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Whole School Assessment Policy

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Introduction

This Policy outlines the purpose, nature and management of assessment, evaluation, and reporting at GEMS Saudi International School (GSIS). Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as student achievement. High quality formative assessment is an essential part of teaching and learning. Quality assessment ensures a whole school approach to the provision of an excellent education for all children in the ES, and it enables teachers to deliver education that best suits the needs of their students. Evaluation occurs at the end of each reporting period (Term), and formal reporting occurs through standardized report cards, one in each term.

Aims

The aim of this policy is to provide a clear outline of all assessment, evaluation, and reporting techniques at GSIS, to ensure that assessment is used as a tool to inform planning, Teaching & learning, and to track student progress to raise achievement standards.

It is the right of every student at GSIS to be given an education that builds on their strengths, addresses their individual needs, and ensures progression. Assessment is an essential tool in the delivery of this aim.

Assessment for Learning (AFL)

Assessment for Learning (AFL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next, and how best to get there.



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AFL is a key part of our approach to teaching and learning at GSIS. Staff use clarity regarding learning standards, targets, outcomes, succinct plans, success criteria, timely and specific feedback, and peer and self-assessment to involve students in their learning and to inform them of their next steps. AFL opportunities are identified in planning, handovers, data collection, diagnostics, and other formative instruments. Attainment is identified with reference to the Learning Goals and should communicate successes as well as areas for improvement, based on previously established Success Criteria (SC). Effective questioning, observations, conversations, and many other strategies & modalities are also used to inform assessments.

Roles and Responsibilities

The overall responsibility for assessment belongs with the instructional leaders and teachers. Homeroom teachers are responsible for regular quality assessment of the children in their care, and the leadership team is responsible for monitoring assessment. Students play a role in the assessment process as well. They integrate the feedback they receive from their teachers to improve their work and provide feedback to their peers, based on assignment success criteria. Students also regularly self-assess and reflect on their achievement and progress.

Implementation

Assessment is a daily part of life at school. Descriptive feedback is used by teachers to ensure that students know their next steps and what they need to do to improve. Teachers use the products of assessment to inform their teaching, monitor the acquisition of knowledge and skills, and adapt their future curriculum delivery based on student need. More formal methods of assessment provide feedback on student attainment and progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are ...

- to be formative, providing information for the teacher to plan the next steps in the student's learning and support student with identifying their own next steps
- to be diagnostic, providing more detailed information about individual student's strengths and needs
- to be summative, providing a snapshot of each student's achievement – these are reported to parents
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is
- to inform the students to enable them to develop their learning



Specific learning goals, success criteria, and assessment opportunities are identified in unit and lesson plans. All assessment outcomes, including standardized test results, are used to evaluate current practice and to inform future planning.

Forms of Assessment

At GSIS, we have 2 main types of assessment, and these are 1] Continuous Assessment [CA], and 2] Summative Assessment [SA]. Both regimes are outlined in supporting documents. The mark distribution is also outlined in a supporting document. However, the distribution is CA = 60% and SA = 40%.

1. Continuous Assessment

In brief, continuous assessment is what they students do in their day-to-day learning. It comprises both formative (non-graded) and summative items, or what we call assessment *for* learning and assessment *of* learning. Both types are explained in more detail below.

2. Summative Assessment

Also explained in more detail hereunder, summative assessment for our purposes is either external standardized tests or internal Final Examinations

Day-to-day Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand student performance on a continual basis. Often this assessment is conducted by gathering specific feedback from students in relation to the lesson objective. This type of assessment is used to assess knowledge, skills, and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when students require additional support, when they have consolidated learning, and when they are ready to progress. Formative assessment also enables teachers to identify whether students are working at greater depth and may require additional challenges, allowing them to provide appropriate support or extension, as necessary. The methods of formative assessment include the use of pertinent questioning, marking of students' work and providing strategic feedback, one-on-one and small group conversations or conferring, and observational assessment. Formative assessment enables teachers to evaluate how well students have mastered specific curriculum standards and informs future planning. For students, formative assessment helps them to measure their skills, knowledge and understanding against the learning goals and success criteria, and the feedback they receive helps them understand how they can improve.

Planned Formative Assessments

This type of assessment is planned and administered by teachers under the guidance & leadership of the Academic Director to ensure consistency of conceptual understandings at different stages of learning. Teachers meet to moderate assessment results, to inform future planning, and to provide collaborative opportunities to identify evidence-based practices.



Summative Assessment (Exams)

Summative assessments enable teachers to evaluate both student learning and the impact of their teaching at the end of a learning cycle. Summative assessments provide evidence of achievement against the learning goals of the standards. Summative assessments are useful in informing teaching and learning in subsequent lessons and grade levels. This type of assessment is shared with parents at parent/teacher conferences and enables families to support their child's future learning.

Whole School Achievement

LEVELS OF ACHIEVEMENT: Students at GSIS receive descriptive feedback on their attainment of grade-level achievement standards, as outlined below. We should note here that we do not award zeros to students who do not complete their work, and we seek to avoid basing grades on averages.

We believe a student's achievement is more than a number and have created a Proficiency Scale that identifies a student's learning as:

Mastering 4.0	A student who demonstrates evidence of knowledge and skills with greater depth and breadth than standard achievement, that is, exceeds the goals
Achieving 3.0	A student who demonstrates grade level application of their learning
Approaching 2.0	A student who is requires further focus and practice to demonstrate grade level application of their learning
Developing 1.0	A student who is beginning to demonstrate grade level application of their learning
Not Assessed 0.0	A student has not yet demonstrated skill.

We trust that with Achievement Levels based on Bloom's Taxonomy, our students will continue to have a strong sense of their strengths and areas for development. In creating these proficiencies, we have aligned with the Whole School reporting to a provide seamless transition between our divisions.

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MASTERING Learner provides compelling evidence demonstrating not only the transfer but also the mastery of concepts, knowledge, and skills as indicated by the stated learning goal (standard). Observable evidence of this level will include skills such as evaluating, justifying, synthesizing, proposing, defending, and creating.

ACHIEVING Learner provides sufficient evidence to securely demonstrate the concepts, knowledge, and skills as indicated by the stated learning goal (standard). Observable evidence of this level will include skills such as applying, analyzing, explaining, comparing, contrasting, organizing, and connecting.

APPROACHING Learner provides partial evidence to demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Additional focus and practice are needed to develop and solidify the learning outcome. Observable evidence of this level will include skills such as identifying, using/employing, classifying, completing, re-phrasing, summarizing, and describing.

DEVELOPING Evidence provided by the learner has just begun to demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Observable evidence of this level will include skills such as recalling, identifying, and repeating.

NOT ASSESSED means the Learner was not assessed on a particular learning outcome (standard).

At GSIS, we have aligned this proficiency scale to the Marzano 4.0 Scale (Sample Inserted) and the DOK Levels:

Figure 1.2: Sample Proficiency Scale

4.0	The student will: • Solve an engineering problem involving decisions about which material, based on its properties, will best satisfy a set of requirements and constraints
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: Classify materials based on their properties (magnetism, conductivity, density, solubility, boiling point, melting point)
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	Students will recognize and recall basic vocabulary, such as magnetism, conductivity, density, solubility, boiling point, melting point Students will perform basic processes, such as: • Making observations to identify the properties of a material • Taking measurements to identify the properties of a material
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

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Levels Descriptors

	Descriptor
Mastering (4)	<ul style="list-style-type: none"> Learner provides compelling evidence demonstrating the transfer of concepts, knowledge, and skills as indicated by the stated learning goal (standard). Observable evidence of this level will include skills such as evaluating, justifying, synthesizing, proposing, and defending. Learning is profound and students work interdependently.
Achieving (3)	<ul style="list-style-type: none"> Learner provides sufficient evidence to securely demonstrate the concepts, knowledge, and skills as indicated by the stated learning goal (standard). Observable evidence of this level will include skills such as applying, analyzing, explaining, comparing, contrasting, organizing, and connecting. Learning is deep and students work independently.
Approaching (2)	<ul style="list-style-type: none"> Learner provides partial evidence to demonstrate the concepts, knowledge, and skills as indicated by the stated learning goal (standard). Additional focus and practice are needed to develop and solidify the learning outcome. Observable evidence of this level will include skills such as identifying, using/employing, classifying, completing, re-phrasing, summarizing, and describing. Learning is appropriate to level and students are starting to work independently.
Developing (1)	<ul style="list-style-type: none"> Evidence provided by the learner has just begun to demonstrate the concepts, knowledge, and skills as indicated by the stated learning goal (standard). Observable evidence of this level will include skills such as recalling, identifying, and repeating. Students are dependent on the teacher at this level



Grade Correlation and Conversion Chart

Descriptor	Marzano 4.0 Scale GPA in High School	Percentages	Letter Grades
Mastering	3.75 – 4.00	98.00 – 100.00	A+
	3.26 – 3.74	94.00 – 97.99	A
	3.00 – 3.25	90.00 – 93.99	A-
Achieving	2.84 – 2.99	87.00 – 89.99	B+
	2.67 – 2.83	84.00 – 86.99	B
	2.50 – 2.66	80.00 – 83.99	B-
Approaching	2.34 – 2.49	77.00 – 79.99	C+
	2.17 – 2.33	74.00 – 76.99	C
	2.00 – 2.16	70.00 – 73.99	C-
Developing	1.76 – 1.99	67.00 – 69.99	D+
	1.26 – 1.75	64.00 – 66.99	D
	1.00 – 1.25	60.00 – 63.99	D-
	0.00 – 1.00	0.00 – 59.99	F

SUBJECT BASED ASSESSMENT SCHEDULES

All Homeroom and Subject Specialist Teachers must provide students and parents an outline of the Formative and Summative Assessments with weightings for each Semester, and they will update students and parents with the assessment outcomes once completed. At GSIS all subjects in the curriculum are valued as core and will receive the same attention for planning, teaching & learning, assessment, and reporting purposes. No subject whatsoever is to be construed as ancillary to the core, by which they might be viewed as having a low priority and therefore lacking in rigor or proper assessment. We treat all subjects with the same gravitas and dignity, we do not use throw-away designations to diminish the value and importance of any subject, recognizing of course that some are weighted more than others in our diploma pathway. In summary, weighting differences do not suppose or

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suggest value differences and should not lead to an undervaluing of any subject. Any thought that a subject should be purpose for its lack of cognitive challenge, or because it will elicit an 'easy grade' should be discouraged as it does not reflect the educational ethos at GSIS.

Teachers will share Learning Goals and Rubrics with students and parents at the beginning of each academic year. Leaders and teachers will also outline the precise distribution of marks for their subjects in supporting documents to this policy.

If a student does not pass an assessment or demonstrates a low performance the Homeroom Teacher/Subject Specialist must formally communicate and inform the parent in a timely manner. No information regarding student learning will be postponed or delayed – our goal is to preempt any breakdown or disruption in communication, meaning, our aim is to act in a timely, fair, and consistent manner. Diagnostics and Ongoing or Continuous Assessments should identify students' learning needs (whether they be for intervention or extension), in sufficient time not only for instructors to act but also for parents to be informed ahead of high stakes assessment events. ILPs will be designed for students who either require extra support or more challenging work, and these ILP targets will be frequently shared with parents so that they are fully informed of their child's learning progress. We also use differentiation in instruction so that the pace of learning is aligned to and matches the student's learning needs.

Standardized Summative Assessment (TBA)

The school will source and implement suitable standardized instruments that are aligned to the common core state standards and that are norm-referenced verifications of our instructional programs. These are pending

Measure of Academic Progress (MAP) Testing

This test is administered internally two times each academic year in reading, language usage, mathematics, and NGSS-science to students from Grades 1 – 10. The results are then reported to parents. The purpose of these assessments is to benchmark our instructional programs against regional norms, to provide internal checks and balances of our pedagogy, and to serve as proof of attainment

MAP tests are used to monitor student's progress and to identify strengths and weaknesses in curriculum delivery. The GSIS Leadership Team, in conjunction with core instructional leaders and teachers, analyze MAP results and consider the implications for the content and delivery of the curriculum in each grade level. This information is shared with staff and parents. Staff are expected to analyze the results in preparation for Parent Teacher Meeting (PTM) with the support of the Academic Director.



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Marking/ Scoring

Bearing in mind that Formative Assessment is not marked or scored, there are Summative Assessment events in our Continuous Assessment that will be assigned scores. While marking work, teachers are assessing student achievement and noting areas of improvement to inform their future planning of lessons. The GSIS Whole School Assessment Policy ensures a consistent approach to evaluation throughout the school, including opportunities for children to self-assess and peer assess their learning. Rubrics are used to support a common understanding of expectations that align to performance standards.

Accuracy and Making Consistent Judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree on measures if decisions are to be considered valid, reliable, and true. Teachers will build rubrics for all learning goals based on the Marzano 4.0 Proficiency Scale and will share these with students. All instructional staff will engage in moderation workshops in PLCs where rubrics are applied to student work. In this way any gaps in the way GSIS applies its measures will be identified and closed. Targeted PD will also be provided to ensure consistency, shared understanding, and a shared language.

Records

Records of end of unit assessments, formative assessments, MAP results, and teacher assessments are stored on PowerSchool, the school's Student Information & Learning Management System.

The progress of students on ILPs is monitored by the member of staff delivering the support. Student records enable classroom teachers to assess the progress made by each student and are an important part of the formative assessment needed for future planning. The student end-of year report is filed on the server and is available for future reference.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all students. It enables students with Special Educational Needs (SEN), students who excel, and students for whom English is an additional language, say, to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at GSIS's ensures that identification of these students is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disabilities, the Academic Director and the Student Counselor will work with the key stakeholders to



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formulate an 'Individual Education Plan' (IEP) so the child's needs are addressed, and progress is monitored against a set of criteria and targets.

Reporting to Parents

Parents receive written report cards thrice in the academic year. The Report card documents the student's academic progress in the core and foundation subjects and on their learning skills and abilities in all areas of the curriculum. The reporting period is defined by the end of each term. In addition, parents are offered the opportunity to discuss their child's report with the Homeroom teacher/Subject Specialist.

Parent/Teacher meetings (PTM) also take place thrice a year. During these meetings, teachers share the students' attainment with evidence, as measured against school expectations, their next step targets, and the progress students have made to date. An 'Open Door' policy is offered for any parents who would like to come in and have an informal discussion about their child, at any point during the school year. These informal meetings will be documented by leaders and teachers for future reference.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' questions or concerns. If it is not possible to speak to a parent immediately, a prompt appointment will be made. If a member of staff has concerns about a student, s/he will contact the parents. Parents of children with IEPs may require additional opportunities to meet with staff.

Transition Folders to the next Grade Level

- Class assessments are passed on to the next class teacher via a portfolio handover process
- Many assessment data sets are archived, collated, analyzed, compared, and actioned
- Student achievement data drives whole-school improvement and is reflected in schoolwide performance management
- GSIS aims to deliver a year's worth of learning in a year worth of study and to have all students achieve grade level performance
- Formal test results are kept on the online data tracker system.
- Special Educational Needs plans and folders are shared.
- Lists of under-achieving, high-achieving, and gifted and talented children are shared with the next grade level team
- ILPs will inform differentiated instruction as well as balanced, flexible groupings

Supporting Documents & Cross-Referencing with Other Policies

1. Marks Distribution for Continuous and Summative Assessments



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2. Continuous Assessment Regimes by Subject & Grade
3. Final Examinations – Timeline – Examination Process – Quality Assurance & Quality Controls
4. Report Card Comments based on the Marzano 4.0 Scale
5. Data Policy – Interrogation & Actioning of data
6. Retake Policy
7. Make-Up Policy
8. Incompletes Policy
9. Grade Promotion
10. GPA Pathway – Awarding of High School Diploma



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MARKS DISTRIBUTION

As per GSIS Assessment policy, as well as in accordance with Ministry guidelines, and consistent with Maarif directives, the following marks distribution will apply to all student work in the school: students' grades for the 3 terms will be comprised of 2 elements, viz, 1] Continuous Assessment (CA), and 2] Final Examinations. The percentage distribution is 60% for CA and 40% for Finals.

As there are 3 Terms in the academic year, there will be 3 reporting cycles, one at the end of Terms 1 and 2, and a final summative report at the end of Term 3. The Term 3 report will reflect the total score for the entire academic year, which means each term report is worth one third of the student's overall grade for that academic year.

The Final Examinations are summative in nature, they will be set internally by the school, will be written by teachers based on the learning goals for each term, will be quality assured by the phase and subject leaders, will be created according to agreed and approved guidelines, specifications, and timelines, and will have established and embedded protocols to direct the work.

The Continuous Assessment portion of the grade will be comprised of both Formative and Summative elements, which means the two types of assessments are understood to be inextricably interconnected in the ways they both feed, inform, and ratify one another as well as further learning. The formative items are not scored or graded, as they constitute either learning in progress or ways to continuously identify and monitor students' readiness for learning or their progress in learning; however, formative items that culminate in completed tasks within or to conclude units of study, thereby generating some learning product or artefact can be scored, and these scores will make up the 60% portion of the overall grade for the term and the academic year.

Since CA items differ from subject to subject, and the types that are scored will also differ, just as the non-scored items differ, it would be prudent to list examples that ought to be scored and then to differentiate these from those that should not be scored. The rule of thumb is only verifiably independently completed tasks should be assigned scores: for example, a graphic organizer is not an example of independent work, just as scoring completed homework tasks which cannot be fully verified as independent should not be scored. Another sound guide is that if learning is still in progress, then no mark should be assigned, or marks, scores, levels, and grades serve only to verify that learning transfer or mastery has taken place. Formative assessment is *for* learning, whilst Summative assessment is *of* learning. Continuous assessment is both, as well as being assessment *as* learning.



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The following table provides a list of examples of continuous assessment items according to whether they are scored or not scored:

SCORED	NOT SCORED
Quizzes	Diagnostic Assessments – e.g., Pre-Assessments, Self-Assessments or Self-Evaluations, Discussions, and Interviews
Any Completed Assignment or Task that is intended to Verify Independent Learning, i.e., Transfer or Mastery of the Learning Goals. This may include homework.	Observations during lessons
Formal Presentations	Teacher-Student Conferences
Mini-Project	Work in Progress
Term Paper	Process-Based Tasks – Do Not Score the Steps in the Process
Portfolios	Answering Questions in Class
Interim or Benchmark Assessments	Homework Exercises as Review
Debate w/Rubrics	Notebook & Journal Entries
Mid-Term Exams	Graphic Organizers
Formal Recitals / Performances w/Rubrics	Teacher-Led or Teacher-Centered Worksheets
MAP Exams	Group Work in Progress
Completed Lab. Reports	Learning Modalities – Think-Pair-Share / Four-Corners / Jigsaw



Practical Exams - Science	Exit & Entry Tickets
Music Listening & Reading [?]	Reflection or Metacognition Survey / Questionnaires
Listening - Foreign Language	Collaborative Blogs
Speaking - Foreign Language	Kahoot / Quizlet / Socrative / Flipgrid / Top Hat / Padlet / Audacity
Infographics - Data Analysis (Humanities)	Socratic Seminar
	Documenting Problem-Solutions / Show-n-Tell
	Mini-Presentations
	Punctuality / Participation / Attendance / Behavior
	Open-Ended Questions
	Concept Maps / Venn Diagrams
	Checklists / KWL Charts
	RAZ - Kids Plus

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Each department will provide a supporting document to this one wherein the continuous assessment regime for the subject is outlined grade-by-grade from Grades 1 – 12. Teachers will be required to adhere to the assessment scheme of their subject and department, to gather learning evidence accordingly, and to archive that evidence in student portfolios. Parents will receive the assessment policy with supporting documents and should be clear, as students and teachers will be clear about how grades are computed for learning.



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MARKS DISTRIBUTION BY SUBJECT

What follows are the Continuous Assessment breakdowns per subject and grade level. These agreed & approved regimens will become staples in instructional and calendar plans, and they will be shared with students and parents.

English Language Arts & Humanities ~Grades 7 - 10

Marksheet Distribution

English	Quiz 1 (Multiple Choice Unseen Text Comprehension)	Quiz 2 (Multiple Choice Unseen Text Comprehension)	Writing (Narrative/Essay)	Online Project (Research and Writing - Blog/Website/Mult imedia Artefact)	(CW/HW)	End of Term Assessment (Exam)	Accumulated Total
Humanities	Quiz 1 (Multiple Choice Seen/Unseen Text Comprehension)	Quiz 2 (Multiple Choice Seen/Unseen Text Comprehension)	Infographic Analysis (Multiple Choice Charts, Graphs + Tables)	Presentation Project (Research and PPT)	(CW/HW)	End-of-Term Assessment (G4 - G8 Final Project) (G9 - G10 Exam)	Accumulated Total
Total	10	10	10	20	10	40	100

Science

Marksheet Distribution

Science (Bio-Phy-Chem) for High school	Quizzes (Quiz 1- Quiz 2)	Practical Exam	Lab reports	Assignments (Classwork-HW)	Projects	End of Term Assessment (Exam)	Total
Total	20	10	10	10	10	40	100



Mathematics

Mathematics						
Continuous Assessment [CA]						Final Examinations
Quiz 1	Quiz 2	Quiz 3	Quiz 4	Project / Presentation	CW-HW	
10%	10%	10%	10%	10%	10%	40%

Music

Marksheet Distribution							
Music Grade 1 to 3	Singing	Classwork - participation	Playing rhythms	Differentiating sounds	Mini - project	End of Term Assessment (Exam)	Accumulated Total
Music Grade 4 to 10	Quiz 1	Classwork - participation	Playing rhythms	Differentiating sounds	Mini - project	End-of-Term Assessment Final Exam	Accumulated Total
Total	10	20	10	10	10	40	100

Grades 1 - 6

CONTINUOUS ASSESSMENTS 60%						SUMMATIVE 40%
QUIZ 1	QUIZ 2	QUIZ 3	QUIZ 4	PROJECT (Writing, Presentation)	EFFORT (CW, HW)	FINAL
10	10	10	10	10	10	40



Arabic

Arabic	Marks
Quizzes	20
Homework	10
Effort (Classwork)	10
Reading Comprehension & Listening	10
Project	10
Total	60

Islamic Studies

Islamic	Marks
Quizzes	30
Quran	10
Effort (Classwork)	10
Homework	10
Total	60

Arabic Social Studies & Humanities

Arabic Social Studies & Humanities	Marks
Quizzes	40
Effort (Classwork)	10
Homework	10
Total	60



Art

Art - Continuous Assessment	Marks
Project 1	20
Project 2	20
Project 3	20
Project 4	20
Project 5	20
Total	100

World Languages

Continuous Assessment	Marks
Quizzes	10
Summative	20
Speaking	10
Listening	10
Mini-Project	10
Total	60

PE

PE CONTINUOUS ASSESSMENTS 60%						SUMMATIVE 40%
Class Work	Gym Report	QUIZ 1	QUIZ 2	Unit Assessment	Class Readiness	FINAL
10	10	10	10	10	10	40



ICT

CONTINUOUS ASSESSMENTS 60%						SUMMATIVE 40%
Class Work	Assignment	QUIZ 1	QUIZ 2	PROJECT	Lab Report	FINAL
10	10	10	10	10	10	40

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FINAL EXAMINATION PROCESS

1. Background, Goals, Purpose, and Outcomes

The final examinations are administered at the conclusion of each term, that is, 3 times per academic year, and they are weighted as follows: Term 1 = 30%, Term 2 = 30%, and Term 3 = 40%. These exams are prepared internally by the subject and phase leaders with their teams of teachers, and they adhere to strict protocols and timelines [see below]. The final exams are purely summative in nature, which means they are assessments of learning, or verifications that learning transfer and mastery have occurred during the learning cycle. Each final exam is discrete in terms of the content being assessed, or students are assessed against the 5 learning goals for each term, and students are only assessed on what has been taught. Nothing outside the agreed and approved course of study for the term should be assessed. The final examinations carry a weight of 40% of the total marks for each term.

The goal of the final examinations is to verify that the learning programs for each subject are on track, that the fixed goals have been met, that learning transfer and mastery have occurred, and that the required content has been covered. The exams are common between boys and girls, so for example grade 5 boys and girls will sit for the same exam on the same day. This shared assessment recognizes that the paces of learning during the terms may differ, however the stipulation and expectation are that the destinations, or learning goals, will be reached by all by the conclusion of the term. How individual teachers meet the goals during instruction depends on the prior knowledge of the students, their assessed readiness for learning, the pace of uptake, and many other instructional factors that ought not to be mandated: teachers are granted some pedagogical flexibility under the direct supervision of their leaders, but this does not mean that any teacher can derail the curriculum, veer from the approved resources and learning goals, or subvert the framing expectations and guidelines outlined in the planning protocols of the school; rather, it simply means teachers are free to adapt these components to their styles and methods of teaching.

The final examinations provide rich data and information to the school, but they are never evaluated in isolation from the continuous assessment already outlined. Leaders and teachers will be required to interrogate the data sets and to adjust their planning programs according to data-driven conclusions. There are other summative instruments that can be used to verify the soundness of our programs – standardized external tests, for example, such as MAP can be used as a means to check and balance our core work, and leaders and teachers will triangulate all data sets to assess our



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current status in terms of attainment of anchor standards, or grade-level achievement. Our ultimate goal is to have a year's worth of learning for a year's worth of teaching and learning, to ensure all student reach grade-level expectations, and that grade promotion is always based and true, accurate, and valid appraisals of student learning.

2.1 The Final Examination Process

The final examination process must be enacted according to a strict timeline, where deadlines are always met, rigor is assured, all instructional staff are involved, clarity exists across all departments and with all stakeholders, there are no unexpected, unplanned eventualities, that is, no surprises, the quality and presentation of the exams is of the highest caliber, according to an agreed and approved table of specifications, and the integrity and security of the exams are always maintained. The final exams should be fair, accessible, targeted, and should reflect best practice in exam writing.

2.2 Timeline

The final exams will follow a strict step-by-step timeline to completion, as indicated ...

- Step 1 All teachers will prepare drafts A and B with model answers
- Step 2 Drafts will adhere to table of specifications – Agreed & approved fonts, templates
- Step 3 Leaders will review drafts and provide timely, constructive, and positive feedback
- Step 4 Teachers will revise drafts based on feedback & resubmit
- Step 5 Leaders will make final selection and prepare final version for submission
- Step 6 Final exams (Samples A & B) will be submitted to principals as hardcopies in sealed & signed envelopes
- Step 7 Study guides will be sent to students and parents at least 2 weeks before finals
- Step 8 The exam & revision schedule will be sent to students and parents on day 1 of each new academic year, but reminders will be sent 2 weeks before the final exams
- Step 9 The exams will be conducted with proper invigilation, security, & integrity
- Step 10 Protocols & guidelines for conduct, administration of exams, punctuality, attendance, timekeeping, and collection of scripts will be set and sent by the principals
- Step 11 Exam scripts will be marked using rubrics shared with students and in accordance with the model answers provided

Step 12 Leaders will quality assure all correction & marking of scripts to ensure accuracy, fairness, consistency, and the proper application of the measuring tools

Step 13 All marks will be entered into Power School in a timely fashion and according to timetables set & shared by principals

Step 14 Ministry approved reports cards will be generated from PowerSchool and sent to parents

2.3 Schoolwide Calendar

The schoolwide calendar will be shared with all stakeholders at the beginning of the year. This calendar will record all fixed events, including holidays, long weekends, special events (graduations, award ceremonies, etc.) in-service days, trips, tours, extra-curricular & after-school activities, examinations, quizzes, and any school-related occurrence that should be advertised in advance. Parents & students should be able to compare the schoolwide calendar to any syllabi or prospectuses they receive from the school, and they will have the assurance from day 1 that the school calendar is fixed.

The timeline for the final examinations will be fixed also and sent to parents and students from the outset: both will know when to expect study guides, when revision will occur, and which days will be set aside for the finals. Reporting dates will also be advertised, as will any parent-teacher conference that accrues from school reporting. PowerSchool will considerably enhance our channels of communication, and it will give parents immediate and ongoing access to school staff: they will always be informed via PowerSchool of their child's progress.

3.1 Reporting

Parents and students will receive continuous updates on learning progress (or continuous assessment for learning) through PowerSchool. However, should any student require an individual learning plan, or ILP, then the onus on the school becomes even greater to ensure that accurate, timely, fair, and actionable communication happens on a weekly and even daily basis. This kind of continuous reporting will be done for all GSIS learners without exception, but ILP learners require clear partnerships with parents so that no student ever remains on such an intervention plan for an extended period, say, a learning cycle or a term. Our goal is to ensure all learning is on track and

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paced according to the proviso that all students receive a year's worth of learning for a year's worth of instruction.

Formal reporting happens 3 times per academic year, or usually at the end of each term following final examinations. Parents will also receive interim or mid-cycle reports, and these will inform conferences with teachers. The end-of-year report will comply with ministry requirements for transcript and record-keeping purposes and will be entered into the Noor system for permanent records. The GPA recorded in these records are permanent records of academic achievement and are therefore treated with utmost integrity and care. The high-stakes nature of these reports also informs how we conduct our final examinations, the way we create, invigilate, and administer them, how we quality control and quality assure them, and how we report them to all stakeholders.



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REPORT CARD COMMENTS

Levels	Report Card Comments
Mastering (4)	<ol style="list-style-type: none"> 1. Your child provided compelling evidence demonstrating the transfer of concepts, knowledge, and skills as indicated by the stated learning goal (standard) 2. Your child consistently exceeded grade-level expectations 3. Your child met all key indicators for proficient and exceptional work 4. Your child demonstrated a deep level of knowledge and skill for this point in the academic year 5. Your child's learning was advanced and showed an ability to work independently
Achieving (3)	<ol style="list-style-type: none"> 1. Your child consistently met grade-level expectations related to the learning goals for the term 2. Your child independently demonstrated grade-level knowledge, understanding, and skill for this point in the academic year 3. Your child demonstrated skills such as applying, analyzing, explaining, comparing, contrasting, organizing, and connecting 4. Your child demonstrated the capacity to work independently in meeting the learning goals 5. Your child consistently demonstrates proficient work towards the learning goals
Approaching (2)	<ol style="list-style-type: none"> 1. Your child provided sufficient evidence to securely demonstrate the concepts, knowledge, and skills as indicated by the stated learning goal (standard) 2. With occasional help, your child met some key indicators for proficient work related to the learning goals 3. Your child approached grade-level expectations for this point in the academic year 4. Your child demonstrated some level of competency in skills such as identifying, using/employing, classifying, completing, re-phrasing, summarizing, and describing 5. Your child demonstrated some ability to start working independently
Developing (1)	<ol style="list-style-type: none"> 1. Your child began to show initial understanding of grade-level expectations 2. With help, your child met few key indicators for proficient work related to the learning goals 3. Your child has just begun to demonstrate the concepts, knowledge, and skills as indicated by the stated learning goal (standard) 4. Your child demonstrated observable evidence of this level such as recalling, identifying, and repeating 5. Your child was dependent on the teacher and struggled to work independently

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RETAKE POLICY

1. Background

GSIS students will be offered every opportunity to succeed, but these opportunities will be governed by the strictest adherence to our code of ethics for equity, integrity, and due process. Permitting students to retake any examination should not be construed as an open door not to take our processes seriously, to postpone performance, or to depend on the good graces of the school to shirk learning responsibility. Our retake provision is subject to terms, conditions, and guidelines, and these must be met if students are to be granted the chance to retake an exam. All terms, conditions, and guidelines are outlined below.

2. Why a Retake Policy

For whatever reason students are sometimes unable to complete an examination: the student might have taken ill during the exam, may have been stressed by external circumstances prior to sitting the exam, may have joined the school late in the academic year, or may have genuinely misinterpreted the exam instructions to his or her detriment. GSIS does not intend to penalize any student for circumstances outside their control, and the school will act in the best and most equitable interests of all students.

The retake policy is not intended to act as a pretext for improving a grade or performance, and it should not be interpreted as a 'second bite of the cherry', as it were. All cases for retake will be reviewed by a school panel, comprising the school superintendent, the academic director, principals, and subject and phase leaders. The review process will be rigorous, fair, and transparent and will be conducted on a case-by-case basis. Parents and students will have to demonstrate just cause before the provision will be activated, but once granted the student will be required to retake the examination within a reasonable time following the exam he or she wishes to retake.

3. Terms and Conditions

The following general terms and conditions must be met before GSIS will consider allowing any student to retake any examination:

- Parents notify the school 24 hours in advance that their child is sick and that a retake is requested. Parents must provide a doctor's certificate
- Student has satisfied the school panel that a retake is warranted
- Student agrees to sit for the retake within the stipulated time



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- Student will be given an examination paper other than the Forms A & B already prepared
- The examination will assess the same content and learning goals as Forms A & B
- Parents will agree to sign a contract stipulating that the outcome of the retake will be binding for transcript, GPA, and reporting purposes
- The same due process as pertains to all GSIS examinations will apply to any retake
- If the retake occurs after the reporting cycle for the assessed period in question, then the student will receive an 'Incomplete', or 'I', until the retake alters that designation



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MAKE-UP POLICY

1. Background

The Make-Up Policy is intended to give GSIS students the opportunity to sit for an exam they may have missed due to unforeseen circumstances. We believe that no student should be deprived of any opportunity to succeed or should be penalized because of circumstances beyond their control. The make-up policy makes provision for students to take any exam where it is satisfactorily established that the student tried but failed to take the scheduled exam. The make-up exam should be taken within a reasonable time to allow the student to continue his / her learning without disruption, and if grade promotion is at stake that they may enter the next grade without interruption.

2. Why a Make-Up Policy

For whatever reason students are sometimes unable to sit for an examination: the student might have taken ill before the exam, may have suffered a bereavement, or accident, or the student may have been delayed through no fault of their own. GSIS does not intend to penalize any student for circumstances outside their control, and the school will act in the best and most equitable interests of all students.

The make-up policy is not intended to act as an occasion for improving a grade or performance, and it should not be interpreted as such. All cases for make-up exams will be reviewed by a school panel, comprising the school superintendent, the academic director, principals, and subject and phase leaders. The review process will be rigorous, fair, and transparent and will be conducted on a case-by-case basis. Parents and students will have to demonstrate just cause before the provision will be activated, but once granted the student will be required to sit for the examination within a reasonable time following the exam he or she wishes to make up.

3. Terms and Conditions

The following general terms and conditions must be met before GSIS will consider allowing any student to make up any examination:

- Student has satisfied the school panel that a make-up is warranted
- Student agrees to sit for the make-up within the stipulated time
- Student will be given an examination paper other than the Forms A & B already prepared
- The examination will assess the same content and learning goals as Forms A & B



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- Parents will agree to sign a contract stipulating that the outcome of the make-up will be binding for transcript, GPA, and reporting purposes
- The same due process as pertains to all GSIS examinations will apply to any make-up
- If the make-up occurs after the reporting cycle for the assessed period in question, then the student will receive an 'Incomplete', or 'I', until the retake alters that designation



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INCOMPLETE POLICY

1. Background

The incomplete policy is a way for GSIS to credit and report learning without penalizing a student for any missed assignment or assessment. Rather than entering a zero or a failing grade, students will be allowed to complete the assignment within a reasonable time so that their learning can continue uninterrupted. At GSIS, we do not assign zeros to academic work, and we always seek ways to maintain our standards and expectations without penalizing students. Every effort should be made to recognize effort and achievement, to record work done, and to build on the learning that has occurred.

2. Incompletes & Carrying Forward

If a student fails to complete the course work for any given cycle of learning, then she/he will be awarded an 'Incomplete' grade for that work, and this status will carry forward for a maximum of one whole term, meaning, the student must submit the completed work to lift the appellation by the end of the next term. GSIS will employ a reasonable version of The Power Law, which is to say if all indications are that any student is on track with their learning, and the trajectory shows incremental growth such that 'all things being equal' the student would continue along the same path, but for some valid reason he/she cannot complete the course work, then that student should not be penalized by an unfavorable averaging of existing scores, which will ultimately reduce his/her GPA. That student should be given a fair opportunity to complete the outstanding work, as agreed by a panel comprising the superintendent, academic director, principal, and subject or phase leader. The philosophy behind this policy is to recognize that good faith lapses in otherwise diligent learners should not become a blot in their permanent academic record. GSIS believes good learners should be encouraged to continue to grow and not demoralized by anomalous shortfalls.

3. Terms and Conditions

The following general terms and conditions must be met before GSIS will consider granting any student an Incomplete:

- Student has satisfied the school panel that an Incomplete is warranted
- Student agrees to complete the outstanding work within the stipulated time
- Student's late work will be judged by the same criteria that applied to all other tasks
- The GPA will not be adversely affected by any Incomplete grade
- Parents and students will agree to sign a contract stipulating that the work due will be completed within the agreed, approved, and specified time



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- If the student could not sit for a final examination worth 40% of his or her grade, then the make-up process will be activated, and the student will be awarded an Incomplete until the exam has been taken

GSIS reserves the right to adjudicate each case on its own merits and to decide whether an Incomplete is warranted. Not all cases will be adjudged in a similar fashion.



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