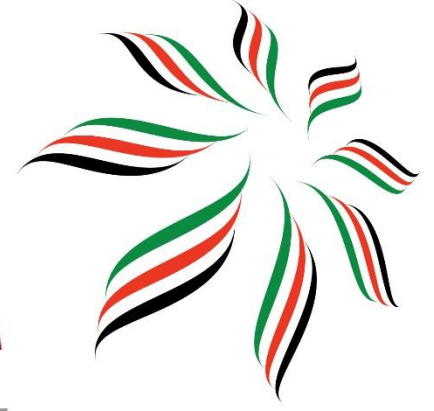


**RAK AA**



RAS AL KHAIMAH AMERICAN ACADEMY  
أكاديمية رأس الخيمة الأمريكية

ASSESSMENT POLICY – 2020/2021

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## Introduction

RAK AAG recognizes that teaching, learning and assessment of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed.

RAK AAG believes that assessment

- Monitors the progress of student learning and achievement;
- Produces coherent feedback for students, parents, and external institutions; and
- Informs curriculum; assessment review and associated curriculum modifications.

RAK AAG recognizes that students

- Have differing learning styles;
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is constructive and incorporates next step in learning

Throughout the curriculum and instructional process assessment should

- Account for a variety of learning styles;
- Be differentiated to account for the diverse backgrounds of learners;
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- Be criteria-related using published, agreed, learning objectives mandated by the CCSS and Colorado State Standards and made clear to students by teachers before tasks begin;
- Measure what students understand, what they can do and what they know;
- Be both formative (to assist students in building understanding, skills, and knowledge) and summative (to assess students acquired understanding, skills, and knowledge);
- Be on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success in meeting specific learning objectives;

- Be internally standardized both at departmental and grade level, and between the Senior and Elementary School, to ensure consistency
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge, and skills appropriate to an international and increasingly complex world.

## **Guidelines for Assessment Practice**

- All assessment at RAK AAG is criterion-related.
- All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
- Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
- Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination(EA). Teachers must explain what is required for students to fulfil the criteria for any piece of assessed work with rubrics.
- Teachers should help students understand what is required of them to fulfil the criteria for a piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria’s level of achievement descriptors with task-specific clarifications. A well-constructed rubric should:
  - Support learning by providing clear guidance;
  - Provide transparency to the process for students, their families, and teachers;
  - Provide clear, measurable evidence of learning;
  - Link generic descriptors and their command terms to task-specific clarifications.
- Feedback to students should be prompt (within 2 working days of work being submitted) and supportive.
- Teachers must keep a clear and accurate record of all assessment activities. Both formative and summative assessment will occur within every term as per the approved Assessment Calendar.

## ASSESSMENT POLICY – 2020/2021

### **Facilitating Assessment:**

### **Supporting Assessment: RAK AAG's expectations of the student**

The teacher can expect the student to

- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work—homework, class work, assignments, and projects, etc.— on time and with due diligence;
- Present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or colored pencils

### **Supporting Assessment: RAK AAG's expectations of the teacher**

The student can expect the teacher to

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful
- Completion of any assessment task;
- Assess all work appropriately and return it to students in good time.

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### **Supporting Assessment: RAK AAG's expectations of the parent**

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work. The school recommends that:

- A student be provided with a quiet space at home and adequate time to complete their school work;
- A student has access to a computer;
- A student has Internet access and/or access to books

### **Submission of Student Work: Time, Procedure, Penalties**

All work is expected to be submitted on the due date at the time specified by the subject teacher. Work must be handed to the relevant teacher when requested. It is the responsibility of the student to ensure that work has been received by their teacher. There will consequences for late submission of work. This be determined by the professional judgment of classroom teachers and may take into consideration the following factors:

- The age of the student;
- Previous occurrences;
- The student's academic history (e.g. whether the student has specific learning needs);
- Other personal circumstances.

Teachers are encouraged to liaise with Heads of Department and/or the Lead Teacher if they have concerns over late/non-submission of student work.

## **In-Class task**

If a student is absent from school on the day an assessment task is to be completed in, he/she must see their teacher on their first day back, before attending any classes, to organize a time to catch-up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task to meet the learning outcomes for the course).

## **Scheduling for missed assessment tasks**

When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases, an alternative task may be given. Each case will be reviewed individually before a decision is made.

## **Extensions**

A student may apply for an extension through their subject teacher prior to the due date. Students must have a valid reason for application and, if approved, a new date will be set for submission.

## **RAK AAG School Examinations: Specific Guidelines for Students**

- Students must come to school in proper school uniform. Abaya's NOT allowed.
- Students must come to school 15 minutes before the exam starts.
- Students must sit in the seats assigned in the examination room.
- Students must listen to the instructions given by the invigilators.
- Students will leave all extra material, pencil cases, watches and bags at the examination door.
- Students can only carry stationery items & calculators in hand.
- Students cannot exchange any material during the exam time (bring extra pens/correctors/erasers/sharpeners)
- 'No smart watches are allowed'.
- Students are responsible for putting full names correctly on all exam papers.
- Student arriving 5 minutes after the distribution of the exam papers will not be given extra time. Late students will be referred to the Principal.
- Students should not write anything on the table, chair, their body or clothing. If any student is found cheating, serious disciplinary action will be taken.
- All students will remain in the examination room throughout the allocated time and students will be allowed to go to the toilets in the last 10 min of the exam



## **RAK AAG School Examinations: Specific Guidelines for Invigilators**

- Invigilators are requested to be at the examination hall (Gym) at 8:15 am.
- One invigilator is assigned for each row (maximum of 15 students).
- Invigilators are requested to make sure that students leave all books, bags, and notes at the door of the examination hall.
- The students will only have the tools needed for the test - paper calculator, pen, ruler, pencils, eraser etc. (NO watches allowed)
- Seat students as per the sequence on the exam attendance roster in the packet and ID badges on the desks.
- Check the desktops and hands of students for notes.
- Invigilators must give a verbal warning in case of talking or suspected cheating. The invigilator may exchange seats to prevent disruptions or incidents of copying.
- Invigilators will not assist the students with the questions or answers. There is to be no talking among students or between invigilators and students, except to explain the instructions.
- Teachers will invigilate which means - no dozing off or gazing out of the window, attention on students at
- all times)
- Mobile phones and drinks are not allowed in the Examination room.
- Circulate and move around the room (students need to feel watched)
- Do not turn your back on the class when addressing individual questions or at any other time.
- For any instances of cheating or suspected cheating, inform HOS.
- Invigilators will announce to the students when the last 10 minutes are left for the exam to finish.
- If a student finishes early, the invigilator tells the student to review exam.
- Students are not allowed to go to the toilet except for the last 10 minutes of the exam.
- In case of emergency, invigilators need to inform the school nurse.

## **RAK AAG School Examinations: Absence Policy for FA/SA**

In the event of an absence, student must provide a medical certificate

- Grade 1-5 to the Homeroom teacher and she submits it to the HoS. HoS should notify the Assessment Coordinator and submit a copy of the medical certificate to the Clinic.
- Grade 6 – 12 absentees should submit a medical certificate to the HoS . HoS should notify the Assessment Coordinator and submit a copy of the medical certificate to the Clinic.

HoS will arrange a re-test ONLY for the absent student with the HoD after completing all the tests.

### **1. ONGOING ASSESSMENTS:**

The school adopts following assessment tools to monitor ongoing student learning.

#### **1.1 FORMATIVE ASSESSMENT:**

Taken during the process of learning, these assessments are broadly spread out as:

- Assessment for Learning occurs while the concept/lesson is in progress.
- AFL also occurs at definite stages based on agreed criteria as per the requirement for student learning which is judged by the teacher.

The key features of assessment for learning are:

- Actively involving students in their own learning (for example, sharing learning goals and success criteria, students to share what they have learnt etc.)
- Developing productive questioning techniques.
- Modifying teaching and learning based on assessment evidence
- Providing effective feedback to students.
- Recognizing the effect of assessment on the motivation and self-esteem of students.
- Developing students' self-assessment skills.

Assessment for Learning is an integral part of classroom transactions and conducted while the concept/lesson is in progress and can be through self or peer assessment, oral/written quiz, multiple choice questions, group activities, classroom interactions, class work, homework, class participation and other teacher based assessments done in class that give regular feedback to students for the next steps towards improvement and involve them in their own learning.

## ASSESSMENT POLICY – 2020/2021

Assessment evidence is obtained through teacher based assessments done in class, which are formally graded and records of achievement are based on agreed criteria between the teacher and student. This is done through a series of

- Home/Class Assignments
- Oral /Written Quiz
- Self/Peer assessments
- Group activity/Presentations
- Projects/Worksheets
- Class Tests/Multiple Choice
- Class Tests/Multiple Choice Questions/Descriptive Tests/Skill Based Tests

### 1.2 SUMMATIVE ASSESSMENT:

Summative Assessments grade student's achievement at the end of a topic/unit/term/year. This includes Term/Final examination that occurs at the end of learning/instructional experience through formal paper/pencil tests and practical examinations (where ever applicable). These are governed by a formal design of question paper that focuses on specific Chapters/Units/Concepts. The types of questions used for this can be Multiple Choice, Very Short Answer Questions, Short Answer Questions, and Long Answer Questions which test Knowledge, Understanding, Application, Communication, and Higher Order Thinking Skills. Assessment evidence obtained through these summative assessments is also used to gauge students' learning. Results of formative tests are shared with students on an ongoing basis while term end results of both formative and summative assessment are shared by way of formal report cards on the Open House at the end of each term.

### Evaluation:

Besides Teacher evaluation, there is a practice of peer evaluation and self-evaluation. Learners are encouraged to apply scoring tools for self and peer evaluation as this enables learners to internalize the elements of quality embedded in the scoring criteria. Peer evaluation not only helps the person receiving the feedback, but also moves the learning of the assessing student to a higher level.

To inculcate self-evaluation by students, target setting is a key evaluation tool. Targets are set at the beginning of each academic year in any three areas /subjects by students in consultation with parents and teachers. Teachers also set targets for their classes based on the national averages in the external exams.

## **Follow-up Action:**

Based on the diagnostic test results, first week of each term is dedicated for the revision of the academic material taught in the previous term/year. This helps in establishing a firm base to start the new term. Additionally, students are required to attend remedial classes which are conducted in the afternoon and in the morning before the first period begins. Here the teachers can give individual attention to the students and their progress is monitored closely. Letters are sent to parents informing them of the extra classes their children need to attend.

Assessment, recording and reporting procedures are in each term to ensure that they evolve and incorporate the best practices.

## **Revised on 11/04/18 as stated below:**

As discussed in HoD meeting with Principal and Vice Principal, we agreed the following:

- Term 3 Summative - Levelled Papers for 'Below Level' students to have a ceiling and then review impact on data.
- Check to ensure all assessments are aligned to the standards and importantly that all standards are being 'targeted' in our assessments.
- Standardized Question Banks-Maths and Science continue using.
- Implement Literacy Across the Curriculum to support students in comprehending and accessing the language used in problem solving in external tests such as MAP

## **REVISED ASSESSMENT POLICY FOR REMOTE LEARNING – TERM 3 /2019-2020**

Considering the situation in which we find ourselves in remote learning, we have taken a second look at all planned assessments. Modifications have been done in the mark distribution of all subjects in order to reinforce the alignment between the learning outcome and the assessment strategies. The essential things to remember when selecting an assessment strategy for remote learning are:

1. identify the intended course competency/learning outcome

## ASSESSMENT POLICY – 2020/2021

- select an assessment strategy that represents the best evidence that learning was achieved
- incorporate techniques that safeguard academic integrity

At this point in the third semester, the best approach is to review the course competencies/student learning outcomes that and prioritize the essential content knowledge, skills, behaviours, or attitudes. So, we have introduced review sessions as one of the key components of Formative Assessments and removed the Summative Assessment from term 3. Below is the mark distribution for all the subjects for term 3 (Remote learning).

### Social studies

#### العام الدراسي 2020-2021

الصف الأول إلى الثالث :	الأنشطة القرائية الشفوي ( 20 )	الأنشطة الكتابية ( 10 )	المهام الأدائية ( 30 ) العملية	الاختبار الأول ( 20 )	الاختبار الثاني ( 20 )
الصف الرابع – الخامس :	الأنشطة القرائية الشفوي ( 10 )	الأنشطة الكتابية ( 20 )	المهام الأدائية ( 30 ) العملية	الاختبار الأول ( 20 )	الاختبار الثاني ( 20 )

### Arabic

Subject:Arabic Term:2 Grade : 1 - 3 الفصل الدراسي الثاني - 2020-2021 للعام الدراسي العربية اللغة درجات													
سجل توزيع درجات اللغة العربية للعام الدراسي 2020-2021 - الفصل الدراسي الثاني													
القراءة (50)													
كتابة واستماع ومحادثة (50)													
الدرجة الفصل	المجموع	م الاستماع والمحادثة	المحادثة	الاستماع	الكتابة	مجموع القراءة	مجموع الإختبارات	إختبارات (30)	مجموع القراءة	جهرية (حفظ) قراءة حرة	اسم الطالب	الرقم	
100	50	30	15	15	20	50	30	15	15	20	10		

Subject:Arabic Term:2 Grade : 4-5 الفصل الدراسي الثاني - 2020-2021 للعام الدراسي العربية اللغة درجات													
سجل توزيع درجات اللغة العربية للعام الدراسي 2020-2021 - الفصل الدراسي الثاني													
القراءة (50)													
كتابة واستماع ومحادثة (50)													
الدرجة الفصل	المجموع	المجموع	الاستماع والمحادثة	الكتابة	مجموع القراءة	إختبارات (15)	المجموع	جهرية (حفظ) قراءة حرة	اسم الطالبة	الرقم			
100	50	50	25	25	15	15	25	5	5	10			

Subject:Arabic Term:2 Grade : 5-4 الفصل الدراسي الثاني - 2020-2021 للعام الدراسي العربية اللغة درجات													
سجل درجات المتابعة للعام الدراسي 2020-2021 - مادة اللغة العربية - الفصل الدراسي الثاني													
القراءة (50)													
كتابة واستماع ومحادثة (50)													
الدرجة الفصل	المجموع	المجموع	مجموع الكتابة	استماع ومحادثة	الكتابة	المجموع	(15)إختبارات	مجموع القراءة	(حفظ) قراءة حرة	اسم الطالب	الرقم		
100	50	50	25	25	15	25	15	10	5	5			

## ASSESSMENT POLICY – 2020/2021

المجموع		الأداء العملي 60%						40%	
100	النشاط الإثرائي 10 <b>Enrichment activity</b> 10	الواجبات 10 <b>H.W</b> 10	المشاركة الصفية 10 <b>Class Participation</b> 10	قيم / الحضور والغياب 5 <b>Attendance / Qiem</b> 5	التسميع 20 <b>Memo</b> 20	التلاوة 10 <b>Reciting</b> 5	الاختبار الثاني 20 <b>FA</b> 2	الاختبار الأول 20 <b>FA</b> 1	

From Gr1-3Islamic studies

المجموع		مهام أداء 60						اختبار تحريري 40%	
100	الواجبات 10 <b>H.W</b> 10	النشاط الإثرائي 10 <b>Enrichment activity</b> 10	المشاركة الصفية 10 <b>Class Participate</b> 10	قيم / الحضور والغياب 5 <b>Attendance / Qiem</b> 5	التسميع 15 <b>Memo</b> 15	التلاوة 10 <b>Reciting</b> 10	الاختبار الثاني 20 <b>FA2</b>	الاختبار الأول 20 <b>FA1</b>	

### French

Grade: 6 to 12 Term 2 Subject: French									
Formative Assessments								Summative	
Reading Fluency	Participation	Home Work	Reading.Comprehension	Writing	FA	Oral	Total CATs	Project	Total
10	10	10	10	10	20	10	80	20	100

### Humanities

Class Participation	10%
Homework	15%
CAT	15%
Project	20%
FA	40%

## ASSESSMENT POLICY – 2020/2021

### Overview:

Due to the Covid-19 pandemic, assessment has been adjusted for the Humanities department. We have aimed to keep the components as similar to our usual Term 3 mark distribution in order to avoid panic or stress amongst students. Mark distribution has been raised for class participation, homework, CAT and portfolio. The students are familiar with these elements and are aware of how to succeed in each. The portfolio and project have both changed to a digital format to accommodate e-learning. In place of our usual F.A., we are conducting review sessions to assess students' learning.

### Science Grade 1 – 3

Formative Assessments								
	Laboratory work & lab reports	Activity (group or individual)	Class Assessed Tasks CATS	STEAM Engineering Design	Class Participation	Homework	Monthly Test	Total
<b>T 2</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>30</b>	<b>100</b>

### Science (Biology, Physics & Chemistry) Grades 4 – 12 (2020-2021)

#### Formative & Summative Assessment

Formative Assessments							
	Laboratory	Activity/projects STEAM (group or individual)	CAT	Homework & portfolio	Class Participation	End of Unit or Chapter Tests	Total
<b>T2</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>	<b>100</b>

Grades 1 - 12 have the following criteria for assessing student progress in science.

1. HW - once a week with one week time for submission
2. Class assessed task - once a week to evaluate student understanding of the lesson objectives of the week.
3. Project with rubrics - in the form of a brochure, presentations, research, etc - Twice in the term
4. Lab - virtual labs when resources are available on Pearson / Phet simulations / Labster.
5. Participation - Evaluated weekly and feedback sent to HOS for follow up with parents.
6. Review Session - Oral evaluation of key concepts covered throughout the term.

## ASSESSMENT POLICY – 2020/2021

### Mathematics

#### Grade 1-3

Formative Assessments								
	Class Assessed tasks CATs	Activity/projects Investigations & presentations in group or individual	Mental Math	Home work	Class Participation	End of Unit or Chapter Tests/Monthly Test	Summative Exam	Total
<b>T1/2/3</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>30</b>	<b>N/A</b>	<b>100</b>

#### Grade 4 and 5

Formative Assessments								
	Class Assessed tasks CATs	Activity/projects Investigations & presentations in group or individual	Mental Math	Homework	Class Participation	End of Unit or Chapter Tests	Summative Exam	Total
<b>T1 &amp; T3</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>T2</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>	<b>-</b>	<b>100</b>

#### Grade 6 -12

Formative Assessment (Term1 and 3)							
	Class Assessed tasks CATs	Activity/projects Investigations & presentations in group or individual	Class work	Homework	End of Unit or Chapter Tests/Quiz	Summative Exam	Total
<b>T1 &amp; T3</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>30</b>	<b>40</b>	<b>100</b>



## ASSESSMENT POLICY – 2020/2021

### Formative Assessment (Term 2)

	Class Assessed tasks CATs	Activity/ Poster/Investigations in group or individual	Class Participation	Homework	End of Unit or Chapter Tests/Quiz	Math Project	Total
<b>T2</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>	<b>20</b>	<b>100</b>

Grade 1-12 have the following criteria for assessing learning outcomes.

Class work/homework must be assigned at the end of each section and 10 points in CW is assigned for participation. Mental Math Test are conducted on a weekly basis for grade 1-5 in forms or presentations. Activity can be a presentation or a lesson performance task that will be graded by a rubric. Class Assessed task can be a pop quiz/Bell ringer Activity/Concept Map graded by a rubric. In review sessions, key concepts evaluated throughout the term is evaluated either orally or by forms.

### English

Speaking and Listening - 10  
 Reading Comprehension - 10  
 Participation - 10  
 Writing - 10  
 Project - 20  
 FA1 - 20  
 FA2 - 20

## ASSESSMENT POLICY – 2020/2021

### ICT – 2020-2021

**Grade: 1 to 5**

**Term: I, II & III**

Assessment	Component	Type of Assessment	Distribution of Marks	Total
<b>Formative</b>	Class Assessed Tasks	Activities/Practices	30	100
		Homework	10	
		Class participation	10	
		Project(Research and Presentation)	20	
		Class assessed Task((Skills)	30	
<b>Total Marks</b>			<b>100</b>	

**Grade: 6 to 12**

**Term I & III:**

Assessment	Component	Type of Assessment	Distribution of Marks	Total
<b>Formative</b>	Class Assessed Tasks	Activities/Practices/Presentation	10	30
		Homework	5	
		Class Participation & Application	5	
		Projects	10	
	Monthly Tests	Computer Based Test	30	30
<b>Summative</b>	Exam	Computer Based Exam	40	40
<b>Total</b>				<b>100</b>

**Term II: (6-12)**

Formative Assessment (Component)	Type of Assessment	Distribution of Marks	Total
<b>Class Assessed Tasks</b>	Activities/Practices	20	60
	Homework	10	
	Class Participation & Application	10	
<b>Project</b>	Project(Presentation with Research)	20	
<b>Tests</b>	Computer Based Test	40	40
<b>Total</b>			<b>100</b>

## ASSESSMENT POLICY – 2020/2021

**NOTE: Please refer to the Course Description Booklet for Mark Distribution- SY 2020\_2021 for all subjects.**

**Updated on 3<sup>rd</sup> March/2021**