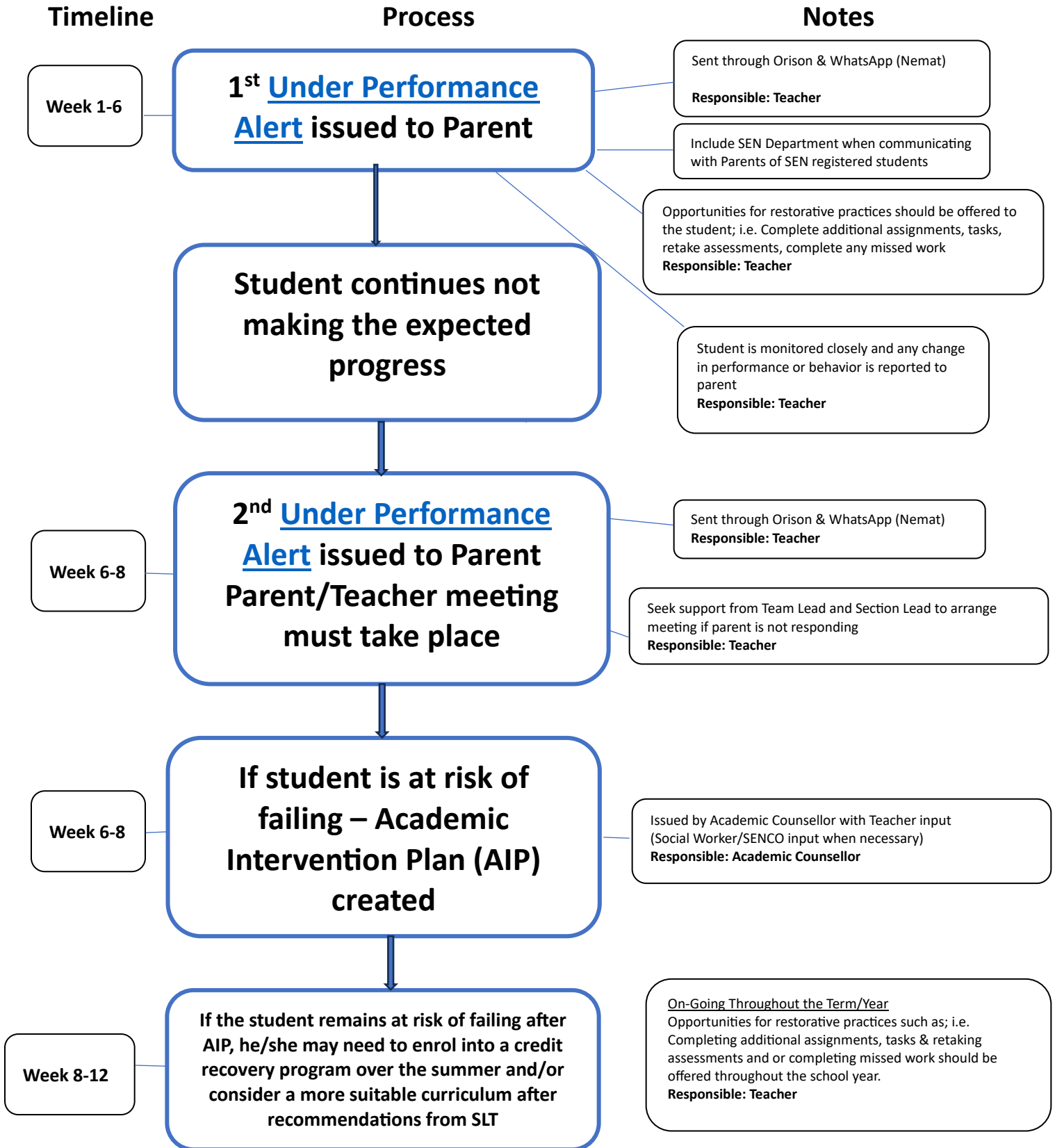




Students Not Making Expected Progress





FLIS Student Under Performance Protocol

Measuring Students' Progress

How Progress is measured as per the UAE Inspection Framework

Standard 1 Students' Achievement

1.2.1 Progress of students, including those with special educational needs, against their starting points and over time

Descriptor	Rating
Internal and external assessment information indicates that a large majority (61% - 74%) of students make better than expected progress in relation to individual starting points and the curriculum standards	Very Good
Internal and external assessment information indicates that a majority (50% - 60%) of students make better than expected progress in relation to their individual starting points and the curriculum standards	Good
Internal and external assessment information indicates that most students (75% - 90%) make the expected progress in relation to individual starting points and the curriculum standards	Acceptable
Assessment information indicates that less than three-quarters of the students make the expected progress in relation to individual starting points and curriculum standards	Weak

FLIS Grading Scale			
97-100	A+	74-76	C
94-96	A	70-73	C-
90-93	A-	67-69	D+
87-89	B+	64-66	D
84-86	B	60-63	D-
80-83	B-	0-59	F
77-79	C+		

How Progress is measured According to the FLIS Internal Assessment Grading Scale
A student who moves up one or more grade boundaries over the course of the term is considered as making better than expected progress
A student who remains within the same grade boundary over the course of the term is considered as making the expected progress
A student who moves down one or more grade boundaries is considered as not making the expected progress