New Academy School	Assessment Policy	
Version – 5.0		First Implemented: March 2016
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		Next Review: May, 2023

Contents

1a.Purpose of the policy

The chief purpose of assessment is to inform teachers, administration, students and parents about assessment procedures in NAS.

1b. Policy Statement

- To assess how well a student has grasped & can apply a concept or knowledge
- To enable the teacher to identify & then rectify educational weaknesses & to build on strengths
- To motivate students through positive feedback & reinforcement
- To inform students & parents what exactly needs to be done to improve
- To satisfy curriculum, Accreditation & MOE/KHDA requirements

2a. Purpose of Assessment

Assessment promotes effective teaching and learning. It determines the learners' levels of understanding and allows them to reflect on their learning. Assessment informs parents and enables them to better support their children.

2b. Assessment

A process of finding out what students already know, what they have learned, how they have learned it, and how they apply it, against the standards which are derived from the curriculum.

Attainment: is a point–in–time measure that evaluates how well students perform against a given standard (our FW refers to standards established for the National Agenda Parameter and grade-appropriate curriculum standards).

Progress: if over the given period of time, students at least retain their level of attainment, defined by the given curriculum standard, or improved it.

2c.K-2 Assessment and Procedures

K-2 Entry Level Test - Entry level tests are conducted at the beginning of the academic year, for English and Math subjects (It is a diagnostic assessment, conducted by the KG supervisor in the form of prerequisite skills/are you ready and skill-based tests).

Methods of Assessments

In KG following assessment methods will be adopted:

Formative Assessments

A range of strategies and tools are employed to assess and record children's achievement in KG. These include:

Observations – Teacher observation will be conducted during each lesson to observe child's progress and attainment.

Self-assessment – Self-assessment enables children to reflect on their progress.

Focus Evaluation Sheet – Teachers use focus evaluation sheets in each lesson to monitor students' learning. Rubrics are set for the subject standards which allow the teachers to identify students performing below the curriculum standards. The data acquired from the assessment process enables teachers to plan for the next steps in the learning process.

GL Assessment – It is a standardized assessment for speech and language intervention in the early years. It provides high-quality baseline data for all children and highlights any areas of concern in speech and language.

Frequency of Assessments in KG-2

Frequency of assessments in KG-2 will be as follows:

- Semester 1 – Cycle 1, Cycle 2, and End of Semester 1
- Semester 2 – Cycle 1, Cycle 2, and End of Semester 2

Reporting Frequency

KG-2 parents are informed twice a year about a child's performance formally. Additionally, parents may make appointments at any time during each semester to discuss their child's progress.

Methods of assessment recording

Performance Tracking Sheets – are used to record the students' performance data based on their performance against each standard. Data is further analyzed to form judgments about students' performance as well as plan interventions.

Recording in e-Learning Journey/ portfolios **- e-**Learning journey/e-portfolios is a document where the records of the learning progress of each child are kept. This enables teachers to access data on each child's learning and supports in planning for differentiated groups and reporting to parents.

d. External Benchmark Assessments

-School leaders and teachers established a baseline of their students' cognitive potential and achievement over time and facilitated necessary modifications to their learning.

-Supported teachers to better understand the extent to which the achievements of students are aligned to their cognitive potential.

-In the required grades, all students must take the assessment, to enable NAS to track individual progress during the school year and to monitor trends in attainment over time. NAS is able to identify any gaps in learning, at both an individual level, and for different groups of students.

-All external assessments NAS adopted digital approaches for testing, and not paper and pencil formats

-NAS signed a data-release document, provided by the test provider, to allow KHDA access to the data.

-During test registration, NAS clearly identifies all Emirati students.

-NAS ensures that all necessary measures are in place to ensure the integrity, validity, and usefulness of the assessment data.

-NAS participated in PIRLS, TIMSS, and PISA assessments.

a- Students of Determination

Almost all students are expected to participate in external benchmark assessments. Identified students of determination listed on the inclusion register will be either exempt from external assessment or provided with access arrangements. All the students will be given the opportunity to take the test for cognitive profiling so as to obtain a more accurate analysis of the students' strengths and weaknesses.

Students with complex and significant barriers to categories mentioned below may be **exempted from participation in external assessments. Nevertheless, other relevant, reliable, and valid alternative methods to assess their progress will be used.**

1. Moderate to severe intellectual disability
2. Moderate to severe receptive language disorder
3. Autism Spectrum Disorder Level 2 or 3

Students who fall under other categories mentioned below as per the revised framework will receive a reasonable adjustment in the form of **access arrangements** without changing the demands of the assessment.

1. Specific learning disorders
1. Attention Deficit Hyperactivity Disorder
2. Sensory impairment
3. Deaf-blind disability
4. Physical disability
5. Chronic or acute medical conditions

The integrity of the assessment process is highly upheld at NAS hence justifiable accommodations are given based on the typing barrier.

- Extra time
- A reader
- A scribe
- The use of an exam reading pen, a word processor, or assistive software (screen reader/voice recognition)
- Exam papers printed on colored paper
- Supervised rest breaks
- A separate room to take the test in
- For both exempted and access arrangements students

Records of evidence for both exempted and access arrangement students will be kept and parental consent sought for both cases.

b- Component Required for 2022-2023

A. Measure of cognitive abilities

-All students (Gr3-10) participate in the CAT4 test to measure cognitive abilities in at least four areas of reasoning: verbal, non-verbal, quantitative, and, spatial.

-All students in the required grades (students who sat a cognitive ability test last academic year need not repeat it this year)

- All new students who have just joined the schools and do not have any cognitive ability test data.

B. Measure of attainment and progress

-All students (Gr3-9) participate in the MAP test (English Language, Mathematics & Science) which is aligned to the California Common Core standards and Next Generation Science Standards. There is an option to test students at least 3 times during one academic year.

-All students (Gr3-10) participate in IBT (Arabic A&B) assessment once a year.

C. Reading Literacy

- Achieve 3000 Tests, assessed reading skills across a range of domains, with appropriate age-related emphases, including, but not limited to, phonemic awareness, word recognition, phonics, reading comprehension, fluency, vocabulary, interpretive and comparative analysis of passages, application of understanding and critique of a text, comprehension of different genres, including poetry.

- The analyses enabled NAS to align the results of the reading assessment to be compared with the verbal component of the cognitive ability test.

3 Entitlement

A- Procedures for Preparing Internal Examination Papers

	Issue	Policy	Action
	Entry level test	Entry level tests will be conducted at the beginning of the academic year for core subjects. It can be either teacher prepared diagnostic assessment or CAT4.	HODs/ VPss/A C
1	Accuracy & Appropria teness' of Exam Content	1. It's the responsibility of & HOD/AC to check for any content mistake or missing part of the exam papers 2. **AC + HOD should check all exam papers** & formal Quizzes prior to photocopying.	HOD/ A C
2	a. Compu ter system	Data analysts will ensure the system is ready for mark entry by the start day of exams. Excel sheets will be provided when necessary.	Data Analys t
3	**Exam Days; Elementa ry** Section End of Semester /Year Exams	1- HOD is responsible for checking, finalizing, approving & photocopying exams. Soft & hard copies will be forwarded to AC. 2- Exam papers will be photocopied in the main photocopy room & stored in the AC office locked up. 3- The Exam day Supervisor -E will collect exam papers from the Test administrator at 7:30 am to distribute them. 4- Between 10:30 am and 11 am, Teachers will collect and send completed papers to the Test administrator /AC office. 5- At 11 am, TL will start correction in Grade teams (HOS needs to know the locations) 6- Marks need to be on the system by the latest 72 hours after the exam date.	HOD/ AC Test admini strator HOS-E

4	**Exam Days; Mid-High** End of Semester 1& 2	1. For the end of semester 1 & 2 exams, HOD needs to collect the draft exam papers from teachers and send the final exam soft & hard copies to AC. 2. HODs are responsible for photocopying exams and sending them to AC. 3. On the day of the exam invigilators will meet the Test administrator in AC room at 7:30 am to take their room's exam envelopes. 4. Between 7:30 am and 11 am, Invigilators will return back papers to the Test administrator in the AC office. 5. At 11 am, HODs**/teachers** will pick up the exam papers and start correction in allocation given by AC. (VP-M&H needs to know the locations) 6. Marks need to be on the system by latest 72 hours after the exam date.	AC, HOD Super visors VP-G/B Test administ rator
5	Marking Criteria	Within the expectations of the school's assessment policy, each department will identify consistent, specific marking criteria & break-down of the marks, before the exam is photocopied.	
6	On the day	1. G3- 4 –will read the full exam paper, and ask for help if needed. 2. G5-12 – Students will read through the paper independently. Proctors may check students' queries relating to possible typing errors or unclear copying within the first 10 minutes only. No other question will be answered by any proctor. AC must be called for any concern /question.	

		3.G6-12 classes will be mixed so that students will not be seated next to a student of the same	VPs, AC
		4. SODs eligible for exam support receive reading support and other accommodations in a designated separate room.	
		5. The Inclusion Support Team and individual teachers under the supervision of the Inclusion Head invigilate the exam process in the SOD designated support rooms	
		6. Once students have completed the paper, the invigilator will check that the student has named his/her paper, then fold & staple the exam paper corner. **All invigilators sign the envelope of exam papers.**	
		7. Student names are written on the cover sheet only.	
		8.Supervisors- will send all absent student's names to AC on the same day approved by VPs.	
7	Passing Grades	1. G3-12: Passing grades for G3-12 is 60%	G3-12
		2. For End of semester exams, rounding up is as follows:	
		*For G3-12; 58 & above, round up to 60	
8	Presentation	1. Exam papers should be typed & presented neatly.	
		2. A consistent cover page should be used for end of semester exams, as approved by AC/P	AC/P
9	Quizzes	Quizzes are set by teachers (soft copy to HOD) according to curriculum requirements.	Tr /HOD
		HOD/Coordinators have the authority to do adjustments or to write a new test if required	

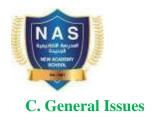| 10	Writing Exam Papers	1. Team teachers will set the Exam papers as delegated/agreed by HOD. 2. Elementary teachers send their papers to HODs ensure that the paper is appropriate, professionally presented & comprehensive. 3. Exam content will reflect curriculum taught standards. Parallel teachers will discuss exam content to ensure that the exam paper reflects what has been taught across the grade. 4. The Teacher writing the exam should write the paper before it is sent for photocopying, to test the length of the paper (usual guide is teacher time, x3 for students) to ensure average students will complete it within the allotted time. **HOD needs to follow this up.** 5. HODs may make required changes to exam content/layout as required. Teachers do not need to see the final version of the exam papers.	HOD Teachers

B. Printing out Reports (2 full Reports per year)

	Issue	Policy	Action
1	Accuracy of Grades	Marks recorded must be a true & accurate record. VPs & AC will meet & discuss HODs queries/issues relating to passing/failing any borderline student at end of year.	VPs, AC, HOD
2	Entering Grades for.	1. A draft copy is sent to VPs for checking and correcting any mistakes. 2. VPs -E, M, and H will inform AC/data analyst of any misprinted Report or absent student.	VPs - E,M, H

	Reports		AC
3	Fee Defaulters	1. The accountant must send an updated list of fee defaulters to AC and VPs before any PCM 2. Fee Defaulter Reports are given to Accountant before PCM 3. Fee Defaulter Reports & grades must not be discussed with parents. Teachers may discuss general progress & targets only	VPs/ AC/ Accountant Trs
4	Report Publishing	1. Data analyst published the reports via the school digital platform by 10am on the PCM day 2. Grade 12 Reports go to Admin/Support staff giving out the Reports. 3. Any Fee Defaulter Reports that have fees cleared just before PCM are returned back from Accounts to VPs-/data analyst. 4. Reports will not be published prior to PCM	VPs Accounts Admin. Officer
5	Updating Class lists	1. Registration department to ensure Data Analyst /AC receives an updated students list & update the system "Add or remove student names" for Report generation 2. An updated class list needs to be attached to the report set.	Registrar AC

C. General Issues

	Issue	Policy	Action
1	Assessment Strategies	**1. Assessment techniques and question styles must be familiar** to students. Teachers should familiarize students with a range of assessment & questions styles throughout the year, including challenging, higher order thinking, open-ended questions according to curriculum requirements (Use learning target weight for all phases). 2. New assessment techniques & questions styles should not be introduced for the first time in an exam paper. 3. Exam generators should only be used with HOD approval. 4. Teachers should solve the exam questions & write a comprehensive answer key before sending the exam for photocopying.	All
2	Cheating	**1. No exam paper, either whole or in part, is to be distributed to, or discussed with** **Students /parents or other teachers not directly involved, prior to any exam.** **2. Revision papers are not to be identical or near identical to the exam paper.**	All
3	Confidentiality	1. It is strictly not allowed to tell students or parents about the test results prior to Publishing of Reports at PCM. 2. If there are particular issues raised by parents, please ask them to discuss with AC.	AC
4	Modified Papers	Modified Exam Papers are administered for Level 3 intensive supported students with identified cognitive barriers that hinder them to access school wide assessments. Changes are made to the modified papers on the content	HODs/Head of

		and curriculum coverage and test structure. **Alternative assessment are available for high school students following the ASDAN towards independence and career related life skills curriculum based program.**	inclusion/AC/VPs
5	Exam Question Queries	1. Students are given **a short time to check through the exam paper for any confusing Questions & ask for clarification, at the start** of the exam. After that there will be no asking/answering questions. 2. KG-G3 Elementary students will have the paper read to them once at the start of the test, then they are left to work independently. 3. SODs students may receive additional time or support as agreed by AC & VPs	All KG-G4 AC, VPs
6	Invigilation	1. Invigilation duty must be done punctually. Teachers should patrol actively & not chat to colleagues. Staff phones must be on silent. 2. No talking is allowed by students during exams, except to invigilators in case of emergency. 3. G3-5 students will stay in the exam room for the full duration of the exam. 4. G6-12 students must stay in the examination room for at least 3/4 of the allocated time, or 50% of the time allocation, whichever is longer. 5. Ongoing Quizzes etc. can be redone only if the student was absent with a Medical Certificate. It is prohibited to give a student a re-sit to upgrade marks (unless approved by AC/VPs).	Trs. AC/VPs

7	Missing Exams	**G3-12 Students providing a medical certificate may be** allowed to catch-up missed exams. VPs to set the date & schedule & inform AC.	VPs, AC
		Grades 1-2:	
		1. If the student is absent on the test/ exam day, teachers (all subjects including class teachers) should send a note to the VP EL requesting their follow up with the parents, VP-EL should keep AC informed about the correspondence with parents.	
		a. If the student was absent due to some sickness reasons, parents are expected to submit a medical certificate to VP-EL within 5 working days (week), then the VP-EL will send a written permission for teachers to repeat the test, VP-EL should keep AC informed about this.	
		b. If the parents fail to submit a medical certificate during the assigned period of	
		time (either they don't have one or even they didn't send the child to the doctor, just gave him/her some medicine at home), a written request should be submitted by the parents, then the matter should be discussed between AC and VP-EL, and the they can take a decision in consultation with the class teacher (as they might know the work habit of the child better).	
		c. If the child was absent for no medical reasons, please follow the same steps as (b).	
		2. We should repeat all missed quizzes and exams for all absent students (once it is approved), they should be no reason for not being able to repeat the test/ exam from the school side, however, if the VPs and AC decide that the school will take the average to compensate for the missing mark; then we need to take the ongoing average (/50) to compensate for the end of semester exam (if the child missed the end of semester exam), and we should take a ratio function to calculate the mark of the missed quiz based on the student's marks in the other ongoing assessment marks (HW, CW, Projects,…).	

		Grades 3-12:	VP
		1. 1.a (same as Gr.1-2).	
		2. A student who missed the end of semester exam (for approved medical reasons) is expected to do it even if it has to be done during the first week of the next semester (once it is approved to be repeated by AC and VPs), if the child was absent for no medical reasons (and the reason was not accepted by VPs/ AC), or the child failed to do the re-sit exam or even if the parents refused to send the child to the re-sit exam, the child should get zero mark for this particular exam. **NO AVERAGE SHOULD BE CONSIDERED WITHOUT VP APPROVAL.**	
		3. A student who missed to do a quiz (or the quiz if it is only one as per the assessment policy for each subject) should be able to sit for catch up quiz within 5 days once it is approved by AC/ VPs (medical or other approved reasons based on written request from the parents), if the child was absent for reasons that are not accepted by AC/VPs after discussions with parents, then the child should get zero in this particular quiz.	
8	Parents	1. Parents can see the papers in school in the presence of VPs or AC.	AC
		2. All quizzes should be corrected and sent to parents within 48 hours of the quiz.	VPs
		3. Parents should be informed in advance via the HW website about any quiz that carries marks on the ongoing assessment record.	All
		4. Parents can see the mid-year and final exam papers in school in presence of VPs or AC (In case of conflict).	

9	Revision	1. Revision will be held during the week prior to exams, during normal lesson times. 2. Afternoon catch-up or revision classes may be arranged prior to an exam by HOD/VPs/AC if students have missed teaching time due to school related issues. 3. Review/revision papers should not be a duplicate of Exam paper/questions. These should cover the skill/concept or testing style only. 4. Revision/review worksheets could be provided if the topics to be tested were covered in the previous semester. 5. Exam portions should go home & be posted on the HW website prior to end of semester & Year exams.	Trs HOD/VP/AC
10	Seating Arrangements	1. G3-5 students will be distributed between classrooms so that they are not sitting next to any student taking the same exam. 2. G6-12 students will be distributed between classrooms, auditorium & special rooms so that they are not sitting next to any student taking the same exam.	G3-12
11	Students of determination	**Students of determination** as per Inclusion Head recommendation & AC/VPs approval, will **receive needs based additional support through accommodation and modifications** Appropriate support is given a separate designated room. Assessment grades should reflect any level of support given to the student of determination.	Inclusion Head VPs/AC
12	Storage of	1. End of Year exam papers will be kept in school for one full academic year (i.e. Until June of the following year), after which time they should	AC

	Papers	be recycled.	
13	Timings of Exams	End of Semester 1&2 exams will not start before 8:30am	All
14	**STUDENT PROMOTION AND RETENTION**	1-If a child will fail in **three major subjects (Math, English, and Arabic) OR more** the student must have to repeat a year (Gr.4-12). If a child will fail in three subjects OR more will have to sit for a make-up exam (Gr.4-12). Grade level promotion and retention is based on academic performance at the end of each academic year with KHDA approval. The Ministry of Education does not allow students in grades 1, 2, or 3 to be retained in the same grade. Students in grades 4-12 can repeat the same grade if the grade level promotion criteria is not met. 2- If a child fails in three subjects (any subjects except the combination mentioned in point 1, for example 2 major,1 minor).	P/AC

D. The Grading System

- ❖ **2022-23**
- ❖ Gr.3-12: Passing marks / 60. The expected level is (67-74)
- ❖ Grade Slab 2022-23;

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	65-66	1.0
D-	Below 65	0.5
E/F	Below 60	0.0
AP/ IB courses	An addition of 0.25 to the standard weighting	

4. Responsibility

The Assessment Department/SLT of the school is responsible for ensuring that NAS Assessments promote effective teaching and learning.

5. **Appendix**

APPENDIX – FORMS

A - End of Semester, Exam Submission form

HOD's Name	Department	Date	Hard copies of Exams	Soft copies of Exams	Answer keys (Done)	Grade	Signature	Comments

b-Absent During End of semester Exam /Make –up exam follow-up

Supervisor's Name	Student Name	Date (when he/ She was absent)	Grade/ Class	Subject	Reason (Why He/ She was absent in Exam)	Follow-up details (phone calls, emails etc)	Make-up exam (Done /Not Done)	Comments (Evidence submitted)	Supervisor's Signature

c-Daily Exam Making Form

Teacher 's Name	Subject	Date	Grade /Class	Taking for correction/	Returning back after correction same day/	Comments

				time& Sign	Time &Sign	

d-Exam Marking Completion form

Teacher's Name	Date	Subject	Grade	Exam Status (Complete OR Not complete)	Delta Document Submitted to HODs	Teacher's Signature	HOD's Signature

e-Final Exam Marking Location (Gr.3-12)

Department/team	HOD/TL	Location	Time in	Time out