books, workbooks, questioning, discussion, exit slips, peer/self-assessment, white boards, thumbs up, thumbs down, draw a picture/doodle of what we learnt today, write/say three things that we learnt today.
- Can be skills based
- Accounts for 40% of overall grade

Summative

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will normally:

- Take the form of a written test /exam or project with a clear rubric
- Be taken under controlled conditions
- Be graded by the teacher
- Be linked to the curriculum objectives
- Contribute to a students' termly report grade

Internal Assessment Types

INTERNAL ASSESSMENTS	PURPOSE	TARGETED GRADES
FORMATIVE ASSESSMENTS	Formative assessment is sometimes called assessment for learning and as learning since it provides feedback for the teacher throughout the unit of study to determine if more attention needs to be given to a particular concept, if differentiation is needed, or if students are ready to move on. Formative assessment guides decisions about student grouping and provides timely, ongoing feedback to students to assist with goal setting. Exit cards, quizzes, mini-conferences and reflection journals are a few examples used often by teachers. In elementary School, teacher observation is a powerful tool used to make instructional decisions on a regular basis. Formative assessments reflect student growth and progress and are not regularly included when reporting student grades.	KG-12
SUMMATIVE ASSESSMENTS	Summative assessment is sometimes called assessment of learning or evaluation. It should reflect the performance or achievement of students related to the standards and benchmarks addressed during the unit of study. Students are given multiple opportunities to show their understanding throughout a unit of study. Though summative assessments may be used formatively if teachers see a need for re-teaching, they are mainly used at the end of units of study. Tests, projects, essays, performances and visual displays are just a few examples of summative assessments at International Academic School. Summative assessment results are included when reporting student grades. Comments related to growth are included on report cards.	KG-12

External Assessments

External Assessments against international benchmarks is used to compare the attainment of International Academic School students to other international American curriculum school students. The following tables illustrate in detail both internal and external assessments at International Academic School.

External Assessment Types

EXTERNAL ASSESSMENTS	PURPOSE	TARGETED GRADES
NWEA MAP	NWEA Measures of Academic Progress (MAP) test measures what students know and informs 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 pupil'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.	10
ABT (ARABIC)	The ABT Arabic Language Tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to various texts and situations.	3 - 9
TIMSS (2019 ONLY)	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.	4 & 8
PSAT	Preliminary SAT- is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC) in the United States. PSAT is a preparatory version of the SAT exam.	10 & 11
SAT	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.	10 - 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
PIRLS	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 timely data to educational systems across geographies to	4

compare students' educational achievement and allows stakeholders to evaluate and learn from the experiences of others in designing effective education policy. PIRLS was first conducted in 2001 and has since been 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.

NWEA MAP Testing Policy

At International Academic School, we administer the MAP Growth tests to determine students' instructional level and to measure academic growth throughout the school year (and from year to year) in Math, Science, Reading, and Language. Each school year, students in grades 3 to 9 take the tests in the fall, winter, and spring.

MAP Growth tests are unique in that they adapt to each student's level of learning. If a student answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This results in a detailed picture of what our students know and are ready to learn—whether it is on, above, or below their grade level.

Since MAP Growth tests provide immediate and accurate information about students' learning and academic performance, it's easy for our teachers to identify students with similar scores that are generally ready for instruction in similar skills and topics, and then plan instruction accordingly.

To achieve the best results and to place further emphasis on the importance of the MAP Growth tests, we incorporate the MAP results as part of students' internal summative assessment, accounting for 10% of their overall grade. This will allow for more accurate and precise results for teachers to better assist students in the learning process.

Since NWEA MAP tests are held for high-stakes purposes, restrictions and guidance are needed to protect the integrity of the testing process and the test results. Therefore, the guidelines below were established at International Academic School to ensure successful testing experiences.

- Retesting is only done on rare occasions, where the situation impacts the validity of the test results. Some situations may include but are not limited to the following: a student becomes ill, student refuses to take or complete test, a student is rushing to complete test and a "disengaged icon" is flagged under NWEA administration window, etc.
- The assessment coordinator reviews all retesting decisions prior to the student retaking the test.
- Students do not get re-tested for a decline in their RIT score between two test administrations. Unless there is a "substantial" decline in RIT score between two test events because of the above-mentioned circumstances. The term "substantial" decline will indicate a drop in RIT score by 10 or more points.
- If a student is retested, there must be a rationale documented in writing at the time it occurs.
- Testing conditions and time duration are consistent among all 3 testing windows within the academic school year.
- Accommodation must be assigned on a case-by-case basis. The Inclusion Department will provide the type of accommodation needed.
- Students with IEPs will be assigned accommodations depending on their needs based on their IEP.
- Students enlisted in the EAL program can be assigned accommodations as per the English and EAL Head of Department.

Grade Reporting and Scale

Reporting

At International Academic School, we understand that an effective reporting process should provide accurate and honest information about student progress and achievement based on curriculum standards and an open two-way dialogue between teachers and parents. Parents should have the chance to discuss their children's progress with teachers, and teachers/administrators should contact parents when they have a concern about progress.

Reporting of student progress to parents includes formal end-of-semester report cards, progress reports, portal updates and parent-teacher meetings. Progress is measured against curriculum standards and formal report card grades are composed of 60% summative assessments and 40% formative assessments. Progress reports are used to inform parents of concerns and will usually be available after mid-term assessments to allow time for improvements.

Report Cards:

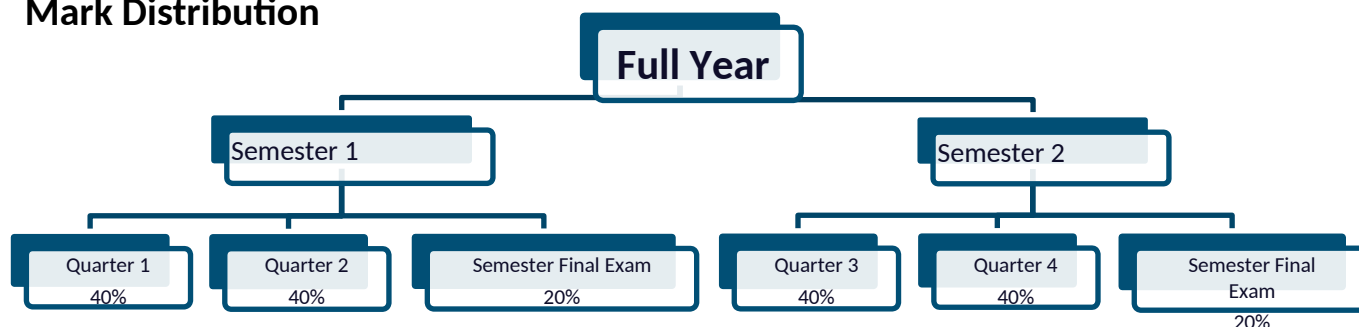
Our reports cards communicate in detail a student's performance academically. We issue reports 4 times a year; 2 Mid-Semester Progress Reports and 2 End of Semester Report Cards.

Our 12th grade students receive a high school transcript, which displays student's academic accomplishments throughout their four years of high school. The transcript will show all courses taken and the grade they received in each class.

Grading Scale

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	63 – 66	1.0
D-	60 – 62	0.5
E/F	Below 60	0.0
AP / IB Courses	An addition of 0.25 to the standard weighting	

Mark Distribution



Type of Assessments in each Quarter

Quizzes – (short assessments, general takes 5-15 minutes of a lesson)
Tests – (longer summative assessments, general takes 30+ minutes of a lesson)
Classwork – work completed in class, but individually
Homework – work completed on their own time outside of class
Writing Piece/Project – A longer writing piece or assignment which is done mostly individually or assigned groups, but takes multiple lessons to complete fully, includes Creativity and Critical Thinking
Participation – Attendance + Behavior + Collaboration + Communication
MAP – The student's RIT score for that subject ÷ Normative score for grade * 100 (this will give you the percent to enter).

Weighting allocations for MAP Subjects - Grades

3-9 Quizzes = 15%
 Tests = 20%
 Classwork = 30%
 Homework = 5%
 Writing Piece/Project = 10%
 Participation = 10%
 MAP = 10%

Weighting allocations all other

Subjects Quizzes = 20%
 Tests = 20%
 Classwork = 35%
 Homework = 5%
 Writing Piece/Project = 10%
 Participation = 10%

Weighting allocations for

PE Quizzes = 20%
 Tests = 20%
 Classwork & Participation = 45%
 Fitness Log = 5%
 Project = 10%

Weighting allocations for

ART Quizzes = 20%
 Classwork & Participation = 45%
 Homework = 5%
 Project = 30%

Make-up Exam Policy

The purpose of any makeup exam is to allow students, with legitimate reasons for missing a scheduled exam, to fulfil the requirements of a course, and hence avoid being penalized for factors beyond their control. Make-up exams are only utilized for circumstantial situations.

Students who are eligible to take a makeup exam must fulfill the following precedent requirements:

- The student must be fully registered with the school and KHDA set requirements. Any missing registration information will result in disqualification from the makeup exam.
- The student must have attended school regularly and did not violate the school's attendance policy.
- The student's number of unexcused absences should not have exceeded 20 consecutive days or 25 non- consecutive days as per "Article 48, Clause 2, Section 8" of the Bilo of the Private Education Law under the Ministry of Education & Youth.
- The student may only be eligible for a makeup exam if they have failed 3 or less of the offered school subjects. If the student failed 4 or more subjects, they must repeat the academic year.
- In the case of illnesses and emergencies, the student's parent/guardian must contact the school as soon as possible via email or phone. This contact should be followed up with a written explanation for the missed exam accompanied by a valid doctor's note, an accident report, or any other relevant documentation. Failure to communicate and provide truthful medical documentation evidence in a timely manner will result in the makeup exam's disqualification.

Make-up exam procedures are as follows:

- As per the assessment results, if the child fails only one semester, the overall end of semester results still remains as a failing mark. Then the student must sit on the make-up exam only for that failed semester.
- If assessment results show that end of year failure was due to failure in both semester 1 and semester 2, then the student is subject to a comprehensive remedial make-up exam for both academic semesters.
- Failing any makeup exams will result in the failure of the entire academic year.
- The make-up exam results will be indicated in the final report card; however, the make-up results will not be affecting the overall calculation of the percentage and GPA.

Principles for Assessment

- Grades will include only academic achievement
- Grades will reflect the actual level of achievement. Academic dishonesty or cheating should result in disciplinary consequences, not reduced grades*
- Clear descriptions of achievement expectations are given to students in advance
- Individual achievement evidence is included in grades. Group scores are not.
- Grades are not reduced for “late” work
- Absences are not considered in determining grades. They are reported separately
- Zeros should not be included in grade determination when evidence is missing, except as a last resort. Nor should zeros be given as a punishment. Alternatives, including reassessing to determine true achievement, or “I” for insufficient evidence should be used until the work is completed
- Formative assessment should be used to promote success in summative assessments by providing feedback directly related to the achievement of the standards and benchmarks. Summative assessments will mainly be used to determine final grades.
- Homework that is clearly summative may be used in grading when it is certain that the student completed the assignment. Most homework is formative, meant for practice, and not included in the grade
- All assessments set by a teacher must be completed by all students
- Questions which challenge students beyond the grade level standards/ benchmarks are encouraged because they provide enrichment. However, bonus points for this work are not appropriate because they distort the assessment of the student’s knowledge, skills and understanding related to the course/grade level
- The creation of grades will not rely only on the means when creating a grade; we will use professional judgment and consider other statistical measures (i.e., mode and median). Teachers will use their professional judgment when determining a report card grade.

Academic Roles and Responsibilities

Assessment practice and policy at the provincial and local levels must support students’ responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values, and that educational practice and policy reflect this. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late. The roles and responsibilities are as follows: Administration

It is the responsibility of the administration to:

- Share the assessment policy with students and parents.
- Explain the assessment guidelines to students.
- Orient the new teachers about the assessment policy and provide the necessary guidance and support for all teachers.
- Monitor the implementation of the policy.

- Foster the academic honesty guidelines as per the Student Handbook.

Teachers

Teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

- Establish and clearly communicate expectations regarding assignments. Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify their expectations, if necessary, by providing examples, and to provide timely and specific feedback to students.
- Set and communicate reasonable timelines for assignments and support students in meeting these timelines. The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.

Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students who do not take responsibility for their work using a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support timely completion of assignments. Other strategies may include the following:

- Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
- Share assignment timelines and reminders through many means, including classroom web pages, email, and course outlines.
- Assist students to manage time effectively, monitoring student progress at each stage of a complex assignment can ensure they stay on track.
- Anticipate which students may require additional support to complete assigned tasks and monitor those students more closely.
- Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher before the due date.
- Contact parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.

Establish, communicate, and apply consequences for late and missing work. Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers may apply the following strategies based on their professional judgment:

- Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment and consider the legitimacy of reasons.
- Develop an agreement with the student to complete the work.
- Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.
- Provide appropriate support to students in counseling or peer tutoring to address issues and barriers that may prevent them from completing assigned work.
- Provide additional supports for students who are learning English or French as an additional language.
- Provide alternative assessment tasks that accommodate diverse learning needs.

In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

Students

It is the responsibility of the student to:

- Strive to acquire and demonstrate the attributes of the learner profile.
- Be principled and behave ethically as outlined in the Student Handbook.
- Prepare for and participate in all formative assessments to grow in concept, skill, and knowledge strength.
- Make the necessary arrangements to retake assessments or submit late assignments in case of a legitimate absence.
- Meet all deadlines set by the teacher and/or by the school. In case of any concern about not meeting a certain deadline, the student must contact his/her teacher in advance.
- Reflect on progress for improvement and seek the teacher's help when needed.

Academic Integrity

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating, and plagiarism will not be tolerated. International Academic School has a zero tolerance to cheating and academic dishonesty.

Teachers, HOD's and Administrators have the following responsibilities:

- Communicate and reinforce expectations of academic honesty with students.
- Aspects of academic honesty include not cheating (e.g., copying others' work, using cheat notes), lying (e.g., misrepresenting contributions to group work, lying about circumstances to obtain extensions), and plagiarizing (submitting or representing someone else's work as one's own).
- Respond appropriately to academic dishonesty. School and divisional policies will specify a range of consequences for academic dishonesty and invoke these sanctions as appropriate.

Teachers should apply strategies to deal with academic dishonesty, such as the following:

- Contact parents
- Document the incident in the student's file.
- Enforce the loss of privileges for the student at the school (sports teams, extra-curricular activities etc.).
- Enforce other disciplinary measures such as detention.
- Have the student redo the work honestly.

Teachers need to consider the assignment's nature, the student's age and maturity, the individual circumstances, and the potential impact of the consequences on subsequent learning and motivation. The consequence, students should complete the work in an honest way.

