



المدرسة العالمية الأمريكية
UNIVERSAL AMERICAN SCHOOL

Al-Futtaim Education Foundation

OUR VISION

TO BE THE LEADING AMERICAN
INTERNATIONAL SCHOOL IN THE REGION

OUR MISSION

TO NURTURE A COMMUNITY
OF INTEGRITY AND ACADEMIC EXCELLENCE

OUR VALUES

BELONGING, CURIOSITY, RESILIENCE, EMPATHY

Assessment and Feedback Policy

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PURPOSE

To support student attainment of academic excellence by providing clear expectations for students, teachers, and parents regarding assessment practices at Universal American School Dubai.

RATIONALE

This policy is a whole school framework to support the vision, mission, and values of UAS through best practice in assessment aligned with the IB. This policy sets expectations that support high standards for all students, continuous learning, and celebration of achievement. It will be used to inform instructional planning, next steps for individual students, resourcing, school development, and professional development.

WHAT IS ASSESSMENT?

Assessment is the process of collecting information from a variety of sources to measure student attainment of curriculum outcomes, to provide feedback to guide future instruction, and to promote student learning. Evaluation is the process of judging the quality of student work against explicitly identified criteria and assigning a value (a mark, or grade) to represent the level of achievement attained.

TYPES OF ASSESSMENT

Formative assessment

- The process of gathering, analyzing, interpreting, and using evidence to improve student learning
- Integrated into the daily learning process
- Provides teachers and students with information about how learning is progressing
- Helps the teacher to provide timely and specific feedback to students, scaffold next steps, and differentiate instruction in response to student needs.
- Used by students to monitor their own progress, make adjustments in their learning approaches, reflect on their learning, and set individual goals.
- Used to inform daily learning and teaching practices within the school

Summative assessment

- Occurs at the end of a period of learning when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.
- Used by teachers to:
 - Make judgments about the quality and quantity of student learning based on established criteria
 - Assign a value to represent that quality and quantity
 - Support the communication of information about achievement to students, parents, teachers, and administrators
 - Inform curricular planning and decision making

Internal Assessment

- Regularly takes place as part of the typical coursework during the school year. They may take many forms and be formative or summative in nature.
- Scored by members of the staff at the school
- Used to inform planning and instruction in the school

External Assessment

- Takes place at designated points outside of the typical coursework of a class.
- Scored outside of the school
- Used to inform planning and instruction in the school

UAS ASSESSMENT BELIEF STATEMENTS

At UAS, we believe assessment must:

- Be meaningful and accurate
- Have a direct impact on learning and progress
- Be accessible to all students
- Take into consideration student-specific needs
- Enable students to understand achievement in relation to their learning objectives/standards
- Enable students to receive task-specific praise and clear guidance to understand how they can improve/progress in their learning
- Continuously inform teaching, learning, and whole school priorities
- Result in next steps based on findings of assessments
- Assess Approaches to Learning
- Be accessible regardless of location (hybrid approach, remote learning, etc.)

ASSESSMENT PRINCIPLES

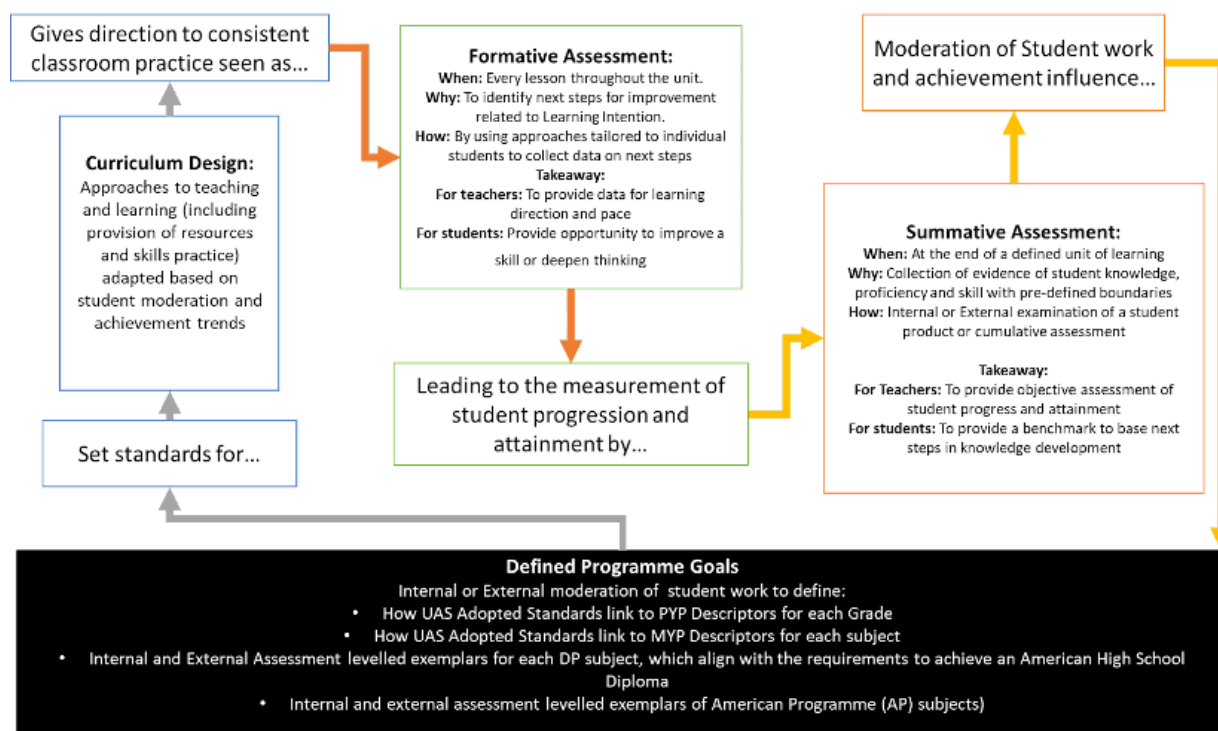
- Everyone involved with assessment; teachers, students, and parents should have a clear understanding of:
 - the reasons for assessments
 - what is being assessed
 - the criteria for success
 - the method by which the assessment is being made
- Teachers should use a wide variety of assessment techniques and strategies such as, but not limited to: written assignments, oral presentations, field work, portfolios, lab write-ups, tests, examinations, research papers, peer assessments, self-assessments, etc.
- Students should have multiple opportunities to show their learning.
- Assessment should inform instruction and include gathering and analysis data regarding student performance
- Ongoing assessment should be integral to guiding students through the learning process
- Assessment should enable students to demonstrate conceptual understanding and critical thinking

FEEDBACK AND EVALUATION PRINCIPLES

- Feedback should be an integral component of assessment to guide future instruction and promote student learning.
- Evaluation should be the process of judging the quality of student work against explicitly identified criteria and assigning a value (a mark, a grade or a descriptor) to represent the level of achievement attained.
- Assessments should be criteria-referenced as students are assessed against published learning outcomes.
- Grades should reflect academic achievement. Grades are not and should not be used in a punitive way. Students should not receive failing grades for non-submission.
- Students should be graded individually on assessments, including when submitting work done in groups. (All group members should not receive the same grade.)
- Moderation should be an integral part of assigning summative grades
- Reassessment should be required in instances where a student hasn't achieved the minimum level of success.

CURRICULUM

- Assessment results should provide qualitative and quantitative information that helps teachers and curriculum leaders determine how they can improve courses through changes in curriculum, teaching methodologies, and course resources to better meet the needs of our students.
- When integrated into the curriculum planning and review cycle, assessment data should provide powerful rationale for curricular development and adaptations/changes.
- Assessment is used to evaluate the efficacy of the UAS curriculum.



Assessment, Curriculum, End of Year Outcomes Loop

FEEDBACK RATIONALE

This policy is designed to encourage a dialogue between teacher and student, which promotes an appropriately challenging learning environment for all students.

“Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.” (Foundation, 2021)

FEEDBACK PURPOSE

Effective learning and teaching is powered by constant feedback and it is expected that all teachers will show their understanding of the individual potential of every child and how each child is supported to further their learning in every lesson.

Feedback is most powerful when the student acts upon the teacher’s comments and displays a direct improvement in the quality of their work. Effective feedback can take many forms. The goal of feedback is:

- For the teacher to discover what students know.
- To address misconceptions.
- To discover what the student needs to understand next to deepen conceptual thinking.
- To provide praise, which meaningfully acknowledges a student’s efforts

CHARACTERISTICS OF FEEDBACK

- Feedback is the written or verbal conversation that guides students in establishing the next steps in their learning journey relative to the established learning goals and outcomes.
- Quality feedback is structured to produce an immediate improvement in the students learning by redirecting or refocusing the students’ actions to achieve the learning goal.
- The method of delivery can be verbal, written, or through examination analysis.
- The feedback can come from the teacher, a “mentor” (teacher figure), or a peer learner.
- The method of feedback and its delivery can be enhanced through the use of technology. (Foundation, 2021)

UAS Assessment and handwriting in lessons

Students complete termly progress examinations through digital MAP testing, whereas final examinations for the End of the Semester can require students to handwrite. Students must be provided with the opportunity to create pen/paperwork. This will then be scanned, downloaded, and annotated by the teacher in one centralized place. This will provide one continuous place for students to follow their own progress and action feedback within a class.

Verbal feedback

Use of meaningful verbal feedback will accelerate a student’s progress by 7 months (Foundation, 2021). Verbal feedback includes in-class and whole-class comments from the teacher to students. It is expected that teachers use technology provided in the classroom to record individual verbal feedback that moves learning forward onto student work on a regular basis.