

ASSESSMENT POLICY

Introduction:

Assessment is an integral part of the learning process. Assessment should be authentic and varied. Assessment should offer students, parents, and other stakeholders a valid and reliable indication of students' progress and attainment. It should ensure a rigorous approach to curriculum delivery.

Types of Assessment in KIS:

ASSESSMENT FOR ADMISSION (ENTRANCE EXAM):

To ensure that the student can cope with KIS syllabi, the student has to pass an entrance exam in core subjects (English and Arabic languages, math)

The exam is comprised of the following parts;

Part 1: Written part:

The students need to pass the following:

- an Arabic and English Writing exam
- a short multiple-choice based exam for Mathematics

Part 2: Interview

A face to face or a virtual interview is conducted for grades Pre Kg to Grade 2 by the social worker to assess the student's personality.

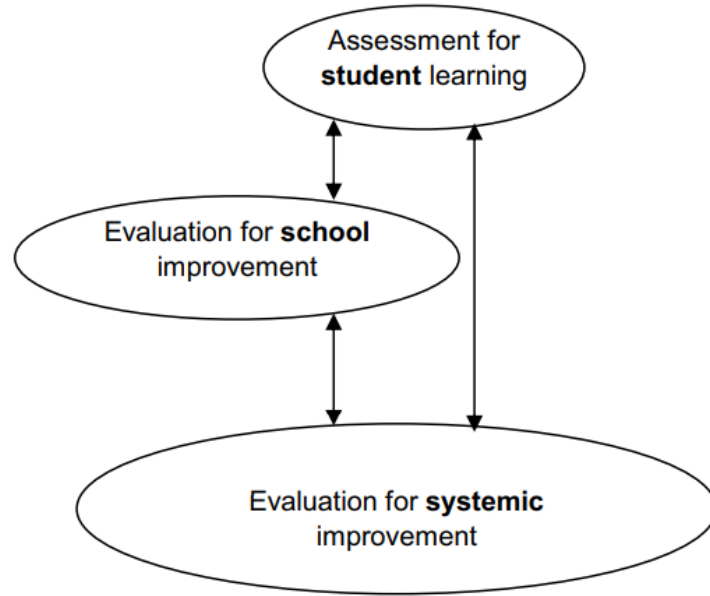
INTERNAL ASSESSMENT FOR ADMISSION

Purposes of assessments:

Generally, assessments allow the school and individual teachers to evaluate how effective their teaching is.

- Diagnostic assessment provides information about individual student's strengths and needs.
- Formative assessments provide information for the teacher to plan the next steps in the students' learning, to make corrections to programming, based on students' needs.

- Summative assessment provides information about each student's achievement, consequently being able to create an individual educational plan if needed as well as a school's improvement plan.



DIAGNOSTIC TEST

- A diagnostic assessment takes place at the beginning of the academic year.
- It should focus on understanding a student's current knowledge.
- A diagnostic assessment identifies the strengths and areas of improvement for the student.
- It should establish a baseline to compare (as per grade level standards) what a student knew prior to the first diagnostic, and how far he has shown improvement till 2nd diagnostic test.
- The main purpose of a diagnostic assessment is to collect enough data about what students already know about a particular set of standards. The teacher uses this data to create a realistic roadmap that addresses any gaps of knowledge and learning experiences.
- Diagnostic assessments also benefit the instructor by providing a baseline for teaching. The teacher would know the most important areas to focus on, and the topics that should be of less emphasis. They also have the chance to correct any misconceptions before beginning a learning activity.

FORMATIVE ASSESSMENTS (ASSESSMENT FOR LEARNING - AFL)

- Formative assessment provides information to students and teachers to improve the teaching and learning process.
- These are often informal and ongoing.
- Formative assessments are carried out by teachers every day in every lesson.
- It allows teachers to understand students' performance continuously.
- AFL identifies successes and areas for improvement.
- Formative assessments provide information for the teacher to plan the next steps in the student's learning, to make corrections to programming, based on student's need, and support students with identifying their own next steps.



Methods of Formative Assessment (Classwork):

- Daily concept check (exit ticket): A question on each objective is given at the end or during the period to check students' understanding. The students' results reflect their understanding of the taught lesson. Accordingly, the planning of the period or the next period could be modified to re-teach the needed concepts.
- Marking of students' work (verbal and written)
- Students' Participation
- Digital activities
- Individual work and cooperative work
- Students self-assessment
- Students peer assessment

Data Analysis:

The data is analyzed continuously to reflect on the progress made by the students. The teachers reteach the assessed lesson, create plans to modify their teaching strategies or provide extra support to the students if needed.

SUMMATIVE ASSESSMENTS

Summative Assessment is vital to the education process. In schools, the most visible assessments are summative. Summative assessments are used to measure what students have learnt at the end of a unit, to promote students, to ensure they have met required standards

Weekly Quiz:

A weekly quiz in core subjects is conducted as per the set schedule that is sent to the parents. Each week students will write a quiz for one subject. The quizzes will take place each Friday (or Thursday if Friday is a public holiday), during a zero hour.

Final Exam:

The final exams will take place at the end of each term.

A guideline of how and what to study will be sent to students and will be uploaded on the MS. Teams.

Data Analysis:

The comparative analysis is done after each summative assessment. This helps to analyze the progress made by the students over the course of time. Accordingly, the improvement plans are set.

EXTERNAL EXAMS - MAP TEST

MAP Measures of Academic Progress (MAP) will be given starting from grade 3 in Language, Reading, Math and Science.

Assessment results are reviewed in departments at the individual, class, and grade level by teachers and administrators.

Teachers and leaders review data to inform their instructional planning to best support student learning and track student progress and attainment

SPECIAL EDUCATIONAL NEEDS

Once the student is identified as an SEN student, the Special Education Needs Coordinator (SENCO) communicates with the teachers, and the child's progress is carefully monitored by the teachers as well as SENCO.

When teachers assess students with the SEND, they will draw upon ongoing formative and summative assessments as per SOD's specialist instructions.

Where necessary, they will gain insights from parents, the student and any external specialists or assessments involved in their child's care.

The SEND department uses the assessments data at an individual level to track student progress and attainment.

REPORTING

KIS has 2 terms reporting periods per year, Term 1 runs from September to the end of December, and Term 2 runs from January to March. End of year report is given for the whole year including the third term.

Reports contain a number grade for each class. During the semester all summative assessments are recorded in the schools online gradebook

Formative assessments are recorded on a weekly basis

There are two parent teacher conferences during the year which enable teachers to have a discussion with families about areas of strength and concern. Moreover, direct communication with parents through the students' affair coordinator takes place, if any academic issue occurs.