



## Assessment Policy 2018-2019:

### Grades 4-12

#### Rationale:

At Al Dhafra Private School we believe that assessment should be continuous and integrated into all lessons, in order to best support the attainment and progress which our students achieve.

#### 1. Roles and Responsibilities:

##### Students should:

- Be able to identify their own strengths and weaknesses and set learning targets/goals, in accordance to their own individual needs
- Ask questions about their learning
- Interact with teachers in the classroom to establish a learning partnership, allowing teachers to identify any areas which need addressing, whilst allowing the student to be able gain support and guidance, allowing them to take the next steps on their learning journey
- Take pride in their work and ensure that work in the copy books is of a high quality, allowing teachers to use it as a means of assessing the student's learning
- Complete all homework tasks. These contribute to both the effort and the attainment grades awarded
- Revise thoroughly for all tests and assessments
- Aspire to be the best that they can possibly be both academically, socially and morally
- Enjoy learning!

##### Teachers should:

- Be able to identify students' strengths and weaknesses and plan their work in accordance to individual needs
- Provide a classroom environment where students are welcomed, personally valued and know that they would be expected and helped to do their best, so that there is a strong emphasis on high expectation to lead to high achievement
- Support students in setting their own targets and ensure clarity of aims and expected outcomes (success criteria) are discussed clearly at the outset
- Ensure that effective use is made of curriculum standard descriptors, to demonstrate to students what they need to progress in their learning and attain higher standards.
- Ensure students are trained to assess samples of work against grade criteria and/or assessment rubrics
- Formally and regularly record student effort and attainment and keep detailed records of this in mark books



- Provide regular documentation and support materials for all students
- Ensure that a range of effective assessment procedures are delivered and that dialogue takes place with students to support effective assessment of the learning taking place
- Ensure homework follows school policy and that when work is returned, students are given written and/or oral comments that combine clear evaluation with sensible advice and manageable targets for improvement

**Parents should:**

- Provide an effective learning environment at home where their child feels secure and supported
- Attend any information meetings and parents' evenings to discuss current performance of their child or use other communication channels e.g telephone interviews
- Support targets that have been set and monitor progress that has been made or needs to be developed by supporting the school-home partnership to improve the learning environment
- Take an interest in the social and academic progress of their child and support events where their child has an opportunity to participate

**Senior Leaders and middle leaders should:**

- Ensure high quality learning, teaching and assessment for all students
- Provide support for all students, teachers and parents to ensure that students make excellent academic progress
- Analyze and track assessment information to ensure that data is used to support student learning



## 2. Assessment Breakdown:

Each term the following assessment format is used to gather assessment information for each student. This information will be available to parents on digital campus

### ➤ Student Attainment (Term 2)

This represents the academic achievement which the student has made and consists of the following components: Grades 6 to 12

#### Assessment 1:

	Core subjects (English, Math, Science, Ministry)	Non-core Subjects (History, Geography, Computer Science, French, Business)	
Assessment	Test1	Attainment grade	Effort Grade
Weight	40%	20%	20%

#### Assessment 2:

	All Subjects	
Assessment	Attainment grade	Effort Grade
Weight	15%	15%

#### Assessment 3:

	All Subjects	
Assessment	Attainment grade	Effort Grade
Weight	15%	15%

\*\*\* Grades 10 to 12 British subjects will have Mock Exams out of 100.

\*\*\* Grades 4-5 will have no exams during term 2. The break down will be similar to non-core subjects.



Assessment 1: (40%)	Assessment 2: (30%)	Assessment 3: (30%)
<p>Assessment marks are based on ongoing, continuous assessment of the students' achievements, against authorized curriculum standards, e.g. ENC and the common core standards for Mathematics and English.</p> <p>The grades reported as <b>A – E</b> are converted to a % to contribute to the end of term/end of year mark.</p> <p>Both formative and summative assessment techniques are used.</p> <p>Teachers make an assessment of a student's attainment using a variety of sources of information, including:</p> <ul style="list-style-type: none"><li>• Classwork</li><li>• Quizzes (Not more than 5 marks each)</li><li>• Tasks (projects inside the school, piece of writing, experiment, presentation)</li><li>• Work in Copy books</li><li>• No behavior problems should be involved in academics at all</li></ul> <p>➤ <b>Student Effort</b></p> <p>This represents the <b>response</b>, students have demonstrated towards their learning</p> <p>Each term a mark is awarded (number 1-5) to identify the effort, and level of engagement which the student has demonstrated through their studies, whilst in school and also through their completion of homework.</p>		

- **The teacher makes a professional judgement to identify what level the student is working at, using the Common Assessment Framework\*\***

\*\*\* Ministry subjects will have their own breakdown from ADEK/MOE



**Attainment Grades:**

Grade	Descriptor	Score
A	Performing well over expected standard	(score = 5)
B	Performing over expected standard	(score = 4)
C	Performing at expected standard	(score = 3)
D	Needing some support to achieve expected standard	(score = 2)
E	Needing significant support to achieve expected standard	(score = 1)

**Effort Grades:**

Grade	Descriptor
5	Working exceptionally hard
4	Working hard
3	Acceptable effort
2	Needs more effort
1	Needs significantly more effort

**Assessment calculation examples**

A5	5 + 5 = 10	10/10 x 30 = 30%
B3	4 + 3 = 7	7/10 x 30 = 21%
A1	5 + 1 = 6	6/10 x 30 = 18%