



مدرسة نور الديار الخاصة
NOOR AL DIYAR
PRIVATE SCHOOL

ASSESSMENT POLICY



1.0 POLICY PURPOSE

The purpose of these guidelines is to manage and control assessment procedures implemented by the school, and to ensure fairness and consistency of the assessment that is adopted by the school with the standards and competencies of the school curricula and the national accreditation organization framework.

2.0 GENERAL STATEMENT OF THE POLICY

This policy consists of the following Assessment Principles:

- Assessment is defined as an organized procedure in which evidence is gathered, interpreted, and recorded to make a judgment about an individual performance in relation to an educational achievement.
- At Noor Al Diyar Private School (NAD), assessment is reported three times (two times as end of term reports and one as end of an academic year report). Teachers are following the NAD Track system to ensure the regular gathering of information regarding learners' academic progress.
- Assessment as an ongoing process is comprised of Diagnostic (Baseline), Formative and Summative assessment methods. It is conducted on a continuous basis throughout the learning process.
- All students are subject to equal treatment based on the standard of providing equal opportunities, including the right to appeal end of term /end of year grades.

3.0 POLICY PROCEDURES

3.1 Type of Assessments (Diagnostic, Summative, Formative)

At Noor Al Diyar Private School we implement three overarching forms of assessment methods to evaluate our students progress, and ensure that the teaching and learning objectives are reached. These approaches are diagnostic (baseline test), formative and summative approaches.

3.1.1 Diagnostic Assessment (Baseline test):

- Helps to identify students' current knowledge, skills, and capabilities; and to clarify misconceptions before further teaching takes place.
- At Noor Al Diyar Private School, we implement the baseline test at the beginning of the academic year to identify students' knowledge and skills, before new learning is introduced.
- The results from the baseline tests are not counted as part of a student's termly/yearly assessment marks.

3.1.2 Assessment for Learning (AFL)

AFL is a strategy of learning that adopts various assessments strategies which focuses on assessing a student's ongoing development or learning process, with the aim of indicating the gap between the assessed work level and the required standard. At the same time, identifying areas for student development. It gives students instant & constructive feedback on how their learning is progressing and what they need to do to close the learning gap if necessary.

Formative/Assessments for Learning (AFL) main benefits are:

- Enable students, with the help of their teacher, to find out at what level they are.
- The teacher provides feedback to teach students about how to improve their learning. Students understand what successful work looks like for each task they are doing.
- Students become more independent and integrated within the learning process, taking part in peer assessment and self-assessment.
- AFL help students to become confident, responsible, reflective, innovative and engaged (enthusiastic life-long learners).
- AFL helps to create a supportive and a cooperative classroom environment.
- AFL helps students to do better in their summative assessment.

Examples on Assessments for Learning:

- Standard & Expediency of Classwork;
- Responsibility, e.g.: Submits homework on time, Correct uniform, etc.
- Attendance;
- Behaviour, e.g.: Respects Others, etc.
- Positive Attitude, e.g.: Being grateful, manage studying stress, etc.
- Independence, e.g.: Ability to learn and work by their own, etc.
- Communication, e.g.: Listening, sharing, understanding, convincing, etc.
- Level of Participation; e.g.: Engage with class discussion;
- Takes Pride in their work, e.g. Presentation;
- Shows Initiative, e.g.: Ability to initiate actions & activities (help other students).

3.1.3 Summative assessment (Exams) preparation

Typically, summative assessments take place at the end of a period of learning, such as examinations and tests. It aims at measuring and recording the level of the learning achieved over a period, for progression to the next level or for certification.

Examples on summative assessment:

- Unit tests/Midterm Exams
- End of the Term Exams

3.1.4 Marks distribution & Grading Policy

3.1.4.1 Marks distribution

- **For Cambridge subjects (KG1-GR8)**

- Teachers assessment during the term (formative) = 40%.

- End of Term Exam (summative) = 60%.

- **Cambridge Subjects (GR9 and above)**

Internal Assessment:

- Teachers assessment during the term (formative) = 20%.
- End of Term Exam (summative) = 80%.
- The content for Term (2) exam will include 20% of Term (1) material, and 80% of Term (2) material.
- The content for Term (3) exam will be comprehensive and inclusive of the three terms materials (15% of Term (1), 15% of Term (2), 70% of Term (3)).

External Assessment:

- The IGCSE is a two-year course of study available to students at Noor Al Diyar in Grade 9 and Grade 10.
- After the completion of the syllabus (60% in Grade 9 & 40% in Grade 10), students will have the model examination (mock exams similar to IGCSE) in school prior to final Cambridge Assessment International Education (CAIE) examination.
- The final IGCSE examination at the end of two-year study is organized by Cambridge Assessment International Education (CAIE) Examination.

- **For Arabic National Subjects (KG1-GR12)**

In Arabic National Subjects (Arabic, Islamic studies, Citizenship & Social studies) total marks is distributed as shown below:

- Teachers Assessment during the term (formative): 30%.
- Midterm Exam (summative):20%.
- End of Term Exam (summative): 50%.

3.1.4.2 Grade Point Average (GPA)

- A Grade Point Average (GPA) should be calculated at the end of each term. Calculation of GPA depend on students' marks in each subject and its credit hours.
- $(GPA) = \text{SUM}(\text{subject marks} * \text{credit hours}) / \text{total no. of credit hours}$.

3.1.4.3 Grading Policy (KG1 to GR8)

Grade: Is the extent to which the intended learning outcomes have been achieved. It is a value judgment of students' achievement.

- Grade boundaries: is the minimal mark in which a letter grade can be achieved.
- The school uses the following grade boundaries which consist of both individual letters and numeric grading system.

Grade Boundaries (GB)		
Level	Percentage	Letter
Exceeding	80% +	A
Secure	50% to 79%	B
Emerging	0% to 49%	C

- (NAD) Grade boundaries classified into three levels, the following explain each boundary level.
 - 1- Exceeding: Students who got 80% and above of the total mark allocated for the subject/exam/task, etc., are graded as (A) students.
 - 2- Secure: Students who got (50%-79%) of the total mark allocated for the subject/exam/task, etc., are graded as (B) students.
 - 3- Emerging: Students who got (0%-49%) of the total mark allocated for the subject/exam/task, etc., are graded as (C) students.

For the purpose of consistency, the following descriptors were defined as typical attributes of students performing at each boundary level as guidance for teachers' observational assessments:

Exceeding:

- Consistently works well independently and is able to demonstrate an excellent understanding on the subjects learning objectives.
- Rarely requires support but may require additional challenges to move the learning forward.
- Completes the work set in a timely manner and is then able to support struggling learners appropriately.
- Produces accurate work of a high standard which is well presented and shows the steps to success clearly in their workings out.
- Actively seeks to participate in a classroom discussion, positively contributes during group work and often leads discussions while still listening to other opinions.
- Responds enthusiastically to feedback and can give reasonable and logical responses to justify their answers.
- Demonstrate an excellent attitude towards learning and set an example for others to follow.
- Are deep listeners, who often ask questions during classroom discussions to develop their own understanding e.g. Asking why?
- Achieve good to excellent results in their summative assessments which compliments their teacher's exceeding assessment.

Secure:

- May require additional support but is independent enough to use a variety of different strategies to overcome obstacles e.g. asking their peers for support.
- Demonstrates a good understanding of the first challenge in a lesson, answering with a high degree of accuracy.
- Frequently demonstrates a good understanding of the second challenge in a lesson with some degree of independence.
- Attempt and at times accurately answer questions in the third challenge of a lesson with some degree of independence.
- Participation in classroom discussion and positively contributes during group work.
- Maintain a positive attitude towards learning.
- They are mostly attentive listener and responds well under questioning.

- Maybe on the extremities of the emerging or exceeding thresholds in their summative assessment yet their classwork strongly signifies a secure GB.
- Responds to feedback positively and attempts to respond accurately.
- Frequently demonstrates a clear understanding of the subject’s learning objectives and produces quantifiable evidence in this regard.

Emerging:

- Frequently requires additional support on a day to day basis and throughout the duration of a lesson.
- Can sometimes complete the first challenge in a lesson, with some degree of accuracy.
- Can repeat/recall facts but struggle to apply the knowledge beyond the first challenge/learning episode and complete the work set in a timely manner.
- Are passive during classroom discussion and group work.
- May have secure test results but their classwork lacks the evidence to support a secure grade.
- Frequently finds completing all the work set in a lesson challenging.
- May lack motivation and demonstrates a negative attitude towards learning.
- Attempts to respond to feedback.
- May have low concentration and finds it difficult to focus on the task at hand resulting in minimal evidence of their ability being recorded in their classwork.

3.2 Parent-Teacher Meeting (PTM)

- Parent-Teacher Meeting should be conducted three times within an academic year, to discuss students’ academic progression and social school life with the parents.
- PTM could be conducted online or in school based on the circumstances at the time.
- Each parent should reserve a slot of time (5-10 minutes/meeting) with his child’s teacher, and should be arranged between the teacher and parent via teams.

3.3 Grade Appeals

- The school will provide parents/students with the opportunity for Grade Appeal. The procedures should be implemented as per Grade Appeal Policy.
- Parents/students at Noor Al Diyar Private School have the right to appeal end of the Term/Year exam grades.
- Parents/students should be able to utilize the appeal form from the front desk or the school website, and should fill the required information for the dispute of the grade.
- School allows a maximum of 7 days for students/parents to rise an appeal of an exam results.
- The academic department should process all the appeals.