



Greenwood International School Assessment Policy

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Assessment Policy

Rationale:

Greenwood International School believes that assessment is inextricably linked to teaching and learning and enables the evaluation of current practices, existing policies, and the achievement and progress on a learner, department, cycle, and school level. Being a data-driven school, we ensure that assessment is done for, not only of learning and that learners are continuously given constructive feedback to optimize their learning.

Aims:

This policy aims at raising the achievement standards across the school and ensuring consistency and integrity in assessing achievement and monitoring progress.

We use assessment to:

- ✓ Identify barriers to learning and guide instruction by employing the required intervention strategies to improve learning.
- ✓ Develop learners' metacognitive skills to self-assess themselves, monitor, and evaluate their own learning.
- ✓ Provide the learners with constructive feedback to ensure they progress continuously.
- ✓ Provide information for parents about their child's learning.
- ✓ Monitor the learners' attainment and progress across grades/cycles.
- ✓ Ensure all departments are consistent in their approach to assessment.
- ✓ Identify areas of strengths and weaknesses (on a learner, department, cycle, and school level) to inform curriculum review.
- ✓ Identify patterns and trends of individuals and groups.
- ✓ Direct learners into the courses/electives and selection of university majors.
- ✓ Set targets and inform future planning to meet the requirements of the National Agenda.
- ✓ Develop and amend school policies/procedures and review the curriculum.
- ✓ Ensure internal moderation and for scrutiny and accountability purposes.

Types of Assessment:

To help learners reach their full potential, facilitators use diagnostic, summative, and formative assessments to test the learners' understanding and progress in learning against the set Standards.

- ***Diagnostic Assessments:*** Used to assess the learners' knowledge of pre-requisite skills, guide the facilitators in planning their lessons, assign learners to different readiness groups, and perform the necessary modifications to the SOW.
- ***Formative Assessments:*** Used to ensure and track the learners' progress throughout the lesson. They are also used to pre-assess the learners' readiness for learning, provide constructive feedback, and ensure that the curriculum meets their needs. Formative assessment forms the basis of differentiation and flexible grouping and is a means for learners' self-reflection/assessment.

Summative Assessments: Used to inform the parents and the facilitator of the learners' attainment and progress. Summative assessment is used to compare learners' achievement against international standards and provide informative data on the strengths and weaknesses of specific cohorts/subjects/cycles. They are used to set-up and modify the school's goals and improvement plans.

External Assessments (2023-2024):

<u>External Assessment</u>	<u>Grades</u>
MAP Growth <i>*Thrice a year</i>	KG2-G11
CAT4	G 3, 6, 8, and 11
ABT Arabic Assessment	G1-G10
PISA-Based Test For Schools	G10
TIMSS/e-TIMSS	Selected classes from G4 & G8
NGRT	G3-G10
SAT	G11 and G12
TOFEL/IELTS	G11 and G12
AP Exams	G11 and G12

- ***External Assessment Calendar (2023-2024):*** (Check Appendix A)

Internal Assessments:

Kindergarten:

• Methods of Assessment:

<ul style="list-style-type: none"> • Peer and self-assessment. • Questioning & verbal feedback. • Checklists. 	<ul style="list-style-type: none"> • Journals. • Group work. 	<ul style="list-style-type: none"> • Observations. • Portfolio. 	<ul style="list-style-type: none"> • Oral presentations. • Reports.
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• Grading Policy:

- The KG department follows monthly rubrics to assess the learners’ competencies in a set of defined skills.

Elementary:

• Methods of Assessment:

<ul style="list-style-type: none"> • Peer and self-assessment. • Multidisciplinary assignments and projects. • Questioning & verbal feedback. • Sample performance indicators. 	<ul style="list-style-type: none"> • Journals. • Group work. • Checklists. • Creative writing. 	<ul style="list-style-type: none"> • Pre & posttests. • Screening. • Observations. • Portfolio. • Graded Classwork. 	<ul style="list-style-type: none"> • Oral presentations. • Problem of the week. • Lab reports. • Quizzes. • Lesson check.
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• Grading Policy:(Check Appendix B)

Middle School:

• Methods of Assessment:

<ul style="list-style-type: none"> • Peer and self-assessment. • Multidisciplinary assignments and projects. • Questioning & verbal feedback. • Sample performance indicators. 	<ul style="list-style-type: none"> • Journals • Group work. • Essays. • Reports. 	<ul style="list-style-type: none"> • Pre & posttests. • Baseline. • Observations. • Portfolio. • Role play. • Graded Classwork. • Quizzes. 	<ul style="list-style-type: none"> • Oral presentations. • Mock exams. • Lab reports. • Demonstration/practical • Case studies.
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• Grading Policy:(Check Appendix C)

High School:

• Methods of Assessment:

<ul style="list-style-type: none"> • Peer and self-assessment. • Multidisciplinary assignments and projects. • Questioning & verbal feedback. • Sample performance indicators. 	<ul style="list-style-type: none"> • Journals. • Group work. • Essays. • Reports. 	<ul style="list-style-type: none"> • Pre & posttests. • Baseline. • Observations. • Portfolio. • Roleplay. • Graded Classwork. • Quizzes. 	<ul style="list-style-type: none"> • Oral presentations. • Mock exams. • Lab reports. • Demonstration/practical. • Case studies.
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- Grading Policy:(Check Appendix D)
- Graduation Requirements: (Check Appendix E)
- Letter-Grade Equivalency: (Check Appendix F)

Extension of Deadline for Formative Assessments

Students may be granted an extension of time for submitting assigned work. This does not usually exceed one week. A signed letter from a parent clearly indicating the student’s circumstances is required to support the request for an extension.

Students who fail to submit their work by the extended deadline will be subjected to mark deductions.

Type of assessment eligible for an extension:
• Project
• Case Study
• Research
• Presentation

Assessment Rules and Regulations

❖ **Absenteeism:**

A learner is entitled to sit for an afterschool makeup exam as assigned by the supervisor in the following extenuating events:

- He/she is sick and submits an attested medical certificate.
- In exceptional circumstances (death of a close relative...)
- A Learner is to receive a zero on summative assessments if his/her absence was not excused/failed to present verifiable documentation that justifies his/her absence.
- Eligible students (Those who submitted an attested medical leave) will sit for a retest on Saturdays.

- If the student fails to show up on Saturday for his retest, a Zero will be automatically given.

❖ **Assessment Retake**

- The school reserves the right to have any student retake an assessment or quiz if there are doubts regarding the credibility and reliability of the result.

Assessment Design

Summative assessments should be designed as follows:

Higher-Order Thinking Questions	30%
Middle-Order Thinking Questions	50%
Lower-Order Thinking Questions	20%

N.B: Please note that the assessment design mentioned above should accurately reflect both the number of questions and the allocated marks.

- ***Test Specs***

Every summative assessment will be supplemented with a test specs table identifying the different types of questions included in the assessment and their classification as L.O.T, M.O.T, and H.OT.

- ***Marking Scheme***

The summative assessments' questions will have individual marking scheme to evaluate and assess in detail the students' work based on predetermined criteria.

Roles and Responsibilities:

The Role of the SLT:

- Meeting periodically to analyze and triangulate the data derived from external assessments.
- Using assessment data to plan for facilitators' required PD sessions.
- Tracking the attainment and progress of the learners on a grade, subject, cycle, and school level.
- Following up with the MLT on their SWOT analysis and action plans.
- Monitoring MLT by ensuring assessments are challenging, linked to the Standards, and well-designed.
- Conducting focused walk-throughs and periodically requesting learners' work samples to ensure the consistent and effective use of formative assessment.
- Using assessment to ensure that the curriculum meets the needs of learners.
- Ensuring that any pedagogical development in assessment practice is implemented where appropriate.
- Monitoring the accuracy of the information provided to parents on their children's attainment and progress.
- Following up with HODs to ensure the internal standardization of assessments at a department and grade level.

The Role of the MLT:

- Ensuring that their respective facilitators are competent in designing high-quality assessments aligned with the curriculum standards.
- Ensuring that their respective facilitators understand the department's assessment policy.
- Ensuring that their respective facilitators communicate the department's assessment policy with the learners.
- Conducting classroom observation to ensure that facilitators are effectively and consistently using formative assessment to guide their instruction.
- Following up with and guiding facilitators on the necessary curriculum modification in response to assessment data.
- Ensuring their facilitators analyze and triangulate the data derived from external assessments.
- Ensuring their facilitators know individual learners' strengths and weaknesses and monitor their progress.
- Analyzing and triangulating the data derived from external assessments to analyze the department's strengths, weaknesses, progress, and trends over time.
- Ensuring that facilitators follow a fair and consistent approach to marking,
- Minimizing the gap between internal and external assessments.
- Coordinating with the SLT in case a particular intervention strategy/PD is required.
- Ensuring that assessments are standardized at a department and grade level.
- Ensuring moderation of learners' work in mid-semester and final exams, and when needed.
- Approving learners' results in the Progress Sheet and on SMS and Paragon within 72 hours.
- Keeping parents informed of their children's attainment and progress.
- Providing learners with support classes when needed.

The Role of the Facilitator:

- Ensuring that assessments are aligned with the curriculum Standards.
- Ensuring that assessments are challenging and stimulate learners' higher-order and critical thinking skills.
- Adopting varied assessment methods to ensure that the assessment data are valid and reliable to monitor learners' progress and attainment.
- Using formative assessment consistently to track the learners' progress and do the necessary lesson modification.
- Understanding individual learners' strengths and weaknesses and monitoring their progress.
- Updating the "Know Your Class" sheet after every MAP/CAT4 session.
- Conducting MAP Goal Setting sessions to guide learners in setting new targets and drafting action plans.
- Conducting CAT4 one-on-one conferences to discuss learners' learning preferences.
- Provide Students of Determination, G&T, and ELL learners with the necessary assessment modifications/accommodations.
- Encouraging learners to take responsibility for their own learning by providing them with varied opportunities for self-reflection/assessment.

- Ensuring that learners are continuously provided with constructive feedback, both written and oral, to improve their learning.
- Ensuring that copybooks are corrected and monitored (by the learners and facilitators).
- Maintaining high ethics and integrity of assessment.
- Respecting the confidentiality of learner records.
- Correcting exams and returning them back to the learners within 48 hours of examination.
- Recording learners' results in the Progress Sheet and on SMS.
- Keeping parents informed of their children's attainment and progress.
- Providing learners with support classes when needed.

The Role of the Parent:

- Following up on assessments' results by checking the Progress Sheet of their child on SMS regularly.
- Following up with their children and tracking their progress.
- Communicating with the facilitators for any concerns.
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Students of Determination:

The facilitators of Students of Determination prepare the IEP/IAP annual review report at the end of the term and make the necessary recommendations.

The progress of Students of Determination is evaluated based on the facilitators' observations across different subjects and settings.

This is done through:

- Classroom observation.
- Screenings.
- Work samples.
- Data collection.
- Formative assessment results.
- IEP goals.
- Progress reports.
- Standardized tests.
- Meetings with concerned parties to review goals.
- Academic achievement.
- Modified Summative Assessments

Gifted & Talented:

- All learners in grades 4-8 sit for the gifted and talented assessment by the Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance on a yearly basis. Learners who pass the exam get enrolled in the G&T program.

Moderation:

For moderation and quality assurance purposes:

- Subject leaders will review the formative assessments' grades uploaded by the facilitators on SMS before approving them.
- Subject leaders and facilitators will moderate mid-semester and end-of-semester exams.




Appendices

Appendix A

Assessments 2023-2024			
	Date	Assessment	Grade(s)
SEMESTER 1	25 th Sept. 2023 – 28 th Sept. 2023	NGRT Round 1	G1 - G10
	02 nd Oct. 2023 – 06 th Oct. 2023	ABT Round 1	G3 - G10
	16 th Oct. 2023 – 27 th Oct. 2023	MAP Fall 2023	K2 - G11
	16 th Oct. 2023 – 27 th Oct. 2023	Mid-Semester 1 Exams	G1 - G12
	11 th & 12 th Sept. 2023	CAT4	*TBC
	8 th Jan. 2024 – 19 th Jan. 2024	End of Semester 1 Exams	G1 - G12
22 nd Jan. 2024			
SEMESTER 2	29 th Jan. 2024 – 02 nd Feb, 2024	NGRT Round 2	G1 - G10
	05 th Feb, 2024 – 09 th Feb, 2024	ABT Round 2	G3 - G10
	26 th Feb. 2024 – 01 st Mar. 2024	MAP Winter 2024	G1 - G11
	11 th Mar. 2024 – 22 nd Mar. 2024	Mid-Semester 2 Exams	G1 - G12
	29 th April, 2024 – 03 rd May, 2024	NGRT Round 3	G1 - G10
	06 th May, 2024 – 10 th May, 2024	ABT Round 3	G3 - G10
	21 st May, 2024 – 24 th May, 2024	MAP Spring 2024	KG1 & KG2
	03 rd June, 2024 – 14 th June, 2024	MAP Spring 2024	G1 - G11
	03 rd June, 2024 – 14 th June, 2024	End of Semester 2 Exams	G1 - G12
	25 th June, 2024 – 27 th June, 2024	Retests	G1 - G11

* All dates are subject to change.

For Appendix B, C, D

Click here:   



Appendix E

Minimum Requirements	Honors	High Honors	Distinction
<ul style="list-style-type: none"> • SAT (math component) score of 450 • Either a TOEFL ibt score of 61 or an IELTS academic score of 5. 	<ul style="list-style-type: none"> • GPA 3.7 to 3.79 • SAT (math component) scores of ≥ 500 and < 550 • Either a TOEFL ibt score of ≥ 70 and < 80 or an IELTS academic score of 6. 	<ul style="list-style-type: none"> • GPA 3.8 to 3.89 • SAT (math component) scores of ≥ 550 and < 600 • Either a TOEFL ibt score of ≥ 80 and < 94 or an IELTS academic score of 6.5. 	<ul style="list-style-type: none"> • GPA 3.9 or GPA 3.85 and above, and one AP course with a grade point A or GPA 3.8 and above, and 2 AP courses with a grade point A- in each. • SAT (math component) score of 600 and above. • Either a TOEFL ibt score of 94 and above or an IELTS academic score of 7 and above.

Appendix F

Letter- Grade Equivalency:

<u>Letter</u>	<u>Grade</u>
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
D-	Below 65
E/F	Below 60