



New Academy School

Assessment Policy

Version – 9.0

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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

- Evaluate how well a student has understood and can apply key concepts and knowledge.
- Help teachers identify areas of weakness, address them effectively, and
- Motivate learners through constructive feedback and reinforcement.
- Clearly communicate to students and parents what steps are needed for improvement.
- Fulfill curriculum standards, accreditation guidelines, and 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 curriculum standards.

Attainment refers to the standards students reach in key subjects (such as English, mathematics, and science) when compared to age-related expectations, curriculum standards, and international benchmarks. It is a point-in-time measure that evaluates how well students perform against a given standard (as defined by the National Agenda Parameter and grade-appropriate curriculum expectations).

Progress refers to the rate at which students are learning over time, taking into account their starting points. It is measured by how much students have advanced in their knowledge, understanding, and skills compared to their prior attainment or baseline. Progress is recognized when students sustain or enhance their attainment levels over time.

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2c. KG 1 - G12 Assessment and Procedures

KG - G12 Diagnostics Tests are conducted at the beginning of the academic year, for core subjects (It is a diagnostic assessment, conducted by the KG's VP and G1 - G12 teachers / in the form of prerequisite skills/are you ready and skill-based tests).



Methods of Assessments

The following assessment methods will be adopted:

Formative Assessments

A range of strategies and tools are employed to assess and record children's achievement in KG1 - G12. These include:

- Observations – Teacher observation will be conducted during each lesson to observe the child's progress and attainment.
- Self-assessment – Self-assessment enables children to reflect on their progress.
- Focus Evaluation Sheet (Only in KG) – 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-G12

Frequency of assessments in KG-G12 will be as follows:

- Semester 1 – Cycle 1, Cycle 2, and End of Semester 1 (KG)
- Semester 2 – Cycle 1, Cycle 2, and End of Semester 2 (KG)
- Semester 1 – Cycle 1, Cycle 2, and EOUs. (Elementary)
- Semester 2 – Cycle 1, Cycle 2, and EOUs (Elementary)
- Semester 2 – Cycle 1, Cycle 2, Mid-Sems, End of Sems. (G6-12)
- Semester 2 – Cycle 1, Cycle 2, Mid-Sems, End of Sems. (G6-12)

Reporting Frequency

KG - G12 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. A Parent-Teacher Meeting is held each semester to discuss children'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/ eportfolios - 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.
- 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 participates in PIRLS, TIMSS, PISA, CAT4, MAP and IBT 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 are either exempted from external assessment or provided with access arrangements. All the students are 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 will receive a reasonable adjustment in the form of **access arrangements** without changing the demands of the assessment.

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



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

b- Component Required

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 for 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/ VPs/A C
1	Accuracy & Appropriateness of Exam Content	<ol style="list-style-type: none"> It's the responsibility of HOD/AC to check for any content mistake or missing part of the exam papers AC + HOD should check all exam papers & formal Quizzes prior to photocopying. 	HOD/ A C
2	a. Computer 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 Analyst
3	Exam Days; Elementary Section EOUs	<ol style="list-style-type: none"> HOD is responsible for checking, finalizing, approving & photocopying exams. Soft & hard copies will be forwarded to AC. Exam papers will be photocopied in the main photocopy room & stored in the AC office locked up. The Exam day Supervisor will collect exam papers from the Test administrator at 7:30 am to distribute them. Between 10:30 am and 11 am, Teachers will collect and send completed papers to the Test administrator /AC office. At 11 am, Ts will start correction in Grade teams (HODs needs to know the locations) Marks need to be on the system by the latest 72 hours after the exam date. 	HOD/ AC Subjects leads
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	<ol style="list-style-type: none"> G3- 4 –will read the full exam paper, and ask for help if needed. G5-12 – Students will read through the paper independently. Proctors may check st. 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. 	



		<p>3. G6-12 classes will be mixed so that st. will not be seated next to a st. of the same</p> <p>4. SODs eligible for exam support receive reading support and other accommodations in a designated separate room.</p> <p>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</p> <p>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.</p> <p>7. Student names are written on the cover sheet only.</p> <p>8. Supervisors- will send all absent student's names to AC on the same day approved by VPs.</p>	VPs, AC
7	Passing Grades	<p>1. G3-12: Passing grades for G3-12 is 60%</p> <p>2. For End of semester exams, rounding up is as follows: *For G3-12; 58 & above, round up to 60</p>	G3-12
8	Presentation	<p>1. Exam papers should be typed & presented neatly.</p> <p>2. A consistent cover page should be used for end of semester exams, as approved by AC/P</p>	AC/P
9	Quizzes	<p>Quizzes are set by teachers (soft copy to HOD) according to curriculum requirements.</p> <p>HOD/Coordinators have the authority to do adjustments or to write a new test if required</p>	Tr /HOD
10	Writing Exam Papers	<p>1. Team teachers will set the Exam papers as delegated/agreed by HOD.</p> <p>2. Ele. Teachers send their papers to HODs ensure that the paper is appropriate, professionally presented & comprehensive.</p> <p>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.</p> <p>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 Tr time, x3 for st) to ensure average st. will complete it within the allotted time. HOD needs to follow this up.</p> <p>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.</p>	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 Reports	1. A draft copy is sent to VPs for checking and correcting any mistakes. 2. VPs -E, M, H will inform AC/data analyst of any misprinted Report or absent student.	VPs - E,M, H A C
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/A C/ 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	<ol style="list-style-type: none"> 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). New assessment techniques & questions styles should not be introduced for the first time in an exam paper. Exam generators should only be used with HOD approval. Teachers should solve the exam questions & write a comprehensive answer key before sending the exam for photocopying. 	All
2	Cheating	<ol style="list-style-type: none"> 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. Revision papers are not to be identical or near identical to the exam paper. Cheating whether through written papers or digital form (smart watch/phones) is strictly prohibited. If a student is found in the possession of any cheating material including the smart watches and/or mobile phones, the exam will be canceled. 	All
3	Confidentiality	<ol style="list-style-type: none"> It is strictly not allowed to tell students or parents about the test results prior to Publishing of Reports at PCM. 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 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.	HODs /Head of inclusion/A C/VPs
5	Exam Question Queries	<ol style="list-style-type: none"> 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. 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. SODs students may receive additional time or support as agreed by AC & VPs 	All KG-G4 AC, VPs



6	Invigilation	<p>1. Invigilation duty must be done punctually. Teachers should patrol actively & not chat to colleagues. Staff phones must be on silent.</p> <p>2. No talking is allowed by students during exams, except to invigilators in case of emergency.</p> <p>3. G3-5 students will stay in the exam room for the full duration of the exam.</p> <p>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.</p> <p>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).</p>	AC/VPs
7	Missing Exams	<p>G3-12 Students providing a medical certificate may be allowed to catch-up missed exams. VPs to set the date & schedule & inform AC.</p> <p>Grades 1-2:</p> <p>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.</p> <p>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.</p> <p>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 they can take a decision in consultation with the class teacher (as they might know the work habit of the child better).</p> <p>c. If the child was absent for no medical reasons, please follow the same steps as (b).</p> <p>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,...).</p>	VPs, AC



		<p>Grades 3-12:</p> <ol style="list-style-type: none"> 1.a (same as Gr.1-2). 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. 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. 	VP
8	Parents	<ol style="list-style-type: none"> Parents can see the papers in school in the presence of VPs or AC. All quizzes should be corrected and sent to parents within 48 hours of the quiz. Parents should be informed in advance via the HW website about any quiz that carries marks on the ongoing assessment record. Parents can see the mid-year and final exam papers in school in presence of VPs or AC (In case of conflict). 	AC VPs All
9	Revision	<ol style="list-style-type: none"> Revision will be held during the week prior to exams, during normal lesson times. 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. Review/revision papers should not be a duplicate of Exam paper/questions. These should cover the skill/concept or testing style only. Revision/review worksheets could be provided if the topics to be tested were covered in the previous semester. 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	<ol style="list-style-type: none"> G3-5 students will be distributed between classrooms so that they are not sitting next to any student taking the same exam. 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	<p>Students of determination as per Inclusion Head recommendation & AC/VPs approval, will receive needs based additional support through accommodation and modifications</p> <p>Appropriate support is given a separate designated room. Assessment grades should reflect any level of support given to the student of determination.</p>	Inclusion Head VPs/AC



12	Storage of Papers	1. End of Year exam papers will be kept in school for one full academic year (ie. until June of the following year), after which time they should be recycled.	AC
13	Timings of Exams	End of Semester 1&2 exams will not start before 8:30am	All
14	STUDENT PROMOTION AND RETENTION	<p>1-If a child will fail in three major subjects (Math, English, 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.</p> <p>2- If a child fails in three subjects (any subjects except the combination mentioned in point 1, for example 2 major,1 minor).</p>	P/AC

D. The Grading System

❖ **2022-23**

❖ Gr.3-12: Passing marks / 60. The expected level is (67-76) ❖
 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



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

Department/team	HOD/TL	Location	Time in	Time out