

## ASSESSMENT POLICY

Approved by: Governing Board

Date: December 2022

Last reviewed on:

Date: August 2024

Next review due by

August 2025

### MONITORING AND REVIEW

This policy is subject to continuous monitoring, refinement, and audit by the School Management, who will undertake a complete annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. All staff will be informed of the updated/reviewed policy, which will be made available to them electronically, or by hard copy on request.

Signed:

School Director

SABIS® International School – Al Bateen

*This policy will be reviewed by the School Management no later than August 2025 or earlier if significant changes to the systems and arrangements occur or if legislation, regulatory requirements or best practice guidelines are required.*

AIMS

This policy aims to provide more details about the well-established exam-based central system for assessing student learning in SABIS® Schools

The school utilizes the SABIS® Student Management System (SSMS™) to monitor student performance, knowledge, and behavior, ensuring timely interventions when necessary. The SSMS generates comprehensive reports from a sophisticated database, providing valuable tools for effective decision-making. These reports guide future learning, support teachers in planning, and enable systematic tracking of student performance. Any emerging gaps are promptly identified and addressed to ensure consistent academic progress.

**For new students:**

- Diagnostic tests are used to identify any academic gaps that could hinder future progress.
- When necessary, the school provides guidance on effective study strategies to help students address these gaps, followed by a retest to measure improvement.
- Diagnostic tests also assist in determining the appropriate grade level placement for new students.

**For current students:**

In addition to diagnostic tests conducted at the beginning of each term to identify any learning gaps from the previous year or term, and as a tool to measure progress and attainment, students also participate in various assessments throughout the academic year, including:

1- Picture Projects and Continuous Assessment (CAs™) tests.

- I. Test the simplest units of information (SUI) weekly.
- II. Computer-corrected assessments (multiple-choice, mix and match, fill in the blank...etc.)
- III. Assess students' mastery of each concept taught.
- IV. Continuous Assessments (CAs) start in Grade 1.
- V. Picture Project Assessments are administered to students from Pre-KG to KG2.

2- Periodic Assessments

- I. Assess multi-concept thinking.
- II. Are administered periodically throughout the academic year according to a published timetable shared at the beginning of the year.
- III. May consist of computer corrected assessments in addition to written parts.
- IV. Periodic Assessments are administered to students from Grade 2 and above.

### 3- Mid Term Assessments

- I. These assessments are conducted termly and cover all subjects within a single week.
- II. They feature a variety of question types to assess different skills and knowledge areas.
- III. Mid-Term Assessments are administered to students from Pre-KG to Grade 1.

### 4- End of Term exams

- I. Assess all material covered in one term.
- II. End of Term Assessments are administered to students from Pre-KG to Grade 12.

### 5- End of Year exams

- I. Assess all material covered in one academic year.
- II. End of Year Assessments are administered to students from Pre-KG to Grade 12.

### Up-to-Date Data

The SABIS® system enables administrators to provide parents and guardians with up-to-date, accurate information, ensuring they can make informed decisions regarding each student's progress- academically and socially. Since individual subject teachers may not have a complete overview of a student's academic situation, direct teacher-parent contact is minimized. Instead, a designated professional—often the AQC or another senior administrator—gathers comprehensive insights into both the student's progress through the SSMS and input and feedback from all of the student's teachers. Every parent\_meeting is meticulously prepared and documented in the SABIS® YBook, a comprehensive digital record of the student's journey within the school, which is accessible via the SSMS.

Assessment results are communicated to parents and students through various channels. The Student Digital Platform (SDP) simplifies access to student information, fostering improved communication between the school and the parent community.

### School Wide and Individual Performance

The System of Student Learning Assessment, known as Continuous Assessment (CA), is a weekly tool used to monitor a student's learning and is a key strength of the SABIS® system. This systematic procedure evaluates student progress every week, providing highly standardized and reliable data that allows immediate feedback to administrators. It clearly identifies any gaps in a student's understanding of a given subject. If a student's assessment result does not meet the required standard, they have the opportunity to retake the exam after receiving support through organized study sessions designed to address and resolve these gaps.

The subjects tested weekly through Continuous Assessment (CA) include Mathematics and Languages, starting from Grade 1. As students' progress through the grades, the number of subjects tested each year increases, so that in higher grades, almost all subjects are assessed through CA. Special attention is given to language classes, with testing conducted across various sub-domains such as Composition, Grammar, and Comprehension to ensure comprehensive evaluation of students' language skills

The Periodic Exams assess knowledge across all subjects and are scheduled weekly, ensuring that each subject is reviewed two or three times during the term.

Mid Term Assessments for levels A to D (PreK to Grade 1) are held over the course of one week, once per term, around the middle of the term.

At the end of each term, students take a Final Exam in every subject. The End of Year Exam covers the material from Term 3, with selected concepts from Terms 1 and 2 included. Additionally, students take external exams at school, such as IGCSE, GCSE, GCE AS & A Levels, AP, SAT, TOEFL, IELTS, and EMSAT, which offer valuable feedback on their performance. In alignment with the National Agenda, students are also required to sit for International Standardized Exams, as mandated by the educational authorities.

Alongside academic assessments, students' behavior is continuously monitored and evaluated. The SABIS® Student Life Organization (SLO®) awards merit points for participation in student activities, with AQCs, Grade Supervisors, and the Student Life Coordinator recognizing students who contribute positively to the school community.

School-wide and individual student performance is reviewed weekly, termly, and annually by the Director, Academic Quality Controllers, and Student Life Coordinator. Throughout each term, the academic performance of students is reported to the Regional Director.

**Reporting Student's Performance to Parents:** Student performance is accurately and consistently reported to parents through various channels, including academic results, SLO® activities, merit points, infractions, and attendance. This information is made available via the SABIS® Digital Platform, which allows parents to monitor their child's progress and activities on a daily or weekly basis.

At the end of each term, parents receive an official Report Card that provides a comprehensive overview of their child's performance. If parents wish to discuss their child's academic or behavioural progress, they can schedule a meeting with a designated member of the administration, typically the AQC or another senior administrator. This individual has a complete, holistic view of the student's performance and is available to address concerns, answer questions, and provide support.

Any issues raised by parents are treated with full attention, thoroughly investigated, and resolved in an objective manner. Educational counselling is a primary responsibility of the AQC to ensure parents are informed about their child's progress.

For university applications, students receive school recommendations and transcripts. The University Counsellor carefully monitors and oversees the feedback sent to universities to ensure it accurately reflects the student's performance and achievements.

### **Teachers' Continuous Performance Evaluation**

Teachers at our school are continually assessed by various administrators, including Heads of Department (HODs), Academic Quality Controllers (AQCs), the School Deputy Director, and the School Director. To foster self-reflection and growth, an assessment form is provided during initial training to help teachers evaluate and improve their performance.

Classroom observations are an integral part of the evaluation process. Feedback is shared during individual meetings, where strengths and areas for development are discussed. Weekly teacher meetings, led by AQC's and HOD's, are utilized to share SABIS® best practices, enhancing teaching methods and classroom strategies. These weekly meetings provide a forum for teachers to exchange teaching strategies, benefit from peer and leadership expertise, and review student progress and weekly assessment results. Behavioral concerns are also addressed during these sessions, with teachers submitting a 'Weekly Meeting Form' to ensure timely follow-up and resolution.

The SABIS® System places significant emphasis on observation and feedback as essential components of professional development. Teachers have the opportunity to observe more experienced colleagues within their departments, further honing their skills.