



AL MAHD INTERNATIONAL SCHOOL - Doha

مدرسة المهد العالمية - الدوحة

Assessment Policy

2017 -2018

Originally prepared by

Director, Nidal Haidar

Reviewed and updated by

Assessment Coordinator, Sawsan Jaffal

Principal, Wayne Talbot



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Introduction:

Assessment of children's progress at our school is ongoing during the entire school days in order to give a chance to the teachers to evaluate the progress of each child. Teachers are familiar with many of the elements of assessment.

We believe that assessment is an essential part of teaching and learning. The main benefits of assessment enable each teacher to find out what pupils know, understand and can do, and then plan appropriate progression throughout all curriculum areas

Philosophy and Purposes:

As a school we believe the following statements show the purpose of Assessment:

1. To help the teacher evaluate the provision of the curriculum and the way in which it is taught to promote deep level learning.
2. To identify the needs of each individual child in order to raise their achievement.
3. To plan the future learning for each pupil through review and target setting.
4. To provide feedback to the pupil and identify individual achievement through the use of success criteria.
5. To enable children to take responsibility for their own learning and to involve them in assessing their own progress through pupil self-assessment strategies and to set their own success criteria.
6. To provide information for parents, governors, board of trustees, and the Ministry of Education and High Education as well as evidence for moderators.

Our assessment policy helps us achieve the following:

- Ensure that all teachers know what is expected of them as regards assessing pupils;
- Help teachers make well-founded judgments about pupils' attainments and progress, and share this process with colleagues.
- Track the attainment and progress of individual pupils and pupil groups over time;



- Provide parents with accurate information about their child's attainments and progress;
- Monitor practice in assessment and make use of assessment information;
- Collate information that enables the Governing Body and the MOEHE to evaluate practice across the school;
- Use assessment information when planning training and the deployment of resources;
- Compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

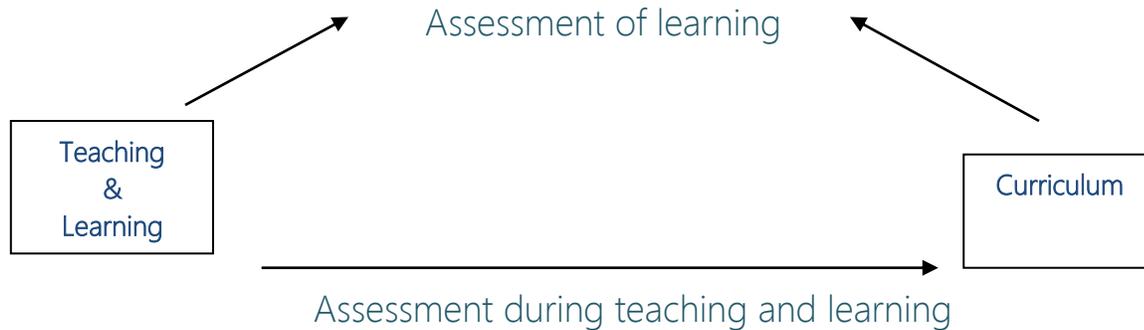
Assessment for learning:

Assessment is not an end in itself, its main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next step should be. Assessment is an integral part of teaching and learning which is evident in every lesson. We believe that when teachers identify, plan and record in advance what they intend to assess during a lesson and then record the outcomes of this assessment in a systematic way, it is more likely that the information will contribute to a developing picture of each pupil's attainments and learning needs and influence teachers' future plans.

By assessing pupils accurately and consistently and recording key information we:

- Build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- Identify each pupil's strengths and the priority areas for their future learning;
- Identify an appropriate curriculum for each pupil;
- Identify "next steps" for each pupil and express these as clear learning objectives;
- Identify the progress made in individual lessons or series of lessons;
- Evaluate the progress that each pupil is making over time;
- Evaluate and improve the teaching strategies used with each pupil;
- Support pupils, where appropriate, to monitor their own learning;
- Identify, celebrate and share achievement.

Our pupils' progress is not always linear and skills are rarely generalized spontaneously.



Assessment for Differentiation:

Meeting the needs of students with additional needs and learning difficulties:

The school is actively working on removing barriers among the different students groups, rather than putting in place a system of special provision for certain groups. The principles underlying differentiation procedures for the AESN students are based on the curriculum standards scope of work. In other words all students are taught and supported towards the same curriculum standards and curriculum objectives just like other learners. This commitment is translated in a multiple practices as follows:

- 1- Every student in need for differentiated educational experience is entitled for appropriately designed activities whether it's based on content, process or evaluation. The school is committed to providing an academic and educational program that caters to the needs of every single student based on his abilities by differentiating instructional material, strategies and assessment tools.
- 2- Support for students with additional educational needs is a shared responsibility amongst all members of the school community.
- 3- Every parent has an entitlement to be fully consulted and supported in relation to the educational needs of his child. Parents are encouraged and supported to participate in their child's learning providing background information ,school to home links, daily physical and emotional updates and insights with regard to the benefits that develop as the child is engaged in the classroom activities.



- 4- Adaptation of the assessment tools to the abilities of the students include:
- A. Accommodation in the assessments (formative and summative) are done by the school to promote increased levels of access for students with learning difficulties to the same educational experiences as their peers.
 - B. The school took the responsibility of developing assessment practices that are fair and consistent and that best allow the students to demonstrate what they know and do. Careful thought was given to the granting of accommodations on the assessments for students with learning difficulties where the student can score maximum of **85%** of the total mark if the assessment is entirely modified by content.
 - C. Requirements of some alternative arrangements for students with learning difficulties are also taken into consideration including additional time to reduce stress and allow more time for processing the information, the use of a reader when reading is not being assessed, the use of ascribe when writing is not being assessed and the use of a calculator when computation is not being assessed. In this case, candidates can be granted **90%** of the total mark given on the assessment.
 - D. Varying the conditions under which assessments occur to enable students to have an equal opportunity to demonstrate their knowledge and skills
 - E. Adaptation also includes planning for and providing students with advanced academic strengths with extra material and tasks that challenge their minds and meet their needs.
 - F. Differentiation practices are mentioned in the progress report cards as well as the report cards on term basis to clarify and explain the strategies adopted by the school towards AESN students.

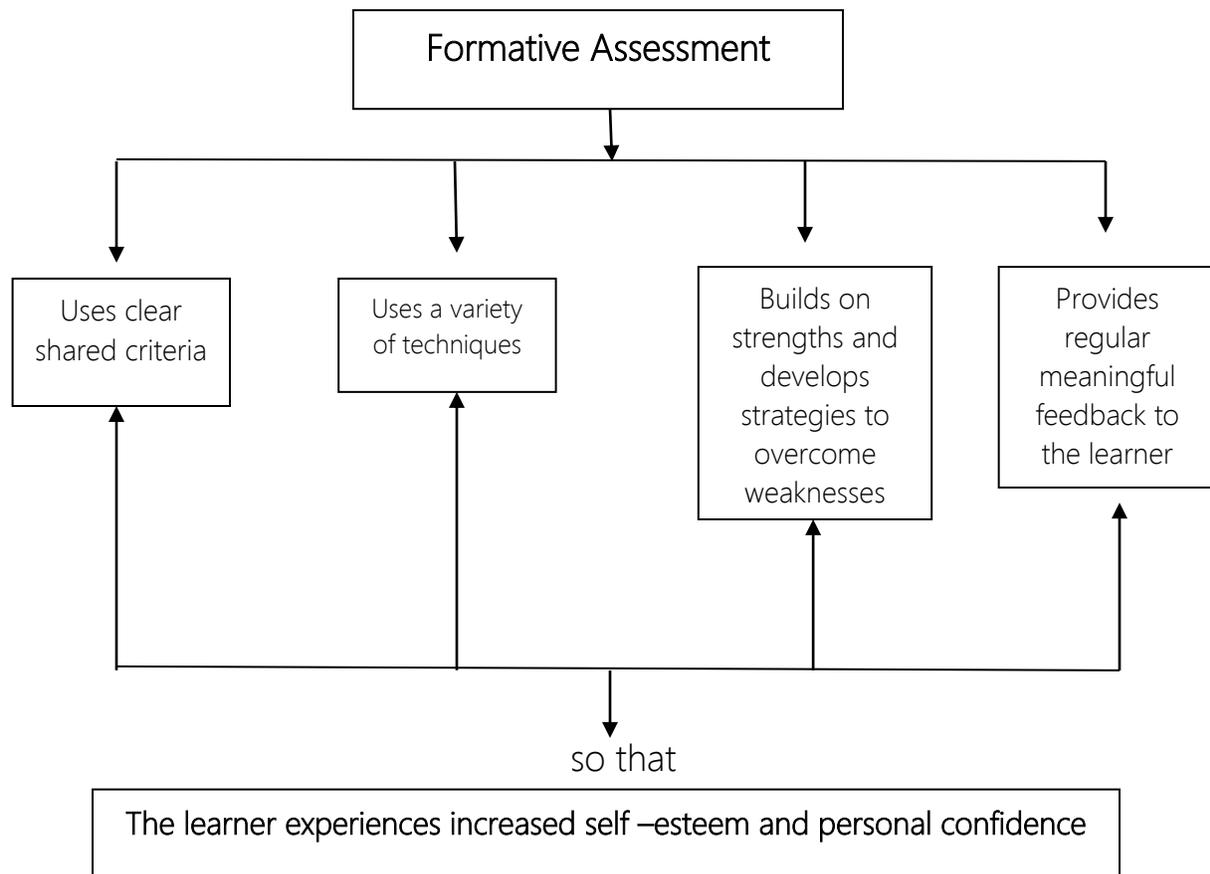


Using formative assessment to raise achievement:

• Functions:

Formative diagnosis: to identify why learners do not understand or have difficulty with some topic or idea and use this information to take appropriate action to correct mistakes and misconceptions.

Formative Evaluation: to determine whether the action following the diagnosis has resolved the learner's difficulties.





When and how assessment can take place:

- During the lesson: direct questioning
Interaction/discussion
Observation
- End of lesson: Quick revision test
- After lesson: Making written feedback on work
Homework task.
- End of unit: test or focused test

Questioning provides good opportunities for differentiation, different levels of questions can be pitched at pupils of different abilities and matched to their level of reasoning. It's good to include key questions in lesson plans.

New Amendments:

Our school assessment policy for the academic year 2016-2017 underwent some amendments that were applied. These modifications came along to ensure more effective learning within a relaxed testing environment for the primary level.

Procedures:

Children will be looking at exams as class activities with enough confidence and responsibility as short tasks to measure their attainment of different skills where teachers will be guiding this process by giving instructions whenever needed, checking children's work and providing them with a chance to reflect on their own performance. This opportunity enables them to focus more on their errors and correct them rather than looking at scores and allows the teacher to monitor closely the levels of performance by shedding the light on weaknesses detected on the spot.

Documentation:

These class activities (short quizzes) will be documented on subject LBs (learning books), checked by teachers with no scorings given along with children's reflections. (Child correcting their own mistakes)

Reporting to the parents:

LBs will be sent home every 3 weeks for parents to follow up. If there was a need for personal meetings, parents are always welcome to book in appointments with the teachers to discuss details.



Feedback:

a- Oral feedback:

Getting learners to talk together before answering questions increase their achievement. Feedback will be mainly focused around the learning objectives and success criteria for the lesson.

b- Self and peer assessment:

Learners will be provided regular opportunities to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvements. This may include:

1. Peer marking against the learning objective (assessing and/or marking another child's work)
2. Two stars and a wish (children identify two ways in which their work meets the learning objective and one thing that they could improve)
3. Self –evaluation (Example traffic lights or smiley faces to indicate how the child views his work in relation to the learning objective)
4. Highlighting and annotating own work or a peers work to demonstrate use of text features.

Tools of assessments

Hands-on activities/projects /quizzes /Homework /discussion groups/ rubrics /checklist/ anecdotal records/ performance tasks/ essays/ research work/ reflective journals/ portfolios.

Questioning provides good opportunities for differentiation, different levels of questions can be pitched at pupils of different abilities and matched to their level of reasoning. It's good to include key questions in lesson plans.

Summative assessment / Assessment of learning:

- Exams are designed based on the targets and key standards of each subject for the first and the second term.
- The end of year exam includes all key standards (concepts and skills) taught in a certain year for a certain grade level.
- Summative Assessments will be conducted for the 4 core subjects only(Arabic/English/Math/ Science)



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Data collection:

Teachers conduct monthly and weekly assessments in all areas of the curriculum and collate data that is inserted to an electronic marking system. All the assessment data derived from various tools are transferred into marks after collection. This data is continuously reviewed by coordinators who trace students' progress and discuss their feedback with teachers.

- Ongoing assessments count up to 50 % the term's marks for all the primary grade levels.
- Participation, behavior and Homework count up to 15% the term's mark.
- Summative assessments count up to 35% the term's mark.

Report Card Subjects Weightings:

English, Arabic, Maths. and Science are considered as core subjects while, Islamic, Qatari History, ICT, Social Studies and French are considered as secondary subjects except for year 1 only where no French lessons are taken. Based on this, the weight of each subject from the total average on the report cards is explained below.

Distribution sheet of scores Averages on Report Cards (2016-2017)

Arabs (Muslims)		Arabs(Non- Muslims)		Arabs (No French)		Non Arabs (Muslims)		Non Arabs (Non – Muslims)		Non Arabs (Muslims / No French)	
Arabic	15%	Arabic	16%	Arabic	16%	Basic Arabic	9%	Basic Arabic	10%	Basic Arabic	10%
English	15%	English	16%	English	16%	English	16%	English	17%	English	17%
Math	15%	Math	16%	Math	16%	Math	16%	Math	17%	Math	17%
Science	15%	Science	16%	Science	16%	Science	16%	Science	17%	Science	17%
S. Studies	8%	S. Studies	9%	S. Studies	9%	S. Studies	8%	S. Studies	9%	S. Studies	9%
French	8%	French	9%	Islamic	9%	French	9%	French	10%	Islamic	10%
Islamic	8%	ICT	9%	ICT	9%	Islamic	8%	ICT	10%	ICT	10%
ICT	8%	QH	9%	QH	9%	ICT	9%	QH	10%	QH	10%
QH	8%					QH	9%				



Attendance as an added value:

Students' attendance is a very important aspect of learning as we believe that students learn best from their classroom environment. A major student responsibility at all grade levels is regular attendance. Many studies correlate regular attendance with success in school. Regular attendance means that the academic learning process is not interrupted, less time is spent on make-up assignments, and students benefit from participation and interaction with others in class. Students with excessive unexcused absences will be considered truant.

Tardiness

Every 6 unexcused tardiness will be counted as an unexcused absent day on student's report.

Types of Absences

1. Excused Absence:

- Official religious holidays;
- Death of an immediate family member (parent, stepparent, guardian, sibling, grandparent);
- Unique or emergency circumstances which are authorized (or, whenever possible, pre-authorized) by a school administrator;
- Chronic or long-term illnesses which are verified by a doctor's signed statement and authorized by the school administrator, and authorized appointments with school personnel.

2. Unexcused Absence:

- 25 days unexcused absence and above during an academic year will result **in retention as per MOHEH guidelines**. Unexcused absent days will be counted on the student's report.
- Unexcused student's absence will prohibit the child from assigned formative or summative assessments.



Behavior in class, effort, engagement & participation:

Student behavior as well as effort, engagement, and participation in class work and Homework are extremely important aspects and conditions of a positive and effective learning environment, and are given 15% of each students mark each term.

Reporting:

We report to parents about the progress of a child's learning 4 times per year (at least).

- 1- **Progress reports** including the learning objective for each term for all core subjects as well as the social and emotional development. Progress reports are sent at every half- term.
- 2- **Report cards** include number scorings per subject, teachers' comments and targets. They are sent as hard authenticated copies by the end of each term.
- 3- **Conferences:** post each report card, the school organizes parents- teachers' conferences where parents can discuss their child/ children's results and progress with teachers and comment via a special feedback form.
- 4- **Individual reports:** Students who are classified as (at risk) or who do not show an adequate amount of progress receive **an individual plan and report** where parents are individually called for a meeting with class teachers or subject teachers to discuss the child's situation and his/ her support plan.

Success & Promotion:

- In order to be **promoted from one level to the other** the following conditions should be fulfilled:
 1. A student is expected to score a minimum of **50 % on the 4 core subjects:** English – Maths – Science –Arabic for Arab Students. **Basic Arabic** is not considered a core subject for non-Arabs.
 2. Final cumulative average should be minimum **50%**



Round Two Exams (Retake):

- Students who fail 4 core subjects are not entitled for retake exams at the end of the year.
- Students who fail 3 or less core subjects by the end of the year are entitled for retake exams before being promoted to the next grade level.
- If they fail to pass the Re-take exams, they will be subject to the assessment committee to review their results on individual basis and see if the student is entitled for bonus marks.
- Assessment committee consists of (Director, assessment coordinator, subject coordinator, and subject teacher, and class teacher)

Bonus marks:

- A student is entitled only to 2 bonus marks per subject based on his record of consistent homework, class participation, engagement and efforts.
- Students who are actively engaged in extracurricular activities are also entitled for two bonus marks.
- Two additional marks are granted to students who are still at risk of retention only if they have a full record of attendance (98 – 100%).
- Bonus marks apply only to core subjects.
- Bonus marks should be added only to the end of year exam and not to the subject total score.
- Additional Marks can be added to a student only once by the end of the school year.

The school works hard to help students achieve their targets for each year through support programs, additional ESL courses, after school clubs, as well as individual plans.

However, if a student was entitled for retake exams and bonus marks but still below passing level in 3 of the 4 core subjects, he / she shall not be promoted to the next grade level.



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Appeals:

Parents are entitled to raise any complaints regarding the results of their children where the following steps are taken in consideration:

- Appeal Letter from the parents to the administration.
- Assessment committee will be held (Members mentioned above) to discuss the student's case.

Principal

Assessment Coordinator

Mr. Wayne Talbot:-----

Mrs Sawsan Jaffal:-----

