



CROWN AMERICAN PRIVATE SCHOOL
مدرسة كراون الأمريكية الخاصة

ASSESSMENT AND GRADING POLICY

TABLE OF CONTENTS

1. Policy Intent	Page 3
2. Supporting Documents	Page 3
3. Policy Implementation	Page 3
4. Policy Review	Page 3
INTERNAL ASSESSMENTS:	
5. CAPS Assessment Committee	Page 4
6. General Policies	Page 5
7. Grading Criteria	Page 7
8. Implementation Policies	Page 8
9. Performance Rubrics	Page 12
STANDARDISED ASSESSMENTS:	
10. CAPS Assessment Committee	Page 14
11. Emirates Standardized Test (EmSATs)	Page 14
12. Scholastic Assessment Test (SATs)	Page 15
13. Cognitive Abilities Test (CAT4)	Page 16
14. Measure of Academic Progress (MAP)	Page 17
15. International Benchmark Test (IBT)	Page 18
16. Test of English as a Foreign Language (TOEFL)	Page 18
17. Trends in Mathematics and Science Study (TIMSS)	Page 19
18. Progress in Reading Literacy Study (PIRLS)	Page 19
19. Program for International Student Assessment (PISA)	Page 20
20. The International English Language Testing System (IELTS)	Page 20
21. Advanced Placement (AP)	Page 21
22. Use of Assessment Data	Page 22
23. Examination Handout	Page 22

POLICY INTENT

This policy is developed to serve as a guide for the development and implementation of student assessment in school. This is designed to standardize the implementation of strategies related to reporting grades, computing the marks per term, and planning to use the assessment data to inform instruction and the curriculum.

POLICY IMPLEMENTATION

This policy is implemented along with the safeguarding of the Curriculum Policy. The policy implementation date is September 2023. All stakeholders are expected to adhere to this policy with full fidelity.

POLICY REVIEW

This policy will be reviewed periodically not less than thrice a year.

Date of Completion:	10 September 2023
Date of Next Review:	02 January 2024

INTERNAL ASSESSMENTS

CAPS ASSESSMENT COMMITTEE

This policy has been produced in order to facilitate a smooth lead into, accountability during and follow up on all ongoing, formative, and summative assessments. All teaching staff must read this before embarking upon the setting, production, and marking of all internal assessments. The school Head of Assessment shall develop, implement, and monitor the implementation of the policy.

1. Head of Assessment

- a) Takes on the lead role and responsibilities for the smooth implementation of all assessments with the support of all teachers through their subject leaders reporting to Principal and Vice Principal.
- b) Oversee the implementation of the here within assessment policy in the school
- c) Keeps written and digital records of all documents related to assessment, ensuring that such records is stored securely.
- d) Has a working knowledge of the relevant assessment related rules and guidelines as received from Ministry of Education, and the strict compliance that follows
- e) Plan for the schedule of the various internal and external assessments and have it approved by the Principal through the Vice Principal.
- f) Ensure that all staff are properly informed of the approved schedule of the given assessment
- g) Check the preparation of the required materials for the internal tests and have them approved by the Principal through the Vice Principal.
- h) Meet and debrief the teachers and academic administrators ensure the preparedness of the staff at least a week before the scheduled assessment
- i) Solve problems related to the conduct of all tests
- j) Evaluate the conduct of the tests and prepare action plans to ensure smooth operation of the tests; submit evaluation reports and action plans to the Principal
- k) Develop and implement innovative assessments that reliably assess the progress and attainment of students
- l) Overlook the use of assessment data by teachers to further enhance current teaching strategies

2. Subject Leaders

- a) Overlook the implementation of ongoing assessments within the classroom as defined by the Head of Assessment.
- b) Coordinate the development, review, and revision of all ongoing and summative assessments and preparatory documents including worksheets and booklets.
- c) Work cooperatively with Head of Assessment in developing assessments.
- d) Obtain and use evaluative findings (including student achievement data, results of standardized tests) to examine curriculum and instruction program effectiveness for the assigned subject area

- e) Ensure the implementation of the here within assessment policy. Improve and approve question papers for assessments and revision sheets; ensure that they are valid tests and conformed to the prescribed format.
- f) Assess the performance of students in a random manner focusing on the pre – requisite skills based on standards.
- g) Monitoring and take ownership and accountability related to the attainment and progress of all students in both internal and external assessments. Evaluating the effects of teaching and learning by working alongside with colleagues, analyzing the work of both students and teachers as well as measuring outcomes.

3. Roles of Subject Teachers

- a) Communicate assessment expectations to students as defined by the Subject Leaders and Head of Assessment.
- b) Evaluate student performances in an objective, fair, and timely manner
- c) Record and report the timely results of ongoing and summative tests in the online grade - books
- d) Using assessment data to guide changes in instruction and practice, and to improve student learning
- e) Provide clear and constructive feedback to students and their parents about their individual strengths and areas of improvement.
- f) Preparing assessments relevant to the lessons taught in the term; subsequently preparing required materials for summative assessments based on lessons taught in the term.

GENERAL POLICIES

Part A. Rationale and Purpose

The UAE School Inspection Framework defines assessments as a “process of finding out what students already know, what they have learned, how they have learned it and how they apply it”. The following assessment policy should be implemented during the application period as defined by Ministerial Decree (229). Assessment is viewed as meaningful and relevant for students who have been given flexibility with their education delivery mode. The following is a standard policy for the smooth planning and implementing assessment strategies.

Part B. Assessment Types and Strategies

The school uses formative, ongoing, and summative assessments in the definition and processes as shown below:

Formative Assessments (Ungraded): are a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. **Assessments For Learning (AFL).**

Formal formative strategies: Exit Tickets which are conducted at the end of each **LESSON**. It could be done through Kahoot, MS Teams, books exercise, questions on the board etc....

Informal strategies: Administering some questions during the session using oral questions, worksheets, pop quizzes, presentations, or other available suitable methods where the teacher is comfortable in delivering.

Ongoing assessment (Graded): are processes used to measure and document how children grow, develop, and learn. **Assessment for learning (AFL).**

Students will be evaluated on their progress with *success criteria* taught through a “**PROGRESS CHECK**”, a short quiz conducted at the end of each TOPIC for a duration of 10 – 15 minutes in the last session of a subject for the week. To move to the next *TOPIC*.

Learning checks can assess student progress using a variety of question models, like multiple choice questions or open ended questions. Students will have the opportunity to revise for their learning checks by participating in “**EXIT TICKETS**”. Exit tickets are formal formative short quizzes conducted at the end of each lesson for a duration of 5 minutes.

Formative assessment data should align with the success criteria for a topic and should be viewed by the teacher to inform them whether there is a need to adjust the content of the lesson and to review the process delivering the instruction. It should be done by:

Table 1: Formal and Informal assessments strategies implemented based on the type of curriculum delivery plan the school chooses to operate with.

Online Teaching	Face to Face (In School) Teaching
<p>1. Questioning Students During an Activity: Administering some questions after a session for not less than 5 minutes using Quizziz, MS Forms, or other available interactive tools where the teacher is comfortable in delivering.</p>	<p>1. Informal: Questioning Students During an Activity: Administering some questions after synchronous and/or asynchronous session for not less than 5 minutes using worksheets, pop quizzes, presentations, or other available suitable methods where the teacher is comfortable in delivering.</p>
<p>2. Assessment for Learning: Using some exercise questions in their textbooks and post their work in their MS Teams portfolio for Grades 1 to 12.</p>	<p>2. Formal and Informal: Assessment for Learning: Using some exercise questions in their textbooks and answering them in real time on the textbook/notebook for Grades KG to 12.</p>
<p>3. Embedded Questions: Asking questions on the spot during the live sessions and the teacher will track using monitoring sheets to ensure that all students have the opportunity to be asked and say answers. Alternatively, students can answer questions using the chat-box feature of the video conferencing app.</p>	<p>3. Formal: Exit Tickets in the last 5 minutes of the lesson.</p>

Summative Assessments. Authentic assessments are utilized across the grade levels. The following steps to designing an authentic online/Face to face assessment are recommended:

1. Identify Key standards of the assessment
2. Identify tasks for students to perform or do that are grounded in real-world scenarios. Identify accepted evidence of learning.
3. Identify performance or product task criteria.
4. Develop rubrics for product or performance
5. Identify benchmarks or check-ins for the duration of the assessment.
6. Plan for sharing to the public or to an authentic audience for feedback and showcase.

Table 2: Summative assessment strategies that can implemented based on the type of curriculum delivery plan the school chooses to operate with.

Online Teaching	Face to Face (In School) Teaching
1. Task Based Assessments: Teachers should create performance tasks and tests that can allow the students to consult resources, rehearse skills and gather feedback that can help them, improve their (a) performances and (b) products.	
2. Assessment of Learning: Administering questions at the end of the academic term using MS Teams and/or Google Classroom.	2. Assessment of Learning: Administering questions at the end of the academic term in the form of paper-based assessments. The exam paper should cover all types of questions related to skills taught during the term such as MCQs, short response, long response, fill in the blanks, matching, and any other question structure as needed.

GRADING CRITERIA

Part C. Reporting Term Marks

Term Marks Computation. CAPS has a flexible grading criterion for AY 2023 – 2024 to accommodate all needs of the curriculum and students. The criteria may be subject to change based upon the release of any guidelines from MOE.

The criteria for grading include the following as shown below:

GRADING CRITERIA (KG to 4) <i>English, Maths, Science, Arabic, Islamic Studies, Social Studies, US Social Studies, ICT</i>		
On – going Assessments	Progress Checks	20 marks
	Learning Portfolio <ul style="list-style-type: none"> • <i>Journal/Portfolio: 30 marks</i> • <i>Performance Task: 10 marks</i> 	40 marks
	In Class Participation	20 marks
Summative Assessment	End of Term Mastery Test	20 marks
TOTAL		100 marks

GRADING CRITERIA		
<i>Grade 5 to 12: English, Maths, Science (including Physics, Chemistry, Biology), Arabic, Islamic Studies, Social Studies, History, French, US Social Studies, ICT</i>		
On – going Assessments	Progress Checks	20 marks
	Learning Portfolio • <i>Journal/Portfolio: 25 marks</i>	25 marks
	In Class Participation	10 marks
	Mid Term Mastery Test	10 marks
Summative Assessment	End of Term Test	20 marks
	<i>Performance Task</i>	15 marks
TOTAL		100 marks

GRADING CRITERIA (PE, ART, MUSIC, and MEP: KG to 12)		
On – going Assessments	Progress Checks	30 marks
	Learning Portfolio • <i>Journal/Portfolio: 20 marks</i>	20 marks
	In Class Participation	10 marks
Summative Assessment	Performance Task	40 marks
TOTAL		100 marks

IMPLEMENTATION POLICIES

Part D. Implementing Guidelines

Section 1. Learning Portfolio

- a. This includes portfolio or journal entries on Digital Portfolio (MS Teams) for grades 5 to 12 and Physical Portfolio in class for KG to 4 with feedback from the teacher for every entry. All portfolio entries must have feedback.
- b. Feedback on the entries should be in narrative form which is described against the standards / lesson objectives. Teachers should respond to entries to portfolio regularly by writing their narrative comments accurately. Comments such as good and very good are not acceptable; comments should be written in relation to the standards by which the artifacts is shown as evidence to. Sample of comments are shown below:

English: *“The way you answered the question shows that you are able to use the verbs correctly in a sentence and use some explanation that you have understood from your peers during the live session.”*
(Evidence shown is an entry in the student’s class notebook)

Math: *“Your solution in the picture shows that you understand a fraction as a number on the number line and the figure on the picture really shows that you can represent fractions in a number line. Excellent job!”*

(Evidence shown is a picture of a solution on a practice book and the picture was uploaded in the Journal page of MS Teams)

- c. One evidence is sufficient to record in the portfolio. Teachers should document “essential/relevant standards” that are approved in the school’s scope and sequence. Teachers may need to consult their team leaders regarding essential/ relevant standards.
- d. Students must complete all journal and portfolio entries within the week the task was assigned. Journal/portfolio entries handed in later than the assigned week of submission will be assessed with a penalty for not adhering to the deadline. The penalty can be revoked if the student can provide a valid reason (with accompanying evidence) for not being able to submit the work on time.

Section 2. On-going Assessments

- a. This includes learning checks, and reasoning tests. Based on the subject and its subsequent requirements, it may also include additional batteries.
- b. Learning check marks must be added to the checklist provided to teachers within the week the test was administered in. This checklist must be updated regularly; progress on the updating of the checklist will be monitored by Subject Leaders. When adding data to the checklist, teachers must attach evidence that justifies the mark received by each student in the success criteria written.
- c. Progress checks rubric is available in table 6. Teachers are given flexibility to effectively and meaningfully adapt the rubric to better fit the needs of their lessons.

Table 6: PROGRESS CHECK RUBRIC (KG to 12)		
Levels of Achievement		Performance Description
Advanced	10	The performance shows a thorough understanding of the concept(s) as shown in the success criteria and extends understanding by relating this concept to others or by offering new ideas about the concepts, and/or the learner’s performance demonstrates the skills at a high level
Proficient	7-9	The performance shows a complete and correct understanding of the concept(s) as shown in the success criteria or the learner’s performance demonstrates the skill consistently.
Progressing	4-6	The performance shows an incomplete understanding of the concept(s) as shown in the success criteria or the learner’s performance does not demonstrate the skill consistently.
Basic	1-3	The performance shows serious misconception or lack of understanding of the concept(s) as shown in the success criteria of the learner’s performance demonstrates the skill inconsistently.

Section 3. **End of Term Mastery Tests (Grades KG to 4)**

- a. Mastery tests are one of the summative assessment methods used by the school. The mastery test will be conducted at the end of the term for grades KG to 4 to assess students learning thus far.
- b. The teachers create paper based mastery tests that are conducted for a duration of two hours. Students are assessed using a variety of question models, like multiple choice questions, fill in the blanks, match the following, or open ended questions. For online students, the teachers create virtual mastery tests are to be conducted for a duration of two hours. Students are assessed using a variety of question models, like multiple choice questions, fill in the blanks, draw it!, or open ended questions.
- c. Teachers provide the required materials of the test to students one to two weeks prior to the scheduled test. The topics to be assessed are derived from the lessons taught during the term, **based on the scope and sequence**.
- d. Whether online or in person, the teacher must make sure that the students participate in their mastery test independently by themselves. The teachers must ensure that students adhere to the examination rules and guidelines of the school.
- e. Failure to attend the mastery test in the scheduled test date will lead to the student getting penalized and awarded no marks. The penalty can be revoked if the student can provide a valid reason (*with accompanying evidence*) for not being able to attend the test session as scheduled. Rescheduling of tests will be done after the approval of the provided evidence by the SLT. Tests will only be rescheduled for up to **two weeks** after the scheduled test date. Kindly note that for online students, "internet issues" will not be considered a valid reason, unless sufficient evidence is provided to justify the claim.

Section 4. **Performance Tasks**

- a. Performance tasks are one of the school's primary summative assessment methods for the subjects PE, ART, MUSIC and MEP. The tasks commensurate to the level of challenge to students. It is made in accordance to the level of critical thinking expected from students of a certain grade level.
- b. The teachers assign and guide the students of a performance - based task as the final output of their teaching for the term which can be performed either online or on – campus depending on the educational framework the school is operating on during the assessment period.
- c. The teachers choose the topic that they will give as the performance - based task and the task should be completed within not more than 5 live/on-campus sessions.

- d. The topic is derived from the lessons taught during the term, **based on the scope and sequence**.
- e. The task must be in **the digital form** that will not require any materials, or any activity that will be possible for the students to realistically accomplish. *Strictly no printing of papers, no downloading or cutting of any materials that are unavailable for the students.*
- f. The teacher should make sure that the students perform their performance-based task independently by themselves. Make the performance-based task simple but meaningful. For high school, the teacher can arrange two students to work as a group whenever possible. The student pairing arrangement can be made by the student, granted that the student they choose to work with is different for each subject they are expected to produce a performance task for.
- g. The performance task will be assigned to the students on the last week of two weeks of the term which will be confirmed by the teacher virtually or in person (*depending on the educational framework being used during that time*).
- f. Performance tasks must be submitted to teachers on or before the assigned deadline. Projects handed in later than the assigned date of submission will be assessed with a penalty for not adhering to the deadline. The penalty can be revoked if the student can provide a valid reason (*with accompanying evidence*) for not being able to submit the work within the assigned submission period.
- h. Failure to submit a performance task will lead to the minimum amount of marks being assigned to the student. This minimum mark will be specified in the rubric attached to the performance task sheets released each term.
- i. Performance tasks for all subjects (except Art, Music, PE and MEP) are small 10 mark activities conducted over the course of one subject period to assess the critical thinking skills taught to the students thus far in the term.

Section 4. **Mid Term Mastery Tests (5 to 12)**

- a. Mastery tests are one of the summative assessment methods used by the school. The mastery test will be conducted in the middle of the term to assess student learning thus far.
- b. The teachers will be creating pen and paper mastery tests that will be conducted for a duration of 30 minutes. Students will be assessed using a variety of question models, like multiple choice questions, fill in the blanks, or open ended questions.
- c. Teachers will provide the required materials of the test to students a week prior to the scheduled test. The topics to be assessed should be derived from the lessons taught during the term, **based on the scope and sequence**.

- d. The teacher should make sure that the students participate in their mastery test independently by themselves. The teachers must ensure that students adhere to the examination rules and guidelines of the school.
- g. Failure to attend the mastery test in the scheduled test date will lead to the student getting penalized and awarded no marks. The penalty can be revoked if the student can provide a valid reason (*with accompanying evidence*) for not being able to attend the test session as scheduled. Rescheduling of tests will be done after the approval of the provided evidence by the SLT. Tests will only be rescheduled for up to **two weeks** after the scheduled test date. Kindly note that “internet issues” will not be considered a valid reason, unless sufficient evidence is provided to justify the claim.

Section 5. **End of Term Exam (Grade 5 to 12)**

- e. The end of term exam is one of the school’s primary summative assessment methods. It is conducted at the end of the term for grades 5 to 12 to assess student learning thus far in the term.
- f. The teachers create paper based end of term tests that are conducted for a duration of two hours. Students are assessed using a variety of question models, like multiple choice questions, fill in the blanks, match the following, or open ended questions. For online students, the teachers create virtual mastery tests that will be conducted for a duration of two hours. Students are assessed using a variety of question models, like multiple choice questions, fill in the blanks, draw it!, or open ended questions.
- g. Teachers provide the required materials of the test to students one to two weeks prior to the scheduled test. The topics to be assessed are derived from the lessons taught in during the term, **based on the scope and sequence**.
- h. Whether virtually or in person, the teacher should make sure that the students participate in their end of term exam independently by themselves. The teachers must ensure that students adhere to the examination rules and guidelines of the school.
- h. Failure to attend the end of term exam in the scheduled test date will lead to the student getting penalized and awarded no marks. The penalty can be revoked if the student can provide a valid reason (with accompanying evidence) for not being able to attend the test session as scheduled. Rescheduling of tests will be done after the approval of the provided evidence by the SLT. Tests will only be rescheduled for up to **one week** after the scheduled test date. Kindly note that for online tests, “internet issues” will not be considered a valid reason, unless sufficient evidence is provided to justify the claim.

Section 4. **In Class Participation**

- a. The “in class participation” section assesses the rate of attendance of a particular student to their classes. It also assesses the overall level of

participation in classroom activities. For online students, this includes turning on the camera during classroom sessions, Nearpod activities, and answering teacher questions when prompted. This section also assesses the ability of the student to work on school related tasks through the school sanctioned applications (MS Teams, Nearpod, ClassDojo, etc)

PERFORMANCE RUBRICS

Section 3. Performance Rubrics

All teachers shall use the proposed rubrics below. However, performance rubrics should be accurately aligned to their standards. The criteria for measuring performance are as follows:

a. Journal/Portfolio

Criteria	Outstanding	Very Good	Good	Acceptable	Weak
Selection of Evidence	All artifacts and work samples are clearly and directly related to the lessons / standards	More than half of the artifacts and work samples are clearly and directly related to the lessons / standards	Half of the artifacts and work samples are clearly and directly related to the lessons / standards	Less than half artifacts and work samples are clearly and directly related to the lessons / standards	Few of the artifacts and work samples are clearly and directly related to the lessons / standards
Variety of Work	The use of audio/ video/ graphics/ photographs is integrated seamlessly into several different artifacts	The use of audio/ video/ graphics/ photographs is included and appropriate	The use of audio/ video/ graphics/ photographs is used adequately.	The use of audio/ video/ graphics/ photographs do not describe the target standards in the portfolio	No variety of the forms in the portfolio
Nature of Artifacts	Artifacts were presented neatly and well planned	Artifacts were presented neatly and planned	Artifacts were presented neatly and adequately planned	Artifacts were presented haphazardly and are not properly planned.	Artifacts were extremely disorganized and lacking a sense of order

b. On-going Assessment, Mastery Test, End of Term Test

Criteria	Outstanding	Very Good	Good	Acceptable	Weak
Progress	In lessons, the student makes better than expected progress in relation to the learning objectives	In lessons, the student makes the expected progress in relation to the learning objectives	In lessons, student makes almost close to the expected progress in relation to the learning objectives	In lessons, student makes below than expected progress in relation to the learning objectives	In lessons, student does not make any progress
Success Criteria (Learning)	The student shows an advanced	The student shows a proficient	The student shows a progressing	The student shows a basic understanding	The student is struggling with understanding

<i>Check, Reasoning Test)</i>	understanding of the lesson concepts in relation to the learning ladder	understanding of the lesson concepts in relation to the learning ladder	understanding of the lesson concepts in relation to the learning ladder	of the lesson concepts in relation to the learning ladder	the lesson concepts in relation to the learning ladder
Attainment (Mastery Tests)	The student demonstrates level of knowledge, skills and understanding that are within or above the curriculum standards	The student demonstrates level of knowledge, skills and understanding that are almost within the curriculum standards; the student may need slight clarification in concepts.		The student demonstrates level of knowledge, skills and understanding that are below the curriculum standards; the student will need extra support to improve performance.	
Attainment (End of Term Tests)	The student demonstrates level of knowledge, skills and understanding that are within or above the curriculum standards	The student demonstrates level of knowledge, skills and understanding that are almost within the curriculum standards; the student may need slight clarification in concepts.		The student demonstrates level of knowledge, skills and understanding that are below the curriculum standards; the student will need extra support to improve performance.	

c. In-Class Participation

Outstanding	Very Good	Good	Acceptable	Weak
Always comes to class on time, follows all classroom procedures, brings needed materials to class and is always in her seat ready to work before the bell rings. Consistently stays focused on in-class work and what needs to be done. Self-directed and highly motivated.	Very rarely late, almost always brings needed material to class, almost always follows classroom procedures and is ready to work by the bell. Focuses on in-class work and what needs to be done most of the time.	Sometimes late to class, often brings materials but sometimes needs to borrow. Usually follows procedures and is usually in their seat ready to work by the bell. Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Frequently late to class, rarely brings needed materials and/or is rarely ready to get to work by the start of class. Has difficulty focusing on class work and procedures.	Always late to class, never brings needed materials. Never focused during class, and struggles with following basic procedures.
Effectively use of the platform to communicate	Consistently use the platform to communicate	Willingly use the platform to communicate	Hesitates to use the platform to communicate	Never uses the platform to communicate

c. Performance Tasks

- a. Grade level teachers prepare a performance rubric during horizontal meetings that is aligned with the standards of the curriculum. The points must be distributed equitably along the well-defined criteria approved by the Subject Leaders and Head of Assessment.

- b. The planning of creating performance tasks should be prepared at the beginning of the term; this plan must be approved by the subject leader and Head of Assessment.
- c. Performance tasks must be introduced at the beginning of the term to students once the performance task plan is approved. Teachers must ensure that students work on their performance tasks within the progressing term. However, if a student requires time at the end of the term to complete their performance task, they will be allowed to do so.

STANDARDISED ASSESSMENTS

EMIRATES STANDARDISED TEST (EmSATs)

SECTION 1: Emirates Standardised Test (EmSATs):

The Emirates Standardised Test (EmSAT) is a set of standardised electronic tests based on national standards for measuring and evaluating student performance in the UAE. It is a necessary assessment for all students of Grade 12 to take. EmSATs help students apply for further education, as scores from these tests are necessary to fulfil university requirements. EmSAT scores also help further a student's chances of receiving a scholarship if they wish to attend university outside of the country.

1. Structure:

EmSATs are offered for four subjects: **Physics, English, Arabic, and Maths**. There is no failing score for the test, as it is a simple measure of skill and proficiency. The English EmSAT is considered a valid alternative to other standardised English proficiency tests (TOEFL, IELTS) within the UAE.

2. Registration process:

To register for the EmSATs, students will need to login to the Emsat website (emsat.moe.gov.ae) and create their own accounts in order to book for tests.

Students can take different subject EmSATs on separate days. The EmSATs are conducted at specific and approved test centres distributed across the UAE. There are approximately twelve test dates offered in one academic year. Students who register early for a test have the ability to change or cancel the date and place of the test if necessary. Note that this feature ends 12 days before the scheduled date of the test. If a student is unable to attend a test, they will be recorded as absent.

SCHOLASTIC ASSESSMENT TEST (SATs)

SECTION 2: Scholastic Assessment Test (SATs):

The Scholastic Assessment Test (SATs) is a standardised test used by most colleges and universities to measure the literacy, numeracy, and writing skills needed by students for academic success in further education. The SAT assesses how well the student analyses and solves problems – skills needed in school that they would need in college or university. It is a necessary assessment for all students of Grade 12 to take.

1. Structure:

The SAT has four sections: **Reading, Writing and Language, Maths (no calculator), and Maths (calculator allowed)**. The test is administered under a tight time limit; it is for a duration of three hours. Two section scores result from taking the SAT: Evidence-

Based Reading and Writing, and Maths. Section scores are reported on a scale of 200 to 800. A total score for the SAT is calculated by adding the two section scores, resulting in total scores that range from 400 (minimum) to 1600 (maximum). There is no penalty for guessing on the SAT; scores are based on the number of questions answered correctly. SAT scores are usually available two weeks after the test date. Students can attempt the SAT test as many times as they wish; the scores obtained from a previous attempt does not affect the scores of their latest attempt.

2. Registration Process:

To register for SATs, the interested student will need to provide the school with a copy of their Emirates ID (front and back), a passport size picture, a valid contact number, and a valid email address. The SAT registration fee is AED 600; it encompasses the school providing a SAT preparation textbook, and SAT preparatory classes from English and Maths teachers once every two weeks. There are approximately four test dates offered in one academic year. The school will register the student for an SAT test on a test date of their choice.

SAT registrations take place on www.collegeboard.com. Once registered, students will be provided with the username and password to their CollegeBoard account. They must keep this information safe, as the results of their SAT test will be available within this account.

Students who register early for a test have the ability to change or cancel the date and place of the test if necessary. Note that this feature ends 31 days before the scheduled date of the test. If a student is unable to attend a test, they will be recorded as absent.

COGNITIVE ABILITIES TEST (CAT4)

SECTION 3: Cognitive Abilities Test (CAT4):

The Cognitive Abilities Test (CAT4) is a computerized diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. The results from this assessment helps teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed. It is important for all students from Grades 3 to 9 to take this test at least once in their entire school career.

1. Structure:

There are four sections in the CAT4 test:

- **Non-Verbal Reasoning:** problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including Maths and Science based subjects.
- **Verbal Reasoning:** the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment
- **Quantitative Reasoning:** the ability to use numerical skills to solve problems, applicable well beyond mathematics
- **Spatial Ability:** the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets

The entire test is for a duration of three hours, with a short break given between each section. There is no right or wrong answer in a CAT4 test; the test simply aims at providing an understanding of what a student is capable of rather than defining them

by their understanding of a body of knowledge in particular subjects. The results display the true potential of students, flagging where hidden factors are affecting performance.

2. Registration Process:

The school takes on the responsibility for registering students, and will inform them of when the CAT4 test is scheduled to take place a week prior. The CAT4 test is free of cost.

The school advises against any kind of revision or practice by a student for the CAT4 test, as it will alter the reliability of their test scores. The CAT4 test is not a test of learnt knowledge. Prior to the commencement of each section in the test, students will be introduced with practice examples, and these will familiarize them with the style and format of the questions. These practice examples are not timed and may be repeated.

MEASURE OF ACADEMIC PROGRESS (MAP)

SECTION 4: Measure of Academic Progress (MAP):

The Measure of Academic Progress (MAP) are computerized adaptive tests that help teachers and parents improve learning for all students, and make informed decisions to promote a student's academic growth. The MAP test will be conducted for students from Grade 3 to 9 at the beginning, middle, and end of every academic year.

1. Structure:

MAP tests are offered for three the subjects **Maths, Science, and Reading**. During the test, every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get harder. If the student answers incorrectly, the questions get easier. The purpose of the MAP test is to determine what the student knows and is ready to learn next. MAP tests also help track a student's individual growth over time, wherever they are starting from and regardless of the grade they are in. The MAP test is not timed, but most students complete the test within an hour.

ENGLISH:

- **Grade 9** - Growth: Language 2-12 CCSS 2010 V4 (Common Core Standards English Language Arts/Literacy: 2010)
- **Grade 3-5** - Growth: Reading 2-5 CCSS 2010 V4 (Common Core Standards English Language Arts/Literacy: 2010)
- **Grade 6-9** - Growth: Reading 6+ CCSS 2010 V4 (Common Core Standards English Language Arts/Literacy: 2010)

MATHS:

- **Grade 3-5** - Growth: Math 2-5 CCSS 2010 V3 (Common Core State Standards Mathematics: 2010)
- **Grade 6-9** - Growth: Math 6+ CCSS 2010 V3 (Common Core State Standards Mathematics: 2010)

SCIENCE:

- **Grade 3-5** - Growth: Science 3-5 VA 2018 (VA Standards of Learning Science: 2018)
- **Grade 6-8** - Growth: Science 6-8 VA 2018 (VA Standards of Learning Science: 2018)
- **Grade 9** - Growth: Science 9-12 VA 2018 (VA Standards of Learning Science: 2018)

2. Registration Process:

The school takes on the responsibility for registering students, and will inform them of when the MAP test is scheduled to take place a week prior. The MAP test is free of cost.

Teachers will conduct practice tests with their students a week prior to the scheduled test dates. Students will be given the opportunity to understand the kind of questions that will be asked on the test day, and what tools will be available digitally to aid students during the test.

INTERNATIONAL BENCHMARK TEST (IBT)

SECTION 5: International Benchmark Test (IBT):

The International Benchmark Test (IBT) is an internationally administered computerized assessment that helps compare student performance globally, between grades and over time. The IBT allows individual student performance to be tracked against international standards. The IB test will be conducted for students of Grades 3 to 10 every academic year.

1. Structure:

The school administers the IBT test for **Arabic** for students with tests appropriate for each of the above-mentioned grade levels. The test is skilled; they are aligned to but do not follow any single national curriculum. This allows students from all countries to be compared fairly. The test is for the duration of 1 hour. There are 40-45 multiple-choice questions on each test.

2. Registration Process:

The school takes on the responsibility for registering students, and will inform them of when the IBT test is scheduled to take place a week prior. The IBT test is free of cost.

Teachers will conduct practice tests with their students a week prior to the scheduled test dates; this will give them the opportunity to understand the kind of questions that will be asked on the test day.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

SECTION 6: Test of English as a Foreign Language (TOEFL):

The Test of English as a Foreign Language (TOEFL) is a computerized English proficiency test to measure a student's reading, speaking, writing, and listening proficiency in American English. TOEFL scores are a requirement for over 900 universities and other institutions in more than 130 countries, therefore it is highly recommended for students of Grade 12 to partake in this test.

1. Structure:

As mentioned above, there are four sections in the TOEFL test: **reading, speaking, writing, and listening**. The TOEFL test is out of a total score of 120, with a minimum score of 90 overall. The minimum score per section is 21. The overall test is for a duration of four hours.

2. Registration Process:

To register for TOEFL, the interested student will need to provide the school with a copy of their Emirates ID (front and back), a passport size picture, a valid contact number, and a valid email address. The TOEFL registration fee is AED 940. There are approximately two test dates offered every month. The school will register the student for a TOEFL test on a test date of their choice. If a student is unable to attend the test, they will be recorded as absent, and will lose their seat; they will need to re-register.

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS)

SECTION 7: Trends in International Mathematics and Science Study (TIMSS):

Trends in International Mathematics and Science Study (TIMSS) is a large-scale computerized international assessment that measures and explores how well students have mastered the factual and procedural knowledge taught in school Maths and Science. It is conducted every four years for students of Grades 4 and 8.

1. Structure:

The TIMSS test assesses Grade 4 and 8 students in **Maths** and **Science** achievement, and answer questionnaires on their background and experiences in learning Maths and Science in school. The tests assesses what students have learned, while the questionnaires examine what is intended to be taught in Science and Maths, and how they are actually taught. The test is for a duration for 75-90 minutes, while the question is for a duration of 30 minutes. The results give the school different ways to understand, compare, and analyse their achievement: internationally, nationally, and by student.

2. Registration Process:

The school takes on the responsibility for registering students, and will inform them of when the TIMSS test is scheduled to take place a week prior. The TIMSS test is free of cost.

Teachers will conduct practice tests with their students up to one month prior to the scheduled test dates; this will give them the opportunity to understand the kind of questions that will be asked on the test day.

PROGRESS IN INTERNATIONAL LITERACY STUDY (PIRLS)

SECTION 8: Progress in International Literacy Study (PIRLS):

The Progress in International Reading Literacy Study (PIRLS) is an international comparative computerized assessment that measures student learning in reading. It is conducted every five years for students of Grades 4 and 8.

1. Structure:

The PIRLS test assesses Grade 4 and 8 students in **Reading** and **Literacy** achievement. The assessment focuses on three main areas of literacy: processes of comprehension, purposes for reading, and reading behaviours and attitudes. There is a background questionnaire administered that aids in determining the reading behaviours and attitudes. The written test is designed to address the process of comprehension and the purposes for reading. There are two purposes for reading that are examined in this study: reading and literacy experience, and reading to acquire and use information. The test is for a duration of 80 minutes.

2. Registration Process:

The school takes on the responsibility for registering students, and will inform them of when the PIRLS test is scheduled to take place a week prior. The PIRLS test is free of cost.

Teachers will conduct practice tests with their students up to one month prior to the scheduled test dates; this will give them the opportunity to understand the kind of questions that will be asked on the test day.

PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA)

SECTION 8: Programme for International Student Assessment (PISA):

The Programme for International Student Assessment (PISA) is a worldwide study by the Organisation for Economic Co-operation (OECD) in member and non member nations intended to evaluate educational systems by measuring 15 year old school pupils' scholastic performance on Mathematics, Science and Reading.

1. Structure:

The PIRLS test assesses 15 year old students in their **problem solving** and **cognition skills** in three field: Reading, Maths, and Science on an indefinite scale. The PISA mathematics literacy test asks students to apply their mathematical knowledge to solve problems set in real-world contexts. To solve the problems students must activate a number of mathematical competencies as well as a broad range of mathematical content knowledge. In the reading test, OECD/PISA does not measure the extent to which 15-year-old students are fluent readers or how competent they are at word recognition tasks or spelling. Instead, they should be able to construct, extend and reflect on the meaning of what they have read across a wide range of continuous and non-continuous texts. The test is for a duration of 120 minutes.

2. Registration Process:

The school takes on the responsibility for registering students, and will inform them of when the PISA test is scheduled to take place a week prior. The PISA test is free of cost.

Teachers will conduct practice tests with their students up to one month prior to the scheduled test dates; this will give them the opportunity to understand the kind of questions that will be asked on the test day.

THE INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS)

SECTION 9: The International English Language Testing System (IELTS):

The International English Language Testing System (IELTS) is an international standardised test of English Language proficiency for non – native English language speakers. For the purposes of college/university admission, students should take the Academic IELTS.

1. Structure:

There are four parts in the IELTS test – listening, reading, writing, and speaking. Listening, reading, and writing are completed in one sitting, while the speaking test can be taken on the same day or up to seven days before or after the other tests. The total test time is 2 hours and 45 minutes.

2. Registration Process:

Registrations take place on www.britishcouncil.com. The IELTS is offered in two ways – students can take the test on a computer or in the traditional pen and paper format. The registration fee is dependent on this choice. The school does not take on the responsibility of registering students. However, the school will provide guidance and support as needed by the student in their registration journey.

ADVANCED PLACEMENT (AP)

SECTION 9: Advanced Placement (AP):

Advanced Placement (AP) is a program created by the College Board which offers students the chance to tackle college – level work while they're still in high school. Through AP exams, students can earn college/university credit and placement. AP offers courses in a wide range of subjects. As mandated by the Ministry of Education, CAPS will offer the following courses from academic year 2022 - 2023:

- AP Calculus AB
- AP Biology
- AP Chemistry
- AP Physics C: Electricity and Magnetism
- AP Physics C: Mechanics
- AP English Language and Composition

1. Structure:

Each of the above listed courses have their own unique exam requirements; however, almost all of the exams have the following things in common.

- Most exams are 2 – 3 hours long
- The first part of the exam usually consists of multiple choice questions. Students will have to choose 1 of 4-5 answer choices for each question and use a pencil to bubble in their choice on the AP answer sheet.
- The total score on the multiple choice section is based only on the number of questions answered correctly. Students will not receive or lose points for incorrect answers or unanswered questions.
- The second part of the exam usually consists of free – response questions that require students to generate their own responses. Depending on the exam, the responses could be in the form of an essay, a solution to a problem, or a spoken response.

3. Registration Process:

The school takes on the responsibility for registering students. All AP exams take place in the month of May, with registration for the exam starting as early as February. Registration costs are established by the College Board and vary from year to year; CAPS will inform parents of the registration cost via memo at the appropriate time.

Further details regarding the implementation of AP courses is found in the AP policy handbook.

USE OF ASSESSMENT DATA

SECTION 1: Ongoing Assessments:

CAPS implements a gradebook known as the “**Progress Tracker**” within which teachers note all ongoing data – learning check marks.

SECTION 2: Summative Assessments:

At the end of a term, teachers analyze the end of term test marks of each student and group them into three categories – above level, on level, and below level. The teacher then plans the lessons and subsequent activities for the following term based on the strengths, weaknesses, and needs of the student; this is called a “learning continuum”. The learning continuum is reviewed and updated every term.

English, Maths, and Science teachers of grades 3 to 9 use the learning continuum that is automatically generated for students by NWEA upon the completion of MAP tests.

Examination Handout

The examination handout will serve as a guide to all staff when conducting end of term and final exams. Click [here](#) to access the handout.