



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, enabling the evaluation of current practices, existing policies, and learner achievement and progress at the individual, departmental, cycle, and school levels. As a data-driven school, we ensure that assessment is conducted not only of learning but also for learning, providing learners with continuous constructive feedback to optimize their progress.

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, 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 support learners in reaching their full potential, teachers employ a range of assessments: diagnostic, formative, and summative, to assess learners’ understanding and track their progress against the set standards.

- Diagnostic Assessments: Used to assess the learners’ knowledge of pre-requisite skills, guide the teachers in planning their lessons, assign learners to different readiness groups, and perform the necessary modifications to the Curriculum Map.
- 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 teacher 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 (2025-2026):

External Assessment	Grades
MAP Growth <i>*Thrice a year</i>	KG2-G9
CAT4	G1-G10
ABT Arabic Assessment	G3-G10
PISA-Based Test for Schools	G10
TIMSS/e-TIMSS	Selected classes from G4 & G8
i-Ready	G1-G10
SAT	G11 and G12
TOFEL/IELTS	G11 and G12
AP Exams	G11 and G12

- External Assessment Calendar (2025-2026): (Check Appendix A)



Internal Assessments:

Kindergarten:

- *Methods of Assessment (for example, but not limited to):*

Formative			Summative
<ul style="list-style-type: none"> • Diagnostic test • journals • Worksheets • Oral presentation 	<ul style="list-style-type: none"> • Reading from level up • Observation and taking notes • Interactive activities (Nearpod) • Thumb up/ down by the end of the session (exit ticket) 	<ul style="list-style-type: none"> • Monthly checklists • Peer interaction/ observation • Progressive Greenbook 	<ul style="list-style-type: none"> • End of Semester Exams

- *For Grade Distribution: (Check Appendix B)*
- *For Marking and Feedback Policy: (Check Appendix C)*

Elementary:

- *Methods of Assessment (for example, but not limited to):*

Formative		Summative
<ul style="list-style-type: none"> • Diagnostic Tests • Oral Presentations • Exit Slips • Mini-Projects/Craft Activities • Graded Workbook Pages • Mental Math 	<ul style="list-style-type: none"> • Reading Progress • Writing Tests • Spiral Review • Listening Quiz • Spelling Quiz • Reading Progress 	<ul style="list-style-type: none"> • End of Semester Exams • Announced Quizzes • Integrated Project • Drop Quizzes • Skill-Based assessment

- *For Grade Distribution: (Check Appendix B)*
- *For Marking and Feedback Policy: (Check Appendix C)*



Middle School/High School

- Methods of Assessment (for example, but not limited to):

Formative			Summative
<ul style="list-style-type: none"> • Diagnostic Tests • PBL/projects • Graded worksheets • Task Progress • Oral presentations • Capstone 	<ul style="list-style-type: none"> • Journals • Essays • Reports • Mock exams • Lab reports 	<ul style="list-style-type: none"> • Portfolio • Role play • Debates • Demonstration/practical • Case studies 	<ul style="list-style-type: none"> • Drop Quizzes • Quizzes • Skill-based assessment • End of Semester exams

- For Grade Distribution:(Check Appendix B)
- For Marking and Feedback Policy: (Check Appendix C)
- For Academic Integrity Policy: (Check Appendix D)

Extension of Deadline for Formative Assessments

Students may be granted an extension of time for submitting the 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 subject to mark deductions.

Type of assessment eligible for an extension:
<ul style="list-style-type: none"> • Project
<ul style="list-style-type: none"> • Case Study
<ul style="list-style-type: none"> • Research
<ul style="list-style-type: none"> • Presentation



Assessment Rules and Regulations

❖ Absenteeism and Consequences

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

1. He/she is sick and submits an attested medical certificate.
2. In exceptional circumstances (death of a close relative...)

A Learner is to receive a zero on the summative assessment if his/her absence was not excused or if he/she failed to present verifiable documentation that justifies his/her absence.

If the student fails to show up 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:

Type of Questions	Percentage	DOK Level	Student Voice & Choice
Higher-Order Thinking Questions	30%	3 & 4	N/A
Middle-Order Thinking Questions	50%	2	10% of the mark*
Lower-Order Thinking Questions	20%	1	N/A

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

**The teacher may allow the student to choose one of three questions, provided that this does not exceed 10% of the overall mark.*



- **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 DOK levels 1,2,3, and 4.

- **Marking Scheme**

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

- ❖ **Assessment Format**

Assessment type	Format	Assessment type	Format
Diagnostic Test	Online/Paper-based	Lab Report	Online/Paper-based
Exit Ticket	Online	Lab Practical	Online/Paper-based
Drop Quiz	Online/Paper-based	Graded Worksheet	Online/Paper-based
PBL/Project	Online	Skill-based Assessment	Paper-based
Case Study	Online	Mock Exam?	Online/paper-based
Presentation	Online	AP Quiz	Online/paper-based
Task Progress	Online/Paper-based	Quiz	Paper-based
Progress Writing	Online/Paper-based	End of Semester Exam	Paper-based

- ❖ **Assessment Protocol: Online Assessments**

When administering any online assessment, teachers must adhere to the following guidelines:

- Students must be seated in parallel columns of 5 to 6, depending on class size and the number of learners.
- Teachers must be positioned at the back of the class where they can clearly see all student screens.



Teachers must clearly inform students that:

- Opening any other websites or applications will result in a score of zero.
- Attempting to cheat from their colleagues will result in a score of zero.
- The laptop/tablet brightness must be set to maximum; any attempt to dim it will result in a score of zero.
- Upon completion of the test or when the allotted time has ended, their laptop/tablet must be turned off or closed.

****These instructions must be communicated to students prior to the online assessment. ****

Whenever possible, teachers should shuffle the test questions before administering the assessment.

❖ **Assessment Protocol: Paper-based Assessments:**

Quizzes and end-of-semester exams will have an additional version prepared if the need arises, depending on the situation or circumstances.

Assessment Moderation:

For moderation and quality assurance purposes:

- Subject leaders will review the formative assessments' grades uploaded by the teachers on SMS before approving them.
- Subject leaders, level heads, coordinators, and teachers will moderate end-of-semester exams and other assessments as needed.



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 teachers' 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 teachers' autonomy in designing assessments that best meet the needs of their students, while adhering to the guidelines of the assessment policy, and providing constructive feedback only when necessary to avoid last-minute changes and confusion.
- Ensuring that their respective teachers are competent in designing high-quality assessments aligned with the curriculum standards.
- Ensuring that their respective teachers understand the department's assessment policy.
- Ensuring that their respective teachers communicate the department's assessment policy with the learners.
- Conducting classroom observation to ensure that teachers are effectively and consistently using formative assessments to guide their instruction.
- Following up with and guiding teachers on the necessary curriculum modification in response to assessment data.
- Ensuring their teachers analyze and triangulate the data derived from external assessments.



- Ensuring their teachers 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 teachers 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 at the end of semester 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 Teacher:

- 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 make the necessary lesson modifications.
- Understanding individual learners' strengths and weaknesses and monitoring their progress.
- 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 teachers).
- Maintaining high ethics and integrity of assessment.
- Respecting the confidentiality of learner records.
- Correcting exams and returning them 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:

- Preparing their children for formative and summative assessments and reviewing the material covered on a regular basis.
- Monitoring assessment results by regularly checking their child's Progress Sheet on SMS.
- Communicating with teachers regarding any concerns.

Students of Determination:

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

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

This is done through:

- Classroom Observation
- 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:

Gifted and Talented (G&T) students are supported throughout the teaching process, from lesson planning to lesson delivery. They are accommodated by assigning extended activities and providing additional challenges to further enhance their learning in the classroom.



Appendices

Appendix A: Assessments Calendar 2025-2026

Assessments Calendar 2025 - 2026		
Date	Assessment	Grade(s)
10 th & 11 th Sept. 2025	CAT4	TBA
22 nd Sept. – 26 th Sept. 2025	I-READY Round 1	G1 - G10
29 th Sept. – 03 rd Oct. 2025	ABT Round 1	G3 - G10
20 th Oct. – 31 st Oct. 2025	MAP Fall 2025	K2 – G9
05 th Jan. – 09 th Jan. 2026	I-READY Round 2	G1 - G10
07 th Jan. 2026	AP English Mock Exam	G11 & G12
08 th Jan. 2026	AP Calculus Mock Exam	G11 & G12
11 th Jan. 2026	AP Biology/ AP Chemistry Mock Exam	G11 & G12
19 th Jan. – 30 th Jan. 2026	End of Semester 1 Exams	G1 - G12
Semester II		
02 nd Feb. – 06 th Feb. 2026	MAP Winter 2026	G1 - G9
16 th Feb. – 20 th Feb. 2026	ABT Round 2	G3 - G10
14 th & 15 th April 2026	PSAT 10	G10
14 th April – 16 th April 2026	AP Mock Exams	G11 & G12
27 th April – 01 st May 2026	I- READY Round 3	G1 - G10
30 th April 2026	AP Mock Exam	G11 & G12
04 th May – 15 th May 2026	AP Official Exams	G11 & G12
04 th May – 08 th May 2026	ABT Round 3	G3 - G10
11 th May – 22 nd May 2026	MAP Spring 2026	KG1 – G9
18 th May – 22 nd May 2026 01 st June, – 05 th June 2026	End of Semester 2 Exams	G12
01 st June, – 12 th June 2026	End of Semester 2 Exams	G11
08 th June – 19 th June 2026	End of Semester 2 Exams	G1 - G10

All dates are subject to change.



Appendix B: Grade Distribution

 [Click here](#)





Appendix C: Marking & Feedback Policy 2025-2026

 [Click here](#)





Appendix D: Academic Integrity 2025-2026

 [Click here](#)

