



المدرسة العالمية الأمريكية
UNIVERSAL AMERICAN SCHOOL
—
Al-Farooq Education Foundation

VISION

FOREVER DRIVEN BY KNOWLEDGE,
INSPIRED BY SUCCESS

MISSION

TO NURTURE AN INTERNATIONALLY
MINDED COMMUNITY OF INTEGRITY
AND ACADEMIC EXCELLENCE

VALUES

RESPECT, INTEGRITY,
COLLABORATION, EXCELLENCE

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 practices in assessment aligned with the IB and AP. 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 grade level standards and 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.
- Graded by teachers and moderated in department/subject teams
- Used to inform planning and instruction in the school

Refer to Appendix 1 “Assessment and Reporting Guidelines” for more information on assessment procedures in Elementary.

Refer to Appendix 2 “Secondary Assessment Practices and Procedures for more information on assessment procedures in Secondary

External Assessment

- Takes place at designated points outside of the typical coursework of a class.
- Graded by external bodies outside of the school
- Used to inform planning and instruction
 - As part of KHDA requirements the following external tests are administered to students:
 - **MAP** KG2-GR10 testing 3 times a year (Fall, Winter, Spring)
 - **CAT4** GR 3, 5, 7 and 9 once a year (Fall)
 - **NGRT** GR1-GR10 2 times a year (Fall, Spring)
 - As part of College Board requirements, AP students sit AP exams in May of each year.
 - As part of IB Diploma Programme requirements, IB Diploma and Courses students sit IB exams in May of their senior year.
 - *In preparation for IB DP exams, students sit Mock Exams in February of their senior year*

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 assessments; 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 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.

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. Examples will be placed in Student Portfolios and annotated by the teacher. 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. Verbal feedback includes in-class and whole-class comments from the teacher to students.

Appendix 1

Elementary School Assessment and Reporting Guidelines

1. Reporting

The PYP Reporting Cycle

The main objective of assessment in the PYP is to provide ongoing feedback on the learning process to inform practice. Assessment is a collaborative and informative process that involves teachers, parents, and students. All stakeholders gain important information through pre-assessments formative assessments and summative assessments.

<u>Reporting Method</u>	<u>Timeframe</u>
Back To School Information Session	September
3-Way Goal Setting Conference	25-26 October
Semester 1 Report Card	2 February
Parent Teacher Conferences	26-27 Feb (TBC)
Student Led Conferences	12-13 June (TBC)

Three-way Goal Setting Conferences

Students will identify their major learning and social goals for the year. These conferences involve the student, parents, and teacher and are held near the end of the first Unit of Inquiry.

Parent Teacher Conferences

The parent-teacher conferences are a meeting between the teacher and the parent to discuss their child's progress and attainment in the first semester. The conference is based on the Semester 1 report card and an opportunity for parents to ask specific questions regarding the report card levels and comments.

Student Led Conferences

Student Led Conferences are an opportunity for students to share their learning with their parents in school. The conference involves the student and parent, with the teacher there to observe and support if needed. The student leads the conference, explaining their learning to their parents. The parents' role is to support and encourage the student and ask appropriate questions while the conference is taking place.

Written Reports

Descriptive written reports on each subject area (February and June) are published online and accessible to parents. The focus of the interim report cards is to provide the attainment levels in all subjects: Math, English, Science, Social Science, MSC, Arabic, Islamic, PE, Music, and Visual Art). The detailed end of semester report cards follow a narrative format outlining the students' academic progress and social development in each semester. A 1-5 scale with qualitative terminology (below) to report is used. In addition to this, teachers also provide general comments/feedback on students'

development. A 1-3 scale with qualitative terminology (below) is also used to report on ATLS. Students receiving learning support will also receive narrative feedback on progress and attainment within these reports.

Descriptors

Grade/Descriptor	Characteristic
Exceeding (EXC)	The student consistently demonstrates a thorough understanding of the key concepts, processes, and approaches to learning. The student is able to apply this knowledge effectively in a wide variety of situations and produces work illustrating higher levels of thinking independently . <i>The student is significantly above grade level expectations.</i>
Mastery (MAS)	The student consistently demonstrates a thorough understanding of the key concepts, processes, and approaches to learning. The student is almost always able to apply this knowledge effectively and produces high-quality work without assistance . <i>The student is above grade level expectations.</i>
Secured (SEC)	The student consistently demonstrates a good understanding of the key concepts, processes, and approaches to learning. The student is able to apply this knowledge effectively most of the time and produces quality work without assistance . <i>The student is in line with grade level expectations.</i>
Developing (DEV)	The student generally demonstrates a basic understanding of the key concepts, processes, and approaches to learning. The student undertakes tasks with some assistance . <i>The student has not consistently met grade level expectations.</i>
Beginning (BEG)	The student has made limited progress with their understanding of the key concepts, processes, and approaches to learning. The student undertakes tasks with a great deal of assistance . <i>The student has not yet demonstrated grade level achievement.</i>

Approaches for Learning (ATLs)

Grade/Descriptor	Characteristic
Exceeding (EXC)	The student consistently demonstrates a thorough understanding of the key concepts, processes, and approaches to learning. The student is able to apply this knowledge effectively in a wide variety of situations and produces work illustrating higher levels of thinking independently . <i>The student is significantly above grade level expectations.</i>
Secured (SEC)	The student consistently demonstrates a thorough understanding of the key concepts, processes, and approaches to learning. The student is almost always able to apply this knowledge effectively and produces high-quality work without assistance . <i>The student is above grade level expectations.</i>
Developing (DEV)	The student consistently demonstrates a good understanding of the key concepts, processes, and approaches to learning. The student is able to apply this knowledge effectively most of the time and produces quality work without assistance . <i>The student is in line with grade level expectations.</i>

2. Assessments

Types of assessments

Baseline/pre-assessment

Assesses students' prior knowledge and understanding. Pre-assessments can be administered at the beginning of a unit, segment of learning, or lesson. Pre-assessment can take many forms such as graphic organizers, oral discussion, morning meetings, teacher observation, or through the provocation activity.

Formative Assessment

Represents the process of gathering, analyzing, interpreting and using evidence to check and improve student learning as well as their progress. It is integrated into the daily learning process and is an integral part of instruction. Results of formative assessment are used by students to monitor their own progress. This includes feedback, self-assessment, reflection, goal-setting, and next steps. This is accomplished by teacher observation, anecdotal records, rubrics, exit slips, portfolio reflections, teacher feedback, and student-teacher conferences.

Summative Assessment

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined period of learning. This can be a project, a presentation, a written, or oral exam.

Grading New York Standards

All assessments are aligned to specific standards. Each of the standards are graded. Schoology then automatically calculates the final grade for the assessment.

The scale below can be used to convert grades from percentages to a descriptor. Teachers should also use their judgement for final grades (Best-Fit Judgement).

The table below is only an indicator of how descriptors can be converted.

Beginning	Developing	Secured	Mastery	Exceeding
1	2	3	4	5
Less than 50%	51%-66%	67%-80%	81%-90%	91%-100%

Appendix 2

Secondary Assessment Practices and Procedures

This document should be read in conjunction with:

- Assessment and Feedback Policy
- Learning and Teaching Handbook
- Academic Honesty Policy

This document outlines assessment practices and procedures in Secondary School at Universal American School to ensure fair, valid, and reliable assessments that promote student growth and success.

UAS implements summative assessments at the end of instructional units or courses to evaluate students' overall understanding and mastery of the material with the following expectations.

Assessment Design

Assessments must be aligned to the established curriculum and its learning objectives (IBDP) or New York State Standards (NYSS) to ensure students are assessed on the knowledge and skills they are expected to acquire.

Summative Assessment

- Curriculum departments are classified into 2 groups:
 - Group 1 Subjects: Arabic, English, Social Studies, Math, Science
 - Group 2 Subjects: Islamic, Creatives, PE, MSC, World Languages
- Summative assessments can be classed as major or minor assessments.
 - Major assessments have a weighing of 60%
 - Minor assessments have a weighing of 40%
- Schoology Assessment Calendars are created for each grade level and published online to students at the beginning of each quarter.
- Students will take 1 baseline assessment at the beginning of each semester delivered in the first week of each semester covering all semester standards/learning objectives.
- Baseline assessments should be a maximum 120 minutes in length and take place over a maximum of two class periods.
- Major Assessments:
 - Group 1 subjects will administer a minimum of 2 major assessments per quarter, 4 per semester. There should be one mid-quarter and one at the end of the quarter.
 - Group 2 subjects will administer a minimum of 1 major assessment per quarter, 2 per semester.
- All major assessments will be placed on the grade-level Schoology Assessment Calendar at least 2 weeks prior to the assessment.
- End of semester assessments must assess the same standards as the baseline assessment at the beginning of that semester.
- A student may request a retake of a major assessment if they are sick at the time of the assessment and can provide an official medical certificate.

- Minor Assessments:
 - Group 1 subjects will administer a minimum of 5 minor assessments per quarter, 10 per semester.
 - Group 2 subjects will administer a minimum of 3 minor assessments per quarter, 6 per semester.
- Summative assessments must provide a variety of approaches to show mastery of standards or learning objectives allowing students to demonstrate their knowledge and skills in different ways.
- All assignments must be accompanied by a task sheet and rubric/grading criteria.
- Rubrics and grading criteria must be well-defined and based on standards /learning objectives enabling students to understand the assessment process and how their work will be evaluated.
- Standards/learning objectives must be present on the rubric (wording around LO/ST).
- UAS does not offer extra credit assessments/assignments to students.

Communication

- All assessments will be published on the appropriate grade level Schoology Assessment Calendar 2 weeks prior to the test date.
- Schoology is an open gradebook.
- All summative assessments are tracked on Schoology.
- Summative assessment grades must be posted on Schoology no later than 10 days after the submission date or test day.
- If a student receives a grade of D – F (NYSS) or 1 – 2 (IBDP) on an assessment parents must be notified within 48 hours of grades being posted.
- UAS publishes reports 4 times a year: 2 Mid-Semester Progress Reports and 2 Semester Report Cards.
- GPA is calculated and reported at the end of each semester in high school.
- UAS calculates cumulative GPA for each consecutive semester in high school.

Standardization and Consistency

- UAS uses a 5-point scale to communicate attainment.
- All grades are communicated using an A – F scale (graphic attached below).
- IB DP uses a 7-point scale to communicate attainment.
- All IB DP grades are communicated using a 1 – 7 scale (link attached below).



1 – 7 IB Grade Descriptors

A – F Scale and Descriptors

Attainment Level	Descriptor
A	<ul style="list-style-type: none">• Produces consistently high-quality work.• Communicates a comprehensive understanding of concepts and contexts.• Consistently demonstrates sophisticated critical and creative thinking, such as synthesis, analysis, evaluation, and innovation.• Frequently transfers knowledge and skills with independence and expertise in a variety of situations.
B	<ul style="list-style-type: none">• Produces generally high-quality work.• Communicates a secure understanding of concepts and contexts.• Demonstrates critical and creative thinking, sometimes with sophistication.• Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
C	<ul style="list-style-type: none">• Produces good quality work.• Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps.• Often demonstrates basic critical and creative thinking.• Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
D	<ul style="list-style-type: none">• Produces work of an acceptable quality.• Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps.• Begins to demonstrate some basic critical and creative thinking.• Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in real-world or unfamiliar situations.
F	<ul style="list-style-type: none">• Produces work of limited quality.• Expresses misunderstandings or significant gaps in understanding for many concepts and contexts.• Infrequently demonstrates critical or creative thinking.• Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.

Accommodations and Modifications

- Accommodation and/or modifications must be provided for students with IEPs or assessment accommodations to ensure equal opportunities for all students to demonstrate their understanding and abilities.
- Alternative assessment formats or additional time may be required for students with specific learning disabilities, English language learners, or other special circumstances
- If a student needs to take an assessment out of the main classroom, teachers must:
 - Notify the Inclusion Department no less than 3 days prior to the assessment with the time and date of the assessment so that supervision and support can be arranged for the student.
 - If the test runs into another class, it is the responsibility of the teacher to gain permission for the student's additional time.
 - All modifications to materials or assessments must be created in collaboration with the Inclusion Team.

Academic Integrity

- It is the responsibility of all teachers to educate students about academic integrity, the consequences of plagiarism, and the importance of original work.

- It is the responsibility of all teachers to design assessments that require critical thinking, problem-solving, and application of knowledge, reducing the likelihood of cheating by promoting unique student responses.
- The citation method used at use is MLA.
- UAS uses www.turnit.com to promote academic integrity.

IBDP Internal Assessment Guidelines

The Internal Assessments are an integral part of all IB courses, compulsory for both SL and HL students. They enable students to demonstrate the application of their skills and knowledge. The preparation of students for the Internal Assessment tasks should be part of normal classroom teaching.

Academic Honesty

All work submitted to UAS/IB for moderation or assessment must be authenticated by a teacher and must not include any known instances of suspected or confirmed malpractice.

- Each student must verify that the work is his or her authentic work and constitutes the final version of this work.
- Once a student has officially submitted the final version of the work to a teacher or the Diploma Programme Coordinator for assessment it cannot be retracted.
- Authenticity may be checked by discussion with the student on the content of their work, and by scrutiny of one or more of the following:
 - The student's initial proposal
 - The first draft of the written task
 - The references cited
 - The style of writing compared with work known to be that of the student.
- The requirement for supervising teachers and students to authenticate the work applies to the work of all students. If either the student or the supervising teacher is unable to authenticate the work, the student will not be eligible for a mark in that component and no grade will be awarded.

For further details refer to [UAS Academic Honesty Policy](#) and the IB publication 'Academic Honesty' and to the relevant articles in the General Regulations: Diploma Programme.

Any cases of academic honesty must be brought to the immediate attention of the IB Diploma Coordinators: tcummins@uasdubai.ae or rbartlett@uasdubai.ae

All teachers are responsible for submitting their IA plan to their Curriculum Leaders at the beginning of the IA process. The plan must show how IBs recommended hours for each IA are met.

In order to meet the hours recommended by IB an IA Plan should contain the following:

- Research/ideas due date
- Topic and Question due date

- Annotated bibliography
- Outline due date
- 1st Draft due date as per the Internal Assessment Calendar
- Final due date as per the Internal Assessment Calendar
- Turnitin.com class code with instructions for submitting final drafts.

Exemplars (See Program Resource Center on MYIB

<https://internationalbaccalaureate.force.com/ibportal>)

Teachers will introduce the IA to students and schedule regular checks-ins and verbal feedback. Students should be taught what analysis and evaluation looks like specific to each IA.

IA Timeline

The dates of the Internal Assessment Calendar are binding. Any changes to these dates must be approved through the IB Coordinator.

[Internal Assessment Calendar - Class of 2024](#)

The following conditions must be met by students:

- All IA's must start and end on one document, a revision history must be visible. Large chunks of material that appear on a are a cause for concern and must be questioned by teachers.
- All work must be in-text cited and include a Works Cited page at all stages of the writing process. ([Basic Principles of Citation and MLA Guidelines](#))
- Use of IA tools must be acknowledged.
- All deadlines must be met. Students who fail to meet a deadline will be assigned supportive work in the progress measures to turn in their work.
- Teacher will communicate with parents.
- Students who do not submit their personal best will attend supportive work in progress measures. Teacher will communicate with parents.
- Students who have missed a draft or final deadline must be placed on the Missing IA Drafts and Final Sheet and be assigned supportive work in progress measures.
- Three missed deadlines may mean withdrawal from the IB Diploma. (Draft deadlines and final deadlines are counted).
- Internal Assessment Contract must be signed by all students and their parents.
- Students must submit their final drafts to turnitin.com

IA Feedback and Moderation:

- The expected turnaround time for IA draft feedback is 2 weeks. Students receiving a 3 or less at the draft stage will have their work returned without feedback and be given some verbal instructions as to what needs to happen for deep feedback to be awarded.
 - The revised draft should be submitted 2 Mondays from the return of the first IA draft.
- The expected turnaround time for IA Final Paper grade is 3 weeks.
- Teaching teams will meet and norm 3 IA's. This will allow consistency within the team before the grading process begins.
- If a teacher is the only teacher of a subject, the CL must assign someone to norm a sample.

- The expected number of moderated IA Final Papers in each course is 2 from the top, middle and bottom.
 - If teachers are within +/- 2 points, no more moderation is necessary.
 - If teachers are off by < +/-2 points, please contact the IB Coordinator.
 - For classes with less than 8 students, all papers should be moderated.
 - CLs are responsible for ensuring moderation is taking place within department and the process is being recorded.
- Final IAs and a Component Grade Sheet need to be placed in the IB Internal Assessment folder no later than 3weeks after their final deadline.