



Parents' Guide to

Assessment 2020-21

Secondary School



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RATIONALE

Effective Assessment is to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the student.

- It helps **students** learn and monitor learning through progress measured and motivates them to work to the best of their ability.
- It supports **teachers** to facilitate teaching and learning, to identify what children already know and take the next steps to guide them forward.
- Informs all **stakeholders** and ensures that a consistent, rigorous and meaningful assessment and reporting process is adhered to across the school.



During the Blended Learning period, we continue to monitor and evaluate students' learning and development of their knowledge, skills, and understanding.

We use two types of assessment to track the students' academic progress.



FORMATIVE ASSESSMENT

Formative Assessments (Assessment for learning) are continuous, happens during learning, improves learning and provides evidence of how a student progresses.

- These are recorded on the Learning Ladder platform against the Learning objectives and students' progress in learning is monitored over a period of time from Autumn 1 to Summer 2.
- The gaps in learning by the students are identified and intervention strategies are provided to the students.
- The gaps in the curriculum are reviewed and concepts are revisited to bridge the gap in teaching learning.

Teachers integrate the following AfL strategies into their Learning and Teaching:

- Learning Objectives – clearly communicate at start of lesson/task
- Learning Outcomes ---identify what the learner will know and be able to do at the end of the lesson.
- Success criteria: a set of criteria required to achieve the learning outcome.
- Effective Questioning
 - ✓ More thinking time for students: e.g. think /pair/share
 - ✓ No hands questioning/ Pair rehearsals
 - ✓ Basketball questioning/ Focus questioning/ Fat questions
 - ✓ 5Ws / Staging/ High Challenge questioning
 - ✓ Asking questions better and asking better questions.

- Formative Assessment
 - ✓ Self-assessment/peer assessment /teacher assessment regularly conducted, against set success criteria tracked through teacher assessment recorded on the Learning ladders and evidenced in evaluation using notebook rubrics every 6 weeks.
- Feedback is given to students about specific qualities of his or her work with advice on what he or she can do, to improve, and to avoid comparison with other children.
 - ✓ The purpose is to give students regular oral and written feedback on their learning to enable them to understand how to proceed to the next level.
 - ✓ Students' involvement in the review process raises the standard, and it empowers students to take charge of their learning.
 - ✓ General guidelines to marking are used by teachers and students for peer and self - assessment.

The following are a variety of formative assessment approaches / strategies (assessment for learning and assessment as learning) in TWS:

a. Daily Lessons:

- tasks given in the lesson
- class and group discussions using online discussion platforms like padlet, class notebook collaboration space, chat in TEAMS
- Reflection time for self assessment and setting targets for improvement / reflection writing assignments
- Quizzes /Clicker questions
- Verbal questioning and Observations during lessons
- Use of success criteria / rubrics / exit tickets
- Peer feedback on group work

b. Assignments - homework and weekly assignment, surveys, research

c. Project works - project-based assignments (PBLs)

All formative assessments are recorded by the teacher. He/she monitors the progress in students' learning through formative assessment (AfL) tracker and Learning Ladder against the curriculum standards for the year group. The data and information from formative assessment will be used towards the end of the term grade which will go on the report for your child. **This year, the formative assessments will make up a part of the end of term report grade given to the students.**



SUMMATIVE ASSESSMENT

Summative assessments are assessment employed by the teacher at the conclusion of a defined instructional period—typically at the end of a project, unit, term, or school year. They are:

- ✚ administered to determine whether long term learning goals have been met.
 - ✚ given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic. They talk about academic achievement.
 - ✚ recorded as grades and are entered into a student's permanent academic record as Curriculum Standard descriptors.
- ✓ Working Toward or Below Expected
 - ✓ Working At or Expected
 - ✓ Working at greater depth within the curriculum or Above/Well Above Curriculum standards, which will be shared with parents at the end of the Term. These assessments are conducted at the end of each term in Arabic, Islamic, English, Math Science and Social Studies

Reliable summative assessment remotely, is very challenging. The challenge will be to ensure that examinations are valid and reliable and that students are not given any external help. Only then will they provide objective evidence of the student's learning and progress.

The following are a variety of summative assessment approaches / strategies (assessment of learning) in TWS:

- Weekly quizzes using Teams and Quizziz
- Class tests using Microsoft Forms, online quizzes or assignments
- End of unit tests using Microsoft Forms or online quizzes
- End of Term assessments

All summative assessments are recorded by the teacher in the subject mark book available in the Phoenix. The data and information from summative assessments will be used towards the end of term grade which will go on a student's report. **This year, the end of term summative assessments will make up only a part of the end of term report grade given to the students**

BENCHMARKING ASSESSMENT

International Benchmark Assessments are a set of standardized assessments designed in line with the UAE national agenda based on **cognitive skills** (CAT4) and **subject specific areas** (Progress Tests in English/ Progress Test in Math/ Progress Test in Science). These tests give standardized individual reports on student's ability, attainment, progress and attitudes. The data is comprehensively used to inform next steps in provision and personalized support.

- ✚ Progress tests identifies the performance level of the student against international standards in English, Math and Science and abilities in the various domains of the subject and is generally conducted at the end of the academic year.
- ✚ The data from these assessments will support us with understanding students' c levels of attainment, identifying any gaps in knowledge across core subjects, and aiding curriculum planning and intervention strategies.
- ✚ The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is conducted at the start of the academic year for certain groups of learners and needs no extra preparations. It enables the teachers to estimate their pupils' end of Key Stage subject grades and set targets for future performance.
- ✚ The tests are marked by the body that administers the assessment and provides the school with an external international benchmark for learner performance, which in turn help us to evaluate ourselves as a school against international standards.

The Benchmarking assessment that will be conducted at TWS for this academic year supported by the GEMS network are;

Year level	Benchmark assessment	Assessment window
Year 7 – 11 (2019-20)	PTE / PTM / PTS (FOR JUNE 2020)	October 2020
Year 8, 10	CAT 4	November 2020
New Admissions from Years 7 to 11	CAT 4	November 2020
Year 7 - 10	PTE / PTM / PTS	May- June 2021

The below table explains score range for the Progress Test performance descriptors

External benchmark assessment Progress test - Score range in English, Math and Science		
Description	Standard Age Score (SAS)	Stanine (ST)
Working below the international standards	70 - 88	Stanine – 1, 2 and 3

Working at the international standards	89 - 111	Stanine – 4, 5 and 6
Working above the international standards	112 - 130	Stanine – 7, 8 and 9



TRACKING STUDENTS' PROGRESS

We use formative assessment tracking tool **Learning Ladder** which help teachers to track students' attainment and progress over a period of time. A system of tracking and supporting students' progress, which enables parents to view their child's performance and track their progress in learning from the start of the year.

It also helps to plan your child's next steps in learning with the guidance of the respective subject teachers, through discussions using the reports for your child, which is available on the platform. The students are informed their gaps in learning and supported with intervention strategies and support by the teachers.

The progress tracker reports track the progress of students from the start of the year to the end of the year against the learning objectives specified by the curriculum.

The reports are shared with parents 48hours before the Parent Consultation Day to review and support parents in discussions with teachers.

The Progress Descriptors are as follow:

- ✓ **Well Above Expected** - Students are working at greater depth and make well above expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.
- ✓ **Above Expected**- Students make above expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards
- ✓ **Expected**- Students make the expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.
- ✓ **Below Expected**- Students are working towards or make below expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.

Year 7 to 13 Learning Ladders -Parents can access the Parent Portal – '[Ladders at Home](#)'



TARGET SETTING

Target-setting is the means by which the specific and measurable goals are identified that help to improve the standards of all children. Target-setting is an important strategy for improving student's achievement. Target-setting means that they make decisions about their own learning. This helps them learn more effectively and informs them of the next steps to be taken to improve. Regular feedback from teachers makes children aware of how they can improve their work and achieve their targets.

The minimum and stretched targets are generated from the CAT4 and Personalised target/ Agreed target is set by the teacher based on the CAT4, previous years result and teacher's judgement considering the child's overall attitude to learning.

Parents are informed about the target-setting process and targets for their children. Further, regular opportunities are scheduled for parents, children and teachers to celebrate achievements and discuss next steps and progress towards end of year targets.

In school the targets set:

- ✓ Challenge all children to do better taking into account each child's starting point for learning.
- ✓ Set high expectations for all and encourage children to discuss and review their progress with teachers regularly
- ✓ Involve parents in their children's learning. lead to more focused teaching and learning and inform the planning process
- ✓ Help us to make judgments about how well our school is doing when compared to similar schools

Roles and Responsibility of students:

- ✓ Know their Minimum target, Stretched target and Agreed Target for all subjects and apply them to their learning on a weekly basis
- ✓ Use self-assessment to measure their progress against success criteria and personal targets (Rubrics).
- ✓ Support their peers with respectful and helpful feedback on their learning using success criteria (peer assessment)
- ✓ Seek advice and help when they need it
- ✓ Share their learning and progress with their parents



 **ASSESSMENT AND REPORTING SYSTEM 2020 – 2021**

A. There will be 2 rounds of Summative Assessment each in Terms I and II.

TERM	END OF TERM EXAMS
TERM I	NOVEMBER / DECEMBER 2020
TERM II	MARCH/JUNE 2021

B. The End of Term/ Year Exams –December 2020/June 2021, during blended learning will be conducted through various platforms:

Years 7 to 10

- ✓ Microsoft Teams either through Microsoft Forms
- ✓ Microsoft Assignments
- ✓ Microsoft Quiz
- ✓ Any other proctored platform

Students are expected to keep their cameras switched on during the exam.

Years 11 to 13

- ✓ Students shall take the test based on their learning choices however, we recommend that they come to school and take the tests.

C. Details of the Summative Assessments in November/December 2020 and March/June 2021

Year Groups	Subjects to be tested and Maximum Mark	Maximum Time
Years 7 & 8	<ul style="list-style-type: none"> • Arabic: 50 marks • Islamic Education: 50 marks • English :50 marks • Mathematics: 50 marks • Science: 50 Marks • Social Studies : 50 Marks 	1 hour 30 minutes
Year 9	<ul style="list-style-type: none"> • Arabic: 50 marks • Islamic Education: 50 marks • English :50 marks • Mathematics: 50 marks • Science: 50 Marks 	1 hour 30 minutes
Year 10	<ul style="list-style-type: none"> • Arabic: 50 marks • Islamic Education: 50 marks • English : 50 marks • Mathematics: 50 marks • Physics: 50 marks • Chemistry : 50 marks • Biology : 50 marks • Accounting : 50 marks • Business Studies : 50 marks • Economics : 50 marks • Combined Science : 50 marks • Geography : 50 marks • Urdu : 50 marks • French : 50 marks • Environmental Management : 50 marks • Travel and Tourism : 50 marks 	1 hour 30 minutes

	<ul style="list-style-type: none"> • Global Perspectives : 50 marks • Computer Science : 50 marks • Information and Communication Technology : 50 marks 	
Year 11	<ul style="list-style-type: none"> • Arabic : 100 marks • Islamic Education: 100 marks • English • Mathematics • Physics • Chemistry • Biology • Accounting • Business Studies • Economics • Computer Science • Information and Communication Technology • Information and Communication Technology (Practical) • Combined Science <p>(All papers are set as per the Board Exam Papers)</p>	(As per the Board Exam Papers)
Year 12	<ul style="list-style-type: none"> • Arabic: 100 marks • Islamic Education: 100 marks • English • Mathematics • Physics • Chemistry • Biology • Accounting • Business Studies (CAIE & AQA) • Geography (AQA) • Economics 	(As per the Board Exam Papers)

	<ul style="list-style-type: none"> • Computer Science • Information and Communication Technology • Global Perspectives • Psychology • Travel and Tourism <p>(All papers are set as per the Board Exam Papers)</p>	
Year 13	<ul style="list-style-type: none"> • Arabic : 100 marks • Islamic Education: 100 marks • English • Mathematics • Physics • Chemistry • Biology • Accounting • Business Studies • Economics • Travel and Tourism • Computer Science • Information and Communication Technology • Psychology <p>(All papers are set as per the Board Exam Papers)</p>	(As per the Board Exam Papers)

D. The table given below explains the weightage for each of the year groups.

Report Card – Weightage of Marks for Reporting		
Year group	End of Term 1– Nov/Dec 2020	End of Term2 – March/ June 2021
Years 7,8 & 9	<ul style="list-style-type: none"> • 50% of Term 1 marks • 30% from Weekly Tests • 20% from Formative Assessments 	<p>Math / Science / English</p> <ul style="list-style-type: none"> • 50% of Term 2 marks • 20% from Weekly Tests + 10% from Progress tests for English/ Maths/ Science • 20% from Formative Assessments

		Other Subjects <ul style="list-style-type: none"> • 50% of Term 2 marks • 30% from Weekly test for all other subjects • 20% from Formative Assessments
Years 10	<ul style="list-style-type: none"> • 70% of Term 1 marks • 20% from Weekly Tests • 10% from Formative Assessments 	Math / Science / English <ul style="list-style-type: none"> • 60% of Term 2 marks • 20% from Weekly Tests • 10% from Formative Assessments • 10 % from progress tests Other Subjects <ul style="list-style-type: none"> • 60% of Term 2 marks • 20% from Weekly Tests • 20% from Formative Assessments
Years 11, 12 & 13	<ul style="list-style-type: none"> • 70% of Term 1 marks • 20% from Weekly Tests • 10% from Formative Assessments 	<ul style="list-style-type: none"> • 70% of Term 2 marks • 20% from Weekly Tests • 10% from Formative Assessments

E. Minimum pass percentage:

- Arabic and Islamic Education - 50%
- Other Subjects – 40%

F. In the current academic year, recording and reporting is as shown below

Year group	First Term	Second Term
Years 7 to 13	Formative Assessments + Weekly Test + First Term Examinations Parent Consultation Day-October 15th / December 10th	Formative Assessments + Weekly Test + Second Term Examinations Parent Consultation Day-March 25th / June 30th (Years 7-10)

Year group	Weightage of Marks for Term 2 Report Card
Years 7 to 9	<p>Math / Science / English</p> <ul style="list-style-type: none"> ✓ Formative Assessments (FA)- 20% ✓ Summative (weekly tests) Assessments(CA2) -20% ✓ Progress Test in Math/ Science / English(PTs) -10% ✓ Term 2 Examination- 50 % <p>Other Subjects</p> <ul style="list-style-type: none"> ✓ Formative Assessments (FA)- 20% ✓ Summative (weekly tests) Assessments(CA2) -30% ✓ Term 2 Examination- 50%
Year 10	<p>Math / Science / English</p> <ul style="list-style-type: none"> ✓ Formative Assessments (FA)- 10% ✓ Summative (weekly tests) Assessments(CA2) -20% ✓ Progress Test in Math/ Science / English(PTs) -10% ✓ Term 2 Examination- 60 % <p>Other Subjects</p> <ul style="list-style-type: none"> ✓ Formative Assessments (FA)- 20% ✓ Summative (weekly tests) Assessments(CA2) -20% ✓ Term 2 Examination- 60%
Promotion Criteria – Final Report Card (Year 7 – 10)	40% of Term 1 and 60% of Term 2
Year 11– 13	Promotion is based on IGCSE/AS/A level Examination.

G. Absence and Technology Failure

- ✓ If students are unable to attend Assessments due to ill health and is supported with a medical report, the teacher's assessed grade will be awarded. No re-assessment will be conducted.
- ✓ Please note if your child is representing the school in any sports, debate, events etc. you will need to give consent for being absent for the assessment and grades will be awarded as per the school policy.
- ✓ In case the students could not take the test due to some technical concerns, they should inform their teacher with a screenshot of their device screen through a mail.
- ✓ In such a case, no re-test will be given. The school will decide a grade using the other evidences.

H. TWS Malpractice Policy

- ✓ No communication of any sort is permitted between students from the time a student enters the exam hall until he/ she leaves the exam hall.
- ✓ No communication or exchange of materials when the exam is in progress.
- ✓ If any student is caught cheating during exam, his/her answer script will be confiscated and cancelled immediately. The student will not be permitted to write the specific exam paper and no marks will be awarded for any other part of the paper completed.
- ✓ If evidences of malpractice is identified by the teacher while marking the answer scripts, no marks will be awarded for the entire paper.
- ✓ The parent will be informed and further action will be taken after the decisions made from the examination panel committee, which will review the issue and suggest action.
- ✓ Student and parent can make a written appeal, which will be raised, to the Examination panel committee who will further review the case.

I. Schedule for End of Year - Term 2 Examination – June 2021

Day / Date	Year 7	Year 8
Thursday 10.06.2021	English	Arabic
Sunday 13.06.2021	Social Studies	Science
Monday 14.06.2021	Islamic	Islamic
Tuesday 15.06.2021	Math	Math
Wednesday 16.06.2021	Arabic	English
Thursday 17.06.2021	Science	Social Studies

However, the examination dates are **tentative and are subject to change** based on any unforeseeable circumstances that may arrive due to the uncertainty due to the pandemic.

For Further Clarifications:

Contact –

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