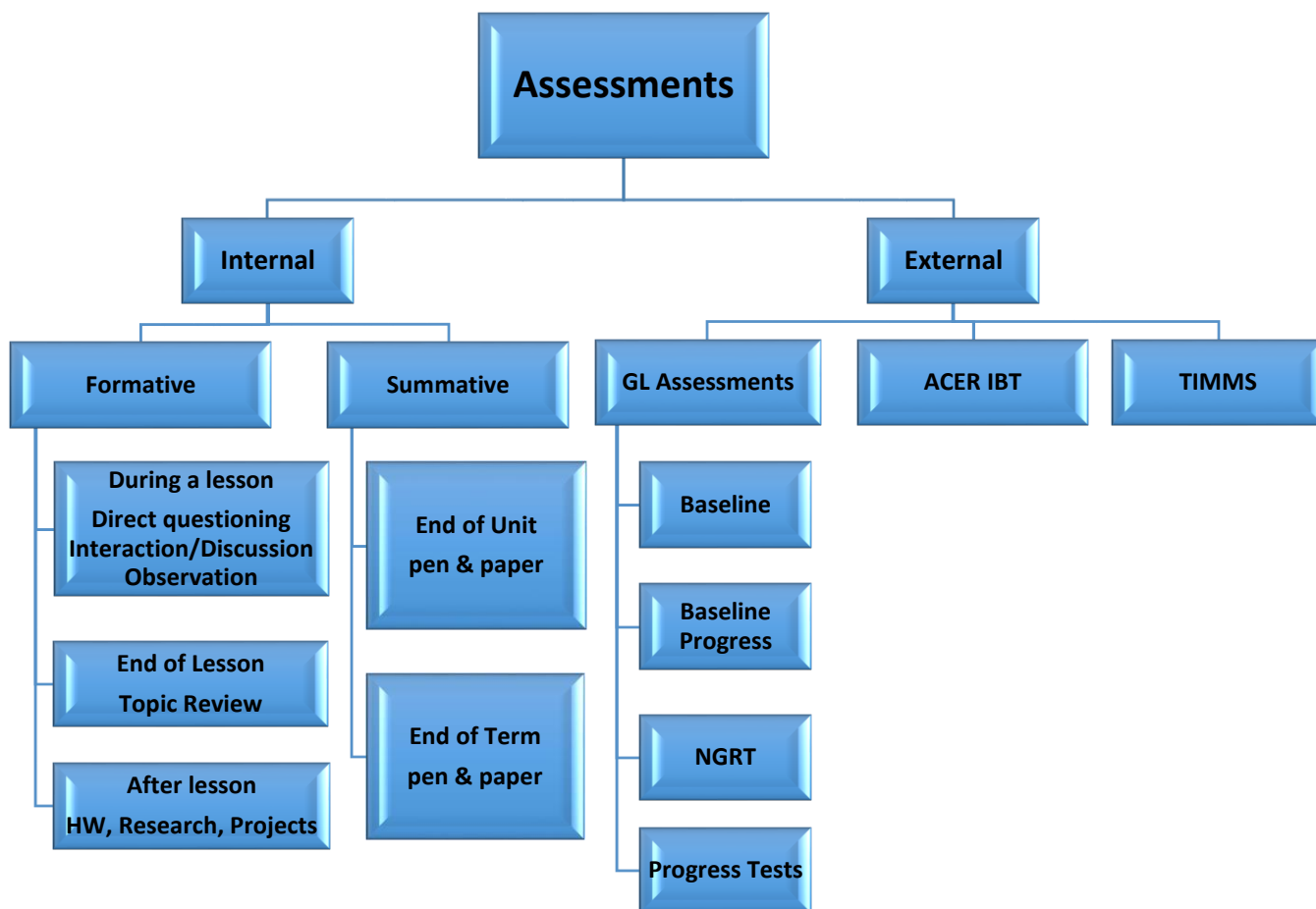




Assessment Policy 2016 - 2017

Assessment, evaluation and follow-up action are the cornerstones of the teaching and learning cycle. They need to be incorporated systematically into teaching strategies in order to assess students' performance, diagnose any problems and chart progress. As with planning, it is useful to think of assessment as three connected levels: short term assessments which are an informal part of every lesson; medium term assessments which are used to review and record the progress learners are making over time in relation to the key outcomes: and long term assessments which are used at the end of the school year in order to track progress and attainment against school and curriculum expectations.

Hierarchy of Internal and External Assessments;





Assessment Policy 2016 - 2017

Assessment results whether formative or summative should give direct information about learner's achievements in relation to objectives. Assessments make a difference to learning. Furthermore, it can make a difference when learners are actively involved with their learning.

Types of Assessment at AIS

1) *Baseline:*

To understand a child's different abilities, an entry level test is carried out at the beginning of the Academic Year where questions are framed on the basis of the previous year's knowledge. These tests help the teachers to understand the child's level of understanding of the subject. A target is set for the students based on the performance of the Baseline Test for Term1. This target is reviewed at the end of the Term and proper intervention takes place if the student fails to meet his/her Target.

2) *Weekly Review Assessments:*

Weekly reinforcement- 2 cycles of each subject in a term.

3) *Formative Assessments:*

Assessments in the form of quizzes, projects, presentations etc.

4) *Summative Assessments:*

End of Term Assessments in Dec, March and June.

5) *International Benchmarking Tests:*

All the students from FS to Year 8 take International Exams to benchmark their performance against International standards.

The International Assessments program for the academic session 2016-17 is as follows;



Assessment Policy 2016 - 2017

Year Level	Assessment
FS	GL Baseline GL Baseline Progress
1	GL Progress Tests
2	GL Progress Tests
3	GL CAT 4 GL Progress Tests
4	GL CAT 4 ACER IBT GL Progress Tests
5	GL CAT 4 ACER IBT GL Progress Tests
6	GL CAT 4 ACER IBT Cambridge Primary Checkpoints GL Progress Tests
7	GL CAT 4 ACER IBT GL Progress Tests
8	GL CAT 4 ACER IBT GL Progress Tests

Internal Assessments Marking Scheme (Years 1 and 2)

Scholastic Subjects

Subjects	TERMS								
	1st			2nd			3rd		
	TA 1.1	TA 1.2	PA 1	TA 2.1	TA 2.2	PA 2	TA 3.1	TA 3.2	PA 3
Arabic A and B Islamic Education A and B English Mathematics Science Social Studies	20	20	10	20	20	10	20	20	10
	Total = 50			Total = 50			Total = 50		

TA = Term Assessment PA= Performance Analysis

Only Grades will be shown in Report Cards.



Assessment Policy 2016 - 2017

Other Learning Areas

Learning Areas	TERMS		
	1st	2nd	3rd
PSHE Computing ART & Design PE Dance Music	Single Grade A* to C	Single Grade A* to C	Single Grade A* to C

Marking Scheme (Years 3 to 8)

Scholastic Subjects

TA = Term Assessment MA= Major Assessment

Subjects	TERMS								
	1st			2nd			3rd		
	TA 1.1	TA 1.2	MA 1	TA 2.1	TA 2.2	MA 2	TA 3.1	TA 3.2	MA 3
Arabic A and B Islamic Education A and B English Mathematics Science Social Studies	30	30	40	30	30	40	30	30	40
	Total = 100			Total = 100			Total = 100		

Only Grades will be shown in Report Cards.

Co-Scholastic Subjects

Subjects	TERMS								
	1st			2nd			3rd		
	TA 1.1	TA 1.2	MA 1	TA 2.1	TA 2.2	MA 2	TA 3.1	TA 3.2	MA 3
French Urdu Computing	15	15	20	15	15	20	15	15	20
	Total = 50			Total = 50			Total = 50		

Other Learning Areas

Learning Areas	TERMS		
	1st	2nd	3rd
PSHE ART & Design PE Dance Music	Single Grade A* to C	Single Grade A* to C	Single Grade A* to C



Assessment Policy 2016 - 2017

The support provided for the SEND students:

Separate room for taking assessments under the direct supervision and support (reading, comprehending and scribe) of the Counsellor/Special Educator, Modified papers with pictorial support, multiple choice questions and clues for answering questions.

The Students are given grades in each subject depending upon their individual scores. The Grade Key followed uniformly across the school is as follows.

Grade Key

<i>Marks</i>	<i>Grade</i>
90-100	A*
80-89	A
65-79	B
59-64	C
50-58	D
40-49	E
Below 40	U

Subjects	Minimum Passing Marks
<i>Arabic, Islamic Education and UAE Social Studies</i>	50%
<i>All other Subjects</i>	40%

Promotion

A child who fails in three or less than three subjects in the Final Overall Gradation is given a re-test while a child who fails in four or more than four subjects in the Final Overall Gradation remains ungraded for that class from Year 4 and above.

Absence

If a child misses a weekly review, weightage is given for one written assessment. In case of absence in the end of year assessments due to medical reasons promotion is done on the basis of the yearly average.

Record Keeping

School keeps the electronic records of all Internal (Baseline, Formative and Summative) as well as External Assessments.

Result Analysis



Assessment Policy 2016 - 2017

The result data collected is analysed in a number of ways. The following types of analysis are done in the school to help the teachers plan further steps to enhance the performance of students:

- 1) Phase wise
- 2) Subject Wise
- 3) Gender Wise
- 4) Emirati Students
- 5) SEND Students
- 6) Individual Student
- 7) Grade Progression
- 8) ACER IBT analysis according to Strand wise performance, Gender wise performance and Phase wise performance.

Analysis of Internal Results is done in 2 ways:

1. Long Term (3 Years Tracking)
2. Short Term (Term wise Progress and Attainment)
3. Strand wise (Term wise)

Impact of Result Analysis

Once the results have been analysed the teachers use this to identify the under-performing students. Remedial Classes are organized for identified student under the guidance of Special Education Department.

An Intervention Plan is also drawn for the really low performing students where the parents come and meet the Section Head and the teacher concerned where strategies are drawn out to improve the performance of the child.

An Extension plan is drawn for the students with advanced academic abilities. Curriculum differentiation is made through changes in pace, depth, complexity and teaching methods.

Reporting

Assessment, recording and reporting are done periodically and regularly so as to ensure that a systematic approach is taken and the children are benefitted with the same. With this we ensure systematic approaches in teaching strategies so as to assess the students' performance, understand and diagnose any problems related to the teaching –learning and render support to the needed students in the best way.

Assessment, recording and reporting procedures are reviewed annually to ensure that they evolve and incorporate the best practices.

At the end of each Term Descriptive Reports are done with the Current Grade, the Target Grade and the strategies for meeting the Target.



Assessment Policy 2016 - 2017

A comprehensive review of each pupil is conducted and shared with parents and pupils towards the end of the Term. The review includes a feedback on attitude to learning, behaviour and contribution to class, homework and strategies for improvement.

Written feedback with diagnostic comments is given regularly to the parents through the notebooks.

The parents of underperforming pupils are informed about their child's progress and need for improvement through the school diary and a meeting with the Class Teachers. An Intervention Plan is drawn up to chalk out the course of action for the academic improvement of such pupils in consultation with the parents, the teachers, Section Head, the Subject Coordinators and the Head of Subjects.

Open House

Parents attend formal Parent -Teacher Meetings at the end of each term where they meet each subject teacher and discuss the child's progress and achievement.

The Report card is also sent online to the parents showing their child's progress in all areas of the curriculum along with a record of the co-curricular activities.

In case of children with some learning difficulties, these students are first monitored by the subject teacher and class teacher and then a Referral Form is filled up and then the child is referred to the School Counsellor.

Mechanism for Internal Moderation

Moderation of all Internal Assessment papers will be done with the sister school to set standards and compare the school assessment papers with another school following the same curriculum. Also, sample questions from standardised Assessment Tests will be used for Internal Assessment to maintain standards.