

## Assessment and Evaluation Policy

**Guiding Principle:** Assessments are planned formal and informal tools to track students' progress and to inform planning. Continuous Assessments and End of unit/Term Assessments are used during the Hybrid Learning to ensure diversity, validity and reliability of assessments. The Assessment and Evaluation Policy at Summit International School fully complies with the ADEK's 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 12 students will receive formal reports by the end of each Term 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.

Component	Description
Student Engagement and Participation	Active participation during classes in whole-class and small group discussions. Student's ability to develop connections across lessons taught and interact with the material being presented in class
Edmentum Reports (Grades 1 to 9)	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	ALEF Reports are aligned to grade level outcomes as per the MOE. They track the progress of students associated with skill mastery.
Nahla wa Nahil (Grades 1 to 4)	E-literacy adaptive platform that tracks the student's Language, Reading and Cognitive skills in Arabic Language.
Ongoing Assessments (Grades KG to 12)	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/ Term Assessments (Grades 1 to 12)	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:**

Skill-Based Individualized Report Cards are issued at the end of every Term with consideration given to the students' level of learning autonomy to reflect the student's achievement against the kindergarten skills and expectations. Narrative comments are included to celebrate the student's growth towards end of term mastery and readiness skills.

### **Grades 1 to 5:**

Letter Grade Reports are issued at the end of every Term to reflect the student's achievement against the grade level skills and standards. It is an objective tool to measure the student's progress towards proficiency identifying the concepts and skills in each learning area.

### **Grades 6 to 12:**

Percentage Grades will be offered at the end of each Trimester to document the attainment of the grade level standards during the learning period.

A Cumulative Report Card is issued at the end of Term 3 to provide a comprehensive progress of the student's performance through the academic year for Grades 1 to 12.

High School students will receive an Official Academic Transcript Record that details the completion of the courses at the end of each Academic Year.

50% is the passing Grade for Middle School students.

High School students must pass successfully in Grades 10th, 11th and 12th the minimum subjects of each stage, which shall be five (5) subjects at least, and the minimum grades for passing shall not be lower than D or 60% in each subject. Islamic Education and the Arabic Language are not included in these subjects.

### **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.

**Scale used to Report student's Achievement Level:**

Achievement Level	Letter Grade	% Range	Skill Descriptor
4	A+	95 -100	Extending Proficiency
4	A	90 - 94	Extending Proficiency
3	B+	85 - 89	Demonstrating Proficiency
3	B	80 - 84	Demonstrating Proficiency
2	C+	75 - 79	Developing Proficiency
2	C	70 - 74	Developing Proficiency
1	D+	65 - 69	Emerging Proficiency
1	D	60 - 64	Emerging Proficiency
Needs Improvement	NI	50 - 59	Needs Improvement
Fail	F	Below 50	Fail

High School students must fulfill the UAE Graduation Requirements and California Graduation Requirements following Article 5 in the Ministerial Decision No. 199 and 883 – Equivalency System of Private School Certificates.

