

Middle and High School Assessment Policy

YAS AMERICAN ACADEMY 2023-24



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1.0 Introduction

Yas American Academy (YAA) considers assessment to be an integral part of the student learning process. Assessment should be authentic and varied while supporting students to showcase the knowledge and understanding that they have acquired in the learning process throughout lessons and units of study. Furthermore, YAA maintains that formative assessment should underpin all other forms of assessment and that feedback plays a central part in the learning process.

2.0 Roles and Responsibilities

Roles and responsibilities are detailed further in the pages below. Here is a summary of the roles and responsibilities of all stakeholders involved in the West Yas Community in relation to assessment.

2.1 Teachers

The overall responsibility for assessment belongs to the teaching staff. Teachers are responsible for regular quality assessment of the students in their care, responsible for accurate and timely data uploading to relevant assessment platforms and also responsible for interventions. Furthermore, teachers are responsible to provide annotated and personalized feedback to students (see YAA Marking and Feedback Policy). Assessments are conducted on a regular basis.

When summative assessments are issued to students, all teachers will;

1. Set a deadline of at least two weeks and update the assessment calendar if needed.
2. Provide verbal and written annotated feedback on the students' work, explaining what they need to do to improve further.
3. Contact parents if they have any concerns regarding progress and failure to meet deadlines.
4. Record formative and summative data onto their 'Student Achievement Tracking Gradebooks'

2.2 Leadership Teams

Heads of Department, Heads of Year, Inclusion teams and the Senior Leadership Team are responsible for monitoring and analyzing assessment data per unit and per term. This data is analyzed and communicated with all stakeholders to drive improvements and support mechanisms through Pupil Progress Meetings (PPM's) every 5 weeks (See 10.0, P.6)

2.3 Parents/Guardians

It is the parents' responsibility to regularly check email communications from subject teachers and Heads of Department regarding the progress of their children. With this, parents may be directed to platforms such as Microsoft Teams, assessment calendars or students' assignment briefs, to view their child's assignments and deadlines. Parents must also be available for any parental meetings, encouraged to attend termly Parent-Teacher Conferences (PTC's).

2.4 Students

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 achievements and progress and set their own targets. It is the student's responsibility to ensure that they are prepared for any form of assessment, that they are present and punctual if this is during lesson time or when submitting their work. Peer assessment is also implemented across all grade levels.

3.0 Reporting Cycles

A student's formal reporting period occurs through three standardized report cards, one in each term. Formal reports will be complemented by meetings between Parents/Guardians and teachers and informal communication between Parents/Guardians and the School.

4.0 Types of Assessment

All assessments are planned to meet the US Common Core Standards and are documented in departments planning documents (Scope and Sequence, Unit Plans) outcomes are used to evaluate current practice and to inform future planning.

4.1 **Summative** (also referred to as 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 enable teachers to evaluate both student learning and the impact of their teaching at the end of a unit of work, usually across a six-week cycle. Summative assessments provide evidence of achievement against the learning intentions of the curricular standards. Summative assessments are weighted highest. Heads of each department will be able to provide an exemplar of what this looks like for each subject area.

4.2 **Formative** (also referred to as Assessment for Learning (AfL))

Formative assessment assigns to all those activities undertaken by students within lessons. Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand student performance continuously. Teachers can conduct formative assessments using lesson activities, higher order questioning, success criteria, starter activities, or exit tickets that consolidate learning. Furthermore, AfL can also include peer assessment, question and answering, and examination style answers to questions, all encompassed within the lesson time.

Both Formative (x1) and Summative (x1) assessments must be recorded on 'Student Achievement Tracking Gradebooks' for each unit of work.

	Formative Assessment	Summative Assessment
Informal	Questioning Feedback Peer assessment Self-assessment	Essays in uncontrolled conditions Portfolios Coursework Teacher assessment
Formal	Further analysis or tests, exams, essays Target setting	Tests Exams Essays in controlled conditions

4.3 **YAA Character Skills and Work Habits**

To develop students holistically and equip them with academic skills, we assess students' ability in areas such as collaboration, creativity, inquiry, research etc. The weightings of these assessments vary per department, but do not exceed more than 10%.

4.4 **Measures of Academic Progress (MAP)**

Students are assessed in English (Language and Reading), Math and Science a minimum of two times per academic year (see 12.1, P.8)

4.5 **Termly Progress Assessments / Practice Assessments**

Each term, students in G9-12 complete an exam-based progress test that covers the content of the term for core subjects.

4.6 **MoE Assessments**

All assessments are planned to meet the framework Standards for all MoE subjects (Arabic, Islamic and social studies) and are documented in departments planning documents (Scope and Sequence, Unit Plans) outcomes are used to evaluate current practice and to inform future planning.

- To fulfil MOE requirements, grade 5 to 8/ year 6 to 9; teachers provide students with a summative assessment each term in the subjects of Native and Non-native Arabic, Islamic and Social Studies.
- To fulfil MOE requirements, grade 9 to 12/ Year 10-13; teachers provide students with a summative assessment each term in the subjects of Native and Non-native Arabic, Islamic and Social Studies.

4.0 **Assessment Rubrics**

Students are provided with assessment rubrics for all summative assignments. This enables students and parents to see what they need to do in order to achieve each grade boundary in addition to supporting teachers when assessing and providing feedback.

6.0 **Grading**

Depending on the student's grade/year group, they will have access to multiple reports in different formats. Teachers are to document all grading (apart from MAP which is a RIT score) as a percentage (%)

For high school students, a weighted grading scale is applied depending on the course and subject(s) studied. The increase of the grade point for these classes follows College Board and International practices for US programs. Each term a student takes courses they will have the grand total of the grade points added together and divided by the total number of classes to arrive at the Grade Point Average (GPA) for the term.

7.0 **Homework/Independent Practice**

Homework is a necessary tool to support classroom teaching, and all students can expect to receive homework on a regular basis in the High School Phase. Homework is intended to reinforce work covered in class, to deepen their learning or assigned as 'flipped learning' to ask students to research content in preparation for the next class/unit.

Marking and feedback should be provided on all homework assigned (refer to the YAA Marking and Feedback Policy).

Students should be asked to write their homework task and deadlines into their YAA student planners, which is scheduled into lesson timings.

7.1 **Middle School**

Students in Grades 6-8 will be set limited homework, this maybe independent research of a topic, a flipped learning task or homework to work on any assignments (1 piece of work per core subject, per week)

7.2 **High School**

Grades 9-12 will be expected to receive homework from all core subjects and electives, with a maximum of 2 pieces issued per subject, per week (this may increase further for Senior High Students)

8.0 **Equal Opportunities**

Assessment plays an integral part in identifying the individual needs of all students. It enables students with Special Educational Needs and Disabilities (SEND)/People of Determination (PoD), Gifted and Talented students, Emirati students, and students for whom English is an additional language (ELL) to be given a differentiated curriculum which meets their needs.

When assessment indicates a child may have Special Educational Needs or Disabilities, the Head of Inclusion is informed, and the child's progress is carefully monitored. For some students, an Individual Learning Plan (ILP) will be developed and implemented.

9.0 **Re-assessment.**

Below is a process breakdown for reassessment for all subjects at YAA. The process is dependent on teachers effectively providing annotated feedback, support and communication with students and parents regarding interventions if necessary. If the above is not adhered to, students are entitled to reassess.

9.1 **Process**

1. Teachers provide students with assignment briefs and assessment rubric.
2. Students have a minimum of 2 weeks to submit summative assessments.
3. Assessment deadlines must be recorded on the assessment calendar.
4. Students can submit a draft within this period, teachers are expected to provide annotated feedback onto the draft for students to act on.

5. Teachers should allocate 1 lesson for students to respond to feedback (DIRT Lesson) and ask questions (if a draft has been sent in), if not, students can use this lesson to work on their summative assessments whilst receiving verbal feedback and support from the teacher.

If a deadline is missed for an unexplained reason, then the consequence is;

1st Occasion, Step 1:

- Students who hand in work late or miss examinations/deadlines results in the classroom teacher contacting the parents via phone call/email where a time is rescheduled.
- Parents are notified by the classroom teacher that if this reoccurs, student's grades will be capped to a maximum grade of 70% for this particular unit.

2nd Occasion, Step 2:

- Students who have missed the deadline without explanation for the second time will be asked to attend a departmental after-school refocus session to complete missing assessments.
- This must be communicated to parents by the class teacher 24 hours beforehand.
- The student's grade for this assessment is now capped to a maximum of 70%.

3rd Occasion, Step 3:

- Head of Department to contact the students' parents and request a meeting in person or via Microsoft Teams with the class teacher and the student to discuss expectations and support mechanisms moving into the next unit of study. Staff should have a translator present if required from the admissions department.

Improving Grades

- This is only applicable for projects, coursework, presentations. Not examinations.
- Students are encouraged to send a draft of their assignment to teachers within their assignment window (minimum 2 weeks)
- Teachers are expected to grade and provide feedback during this window to enable students to re-assess within the window.
- It is strongly encouraged that teachers dedicate at least 1 lesson for assignment work, interventions and feedback for assignments.
- Once the summative deadline has passed the students cannot amend their grade initially.
- During the last week of each term, students will have the opportunity to re-submit any summative assessment providing their attendance has been 92% and above.

Students with accommodations or an IEP may need to have their deadlines modified in conjunction with the student and SEND team so they can finish their work to the best of their abilities. This should be discussed with the student when the assessment is set. If the student misses these modified deadlines, they must have the same consequences as the rest of the class.

9.2 Academic Honesty and Plagiarism.

Academic honesty is the responsibility of all staff and students. If a teacher suspects academic dishonesty, they are obligated to report it to their Head of Department.

If plagiarism occurs in the first instance, a meeting is conducted with the subject teacher, Head of Department, parent and student. Clear expectations are required to be communicated with parents and a summary email is required to be sent as an initial written warning. This is also to be documented onto Engage under 'Student Daybook'. If plagiarism occurs for a second time at any point of the academic year, the student is to be internally isolated to continue to work on their assignments and the re-assessment policy will be applied to this specific piece of work.

If a student is academically dishonest on the first occurrence (e.g. cheating through the use of devices, distributing photos or copies of test materials, viewing tests without permission, unauthorized collaboration or actions of a similar nature) will result in behavioral and academic sanctions. This will result in academic grades for this assessment being capped at a maximum of 70%.

10.0 Pupil Progress and Interventions

Every 5 weeks, Pupil Progress Meetings will be held between SLT and MLT to identify trends in underperformance where intervention structures and strategies will be provided where needed.

Reviews of progress indicate the extent to which a student is on track to mastering common core standards. Teachers, Heads of Departments, Heads of Year, the PoD Inclusion and the Senior Leadership Team are responsible for monitoring such intervention and measuring the outcomes. These interventions are based on a set of Multi-Tiered System of Support (MTSS) protocols.

10.1 Tier 1

Applied to all students and it is the teacher's responsibility to contact the student initially if they are underperforming and then their parents if no progress is shown. At this stage, teachers adapt their pedagogies and work with inclusion departments to support students.

10.2 Tier 2

Applied to some identified students that, despite teacher intervention at T1, expected progress is not made. Teachers will then escalate this to their Head of Department or Head of Year who will then contact parents before the mid-point of the unit. Interventions at this stage maybe meetings with parents, check in and out (CICO) systems and encouraging attendance to extra-curricular support sessions.

10.3 Tier 3

Towards the end of the unit, SLT will intervene if progress remains to be below the students expected level. Expected level is based on their baseline data scored in MAP assessments in September.

Discussions are then held with the Head of Department or Head of Year, along with the parents and students where students may then be placed on an Academic Improvement Plan (AIP) or Behavioural Improvement Plan (BIP) for a two-week period.

11.0 Assessment Moderation

Moderation allows the school to make consistent, reliable and valid decisions about student 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.

Assessment moderation will be conducted internally at least twice per term, per subject where records will be kept and evidence files for QA purposes.

12.0 Assessments and Graduation Requirements.

To qualify for the Yas American Academy High School Diploma, a student must complete four years of high school beyond 8th grade and attend YAA for the entire Grade 11 and 12 years to earn a minimum of 25 credits.

In addition, a student must fulfil our attendance, course credit and service-learning requirements. Attendance Students must be in good standing and complete Grades 9-12 with 92% or higher attendance in each class.

Course Credits Students must earn 25 credits to graduate. Students receive 1.0 credits for year long courses, 0.5 credits for half year courses, and 0.25 credits for term-based courses. Credit is given for courses taken in Grades 9-12 only.

12.1 UAE High School Equivalency Requirements

The UAE High School Equivalency is a certification given by the Abu Dhabi Education & Knowledge (ADEK) to students of any nationality, graduating from a school in the UAE, who wish to have the UAE equivalency granted for their high school diploma. The UAE high school equivalency allows students to attend universities in Gulf Countries. The UAE high school equivalency is also required for those who wish to seek employment in any UAE government position. Arab national students are strongly recommended to seek the UAE high school equivalency.

Students must meet the following ADEK requirements;

- Non-Muslim students in grade 12 must pass the Arabic Ministry Exams in Arabic, or English.
- Note: All Emirati students are required to take Islamic and Arabic courses every year from grades 1-12.

12.2 UAE National Students

UAE National students are required to pass (a). One of the following tests (English tests):

- TOFEL (iBT) with a minimum score of 61
- **Or** IELTS Academic with a minimum score of 5.0
- **Or** EmSAT Achieve – English for university admission with a minimum score of 1100.

(b). One of the following Math tests:

- SAT1 – Math Reasoning Test with a minimum score of 450
- **Or** EmSAT Archive – Mathematics for university admission with a minimum score of 500

13.0 External Assessments

13.1 Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) is given in all grades except KG1 in Reading, Science and Math. 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.

MAP is conducted twice per year, initially during Term 1 as a baseline measure and then again in Term 3 to measure progress. MAP report links are shared with parents in end of term reports.

The schools aim for the **2023-24 academic year is for 75% of students to meet the 41st percentile as a minimum expectation.** MAP normative data for each grade can be located in Appendix D.

13.2 Advanced Placement (AP)

AP is externally assessed in May by the college board if elected to take examinations, agreed by the parents and the school. Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers.

AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Exams are typically 2–3 hours depending on the subject and include multiple-choice questions, free-response items such as essays, problem solving, and document-based questions. The calendar for external assessments will be shared at the start of the academic year.

13.3 PSAT

The PSAT is given in grade 10 and 11 on a date set by the College Board and will occur in spring this year. This occurs at YAA during a school day. This assessment is composed of four sections: two Math Sections, Critical Reading, and Writing Skills.

13.4 SAT

The SAT assessment is composed of four sections: two Math Sections, Critical Reading, and Writing Skills. The SAT is a multiple-choice, pencil-and-paper test created and administered by the College Board.

Students sign up and take this exam outside of school hours during their 11th and 12th grade. The purpose of the SAT is to measure a student's readiness for college and is used by university admissions throughout the United States.

13.5 MoE Assessments.

YAA will subscribe with the A.B.T for external assessments in order to be able to measure the attainment of our students against international standards. Additionally, ATA have launched standardised assessments across the Aldar Education group, where YAA will continue to moderate the

Appendix D: MAP Normative Data

Growth Normative Data

2020 Reading Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.82	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.88	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

2020 Mathematics Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	5.15	6.97	4.77	17.54	6.63
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

2020 Language Usage Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
2	9.85	6.43	4.57	5.58	14.41	9.46
3	7.43	5.48	3.18	4.98	10.61	7.41
4	5.54	5.17	2.13	4.79	7.67	6.69
5	4.27	5.07	1.74	4.72	6.02	6.44
6	3.37	5.04	1.38	4.71	4.75	6.37
7	2.63	4.89	1.19	4.62	3.82	6.00
8	2.19	5.05	1.01	4.71	3.21	6.39
9	1.50	5.17	0.82	4.79	2.33	6.69
10	1.37	5.08	0.67	4.73	2.04	6.46
11	1.20	5.48	0.47	4.98	1.67	7.41

2020 General Science Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
2	6.88	6.74	3.29	6.13	10.17	9.09
3	5.45	6.17	2.59	5.78	8.04	7.75
4	4.50	5.84	2.07	5.58	6.57	6.93
5	4.08	5.95	1.87	5.65	5.95	7.21
6	3.40	5.91	1.21	5.62	4.61	7.10
7	2.94	5.93	1.11	5.63	4.05	7.15
8	2.77	6.19	1.03	5.79	3.79	7.80
9	2.02	6.19	0.57	5.79	2.59	7.80
10	1.72	6.27	0.34	5.84	2.05	7.99

Achievement Normative Data

2020 Reading Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Language Usage Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
2	173.98	16.06	183.83	15.40	188.40	15.89
3	187.71	15.33	195.14	14.64	198.32	14.65
4	197.33	15.10	202.87	14.44	205.00	14.33
5	204.17	14.55	208.45	13.98	210.19	13.90
6	209.43	14.35	212.81	13.92	214.19	13.94
7	212.65	14.72	215.28	14.39	216.47	14.42
8	215.54	14.74	217.73	14.45	218.74	14.56
9	216.68	15.52	218.18	15.30	219.00	15.51
10	218.82	15.10	220.19	15.11	220.86	15.45
11	220.66	14.94	221.86	14.98	222.33	15.53

2020 General Science Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07