The Apple International School

ASSESSMENT, RECORDING AND REPORTING POLICY

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Rationale

Assessment, evaluation and follow-up action are the cornerstones of the teaching and learning cycle. They need to be incorporated systematically into teaching strategies in order to assess students' performance, diagnose any problems and chart progress. As with planning, it is useful to think of assessment as three connected levels: short term assessments which are an informal part of every lesson; medium term assessments which are used to review and record the progress learners are making over time in relation to the key outcomes: and long-term assessments which are used at the end of the school year in order to track progress and attainment against school and curriculum expectations.

Aims of the Policy

- To provide a clear outline of assessment pattern, techniques and use .
- To ensure assessment is used as a tool to inform planning, track and raise progress and attainment.
- To ensure a consistent approach to assessment.

Purpose of Assessment

- To inform feedback for students
- To identify and support the next steps in learning and teaching
- To inform planning to ensure it reflects the needs of all students
- To measure and analyse the attainment and progress of individuals, groups and cohorts of students
- To provide data to inform school improvement planning, measure school performance and effectiveness
- To report information to parents to ensure knowledge of their child's strengths and areas of Development

Key Terms and Definitions

Attainment	Attainment refers to an acquired level of knowledge or skill that has been achieved against set thresholds
Progress	Refers to the level of growth and development in terms of knowledge and skills from a given starting point
Baseline	A quantitative starting point based on internal and / or external assessments, which can be used to measure progress against
Formative Assessment	An ongoing form of assessment to provide continuous and ongoing feedback to inform teaching and learning strategies
Summative Assessment	An evaluative form of assessment that is conducted at the end of a unit of learning and compared to a standardised benchmark

Assessment approaches

At AIS we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and external internationally standardised assessment.

A Shared Language of Learning for Assessment

Creating a language of learning which is shared by all stakeholders enables us to engage in meaningful discussions with students and parents, as well as enhance learning outcomes for all students.

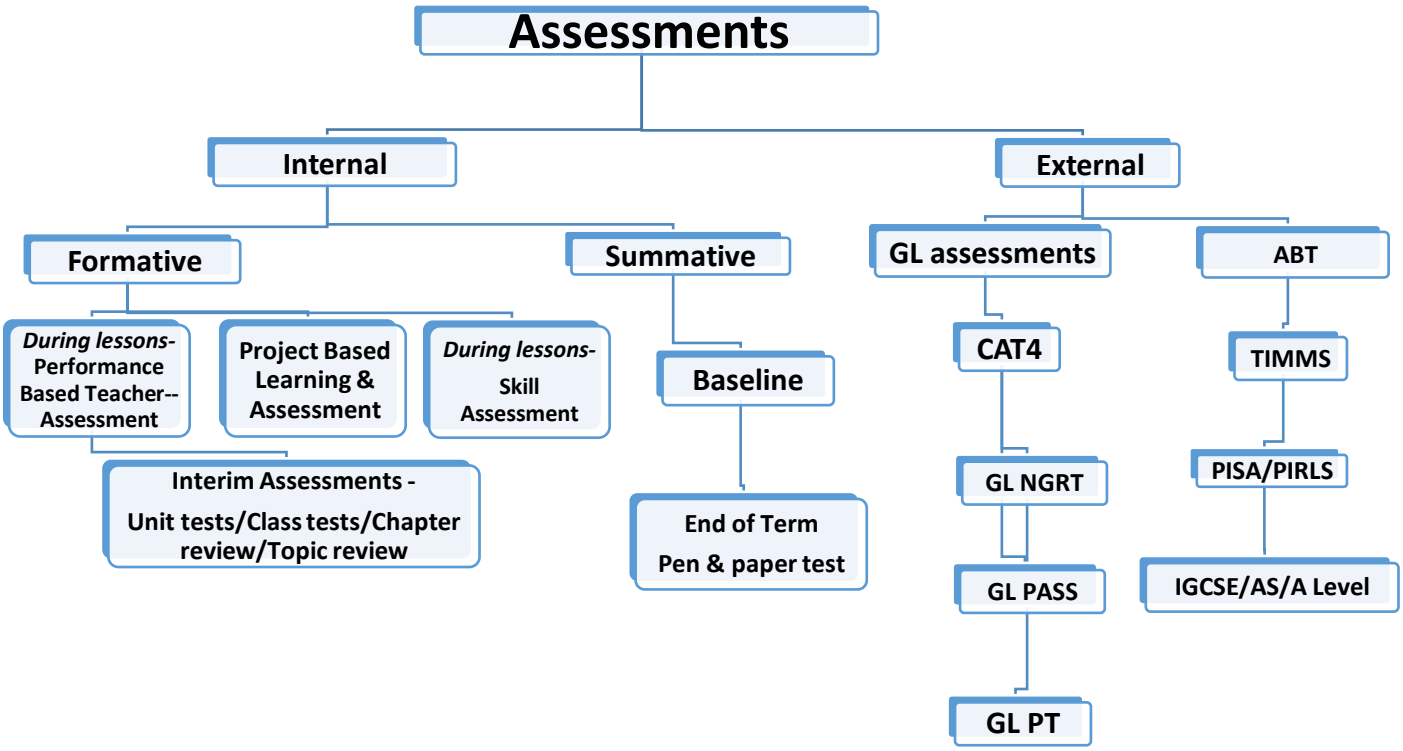
The key terms below are in line with Teaching and Learning, Curriculum and Assessment Policy od AIS, which should be evident in our interactions with students, learning environments, feedback and assessment and planning.

ARE Descriptors	Language for Learning
Not Yet Meeting	Emerging
Not Yet Meeting +	
Working Towards Expectations (WTE)	Developing
Working Towards Expectations + (WTE+)	
Meeting Expectations (ME)	Secure
Meeting Expectations + (ME+)	
Exceeding Expectations (EE)	Exceeding
Exceeding Expectations + (EE+)	Mastery

Age Related Expectation

AIS set the age-related expectation for their student group, working within the age group expectations, working securely (meeting expectations) at age group expectations or securely plus (exceeding expectations). We use 'Progress Trackers' to help us assess what each individual can do, what level of expectation they are working at & to identify and work on the learning gap.

Hierarchy of Internal and External Assessments



Assessment results whether formative or summative should give direct information about learner's achievements in relation to objectives. Assessments make a difference to learning. Furthermore, it can make a difference when learners are actively involved with their learning.

Types of Assessment at AIS

1) *Baseline:*

To understand a child's abilities, an entry level test is carried out at the beginning of the Academic Year where questions are framed on the basis of the previous year's knowledge. These tests help the teachers to understand the child's level of understanding of the subject. A target is set for the students based on the performance of the Baseline Test for Term1. This target is reviewed at the end of the Term and proper intervention takes place if the student fails to meet his/her Target.

2) *Formative Assessments:*

Assessments in the form of AFL, quizzes, projects, presentations, learning activities, assignments, skill tests etc.

3) *Interim Assessments*

Assessments in the form of class tests, units tests, chapter review, topic review etc.

4) *Major Assessments:*

End of Term Assessments in December, March, and June.

5) *International Benchmarking Tests:*

All the students from FS to Year 12 take various External Standardized Assessments to benchmark their performance against international standards.

Assessment Calendar

The Assessment Calendar gives an overview of internal and external assessments that occur during this academic year. Please be aware that the dates are tentative.

Month	Assessment/s	Focus group
September	**GL CAT4**	**Year 2-13**
October	**Formative/Interim Assessments** **GL NGRT**	**FS- Year 13** **Year 2-10**
November	**GL PASS** **ABT**	**Year 2-13** **Year 4-10**
December	**Term End Major Assessments** **Mock Examinations**	**Year 1-10** **Year 11,12&13**
January	**Formative/Interim Assessments**	**FS- Year 13**
February	**Formative/Interim Assessments, GL NGRT**	**FS- Year 13**
March	**Term End Major Assessments** **Mock Examinations**	**Year 1-10** **Year 11,12&13**
April	**Formative/Interim Assessments** **IGCSE Board examinations**	**FS- Year 10** **Year 11**
May	**GL PT Series** **GL NGRT** **IGCSE/AS/A Level Board examinations**	**Year 2-10** **Year 2-10** **Year 11,12&13 respectively**
June	**Term End Major Assessments**	**Year 1-10**

Scholastic Learning Areas:

The International Assessments program for the academic session 2023-2023 is as follows:

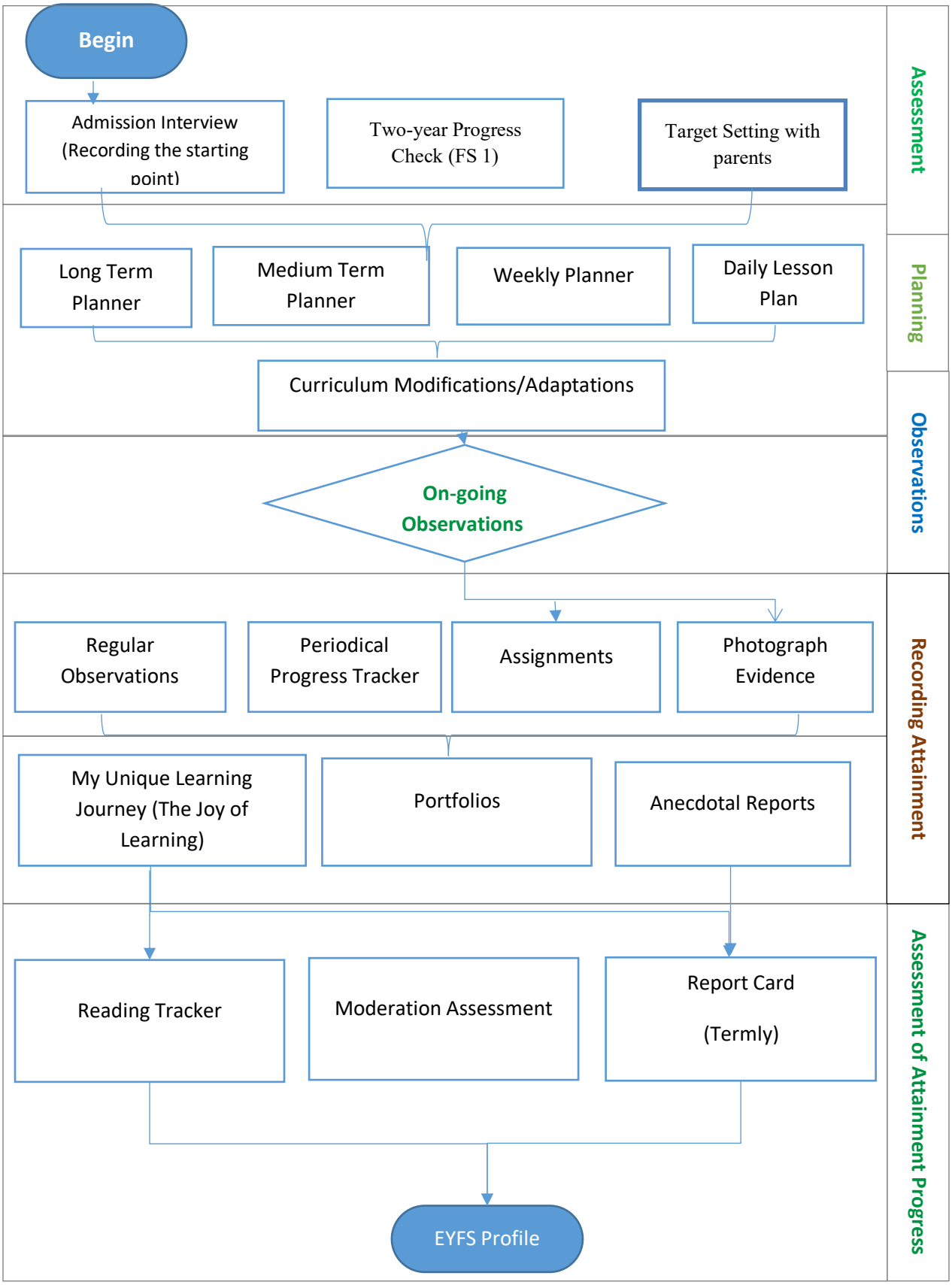
Year Level	Assessment
FS	GL Progress Tests
1	GL Progress Tests GL NGRT
2	GL CAT 4, PASS GL Progress Tests
3	GL CAT 4 GL NGRT GL PASS GL Progress Tests
4	GL CAT 4 GL NGRT ABT-Arabic GL PASS GL Progress Tests
5	GL CAT 4 ABT-Arabic GL NGRT PASS GL Progress Tests
6	GL CAT 4 GL NGRT ABT-Arabic GL PASS GL Progress Tests
7	GL CAT 4 GL NGRT ABT -Arabic GL PASS GL Progress Tests
8	GL CAT 4 GL NGRT ABT-Arabic PASS GL Progress Tests
9	GL CAT 4 GL NGRT ABT-Arabic GL PASS GL Progress Tests
10	GL CAT 4 GL NGRT ABT-Arabic GL PASS GL Progress Tests

11	GL CAT 4 GL NGRT IGCSE (CAIE/Edexcel)
12	GL CAT 4 GL NGRT AS Level (CAIE/Edexcel)
13	GL CAT 4 GL NGRT A Level (CAIE/Edexcel)

The Internal Assessments program for the academic session 2026-2027 is as follows:

Year Level	Assessment/s
Foundation Stage	Ongoing observations/formative assessments
Year 1&2	Formative assessments Interim Assessments Term-end SLC
Year 3-9	Formative Assessments Interim Assessments and SLC Term-End Summative Assessments
Year 10- 13	Interim Assessments Term-End Summative Assessments Mock Exams

Foundation Stage - Assessment Flow Chart



Assessment Plan 2026-2027 (Year 1)

Type of Assessment	Description	Details	Marks	Total Marks	Term-end Weightage
FA1	Skill Assessment	Listening/Speaking, Mental Math, Scientific Inquiry, Learning activities, Phonics Check	10	50	50%
	Performance-Based Teacher--Assessment	Performance in lessons- Learning skills, Learning activities, attendance, submissions, CW, HW, (choice of presentation).	20		
	End of Unit Reinforcement	Topic review/ Quizzes etc. Average of minimum 2 tests should be taken	20		
FA2	Skill Assessment	Listening/Speaking, Mental Math, Scientific Inquiry, Learning activities, Phonics Check	10	50	50%
	Performance-Based Teacher--Assessment	Performance in lessons- Learning skills, Learning activities, attendance, submissions, CW, HW, (choice of presentation).	20		
	SLC	Students to take ownership of their learning and present their learning to parents and teachers.	20		
			100	100	100

Assessment Plan 2024-2025 (Year 2)

Type of Assessment	Description	Details	Marks	Total Marks	Term-end Weightage
FA	Skill Assessment	Listening/Speaking, Mental Math, Scientific Inquiry, Learning activities, Phonics Check	10	50	50%
	Performance-Based Teacher--Assessment	Performance in lessons- Learning skills, Learning activities, attendance, submissions, CW, HW,	20		
	End of Unit Reinforcement	Topic review/ Quizzes etc. Average of minimum 2 tests should be taken	20		
MA	Term End Assessment	Term End pen and paper Assessment	30	50	50%
		SLC-Students to take ownership of their learning and present their learning to parents and teachers.	20		
			100	100	100%

Assessment Plan 2026-2027 (Year 3 to 9)

Type of Assessment	Description	Details	Term I,II and III		
			Marks	Total Marks	Term-end Weightage
FA	Project Based Assessment (Choice of assessments)	• Students can select 1 assignment from the list of topics /concepts • Rubric based • Should be done during 1-2 lessons- No home assignment • Differentiated into five levels • Students can submit in any forms- pdf doc, PPT, Video, Thesis, seminar etc. (choice of presentation). • To be scheduled with Academic Head	20	50	50%
	Skill Assessment	Listening/Speaking, Mental Math, Scientific Inquiry, Lab Practical, Learning activities etc.(subject specific)	10		
	Performance Based Teacher--Assessment	Performance in lessons and SLC- Learning skills, active participation in learning activities, response and progress in lessons, attendance, submissions, CW, HW, inter-disciplinary assignments.	10		
	Interim Assessments	• Unit tests/Class tests/Chapter review/Topic review/ Quizzes etc. • Average of minimum 3 tests should be taken • Each test should be of minimum 10 marks • Weekly test dates should be timetabled by AH	10		
MA	Term End Assessment	Major Assessment (Pen paper test in line with SAT)	50	50	50%
Aggregate			100	100	100%

Assessment Plan 2026-2027 (Year 10 to 13)

Type of Assessment	Description	Details	Term I,II and III	
			Marks	Term-end Weightage
Interim assessments	Unit tests	• Pen paper test • Average of minimum three unit-tests should be taken • Each test should be of minimum 25 marks • Weekly test dates should be timetabled by AH	25	25%
MA	Term End Assessment	Major Assessment/Mock exams	100	75%
Aggregate			125	100%

Co-Scholastic Learning Areas:

Monthly submission of work by students through class-assignments, response and performance in lessons are consolidated termly. Students' progress is tracked half-termly based on their knowledge, skills and understanding.

The support provided to the SoD:

Separate room for taking assessments under the direct supervision and support (reading, comprehending and scribe) of the Counsellor/Special Educator, modified papers with pictorial support, multiple choice questions and clues for answering questions.

Grade Key

The students are given grades in each subject depending upon their individual scores. The Grade Key followed uniformly across the school is as follows.

Grade Slabs for Core Subjects		For Subjects: Arabic, Islamic Education and Social Studies	
Marks/ Range	Grade	Marks/ Range	Grade
90-100	A*	90-100	A*
80-89	A	80-89	A
65-79	B	70-79	B
59-64	C	60-69	C
50-58	D	50-59	D
40-49	E	Below 50	U- Ungraded
Below 40	U- Ungraded		

The students of Year 10,11, 12 and 13 are given grades as per the IGCSE, AS and A level grade slabs for all internal assessments as follows:

Grade	Percentage uniform mark range
A*	90–100
A	80–89†
B	70–79
C	60–69
D	50–59
E	40–49
F (Cambridge IGCSE only)	30–39
G (Cambridge IGCSE only)	20–29

ARE Equivalisation with Grading System

KEYS TO ASSESSMENT		
DESCRIPTOR	**GRADE**	**PERCENTAGE RANGE**
EE+	A*	90.00 – 100.00
EE	A	80.00 – 89.00
ME+	B	70.00 – 79.00
ME	C	60.00 – 69.00
WTE+	D	50.00 – 59.00
WTE	E	40.00 – 49.00
WTE-	F/U	0.00 – 39.00

EE+-Exceeding Expectations (+)	This means that the student has exceeded beyond the expected level of achievement in the subject for the particular year group at this point in time.
EE-Exceeding Expectations	This means that the student has exceeded the expected level of achievement in the subject for the particular year group at this point in time.
ME+-Meeting Expectations	This means that the student has met beyond the expected level of achievement in the subject for the particular year group at this point in time.
ME-Meeting Expectations	This means that the student has met the expected level of achievement in the subject for the particular year group at this point in time.
WTE+-Working Towards Expectations (+)	This means that the student is working towards the expected level of achievement in the subject for the particular year group at this point in time. It may be that there are minor gaps in the students' knowledge, understanding or skills.
WTE-Working Towards Expectations	This means that the student has not yet met the expected level of achievement in the subject for the particular year group at this point in time. It may be that there are minor gaps in the students' knowledge, understanding or skills.

Promotion

A child who fails in three or less than three subjects in the Final Overall Gradation is given a re-test while a child who fails in four or more than four subjects in the Final Overall Gradation remains ungraded for that class from Year 4 and above.

Absence

If a child misses a summative assessment, no retest will be given and will be graded as U. In case of absence due to medical reasons supported by medical documents, promotion is done on the basis of the termly/yearly average.

Record Keeping

School keeps the electronic records of all Internal (Baseline, Formative and Summative) as well as External Assessments.

Result Analysis

Data of all assessments is analysed and action plans are prepared based on the findings of these analyses.

Result Analysis is done in the following ways:

1. Long Term (*3 Years Tracking of Internal Assessments*)
2. Short Term (*Term wise Analysis of Internal Assessments of the Current Academic Year*)
    a. Progress and Attainment
    b. Strand wise
    c. Combination reports
    d. Data Triangulation
3. All External Assessments

All Analyses contain the following filters;

1) Phase wise
2) Subject Wise
3) Gender Wise
4) Emirati Students
5) SEND Students
6) Individual Student
7) Grade Progression

Impact of Result Analysis

Once the results have been analysed the teachers use this to identify the under-performing students. Remedial Classes are organized for identified student under the guidance of Special Education Department.

An Intervention Plan is also drawn for the really low performing students where the parents come and meet the Section Head and the teacher concerned where strategies are drawn out to improve the performance of the child.

An Extension plan is drawn for the students with advanced academic abilities. Curriculum differentiation is made through changes in pace, depth, complexity and teaching methods.

Reporting

Assessment, recording and reporting are done periodically and regularly so as to ensure that a systematic approach is taken, and the children are benefitted with the same. With this we ensure systematic approaches in teaching strategies so as to assess the students' performance, understand and diagnose any problems related to the teaching – learning and render support to the needed students in the best way.

Assessment, recording and reporting procedures are reviewed annually to ensure that they evolve and incorporate the best practices.

At the end of each Term Descriptive Reports are prepared with the Current Grade, the Target Grade and the strategies for meeting the Target.

A comprehensive review of each pupil is conducted and shared with parents and pupils towards the end of the Term. The review includes feedback on attitude to learning, behavior and contribution to class, homework and strategies for improvement.

Written feedback with diagnostic comments is given regularly to the parents through the notebooks.

The parents of underperforming pupils are informed about their child's progress and need for improvement through the school diary and a meeting with the Class Teachers. An Intervention Plan is drawn up to chalk out the course of action for the academic improvement of such pupils in consultation with the parents, the teachers, Section Head, the Subject Coordinators and the Head of Subjects.

Parent Teacher Meeting

Parents attend formal Parent -Teacher Meetings frequently where they meet each subject teacher and discuss the child's progress and achievements.

The Report card is also sent online to the parents showing their child's progress in all areas of the curriculum along with a record of the co-curricular activities.

In case of children with some learning difficulties, these students are first monitored by the subject teacher and class teacher and then a Referral Form is filled up and then the child is referred to the Inclusion Department.

Mechanism for Internal Moderation

Moderation of all Internal Assessment papers will be done with the sister school to set standards and compare the school assessment papers with another school following the same curriculum. Also, sample questions from standardized Assessment Tests will be used for Internal Assessment to maintain standards.

Monitoring

Assessment will be regularly monitored by leaders at all levels to ensure accuracy and consistency, following a robust quality assurance schedule. Quality Assurance forms an integral part of regular departmental meetings, and SLT/MLT meetings. With regards to assessment quality assurance, the largest focus is on the moderation of work and assessments. Following the marking and summative grading of work, departments are required to cross-moderate to ensure the accuracy of grading.

Other quality assurance will include:

- Lesson observations
- Notebook scrutiny
- Planning checks
- Learning walks
- Data captures
- Data meetings
- Moderation
- Triangulation of data

Other Policies related to Assessment Policy

- Marking and Feedback Policy
- Curriculum Policy
- Teaching and Learning Policy
- Inclusion Policy
- Promotion Policy

Glossary

Attainment	Attainment refers to an acquired level of knowledge or skill that has been achieved against set thresholds
Progress	Refers to the level of growth and development in terms of knowledge and skills from a given starting point
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Progress	Refers to the level of growth and development in terms of knowledge and skills from a given starting point
GL CAT4	Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability can identify where a pupil's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers.
GL PASS Survey	The PASS surveys are used in the school to look at the Attitude of Students in year 3-13. The survey is a 20- minute session which provides the school with an insight into the student's mind-sets. The assessment looks at 9 attitudinal factors including feelings about school, selfregard, and perceived learning capability, as well as wellbeing and resilience.
PIRLS	PIRLS is the Progress of International Reading and Literacy Study. PIRLS assesses students' abilities to comprehend and construct meaning from different written language forms for different purposes.
TIMSS	Trends in International Mathematics and Science Study is a large-scale international assessment of mathematics and science in Year 5 and Year 9, conducted by the International Association for the Evaluation of Year 5 & 9 23 Educational Achievement (IEA) every four-year, next TIMSS assessment will be in 2023.
PISA/PBTS	Programme for International Student Assessment is a benchmarking test for 15-year-olds and is held every 3 years in Science, Mathematics and Reading.
ABT	The ABT Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations.