



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

**ASCS Kindergarten Assessment
and Reporting Policy**

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Rationale

We believe that assessment is integral as it is used to inform teaching & learning and enables not only evaluation of current practices but also the delivery of timely intervention in order to close identified gaps and measure the impact of personalized intervention provided.

Aim & Objectives

At ASCS, assessment in Kindergarten is used to:

- Identify low and high achievers and provide students with the necessary support and suitable level of challenge.
- Develop learners' metacognitive skills to self-assess themselves, enabling them to monitor and evaluation their own learning journey.
- Provide parents about their child's level of attainment and progress along with next steps
- Monitor our learners' attainment and progress providing insight into whole cohorts, sections, and specific groups of students whether at individual level, specific group, cohort or school level and take needed action to close gaps
- Identify strengths and areas for improvement
- Inform instruction to improve learning and provide needed intervention
- Inform curriculum reviews
- Set targets and assist in transition planning
- Ensure internal moderation and scrutiny for accountability purposes

Types of Assessments

Summative: Summative assessment happens at the end of a learning period and evaluates cumulative learning. It helps teachers gauge a learner's understanding and proficiency after a unit, lesson, or semester. After the learning period, teachers grade a child's performance against a standard or benchmark. This is inclusive of reading age, number of high frequency words mastered, as well as set benchmark assessments.

Formative: Formative assessment provides the information teachers need to monitor progress, adjust daily instruction to meet ongoing needs, and differentiate instruction to ensure that all learners meet or exceed their grade level expectations. All stations in the classroom include AfL tracking sheets and students' work within the classroom is continuously tracked and attainment against success criteria is documented with work evidence samples provided in both the learners' learning journey as well as Learning Ladders.

Diagnostic: A diagnostic assessment is an evaluation of a child's knowledge and skill level of a certain topic. These assessments are done at the start of the topic to understand how much students already know about the subject.

Reporting

ASCS has two reporting semesters per year. Semester 1 runs from September to End of January, and Semester 2 runs from February to July. End of semester Reports are sent home to families at the end of each of these marking periods. The reports contain evaluation (1-4) against the relevant “I can statements” under each subject, a number grade for each class and equivalent letter grade.

During the semester all summative assessments are recorded in the school’s online gradebook (SIS). This is live and enables parents and students to monitor student progress throughout the semester.

Formative assessments may be recorded in the school’s online Learning Ladders. Parents receive from this live access to their child’s learning journey with an overview of standards achieved, in progress or not yet achieved, and, accordingly, are set targets.

