مــدارس الظهـران الأهليـة
Dhahran Ahliyya Schools

مجتمع تعلُّمي غير ربحي
A not-for-profit learning community
2030

DHAHRAN AHLIYYA SCHOOLS
ASSESSMENT POLICY
Revised September 2021

Assessment Policy Committee Members
Academic Consultant & IB coordinators
Principals
Academic Coaches
Teachers
Students
Parents

Contents

DAS MISSION

Inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools (DAS) is to empower each student to be a compassionate, thinking, lifelong bi-lingual learner who makes a positive difference, locally and globally.

DAS VISION

Our vision is to provide a world-class education with an Arab and Islamic identity through a pioneering learning community that is sustainable and socially responsible.

THE INTERNATIONAL BACCALAUREATE'S MISSION STATEMENT

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners, we strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry, and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives— intellectual, physical, (spiritual), and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

DAS EDUCATIONAL PHILOSOPHY

We believe that an excellent education touches both the hearts and minds of students, developing their intellectual, personal, emotional, and social skills to learn and work in a rapidly changing and developing world. Moreover, it should provide them with a sense of belonging in their own country while also developing an openness to their roles as citizens of the world who are committed to taking action to help make their world a better place.

We believe that this kind of education is best provided through a collaborative, constructivist learning process based on inquiry, action, and reflection. It should result in meaningful, rigorous, interdisciplinary academic learning, which students apply to solve real-world problems while at the same time developing the attributes described in the IB Learner Profile that support lifelong learning. In our approach, assessment plays an important role, must be multi-faceted, and integrated into the process of learning and planning.

We believe that language is central to students' intellectual, social, cultural, and emotional development. To this end, every teacher is a language teacher. Our goal is to honor and support the development of both Arabic and English. We highlight the transdisciplinary nature of language learning by teaching the academic language through content in both English and Arabic.

We believe that promoting a positive, supportive climate of respect, safety, and responsibility is essential. All our students deserve equal opportunity and should be treated with respect and dignity. However, we also recognize that to be inclusive to all learners; we need to differentiate in the type and amount of instruction and learning support.

1. DAS PHILOSOPHY ON ASSESSMENT POLICY

As a team, we value our learner outcomes the most; therefore we:
- **Design** formative and summative assessments that align with our expectations.
- **Report** student performance data on PowerSchool.
- **Analyze** formative and summative assessments.
- **Reflect** on learner performances and summarize specific strategies and interventions to support their needs.
- **Determine and act** on specific support strategies to differentiate learning for all our students.
- **Share** the analysis of test data with all the stakeholders – students, Student Support Unit (SSU) team members, and parents.
- **Reflect** on our analysis in Professional Learning Communities (PLCs) with our collaborators.

ASSESSMENT PURPOSE AND PRACTICES

In keeping with the school's mission and the spirit of the IB Program, assessment is geared toward improving rather than merely documenting student performance. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and evaluate the program's effectiveness. The objectives and process of any assessment should be clearly explained to the students.

THE PURPOSE:

As a pioneering professional learning community, we know that our collaborative efforts and collective inquiry need to be assessed based on results. We need to evaluate our initiatives based on ongoing assessments. We also monitor the effectiveness of our practices by analyzing the growth in student learning. In our school, we use assessments as an essential tool that supports and promotes student learning. Our assessments aim to achieve this by:
- Providing feedback on the learning process.
- Informing and improving the planning and teaching processes.
- Making the learning process and expectations transparent for students, parents, and teachers.
- Promoting a deep understanding of subject content by supporting students in their inquiry.
- Providing tools for the learner for self-reflection and goal setting.
- Promoting the development of higher-order cognitive skills by providing rigorous final objectives.
- Supporting the holistic nature of learning by assessing a range of knowledge, practices, skills, and attitudes.

THE PROCESS:

- What do we expect our students to learn?

- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

2. ASSESSMENT IN VIRTUAL LEARNING

At DAS, we ensure that virtual learning courses adhere to the same assessment and evaluation criteria as traditional classroom courses. Assessment tools are even more diversified; for instance, the school evaluates its fundamental procedures and systems to ensure that assessment, evaluation, and reporting of students' progress are valid and accurate in the remote learning setting.

Teachers employ procedures that:
- Are equal, open, and fair to all children.
- Ensure that all students, especially those with special needs, are supported.
- Are carefully prepared to align with IB program standards and practices and, to the extent feasible, with students' interests, learning styles and preferences, needs, and experiences.
- Are explicitly explained to students and parents prior to the start of the remote learning session.
- Are continuous, varied, and administered to offer students with many chances to demonstrate the breadth of their learning.
- Give ongoing descriptive feedback that is clear, detailed, meaningful, and timely.
- Develop students' self-assessment abilities so they can evaluate their own learning, establish precise goals, and plan their next steps in learning.

3. TYPES OF ASSESSMENT

A. Pre-Assessment.
B. Formative Assessment.
C. Common Formative Assessment.
D. Summative Assessment.
E. Standardized Assessments.
F. School Approved Internal Assessments.
G. Peer and Self-Assessment.

A. PRE-ASSESSMENT

Pre-assessment takes place before instruction to discover what students already know to plan the next stage of learning.

B. FORMATIVE ASSESSMENT

Formative assessments are interwoven throughout daily learning and provide teachers and students with valuable, timely feedback on how well students understand and apply new concepts, skills, and knowledge. Formative assessments are also intended to inform teachers about the effectiveness of their practices by providing essential information regarding student mastery of skills. They help us decide which students need additional

support and what support is required.

C. COMMON FORMATIVE ASSESSMENT

Common formative assessments are assessments created collaboratively by teachers through the use of Subject Standards and IB criterion. They play a vital role in the learning process for all PLC teams by providing timely information about student performance. Common formative assessments also provide PLC members with a platform to compare student results collaboratively. This practice allows the team to discuss the results, considering how each teacher approached the standards and what strategies were most effective. This discussion leads to intrinsic professional development and is connected directly to what the students and teachers require to advance. Common formative assessments also facilitate a systematic response for students who need additional support and modified instruction.

D. SUMMATIVE ASSESSMENTS

Summative assessments take place at the middle and end of every unit of learning across disciplines. They give the students opportunities to demonstrate what they have learned according to the intended standards. Summative assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge, and processes that address multiple learning styles. A summative assessment can be a pen-and-paper test or a performance assessment task.

E. STANDARDIZED ASSESSMENTS

Standardized assessments are used as a means to evaluate teaching and monitor student progress. They are the basis of SMART goals in several subjects. They are part of the school's ongoing plan to improve teaching and learning. Standardized assessments are used for the following reasons:
- Inform teaching
- Collect data to check for growth over time
- Set SMART goals
- Provide an opportunity for comparison with the global community

The following standardized assessments are regularly administered at DAS in the Primary Years Program (PYP) or the Middle Years Program (MYP):
- MAP – Measure of Academic Progress (English and Math).
- TALA – Arabic proficiency assessment.
- PSAT – Preparatory Scholastic Aptitude Test.
- ISA Test – International Schools' Assessment.

F. SCHOOL APPROVED INTERNAL ASSESSMENTS

In addition to the standardized assessments, DAS also uses centralized assessments that serve a similar purpose as the standardized assessments. These assessments are done internally, either by the teachers or the school's Research Unit. The following are school approved assessments:

- Arabic Developmental Reading Assessment.
- Almiqyas (Grades 1-2).
- Benchmark Assessment System (BAS).

G. PEER AND SELF-ASSESSMENT

Peer and self-assessment are interwoven throughout daily learning to engage students in the reflection and assessment of their learning and the learning of others. Students are given ample time to reflect on their own and their peers' progress in all subject areas, including the attributes expressed in the IB Learner Profile.

4. ASSESSMENT BY PROGRAM

A. PRIMARY YEARS PROGRAM (PYP) AND MIDDLE YEARS PROGRAM (MYP)

ASSESSMENT OF THE ESSENTIAL ELEMENTS OF THE PYP:

The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner of each unit:

- **Knowledge:** Assessment of the knowledge learned in each unit through summative assessments, which demonstrate an understanding of the central idea.
- **Skills, concepts, and the IB Learner Profile:** Each unit provides an opportunity for students to demonstrate their understanding and mastery of different skills, concepts, and attributes of the IB Learner Profile. Reflection on the growth in these areas is recorded on the planners and self-assessments, which students complete at the end of each unit of study.
- **Action:** Student actions that are initiated beyond the scope of the unit are recorded on the planner.

PORTFOLIOS:

Student portfolios are used to collect information and assess student progress. They allow teachers to track student performance in academic skills, knowledge development, conceptual understanding, transdisciplinary skills, and the IB Learner Profile attributes. Student portfolios demonstrate achievement made in critical thinking and creativity and include the student's reflection on their work. They allow students to identify their areas of strength and improvement and become participants in their learning. Student portfolios provide evidence of learning, include a range of curriculums, and are a valuable tool for assessment and reporting purposes. Student portfolios are also used in student-led conferences to share their progress and achievement with their parents.

PYP EXHIBITION:

The PYP exhibition takes place at the end of Grade 5. It requires students to demonstrate their learning throughout the Primary Years Program. It is an opportunity for students

to highlight how they apply their knowledge in unfamiliar situations and is a valuable tool for assessing student learning throughout our program.

MYP PROJECTS (MYP Year 3 and 5):

The mission of DAS is deeply rooted in students making a positive difference both locally and globally. The vision of the school is driven by sustainability and social responsibility. Community Projects and Personal Projects are essential mechanisms for our students to give back to their communities with their expressions of service that contribute to the daily lives of the members of their community. We view them as unique opportunities to evaluate students' holistic learning coherently and organically.

CRITERION-REFERENCED ASSESSMENT IN THE MYP:

The MYP assessment model is a criterion-referenced model with predetermined criteria that all students are familiar with. MYP identifies a set of objectives for each subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

MYP assessments are conducted internally using the MYP objectives and aligned assessment criteria for each subject. Teachers create tasks and assignments in light of the IB criteria to help students reach the objectives.

In the MYP, each student's performance is measured against predetermined criteria for each subject. The MYP's goal is to increase each student's depth of knowledge in all the subject areas by having both teachers and students engage actively in assessing the learning process.

As the MYP assessments are criterion-based, our assessment practices during PLC team meetings play a vital role in creating a shared understanding of the criteria and how they are assessed. This process builds unanimity and provides the teachers with the support they need throughout the implementation process.

		Criteria			
	Assessment of	**A**	**B**	**C**	**D**
MYP Subjects	Language and Literature (Arabic)	Analyzing	Organizing	Producing text	Using language
	Language and Literature (English)	Analyzing	Organizing	Producing text	Using language
	Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
	Sciences	Knowing and understanding	Inquiring and designing	Processing and Evaluating	Reflecting on the impact of Science

Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics to real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Community Projects	Investigating	Planning	Taking action	Reflecting
Personal Projects	Planning	Applying Skills	Reflecting	
Interdisciplinary Unit	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

MYP ASSESSMENT AGREEMENTS:

- Work is assessed according to the MYP assessment criteria prescribed for each subject.
- Work assessed outside of the final grade serves as a check for students and teachers to inform further learning.
- Students must be knowledgeable of the criteria and how they are applied.
- Feedback is given by describing the achievement level on the task-specific rubric.
- Assessed work is returned with the rubric for clear communication of achievement results.
- In all subject groups, the MYP published assessment criteria of MYP Year 3 and 5 will be used in the assessment in MYP Year 2 and 4, respectively.
- Each subject criterion group is assessed at least twice during the year.
- At the end of the year, the teacher, through their professional judgment, determines the level that best describes the student's achievement. The sum of these achievement levels is converted to a numerical grade using the grade boundaries published by the MYP coordinator.
- Both the numerical grade and the levels for each criterion are communicated on the report card at the end of each trimester.

MYP CRITERION-BASED ACHIEVEMENT LEVELS: Each subject has up to four IB criteria displayed as A, B, C, and D on the report card. Below is an example of the IB MYP rubric for year 5, Individuals and Society Subject Group.

	Criteria	Maximum Level	Semester 1	Semester 2
A: Knowing and understanding Students are able to use a range of terminology in context; demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.		8		
B: Investigating Students are able to formulate/choose a clear and focused research question, explaining its relevance, formulate and follow an action plan to investigate a research question, use methods to collect and record relevant information, evaluate the process and results of the investigation, with guidance.		8		
C: Communicating Students are able to communicate information and ideas in a way that is appropriate for the audience and purpose, structure information and ideas according to the task instructions, create a reference list and cite sources of information.		8		
D: Thinking critically Students are able to analyse concepts, issues, models, visual representation and/or theories; summarize information to make valid, well-supported arguments; analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations; recognize different perspectives and explain their implications.		8		

Level 5 — Individuals and Societies — Social Studies. Student Name: / Subject Teacher: Choose Teacher / Number of periods absent:

Students receive grades from (0-8) to indicate the level of the student's achievement in each of these four criteria. Each criterion is assessed twice by the end of the second trimester and the grade displayed is the best-fit grade for the student's achievement.

IB MYP GENERAL GRADE DESCRIPTORS:

At the end of the academic year, teachers add the achievement levels of each subject in all four criteria (0-8) based on consistent student performance. A final grade (1 to 7) is then assigned for the subject using the below conversion chart.

Students are graded using the following criteria based on different subjects:

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of acceptable quality. Communicates a basic understanding of many concepts and contexts, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often

		inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates a basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates a secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates a comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

PURPOSE OF ASSESSMENTS IN PYP AND MYP:

The purpose of an assessment is to provide the educator with an in-depth analysis of the students' abilities. It helps teachers understand the learner and modify their practices accordingly. In order for any assessment to be considered effective, it should align with the following components that are applicable to both summative and formative assessments.

- **Valid**: Occurs in authentic contexts and assesses identified objectives.
- **Fair:** Provides students with a wide range of opportunities to demonstrate their knowledge, conceptual understanding, and skills. Students and teachers should learn from the experience.
- **Explicit:** States criteria clearly, so that students can understand them. They are shared in advance to allow for a quality product or performance.
- **Comprehensive:** Provides a range of information gathered over time.

Effective assessments not only provide the students with an opportunity to show their abilities but also allow teachers to:

- Use and reflect on the teaching and learning process effectively.
- Plan in response to student needs.
- Gather evidence to reflect on practices and modify their instruction.
- Collaboratively review the students' work to check for progress.

ASSESSMENT STRATEGIES IN PYP AND MYP:

Teachers use a range of assessment strategies to document evidence of student learning. The strategies selected to assess student learning assess the inquiry process and the product created through the process. Teachers rely on several assessment strategies to collect data to create a balanced view of the student.

Assessment Strategy	Description
Observation	Students are observed regularly. This observation may be conducted collectively (whole class) or singularly (one student). Observation is particularly valuable when assessing attitudes or skills.
Open-ended tasks	Students are asked to produce an original response. The response could take many forms, such as a presentation, an essay, a diagram, or a solution to a problem.
Performance assessments	Performance assessments allow students to creatively demonstrate the learned skills and show their understanding in real-world contexts.
Process journals	Regular written personal statements by the students about key issues or important activities lead to an enhanced understanding of the concepts. This strategy is especially useful in personal and community projects.
Student self-evaluation	Students are given the opportunity to reflect upon their learning and to assess progress against predetermined criteria.
Peer assessment	Students who assess their peers can clarify their own thinking and understanding of the assessment criteria. The student being assessed can use this process to learn from peer feedback.
Written tests	Periodic examinations that check understanding.
Projects	Projects are a hands-on approach and allow the students to display their learning in a comprehensive manner. It is an effective tool to observe academic performance and work habits.

ASSESSMENT TOOLS:

- **Rubrics or MYP criteria:** An established set of criteria for rating students in all areas. The descriptors inform the assessor about which characteristics or signs to look for in students' work and how to rate that work on a predetermined scale. Rubrics may be developed by students as well as by teachers.
- **Checklists:** A list of criteria against which students are assessed (e.g., information, data, attributes, or elements that should be present).
- **Exemplars**: Samples of students' work that serve as models against which other student work is judged. The exemplars should be reviewed by teachers and updated regularly based on changes to the curriculum.
- **Anecdotal records:** Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analyzed later. These records need to be systematically compiled and organized.

RESULT ORIENTATION:

Data plays a vital role in helping the teams identify areas for improvement and set SMART goals. To make our goals SMART, they need to conform to the following criteria:
- Specific.
- Measurable.
- Attainable.
- Result-oriented.
- Time-bound.

The PLC teams follow a simple collaborative inquiry cycle to impact student learning positively:
- **Plan:** Plan their assessments and data gathering tools.
- **Do:** Implement what they planned and gather data using the tools they identified in the planning stage.
- **Study:** Study the data together to identify gaps, reflect on their practices, and make necessary changes to the plan.
- **Act:** Review the plan and make necessary changes based on analyzed data. Prepare to go through the cycle again, starting from "Do."

Each PLC team goes through a yearlong inquiry cycle related to the team's SMART goal, while the short cycle is done within every unit.

REPORTING CRITERIA:

1. Entered and communicated electronically.
2. Give enough information about student performance to be useful, but be concise enough to be practical.
3. Reflect student performance on DAS standards, benchmarks, and grade-level expectations.
4. Show all instructions and categories in both English and Arabic on the same page.
5. Provide two types of information on the same page: achievement results and Approaches to Learning (ATL) skills.

PYP REPORT CARDS:

Every quarter DAS has a reporting period. It consists of an achievement score based on a scale of 1-7 and an "effort score" based on letters. This information provides parents with a complete picture of their child's performance in their subjects and units of inquiry. The report card also includes all standards and skills that were taught during the reporting period. A similar report card consolidating a student's performance for the entire trimester is sent to the parents twice a year.

MYP RECORDING AND REPORTING:

In the MYP, report cards detailing student achievement should:
- Reflect the performance of students specific to MYP objectives and criteria of that

grade level.
- Show all instructions and categories in both English and Arabic on the same page.
- Include two types of information on the same page, which describe achievement results and ATL skills.

STANDARDIZATION:

Standardization is an important step that must be taken to create a shared understanding of the criteria used to assess students' work with the goal of creating an environment of rigor and trust.

THE RATIONALE FOR STANDARDIZATION:

At DAS, we believe that standardization:
- Ensures professional respect and integrity for all participants through regulated discussion.
- Enriches understanding of the learning target/performance expectation (criteria) and achievement levels.
- Leads to open communication and an increase in trust amongst students and educators.
- Maintains the focus of discussion on student evidence and the achievement levels.
- Ensures achievement feedback and the assigned grades for students are fair, consistent, valid, and defensible.
- Ensures objectivity when grading assessments.
- Controls human error as a result of unintended bias or the environment.

ESSENTIAL AGREEMENTS FOR STANDARDIZATION:

- Agreeing on grade level expectations:
    i. Performance expectations and standards.
    ii. The assessment must be rigorous.
- Agreeing on guidelines:
    i. Assessment criteria specific to the assessment must be clarified before the test day.
    ii. The maximum time for the assessment should not exceed 80 minutes.
- Norms and consensus must be defined before beginning to assess student work:
    i. Consensus must be established about scores.
    ii. Mastery of standards must be agreed upon.
    iii. The process must be active and participatory.
    iv. Participants must be given respect.

THE PROCESS OF STANDARDIZATION:

- **Before:**
    o Complete the assessment together and create a collaborative answer scheme.
    o Provide multiple copies of student work.
    o Locate a space to disseminate student work and resources.

- o Decide on a leader to facilitate the process.
- o Teachers bring two samples from three levels of students – low, average, and high performing students.

- **During:**
  - o Each teacher marks the work of the same student separately – blind scoring.
  - o Once the papers are marked, teachers discuss sections or questions of the assessment to understand similarities and differences.
  - o Sections or questions where the teachers differed are discussed.
  - o Teachers compare the criteria description to student responses and try to minimize differences as much as possible.

THE TIMEFRAME FOR STANDARDIZATION:

Standardization will be conducted:
- Before submitting each summative back to students.
- During subject group PLC meetings.
- Alternate monthly between common formative assessments and summative assessments.

B. AMERICAN DIPLOMA (GRADES 11-12)

1. DAS aims to maintain regular communication with parents to provide a clear understanding of their child's progress. For this purpose, it offers two kinds of reporting systems – ongoing and end of the trimester.

2. The purpose of the ongoing reporting system is to provide consistent feedback on student performance. It impacts the planning and actions of the teachers, students, and parents. Teachers are required to record grades online every trimester and yearly using the school's PowerSchool system. This information is generated based on the grades for the summative assessments assigned by the teacher for each unit. This electronic grade book can also be viewed at any time by the student, Counselor, Academic Coaches, Principal, and School Consultant for Academic and Professional Development.

3. At the end of each trimester, reports will be sent to the families by email. Parents are responsible for following up on their children's progress directly through PowerSchool.

4. Each course must include a minimum of 2 grades per trimester from the approved summative assessments, including the end-of-trimester exam if one is to be included.

ELEMENTS THAT ARE TO BE INCLUDED OR EXCLUDED AS COMPONENTS OF THE FINAL GRADE:

A number of assessments will be considered and sanctioned to be included or excluded in the final grade. Each subject should include a minimum of two

summative assessments per trimester. The weights (from 100) for each summative assessment must be determined and shared with students. Results of the assessments are provided in percentages and recorded in the electronic grade book along with their weight. Students and parents can view the grades online within two weeks once the assessment is completed. Only the work completed in the classroom under the teacher's supervision can be counted in the final grade.

DESIGN AND WEIGHT OF END-OF-TRIMESTER EXAM:

Some courses require end-of-trimester evaluations, and others do not. The weight for the trimester examinations must be between 0% and 20%. The weight value must be agreed upon in writing between the teachers and Academic Coaches.

When final examinations are used, they are given in the standard classroom setting, unless virtual learning is in effect. The school might decide to provide all final exams according to the regular school schedule or assign exams during an examination period. In the latter setting, less than five days might be appropriate according to the number of courses that require end-of-term examinations.

Guidelines in deciding on the inclusion of end-of-term evaluations:

1. **English and Arabic**: Should not include an end-of-trimester exam. However, assessments conducted during the trimester should focus on skill development using well-designed performance tasks. They should assess vocabulary items, reading fluency, and three kinds of comprehension: direct, inferential, critical. They should also require students to analyze texts and write an essay that shows higher-order thinking on the enduring understandings taught throughout the class.
2. **Religion:** May or may not include an end-of-trimester exam. If there is one, it should focus on process skills and their application and meaningful knowledge through a well-designed performance task. It should also include an assessment of agreed-upon vocabulary.
3. **Social Studies:** May or may not include an end-of-trimester exam. It should focus on process skills and meaningful knowledge associated with the enduring understandings taught throughout the units, if there is one. It should also include an assessment of agreed-upon vocabulary.
4. **Sciences:** May or may not include an end-of-trimester exam. If there is one, it should focus on applying knowledge and skills in authentic problems/situations. It should also include an assessment of agreed-upon vocabulary.
5. **Math:** Should include an end-of-trimester exam focusing on applying knowledge and procedures to solve real-world problems. It should also include an assessment of agreed-upon vocabulary.
6. **Computer, Design, Physical Education, Art:** Should not include an end-of-trimester exam.
7. **Electives:** Should not include an end-of-trimester exam.

HOW FINAL GRADES ARE GIVEN FOR EACH SUBJECT:

Before the beginning of the academic year, Academic Coaches and teachers decide on the units for each course and agree on the weight for each assessment. The combined weight of all the units plus the final assessment weight (if there is one) should equal 90%.

In order to represent the performance of a student for a <u>particular course</u>, the following sequence of steps will be taken:

   a. Decide the relative weight of each unit and of the end-of-term assessment (if there is one).
   b. Add together all the grades for the assessments that the student took.
   c. The final grade for the subject (from 100) is the sum in (b) above (out of 90), plus the total number of points out of 10 for classwork and homework.

C. MUQARARAT PROGRAM (GRADES 10-12)

Grades issued for students in the Muqararat program are similar to those described above for DAS students in the American Diploma program. However, they must also align rules and guidelines prescribed by the Ministry of Education and are subject to any modifications to these policies. Therefore, the school's policy will be determined by updates from the Ministry on this matter.

5. REPORTING TO PARENTS AND STUDENTS

- Conferences: Teacher/Student, Student-Led, Teacher/Parent.
- MYP: Mid-semester progress reports.
- 10 -12 Muqararat, 11-12 American Diploma: Electronic Grade Book (PowerSchool).
- End-of-trimester reports.
- End-of-year report card.

CONFERENCES

TEACHER/PARENT CONFERENCES:

Parent conferences are formal reporting sessions between the parent and the teacher, which occur twice in an academic year. They are used to discuss the student's progress and share sample work they have done. Any plans for improvement between the parent and the teacher regarding the student are recorded. If needed, follow-up meetings are requested either from the parents or the teachers.

PYP STUDENT-LED CONFERENCES:

These are conferences between the parent and the student. Students are involved in choosing what is shared with the parent. Students address all five components of the IB program. Parents greet the teachers and go around the room throughout the

conference.

TEACHER/STUDENT CONFERENCES:

These take place formally or informally in the classroom during lessons. They take place to provide specific feedback to the students based on their needs.

THE ROLE OF PORTFOLIOS IN PARENT/TEACHER CONFERENCES:

The portfolio is an integral part of the student's journey through the PYP and the MYP program. It provides a record of student achievement. Each student has their own portfolio, which is to be shared with the parents during all conferences.

6. STUDENT ABSENCE FROM SUMMATIVE ASSESSMENTS

Students are expected to be present and punctual for their summative assessments except in the extreme cases listed below. Since all assessments used to determine a final grade must be completed inside the classroom (unless virtual learning is in effect), students must attend each summative assessment for each class. At the beginning of each academic year, the Principal will announce a schedule outside regular school hours for students who have missed any summative assessments to complete the evaluation requirements. These opportunities will be offered according to the following restrictions:

a. This policy applies equally to students in the PYP, MYP, American Diploma, and Muqararat programs.

b. The make-up assessment will feature the same difficulty level as the original assessment and be conducted using the same time limits.

c. The absent student is responsible for completing the form for make-up tests and have it signed by the parent and returned to the Proctor (Muraqib) of their educational program.

d. If the student is absent for one of the reasons listed below, they have the right to complete a make-up assessment. Otherwise, they do not have the privilege. Only the following student absences can be **excused**:

- Absence to take official tests like SAT, TOEFL, Quderat, Tahseeli, or other exams approved by DAS, or absence to participate in a competition or event which the school has approved (see the Policy for Participating in External Events) if the student informs the Proctor (Muraqib) at least three days ahead of time and provides official proof of the test or event; however, during the final exam period, none of these permissions apply, and the student is expected to attend final exams at the scheduled time.

- Any absence occurring from an accident or an illness that begins at school is recorded and verified in an official report by the school nurse for one day only. If the absence is for more than one day, the School Nurse's report must be supported by an external medical report.

- Absence due to a car accident must be verified by the police on the same day.
- Absence for which the student provides an official medical report within one week (five working days) of returning to school.
- Absence for three to five working days because of a death in the immediate family.
- Absence is verified by official papers requiring the student to visit court or a governmental agency that has specified a particular appointment that requires absence from school.

e. If the student is absent for the make-up assessment for a reason not mentioned in the list above, they will not be permitted to take a make-up assessment, regardless of the cause. In this case, they will receive a zero for that assessment.

f. One scheduled make-up opportunity could be used for more than one summative assessment if the student was absent for an entire day in which more than one such assessment was given.

g. If the student is late for the make-up assessment, they may be admitted with the following conditions:
1. No student who is taking the same assessment has already left the room.
2. The late student is not given any additional time to complete the assessment and must leave at the time already scheduled.

h. A student who has an excellent record of attendance and punctuality (absence, lateness to classes, and partial absence during the day for appointments) can be given special consideration once a year in the case of a documented emergency absence, which is outside the list of six acceptable excuses. The principals will keep records to show these cases for each student and the school as a whole.

i. Not being aware of the rule is never an acceptable excuse.

7. PASSING AND FAILING

A. PYP

Please refer to the Underachieving Students' Policy.

B. MYP

The MYP final report card is graded from (1-7). MYP students may not continue in our school in any of the following cases:
a. Scoring a 2 or less in any subject at the end of the year.
b. Scoring a 3 in any two subjects each year over a 2-year period. Subjects may or may not be the same at the end of the 2 years.
c. Scoring a 4 in four or more subjects each year over a 2-year period. Subjects may or may not be the same at the end of the 2 years.

C. MUQARARAT (GRADES 10-12) AND AMERICAN DIPLOMA (11-12)

The minimum passing grade for **any** subject is 60% for the Diploma program and 50% for Muqararat.

It is <u>not acceptable</u> for a student who has failed a course to be reassessed at any other school and then return to DAS based on that assessment.

In the case that 20% or more of the students in a section get 70% or less on a given test or summative task, the teacher and supervisor together can choose (or not choose) to create a written action plan for reassessment AFTER evidence is presented that the student has undertaken steps to learn the material being tested. As a general rule, however, no retesting will be permitted without the following:

    a. The signature of the parent/s on the original evaluation and the action plan, and
    b. Clear written evidence that the student/s have fulfilled the action plan either independently or with the teacher's help.

If the teacher and Academic Coach agree to a retest, it will be obligatory for students who scored below 70% and optional for the others. If a student decides to take the retest, the first grade will be canceled, and the retest grade will be recorded even it is lower than the original grade.

D. AMERICAN DIPLOMA PROGRAM (GRADES 11-12) ONLY

If a student does not achieve 60% or more on a course in the first or second trimester, they are allowed to be reassessed on all units of that course/subject within the first two weeks of the second or third trimester, respectively. In this case, all academic grades taken for that course during the first or second semester will be replaced by the grade earned on the reassessment, thus representing 90% of the grade. Added to this are the grades earned for homework and classwork, representing 10% of the grade. All retests will be at the same level of difficulty as the original.

If the student does not pass the reassessment of the first or second trimester course, they may not take any course that follows in the second or third trimester, respectively, for which the course in the first or second trimester was a pre-requisite.

The student may be allowed to be reassessed either two weeks after the end of the third semester or in the preparation period before the new academic year begins. The choice is to be made by the school administration only. In this case, as in reassessments after the first or second trimester, all the academic grades taken for that course during the second or third trimester, respectively, are deleted and replaced by the grade earned on the reassessment, thus representing 90% of the grade. Added to this sum are the grades earned for homework and classwork, representing 10% of the grade. All retests will be at the same level of difficulty and equal time as the original ones.

If a student from grade 11 has failed one or more courses (per trimester) and does not pass the reassessments, s/he must transfer to another school. In the case of twelfth graders, if a student does not pass a course, their case will be studied by a special committee that decides whether they can repeat the course the following school year or move to another school.

8. REPORTING STUDENTS' BEHAVIOR AND WORK HABITS

A. PYP

Students receive a letter-based grade for their efforts in every subject. This grade is given by each teacher based on the student's behavior and work habits in each subject. The students are also evaluated on the ATL skills each trimester. The grade is agreed upon by all concerned teachers.

B. MYP AND HIGH SCHOOL

Reports to parents include achievement, behavior, and work habits, all written on the same page with a clear relationship to each subject to ensure that parents review this information. The report on students' behavior and work habits will be prepared by each teacher individually based on what has been observed in the classroom for each subject separately. Items to be included in this report include at least the following: homework, behavior, participation, attendance, punctuality in attending class, punctuality in handing in work, and related matters. The purpose will be for the parent to see what habits and behaviors are affecting – positively or negatively – the achievement grade in that class.

Several supplementary reports are attached to the preliminary report on specific fields that will be filled out directly by the teachers involved. Such reports will include health and fitness information to be filled out by P.E. teachers and other activities that may be added in the future. Parents will be informed about what clubs and Service as Action their children have joined.

For further details on reporting, please refer to the DAS report card.

9. INFORMING PARENTS ABOUT STUDENTS WITH SPECIAL NEEDS

Accommodations and special support that have been made will be noted for students with special needs, according to the DAS Inclusion Policy.

10.   POLICY REVIEW

This policy will be reviewed annually years by the Leadership Team for any necessary changes. All amendments will be shared with students, Counselors, teachers, librarians, and parents through team meetings, general conferences, and publications on the DAS website. A complete revision of the policy with all stakeholders will take place every five years.

11.   REFERENCES

References used in the development of this policy are:
MYP: From Principles into Practice (IBO, 2014)
Making the PYP Happen (IBO, 2014)