



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

Middle School Assessment and Reporting Policy

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Introduction

This Policy outlines the purpose, nature and management of assessment, evaluation and reporting at the American School of Creative Science. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as student achievement. High quality formative assessment is an essential part of teaching and learning. Quality assessment ensures a whole school approach to the provision of an excellent education for all students within our school community, and it enables teachers to deliver education that best suits the needs of their students. Evaluation occurs at the end of each reporting period (semester), and formal reporting occurs through two standardized report cards, one in each semester with half-semester progress reports issued each half semester.

At the American School of Creative Science, we believe that assessment provides the basis of informed teaching, helping students to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which students understand what they have achieved and what they need to work on.

The purpose of this document is to establish clear expectations and structure in regards to assessment **within ASCS Nad Al Sheba**. It is expected that heads of departments and teachers will implement the policy accordingly regarding the assessment of student work. Individual departmental policies that relate to assessment should be a reflection of the guidelines contained in this document.

This policy should be read in conjunction with our ***ASCS Marking Policy, Inclusion Assessment Policy, Examination and Moderation Policy, SIS Marks Entry Policy, Promotion & Retention Policy***.

Aim

The aim of this policy is to provide a clear outline of all assessment, evaluation, and reporting methods in our Elementary School, to ensure that assessment is used as a tool to inform planning, to track student progress, and to raise standards. It is the right of every child to be given an education that builds on their strengths, addresses their individual needs, and ensures progression. Assessment is an essential tool in the delivery of this right.

Roles & Responsibilities

The overall responsibility for assessment belongs with the teachers. Teachers are responsible for regular quality assessment of the students in their care, and the leadership team is responsible for monitoring assessment.

Students also play a role in the assessment process. They integrate the feedback they receive from their teachers to improve their work and provide feedback to their peers, based on assignment success criteria. Students also regularly self-assess and reflect on their achievement and progress.

Purpose of Assessments

Definition

Assessment is the process of obtaining, analyzing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Assessment is a daily part of life at school. Descriptive feedback is used by students to ensure that they know their next steps and what they need to do to improve. Teachers use the products of assessment to inform their teaching;

specifically, to monitor the acquisition of knowledge and skills and to make corrections to programming, based on student need.

The purposes of assessment are

- to be formative, providing information for the teacher to plan the next steps in the student's learning and support students with identifying their own next steps;
- to be diagnostic, providing more detailed information about individual student's strengths and needs;
- to be summative, providing a snapshot of each student's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the students to enable them to develop their learning.

Specific learning intentions, success criteria, and assessment opportunities are identified in semester unit and lesson plans. All assessment outcomes, including standardized test results, are used to evaluate current practice and to inform future planning.

Assessments should be of sound design

- Rubrics need to be individualized for each assessment and provide a scaffold for students in their journey towards the standard.
- There should be a wide range of assessments that are product based.
- Students are a part of the assessment process.
- Teachers will provide clear communication about the intention of the assessment to students.

The types of classroom assessments are

- Diagnostic assessment
 - Diagnostic assessments are a form of formative assessment, usually completed at the start of a learning cycle, and these enable the teacher to assess what the student already knows. These types of assessments are designed to inform students and teachers of progress and should provide some level of feedback. The results on a Diagnostic assessment does not factor into a student's final semester grade.
- Formative also called Assessment for Learning (AFL)
 - Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand student performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when students are struggling, when they have consolidated learning, and when they are ready to progress. Formative assessment also enables teachers to identify whether children are working at greater depth and may require additional challenge, allowing them to provide appropriate support or extension, as necessary. Forms of formative assessment include use of pertinent questioning, marking of students' work, one-on-one and small group conversations, and also observations. or conferring, It is from these methods that teachers are provided with information to be used as feedback to modify the teaching and learning activities in which they engage. These are conducted frequently throughout a learning cycle to help inform both learning and instruction. Formative assessments measure a student's current knowledge and skills enabling the teacher to use this information to tailor their instruction. Formative assessments do not factor into a student's final semester grade.
 - Common formative assessments are planned and administered by grade teams, to ensure

consistency of conceptual understandings at different stages of learning. Teachers meet to moderate assessment results, to inform future planning, and to provide collaborative opportunities to identify evidence-based practices.

- Summative also called Assessment of Learning (AoL)
 - Summative assessment is provided to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. Summative assessments are given at the end of a learning cycle allowing a students' understanding to be benchmarked and the results form part of the student's end of semester grade. Summative assessments are useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents in parent-teacher conferences and enables families to support their child's future learning.

Summative Assessment Weighting

Semester grades are a calculated based on a combination of semester work and final assessments. Semester work is any work that is completed during the term time in class, and it is made up of major and minor summative assessments. The final assessment will be completed at the end of the semester and should show attainment and progression for the teaching period.

First semester exams will cover all the material taught in the first semester. Second semester examinations at the end of the year will cover all second semester material and will also cover a percentage of concepts, skills, topics, and information from the entire year's work.

Art, PE, and half-credit semester-based electives will have 100% semester work for each semester. The semester grades are calculated using the following weighting:

First and second semester:

- Semester work - 60%
- Final assessment - 40%

The breakdown of the semester work is determined by the department and confirmed by the high school administration. Semester work will be broken down into major and minor summative assessments, and within each assessment category departments will decide the number of weightings of individual assessments. The assessment breakdowns will be confirmed by the HoD and Vice Principal before the start of the semester. The breakdown for the semester in any subject must be communicated with the school community on the subject syllabus and the breakdown reflected in SIS accordingly.

Grading Scales (Boundaries)

The total average will follow the following scale for all the Common Core Subjects & MOE Subjects (using NEASC grading scale):

A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0

B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D +	67-69	1.3
D	65-66	1.0
D-	60-64	0.5
F	Below 60	0.0

Moderation

Moderation allows the school to make consistent, reliable, and valid decisions about students' learning and progress. Moderation is an essential part of any assessment as it ensures that all pieces of work are set and marked fairly and to the correct level in line with the standards being assessed. The conversations that occur during the moderation process are as valuable as the outcome of the process and the different steps are designed to increase these academic conversations

There are three main stages to our moderation process that is followed for all major summative assessments:

1. Collaboration - all major summative assessments must be created collaboratively with all members of the subject team having a voice. If multiple versions of the same test are needed, these are created collaboratively with all members of the team. All summative assessments are reviewed by Vice Principal and Assessment Facilitator to ensure rigorous and covers taught standards and includes a set marking scheme.
2. Calibration - needs to occur between all staff within a subject/grade level at the start of the marking process. Teachers should calibrate their marking with each other after they have assessed 1 or 2 pieces of work, so they are all marking to the same standards. This ensures consistency of marking scheme.
3. Double-blind marking - should occur once all staff have finished marking their scripts. Each teacher should regrade another teacher's assessment to make sure that they reach the same grade.

To facilitate calibration and double-blind marking, the Assessment Facilitator, therefore, designates an allocated room where all members of the department report to complete marking.

Feedback

Feedback is one of the most powerful influencers for improving student achievement. Effective feedback needs to be timely and remains focused on improving a student's understanding. Within a lesson, feedback should be given to ensure adequate progress against success criteria. For assignments, feedback should be given within 7 days (tests, exams, etc.) and for larger assessments like lab reports or essays feedback should be given within 14 days. Feedback given must inform the student on how they can improve and include next steps and allow for student reflection with clear indications of what the student needs to do with the feedback given.

Reporting

ASCS has two reporting terms 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 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 Formative Assessment Tracker on Edunation. Parents receive from this mid-semester student reports with overview of standards achieved, in progress or not yet achieved and therefore, are targets.

International and Standardized Assessments

The students in ASCS sit for international assessments as per the KHDA Supplement Inspection Framework and National Agenda requirements.

We participate in international benchmarking tests in order to use the results not to only evaluate our progress towards meeting the National Agenda targets but also to review attainment and progress, determine learning needs and to conduct curriculum reviews for each grade cohort, using this data to inform school improvement planning.

These assessments are mandatory for all American schools.

Assessment	Targeted Grade levels	Frequency
NWEA MAP	Grade 3-10	3 windows/year
ABT Arabic (A and B)	Grades 3-12	2 windows/year
ABT Islamic (A and B)	Grades 3-12	1 window/year
NGRT	Grades 1-9	3 windows/year
SAT	Grades 11-12	Once a year
PISA Based Test for Schools (PBTS)	Age 15 (Grade 10)	Once a year
PISA	Age 15 (Grade 10)	Every three years
IELTS	Grades 11-12	Once a year

CAT4	For Grades 3,5,7 and 9 and for all new students without a current score.	Once a year (September-October testing window)
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CAT4 Testing

The Cognitive Abilities Test, 4th version (CAT4) is given every three years and to each new student. CAT4 assesses students learning preference and their potential. Data reports provide insight into students learning styles and predictors of academic potential.

Data is shared with students, teachers, counselor, and parents. SENCO and social worker review the data with the students in order to guide students to gain a better understanding of their learning profile, and predictors of academic success will be used by Guidance Counselor to help inform course selection for Middle School students transitioning into High School.

The Inclusion department uses the data at an individual level to identify students' strengths, areas for development, learning styles and academic potential. The Inclusion department also uses this data as one data point in the identification of Gifted and Talented students and to flag also potential special educational needs.

NGRT

The New Group Reading Test (NGRT) is a standardized assessment to measure reading skills of students aged 5-16 years against the national average. Through a variety of exercises, NGRT can assess students' knowledge of phonics, comprehension, decoding ability, vocabulary, grammatical knowledge, deduction and inference skills, authorial intent, and ability to deal with figurative and idiomatic language (depending on the age of the student and test selected). Tasks include sentence completion, passage comprehension and phonic exercises. NGRT tests not just the ability of students to decode what they read, but also to comprehend and apply meaning.

ABT Arabic

This assessment measures the four key language skills: Reading, Listening, Writing and Speaking. The assessment is based on the Arabic framework for Arabs and Non Arabs which is approved by M.O.E. There are two assessments during the year, and the reports generated from these details the students' progress and attainment throughout the year.

ABT Islamic

This assessment measures the six key domains: Islamic Law and Etiquette, Islamic Values and Principles, The Holy Quran and Hadeeth, Identity and Belonging, Faith, and Seerah and Islamic Figures. The assessment is based on the Islamic framework for Arabs and Non Arabs which is approved by M.O.E. There are two assessments during the year, and the reports generated from these details the students' progress and attainment throughout the year.

MAP Testing

Measures of Academic Progress (MAP) is given in grades 3-10 in Language, Reading, Math and Science. Students are assessed using the Measure of Academic Progress Test (MAP) that provides teachers real-time data as to the individual progress each student makes in language, science, math and English. Teachers and leaders review data to inform their instructional planning to best support student learning and track student progress and attainment. Data

from these assessments also help inform teachers as to flexible groupings. The SEND department use the data at an individual level to track student progress and attainment using the learning continuum.

PISA

The Programme for International Students Assessment (PISA) is given to 15-year-olds and assesses Literacy, Science and Math. PISA dates are dictated by KHDA but traditionally this assessment occurs every three years, although a 'PISA based test for schools' has also been given on the off years of a traditional PISA to track schools progress in terms of the targets set by KHDA which all schools are expected to meet or exceed.

SAT

The SAT assessment is composed of four sections: two Math Sections, Critical Reading, and Writing Skills. Students sign up and take this exam outside of school hours during their 11th and 12th grade. Assessment results are logged with their counselor and provided to universities.

Students of Determination

The required external assessments should be completed by as many students of determination as possible, as they provide valuable information to promote the subsequent development of curricula, alongside approaches to teaching, support and learning.

To enable equitable access to the assessments and ensure the outcome is reliable and useful, some students may benefit from support from 'access arrangements.' In these cases, students of determination should have the same accommodations that are used to support the student to access, participate and achieve within the school's routine assessment and examination protocols. It is expected that with support from these access arrangements, almost all students of determination will participate in, and complete the required external assessments.

For a small number of students of determination, usually those who experience the most complex and significant barriers to learning, participation in these external assessments may not be appropriate. In these cases, the school will review the case in full to determine if these students can be exempted to participate in the external assessments. Students who may benefit from such exemption / withdrawal (as per the revised categorization framework for students of determination), may include those with:

- moderate to severe barriers to learning (moderate or severe intellectual disability)
- moderate to severe specific barriers with understanding verbal language (moderate to severe receptive language disorder)
- moderate to severe barriers with social interaction, communication and flexibility (autism spectrum disorder level 2 or 3) or
- moderate to severe emotional and psychological barriers (moderate to severe psycho-emotional disorders).

This list is not exhaustive, and in some cases, as a school there may be a case where we may choose to withdraw a child from one type of assessment and not others (partial exemption / withdrawal). For example, a student might be able to complete the cognitive ability assessment but be withdrawn / exempt from participating in the attainment and progress assessments.

In any case where the Vice Principal and Head of Inclusion have determined that a student should be withdrawn from an external assessment, they must complete a full report detailing the records of evidence that justify why the student has been fully or partially withdrawn / exempt from participation in required external assessments. In addition, as part of this process, the Vice Principal along with the Head of Inclusion must gain parental consent for the student to be withdrawn from these assessments (whether partially or fully). Evidence of parental consent must form part of the evidence that supports the decision to exempt the student from participation in these assessments.

All records with supporting evidence and parental consent must be stored for KHDA inspection evidence of adherence to protocols.

Accommodations, Adaptations, Modifications

It is a requirement to document any accommodation, adaptation, and/or modification assigned to a student, along with, the rationale as to why the accommodation meets the individual student's needs.

- Must be assigned or used on a case-by-case basis, accounted for in writing for each student provided with test accommodations, adaptations, and/or modifications detailing why the accommodation was provided
- Students with IEPs and/or SEN students can be assigned accommodations, adaptations, and/or modifications depending on their needs as stipulated by the IEP.
- Students who are participating in a dedicated English Language Learner or EAL program can be assigned accommodations as per ELL Specialist teacher recommendation

The assessment facilitator will document any accommodations, adaptations and/or modifications provided to a student along with a rationale as to why the accommodation meets the individual student's needs. Prior to the testing session, the Assessment Facilitator will meet with the Head of Inclusion to identify students requiring accommodation and detailing the accommodations to be provided. A copy of their IEP stipulating the accommodations, adaptations, and/or modifications required shall be produced.

Further information can be found in the school's ***Inclusion Assessment Policy***.

Any other requested accommodation needs to be reviewed by Head of Inclusion and Assessment Facilitator alongside Head of High School on a case-by-case basis to determine if the accommodation requested meets the student's needs and a written report along with a rationale needs to be provided for the Head of Section to sign off. Additional reference to allowed accommodations as set by NWEA is found here: <https://www.nwea.org/content/uploads/2019/12/NWEA-Accessibility-and-Accommodations-FAQ-JAN2020.pdf>

Retesting

Internal Assessments

Retesting is at the discretion of the Head of Department who must seek approval from the Vice Principal. If retesting occurs, it must be consistent across a subject/grade level.

MAP Assessments

Decline in RIT Score

Students whose RIT score shows a substantial decline between two test events will be re-tested. A decline of 10 or fewer RIT points is not considered significant, and the student will not be re-tested in such a case.

Rapid Guessing

When the MAP system test alerts the proctor to rapid guessing, the proctor is instructed to intervene. A rapid testing analysis will be produced and any student who meets/exceeds 30% threshold will be re-tested.

Emergency Evacuation or Technical Disruption

In case of an emergency evacuation or technical disruption that interferes with the testing environment, the students involved in that testing session will be re-tested.

For any re-testing that takes place, the Assessment Facilitator is responsible for maintaining a record that shows which students were re-tested including their original score, time taken to do the assessment and the reason for each student being re-tested.

Accommodation

It is a requirement to document any accommodation assigned to a student, along with, the rationale as to why the accommodation meets the individual student's needs.

- Accommodations must be assigned or used on a case-by-case basis, accounted for in writing for each student provided with test accommodations, detailing why the accommodation was provided
- Students with IEPs and/or SEN students can be assigned accommodations, depending on their needs as stipulated by the IEP.
- Students who are participating in a dedicated English Language Learner or EAL program can be assigned accommodations as per ELL Specialist teacher recommendation

The Assessment Facilitator will document any accommodations provided to a student along with a rationale as to why the accommodation meets the individual student's needs. Prior to the testing session, the Assessment Facilitator will meet with the Head of Inclusion to identify students requiring accommodation and detailing the accommodations to be provided. A copy of their IEP stipulating the accommodations required shall be produced.

Any other requested accommodation needs to be reviewed by Head of Inclusion and Assessment Facilitator alongside Head of Section on a case-by-case basis to determine if the accommodation requested meets the student's needs and a written report along with a rationale needs to be provided for the Head of Section to sign off. Additional reference to allowed accommodations as set by NWEA is found here: <https://www.nwea.org/content/uploads/2019/12/NWEA-Accessibility-and-Accommodations-FAQ-JAN2020.pdf>

Remote Testing Guidance

In case of a scenario where schools are shifted to DL or in the case of 100% online learning students, we are prepared to conduct testing remotely following guidance received from NWEA.

Adopting and adapting assessment tasks

The Assessment materials include summative assessments with marking guides specific to each task built in with the curriculum adopted by the school. Teachers adopt and adapt these materials to meet local contexts and particular student needs. School may develop alternative or additional assessment tasks. Adjustments to a unit/chapter assessment may require corresponding changes to the assessment task. This could involve changing the type of assessment, the context, the conditions, or the learning that is being assessed. Changes made to assessments may require changes to the whole school curriculum, assessment and reporting plan, and to the grade level yearly plan.

Academic Honesty

Academic honesty is the responsibility of all staff and students. If a teacher suspects academic dishonesty, they are obligated to report it. Any and all academic honesty issues should be escalated to the Head of Section to be dealt with according to the behavior policy.

Records

Records of end of unit assessments, formative assessments, MAP and CAT4 results, and teacher assessments are stored on the school's drive and on the student online data trackers (i.e. SIS, PowerBI, Formative Assessment Tracker).

Semester triangulation reports are produced for teachers' ease of reference to inform students performing above, below or in line with their CAT4 predictors to identify students at risk.

Online student data tracker documents are used as an aid to effective planning. The progress of students receiving extra support is monitored by the member of staff delivering the support and progress is evident via the student's Exact Path progress reports.

The above records enable classroom teachers to assess the progress made by each child and are an important part of the formative assessment needed for future planning.

The student end-of-year report is filed on the student information system and is available for future reference

MIDDLE SCHOOL ASSESSMENT AND REPORTING POLICY