



# Future Leaders International School Rabdan

## Assessment and Reporting Policy

2024-2025

## 1. Policy Purpose

**Assessment** is the purposeful and systematic process of gathering, analysing, interpreting and reporting information about a student's progress and achievement overtime. All forms of assessment are used to support teachers in gathering information and using appropriate data to drive decisions about atudents, learning and pedagogy. A coherent, systamatic approach to assessment is an integral part of the teaching and learning process.

**Reporting** is intended to keep parents well informed about the academic and pastoral welfare of the students. Its essential to involve and engage the parents in the educational process. Reporting takes three forms: informal, written and in parent and teachers meeting.

### Assessment Goals

- To define what the students knowledge, application and reasoning.
- To identify students' strengths and weaknesses.
- To inform currciulum and planning.
- To identify students' educational needs and support them.
- To ensure attainment and progress.
- To create clear student's learning profile that is useful for students, parents and teachers.

### Effective Assessment

Assessment is ensured to be effective and appropriate processes are in place for the following purposes:

- Identifying the students' level at different learning targets such as knowledge, application and reasoning.
- Identifying an individual learners' needs
- Identifying starting points and setting expectations for all students and tracking the students' achievement and progress overtime
- Diagnosing individual student's strengths and difficulties
- Applying appropriate intervention strategies
- Promoting deep learning by helping the students to develop self-regulation skills and involving them in their learning process
- Reflecting continuously on assessment data to inform teaching and learning process
- Reporting student achievement based on evidence and shared understanding

## 2. Aims

At FLIS-Rabdan through the assessment policy we aim to:

- Use several types of assessment information and triangulate the data from multiple resources to inform and drive teaching and learning. Ensure best practice is implemented through discussion and review.
- Internal and international assessments data are used to ensure the validity and reliability of internal assessment
- Monitor closely students' attainment and progress to inform the curriculum review process.
- Ensure that assessment enables all students to develop their potential.

- Ensure parents and students have a clear understanding about curriculum expectations. Provide opportunities for parents, students and teachers to work collaboratively and to understand accountabilities.

### 3. Procedures

- **Baseline Assessment**

Baseline assessment will be done at the beginning of the year within the first three weeks. These assessment data will be used as starting point to measure students' attainment and progress. The results will be analyzed to information teaching and referrals to support programs.

- **Measure of Academic Progress, NWEA MAP**

MAP, or the Measure of Academic Progress, is a US curriculum-based assessment, it is used to compare students' attainment with international standards (common core and NGSS standards. The MAP test is a computerized adaptive test which provide essential information for teachers, parents, and administrators about what each student knows and make informed decisions to promote each student academic growth. The MAP tests are offered in Reading, Language Usage, Science, and Mathematics and it is administered twice a year in Fall (October/November) and spring (April/May) for Grade 3 to Grade 4.

- **IBT – Arabic, ACER**

FLIS - Rabdan has introduced the IBT in Arabic as a benchmark test for all students in Grades 3-5 during the 2024-2025 academic year. This assessment aims to evaluate students' proficiency in Arabic language skills and identify areas of strength and improvement for each student. Using the IBT results, teachers will be able to provide targeted instructional support, helping students enhance their language skills and achieve sustainable progress in their Arabic learning journey.

- **Diagnostic Assessment**

Assessment data is analyzed for diagnostic purposes to identify strengths, areas of improvements for each student, support students, create individual improvement plans and for referrals to support programs.

- **Cognitive Ability Test (CAT4)**

FLIS - Rabdan has introduced the CAT4 assessment in the 2024-2025 academic year to better support students' needs and provide teachers with insights into each student's learning and thinking styles. This assessment also assists in identifying students with potential additional learning needs, as well as those who are gifted and talented. The CAT4 is administered to all students in Grades 3-5.

- **Pupil Attitude to Self and School "PASS"**

PASS is a survey tool used to Identify fragile learners and discover hidden barriers to learning PASS helps identify reasons behind low attainment, challenging behavior and poor attendance, helping to build a complete picture of a student's motivation, attitude and engagement in learning. PASS acts as a simple screener that identifies issues across classes, grades and the whole school.

- **Additional Learning Needs Students (ALN)**

Where necessary, teachers may seek more specific diagnostic assessments to be conducted on an individual basis for the Students with Special Educational Needs “People of Determination”.

- Reading A to Z
- CAT4
- Phonological Awareness
- Toe by Toe

We also provide modifies assessment for ALN students. For more details, please check the FLIS Inclusion Policy.

- **Digital and online Assessment Tools and Applications**

The school uses a variety of online and digital platforms, programs and applications for enrichment purposes with imbedded assessment and tracking tools such as:

- **Ed Platform, HMH**

FLIS - Rabdan employs the Ed platform as part of the HMH curriculum, which serves as a foundational tool for conducting baseline assessments in English, Math, and Science at the beginning of the academic year, along with regular assessments throughout the year. Integrated with MAP test data, the Ed platform provides teachers with a detailed view of each student’s progress, allowing them to personalize learning paths based on individual needs. This tailored approach supports targeted instruction and helps foster continuous growth in students across core subject areas.

- **Reading A-Z (English) and “Nahla wa Nahel” & “Bravo Bravo” (Arabic) programs**

Reading A-Z, Bravo Brovo & Nahla wa Nahel programs are blended reading programs that allow teachers to blend instruction using varied resources and tools. The program helps teachers address various curriculum standards with quality correlated and aligned resources, ideal tool for supporting the development of struggling students and allow for meaningful differentiated instruction. The programs meet all student’s needs, improves students reading rate strengthens student’s literacy skills, and fosters creativity.

- **IXL**

A Standards-based Learning website student love! For Math, Language arts, Science. Adaptive & Individualized. Immediate feedback for students and teachers.

- **Exact Path**

In the 2024-2025 academic year, FLIS - Rabdan introduced the Exact Path assessment tool for students in Grades 3-5 as part of our commitment to closely monitor and track learning progress. Exact Path integrates each student’s MAP assessment results, creating a personalized learning path tailored to their unique strengths and areas for growth. This individualized approach allows teachers to access real-time data and provide targeted instruction, ensuring that each student receives support aligned with their specific learning needs.

- **Formative Assessment**

Formative assessment data is an ongoing means of evaluating students' progress and attainment. Formative assessment is used as tool of "assessment for learning", "assessment as learning" and "assessment of learning" which will impact the teaching process and strategies. Comparing students results to curriculum expectations is effective for next step to be planned. The formative assessment can be in the form of, questioning, end of lesson assessment, exit pass, through applications or online tools, peer and self- assessment, home learning tasks as well as some performance tasks and portfolio.

- **Summative Assessment**

Summative assessment refers to assessment conducted at the end of unit and/or chapter. The purpose of the assessment is to determine progress against initial attainment. Summative assessment can be in the form of written test or performance task. Validity of the results is ensured by assessment moderation. Feedback should be given to the students within maximum one week from the date of the assessment.

#### **4. Using Data to improve learning**

Using information collected from a variety of assessment instruments over a period of time to help the teachers to create a detailed picture of student's progress and achievement. The data provides the teachers with information that inform teaching and learning processes. Data and evidence gathering is continuous throughout the learning process.

Assessment data, both quantitative and qualitative, is used to set goals and target learning improvement for individual students. Teachers look at the student reading results, running records, and formative assessment based on grade level standards. For grade 3-4, MAP data becomes an important data point in addition to summative assessment results. Summative assessment results and formative assessments are equally important as assessments are linked to grade level expectations. Data is also used to evaluate programs and refine curriculum.

#### **5. Process of using student performance data to meet students' learning needs**

Teachers are expected to use their scheduled planning and/or data analysis periods to meet students' learning needs:

1. Use formative and summative data collected from various sources (McGraw-Hills platform, Seasaw, NWEA MAP, Reading A-Z, Bravo Bravo, International exams...).
2. Interpret data and develop hypotheses about factors contributing to students' performance. Take actions to meet students' needs by implementing changes to instructional practices. Teachers are expected to train students on using self-assessment strategies, teachers' feedback, rubrics, exemplars ... to identify their strengths and weaknesses and enhance their learning.
3. Modify instructions and examine evidence from multiple data sources to evaluate the impact of instructional changes.

## 6. Feedback

The focus is on individual needs along with curriculum expectations. Appropriate assessment is essential to ensure teachers knowledge of their students' level and how they can plan and implement appropriate strategies to improve learning. Individual plans or relevant intervention are required to promote student's attainment and progress. We believe that students learn best when they are involved in their learning process. Regular, constructive feedback promotes students' self-regulation therefore they learn how to learn better, improve the quality of their learning and set goals for themselves. Reflection tasks help the students to improve metacognitive awareness which lead to effective learning. For more details, please refer to the school correction and feedback policy.

## 7. Reporting of Student Progress

Reporting is communicating information on student's attainment and progress in different forms and for various purposes. Reports are used to inform parents about students' attainment and progress over time and against curriculum expectations. The Orison generates detailed standard/skill -based report card for K-5 students. Parents and teachers discuss the students' achievement based on the report card. The FLIS-Rabdan issues detailed reports three-times a year at the end of each term. There are also a number of opportunities for scheduled parent-teacher conferences twice a year or whenever is needed throughout the year.

The academic year is divided into three terms. The FLIS-Rabdan issues detailed report at the end of each semester and progress report once mid of the semester. Other areas such as competencies and social skills and behavior are included in the report. All subjects are assessed continuously throughout the academic year. **Arabic, Islamic studies, Social & Moral Studies marks distribution is based on ADEK's expectations.**

Table 1 shows how the marks calculation and distribution for grade 1-5

Each Term: <b>100%</b>			
End of the year Average= <b>Term 1 + Term 2 + Term 3 /3</b>			
Standardized Tests	Formative <b>55%</b>		Summative <b>45%</b>
*MAP test *Arabic Benchmark test	Assignment & Raz Kids	Performance Tasks Project, Presentation, Research, Portfolio, Report,	Assessment and Quizzes End of Chapter / Unit tests / **Mid Term /End of Term
<b>5%</b>	<b>15%</b>	<b>40% -45%</b>	<b>45%</b>
*MAP for grade 3-5 English, Math and Science only * Arabic Benchmark Test for grades 3-5 Arabic only			** Grade 5

Table 1

## 8. Monitoring and Tracking Progress

Regular focused monitoring and tracking of student progress is essential. Teachers, Head of Inclusion, ALN teacher, meet regularly to monitor student progress and set appropriate plans to identified students. Tracking procedure and timelines are implemented to ensure all assessment information is up-to-date, accurate and accessible to all stakeholders.

## 9. Responsibilities

- **Home room teachers and subject teachers** have the ultimate responsibility for the assessment of students' work. Teachers are expected to:
  - Assessment papers should be corrected and submitted to Subject Coordinator / Head of Section within 48 hours of doing the assessment.
  - Corrected assessment papers and the corresponding marks should be revised, checked, finalized, and approved of by the Subject Coordinators / Head of Section prior to submitting them to entering them on the Orison.
  - Share with parents on "Seesaw" the approved exams' dates and deadlines along with the material included.
- **Middle Leadership Team** are responsible for ensuring that appropriate assessments take place and follow the policy guidelines. They are responsible for the quality of assessment questions and they are based on the standards. They are responsible of regularly reviewing and monitoring the effectiveness of assessment practice. Providing advice and support to staff on assessment strategies and quality of assessment. The coordinators supervise the process to assure accuracy and consistency.
- **Senior Leadership Team** are responsible for monitoring assessment processes and ensuring validity and readability of the assessment through monitoring, analysis of school management system data and reports, moderation, learning walks and class observations.

## 10. Assessment and Re-Assessment Guidelines

1. The FLIS-Rabdan follows a continuous assessment model with a focus on strengths. Embrace a student-centered perspective that goes beyond mere information delivery, considering how assessment information can enhance and support student learning.
2. In alignment with ADEK guidelines, students in grades K-5 cannot receive a failing grade. To support this, a pre-assessment check should be conducted to identify and address any learning gaps or misunderstandings before the official assessment.
3. Under our assessment policy, reassessment is allowed to give opportunity for students to improve their performance. At FLIS-Rabdan, we see reassessment as a valuable opportunity for students to learn and grow. If a student scores below 50% on an assessment, they will be given another chance to review the material and retake the test to demonstrate their learning.
4. If 25% or more of students score below 65% (6.5/10) on an assessment, it is recommended to reteach the material and reassess either all students or only those who scored below 65%. This approach is especially encouraged if the assessment results indicate difficulties among average and above-average students.
5. Customize learning activities to ensure progress against identified learning objectives for all students. Employ a variety of teaching resources and methods, collaborating with parents and school administration to provide support to struggling students.
6. Reassessment is considered a privilege, and students may lose this privilege if it is abused. If the school observes that certain students are not taking assessments

seriously, a meeting with the student and their parent will be conducted. In such cases, the student may lose the opportunity for reassessment.

7. All performance-based tasks, including projects and presentations, are expected to be conducted in school. Clearly communicate expectations, allow multiple drafts or checkpoints, and discuss rubrics with students in advance.
8. All exam papers (digital or hardcopy), assignments, and performance task evidence must be securely stored in your cabinets and submit them to the Head of Section before the term's end.
9. Enter all marks on Orison by the dates identified by the school administration. All Marks must be checked reviewed and signed by the teacher and the coordinator.
10. Use rubrics for assessment in areas such as reading, writing, performance tasks...etc.

### **11. Guidelines for Students:**

1. Students must come to the exam well-prepared. Students must bring their own stationery. Phones, smart watches are not allowed.
2. In the event that a student, who is absent, submits a certified medical report or any other valid reason accepted by the administration, they will be given the chance for reassessment on a specific date designated by the administration. Conversely, should the absent student provide an unacceptable medical report or an invalid reason, the school will adhere to the necessary procedures outlined in accordance with the school's behavior policy.
3. Talking is not allowed once the exams are distributed/ started. Any cheating attempt or cheating will result in strict disciplinary procedures based on the school behavior policy.
4. Copying and using the ideas, words and information of another person without documenting the source is regarded as plagiarism and/or intellectual theft and will be considered as a type of cheating.
5. To maintain the academic integrity of the online examination, all online students are obliged to use an additional device (phone, laptop, desktop, iPad) and operate "switch on their video cameras on this device throughout the exam. Students who fail to operate the online video during the time of the assessment need to do the assessment in the school.
6. Students arriving 10 minutes or later will not be allowed to take the exam, except in cases of foggy days. The school will implement the appropriate procedures in accordance with the school's behavior policy.
7. Students are expected to answer all the questions and review the exam papers until  $\frac{3}{4}$  of the set duration has elapsed before submitting it.

### **12. End of the Year results - Promotion and Retention**

All K-5 students must be promoted. A student cannot be retained in a certain grade more than two consecutive times and no more than two different grades during the entirety of his/her school education. The school must provide such student with the necessary learning support. For more details, please check the promotion and retention policy.