



Greenwood International School Marking and Feedback Policy

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MARKING AND FEEDBACK POLICY

Rationale

The application of this policy will enhance student learning by establishing fairness, consistency, and transparency in assessment practices. It is designed to assist and guide educators in the evaluation, assessment, and feedback of students' work, ensuring a uniform approach throughout the school.

Purpose

Marking and feedback are crucial aspects of a teacher's role, playing a critical role in student progress and achievement. Research conducted by John Hattie emphasizes the effectiveness of feedback in enhancing student progress as it has the largest effect size on student learning. At Greenwood International School, we are committed to establishing a consistent approach to delivering feedback to students, fostering their sense of value, and enabling effective reflection, improvement, and progression in their learning to help them reach their full potential.

Marking

Marking refers to the process of assessing and assigning grades or scores to students' academic work, such as assignments, exams, essays, or projects. It involves evaluating the quality and correctness of the work based on predetermined criteria and standards. Marking provides a quantitative or qualitative representation of a student's performance in a particular task or assessment.

Feedback

Feedback is the communication of information, comments, or guidance provided to students about their academic performance and the quality of their work. It can be delivered in various forms, including written comments, verbal discussions, or electronic messages. Feedback aims to highlight both the strengths and areas for improvement in a student's work, facilitating their understanding and progress in their learning journey. Effective feedback is constructive, specific, and actionable, helping students enhance their skills and knowledge.

Feedback	Marking
Formative	Summative
Assessment for Learning	Assessment of Learning
Moves Learning Forward	Measures Learning
Provokes Thinking	Directs Thinking
Suggests	Solves
“How could you...?”	“You should...”

Feedback Types

Positive Reinforcement	Praising and encouraging students for their achievements.
Constructive Feedback	Offering specific comments on strengths and areas to improve, along with suggestions.
Formative Feedback	Providing feedback during the learning process to help students make adjustments.
Summative Feedback	Offering an overall evaluation of performance after completing an assignment or assessment.
Peer Feedback	Feedback provided by fellow students, promoting collaboration and diverse perspectives.
Self-Assessment	Students evaluate their own work and progress, fostering self-reflection and ownership of learning.
Rubric-Based Feedback	Feedback based on predefined criteria or a rubric, ensuring consistency and clarifying expectations.
Written Feedback	Comments provided in writing on assignments or papers, offering detailed explanations and suggestions.
Verbal Feedback	Feedback given orally in discussions, providing immediate interaction and clarification.
Digital Feedback	Feedback provided through digital tools or platforms, such as online annotations or learning systems.
Timely Feedback	Feedback provided promptly after an assignment or assessment, helping students connect it to their work.
Progress Feedback	Tracking a student's development over time, showing growth and improvement.
Goal-Oriented Feedback	Feedback aligned with specific learning objectives, connecting work to desired outcomes.
Motivational Feedback	Designed to inspire and motivate students, highlighting their potential and encouraging continued effort.

Marking Types

Assessment Type	Description	Examples
Formative Assessment	Ongoing, informal assessments to gauge student understanding and adjust teaching.	Drop quizzes, exit tickets, online educational games, etc.
Summative Assessment	Final evaluations of student learning mid and end of each semester.	Mid-semester and end-of-semester exams
Diagnostic Assessment	Pre-assessment to identify students' prior knowledge and learning gaps.	Pre-tests, readiness assessments.
Self-Assessment	Students reflect on their own learning and performance.	Self-reflection journal, self-marking.
Peer Assessment	Students assess their peers' work using specified criteria.	Peer grading, peer feedback.
Essay/Report	Written compositions to demonstrate knowledge and critical thinking.	Essays, book reports, research papers.
Oral Presentation	Verbal communication skills assessment.	Speeches, debates, presentations.
Rubric-Based Assessment	Assessment using a predefined scoring guide or rubric.	Rubric-based grading for projects, presentations, case studies, etc.
Standardized Testing	Nationally or internationally normed assessments.	SAT, CAT4, NGRT, etc.

Kindergarten

Task	Method	How often
Copybooks and worksheets	Writing notes with green	Daily basis
Monthly assessments and checklists	Writing constructive feedback with goals to follow up	monthly
journals	Writing constructive feedback with goals to follow up	weekly
seesaw	Giving feedback and working collaboratively with parents to reach the set goals	Whenever needed / PTA nights
Green books	Assessing students' skills and setting goals	weekly

Elementary

Reading

Resources used			
Workbook (into Reading) Assessments MS Teams Novel Story Piece	Marking	Students may reflect on their understanding or fill in Mind maps (for example, Graphic Organizers) - teachers will actively monitor their progress and engagement. This work may/or may not be graded. Teachers may use in-class reading time to observe and assess students' comprehension skills. Unseen reading passages are graded twice a semester, reflecting the skills learned in class. Teams: Students read using the (Reading Progress) tool, and teachers grade their fluency.	
	Feedback	Teachers will provide real-time verbal feedback, address errors, offer suggestions, and guide students while they read in class. MS Teams: Teachers will begin their written feedback by starting with a positive note and highlighting areas of improvement. One piece per two weeks must be teacher-assessed.	
Common marking and feedback strategies			
Teacher marking	Peer marking	Self-marking	Verbal Feedback

SPAG

Resources used			
Workbooks (Know It/ Show It) & (Grammar) Assessments Notebook Worksheets PowerPoints	Marking	Formatively (quizzes/ worksheets/ classwork): While students are engaged in spelling and grammar exercises, teachers will actively monitor their progress and participation, offering immediate guidance, addressing errors, and reinforcing correct spelling and grammar as needed on the spot. Spelling checks: weekly. Notebook: Teachers will provide written comments on assignments.	
	Feedback	In class: Teachers will provide real-time verbal feedback, address errors, offer suggestions, and guide students while they work on classroom assignments. In assessments/ written work: Teachers will begin their written feedback by starting with a positive note, and highlighting areas of improvement based on predefined criteria, including spelling accuracy, grammar usage, and punctuation. The teacher assesses at least one skill per week.	
Common marking and feedback strategies			
Teacher marking	Peer marking	Self-marking	Verbal Feedback

Writing

Resources used			
Workbooks (All English hard copy books)	Marking	Classwork: While students are engaged in their assignments, teachers will actively circulate throughout the classroom to monitor students' progress and mark them on the spot.	
Assessments		Written work: Students will be graded at least once a month for mastering one type of writing. Teachers will provide written comments on assignments/ writing activities in class.	
Notebook	Feedback	Workbook: Teachers will provide real-time verbal feedback, address errors, offer suggestions, and guide students while they work on classroom assignments.	
Worksheet		Assessments & Notebook: Teachers will begin their written feedback by starting with a positive note, and highlighting areas of improvement based on predefined criteria, including content, organization, clarity, creativity, grammar, punctuation, and spelling. Constructive feedback is given for each piece of written work. One piece per month must be teacher-assessed.	
Common marking and feedback strategies			
Teacher marking	Peer marking	Self-marking	Verbal Feedback

Math

Resources used			
Practice and Homework Book	Marking	Classwork: While students are engaged in their assignments, teachers will actively circulate throughout the classroom to monitor students' progress and mark them on the spot.	
intoMath textbook		Worksheets/Assignments: Teachers will provide written, constructive comments on assignments.	
Assessments	Feedback	Teachers will provide real-time verbal feedback, address errors, offer suggestions, and guide students while they work on classroom assignments.	
Notebook		Assessments & Notebook: Teachers will begin their written feedback by starting with a positive note and highlighting areas of improvement based on predefined criteria, including accuracy, application of concepts, and mathematical reasoning. One piece per week must be teacher-assessed.	
PowerPoints			
Common marking and feedback strategies			
Teacher marking	Peer marking	Self-marking	Verbal Feedback

Science

Resources used			
Workbook (into Science)	Marking	Workbook: While students are engaged in their assignments, teachers will actively circulate throughout the classroom to monitor students' progress and mark them on the spot.	
Assessments		Assessments/notebook/worksheets: Teachers will provide written comments on work in their notebooks/ worksheets and assessments.	
Notebook	Feedback	Workbook: Teachers will provide real-time verbal feedback, address errors, offer suggestions, and guide students while they work on classroom assignments.	
Worksheets		Assessments & Notebook: Teachers will begin their written feedback by starting with a positive note, and highlighting areas of improvement, offering constructive feedback on scientific reasoning, clarity of explanations, and overall science skills. One piece per two weeks must be teacher-assessed.	
Common marking and feedback strategies			
Teacher marking	Peer marking	Self-marking	Verbal Feedback

Science Lab

Resources used		
Lab Report Worksheet	Marking	While students are engaged on their lab report worksheets, teachers will actively circulate throughout the classroom to monitor students' progress. Teachers will provide written comments on lab reports.
	Feedback	Lab Report Worksheets: Teachers will provide written comments and grades on lab report worksheets, focusing on both content and presentation. Teachers will assess the lab reports according to predefined criteria, including accuracy of observations, clarity of explanations, adherence to the scientific method, and overall organization. One lab report per two weeks must be teacher-assessed. Real-time Verbal Feedback: During the lab report writing process, teachers will offer real-time verbal feedback to guide students, address errors, offer suggestions, and clarify doubts.
Common marking and feedback strategies		
Teacher marking	Peer marking	Verbal Feedback

Moral Education

Resources used			
Workbook Assessments Notebook Seesaw activities	Marking	Workbook: While students are engaged with their assignments, teachers will actively circulate throughout the classroom to monitor students' progress on the spot. Assignments: Teachers will provide written comments on assignments,	
	Feedback	Workbook: Teachers will provide real-time verbal feedback to guide students, encourage ethical reasoning, and facilitate respectful dialogue while they work on their workbooks. Assignments & Notebook: Teachers will begin their written feedback by starting with a positive note and highlighting areas of improvement if needed.	
Common marking and feedback strategies			
Teacher marking	Peer marking	Self-marking	Verbal Feedback

ICT

Resources used			
Workbook (TechnoKids/ Qubits) Nearpod Sphero Several software	Marking	Teachers assess students' practical application of their knowledge of skills. Teachers grade the students' written assessments of theoretical knowledge. Frequent exit slips to ensure students' understanding of the skills.	
	Feedback	Teachers will provide real-time verbal feedback, address errors, offer suggestions, and guide students while they work in class. Assessments: Teachers will begin their written feedback by starting with a positive note and highlighting areas of improvement based on predefined criteria, including technical information, communication, critical thinking, and problem-solving skills. One assessment per week.	
Common marking and feedback strategies			
Teacher marking	Peer marking	Self-marking	Verbal Feedback

Activities

Skill/ Domain	Assessment type	Evaluation Criteria	Frequency of Marking	Type of Feedback	Progress Tracking Indicator
Art (Elementary)	On-going Assessments <ul style="list-style-type: none"> • Graded Classwork (2-3 Weeks) • Practical Application (3-4 Weeks) • Project based learning. 	<ul style="list-style-type: none"> • Work quality for the given task/skill is based on a rubric form. • Creativity & Creation. • Organization. • Presentation and Delivery 	<ul style="list-style-type: none"> • Two Graded Class works (1-2 Weeks) based on a skill. • Practical Application based on a skill (3-4 Weeks). • PBL (3-4 weeks). 	Form of verbal feedback after the end of a practical task. Peer-to-Peer feedback guided by the teacher. Written feedback focuses on improvement and strength areas in the primary creative sketchbook.	Summative Assessment following a rubric for specific skills. <ul style="list-style-type: none"> - Mid-semester exam focuses on one skill once a term. - End of Semester exam focuses on more than 1 skill once a term. - Practical PBL shared with a rubric once a term focuses on a handmade skill.
Physical Education (Elementary)	<ul style="list-style-type: none"> • Scenario based learning. • Performance based learning. • Active participation • Project based learning. 	<ul style="list-style-type: none"> • Performance • Work Quality • Practical Application • Interaction • Active participation. 	<ul style="list-style-type: none"> • Scenarios based learning following a rubric (4-5 weeks) twice a term. • Performance based learning (3-4 weeks). • PBL (3-4 weeks). 	Work quality and Performance based on a rubric. Verbal feedback in order to deepen children's understanding during the learning.	Monitoring students' progress in the practical process till the end-term assessment. Practical Mid-Semester exam following 1 skill/activity shared with a rubric (once a term). Practical End of Semester exam following more than 1 skill/activity shared with a rubric (once a term). Practical PBL shared with a rubric once a term focuses on a role of a game/activity.

Arabic

المصادر	التغذية الراجعة	إجراءات وضوابط التطبيق	المهارة
الكتاب المدرسي مدارج القراءة منصة نهلة ونهاهل سلسلة أقرأ بنفسى (للصف الأول والثاني) نماذج تقييم القراءة للصف الأول (1) نماذج تقييم القراءة للصف 5-2 (3)	<ul style="list-style-type: none"> - تشجيع الطلاب على القراءة بصوت عال وتقديم التوجيه بشأن النطق والطلاقة. - تقديم التعزيز الإيجابي للتقدم في القراءة وتقديم اقتراحات لتحسين الفهم. - إجراء التقييمات الشفهية لتقييم مهارات القراءة. • يقدم المعلم ملاحظات شفهية في الوقت الفعلي، ومعالجة الأخطاء، وتقديم الاقتراحات، وتوجيه المتعلم أثناء القراءة في الصف • سيبدأ المعلمون تقديم تعليقاتهم المكتوبة من خلال البدء بملاحظة إيجابية، وتسلط الضوء على مجالات التحسين. • يجب أن يتم تقييم قطعة واحدة كل أسبوع من قبل المعلم 	<ul style="list-style-type: none"> • يقرأ المتعلم قراءة جهرية لفقرات أو نصوص متنوعة تتوافق مع مستوى الطالب / الأهداف المحددة له . • يطبق المعلم معايير تقييم القراءة الجهرية (وفق بنموذج تقييم القراءة) • يرصد المعلم درجة القراءة الجهرية وفق محكات التقدير في النموذج (1) للصف الأول والنموذج (3) للصفوف من 2-5 	القراءة الجهرية
نماذج تقييم الحفظ نموذج 2	<ul style="list-style-type: none"> - أثناء القاء المتعلم لمادة الحفظ يستخدم المعلم قائمة المعايير ليرصد مدى تقدم المتعلم ووضع درجة على الفور. - يقدم المعلم ملاحظات إيجابية شفويا لتعزيز ثقة المتعلم بنفسه . 	<ul style="list-style-type: none"> - يحفظ المتعلمون نصوص شعرية / أناشيد وفق النواتج المتوقعة - يوظف المعلم نموذج (2) لتقييم حفظ الأناشيد - يلتزم المعلم زمناً محدداً عند التقييم (لا يتجاوز (2) دقيقتين لكل متعلم وبما يتناسب مع عدد الأبيات المحفوظة - يقيم المعلم مهارة الحفظ أثناء الحصص المنهجية باقتطاع جزء من الحصة لذلك 	الحفظ
	<ul style="list-style-type: none"> • يقدم المعلم ملاحظات شفهية في الوقت الفعلي، ومعالجة الأخطاء، وتقديم الاقتراحات، وتوجيه المتعلم أثناء الاجابة في الصف • سيبدأ المعلمون تقديم تعليقاتهم المكتوبة من خلال البدء بملاحظة إيجابية، وتسلط الضوء على مجالات التحسين. • يجب أن يتم تقييم قطعة واحدة كل أسبوع من قبل المعلم <p>-استخدم قلماً أخضر لتحديد الأخطاء في القواعد النحوية وعلامات الترقيم وبنية الجملة.</p>	<ul style="list-style-type: none"> - يعد المعلم اختبارات قصيرة لتقييم الفهم والاستيعاب والمفاهيم النحوية كتابياً وفق نواتج التعلم المستهدفة - لا تقل التقييمات القصيرة كتابياً عن تقييمين في الفصل الدراسي الواحد - لا تكون نصوص الامتحان من ضمن المقرر . - يستخدم المعلم نصوص رديفة من كتاب (مدارج القراءة) - ينوع المعلم في الأسئلة وأنواعها ومستوياتها (اختيار من متعدد والمفتوحة) 	قراءة الفهم والاستيعاب
كراسة الإملاء كراسة الخط قوائم الكلمات البصرية نماذج تقييم الكتابة للصف 102 (4) نماذج تقييم الكتابة للصف 5-3 (5)	<p>1- القلم الأزرق: استخدم قلماً أخضر لوضع خط تحت الكلمات التي بها أخطاء إملائية أثناء تمارين التدقيق الإملائي. وهذا يسلط الضوء بصرياً على الأخطاء الإملائية لتسهيل التعرف عليها.</p> <p>-استخدم قلماً أخضر لتحديد الأخطاء في القواعد النحوية وعلامات الترقيم وبنية الجملة.</p> <p>يركز المعلم على محاكاة الخط المستهدف (نسخ/رقعة)</p> <p>أثناء التقييمات التكوينية (الاختبارات القصيرة/ أوراق العمل/ الواجبات الدراسية):</p> <ol style="list-style-type: none"> 1. استخدم قلماً أخضر لوضع خط تحت الكلمات التي بها أخطاء إملائية. 2. تقديم التوجيه الفوري وتصحيح الأخطاء الإملائية. 3. اكتب الإملاء الصحيح بجوار الكلمة التي تحتها خط باللون الأزرق. 4. يقدم المعلمون ملاحظات بناءة (كتائياً) بلون أخضر على المهام. <p>التدقيق الإملائي (أسبوعياً)</p> <ol style="list-style-type: none"> 1. استخدم قلماً أخضر لوضع خط تحت الكلمات التي بها أخطاء إملائية في عمل الطلاب. 2. تقديم الملاحظات والتصحيحات المكتوبة على عمليات التدقيق الإملائي. <p>كراسة التدريبات:</p> <ol style="list-style-type: none"> 1. سيقدّم المعلمون ملاحظات وتصحيحات مكتوبة على المهام الصفية. 2. تشجيع الطلاب على مراجعة الأخطاء الإملائية ذاتياً وإجراء التصحيحات بلون مختلف، مثل اللون الأحمر، لتتبع تقدمهم. 	<p>الإملاء</p> <p>يملي المعلم إملاء منقولاً ومنظوراً واختبارياً. ينتقي المعلم كلمات تتضمن أصوات الحروف القصيرة والطويلة للصف الأول. يتراوح عدد كلمات الإملاء في كل مرة : للصف الأول : كلمتين إلى 5 كلمات</p> <p>للصفوف 2-5 : فقرة مكونة من 10-20 كلمة مترجوج وفقاً للصف</p> <p>الخط</p> <p>يقيم المعلم كتابة المتعلمين في كراسة الخط تقويماً مستمراً ترصد الدرجة باستخراج المتوسط الحسابي لمرات المتابعة والتقييم. يوظف المعلم النموذج (4) لتقييم مهارة الكتابة لطلاب الصف الأول والثاني وفقاً لما يلي :</p> <ol style="list-style-type: none"> 1- مهارة تركيب الجملة إنشاءً أو إعادة ترتيب. 2- استخدام مفردات وصفية في وصف ما في مخيلته من مضمون حياته. 3- التعبير عن الشخصية والمشاعر والأحاسيس. <p>يوظف المعلم النموذج (5) لتقييم مهارة الكتابة لطلاب الصف الثالث- الخامس لتقييم موضوعات كتابية يختارها المعلم وفق نواتج التعلم والنصوص المقررة.</p> <p>تنفذ المهام الكتابية في الغرفة الصفية ضمن إطار الحصة الدراسية. ترصد الدرجة باستخراج متوسط مرات التقييم.</p> <p>تقيم المهارات الإملائية والمفاهيم النحوية والبلاغية وفق ما اكتسبه المتعلم في مرحلته الدراسية من مهارات.</p>	<p>الكتابة</p> <p>وتقسم مهارة الكتابة إلى : الخط والإملاء الكتابة (التعبير)</p> <p>يختلف قياس مهارة المحادثة بحسب الصف مع مراعاة أن المهارات تراكمية.</p>

<p>مقاطع صوتية ومرئية</p> <p>نماذج تقييم الاستماع للصف 1 (6)</p> <p>نماذج تقييم الاستماع للصف 2-5 (7)</p>	<p>تقيم استجابة المتعلم شفويًا وتقيم الوعي الصوتي ومهاراته خلال الحصص الدراسية (متابعة يومية)</p>	<p>يرصد المعلم مهارات الاستماع لدى المتعلم وفق نواتج التعلم يوظف المعلم النموذج (7) في تقييم مهارات الاستماع شفويًا. يعد المعلم أسئلة اختيارية تقيس المهارات المنصوص عليها وفق نواتج التعلم وتقيم مهارات التفكير (التذكر، الاستنتاج، التخمين، التنبؤ) وذلك ضمن إطار زمني ومكاني محددين. يطلع المعلم المتعلمين على المهارات التي يستهدفها تقييم الاستماع مسبقًا.</p>	<p>مهارة الاستماع</p> <p>يختلف قياس مهارة المحادثة بحسب الصف مع مراعاة أن المهارات تراكمية.</p>
<p>العاب</p> <p>نماذج حقيقية</p> <p>صور</p> <p>رسومات</p> <p>عروض تقديمية</p> <p>نماذج تقييم المحادثة (9)</p>	<p>تقيم استجابة المتعلم شفويًا</p> <p>ويتم رصد الدرجة وفقًا لنموذج تقييم المحادثة</p> <p>1- التركيز على التغذية الراجعة اللفظية والتقييمات داخل الفصل أثناء أنشطة التحدث.</p> <p>2- تقديم التوجيه والتصحيح أثناء تمارين التحدث.</p> <p>3- تقديم التغذية الراجعة اللفظية لتسليط الضوء على مجالات التحسين في النطق والطلاقة والمفردات.</p> <p>4- تشجيع المشاركة الفعالة في المناقشات الصفية.</p> <p>5- تقييم مهارات التحدث من خلال العروض التقديمية والحوارات والمناقشات الجماعية.</p>	<p>يوظف المعلم النموذج (9) في تقييم مهارة التحدث شفويًا</p> <p>يعرض المعلم المحاور والموضوعات وفق نواتج التعلم على المتعلمين قبل التقييم.</p> <p>يحدد المعلم للمتعلمين أدوارًا في حال كون محور الحديث تفاعليًا جماعيًا/ثنائيًا.</p> <p>يتاح للمتعلم التحدث وفق المهام المحددة ضمن مدة زمنية لا تتجاوز 3 دقائق لكل متعلم فرديًا و 2 دقيقتين إن كان التقييم جماعيًا.</p> <p>يتاح للمتعلم ممارسة أحد أساليب التحدث وفق نواتج التعلم المستهدفة باستخدام (العاب، عرض تقديمي، صور ورسومات، أوراق)</p>	<p>المحادثة</p> <p>يختلف قياس مهارة المحادثة بحسب الصف مع مراعاة أن المهارات تراكمية.</p>

Islamic Education

التكرار خلال الفصل	الوصف	نوع التقييم
1	امتحان نصف السنة – الامتحان النهائي – النشاط الفصلي (التغذية الراجعة ورقية)	فصلي
3	التقييم الختامي (التغذية الراجعة فورية شفاهية أو على سراج أو كاهوت أو كوزز) (الامتحان القصير (التغذية الراجعة شفوية أو على الورقة)	التقييمات المستمرة
2	تدريبات مستمرة (كل درس تفسير)	تقييم حفظ القرآن الكريم
1	امتحان التسميع (تغذية راجعة شفاهية – أو على سبسو)	تقييم حفظ الحديث الشريف
1	تدريبات مستمرة كل درس حديث شريف	تقييم التلاوة
1	تدريبات كل أسبوعين- امتحان التلاوة- (تغذية راجعة شفاهية – أو على سبسو)	تقييم الواجب
كل أسبوع للمتوسط كل أسبوعين للثانوي	مستمر عند كل واجب (على الدفتر – أو على سبسو)	حل أنشطة الدروس
باستمرار	عند نهاية كل درس أو أثناءه على منصة ألف (التغذية الراجعة من منصة ألف فورية)	

Middle and High

English Department

(English, Drama, literature in Cinema, Journalism, Creative Writing, Research and Study Skills, American Literature, World Literature, Women in Literature, Language and Composition, Mass Communication)

Skill/ Domain	Assessment type	Evaluation Criteria	Frequency of Marking	Type of Feedback	Progress Tracking Indicator
Speaking	<ul style="list-style-type: none"> • Presentations • Discussions • Debates • Socratic Seminars • Timed Speaking Assessments 	<ul style="list-style-type: none"> • Fluency • Pronunciation • Accuracy • Content • Organization of ideas • Intonation • Pacing 	Speaking skill is informally assessed throughout the semester. Additionally, at least one formal timed speaking assessment is conducted during the semester.	<p>Scoring rubric</p> <p>Teacher’s Feedback (verbal or written)</p> <p>Peer-to-Peer feedback guided by the teacher</p>	Summative speaking assessment/Semester
Listening	<ul style="list-style-type: none"> • Listening Comprehension • Selective listening tasks (e.g., notetaking) • Responsive listening tasks (e.g., classroom discussions, debates...) 	<ul style="list-style-type: none"> • Comprehension of main ideas and details • Vocabulary Recognition • Notetaking skills • Following Instructions 	Listening skill is informally assessed throughout the semester. At least, one formal timed listening assessment is conducted during the semester.	<p>Automated Check on MS Teams</p> <p>Teacher’s Feedback (verbal or written)</p> <p>Peer-to-Peer feedback guided by the teacher</p>	Summative listening assessment/Semester
Reading	<ul style="list-style-type: none"> • Reading Fluency • Informational text/ Literature • Leveled-Reading • Reading for pleasure/library periods (G6-G9) 	<ul style="list-style-type: none"> • Fluency and pace • Reading comprehension • Critical thinking • Rhetorical Analysis • Vocabulary recognition & Context clues • Active Reading Strategies (DARTS) • Library reading logs (G6-G9) 	The reading skill is continuously developed through the comprehension of literature and informational texts. It is assessed through a diagnostic test early in the semester, as well as through formative assessments such as exit slips and summative assessments, including mid-semester and end-of-semester exams.	<p>The Reading Fluency Program on MS Teams includes automated checks and teacher-written feedback.</p> <p>Achieve3000 incorporates level-set tests, weekly leveled readings based on Lexiles, and post-level set exams, with system-generated reports on attainment and progress.</p> <p>In summative assessments, the performance indicator sheet highlights strengths and weaknesses based on the critical standards being assessed.</p> <p>Written constructive feedback is provided for library reading logs and book reports.</p>	<p>Reading Progress MS Teams- Reading fluency test score</p> <p>Achieve 3000-Comparative Analysis: attainment and progress.</p> <p>Summative Assessment Performance twice per semester.</p> <p>Diagnostic test analysis involves tracking students' progress by assigning reading assignments on the Achieve3000 and HMH platforms based on the identified lowest-performing standards in the diagnostic test.</p>
Writing	<ul style="list-style-type: none"> • Academic Writing • Creative writing • Research Skills • Quick-writes • Response to literature • Book reports (G6-G9) 	<ul style="list-style-type: none"> • Spelling and Mechanics • Language usage and structure • Evidence and support • Organization • Clarity and coherence • Plagiarism 	Writing skills are developed continuously through handwritten work, such as quick writes, book reports, and extended responses in summative exams, and typed work, including academic	<p>Scoring rubric generated on MS Teams</p> <p>Proofreading is done for handwritten and typed work.</p> <p>Unified editing marks for handwritten work.</p>	Monitoring students’ progress in the writing process till the submission of the final draft done at least twice per semester.

			writing and research. Students are expected to complete at least two graded academic writing pieces during each semester.	Constructive feedback on areas of improvement and strength Writing workshops and peer-to-peer feedback.	
Others: Project	<ul style="list-style-type: none"> Project Based Learning 	<ul style="list-style-type: none"> Content Knowledge Mastery Problem Solving and Critical Thinking Research and Inquiry Collaboration and Teamwork Creativity and Innovation Time Management and Organization Presentation and Delivery 	A project with real-life relevance is conducted over several lessons (3-5) before its submission and presentation.	PBL Rubric Teacher's written and verbal feedback.	The teacher monitors the project's progress till the deadline. It is done once per semester.

Science Department

(Science, Integrated Sciences 1, Integrated Sciences 2, Forensic Science, Health & Nutrition, Physics Algebra-Based, Physics Calculus-Based, Biology, Chemistry, AP Chemistry, AP Biology, Astronomy)

Type of assessment	Frequency per Semester	Description
Ongoing Assessments	13	Exit tickets (5)- Classwork Sheets (2)- Drop quiz (2)- quiz(2)- self-study (1)- Lab (1)
Summative	3	Mid-semester (1)- End-of-semester (1)- Project-Based learning (1)
Feedback is given on		
Student Exam Analysis sheet		4 cover page of quizzes 1, 2, and Midsemester and end-of-semester exams
Digital Reflection & Evaluation		4 after every assessment
Digital worksheets	<i>As needed</i>	ongoing on a weekly basis
Copybooks	<i>As needed</i>	Whenever tasks or assignments are given in the copybooks
Common feedback	<i>As needed</i>	verbal- peer to peer - self-evaluation - Self-marking
Tracking		
Progress Monitoring Sheet		4 cover page of quizzes 1, 2, and Midsemester and end-of-semester exams
Digital Evaluation		4 Microsoft online document to reflect on the assessment and gives back the next step to progress
Self-Improvement Plan		4 written on the copybook and followed up on the tracking sheet of mid-semester and end-of-semester exams
Resolving	<i>As needed</i>	Students are asked to re-solve homework, worksheets, and online assignments as needed

Math Department

(Math, Algebra 1, Geometry, Pre-calculus, Algebra 2, Statistics, AP Calculus AB)

Type of assessment	Frequency per Semester	Description
Ongoing Assessments	9 minimum	Exit tickets (5 minimum)- Drop quiz (2 minimum)- Quiz (2)
Summative	3	Mid-semester (1)- End-of-semester (1)- STEM Project/ Project (1)
Feedback is given on		
Student Exam Analysis Sheet	3	Diagnostic, Mid-semester and End-of-semester exams
Digital Reflection & Evaluation	<i>As needed</i>	After every assessment (sharing the answer key/Rubric)
Digital worksheets	<i>As needed</i>	Ongoing on a weekly basis
Copybooks/Books	<i>As needed</i>	Whenever tasks or assignments are given in the copybooks/books
Common feedback	<i>As needed</i>	Verbal- peer to peer - self-evaluation - Self-marking
Tracking		
Progress Monitoring Sheet	2	Mid-semester and End-of-semester exams
Self-Improvement Plan	<i>As needed</i>	Written feedback on the copybooks and books
Resolving	<i>As needed</i>	Students are asked to resolve homework, worksheets, and online assignments

Social Sciences Department

Math for Business and Personal Finance

Type of assessment	Frequency per Semester	Description
Ongoing Assessments	11 minimum	Exit tickets (5 minimum)- Drop quiz (3)- Quiz (1) – Presentations (1) – Case Study (1) -
Summative	3	Mid-semester (1)- End-of-semester (1) - Project (1)
Feedback is given on		
Class Exercise Notebooks	Every two weeks	Class notebooks to be checked once every two weeks.
MS Teams	<i>As needed</i>	After every assessment (sharing the answer key/Rubric)
Digital worksheets (Online Book)	<i>As needed</i>	Ongoing on a regular basis
Canvas	<i>As needed</i>	Ongoing on a regular basis
Common feedback	<i>As needed</i>	Ongoing Verbal

Business Foundations | Entrepreneurship | Marketing Essentials | Principles of Economics

Type of assessment	Frequency per Semester	Description
Ongoing Assessments	11 minimum	Exit tickets (5 minimum)- Drop quiz (3)- Quiz (1) – Presentations (1) – Case Study (1) -
Summative	3	Mid-semester (1)- End-of-semester (1) - Project (1)
Feedback is given on		
MS Teams	<i>As needed</i>	After every assessment (sharing the answer key/Rubric)
Digital worksheets (Online Book)	<i>As needed</i>	Ongoing on a regular basis
Canvas	<i>As needed</i>	Ongoing on a regular basis
Common feedback	<i>As needed</i>	Ongoing Verbal

Moral Education

Skill/ Domain	Assessment type	Evaluation Criteria	Frequency of Marking	Type of Feedback	Progress Tracking Indicator
Formative and Summative Assessments	<ul style="list-style-type: none"> Exit ticket Drop Quiz Mid-semester Examinations End of Semester Examinations 	<ul style="list-style-type: none"> Multiple-choice questions Constructed Response questions Fill-in-the-blank questions Interpretation of figures and graphs Written comprehension Critical analysis questions True and false Matching 	<ul style="list-style-type: none"> Exit tickets: throughout the semester Drop quizzes: 2-3/semester Mid semester :1/ Semester End of Semester:1/ semester 	Automated Check on MS Teams Teacher's Feedback (verbal or written) Peer-to-peer feedback guided by the teacher Scoring rubric	Summative assessment/twice per semester
Project	<ul style="list-style-type: none"> Project-based learning 	<ul style="list-style-type: none"> Presentation and Delivery Content Knowledge Problem Solving and Critical Thinking Research and Inquiry Collaboration and Teamwork Creativity and Innovation Time Management and Organization 	A project with real-life relevance is conducted over several lessons (3-5) before its submission and presentation	PBL Rubric Teacher's written and verbal feedback	The teacher monitors the project's progress till the deadline. It is done once per semester.
Case Study	<ul style="list-style-type: none"> Presentations Discussions Debates Research essays 	<ul style="list-style-type: none"> Presentation and Delivery Content Knowledge Problem Solving and Critical Thinking Research and Inquiry Time Management and Organization Spelling and Mechanics Language usage and structure Evidence and support Organization of ideas Clarity and coherence 	A search-based case study is done once a semester and over one period only.	Rubric Teacher's written and verbal feedback	The teacher monitors students' progress till the submission of the end product. It is done once per semester

Humanities Department

(World History, Introduction to Sociology, Psychology, Anthropology, International Relations)

Skill/ Domain	Assessment type	Evaluation Criteria	Frequency of Marking	Type of Feedback	Progress Tracking Indicator
Formative and Summative Assessments	<ul style="list-style-type: none"> Exit ticket Drop Quiz Quiz Mid-semester End of Semester Examinations 	<ul style="list-style-type: none"> Multiple-choice questions Constructed Response questions Fill-in-the-blank questions Interpretation of figures and graphs Written comprehension Critical analysis questions True and false Matching 	<ul style="list-style-type: none"> Exit tickets: throughout the semester. Drop quizzes: 2-3/semester Quiz: 1/semester Mid semester :1/ Semester End of Semester:1/ semester 	Automated Check on MS Teams Paper-based. Teacher's Feedback (verbal or written) Peer-to-peer feedback guided by the teacher Scoring rubric	Summative assessments/twice per semester.
Project	<ul style="list-style-type: none"> Project-based learning 	<ul style="list-style-type: none"> Presentation and Delivery Content Knowledge Problem Solving and Critical Thinking Research and Inquiry Collaboration and Teamwork Creativity and Innovation Time Management and Organization 	A project with real-life relevance is conducted over several lessons (3-5) before its submission and presentation	PBL Rubric Teacher's written and verbal feedback	The teacher monitors the students' progress till the deadline. It is done once per semester.
Performance based learning	<ul style="list-style-type: none"> Presentations Discussions Debates Research essays Conducting learning sessions for other students 	<ul style="list-style-type: none"> Presentation and Delivery Content Knowledge Problem Solving and Critical Thinking Research and Inquiry Time Management and Organization Spelling and Mechanics Language usage and structure Evidence and support Organization of ideas Clarity and coherence 	Performance-based learning is done once a semester and over 1 period only.	Rubric Teacher's written and verbal feedback	The teacher monitors progress till the submission of the end product.

ICT Department

(ICT, Digital Design, Graphic Design, coding, Animation, Robotics, Ethical Hacking)

ICT Middle School				
Assessment type	Evaluation Criteria	Frequency of Marking	Type of Feedback	Progress Tracking Indicator
<ul style="list-style-type: none"> • Exit Ticket • Drop Quiz • Diagnostic / Readiness • Mid-Semester Exam • End of Semester Exam 	<ul style="list-style-type: none"> • Multiple-choice questions • True and False • Written comprehension • Fill in the blanks • Matching • Scenario analysis • Critical thinking questions 	<ul style="list-style-type: none"> • Exit tickets throughout the semester • Drop quizzes 2-3/Semester • Readiness assessment: throughout the semester • Mid-Semester 1/Semester • End of Semester 1/Semester 	Automated Check on MS Teams Teacher's Feedback (Written/verbal) Automated Check Teacher's Feedback (Written/verbal)	Comparing the beginning and end-of-lesson assessments, both teachers and students can see how much progress has been made. Students' performance in summative assessments/twice per semester.
<ul style="list-style-type: none"> • Project-based learning 	<ul style="list-style-type: none"> • Presentation and Delivery • Content Knowledge • Creativity and innovation • Submission on time 	Conducted over three sessions before its submission and presentation	Written and verbal feedback Rubric	The teacher monitors progress till the submission of the project.
<ul style="list-style-type: none"> • Portfolio 	<ul style="list-style-type: none"> • Submission on time • Content Knowledge • Organization of content 	Throughout the semester (Practical lessons)	Written and verbal feedback Rubric	The teacher monitors the portfolio content and makes sure it is updated with the required tasks on a periodic basis.

**ICT – Elective Courses
High School**

Assessment type	Evaluation Criteria	Frequency of Marking	Type of Feedback	Progress Tracking Indicator
<ul style="list-style-type: none"> Exit Ticket Drop Quiz Mid-Semester Exam End of Semester Exam 	<ul style="list-style-type: none"> Multiple-choice questions True and False Written comprehension Fill in the blanks Matching Scenario analysis Critical thinking questions 	<ul style="list-style-type: none"> Exit tickets: throughout the semester. Drop quizzes: 2-3/Semester. Mid-Semester 1/Semester End of Semester 1/Semester 	<p>Automated Check on MS Teams</p> <p>Teacher's Feedback (Written/verbal)</p> <p>Teacher's Feedback (Written/verbal)</p>	<p>Students' performance in summative assessments/twice per semester</p>
<ul style="list-style-type: none"> Project-based learning 	<ul style="list-style-type: none"> Presentation and Delivery Content Knowledge Creativity and innovation Submission on time 	<p>Conducted over 3-5 sessions before its submission and presentation</p>	<p>Written and verbal feedback</p> <p>Rubric</p>	<p>The teacher monitors progress till the submission of the project.</p>
<ul style="list-style-type: none"> Portfolio 	<ul style="list-style-type: none"> Submission on time Content Knowledge Organization of content 	<p>Throughout the semester (Practical lessons)</p>	<p>Written and verbal feedback</p> <p>Rubric</p>	<p>Teacher monitors the portfolio content and makes sure it is updated with the required tasks on a periodic basis.</p>

Activities Department

Skill/ Domain	Assessment type	Evaluation Criteria	Frequency of Marking	Type of Feedback	Progress Tracking Indicator
Art (Middle/High)	<ul style="list-style-type: none"> • Graded Classwork • Practical Application • Portfolio 	<ul style="list-style-type: none"> • Creativity & Creation • Accuracy • Organization • Originality • Composition • Design elements & color. 	<ul style="list-style-type: none"> • Graded Classwork (2-3 Weeks) • Practical Application (3-4 Weeks). • Portfolio (1 week). 	<p>Verbal feedback in order to deepen children's understanding during the learning.</p> <p>Verbal Peer-to-Peer feedback guided by the teacher.</p> <p>Ongoing Verbal feedback is given to the students/skill development.</p>	<p>Summative Assessment Performance.</p> <ul style="list-style-type: none"> - Mid-Semester 1 Exam (related to one skill/activity) shared with a Rubric. - End of Semester 1 exam (related to more than 1 skill/activity) shared with a Rubric.
Physical Education (MS & HS)	<ul style="list-style-type: none"> • Interaction • Practical Application • Performance. • Active participation • Social components & skills. 	<ul style="list-style-type: none"> • Performance • Work Quality • Practical Application 	<ul style="list-style-type: none"> • Graded Classwork (3-4 weeks). • Practical Application (4-5 weeks). 	<p>Work quality and Performance based on a rubric.</p> <p>Verbal feedback in order to deepen children's understanding during the learning.</p> <p>In summative assessments, the performance criteria assessed next to learning targets for indicating strengths and Weaknesses standards based on a Rubric.</p>	<p>Monitoring students' progress in the practical process till the end-term assessment following a rubric.</p> <p>Practical Mid-Semester exam following 1 skill/activity shared with a rubric (once a term).</p> <p>Practical End of Semester exam following more than 1 skill/activity shared with a rubric (once a term).</p>

Arabic Department

المهارة / المجال	الفن الأدبي	معايير التقييم	مواعيد التقييم	نوع التغذية الراجعة	مؤشر التقدم والإنجاز
التحدث	<ul style="list-style-type: none"> العرض التقديمية التعبير الشفوي المناظرات الندوات المقابلات الصحفية 	<ul style="list-style-type: none"> السرعة والطلاقة في الحديث صحة النطق وضبط اللغة المنطوقة صحة المضمون والمحتوى العلمي تنظيم الأفكار وترتيبها التلويح والتتبع الصوتي تبعاً للمواقف 	<p>تقيم مهارة التحدث من خلال ما يلي :</p> <ul style="list-style-type: none"> - الاختبار التشخيصي مرة في بداية العام - بشكل غير رسمي طوال الفصل الدراسي - بالإضافة إلى إجراء عدد 2 تقييم رسمي خلال الفصل الدراسي 	<p>معايير تقييم الفن الأدبي</p> <p>التغذية الراجعة من قبل المعلم الشفهية والكتابية</p> <p>التغذية الراجعة من قبل الطلاب لبعضهم البعض من خلال تقييم الأقران</p>	<p>التقييم الختامي لمهارة التحدث</p> <p>تحليل التقدم من خلال المقارنة بين نتائج التشخيصي والتقويمات</p>
الاستماع	<ul style="list-style-type: none"> الفهم والاستيعاب من خلال الاستماع تحديد الأفكار والكلمات المفتاحية إبداء الرأي وتقييم النص المسموع 	<ul style="list-style-type: none"> فهم الفكر الرئيسة والتفاصيل الداعمة لها تفسير المفردات تدوين الملاحظات اتباع التعليمات 	<p>تقيم مهارة الاستماع من خلال ما يلي :</p> <ul style="list-style-type: none"> - الاختبار التشخيصي مرة في بداية العام - بشكل غير رسمي طوال الفصل الدراسي - بالإضافة إلى إجراء عدد 2 تقييم رسمي خلال الفصل الدراسي 	<p>معايير تقييم الاستماع</p> <p>التغذية الراجعة من قبل المعلم</p> <p>التغذية الراجعة من قبل الطلاب لبعضهم البعض من خلال تقييم الأقران</p>	<p>التقييم الختامي لمهارة الاستماع</p> <p>تحليل التقدم من خلال المقارنة بين نتائج التشخيصي والتقويمات</p>
القراءة	<ul style="list-style-type: none"> السرعة والطلاقة في القراءة فهم المقروء التفكير الناقد التحليل اللغوي والبلاغي تفسير المفردات من خلال السياق القراءة الواعية والنشطة نادي اللغة العربية والقراءة الموجهة 	<ul style="list-style-type: none"> السرعة والطلاقة في القراءة فهم المقروء التفكير الناقد التحليل اللغوي والبلاغي تفسير المفردات من خلال السياق القراءة الواعية والنشطة نادي اللغة العربية والقراءة الموجهة 	<p>تقيم مهارة القراءة من خلال ما يلي :</p> <ul style="list-style-type: none"> - الاختبار التشخيصي مرة في بداية العام - بشكل غير رسمي طوال الفصل الدراسي - بالإضافة إلى إجراء عدد 2 تقييم رسمي خلال الفصل الدراسي 	<p>معايير تقييم القراءة</p> <p>التغذية الراجعة من قبل المعلم</p> <p>التغذية الراجعة من قبل الطلاب لبعضهم البعض من خلال تقييم الأقران</p>	<p>التقييم الختامي لمهارة القراءة</p> <p>تحليل التقدم من خلال المقارنة بين نتائج التشخيصي والتقويمات</p>
الكتابة	<ul style="list-style-type: none"> الكتابة المقررة الكتابة الإبداعية مهارات البحث والاستكشاف الاستجابات الأدبية كتابة التقارير واليوميات 	<ul style="list-style-type: none"> الصحة اللغوية والبلاغية الصحة الإملائية وعلامات الترقيم توظيف الأدلة والشواهد المختلفة الترتيب والتنظيم التسلسل وتطوير الفكر 	<p>تقيم مهارة القراءة من خلال ما يلي :</p> <ul style="list-style-type: none"> - الاختبار التشخيصي مرة في بداية العام - بشكل غير رسمي طوال الفصل الدراسي - بالإضافة إلى إجراء عدد 5 تقييمات رسمية خلال الفصل الدراسي 	<p>معايير تقييم الفن الكتابي</p> <p>التغذية الراجعة من قبل المعلم</p> <p>التغذية الراجعة من قبل الطلاب لبعضهم البعض من خلال تقييم الأقران</p>	<p>التقييم الختامي لمهارة الكتابة</p> <p>تحليل التقدم من خلال المقارنة بين نتائج التشخيصي والتقويمات</p>

Islamic Department

التكرار خلال الفصل	الوصف	نوع التقييم
1	امتحان نصف السنة – الامتحان النهائي – النشاط الفصلي (التغذية الراجعة ورقية)	فصلي
3	التقييم الختامي (التغذية الراجعة فورية -شفاهية او على فورمز) الامتحان القصير (التغذية الراجعة شفوية)	التقييمات المستمرة
2		
1	تدريبات مستمرة (كل درس تفسير) امتحان التسميع (تغذية شفاهية فورية -أو على تيمز)	تقييم حفظ القرآن الكريم
1	تدريبات مستمرة كل درس حديث شريف امتحان التسميع (تغية راجعة شفاهية – أو على تيمز)	تقييم حفظ الحديث الشريف
1	تدريبات كل أسبوعين- امتحان التلاوة- (تغية راجعة شفاهية – أو على تيمز)	تقييم التلاوة
كل أسبوع للمتوسط كل أسبوعين للثانوي	مستمر عند كل واجب (على الدفتر – أو على تيمز)	تقييم الواجب
باستمرار	عند نهاية كل درس أو أثناءه على منصة ألف (التغذية الراجعة من منصة ألف فورية)	حل أنشطة الدروس