



# School of Modern Skills Assessment Policy

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## Purpose of Assessment

The purpose of assessment is to improve student learning – any assessment which doesn't achieve this is not seen as being worthwhile. As well as this, it's important that assessment provides students with:

- An understanding of their own achievement and progress
- An opportunity to demonstrate what they know, understand, and can do.
- Clear targets for improvement – getting better.
- Skills to self-evaluate.
- Opportunities to receive feedback and praise for their efforts and achievement.
- Motivation to ensure they set achievable but challenging goals.

Assessment affects all constituencies within the school community. Our assessment at SMS complies with the UAE framework and National Agenda and includes international assessments such as Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA).

Our assessment provides parents with:

- Accurate and timely information on their child's strengths, areas for development and their progress in relation to the curriculum standards.
- Data to enable a discussion on individual learning plans and support activities.
- Comparators with other similar students worldwide.

Assessment enables teachers to:

- Monitor students' growth in knowledge, skills, and understanding.
- Communicate expectations in relation to standards and international expectations.
- Adapt planning and learning to meet learner needs.
- Review the curriculum to adjust according to student responses.
- Inform students about how well they are doing.
- Report to parents about their child's progress.

Leaders in the school use assessment information to:

- Make resource decisions.



- Evaluate the curriculum, its teaching and student learning.
- Provide feedback to students and teachers.
- Evaluate the school's performance against school targets and in comparison, with other similar schools, internationally.
- Demonstrate the difference the school is making to students' education.

## 1.0 Measurement of Progress

For the academic year 2022/2023 the following data will be analyzed in order to determine our progress judgments per phase.

- MAP Fall 2021 - Fall 2022
- MAP Winter 2022 - Winter 2023
- MAP Spring 2022 - Spring 2023
- CAT4 - EoS 1/2 2022
- CAT4: MAP Fall 2022/Spring 2023 Gap Analysis
- EoS 1 2022 - EoS 1 2023
- EoS 2 2022 - EoS 2 2023
- IBT 2021 -IBT 2022
- IBT 2022 - EoS Arabic 2022/2023
- SAT Math - EoS Math 2022/2023
- Emsat in Math and Physics
- IELTS Grade 12

## 2.0 Internal Assessment

### 2.1 Formative Assessment

Teachers should ensure that their students fully understand the learning objectives of their studies at every stage. In turn, students should reflect on their own progress toward achieving their goals, self-evaluate, identify their next steps, and share responsibility for their learning outcomes.

Students are made aware of the **learning objectives** for each lesson to enable them to evaluate their own understanding and progress and identify when they need help or clarification. Learning objectives clearly distinguish the acquisition of subject knowledge from the development of learning and other skills



**Success criteria** are clearly defined for the students, so that they know what they have to do in order to meet learning objectives and to achieve positive assessment outcomes

Lesson content is reinforced through homework, key tests and provision of learning resources and online activities.

In addition to subject teaching, every lesson and homework task shares a focus to reinforce and enhance the development of the English language, numeracy, independent learning, communication, and reasoning skills.

Within lessons, teachers ensure that **feedback** on learning is given by and to learners at frequent intervals using a variety of means, such as questioning, discussion, tasks, quizzes and review activities, and involving teacher-, peer- and self-evaluation. The feedback in lessons identifies what has been done well and what needs to improve, and guides timely action in response (for students and for the teacher). Please see the **SMS Feedback Policy**.

Teachers shall work to achieve best practices for formative assessment, for example:

- Relevant prior learning is confirmed in-lesson systematically and accurately
- Understanding is checked systematically through effective questioning throughout the lesson
- Teachers anticipate required interventions, doing so with notable impact on the quality of learning.
- Systems are in place to involve all students in reading/responding to constructive feedback and acting on it.
- Learners are confident and critical in assessing their own and others' work, and to set themselves meaningful targets for improvement.'

## 2.2 Continuous Assessment

### Elementary:

#### Phase 1

Continuous assessment rubrics are linked to curriculum standards (CACSSS, NGSS MOE) and tracked across the two semesters.



Teachers assess students based on a “5 point learning journey”.

Students also develop skills of self-assessment.

Personal and social development is measured through the Class Dojo points system linked to the school’s values.

Grade Level leaders conduct regular review and moderation sessions to ensure valid and clear measures of student progress.

All students are connected to an online reading platform and Lexile levels and growth are tracked 3 times a year.

Report cards evaluate learning dispositions as well as progress towards curriculum standards

**Phase 2**

Continuous assessment rubrics are linked to curriculum standards (CACCSS, NGSS, MoE) and tracked across the two semesters.

Teachers assess students based on a “5-point learning journey”.

Students self and peer assess against the “5-point learning journey”.

Personal and social development is measured through the Class Dojo points system linked to the school’s values.

Grade Level leaders conduct regular review and moderation sessions to ensure valid and clear measures of student progress.

All students are connected to an online reading platform and Lexile levels and growth are tracked 3 times a year.

Students in G1 - 5 undertake external MAP (NWEA) tests 3 times a year. Their MAP data is directly linked to Achieve 3000, Exact Path and Study Island to provide individualized learning paths.

Report cards evaluate learning dispositions as well as progress towards curriculum standards

**Middle and High School:**

**Grade Percentages and Breakdown**

Letter Grade	Percentage	GPA
A+	97-100	4.0
A	93-96	3.9

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	63-66	1.0
D-	60-62	0.7
F	59-0	0.0

### Phase 3

Exam Type	Weighting
End of Semester Exam - Oral/Practical 15% - Written 25%	40%
Continuous Assessment ● Subject Skills (20%) ● Project (20%) ● Progress (20%)	60%

### Phase 4

#### Grade 9

Exam Type	Weighting
End of Semester Exam - Oral/Practical 15% - Written 25%	40%



Continuous Assessment <ul style="list-style-type: none"> <li>● Subject Skills (20%)</li> <li>● Project (20%)</li> <li>● Progress (20%)</li> </ul>	60%
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### Grades 10-12

Exam Type	Weighting
End of Semester Exam <ul style="list-style-type: none"> <li>- Oral/Practical 15%</li> <li>- Written 25%</li> </ul>	40%
Continuous Assessment <ul style="list-style-type: none"> <li>● Subject Skills (10%)</li> <li>● Project (15%)</li> <li>● Progress (20%)</li> <li>● Mid-Semester Tests (15%)</li> </ul>	60%

#### Note:

All assessments must be aligned to CA\_CCSS, NGSS, and MoE standards and match grade level expectations.

Assessments must contain a balance of questioning styles to include knowledge, skills, application, problem-solving, and critical thinking questions and comply with [SMS exam criteria](#).

### 2.3 Assessment Moderation - pre-assessment, post-assessment and marking moderation.

Mid-Semester and End-of-Semester Exams are subject to a rigorous standardization and moderation of marking procedure.

The moderation procedure is outlined in the following [document](#).



## 2.4 End of Semester (EoS) Internal Examinations

In order that school examinations (a) have validity and integrity and (b) that they serve as a preparation for other more formal occasions, it is essential that in-school examinations be well administered.

To this end:

- All exams shall be conducted via a secure online assessment platform.
- All internal assessments and accompanying rubrics are designed collaboratively by parallel subject teachers and reviewed and modified if required by MLT (Heads of Department).
- Mid-Semester and End-of-Semester Exams are subject to rigorous standardization and moderation of marking procedure.
- Should a student(s) raise a concern in relation to the content or a question on the exam paper, the proctor shall take note of the issue and promptly instruct the student to continue with the exam and answer the remaining questions. At the end of the exam, the proctor shall provide the student with the relevant form wherein they may note their concern. All forms will be submitted to the Exam Committee. Should the Committee find the concern is warranted, they shall meet with the relevant teacher and Head of Department.
- The rules for each examination event and each examination center will be clearly stated and displayed in each exam center. Full compliance is required.
- Proctors should be diligent in their duties. They must follow the exam supervision schedule and report to their exam center on time.
- The area to be supervised shall be divided among the team of proctors with each member participating actively.
- All teachers attend their relevant Department's Standardization and Moderation Sessions in the lead up to and throughout and following the assessment period.
- Students may not leave the exam center before the end of the examination. When students finish ahead of the allotted time, they may study for another upcoming examination if they have the appropriate material with them. They will not, however, be permitted to leave the exam center to source study material.



- An Examination Committee will convene at the end of examinations each day. This will consist of the School Principal, Vice Principal and Assistant Vice-Principals.
- Where a student violates the rules and protocols for an examination, they will be cautioned by the supervising teacher in relation to any further violation. Further violation may result in the student being relocated within the examination center or referral to the Examination Committee. Parents will be informed in writing of such a referral (See Appendix 2.0). Where such a referral is being made, the student will be removed to an alternative venue, pending a hearing by the Committee. The Examination Committee will formally record the reasons for the referral and the action taken. It will have the authority to recommend the imposition of sanctions to the Principal.
- When a student is referred to the Committee on a second occasion during an examination period, he will sit the remainder of the examinations for that period in an alternative venue, determined by the Committee. Parents will be informed in writing of such a referral (See Appendix 3.0). The reasons for this referral and the Committee response will, again, be formally recorded and retained by the Committee.
- Where a student has been referred to the Committee during two consecutive examination periods (EoS1 and EoS2, for example), he will sit the remainder of that set of examinations in an alternative venue, determined by the Committee. The reasons for this referral and the Committee response will, again, be formally recorded and retained by the Committee.

## **2.5 Information for Students: Procedures for End-of-Semester (EoS) Internal Examinations**

1. Students must, at all times, show respect and consideration for others during the course of the examinations.
2. Students must be seated in their exam center in order for registration to take place prior to the exam start. Late entry is not permitted. Students are not permitted to leave the exam center before the end of the exam.
3. Students must bring all necessary equipment with them to the exam center including an appropriate fully charged device.
4. Students are not permitted to use the calculator feature on a mobile phone during the exam.
5. Students may not borrow equipment from another student during the exams.
6. Students must have “Safe Exam Browser” downloaded on their devices.



7. Students must have the device screen brightness set to a high setting.
8. Students must connect to the correct wifi as per proctor instructions.
9. Students must submit their mobile phones prior to the exam.
10. The use of VPNs is strictly prohibited
11. In the event that a student disrupts the exam, the Proctor may take a number of actions including:
  - a. Cautioning the student about his/her misbehavior
  - b. Relocating the student within the exam room.
  - c. Referring the student to the Examination Committee. The Committee will respond in accordance with the school policy on Assessment.

12.. Standard school rules apply during the course of the exams in relation to

- a. School Uniforms
- b. Toilet Passes
- c. Eating and Drinking

13. In the event a student finishes before the end of the exam, they may submit their exam and study for any subsequent exams if they have appropriate material with them. They will not be allowed to leave the exam venue to source study material.

14.1

If a student is caught cheating during an exam, the proctor shall remove any cheating material, caution the student, record the incident, and refer the student to the school exam committee via the appropriate Form.

14..2

Should a student be found cheating on a subsequent occasion (consecutive or otherwise), the student's exam shall be immediately suspended and the exam invalidated. No other opportunity will be provided for the student to resit the assessment.

15. Attendance.

Only those students with a positive Covid result or attested sick leave will be excused from the exam and allowed to resit it at a later date. **No other absence will be excused and the student will not be permitted to take a resit.**



## 2.6 Information for Exam Proctors: Procedures for End of Semester (EoS)

### Internal Examinations

1. All academic staff shall be required to act as exam proctors during examination periods.
2. They must adhere to the proctor schedule as prepared and disseminated by SLT in the days preceding examinations.
3. Proctors are not permitted to change the schedule in any way, such as "swapping" a session with another teacher
4. Proctors are to arrive at their exam center in a timely fashion, as per the schedule.
5. Proctors must take student registration prior to the exam.
6. Proctors must actively supervise.
7. Proctors may not assist students in any way.
8. Proctors may not give feedback to students.
9. A member of the exam committee shall assign the exams in the moments prior to the exam commencement.
10. Proctors to remind students of examination rules.
11. Proctors are to follow all examination procedures as outlined in the assessment policy.

### 3.0 External Assessment

The following is a list of external assessments, in which the potential, attainment and progress of students is tracked and monitors and used to influence teaching and learning, curriculum planning decisions:

- CAT 4
- MAP
- IELTS
- SAT (Math)
- PISA
- PBTS
- TiMSS
- EmSAT (Math, English)
- PIRLS
- IBT (Arabic)



**The Vice Principals and Assistant Vice-Principals of each phase are responsible for ensuring that:**

- All eligible students are registered correctly for all external examinations
- All fees are paid in a timely manner;
- The venue, timing and transportation arrangements are communicated to both students and parents;
- If held on school premises, that normal EoT examination procedures and rules are followed and all necessary resources are readily available;
- A regular review of curricula is conducted to ensure alignment with exam requirements;
- Ensure that all teachers are adequately trained in MAP, IBT and CAT4 preparation, analysis of results and implementation of findings.
- In conjunction with the school data specialist, all data is collated, analyzed and communicated to all relevant stakeholders - teachers, students, parents, governors and KHDA.

#### **4.0 Implementation of Assessment Data**

**Teachers are required to use assessment data in the following ways:**

- To develop and implement intervention and extension plans for individual students.
- To develop and modify scope and sequences and unit plans
- To plan challenging and engaging lessons.
- To group students both in homogeneous and heterogeneous groups (Based on CAT4/MAP/IBT data)
- To ensure all groups of students are being effectively supported and challenged at all times (differentiate effectively).
- Use data garnered from item standard analysis to inform curriculum modification - revisit, and reinforce certain standards and outcomes.
- To challenge high-ability learners and support low-ability learners
- To identify students in need of extra EAL by using CAT4 verbal deficit to support and refer them to the school EAL program.
- To set targets for students (based on MAP, baseline, CAT4 data, and IBT).



- To apply teaching strategies effectively.

## Appendix

### Appendix 1.0 Sample letter to parents in the event of breach of Examination

#### Procedures Letter to Parents following first breach:

Date:

Dear

Examinations are currently taking place at the School of Modern Skills. The rules and protocols governing these examinations are outlined in the School Policy on Assessment which has been approved by the teaching staff, the Student Council, the Parents' Council, and the Board of Governors.

\_\_\_\_\_ was referred to the Examination Committee on \_\_\_\_\_ for violation of these exam rules. This is unacceptable and the consequences of further violations have been clearly outlined to him/her.

Be advised that this referral and the action taken have been recorded by the Committee for future reference. Be further advised that should he/she be again referred to the Committee during these examinations or the next examination session, she/he will sit all future examinations in a centre determined by the Committee.

Yours sincerely,

Exam Committee

### Appendix 2.0

#### Letter to Parents following a second breach of rules:

Date:

Dear,

I refer to recent communication with you in which I drew attention to violations of the rules and protocols governing our End of Term Internal examinations by \_\_\_\_\_. You were advised of the consequences of further disruption at examinations in that communication.



I regret to advise that \_\_\_\_\_ was again referred to the Examination Committee today for continued violation of examination rules and protocols. In accordance with the School Policy on Assessment, the committee has determined that \_\_\_\_\_ will sit all future examinations in a center apart from his/her peer group.

Yours sincerely,  
Exams Committee