

# DAA High School Assessment Policy

## Assessment: Principles and Practice

### Philosophy

DAA believes that assessment is an integral part of the learning process. Assessment should be authentic and varied, while encouraging students to showcase the knowledge and skills that they have acquired in the learning process. DAA believes that formative assessment should underpin all other forms of assessment and that feedback plays a fundamental part in the learning process. Assessment should offer students, parents, and other stakeholders a valid and reliable indication of student progress and attainment.

### Definitions

**Assessment** - Using evidence to make a judgment.

**Diagnostic** - Diagnostic assessment is a form of formative assessment, usually completed at the start of a learning cycle, that allows the teacher to assess what the student already knows. These types of assessments are designed to inform students and teachers of progress and should provide some level of feedback. Diagnostic assessment does not factor into a student's final semester grade.

**Formative** - Formative assessments are given frequently throughout a learning cycle to help inform both learning and instruction. These types of assessments are designed to measure a student's current understanding, which the teacher then uses to tailor instruction. Formative assessments do not factor into a student's final semester grade.

**Summative** - Summative assessments are given at the end of a learning cycle and provide a benchmark measurement of a student's understanding. These types of assessments are graded and form part of the student's semester grade.

**Major Summative** - Major summative assessments are larger in scope than minor assessments and are completed at the end of a learning cycle.

**Minor Summative** - Minor summative assessments are smaller in scope than major assessments and are completed during a learning cycle, when a subtopic or section of the unit is complete.

**Feedback** - Feedback is the process of giving students written or verbal comments on their work and how improvements can be made. This is an essential part of all assessment and should also actively involve the students reflecting on this feedback.

**Calibration** - Calibration is the process in which teachers review a small number of assessments as a whole to 'calibrate' their judgement against stated scoring criteria. This promotes a deeper understanding of the criteria, which leads to more consistent marking.

**Moderation** - Moderation is a process intended to assure that an assessment outcome is fair and appropriate and that assessment criteria have been consistently applied.

**Blind-double marking** - Blind-double marking is the assessment of a student's work by two markers, each of whom scores the work separately and independently. In the event of disagreement between the two markers, a consensus is sought.

**Academic Probation:** Issues with a student behaviour which are negatively affecting their academics have been identified and measures have been put in place to correct the problematic behaviour.

## **Assessment practices**

### **Types of assessments**

#### **Approaches to Learning (ATL)**

Developing 21st century skills in all our students is an essential part of the programs here at DAA. The development of students' ATL looks towards a transferable, practical skill-set that enables them to face the challenges ahead, in any given situation. The ATL at DAA builds on the IB ATL and focuses on developing students' thinking, communication, and self-management skills.

DAA has developed a rubric (found [HERE](#)) which students, staff, and parents are encouraged use to evaluate a student's progress against the indicators. All activities have a component of ATL inbuilt into them, whether implicitly or explicitly. Staff should take the time to discuss the ATL and their importance at the beginning of the each semester and clearly communicate the expectations to the students. It should be the starting point of conversations between all stakeholders so that any concerns can be

identified which lead to discussions about how improvements can be made. The ATL FAQ guide can be found [HERE](#).

A non-numeric grade is awarded for each ATL indicator and is reported to the students and parents through the online gradebook at the mid-term point of the semester and at the end of the semester through the students transcripts. This non-numeric grade is based on staff expectations which were communicated at the beginning of the semester. The ATL grade does not form part of the students GPA calculation; however, its inclusion in the transcript indicates the importance DAA places on ATL in terms of the students learning. Please refer to the ATL rubric and FAQ document for further clarification on the ATL.

### **Formative**

Assessment functions formatively when it improves the instructional decisions that are made by teachers, learners or their peers. While almost all assessment have a formative component, true formative assessment should allow students the freedom to explore their ideas and enable them to take risks free from the concern that their grades will be impacted. Formative assessment is an essential part of every classroom and learning experience, the feedback gained by both the student and teacher should guide teaching and learning. Formative assessment should be individualised for the class/students however may be shared between classes. Formative assessment may or may not be reported on using the schools digital gradebook and will not form part of the students final grade.

### **Summative**

All summative assessments are reported using the schools digital grade book and forms part of the students final grade. All summative assessments should be assessed and feedback given to the student within 7 days and the online gradebook should be updated with the grade within 10 days of the assessment taking place. We recognise that there are significant pieces of work that may require more than 7 days to mark and give feedback, the teacher must liaise with their HOD/HS admin about an appropriate feedback timeline. Students who miss a summative with a legitimate excuse (Medical, MUN, MESAC etc.) will be asked to make it up with the class teacher at an agreed upon time or in an academic support session. Students who know in advance that they are going to miss class are required to discuss the work they will miss with their teacher before they are absent.

## **Major**

Major summative assessments are communicated to students/parents at the start of the term. Students can have no more than 2 major summative assessments per day. These are communicated through the grade level assessment calendar and also through the course syllabus. Major summative assessments must be uniform for the subject across all classes for that grade level. This will ensure validity and reliability of assessments as well as consistency within the curriculum. If the assessment occurs across multiple days, different versions need to be written. The same test can not be given on different days. Teachers must make sure that the test is covering the same material to the same level of depth, so that the validity and reliability of the assessment is maintained.

## **Minor**

Minor summative assessments give the teacher some flexibility in their assessment practices. Minor assessments do not need to be the same across the different classes in that subject and should be tailored for the class to help support their learning. No minor assessment can be worth more than 10% of the total semester grade.

## **Semester final assessments**

Final assessments can be exams, projects, or a significant piece of work that shows students attainment and progression for the learning cycle. At the end of the first and second semesters for grade 9, 10, and electives, DAA sets aside time for semester examinations or other appropriate cumulative assessments. A special exam schedule with lengthened exam periods (2 hr max.) is created for the subjects having exams. Students will take no more than two exams per day. The two days before end of semester assessments are for revision, and no new material or assessments should be given by teachers.

Grade 11 IB classes will sit similar semester exams in Semester 2 only. In grade 12, the Mock Exams for the IB take place during the second semester. The week prior to the mock exams is an assessment free week where students should be able to focus on preparing for the IB mock exams. New material may be covered due to time constraints in HL classes but teachers are encouraged to use this week for mock exam prep. SL classes are to use the week for revision.

## **Summative assessment weighting**

Semester grades are a combination of semester work and/or final assessments, semester work is the work that is completed during term time in class it is made up of major and minor summative assessments. The final assessment will be completed at the end of the semester and should show attainment and progression for the teaching

period. Art and PE will have 100% semester work for each semester. The semester grades are calculated using the following formulas:

### **Grade 9, 10, and electives**

First and second semester:

Semester Work - 70%

Final Assessment - 30%

### **Grade 11 (IB courses):**

First Semester:

Semester Work - 100%

Second Semester:

Semester Work - 70%

Final Assessment - 30%

### **Grade 12 (IB courses):**

First Semester:

Semester Work - 100%

Second Semester:

Semester Work - 50%

Mock Exam - 50%

### **Grade 11 and 12 (non-IB courses)**

First Semester:

Semester Work - 70%

Final Assessment - 30%

Second Semester:

Semester Work - 70%

Final Assessment - 30%

### **AP Courses:**

First semester:

Semester work - 100%

Second Semester - Grade 12 students

Semester work - 50%

Mock Exam - 50%

Second semester - Grade 10 and 11 students

Semester work - 70%  
Mock Exam - 30%

The breakdown of the semester work is determined by the department and confirmed by the high school administration. These breakdowns can be found in appendix A. This will be communicated to students/parents at the start of each semester. DAA encourages semester work to be broken down into major and minor summative assessments, with no single major summative assessment being worth more than 20% of the semester grade. Minor assessment cannot be worth more than 10% of the semester grade.

### Grading/marking

DAA grading is fully inline with KHDA requirements for US curriculum schools. Grades are assigned using letters as follows. The table below outlines the requirements set by KHDA. There is an additional GPA weighting of 0.25 added to IB or AP classes.

Level	Grade point	Percentage
A+	4.0	97 – 100
A	4.0	93 - 96
A-	3.7	90 - 92
B+	3.3	87 - 89
B	3.0	83 - 86
B-	2.7	80 - 82
C+	2.3	77 - 79
C	2.0	73 - 76
C-	1.7	70 - 72
D+	1.3	67 - 69
D	1.0	65 - 66
D-	0.5	Below 65
F	0	Below 60

## **ADDITIONAL CODES**

Withdrawn (W) - Students receive a W on their transcript if they withdraw from a class after the 8 day add/drop period. Students who change between IB SL/HL classes will not receive a W on their transcript; however, this change can only take place with the IB Coordinator's approval.

Incomplete (I) - Students may receive an I on their transcript if they have not completed the requirements for a course within a marking period due to extenuating circumstances. After all missing work is made up, the grade can be changed at the discretion of the HS administration.

No Grade (NG) - Students receive a NG on their transcript if they have not completed a course. This counts towards their GPA as a 0.

## **IB grading**

All IB assessments must be graded in-line with IB assessment criteria/rubrics. The conversion from IB scores to the American GPA scale is outlined below. All IB assessments are marked in line with the IB rubrics or markschemes which enable an IB grade (1-7) to be awarded. This IB grade then needs to be converted into the American GPA scale grade which we use for reporting. Staff must take into consideration the type of assessment and use the IB grade boundaries for their subject when assessing the IB level. The table below shows the conversions used by DAA IB teachers.

<b>IB Level</b>	<b>DAA Grade</b>	<b>Letter grade</b>
<b>7</b>	<b>97-100</b>	<b>A+</b>
<b>6</b>	<b>90-96</b>	<b>A, A-</b>
<b>5</b>	<b>80-89</b>	<b>B+, B, B-</b>
<b>4</b>	<b>70-79</b>	<b>C+, C, C-</b>
<b>3</b>	<b>60-69</b>	<b>D+, D, D-</b>
<b>2</b>	<b>40-59</b>	<b>F</b>
<b>1</b>	<b>0-39</b>	<b>F</b>

## Late/missing work

Students who hand in work late or miss tests/deadlines are to be reported to the HS administration. Students who have a valid reason for the missed test or deadline will be allowed to make up the assessment at the teachers convenience. Students who do not have a valid reason may be allowed to make up the test however will be subject to departmental sanctions. These sanctions may include after school support sessions, meetings with parents to grading penalties. If departments decide that grading penalties are to be enforced then the following must occur:

- Students and parents must be contacted (in person or via email) about each issue and the grading penalty explained.
- The HS administration must be notified through the reporting system as this also becomes a behaviours management issue. If patterns emerge students may be placed on academic probation.
- The departmental based grading penalty must not exceed more than 20% of the total assessment.

Teachers are strongly encouraged to discuss deadlines with the students when setting assessments so that a realistic/fair timeline for completion of assessments can be determined so all students can produce their best work. The deadlines are at the discretion of the teacher. 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 then they must have the same consequences as the rest of the class.

In order for a student to be successful, **they must attend school when exams are taking place**. The Administration realizes there may be exigent circumstances from time to time, and encourages parents to contact the administration as early as possible in order to apply for a waiver of this policy.

## 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

Here at DAA there are three stages to the moderation process that all major summative assessments/exams should follow:

1. Collaboration - all major summative assessments must be created collaboratively with all members of the subject team having a voice. If multiple versions of the same test are needed, these are created collaboratively with all members of the team.
2. Calibration - needs to occur between all staff within a subject/grade level at the start of the marking process. Teachers should calibrate their marking with each other after they have assessed 1 or 2 pieces of work so they are all marking to the same standards.
3. Double-blind marking - should occur once all staff have finished marking their scripts. Each teacher should regrade another teachers assessment to make sure that they reach the same grade.

Any issues in the grades/curve being awarded need to be rectified before grades and or assessments are released to students. All staff within a particular subject need to agree on the grades/curve before it is released to students. Please refer to the [moderation protocol document](#) for further information about the process.

### **Feedback and reflection**

Feedback is one of the most powerful influencers for improving student achievement. For feedback to function effectively it must follow the following criteria:

- Timely -
  - Progress during a lesson: feedback should be given within the lesson to ensure adequate progress against learning intentions.
  - Assignment/assessment feedback- should be given within one week (7 days)
- Focus on improving the students understanding - How can students improve?
- Allow for student reflection - What do the students need to do with the feedback?

Making sure that the student read and use the feedback for improvement can be aided through the use of feedback/reflection templates that guide the students through the reflection process and helps them identify what they can do better next time.

### **Recording and reporting**

DAA has two semester reporting periods per year, Semester 1 runs from September to the end of January, Semester 2 runs from the February to June. Reports are sent home to families at the end of each of these marking periods. The reports contain a letter grade for each class, the ATL grades and comments are provided by staff for any class

with a grade of a C or below. During the semester all summative assessments are recorded in the schools online gradebook. This is live and enables parents and students to monitor student progress throughout the semester. Formative assessments may be recorded in the schools online grade book at the discretion of the teacher. There are two parent teacher conferences during the year which enables teachers to have a discussion with families about areas of strength and concern.

### **Homework**

Homework is a necessary tool to support classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance. “Busy work” should never be set as homework. Homework should always be given formative feedback and align with the standards of the course. Homework does not constitute a summative grade as the authenticity of the work cannot be guaranteed. However in certain circumstances where more time is needed for IB assessments they may completed at home as long as the teacher can certify the authenticity of the work, this work may be marked as summative (eg. internal/external IB assessments)

### **Assessment timelines**

All major assessments for core subjects and languages courses must be identified and published before the start of each semester. This shows good planning and communicates to parents/students an overview of the semester. These major summative assessments will also be placed onto a grade level assessment calendar which will be given to all stakeholders. While it is difficult to judge an exact date of an assessment at the start of the semester, staff will identify a rough week of the assessment on the calendar which is subject to change (+/- 1 week, 2 weeks in exceptional cases) and then identify an exact date closer to the assessment. Students will be give a minimum of 7 days notice of any major summative assessment. Electives will identify their assessments at the start of the semester, due to the nature of electives these assessment will not be published on the academic calendars but will be clearly communicated to the students at least 7 days before the assessment.

### **Predicted grades**

Predicted grades are an indication of how a student is progressing in a particular IB subject. IB predicted grades are based on a students summative assessments as well as their end of year exam. Each IB subject has different criterion for calculating their IB predicted grades due to the IB criterion for that subject. Students must follow up with their teacher to understand how the predicted grades for their individual classes are

calculated. Predicted grades are released a number of times across the two year program. At the end of grade 11, mid-October and then the end of November in the students Senior year. Predicted grades for students who join DAA during the program will be at the discretion of the DAA teacher. For further information please refer to our IB predicted grades policy [HERE](#).

### **Academic Honesty**

Academic honesty is the responsibility of all staff and students. If a teacher suspects academic dishonesty they are obligated to report it to, he/she will refer to the school's Academic Honesty Policy for guidance found [HERE](#). All staff have access to Turnitin.com and should use this for all coursework submissions. All coursework submissions (IB, AP and non-IB) in the high school must be submitted to turnitin.com to help certify authenticity. Any and all academic honesty issues should be escalated to the HS office to be dealt with according to the academic honesty and behavior policy.

### **Internal assessments**

All assessment that is completed at DAA and not sent off for external marking is considered internal assessment. These consist of formative and summative assessments and help inform teaching and learning, they also allow the school to communicate to parents student progress and attainment. These internal assessments may also contribute to predicted grades that are sent to universities. IB internal assessments are assessments that are completed at school under the direction of the teacher and then assessed by the teacher. These IB internal assessments then go through the IB moderation process with a select sample sent off for moderation. The internal standardization process is vital for these assessments to make sure that marking is to the school and IB standards.

### **External assessments**

External examinations occur during the school year. They are set and assessed by external bodies and grades for these assessments are not part of the DAA GPA calculation.

### **Retesting/Resits**

Retesting is at the discretion of the departments/subject teacher. If retesting occurs it must be consistent across a subject/grade level.

### **IB**

IB external assessments may take the form of examinations and/or coursework that is completed throughout the two years and then sent off to the IB for grading. The examinations usually occur around May of the second year of IB DP studies, the IB publishes a DP assessment calendar which will be followed up by a school specific DP examination calendar which will include dates, times and locations of the exams. The IB calendar will be shared with the DAA community towards the end of the first year of the IB program, the school specific calendar will be shared with the school community 1 month before the final IB exam start.

## **AP**

Advanced Placement is a one year course which is externally assessed in May of the academic year within which the course is taken. 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 question, 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.

## **CAT4**

The Cognitive Abilities Test, 4th version (CAT4) is given every three years and to each new student in grades 9-12. CAT4 assesses students learning preference and their potential. Data reports provide insight into students learning styles and possible IB scores at the standard level for a variety of courses. Data is shared with students, teachers and counselors. Counselors review the data with the students and review IB pointers as possible course selection choices. The SEND department use the data at an individual level to identify students strengths, areas for development, learning styles and academic potential. The SEND department also uses this data as one data point in the identification of Gifted and Talented students.

## **MAP**

Measures of Academic Progress (MAP) is given in grades 9 and 10 in Language, Reading, Math and Science and in grade 11 for those courses which do not end in an IB exam. Assessment results are reviewed in departments at the individual, class, grade and division level by teachers, HODs and administrators. Teachers and leaders review data to inform their instructional planning to best support student learning and track student progress and attainment. The SEND department use the data at an individual level to track student progress and attainment using the learning continuum.

## **PISA**

The Programme for International Students Assessment (PISA) is given to 15 year olds and assesses Literacy, Science and Math. PISA dates are dictated by KHDA but traditionally this assessment occurs every three years, although a 'PISA based test for schools' has also been given on the off years of a traditional PISA to track schools progress in terms of the targets set by KHDA which all schools are expected to meet or exceed.

## **PSAT**

The PSAT is given in grade 10 and 11 on a date set by the college board but usually occurs within the first two weeks of October. This occurs at DAA during a school day. This assessment is composed of four sections: two Math Sections, Critical Reading, and Writing Skills.

## **SAT**

The SAT assessment is composed of four sections: two Math Sections, Critical Reading, and Writing Skills. Students sign up and take this exam outside of school hours during their 11th and 12th grade. Assessment results are logged with their counselor and provided to universities.

## Appendix A - Subject Assessment breakdowns

### Assessment breakdown - 9/10, electives, Islamic and Grade 11 semester 2

Subjects	English French Economics Psychology Business Mngt Other electives	Science Spanish ITGS Islamic Arabic	Math	History	PE (9-12) Art Music Drama
70% coursework	60% - Major 40% - Minor		90% - Major 10% - Minor	Grade 9 75% - Major 25% - Minor  Grade 10 50% - Major 50% - Minor	100% coursework
30% Final assessment	30% Final assessment		30% Final assessment	30% Final assessment	

### Assessment breakdown - Grade 11 and 12 IB semester 1

Subjects	English Science French Spanish Psychology Music	Economics ITGS Business Mngt Art Arabic Drama	Math	History
100% coursework	60% - Major 40% - Minor		Grade 11 90% - Major 10% - Minor Grade 12: 100% Major	100% - Major

### Assessment breakdown - 12 semester 2

Subjects	English French Economics Business Mngt Psychology	Science Spanish Music ITGS Arabic	Math	History	Islamic Art Drama
50% coursework	60% - Major 40% - Minor		60% - Major 40% IA	100% - Major	100% coursework
50% Mock Exam	50% Mock Exam		50% Mock Exam	50% Mock Exam	

### Assessment breakdown - AP courses Semester 1

Subjects	Psychology	History	Math
70% coursework	Major - 60% Minor - 40%	Major - 60% Minor - 40%	Major - 80% Minor - 20%
30% semester exam			

### Assessment breakdown - AP courses Semester 2

Subjects	Psychology	History	Math
70% coursework	Major - 60% Minor- 40%	Major - 60% Minor - 40%	Major- 80% Minor- 20%
30% Mock Exam *	Set the date - early april		
After AP exam	Project based	Project based	Project based

\* 50% coursework / 50% mock exams for students in grade 12

Subject to change, if changes are in the best interest of the students. Any changes will be clearly communicated to the students.