

**NOOR AL KHALEEJ INTERNATIONAL SCHOOL  
DOHA. QATAR**



**ASSESSMENT POLICY**

**JULY2021**

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**VISION**

To provide and preserve the highest standards of excellence in quality education.

## **MISSION**

To provide students with opportunities to pursue excellence in education in a multi-cultural environment where they learn universally accepted values and norms that will assist them to become confident, global citizens.

## **PURPOSE**

Assessment is central to the educational programme goal of thoughtfully and effectively guiding students through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action. The purpose of reporting is to support and improve student learning. Accurate and comprehensive evaluation and assessment must enable regular monitoring of student learning and provide ongoing, constructive feedback to students that focus on ways their learning can be further developed and helps to identify areas of exemplary performance.

It is the means by which we analyse student learning, the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice.

### **The aim of the examination policy**

- To assess school and student performance accurately and comprehensively in an on – going productive learning environment which supports teaching and assessing as an interconnected process, addressing all the learning programmes in the school.
- To be responsible and involve all concerned in the school’s examination process to read, understand and implement this policy.
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.
- To improve student learning by accurately determining student’s current knowledge and experiences using a range of assessment tools prior to planning areas of future need as well as areas of current exemplary performance.

- To ensure that a range of formative and summative assessment strategies are consistently planned for, implemented and analysed by both students and teachers.
- To ensure students are provided with regular opportunities to reflect on their learning in order to support them in understanding and transferring their knowledge.
- To ensure that the planning and management of examinations are conducted efficiently and in the best interests of students.
- To make the necessary changes in the conduction of testing due to unforeseen circumstances.
- To ensure students are involved in self, peer and teacher assessment and gain prompt feedback to inform and improve their learning.
- To ensure assessment data is analysed to inform the evaluation committee and subsequent modification of teaching and learning strategies for individual students.
- To provide parents with meaningful reports about their child's progress and goals for future learning through student – led interactions, student reports and interviews.

### **IMPLEMENTATION:**

1. Teachers at NAKIS are responsible for accurately assessing student achievement as well as whole school performance in all the curriculum areas.
2. Teachers are also responsible for accurately assessing and implementing the units of work which will enhance learning within the school.
3. Assessments will be used to accurately determine students' current knowledge and experiences as well as to identify future needs and directions, rather than a prelude to reporting achievement.
4. Teachers will include a variety of formative and summative assessment strategies in their teaching programme to provide multiple sources of information about student achievement.
5. Data will include evidence of development which will be reported during the Education Committee meetings to all stakeholders involved in the learning process.
6. Teachers will develop a manageable system of record keeping that can provide a rich mixture of observations of student learning including portfolios, photos and records of student assessments.

7. Teachers will attend common Departmental meetings and professional learning meetings to ensure a common interpretation of the assessment outcomes and student achievement.
8. The school will provide all required performance data to the parents through formal reports.
9. The student assessment records are stored in the Examination Department. The class teachers also maintain a yearly record which is reflected in the report cards of students. The parents meet the teachers on Parent Teacher Meetings to discuss the performance of their ward and sign the report card.
10. Individual student files containing formal records, reports and incident reports are maintained with the coordinators, counsellors and Head Teachers.

Type of Assessments (Diagnostic, Summative, Formative) At Noor Al Diyar Private School we implement three overarching forms of assessment approaches 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):

- o Helps to identify students' current knowledge, skills, and capabilities; and to clarify misconception before further teaching takes place.
- o 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.
- o Students results in baseline test are not counted as part of their termly/yearly assessment marks.

3.1.2 Assessment for learning (AFL) AFL is a strategy of learning that adopts assessment which focuses on students' ongoing development or learning process to indicate the gap between the assessed work level and the required standard, while 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. It holds 40% of a student's termly grade.

Formative/Assessment for learning (AFL) main benefits are:

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

Examples on Assessment for learning:

- o Questioning & class participation
- o Behaviour
- o Observations
- o Projects/products
- o Reports & presentations
- o Short quizzes
- o Homework
- o Classwork
- o Performance Tasks

3.1.3 Summative assessment (Exams) preparation Typically, summative assessments are 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:

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

3.2 Mark distribution & Grading Policy

3.2.1 Mark distribution for Cambridge subjects (KG1-GR4) Term 1, Term 2 & Term 3:

- o Teachers assessment during the term (formative) = 40%.
- o End of Term Exam

(summative) = 60%. o (40% - 50 %) is the pass mark range-the minimum mark required for Cambridge subjects. This depends on the average and may defer from subject to another.

o Teacher's assessment (Formative Assessment) for Cambridge subjects distributed on: - Standard & Expediency of Classwork; Holds 10 Marks - Responsibility, e.g.: Submits homework on time, Correct uniform, etc. Holds 10 Marks - Attendance; Holds 15 Marks - Behaviour, e.g.: Respects Others, etc. Holds 15 Marks - Positive Attitude, e.g.: Being grateful, manage studying stress, etc. Holds 10 Marks - Independence, e.g.: Ability to learn and work by their own, etc. Holds 10 Marks - Communication, e.g.: Listening, sharing, understanding, convincing, etc. Holds 10 Marks - Level of Participation; e.g.: Engage with class discussion; Holds 10 Marks - Takes Pride in their work, e.g. Presentation; Holds 5 Marks - Shows Initiative, e.g.: Ability to initiate actions & activities (help other students). Holds 5 Marks Total marks calculation (out of 100) will be converted to 40% or 20% based on the grade level. For grades from KG1 to GR8, 40% of the total marks will be calculated, while for GR 9 and above 20% will be calculated. (GR5-GR8) o The mark distribution for Grade 5, Grade 6 & Grade 7 is the same as mentioned above. However, the content for term 3 exam will consist of (10% of Term 1 material + 10% of Term 2 material + 80% of Term 3 material). o For Grade 8, Term (2) content will cover 20% of Term (1) material. In Term (3), the content for end of the term exam will consist of (10% of Term (1) material + 10% of Term (2) material + 80% of Term (3) material). (GR9) & higher grades o From Grade (9) and above the assessment and grading will be based on Cambridge guidelines and assessment requirements. Internal Assessment: The school will adopt the following mark distribution for Grade (9): Term 1: o Teachers assessment during the term (formative): 20%. o End of Term Exam (summative): 80%. Term 2: o Teachers assessment during the term (formative): 20%. o 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. Term 3: o Teachers assessment during the term (formative): 20%. o End of Term Exam (summative): 80%. 5 Ref. No.: ACD-NADP-AP-SEP2022-OPEN In Term (3), the content of end of the term exam will be comprehensive and inclusive of the three terms materials (15% of Term (1), 15% of Term (2), 70% of Term (3)). Grade 9 - End of The Year Assessment = Average of the three terms External Assessment: o The IGCSE is a two-year course of study available to students at Noor Al Diyar in Grade 9 and Grade 10. o In grade 9 the students should cover 60% of Cambridge IGCSE curriculum. The remaining 40 % will be covered in Grade 10 during the first Term. o After the completion of the syllabus, students will have the model examination (mock exams similar to IGCSE) in school prior to final Cambridge Assessment International Education (CAIE) examination. o The final IGCSE examination at the end of two-year study is organized by Cambridge Assessment International Education (CAIE) Examination. 3.2.2 Mark distribution for Arabic National subjects: In Arabic National Subjects (Arabic, Islamic studies, Citizenship & Social studies) total marks is distributed as shown below: o Teachers Assessment during the term (formative): 30%. o Midterm Exam (summative):20%. o End of Term Exam (summative): 50%. Teacher's assessment (Formative Assessment) for national subjects which holds 30% of the total marks is as follows: o Arabic language subjects: (homework: 2 marks, Attendance: 2 marks, Participations: 3 marks, Listening: 3 marks, Reading: 5 marks, Values: 5 marks, & Project: 10 marks) o Arabic Social Studies & Citizenship: (Homework & assignments: 6 marks, Attendance: 3 marks, Participations: 6 marks, Values: 5 marks, & Project: 10 marks) o Islamic Studies: (Homework: 5 marks, Attendance: 2 marks, Participations: 5 marks, Recitation: 3 marks, Values: 5 marks, & Project: 10 marks) Pass mark is of 50 % as the minimum mark required for all the national subject. 3.2.3



Grade Point Average (GPA) o 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. o (GPA) = SUM (subject marks \* credit hours) / total no. of credit hours. 3.2.4 Grading policy (KG1-GR8) o Grade: Is the extent to which the intended learning outcomes have been achieved. It is a value judgment of students' achievement. o Grade boundaries: is the minimal mark in which a letter grade can be achieved. o The school uses the following grade boundaries which consist of both individual letters and numeric grading system. 6 Ref. No.: ACD-NADP-AP-SEP2022-OPEN Grade Boundaries (GB) Level Percentage Letter Exceeding 96-100% A\* 81-95% A Secure 71-80% B 61-70% C 50-60% D Emerging Below 50% E o (NAD) Grade boundaries classified into three levels, the following explain each boundary level. 1- Exceeding: Students who got (81-100%) of the total mark allocated for the subject/exam/task, etc., are graded as (A\* and A) students. 2- Secure: Students who got (50%-80%) of the total mark allocated for the subject/exam/task, etc., are graded as (B, C and D) students. 3- Emerging: Students who got below 50% of the total mark allocated for the subject/exam/task, etc., are graded as (E) students. For the purpose of consistency, the following descriptors were defined as typical attributes for 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. • Demonstrate 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. 7 Ref. No.: ACD-NADP-AP-SEP2022-OPEN • 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 subjects learning objectives and produces quantifiable evidence in this regard. Emerging: • Frequently require 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.

### 3.2.5 Grading Policy (GR 9 & Higher Grades)

Our school implements Cambridge grading system from grade 9 and higher for Cambridge subjects. Cambridge grading system is graded A\*- U around the world. The below grading system is widely recognised by universities internationally. Cambridge Assessment Thresholds Grade 90-100% A\* 80-89% A 70-79% B 60-69% C 50-59% D 40-49% E 30-39% F 20-29% G 0-19% U

8 Ref. No.: ACD-NADP-AP-SEP2022-OPEN

### 3.3 Parent-Teacher Meeting (PTM)

o Parent-Teacher Meetings should be conducted three times within an academic year, to discuss students' academic progression and social school life with the parents. o PTM could be conducted online or in school based on the circumstances at the time. o 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.

### 3.4 Grade Appeals

• The school will provide parents/students with the opportunity for Grade Appeal. The procedures should be implemented as per Grade Appeal Policy. o Parents/students at Noor Al Diyar Private School have the right to appeal end of the Term/Year exam grades. o 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. o School allows a maximum of 7 days for students/parents to raise an appeal of an exam results. o The academic department should process all the appeals