

ASSESSMENT AND REPORTING POLICY



مدرسة المستقبل الدولية
Future International School

Revised by FIS HODs and SLTs
Approved by the School Principal: Dr. Tonia Williams

AIMS OF THIS POLICY

- To underpin UAE values.
- To communicate the American System model of criterion-related assessment for the primary, middle school, and high school graduation requirements.
- To support the monitoring of progress of student learning and attainment.
- To communicate models of assessment for Arabic and Islamic Studies.
- To help all stakeholders understand school procedures for assessing, recording, and reporting.
- To prepare students for the rigors of assessment tasks and expectations.

Assessment

The information used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students, and to analyze the effectiveness of the instructional program at the Future International School. Assessments at FIS vary from internal to standardized Tests. Each assessment is an opportunity for students to demonstrate their understanding, application of concepts, or skills.

Grading:

The judgment or evaluation is in numerical form, of a student's performance related to their understanding or application of concepts or skills, as demonstrated through assessment. The grading is numerical depending on the assessment instrument.

Grades: at FIS are one of the ways that teachers communicate with students and parents about both progress and achievement. Grades are given only for academics at FIS.

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

Rationale

Assessment is a systematic process that measures the students' growth and progression over time.

Assessments are meant to be **an integral part of effective instruction. FIS** believes 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 standards of a course.
- Assessment should be standards-based. Students are assessed against specific standards and learning outcomes that correlates with a specific subject.
- Assessment should account for a variety of learning styles.

Assessments are meant 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
- Providing information about student progress towards meeting learning goals. This information is shared with students and parents.
- Assisting teachers in reflecting upon and evaluating the effectiveness of their teaching.

Grading

- ❑ Academic grades are to reflect the students' academic progress and achievement in all subjects.
- ❑ Grades are based on formal and informal assessments and communicated to both students and parents, through progress reports, report cards, parent-student-teacher conferences, and regular posting in the school Portal and Schoology Platform.
- ❑ Academic dishonesty or cheating will result in disciplinary measures and a reduction in grades.
- ❑ Clear descriptions of achievement expectations are given to students in advance.
- ❑ Individual achievement evidence is included in grades. Group scores are not.
- ❑ Late submission of work will result in reduction of marks.
- ❑ Absences are not considered in determining grades. They are reported separately.
- ❑ Students will be given an "I" for missing assignments or assessments until they are made up in a designated time frame. If the student fails to make-up missing assignments or assessments, the recorded grade will be a zero.
- ❑ A grade of zero should not be given as a punishment.
- ❑ 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/Assignments

- Homework will be reviewed and briefly covered at the beginning of every class period to address common misconceptions or areas of concerns.
- Homework will be assigned to classes based on the homework schedule.
- Failure to submit homework after being provided a reminder will result in a zero.

Assessments

- Assessments need to be offered in both online and offline versions.
- The grading system is based on a scale of 100.
- Feedback must be provided on all assignments using the most appropriate method for the learning task. Examples include, but are not limited to feedback in writing (comments on documents based on the standard, or on Schoology).
- Student feedback and/or commentary must be timely, effective, meaningful, address areas of strengths and weaknesses on assignments such as homework, classwork, tests, quizzes, or projects.

Grading Approach

- Ongoing/formative and summative online assessments are used. We ask students to record videos showing their understanding, and teachers give their feedback. We get detailed reports about students' answers, and we open multiple attempts for students to correct their mistakes. Assessment is an interactive, relationship-oriented process.
- Grades will reflect the level of achievement or progress.
- Individual achievement evidence is included in grades.
- All homework/practice work will be graded.
- Incomplete or missing homework/practice for good reason are not counted against the student. However, the student must provide a medical excuse for this exemption.
- Late work submission of work will result in reduction of marks at the teacher's discretion.

Summative Assessments

- Summative assessment measures understanding of the essential elements of the subject's Standards knowledge, concepts, approaches to learning, attributes of the learner profile and prompts students towards action.
- Summative assessment tasks can range to assess several elements simultaneously or independently and is the culmination of the learning process.
- Each unit of inquiry provides summative assessment tasks, giving the students opportunities to demonstrate what students know, understand and can do.
- Multiple qualitative and quantitative data points are considered and inform assessment.
- These may include but are not limited to:
 - ✓ Samples of students' work
 - ✓ Evidence of student thinking
 - ✓ Documenting process through observation and anecdotal records
 - ✓ Student reflection
 - ✓ Self and peer assessment
 - ✓ Developing rubrics and checklists
 - ✓ Exemplar work chosen by the student
 - ✓ Records of test/task results

Mark Distribution MAP Subjects

Subjects- Grades K-3

Formative 70%

Summative 30%

Classwork/Online Participation.....20%
Homework..... 10%
Quizzes, Tests.....10%
Project- Performances.....20%
Standardized Tests (MAP).....10%

Continuous Assessments(Unit test-
Benchmark tests- Post-
test).....30%



Mark Distribution Non- MAP Subjects

Non- MAP
Subjects-
Grades 4-12

Formative 70%

Summative
30%

Classwork/Online Participation..... 20%
Homework/Work Submission..... 10%
Quizzes, Tests.....20%
Project- Performances- Essay,
Debates.....20%

End of Term Final Exam..... 20%
Mid-Term Exam..... 10%



Mark Distribution MAP Subjects

MAP
Subjects-
Grades 4-12

Formative
70%

Summative
30%

- Classwork/Online Participation.....20%
- Homework..... 10%
- Quizzes, Tests.....20%
- Project- Performances- Essay,
Debates.....10%
- Standardized Tests(MAP- PSAT-SAT-
Practice).....10%

- End of Term/Final Exam..... 20%
- Mid-Term Exam..... 10%

The Grading System

- The new grading system will be on a **4-Point** system.
- Failing is **60 or** below. However, colleges and universities may not accept grades below **65**

Letter Grade	Percent Grade	4.0 Scale
A+	95-100	4.0 (3.6 - 4.0)
A	90-94	3.5 (3.1 - 3.5)
B+	85-89	3.0 (2.6 - 3)
B	80-84	2.5 (2.1 - 2.5)
C+	75-79	2.0 (1.6 - 2)
C	70-74	1.5 (1.1 - 1.5)
D+	65-69	1.0 (0.6 - 1)
D	60-64	0.5 (0.1 - 0.5)
E/F	Below 60	0.0
AP/ IB courses		

Internal

Summative

Midterm

Final Exams

Formative

Classwork

Homework

Projects

Tests- Quizzes- Benchmark

External

International Exams

MAP(English- Math- Science)

Pre- SAT Grade 10

SAT- Grades 11-12

PISA - 15 Years old students

TIMSS Exams- Grades 4-8

PIRLS- Grade 4 students

AP Exams- Grade 12- Math Calculus BC

EMSAT- Grade 12

Assessment Timeline

MAP Windows 2021-2022



October 3rd
October 15th

MAP Fall Window



January 3rd-
January 23rd

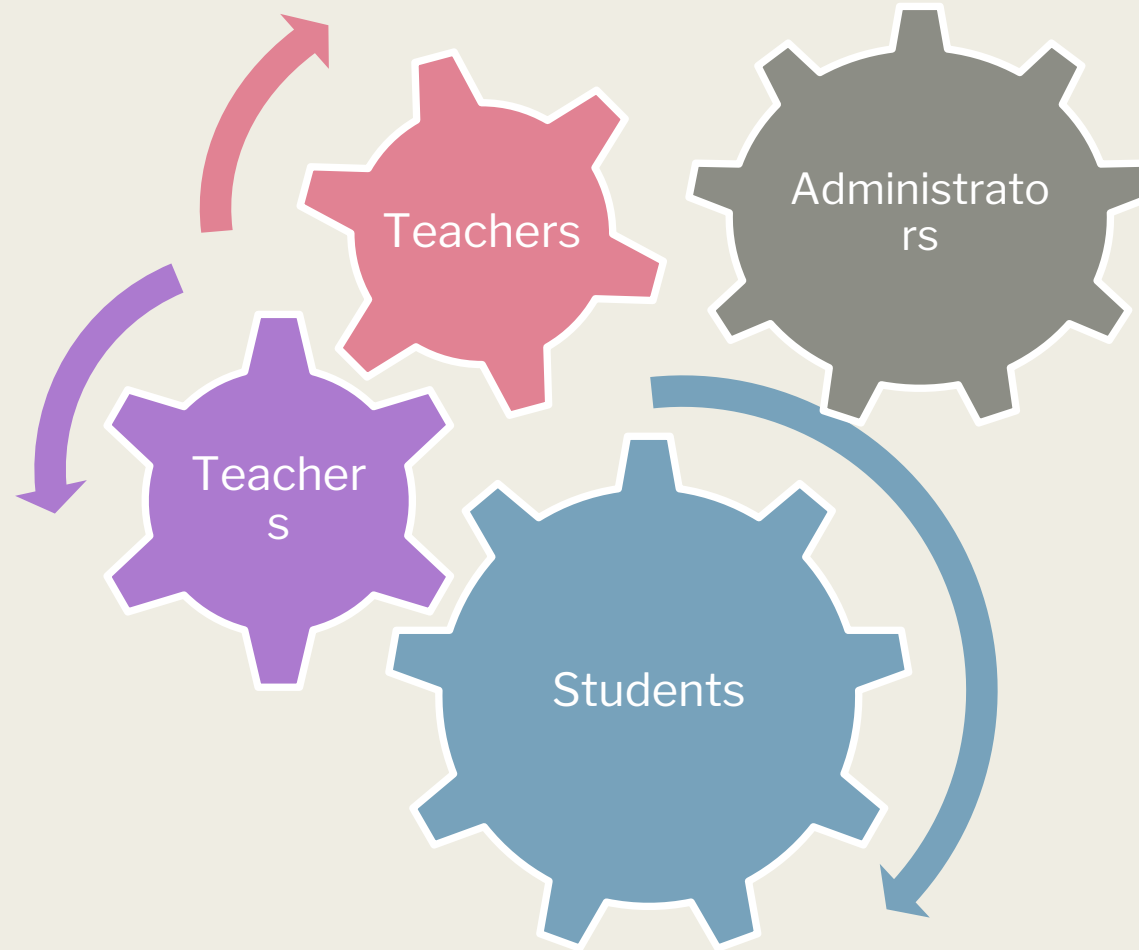
MAP Winter
Window



March 27th-
April 7th

MAP Spring
Window

Assessment Stakeholders



All stakeholders including students, parents, teachers, and administrators have a shared responsibility for understanding the purpose of the assessment, what is being assessed, the criteria for success and reasons for the selected method.

Please follow the link below as well for the updates on ADEK Assessment Policy!

https://adek.qualtrics.com/CP/File.php?F=F_6JQKCFjuDbDF5Pg

Important Notes from the Assessment Policy:

Based on ADEK policy # 42:

- 1- Each school is required to develop, publish, and regularly review an Assessment Policy that includes its approaches and intentions to use external assessment measures.
- 2- Prepare and implement an Assessment Policy that takes full account of the ADEK's regulations and policies on international, national, and school-based assessments.
- 3- Monitor the impact of this policy on students with the aim of informing and improving teaching and academic achievement.
- 4- Take improvement action as necessary, such as when inconsistencies in perceptions of students' abilities arise and when changes are indicated for instruction to better meet individual students' needs.
- 5- Organize and implement external assessment measures to provide data leading to better teaching and optimal achievement.

Based on ADEK policy # 43:

- Each school is required to develop, implement and regularly review Assessment Policies fully aligned with ADEK's requirements.
- These policies shall include details about how teachers assess students' progress, through continuous assessment and formal tests and examinations.
- These policies shall also include details on how teachers use the results of this assessment to support the teaching and learning process and enhance its effectiveness.
- These policies shall also indicate acceptable weightings to be given to continuous and summative assessments, in order to arrive at a final mark or letter grade.
- This may vary among subjects and grade levels. In addition, the results of assessments should reflect a fair and accurate picture of individual, group and class achievements.