RAK AA
RAS AL KHAIMAH AMERICAN ACADEMY
أكاديمية رأس الخيمة الأمريكية

RAS AL KHAIMAH AMERICAN ACADEMY:

ASSESSMENT POLICY FINAL DRAFT

Mission:

To create a safe and inclusive learning environment that inspires students to develop life-long learning skills. We will share knowledge and nurture students, empowering them to take their places in the global society of the 21st Century as confident, creative, and independent citizens with well- developed decision-making and critical-thinking skills.

Vision:

To provide world-class education which empowers and inspires the young Learners of Ras Al Khaimah to make a difference in the modernworld by sharing their ideas and skills.

Motto

Share | Care | Empower | Inspire.

RAKAA Assessment Policy
Updated : Sept 2024

SLT responsible: All HODs and principal

Introduction:

Ras Al Khaimah American Academy provides an American based curriculum within a framework of UAE culture and traditional Islamic values. It is our belief that students learn to their optimum in a caring, nurturing environment which recognises the importance of the local culture and traditions. We believe students' education is served best when their individual needs are met within a challenging and comprehensive curriculum. Our primary purpose is to develop responsible and well-rounded bilingual students who will be able to meet the challenges of the 21st century with confidence and anticipation. We believe that students learn differently, and that teaching and learning must be geared to the various learning needs in each classroom wherever possible. Furthermore, we recognise the importance of the parent in the learning process and seek ways to involve the parents in school life. All students can achieve and enjoy if learning is tailored to their needs.

Aims:

- Provide diagnostic tests / baseline tests for all new and continuing students at the beginning of the year.
- Diagnose specific strengths and areas for improvement for all of students for English, Math and the sciences and Arabic Language and all other subjects
- Assist in the prediction of future attainment and target setting.
- Monitor the academic performance of students as they move through the school.
- Encourage the use of assessment as a tool in students' learning.
- Develop students' ability to become expert peer and self-assessors.
- Ensure all departments are consistent in their approach to assessment.
- Inform teachers' planning so that it responds to the needs of the students
- Track students' progress term on term and identify students who may fall behind.

Assessment:

Assessment is the information used to guide teaching and learning and to help teachers plan teaching and learning, to meet the needs of individual students, and to analyse the effectiveness of the curriculum. Assessments at Ras Al Khaimah American Academy vary from formative assessment, internal summative assessment, and standardised tests; however these assessment processes are interdependent in enabling school leaders, teachers, and students to better gain a big picture of students' progress and attainment. Each assessment is an opportunity for students to demonstrate their understanding or application of concepts or skills.

What are the purposes of assessment at RAKAA

- To enhance student learning. This is done through providing descriptive feedback to students, highlighting strengths and areas for improvement which is ongoing
- Providing opportunities for self-assessment and reflection
- Providing opportunities for students to display their learning in a variety of ways, including quizzes, tests, projects, performance tasks, homework, classwork, research, inquiry, presentations, tests and examinations.
- To provide information about student progress towards meeting learning goals. This information is shared with students and parents.
- To assist teachers in reflecting upon and evaluating the effectiveness of their teaching.

For All stakeholders:

- To inform and enable students to monitor their current skill/knowledge levels
- To empower students to develop independent, self-reliant, and self-reflective learners
- To help students set goals for their learning and develop learning strategies
- To recognise students' academic strengths and areas of growth so that teachers can better plan teaching and learning
- To ascertain students' prior knowledge and determine what skills, knowledge and
- To analyse the school data and review the curriculum and determine through the curriculum review process, whether the curriculum should be modified
- To generate information through constant internal research and analysis, identify school improvement planning goals
- To plan appropriate staff-development programs
- Track the progress of individuals and groups of students by grade, ethnicity, gender, SEND and G & T.
- Plan and offer support to groups and individual students whose achievement may be a course for concern.

Assessment types:

Internal Assessment	**Purpose**	**Grade**
Formative Assessments	Formative assessment also called assessment for learning and as learning since it provides feedback for the teacher throughout the unit of study to determine if more attention needs to be given to a particular concept, if differentiation is needed, or if students are ready to move on. Formative assessment guides decisions about student grouping and provides timely, ongoing feedback to students to assist with goal setting. Exit cards, quizzes, mini conferences, and student self -evaluation are a few examples used often by teachers.	**KG-12**
Summative Assessment	Summative assessment is sometimes called assessment of learning or evaluation. It should reflect the performance or achievement of students related to the standards and benchmarks addressed during the unit of study. Students are given multiple opportunities to show their understanding throughout a unit of study. Though summative assessments may be used formatively if teachers see a need for re-teaching, they are mainly used	**KG-12**

	at the end of units of study. Tests, quizzes, formal examinations, projects, essays, performance tasks, and visual displays are just a few examples of summative assessments at RAKAA. Summative assessment results are included when reporting student grades. Comments related to growth are included on report cards.	

Internal Assessments:

Assessment of our students' academic progress takes many forms depending on the discipline, the teacher, the grade level, and the individual. However, internal assessments will normally be either formative or summative.

Formative Assessment (Assessment for Learning)

The purpose of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work
- Help teachers recognise where students are struggling and address problems immediately
- Will normally contribute to a student's termly report grade

How the school gathers formative assessment data:

Phase 1:

- Teachers identify the standards and skills the children are expected to achieve on trackers and mark off the skills achieved.
- Observe the children's development against the early learning goals and CCSS social and emotional learning. Use anecdotal notes based on the ELG or standards.
- Identify children at risk of falling behind and set targets and the teaching strategies, where concerns continue, refer to the inclusion manager for early identification and intervention of SEND.
- In terms of phonics, track students' progress and test them every 3 weeks for known sounds, blending and segmenting.
- Track the children's progress against learning objectives in the core subjects recorded on a spread sheet.
- Mark set tasks in the core subjects and gives oral feedback and allow the children to speak.

Phase 2:

- Questions and activities and recording in students' books
- Assessing students' skills, knowledge and understanding against the success criteria and learning objectives, standards, skills. Create excel data of students who achieve or do not achieve the lessons objectives and actions the teacher will take.
- Marking and feedback in students' notebooks
- Effective higher order thinking questioning in lessons

- Tests based on end of unit assessments or end of chapter assessments and record students' progress on spread sheet (by weekly)
- Students' self -assessment of their own and peers using rubrics focusing on skills, knowledge and understanding.
- Marking and feedback in students' notebooks must be consistent.
- Evaluations of their own work using an evaluation slip
- Oral discussion on how to improve their work
- Responding to the teachers' marking in their notebooks
- Track the children's progress against learning objectives in the core subjects recorded on a spread sheet.
- Mark set tasks and give oral feedback and allow the students to talk about their work.
- Setting targets for learning with students.
- Identifying students who need additional support and setting targets for them.
- using tracking tools, proficiency scales

Phase 3 & 4:

- Assignments and essays with clear rubrics for phase 4
- clear instructions on how students will submit work and clear deadlines for submission of assignments and assignments that are a mix of individual and collaborative learning
- If the teacher is working directly with groups of students on their work, the teacher will monitor what the students are doing and check their understanding.
- questions and inquiry-based learning that requires students to embed their personal experiences into any assessed content. Therefore, it is expected that the curriculum will be contextualized for assessment purposes
- the use of plagiarism checkers whenever students must submit individual work.
- multimedia assignments that require students to remix pictures, videos, and text into their own creations.
- libraries and pathfinders for phase 4 students to use as part of assignments, then ask students to quote from them as part of their work. These check how well they can reference and cite work as well as reduce opportunities for copying the work of others. (as part of their college readiness)
- interviewing students about their work
- Very short assignment-involvement times may indicate students are submitting unauthenticated work.
- the variety and robustness of tools within the learning management system – they may include chats, threaded discussions, blogs, whiteboards, quizzes,
- using tracking tools, proficiency scales
- provisions for teacher moderation of assessment; including allowing teachers to modify the course content to meet their students' needs.
- Students evaluate their own work and that of their peers.
- Grade books showing performance tasks, quizzes, short tests, writing across the curriculum.
- Teachers must also set monthly tests based on end of unit and end of chapter and recorded on spread sheets.

Evidence of student achievement for internal assessments

- Student products will predominantly be in the form of tests or exams, and/or assignments, but may also include other forms such as electronic portfolios, self-assessment, etc.

- Assignments may include rich performance tasks, demonstrations, research, projects, and/or essays. To ensure equity for all students, assignments and tests or exams are to be completed, whenever possible, under the supervision of a teacher.

How students' progress and attainment are measured **by formative assessments at RAKAA:**

- **Progress during teaching:**
- **-In lessons teachers must differentiate the success criteria such that it shows degrees of challenge for the ability groups in the class.**
- **-During teaching, teachers must use mini plenaries to measure students' progress by asking how many of the students met the success criteria. Teachers must use evidence from marking and record students' progress against the success criteria and learning objectives.**
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- **- During the mini plenary, the teacher must ask the students to show by hand or evaluate how many met to the first success criteria. If 75% of the students met it, that would constitute acceptable progress.**
- **-50% of the students must meet both the second success criteria for progress in the lesson to be judged good.**
- **-Where the students do not meet the success criteria the teacher must adapt the curriculum and reteach the key skills and concepts.**

Using Rubrics:

Rubrics must be used as a guide for evaluating student performance related to classwork on the basis of specific clearly established criteria based on CCSS and international standards.

Teachers and HODs must create a grid for the judgement of the skills they want to focus on. For example teachers must use the following codes 0,1,2.

2 for those who exceed. 1 for those students who are secure and 0 for those who do not achieve the skills being assessed.

Teachers must also create rubrics for individual students to track their progress.

Summative Assessment (Assessment of Learning)

The goal of summative assessment is to evaluate students' learning at the end of a unit by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will normally take the form of:

- A written test /exams or project with a clear rubric
- Be taken under controlled conditions
- Be graded by the teacher
- Be linked to the curriculum objectives
- Contribute to a students' termly report grade
- Accounts for at least 50% of overall marks in phase 2 &3 and 50% in phases.
- Testing students and examinations using iXL and other AP, ACT and ABT style questions.

Examinations under summative assessments:
Only students in phase 3 and 4 will write formal examinations throughout the year in terms 1,2,3. The purpose is to track their progress from term 1 to 2 and 3, and from their starting points from term 1 to 3. Identify students who need support and for the assessment to inform planning teaching and learning. Analysis of exam questions must be conducted to identify the question types where the students underperformed, which students underperformed and give them additional support by inviting their parents in and sharing the targets and concerns.
All questions must be linked to curriculum standards and should come from iXL, ACT style questions to ensure rigour and reliability.
Students in phase 2 will take monthly tests with each test carrying 10 to 20 marks the average of the monthly test will be their end of term mark at the end of each term to meet MOE requirements.

Grade Books : Mark distribution

Phase	Formative	Summative	Total
Phase 2	**50%**, -End of unit and chapter tests	**50%** -Average monthly tests	**100%**
Phase 3	**50%** -End of unit tests average -Mid-term tests -End of chapter tests	**50%** -End of term examinations	**100%**
Phase 4	**50%** End of unit tests average -Mid-term tests -End of chapter tests	**50%** -End of term exams	100%

Proficiency Scales:
To track students' attainment against curriculum standards, all classes and teachers must use the proficiency scales to track the student's attainment and progress in addition to examinations for phases 3 and 4 termly exams and phase 2 monthly tests. The school will provide the spread sheets for the proficiency scales with a key for each scale aligned to the standards:

In the context of the Common Core standards, mastery refers to a student's ability to demonstrate a deep and thorough understanding of the knowledge and skills outlined in the standards. Here are some key aspects of what mastery entails:

1. **Comprehensive Understanding**: Students can grasp and apply the core concepts and skills in various contexts, showing they understand the material beyond just memorizing facts.
2. **Application and Analysis**: They can apply their knowledge to solve complex problems, analyze information, and make connections between different concepts.
3. **Consistency**: Mastery involves consistently performing at a high level across different tasks and assessments, indicating that the student has internalized the skills and knowledge.
4. **Critical Thinking**: Students can think critically and creatively, using their understanding to evaluate information, construct arguments, and solve novel problems.

5. **Independence**: They can work independently, demonstrating confidence and competence in their abilities without needing significant support or guidance.
6. **Communication**: Mastery includes the ability to clearly and effectively communicate their understanding, whether through writing, speaking, or other forms of expression.

Achieving mastery means that a student is not only meeting the grade-level expectations but is also prepared to tackle more advanced material and challenges in future learning.

Students who go beyond the mastery level are often described as performing at an **advanced** or **exceptional** level such students may be gifted and talented students. These students not only meet the standards but also demonstrate a deeper understanding and ability to apply their knowledge in more complex and creative ways.

Here are some characteristics of Advanced students:

1. **Innovative Thinking**: They can think outside the box and come up with creative solutions to problems.
2. **Advanced Application**: They apply their knowledge to new and unfamiliar situations with ease.
3. **Leadership**: They often take on leadership roles in group settings, guiding and helping their peers.
4. **Self-Directed Learning**: They show a high level of independence in their learning, often pursuing additional knowledge and skills beyond the curriculum.
5. **Critical Analysis**: They can critically analyze and synthesize information from various sources, making connections that others might not see.

These students are often provided with enrichment opportunities, advanced coursework, or individualized learning plans to continue challenging them and fostering their growth. Such students are studying AP courses.

Mastery is the ideal goal for students under the Common Core standards, but it is not necessarily the basic expected level for all students. The standards aim for students to achieve a deep understanding and proficiency in key skills and concepts, but educators recognize that students' progress at different rates.

Expected Levels:

- **Proficiency**: For most students, the expected level is proficiency, which means they have a solid understanding and can apply their knowledge and skills effectively, though they may not yet demonstrate the depth and consistency of mastery.
- **Approaching Proficiency**: Some students may be approaching proficiency, showing a developing understanding but needing more practice and support to reach full proficiency
- **Mastery: Ideal Goal**: Mastery is the ideal goal where students demonstrate a thorough and consistent understanding, can apply skills in various contexts, and show critical thinking and problem-solving abilities.
- **Advanced Level**: Mastery often represents an advanced level of understanding and application, which not all students may achieve immediately

Data Analysis after summative assessments: KG to Grade 12

- **The proficiency scales and trackers must focus on international standards hence question types must come from iXL , ABT and continuous assessments etc.**
- **End of unit tests and chapter assessments that are standardised across the school.**
- **Use of data from MAP and CAT 4 to set targets**
- **Track students research skills and track their own skills**
- **Moderation of assessment data**
- **Bridging the gap between internal and external assessments**
- **Adapt students' skills around PIRLS, PISA, TIMMS standards linked to the curriculum**

How Progress in Summative assessment is measured:

Diagnostic Assessment /Baseline assessment

Any assessment event that seeks to identify any student's strengths and weaknesses at their starting points: Baseline is what students should know by the time they finish the year.

At RAKAA we use diagnostic / baseline assessment to identify students' strengths and weaknesses from their starting points and plan interventions where appropriate. Teachers use the information to plan teaching and learning and track students' progress.

Diagnostic / baseline assessments will happen three times a year to enable teachers and leaders to track the students' progress from their starting points and over time.

Students' progress in diagnostic assessments is measured from term 1 to 2 to 3

- Teachers and HODs of departments must create grids for each class
- Analyse the data to identify the question types, skills and concepts
- Where students underperformed, adapt the curriculum and re-teach the skills and concepts
- Identify underperforming students, create intervention plans for them and give them support.

Summative Assessments and Examinations Scheduling and protocols:

Examination content:
All internal summative examinations must be rigorous therefore teachers of English, math and science must take all exam questions directly from iXL, AP and ACT and MOE subject exams must focus on ABT questions. Teachers must not set questions using online tests and their own test questions.

Moderation of exam questions:
Moderation is a process for ensuring that marks or grades are awarded appropriately and consistently.
Steps for moderation:
-Teachers and HODs must check and review the mark schemes
-Feedback must be given to the markers of the questions using a feedback template
-Marking must align across grade levels
- looking at the consistency of exam questions across grade level and mark schemes must also ensure consistency across the grade

Heads of departments must ensure moderation of exam questions overseen by the vice principals. Moderation involves:

Question type analysis after exams:
After the exam papers are marked, teachers must analyse th papers to identify those question types where students underperformed including the skills and concepts that would need to be planned and reinforced through planning, teaching and learning.
Teachers must also identify students who underperformed and initiate intervention plans. Student progress meetings will be held for elementary, middle and high school students and targets set for those students.
The department must adapt the curriculum to focus on the concepts and skills that would need to be re-taught.

Mid Term and End of Term Exams :At RAKAA mid - term exams take place halfway through terms 1 and 2 as scheduled on the school calendar. Questions set by teachers from IXL, MAP style questions, ABT and ACT to assess areas of the curriculum covered, the skills and knowledge corresponding to curriculum standards and textbooks.

End of term Exams: Students will write term 1, 2, 3 exams at the end of each term. Each semester's exam covers the term's work covered or taught throughout the term and they are based on the curriculum standards.

Mock exams for grade 12 should cover the entire term and consist unused complete past ACT exam papers and other assessments as appropriate. Only the formal mock exam (usually towards the end of Term 2 preceding the real exam) should be referred to as a mock exam.

Length / Exam Timetable

The assessment coordinator and HODs will give guidance on exam length. Alternative lengths of exam may be requested with sufficient justification particularly for SEND students. It is also permissible in certain situations to request additional assessments just before, or just after exam week, using lesson time (but only the lesson time of the subject concerned).

Teachers should use practices that:

- Are fair, transparent, and equitable to all students, support all students, including those with **special education needs** are carefully planned to relate to the curriculum expectations and learning objectives and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students are communicated clearly to students and parents.
- Teachers must ensure assessments are ongoing, varied in nature, and administered over a period to provide multiple opportunities for students to demonstrate the full range of their learning.

The actions school leaders take after gathering the whole school assessment data.

- Once the school data is collected, the SLT and Heads of Departments will analyse the data and share it with all stakeholders, including parents, governors, teachers, and students.
- The SLT and HODs would identify school improvement priorities based on the data, share these with the teachers and stakeholders, and develop the school improvement plan accordingly.

- All departmental heads would identify their improvement priorities based on the assessment data and share these at SLT meetings
- Teachers and HODs would measure which learning approaches have added value and plan targeted goals for students the strengths and weaknesses to set goals for students.
- The SLT and HODs would use the data to monitor student and teacher progress
- The SLT, HODs and teachers would identify professional development gaps with teachers as part of their appraisal
- The SLT and HODs would review the curriculum and its impact on students' learning and progress across departments and subject areas.
- Teachers must provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
- The school leaders at RAKAA would ensure that student assessment policy and guidelines are consistent with the schools' attempts to address their KAFI's (Key Areas for Improvement) and/or our school improvement plan

External Benchmark Examinations:

External Assessments against international benchmarks is used to compare the attainment of RAKAA students to other international American curriculum school students.

Standardised Tests and International Examinations: All students in the UAE must write standardised tests at some stage in their school career. These tests are international benchmark tests that are designed in line with UAE National Agenda and Vision 2030. Students in the UAE would meet international standards in math, science and verbal and non- verbal reasoning and problem solving. These tests are mandatory for all students at the Ras Al Khaimah American Academy ACT, MAP, CAT 4, AP, and EMSAT are mandatory yearly exams. The table below is an illustration of the exams, the grade level, and timescales for these exams.

Exam Type	Grade Level	When administered	Subject
NWEA Measure of Academic Progress MAP	3-9	1st, 2nd, and 3rd Semester	English, Math, Science
CAT 4	3-9	1st Semester	Aptitude Tests, English and Math
ABT	1-12	Terms 1,2,3	Arabic, Islamic, SS
PISA	10	Every three years	Science & Math
PIRLS			
TIMMS			
TOEFL or IELTS (outside school)	12	Yearly	English
ACT	11 & 12	Yearly	English, Math,

AP			

The school provides support, revision packs and extra classes for MAP, CAT4, EMSAT and ACT. Those taking MAP and CAT 4 are registered by the school and the tests are administered online.

ACT:

ACT is used by most American universities and colleges as an entrance requirement and as a predictor of academic success in university. Scores on each part of the ACT range from 200-800 and are reported separately for Evidence-Based Reading and Writing and Math.

Students must register online with advice from the education advisor and their teachers, and they must take the ACT tests at our school. Results would be sent by the College Board directly to the students, who can submit it for their equivalency and when applying to universities and colleges of their choice.

MAP standardised assessments:

Give information about students' strengths and weaknesses in English, mathematics and science which are shared with parents.

Teachers must use MAP results to track students' progress and identify possible solutions and interventions for those students whose RIT scores may be low.

Help identify those students that may need additional support or more challenging teaching.

Enables meaningful, achievable targets for individuals, classes, and the school by combining attainment data, measures of ability, and powerful predictions.

Gives RAKAA independent, objective information to evaluate our school's performance and to act as our school key performance indicators (KPI's)

MAP scores will be published on students' report cards.

How we measure progress in using MAP & ABT tests:

- **MAP progress is tracked by the school from fall to spring, spring to winter and winter to fall.**
- **The data is also tracked annually to measure trends over the past 3 years.**
- **Individual students' progress is tracked using their expected growth**
- **Students who do not reach their MAP are identified and would have to attend MAP booster classes after school.**

Next steps:

Teachers and HODs must analyse and identify particular question types, topics or skills where students underperformed, adapt the curriculum and re-teach those concepts and skills. Teachers & HODS to create a grid that shows adaptations of the curriculum and use the data to show what we did and the impact. The same applies to ABT and all international benchmark tests.

- **Triangulation of internal and external examinations:**
- **Teachers must draw up a triangulation of formative, summative and external data to compare our students' performance against international standards. Students who do not meet international standards must be set targets and given the needed support to improve and make at least 6points of progress.**
- **Create a grid that shows adaptations based on the curriculum.**

Mandatory requirement and RAK DOK Guidelines:

- **RAKAA follows the guidelines from** RAKDOK in addition to building upon our existing student assessment policy.
- Assessment of students should meet the same assessment and evaluation standards.
- Assessment instruments must be diverse and robust. For example, at RAKAA we review our core practices and systems to ensure assessment, evaluation and reporting of student progress are valid and reliable within face to face and distance learning contexts.

Academic Integrity

Cheating / Plagiarism

- Students who cheat in exams, including copying from our students and copying and pasting online materials without reference would lose marks and, on some occasions, they may be asked to re-do the assignment.
- Teachers must teach students about the ethics and referencing and how students could use referencing styles in their work.

Late or missed assignments:

- Teachers must inform the HODS and HOS as soon as possible if students are late in submitting assignments and where they miss assignments completely as this would affect their final marks. Teachers must not wait until after the students' report cards have been issued before informing parents. The HOS, supervisor and social worker would contact the parents to discuss the consequences of not submitting assignments.
- Teachers must ensure that the deadlines are clear and provide reminders.

Communication:

It is the role of the teacher to constantly evaluate their students using the assessment types mentioned and standards set out by the relevant department or school. This evaluation is communicated through verbal feedback, written comments in students' books as set out in the school's marking guidelines, reports, students' self-evaluation etc. Our school's standards are set out by our school's English, mathematics and science curriculum and are in line with those of American Core Curriculum Standards, while the Arabic medium subjects are aligned with the UAE Ministry of Education curriculum.

RAKAA Re-Assessment & Final Exam Re-Sit Policy:

Pass mark

The MOE policy states that 60% is the pass mark for American Curriculum schools therefore marks below 60% are considered a failed mark and students will be re-tested.

Re-Assessment Procedures:

Re-assessment will be available to students in the following circumstances:

- Students who have not mastered the standards being assessed and have demonstrated completion of all formative assessments can be reassessed based on circumstantial situations. The final decision is determined by the heads of departments.

The following conditions apply to all re-assessments:

- Teachers will determine when and how the re-assessments will be administered.
- Students who are absent on the day of the summative assessment / examinations have two days upon return to complete it. They will then follow the regular process for reassessment if needed.
- Re-assessments will be given on summative assessments though teachers may require students first to re-write formative assessments.
- Re-assessments can be completed on specific sections of, or questions on, summative assessments, or in relation to specific standards as decided by the teacher.
- The student's highest earned grade for the summative assessment will be recorded and used in the final grade calculation.
- Students may not be reassessed more than once on the same summative assessment, must be completed within a grading period and cannot be carried over to the next grading period. There will be no re-assessments during the last week of the grading period, final examinations will not be re-assessed

RE-Sit Procedures

Re-Sit Procedures Students who fail their final exam(s) in any subject will be subject to a re-sit exam based on their failing the semester or term. All failing students will undergo the same monitoring process by their designated supervisor and head of department. If a student fails all core subjects, they will re-sit, however the school will hold discussions with parents as to the best way forward. Once completed, student's results of the exams will be analyzed and classified under the following categories:

Re-sit Category A

The student has successfully passed the re-sit exam. The parents will be informed about more constructive follow-up and support mechanisms to avoid re-sit examinations in the future.

Re-sit Category B

The student has failed the re-sit exam with a range between 45% -60%. In that case, a meeting with the parents is required to discuss further foundation, support, and follow-up beginning the following academic school year. Category B students will be referred to the inclusion team for more immediate support based on the needs of each individual student and intervention plans will be created to set specific targets for them.

Re-sit Category C

Students under category C failed the re-sit exam with a percentage less than 45 and therefore are subject to a credit recovery program, interventions / assessment of SEND.

Note*: Struggling students based on our performance criteria will have a separate action plan to better meet their needs and requirements to academically achieve and become successful.

Grading Scheme:

The table below is an illustration of what parents and students would see on their end of term and mid-term reports and academic transcripts

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentile	96 -100	91 -95	86-90	81-85	76-80	71-75	68-70	66-67	64-65	62-63	60-61	<60
GPA	4.0	3.8	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0

Grading: The judgment or evaluation, in numerical or letter form, of a student's performance related to their understanding or application of concepts or skills, as demonstrated through assessment. Grades at American Private School of Kalba are one of the ways that teachers communicate with students and parents about both progress and achievement. Grades are given for both academics and non-academics at American Private School of Kalba.

American High School reports typically include **credit units** and a **grade point average** (GPA). These are important for students applying to American and International tertiary institutions. Here is just one example:

Each **credit unit** is approximately three contact hours per week, including homework. Therefore, a six-hour-per-week course with an additional three hours of homework would have a value of 3 credits. The credit unit value of RAKAA subjects (based on contact hours), can be found in a separate document showing grades 10 – 12 (American High School usually consists of grades 9-12).
In order to calculate a student's **GPA**, the letter grade for each subject needs to be converted to a GPA scale (shown below). The sum is then divided by the number of subjects taken to give the students' GPA. For example, if the GPA sum is 35 and the student took 10 subjects, then the GPA is 3.5.

- Credit units determine the number of contact hours per subject and therefore determine what is shown on the timetable. They also inform teachers of how much homework should be given.
- GPA is usually cumulative through High School so that a final GPA in grade 12 will comprise of an average GPA from grades 9 – 12.
- Cumulative credit units for grades 10 – 12 will total 50, but once grade 9 is added to the High School, this will increase to somewhere between 60 – 70 (yet to be calculated).

RAKAA Grading Scheme

Percentile	Letter Grade	GPA
96-100	A+	4.0
91-95	A	3.8
86-90	A-	3.7
81-85	B+	3.3
76-80	B	3.0
71-75	B-	2.7
68-70	C+	2.3
66-67	C	2.0
64-65	C-	1.7
62-63	D+	1.3
60-61	D	1.0
Below 60	F	0.0

Steps for equivalency: -

Students must visit the Ministry of Education website and make sure they fulfil all the terms and conditions for obtaining the equivalency which are shown on the Ministry of Education website

- Ensure all academic certificates for grades 10,11 and 12 are attested
- Parents / students must upload all the attested certificates on MoE website.
- After verification and checking from MoE, the equivalency will be sent to the email registered on the student`s account on MoE website.

- **GRADUATION REQUIREMENTS:**
- At the end of grade 12, students are awarded a high school diploma, and a behaviour conduct form is issued. Students must achieve cumulative grade point average (GPA) of at least 2.5 based on 18 credit hours to be able to graduate. Credit hours are calculated on the number of periods a student attends classes every term, it also includes the amount of time spent doing homework, projects, assignments, and extra curricula, performance tasks and enrichment activities. The total credit hours are used to calculate the Grade Point Average. Students who do not meet the total credit hours will not be allowed to graduate.
- Therefore, it is important for students to attend all classes and complete all assigned classwork, homework, and projects.
- Students completing grade 12 must attend and submit their grades 10, 11 and 12 final school reports to the Ministry of Education to obtain equivalency to attend UAE universities or international universities. Students would receive their high school diploma and transcripts from COGNIA, the school's accreditation board based on satisfactorily achieving the required pass mark, credit hours and GPA scores.

Roles and Responsibilities

School Leadership.

It is the responsibility of the administration to:

• Share the assessment policy with students and parents.
• Explain the assessment guidelines to students.
• Orient the new teachers about the assessment policy and provide the necessary guidance and support for all teachers.
• Monitor the implementation of the policy.
• Foster the academic honesty guidelines as per the home / school agreement.
Track the progress of all learners

Teachers

Teachers also have important responsibilities in supporting the learning of all students.

Their responsibilities include the following:

- Establish and clearly communicate expectations regarding assignments. Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations, if necessary, by providing exemplars, and to provide timely and specific feedback to students.
- Set and communicate reasonable timelines for assignments and support students in meeting these timelines. The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.
- Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students who do not take responsibility for their work through the use of a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will

- support timely completion of assignments. Other strategies may include the following:
- Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
- Share assignment timelines and reminders through many means, including classroom web pages, email, and course outlines.
- Assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track. Anticipate which students may require additional supports to complete assigned tasks and monitor those students more closely.
- Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date.
- Contact parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.
- Promote and maintain academic integrity of examinations and use assessment data to plan the next steps for students
- Track students' progress and contact the school counsellor if a student is not making progress or falling behind in their work.
- Hold discussions with students who may be struggling to discuss the support and interventions that would help them to improve.

Parents' roles and responsibilities:

Engagement with Teachers: Parents should maintain open communication with teachers to understand how their child is performing and to discuss assessment results, including strengths and areas for improvement.

Encouraging Student Participation: Parents should encourage their children to take assessments seriously, while also supporting them emotionally and mentally to reduce stress and anxiety.

Understanding Assessment Methods: Parents are responsible for familiarizing themselves with the different types of assessments being such as CATs, exams, continuous assessments, projects, MAP and SAT.

Home Support: Parents are expected to provide a stable and supportive environment at home that is conducive to learning, including ensuring their child has the necessary materials and resources for studying.

Time Management: Encouraging children to manage their time effectively, especially in preparation for assessments and exams. Parents must familiarise themselves of the school's assessment calendar.

R**egular Check-Ins:** Parents should regularly review their child's academic progress.

Addressing Concerns: If parents notice their child is struggling, they are encouraged to engage with teachers early to identify potential solutions or additional support.

Confidential Information: Parents should respect the confidentiality of their child's assessment results. Schools typically provide results directly to parents, and any discussions about a child's performance should be kept private between the parent, child, and school.

Complaints procedure where parents need clarification regarding a student's results:
The school should endeavour to accommodate parents' complaints as follows:

- E**xplain the Assessment Process:** Clearly explain how the assessment was conducted, including the grading criteria, rubric, or method used to evaluate the student's performance. If relevant, discuss the purpose of the assessment and how it aligns with curriculum goals.
- **Provide Evidence:** Share specific examples of the students' performance in the grade book and instances where work was not submitted. However, the school reserves the right to keep marked examination papers confidential to avoid misunderstandings between parents and teachers.