

### e-Learning Assessment and Evaluation Policy throughout Term 3

**Guiding Principle:** Assessments are planned formal and informal tools to track students' progress and to inform planning. Continuous Assessments are used during the e-Learning to ensure diversity, validity and reliability of assessments. The e-Learning Assessment and Evaluation Policy at Summit International School fully complies with the ADEK's e-Learning Assessment and Evaluation Guidelines.

The Common Core Learning Standards and the MOE Standards are assessed through a variety of learning opportunities to determine what the student knows, understands, and is able to do. The Assessments focus on Continuous Progress Tracking of students' acquisition of standard-aligned skills and concepts. The Continuous Assessments use a variety of tools to measure the students' performance against the Common Core/MOE Learning Standards, and provide educational and guideline data for teachers to meet students' needs in a better way.

All KG to Grade 8 students will receive formal reports by the end of Term 3 describing the Academic Progress of each student during this term. The reports will also include written descriptive comments that are aligned with the student's level of competency and used in combination with curricular competencies with clear "Next Steps" for improvement. The table below outlines the Continuous Assessment tools that will be used to evaluate the students' progress in Term 3.

Component	Description
Student Engagement and Participation (Grades 1 to 8)	The number of activities completed and submitted out of the number of expected.
Edmentum Reports (Grades 3 to 8)	Student Summary Report tracks the progress of the students on specific skills in the areas of Language Arts, Reading and Math. Students work on individualized pathways of content based on their latest MAP Growth RIT scores.
ALEF (Grades 5 to 8)	ALEF Reports are aligned to grade level outcomes as per the MOE. They track the progress of students associated with skill mastery.
Ongoing Assessments (Grades 1 to 8)	Informal tools that are used frequently to analyze the learning performance. They include in class CFUs, assignments, projects, practical activities, presentations and the data generated by interactive websites during the live sessions.
End of Unit Assessments (Grades 1 to 8)	Formal Assessments that are used to evaluate the student's learning, skill acquisition, and academic achievement at the end of a unit or lesson.

## Reporting and Communicating Students' Progress

### KG 1 and KG 2:

Comment-Based Report Cards will be issued with consideration given to the e-Learning cycle among KG students while also understanding that the students' level of learning autonomy is limited due to their age. A year-end individualized student report that uses narrative comments will celebrate the student's growth towards end of term mastery and readiness skills.

### Grades 1 and 2:

Skill-Descriptor Scale Reporting will be issued to reflect the student's achievement against the grade level skills and expectations. It is an objective tool to measure the student's progress towards proficiency identifying the concepts and skills in each learning area. The below proficiency scale is used in the Skill-Descriptor Report Card:

Emerging Proficiency 1	Developing Proficiency 2	Demonstrating Proficiency 3	Extending Proficiency 4
Student attempts to demonstrate understanding of the standard. Student is able to demonstrate skills in isolation of each other and is not yet making connections between the skills and the concepts.	Student demonstrates partial and inconsistent understanding of the skills within the standard. Student may have some conceptual misunderstandings.	Student demonstrates a thorough and consistent understanding of the standard.	Student demonstrates an exceptional and consistent understanding and/or the ability to transfer skills and concepts within the standard to a variety of contexts.

### Grades 3 to 8:

Letter Grade Reports (Grades 3 to 5) and Percentage Grades (Grades 6 to 8) will continue to be issued at the end of Term 3 to document the achievement of the grade level standards during the e-Learning period.

### Students with Special Educational Needs:

Assessments and Reporting Practices will continue to support all students including the students with special educational needs. The Learning Support classes will continue to be a part of the intervention plan for students on IEPs, ILPs and/or require specific learning support.

The Formal End of Term Report Cards will clearly state the student's level of achievement in meeting the IEP/ILP outcomes. IEPs will continue to be reviewed by the SEN Coordinator regularly to update progress made and review the objectives accordingly, and parents/guardians will still be involved in the process whenever possible.

