



Dubai Arabian American Private School Assessment Policy

Assessment, evaluation and follow-up action are the cornerstones of the teaching and learning cycle. They need to be incorporated systematically into teaching strategies to assess students' performance, diagnose any problems and chart progress.

DAAS follows a US Curriculum based on the California Common Core State Standards in ELA and Mathematics and the Next Generation Science Standards (NGSS) for Science. MOE standards are followed for mandated non-English courses, Arabic, Islamic and Social Studies. In all other courses, the Curriculum is based on California State Standards. Summative assessments are aligned to the adopted standards.

It is important to note that the most important end users of assessment outcomes are the students themselves.

Aims and principles: We use assessment at DAAS to:

- ✓ Provide baseline information for all new students.
- ✓ Diagnose specific strengths and areas of improvement for all students in all subjects.
- ✓ Assist in the prediction of future attainment and target setting.
- ✓ Monitor the academic performance of students as they move through school
- ✓ Encourage the use of assessment as a tool in student learning
- ✓ Develop student ability to become expert peer and self-assessors
- ✓ Ensure all departments are consistent in their approach to assessment
- ✓ Inform teachers' planning so that it responds to the needs of the students

What is assessment?

Assessment is the opportunity to demonstrate knowledge and abilities. Therefore, any opportunity that students have to demonstrate their learning could be deemed an 'assessment event', whereby a student's level of understanding can be judged. An assessment event could be anything from a formal exam to a Q & A session, a pop-quiz to a role-play, a presentation to a mind-map.

Assessment is the process by which students, teachers and parents can make judgments that allow them to monitor progress, evaluate the learning experience, improve planning, diagnose difficulty, identify progression, assist personalization and improve the quality of teaching and learning



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WHY DO WE ASSESS?

The three main aims of student assessment can be summarized as:

- Managerial – teacher targets, appraisal, monitor progress - **SUMMATIVE**
- Communicative – reports - **SUMMATIVE**
- Pedagogical - evaluate the success of teaching, inform teaching, evaluate and improve learning - **FORMATIVE**

At DAAS, we believe that the main purpose of assessment data should be its **formative** use, while accepting that some information needs to be used for reporting and managerial purposes.

TARGET SETTING

Why do we need to set targets?

Once a baseline has been established, students need to know what skills need improvement and more importantly, how to make the improvements. Targets must be generated by students (with our guidance) and focus on learning goals as well as performances goals. Target setting is only effective when student-centered. Students are more motivated by targets that they set for themselves – again this requires some modeling by the teacher.

Academic targets:

Students will sit for diagnostic tests on their arrival to the school so that baseline data can be generated, from which target levels or grades can be produced. HODs will have responsibility for the setting of target levels and grades, which are to be based primarily on the baseline data.

It is highly recommended that a discussion takes place between teacher and student so that an agreement can be reached on the target grade or level. Targets must be seen by the students as something that has been generated intelligently, as opposed to being plucked out of the air. Targets must be realistic, but challenging.



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REPORTING

The school provides regular updates to parents on the progress of students. There are currently 3 reports per year. There are two parent/teacher meetings per year to discuss the progress of the student

Reporting Practices at DAAS								
Level	Reporting System	Evaluation (Grading)						
KG1 & KG2	<p>Three full written report cards</p> <p>Two scheduled parent conferences</p>	<p>Developmental continuum with Term benchmarks:</p> <p>D – Below Curriculum Standard – Student is not performing at the grade level expectations. The student is mostly dependent on teacher support.</p> <p>C – In line with Curriculum Standard – The student is showing consistency and independence in meeting the standard. The student rarely requires additional teacher support.</p> <p>B – Above Curriculum Standard– The student meets the criteria of the standard and can extend their knowledge and understanding independently. The student can apply the concepts taught throughout a multitude of disciplines.</p> <p>A – Well Above Curriculum Standard – The student meets the criteria of the standard and can extend their knowledge and understanding more independently. The student can effectively apply the concepts taught throughout a multitude of disciplines.</p> <p>Percentage Scale: D= Below 60% C = 60% -79% B= 80%-89% A = 90%-100%</p>						
<p>Elementary School (Grades 1-5)</p> <p>Middle School (Grades 6-8)</p>	<p>Three full written report cards</p> <p>Two scheduled parent</p>	<p>A traditional grading scale (letter grades, percentage ranges, GPA and grade points)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Letter Grade</th> <th style="width: 33%;">Percent Grade</th> <th style="width: 33%;">4.0 scale</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>A+</i></td> <td style="text-align: center;"><i>97-100</i></td> <td style="text-align: center;"><i>4.0</i></td> </tr> </tbody> </table>	Letter Grade	Percent Grade	4.0 scale	<i>A+</i>	<i>97-100</i>	<i>4.0</i>
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<i>A+</i>	<i>97-100</i>	<i>4.0</i>						

High School (Grades 9-12)	conferences	<i>A</i>	<i>93-96</i>	<i>4.0</i>
		<i>A-</i>	<i>90-92</i>	<i>3.7</i>
		<i>B+</i>	<i>87-89</i>	<i>3.3</i>
		<i>B</i>	<i>83-86</i>	<i>3.0</i>
		<i>B-</i>	<i>80-82</i>	<i>2.7</i>
		<i>C+</i>	<i>77-79</i>	<i>2.3</i>
		<i>C</i>	<i>73-76</i>	<i>2.0</i>
		<i>C-</i>	<i>70-72</i>	<i>1.7</i>
		<i>D+</i>	<i>67-69</i>	<i>1.3</i>
		<i>D</i>	<i>65-66</i>	<i>1.0</i>
		<i>D-</i>	<i>Below 65</i>	<i>0.5</i>
		<i>E/F</i>	<i>Below 60</i>	<i>0.0</i>
		<i>AP/ IB courses</i>	<i>An addition of 0.25 to the standard weighting</i>	