



مدارس أدنوك
ADNOC SCHOOLS

ADNOC Schools
Assessment Policy (Gr.6-12)

Reviewed on Feb 2023

Next Revision date: Feb 2025

Assessment Policy: G6 – G12

1. Rationale / Philosophy

The schools' assessment philosophy considers that assessment is the process of gathering information from multiple and diverse sources, in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences and using the information to increase students' learning and development. Our assessment system is based on recording and reporting the results periodically and regularly, so as to ensure that a systematic approach is taken, and the children are benefitted in the same way.

Assessment is an integral part of a students' educational experience. The main goal of assessment is to improve student learning. Therefore, teachers need to apply their knowledge and skills necessary to create, administer, and interpret assessments. Any one assessment is a limited source of information and must be used in conjunction with other types of assessment and collected student data.

In order to increase student achievement and create an environment that supports lifelong learning, teachers must form a partnership with students and parents by involving them in the assessment and evaluation process. When assessments are used and interpreted properly, the results provide information that is valuable in designing educational opportunities that promote student achievement that will meet the needs of all learners.

The tests and examination shall be considered as the Final Grading Procedure for all students.

ADNOC Schools have clear rules and guidelines for administrating the assessments especially in absenteeism and emergency cases. However, the schools' assessment policy and procedures are shared and reviewed with all stakeholders to ensure an efficient evaluation system. There is also a clear set of performance criteria based on which the students' achievements are measured. The objective of the assessment policy at our schools is to provide data/ information on students' learning, to help the teacher in understanding where improvement needs to be made in terms of teaching and learning, to identify areas of weakness and strengths of the student, to chart the progress of a student, and to give constructive feedback to parents regarding the child's progress.

The assessment system provides information for teachers and administrators on improving programs and student achievement.

The assessment plan aims to:

- *Provide information that helps teachers plan instruction effectively to meet the needs of individual students*
- *Provide information to administrators for evaluating progress pertaining to improving student achievement*
- *Provide information to administrators for evaluating strategies for school improvement*
- *Assist parents in understanding their child's achievement of academic standards*
- *Establish goals for professional development*

2. Types of Assessment

At ADNOC Schools, we have three types of internal assessments: the first one is the **diagnostic** test that takes place at the beginning of each term. The results are used to determine the students' current level and assess previous knowledge. The diagnostic tests do not contribute to any grade; there is no pass or fail.

Diagnostic tests can be both internal and external. Internal diagnostic tests are baseline tests; these can be in the form of oral, written or verbal. External diagnostics tests are MAP (**M**asures of **A**cademic **P**rogress); these are online tests that students take in the core subjects.

The second is the **formative** assessment that plays a key role in a continual ongoing assessment. In addition to that, our formative assessment builds on strengths and develops strategies for overcoming weaknesses and provides regular meaningful feedback to the learner.

The third is **summative** assessment that measures the overall performance of the student at the end of each unit, term, and year.

Formative assessments should be informal and frequent. Class discussions, homework questions and quizzes are all examples of formative assessments. Summative assessments are more formal, such as tests, essays and projects. They usually happen at the end of a unit of study. Formative assessment is a learning tool; it allows teachers to identify weak areas in their instruction and re-teach them before finishing a unit. Since the main purpose of formative assessments is to gather data, grades received on such assessments should be used to differentiate lessons based on grouping students by how much they already know. Formative assessments can be used as diagnostic tools to identify student strengths and weaknesses. Teachers are expected to use formative assessments throughout the school year to determine how much the students understand about key topics. Formative assessments indicate how students are progressing with their understanding of a topic.

3. Examination /assessment

Students can earn grades in the following:

- Tests
- Homework
- Quizzes
- Projects
- Oral tests, Portfolios, Class work

We aim to constantly track student's progress throughout each term and year. Ongoing assessment is used to assess student learning and permit timely constructive intervention. Students are assessed regularly to measure and monitor their knowledge continuously in every concept taught. Quizzes and tests will be administered with prior announcement.

- Students will not be allowed to make it up unless they have a medical report.
- Make-up quizzes will be administered a week after test date.
- Students will lose 20% of their grades on missing an exam without submitting a medical report.

Weightings 2018/19

Table 3.1

Grade	Trimester	Formative (See Table 3.3) (Projects/Quizzes)	Summative (Examinations)		Weighting
		CA (Continuous Assessment)	EOT (End of Term)	MYE/EOY (Mid-year/End of Year)	
6 - 8	1	15	15	/	30%
	2	10	/	20%	30%
	3	15	10	15	40%
	TOTAL:	40%	25%	35%	100%

Grade	Trimester	Formative (See Table 3.3) (Projects/Quizzes)	Summative (Examinations)	Weighting
		CA (Continuous Assessment)	EOT/MYE/EOY (End of Term Mid-year/End of Year)	
9 - 12	1	15	15	30%
	2	10	20	30%
	3	15	25	40%
	TOTAL:	40%	60%	100%

Table 3.2

Table 3.3

Formative Assessment *			
Projects **		Quizzes ***	
Number per Trimester	Weight	Number per Trimester	Weight
2	90% of the student's total CA	A mass of 6	10% of the student's total CA
<i>*Applies to Core subjects</i>	<i>**Projects must be written into the scheme of work/Curriculum Map</i>	<i>***Quizzes can appear at certain points however must be agreed with HOD – consistent across subject/grade</i>	

4. Make-up examinations

- Make-up exams are given in the case of an excused absence only on the principal's approval.
- Students have 7 days to re-sit any quiz.

Absence of Students during Test/Evaluation time

No re-tests are conducted for any student unless the student produces a valid medical certificate or authorized document (accident report etc) citing the reason for his or her absence from school during exam or test times.

Proof of absence for Test/Evaluation should be submitted to the principal.

The examination panel will evaluate the case of the concerned student and decide whether the student will be allowed for a Re-test. Their decision will be considered final.

In case of an approval from the examination panel, the student will be informed of the date and time of the Re-test. If the student fails to attend there is no course for appeal.

Absence of Students during Exams

A valid reason is to be provided by the student for his/ her absence on prior to, on the day or day after the concerned exam. No reason will be entertained by the school after the stipulated period.

The school will notify the absence of any student with or without prior permission in the first instance to the principal who will report to the Director of Education in case it lends itself to a retention decision.

In case of an approval, the student will be intimated of the date and time of the Re-test.

5. Assessment Data: Record Keeping and Reporting

The student information system used at ADNOC School allows teachers to access student records on the school's network through PowerSchool. Accurate record keeping allows administrators and teachers to identify learning difficulties at the earliest possible stage thus enabling them to provide the learning supports needed to deal with these difficulties.

Reporting to parents on children's learning is vital. Parents have access to their child's record via PowerSchool allowing them to monitor progress and support the learning of their child. ADNOC Schools are also committed to providing appropriate feedback to students on their own progress as well as providing them with the support they need to improve. In addition to Power School, a written report (Grade card) for each student is sent to parents at the end of each trimester. The report includes grades and comments from each teacher on a student's academic performance.

Parents are invited to attend formal meetings with teachers during Parents/Teacher conferences organized once a trimester. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or the Head of Department at other times prior to an appointment being made. Assessment, recording, and reporting procedures are monitored regularly in order for them to remain meaningful and manageable. Policies and procedures may change in light of any new guidance and legislation.

6. Reporting Criteria

Academic Grades

Grades help students understand how they are doing in school in relation to their learning; these are known as **'Academic Grades'**. Students are encouraged to talk to their teachers, their advisor, the school counsellor, or the school principal if they have academic concerns. Letter grades are given to represent a student's achievements. The letters **A, B, C, D,** and **F** are used.

- A: Work of the finest quality, produced consistently.
- B: Denotes work of honour quality, produced consistently.
- C: Used to identify acceptable achievement that meets the goals of the school's curriculum.
- D: Designates work, which is passing, but indicates a need for significant improvement in both quality and consistency, **a 'D' serves as a warning of possible failure in the course.**
- F: Indicates failure to meet the requirements of the course, as stated in the school's curricula.

Academic Grades

- The following chart shows the percentage boundaries for each letter grade as well as the Grade Point Average (G.P.A.).

ADNOC Schools uses a 4.3 grading scale:

Table 6.1

Grade	GPA	Percentage
A+	4.3	97 – 100%
A	4.0	93 – 96%
A-	3.7	90 – 92%
B+	3.3	87 – 89%
B	3.0	83 – 86%
B-	2.7	80 – 82%
C+	2.3	77 – 79%
C	2.0	73 – 76%
C-	1.7	70 – 72%
D+	1.3	67 – 69%
D	1.0	63 – 66%
D-	0.7	60 – 62%
F	0.0	0 – 59%

**The letter grades and percentages are subject to change based on the boundaries/ performance of international cohorts*

Grade points are numerical values assigned to each letter grade earned by the student. A student's grade point average (G.P.A.) will be included on the official school transcript.

Non-Academic Grades

Students will also receive grades for non-academic; Attendance, Effort & Conduct/Behavior (See Tables 5.1, 5.2 & 5.3). Whilst these do not count towards the students GPA, they can be used to track a student's performance from a pastoral perspective.

The following grades are used for non-academic are assessment/reporting:

1: Excellent 2: Good 3: Satisfactory 4: Poor /unsatisfactory

Table 6.2

Attendance		
3	Excellent 100%	Attended all classes or received approval for any emergency absence.
2	Acceptable 81% - 99%	Less than 12 days over a trimester
1	Cause for concern - At risk of retention/ or failing 80% or below	Averaged 12 days over a trimester

Table 6.3

Effort		
4	Excellent	Student consistently demonstrates best effort in the classroom. They consistently demonstrate persistence and perseverance in their work. They respond positively to feedback and show genuine interest and curiosity in learning and growing. Student completes all class and homework assignments on time and is well prepared for class.
3	Good	Student usually demonstrates best effort in the classroom. They usually demonstrate persistence and perseverance in their work. In general, they respond positively to feedback, and for most show a genuine interest and curiosity in their learning and growing. Student usually completes all class and homework assignments on time and is well prepared for class.
2	Satisfactory	Student sometimes demonstrates best effort in the classroom. However, is inconsistent . At times they demonstrate persistence and perseverance in their work. Students do not always complete all class and homework assignments on time and the teacher may need to remind or prompt the.
1	Poor /unsatisfactory	Student rarely demonstrates best effort in the classroom. They rarely demonstrate persistence and perseverance in their work. They do not respond positively to feedback, and very rarely show an interest in their learning. Student requires constant prompting from the teacher to complete class or homework.

Table 6.4

Conduct/Behavior		
4	Excellent	Student consistently respects other people’s feelings, opinions, ideas and property (E.g., Refrains from bullying, name calling, laughing at or making fun of). They always follow classroom rules and the schools’ Code of Conduct and do not interrupt others, distract, or disrupt learning in any way. They act as a positive role model and are an active member of the class.
3	Good	Student usually respects other people’s feelings, opinions, ideas and property (E.g., Refrains from bullying, name calling, laughing at or making fun of). They usually follow classroom rules and the schools’ Code of Conduct and in general do not interrupt others, distract or disrupt learning.
2	Satisfactory	Student sometimes respects other people’s feelings, opinions, ideas and property and for most refrains from bullying, name calling, laughing at or making fun of other people. They normally follow classroom rules and the schools’ Code of Conduct however at times they may need a reminder/prompt from the teacher.
1	Poor /unsatisfactory	Student rarely respects other people’s feelings, opinions, ideas and property. Student requires frequent reminders to follow classroom rules and the schools’ Code of Conduct and at times interrupts others, distracts and disrupts the learning in the classroom.

7. Promotion & Retention

The purpose of this policy is to provide the guidelines for promotion and retention of students. In providing these guidelines, ADNOC School demonstrates its commitment to several key objectives:

- Promoting high educational standards for its students
- Ensuring that there is consistency in the educational opportunities provided to all students
- Implementing system wide monitoring used in making promotion decisions

Students will be promoted to the next grade if they possess the knowledge and skills appropriate to their grade levels as demonstrated on multiple measurements such as academic performance, attendance, teacher recommendations, portfolio, social maturity, and other information deemed necessary. The school reserves the right to deny re-enrollment to any student whose academic or personal conduct has been deficient and is not in line with the academic and behavioural standards set by the school. A panel of teachers, Principals and Senior Management will convene to review files of all students who did not meet the promotion criteria. The panel will review all information deemed appropriate.

Parent Notification

Parents will be informed officially of the schools’ concerns regarding retention in relation to their child within the first half of trimester 3. Parents will be informed of the school’s decision to retain their child based on calculations of marks of the three terms. Parents will be requested to sign an acknowledgment letter of the decision. This decision is expected to be no surprise to parents as the school would have taken every measure to ensure that parents were informed and updated on their children’s progress all through the year.

As part of the appeal process, parents will be provided with evidence and records to support the school’s decision. The parents may provide evidence of any additional information regarding their

child that might justify waiving the requirements set forth in the policy.

Promotion Requirements for Grades 6 - 9

To be promoted to the next grade level, a student must pass the following courses:

Table 7.1

English	60%
Mathematics	60%
Science	60%
Arabic	50%
Islamic Studies for Muslim students	50%
Social Studies	60%
Arabic Social Studies	50%
Computer Studies/IT	60%

Promotion Requirements for Grades 10 - 12

To be promoted to the next grade level, a student must pass the following courses:

Table 7.2

English	60%
Mathematics	60%
Physics	60%
Chemistry or Biology	60%
Social Studies	60%
Arabic	50% (G10/11)
Islamic Studies (<i>Muslim students</i>)	60% (G12)
<i>Arabic (native and for non-native students)</i>	60% (G 12)
Computer Studies	60%
Electives	60%

8. Graduation Requirements

ADNOC Schools' graduates must achieve a minimum of **24** credits to obtain a **High School Diploma** (HSD). Students who achieve **26** credits will be awarded a **High School Diploma with Honors**.

4 credits each in:

- English
- Mathematics
- Science

3 credits each in:

- History

2 credits each in:

- Foreign language (*same language studied for 2 years*)

1 credit each in:

- Physical Education
- Information Technology
- Arts

Students must obtain a further **6** credits from their elective's choice, (*See Table 8.1*) of at least 3 **must** be in one of the *core subjects:

Table 8.1

Electives		
*English Language Arts	Economics	*English Literature
*Mathematics	French (MfL)	Genetics
*Physics	Business Management/Studies	History
*Chemistry	Accounting	Geography
*Biology	Computer Science	Psychology
Geology	Sociology	Information Technology
*General Science	Nutrition & Health Science	Arts & Design

Honor Roll

ADNOC SCHOOLS maintains an Honor Roll containing the names of students who have done excellent academic work. High Honor Roll designates those students who have an A- average (3.7 GPA) or better, with no grade lower than B in **any** subject. Honor Roll designates those students earning a B average (3.0 GPA), with no grade lower than C- in any subject.

Ranking

ADNOC Schools does not participate in the ranking of students.

AP Courses

ADNOC School also offers Advanced Placement courses to students who are enrolled in grades 11 or 12. In order for a student to be eligible for an AP course, the student must have a recommendation from the teacher who teaches the Pre-AP course. The student must also achieve a minimum grade determined by the department in his/her current class. Finally, the student must attain approval from the counsellor, and school principal.

ADNOC Schools offers AP courses in the following subjects:

- *Physics*
- *Biology*
- *Chemistry*

- Art
- Calculus
- Macro-economics
- Micro-economics
- Computer Science

Students following the AP course will be registered to sit an externally set examination, which is set by the College Board. These tests are internationally administered; they are set, marked, moderated and published centrally by the College Board. ADNOC School students sitting tests for one or more courses will be recognized and their marks will contribute to their High School Diploma (HSD)/ Honor diploma.

9. Report Cards

At the end of each trimester, parents will receive report cards with cumulative data on their children's performance, progress, and conduct. The PowerSchool information management system will be configured to convert the student's credits into **Carnegie Units** so as to support the universities and colleges admissions process.

4 credits each in:	HS Unit	Carnegie Unit
• English	4	520
• Mathematics	4	520
• Science	4	520
3 credits each in:		
• History	3	390
2 credits each in:		
• Foreign language (same language studied for 2 years)	2	260
1 credit each in:		
• Physical Education	1	130
• Information Technology	1	130
• Arts	1	130
1 credit each in:		
• <u>6 Electives (3 of which are in core subject)</u>	6	780
TOTAL	26	3,380

10. Equivalency

At ADNOC schools we ensure all Grade 10 – 12 students are offered a wide range of subjects to ensure which will enable them to meet the current equivalency requirements. The Equivalency Certificate for the UAE is the '**Thannawaya Amma**'. This certificate is a pre-requisite for all students wishing to enroll in all government universities and colleges in the UAE in addition to private universities both in and outside of the UAE.

All male UAE students require the Equivalency Certificate to enroll for their Military National Service. Based on their performance a student can defer his enlistment if he achieves a Grade 'B' or above as this will enable him to go direct to university.

As part of the equivalency students must:

- **PASS** the Arabic and Islamic examinations

- **PASS** the TOEFL test with a score of 500 (*paper based*) and a minimum score of 173 (*computer based*).
- SAT test in Math with a minimum score of 400.

**To note:*

- *Students who did not sit for their SAT Math exam can appear to EmSAT Math and need to score a min of 500*
- *Students, who did not get their TOFEL, can provide an IELTS certificate with a min of 5 or appear to EmSAT English and get a min of 1100 points.*

This policy has been written in line with the following legislation:

- Massachusetts State Department – **Assessment for KG – Grade 12** (Feb 2023 Update)
- Massachusetts State Department – School Graduation Criteria
- Ministerial Decree on **Assessments & Weights for the Four National Subjects** (AY 2018 – 19)
- Ministerial Decree on **Equivalency** (4443/2001)

This policy will be reviewed **EVERY** 2 years.

Approved by:

Sahar Cooper

Chief Executive Officer, Aldar Academies

Manager & Operator of ADNOC Schools

Policy written: 01 Sept 2017

Reviewed on: 10 Feb 2023

Authorized by Aldar CEO: 15 Jan 2019