AL ZUHOUR PRIVATE SCHOOL

ASSESSMENT POLICY KINDERGARTEN TO GRADE 12

Approved by: SLT
Last reviewed on: June 2026
Next review due by:June2027

AZPS Vision:

AZPS is a community of lifelong learners that strives for academic excellence, prepares students for global challenges and maintains cultural identity.

AZPS Mission:

To provide a quality international education while maintaining the cultural identity. To celebrate diversity, encouraging leadership, responsible citizenship, moral values, and the development of lifelong learning skills.

Introduction

Al Zuhour Private School provides an American based curriculum within a framework of traditional Islamic values. It is Al Zuhour Private School 's overriding belief that students learn to their optimum in a caring, nurturing environment which recognizes the importance of the localculture and traditions. We believe a child's education is served best when his/her individual needs are met within a challenging and comprehensive curriculum. We have as our primary purpose the developing of responsible and well-rounded bilingual students who will be able to meet the challenges of the 21st century with confidence and anticipation.

We also recognize that a modern school program must be grounded in sound and current education practice. To this end, we believe that staff development is an integral part of our school's success. We believe that children learn differently and that instruction must be geared tothe various learning styles in each classroom wherever possible. Also, we recognize the importance of the parent in the learning process and seek ways to involve the parent in school life. Above all, we believe that school should be a satisfying and enriching experience for each child.

Assessment, Grading, And Reporting

Assessment:

The information used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students, and to analyze the effectiveness ofthe instructional program at Al Zuhour Private School. Assessments at Al Zuhour Private School vary from commercial to standardized to teacher made. Each assessment is an opportunity for students to demonstrate their understanding or application of concepts or skills.

Grading:

The judgment or evaluation, in numerical or letter form, of a student's performance related to their understanding or application of concepts or skills, as demonstrated through assessment. Grades at Al Zuhour Private School are one of the ways that teachers communicate with students and parents about both progress and achievement. Grades are given for both academics and non-academics at Al Zuhour Private School.

Reporting:

The communication of grades based on formal and informal assessments to both students and parents, through progress reports, report cards, parent-student- teacher conferences andregular posting in school Portal.

Purpose of Assessment

At Al Zuhour Private School, we consider assessment to be an integral part of effective instruction. We believe that teaching, learning, and assessing are interdependent. Our assessment practices are guided by the following principles:

- Assessment is a judgment about how well a student has attained the aims and objectivesof a course
- Assessment should be standards-based. Students are assessed against learning outcomesthat are available to parents and students.
- Assessment should account for a variety of learning styles.

What are the purposes of assessment at Al Zuhour Private School?

- To enhance student learning. This is done through
    - Providing descriptive feedback to students, highlighting strengths and areas forimprovement
    - Providing opportunities for self-assessment and reflection
    - Providing opportunities for students to display their learning in a variety of ways
- To provide information about student progress towards meeting learning goals. This information is shared with students and parents.
- To assist teachers in reflecting upon and evaluating the effectiveness of their teaching.

For students:

- To inform and enable students to monitor their current skill/knowledge levels
- To empower students to develop as independent, self-reliant, and self-critical learners
- To help students set goals for their learning and develop learning strategies
- To build positive self-esteem and a sense of achievement

For teachers:

- To recognize students' academic strengths and areas of growth so that teachers can betterdesign appropriate classroom instruction
- To ascertain students' prior knowledge and determine appropriate instruction in the classroom
- To gauge the effectiveness of teachers' classroom instruction
- To give students feedback to improve their performance and achieve learning goals
- To strive for consistent and reliable understanding of student work among subject areateachers
- To identify student support needs
- To provide external confirmation of classroom practices through standardized assessments

For families:

- To communicate the strengths, weaknesses, progress, achievements, areas for growth andlearning style(s) of their child
- To develop the partnership between home and school in supporting student learning

For teachers and administrators:

- To deliver longitudinal data to analyze and evaluate current programs and/or

determinethe introduction of new programs through the curriculum review process

- To generate information through constant internal research and analysis, to develop future school plans
- To plan appropriate staff-development programs

Types of Assessment

Assessment is used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students, and to analyze the effectiveness of the instructional program at Al Zuhour Private School. There are 2 types of assessments that teachers at Al Zuhour Private School use to gather information: Internal and External Assessments.

Internal Assessments

Assessment of our students' academic progress takes many forms depending on the discipline, the teacher, the grade level and the individual. However, internal assessments will normally be either *formative* or *summative*.

Formative

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that needwork
- Help teachers recognize where students are struggling and address problems immediately
- Will not normally contribute to a students' termly report grade
- Can take a wide variety of forms: quizzes, teacher observation, student work marking…copy books, workbooks, questioning, discussion, exit slips, peer/self-assessment, white boards, thumbs up, thumbs down, draw a picture/doodle of what we learnt today, write/say three things that we learnt today.
- Can be skills based

Summative

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will normally:

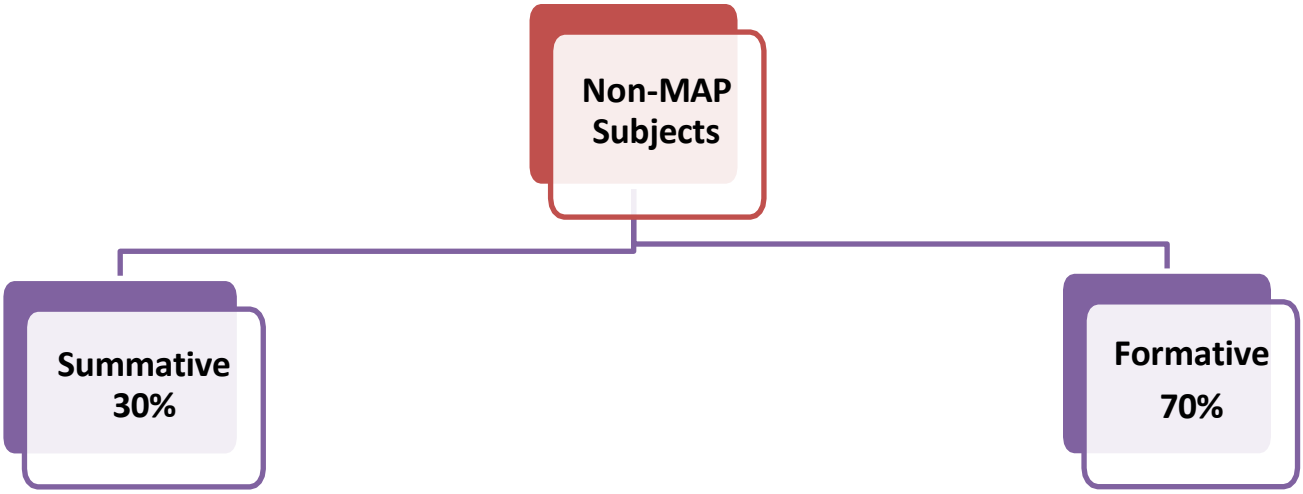
- Take the form of a written test /exam or project with clear rubric
- Be taken under controlled conditions
- Be graded by the teacher
- Be linked to the curriculum objectives
- Contribute to a students' termly report grade

Internal Assessments	Purpose	Targeted Grades
• **Formative Assessments**	Formative assessment is sometimes called assessment for learning and as learning since it provides feedback for the teacher throughout the study unit to determine if more attention needs to be given to a particular concept, if differentiation is needed, or if students are ready to move on. Formative assessment guides decisions about student grouping and provides timely, ongoing feedback to students to assist with goal setting. Exit cards, quizzes, mini-conferences and reflection journals are a few examples used often by teachers. In elementary School, teacher observation is a powerful tool used to make instructional decisions on a regular basis. Formative assessments reflect student growth and progress and are not regularly included when reporting student grades.	KG-12
• **Summative Assessments**	Summative assessment is sometimes called assessment of learning or evaluation. It should reflect the performance or achievement of students related to the standards and benchmarks addressed during the unit of study. Students are given multiple opportunities to show their understanding throughout a unit of study. Though summative assessments may be used formatively if teacherssee a need for re-teaching, they are mainly used at the end of units of study. Tests, projects, essays, performances and visual displays are just a few examples of summative assessments at Al Zuhour Private School. Summative assessment results are included when reporting student grades. Comments related to growth are included on report cards.	KG-12

External Assessments

External Assessments against international benchmarks is used to compare the attainmentof Al Zuhour Private School students to other international American curriculum school students. The following tables illustrate in detail both internal and external assessments at AlZuhour Private School

External Assessments	Purpose	Targeted Grades
NWEA MAP	NWEA Measures of Academic Progress (MAP) test measureswhat students know and informs what they're ready to learn next.	3-9
CAT4	Cognitive Abilities Test: Fourth Edition (CAT4) assessment of reasoning ability can identify where a pupil's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers.	3,5,7,9
PISA	Program for International Student Assessment (PISA) is a school-level assessment, designated for grade 10 students. It is atwo-hour, paper-based test, consisting of Mathematics, Science, and Reading questions, Conducted Every three years	10
PIRLS	PIRLS has provided high-quality data for monitoring progress in students' reading achievement at the fourth grade, covering 20 years of trends. The PIRLS reading assessment is based on a comprehensive framework that focuses on two overarching purposes for reading — for literary experience and to acquire and use information. PIRLS 2021 results provide descriptions of students' reading skills and strategies at four international benchmarks on the PIRLS reading achievement scale for meaningful interpretation of reading achievement scores. Conducted every five years	4
• **TALA (Arabic)**	The Test of Arabic Language Arts (TALA), developed by Diglossia, stands as the pioneering online, standards-based assessment for Arabic reading, writing and vocabulary .	Gr 3-Gr11
• **TIMSS**	Trends in International Mathematics and Science Study 2019 (TIMSS)-has been a valuable vehicle for monitoring international trends in mathematics and science achievement at the fourth and eighth grades, Conducted every four years	4,8
• **MUBAKKIR Arabic**	an Arabic early reading assessment designed for native and nonnative learners at beginning and intermediate proficiency levels. Experts agree that early and frequent measurement of young learners' progress toward the acquisition of early literacy skills is an essential element for developing successful readers and writers, and the test addresses a need in the MENA region for a standards-based Arabic early-literacy assessment	KG1-Gr2
• **SAT**	Scholastic Assessment Test (SAT) - is a standardized test widely used for college and university admissions. The SAT score is a pivotal component of college applications.	10,11,12
• **AP Exams**		10,11,12



End of Semester Final Exam..... 20%
Mid-Semester Exam 10%

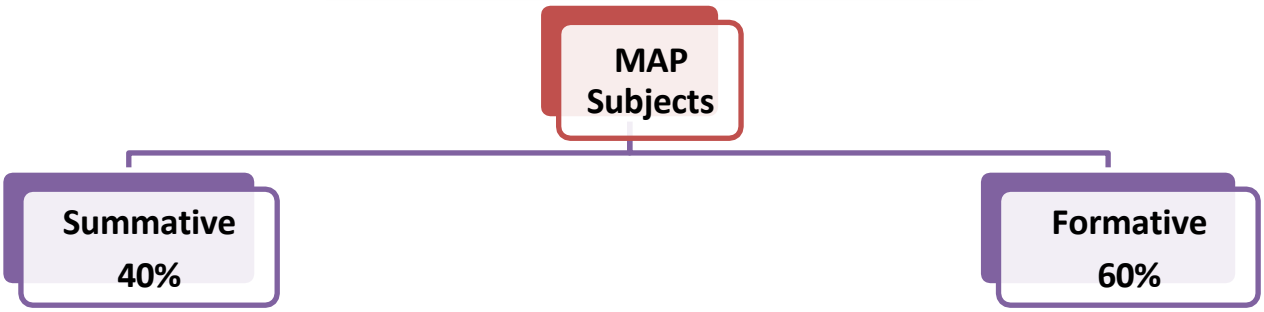
Attitude to learning ----------5-10%
Subject Skills ---------- 30-40%
Homework----------5-10%
Project----------10-15%

Report Cards:

Our reports cards communicates in detail a student's performance academically. We issue report cards 4 times a year; 2 Mid-Semester Progress Reports and 2 End of Semester Report Cards.

Our 12th grade students receive a high school transcript, which displays student's academic accomplishments throughout theirfour years of high school. The transcript will show all courses taken and the grade they received in each class.

Mark Distribution
MAP Subjects



End of Semester Final Exam ---------- 20%
Mid-Semester Exam ----------10%
MAP---------- 10%

Attitude to learning ---------- 5-10%
Subject Skills----------30-40%
Homework---------- 5-10%
Project ----------10-15%
MAP ----------10%

Grade Reporting And Scale

At Al Zuhour Private School, we understand that an effective reporting process should provide accurate and honest information about student progress and achievement based oncurriculum standards and an open two-way dialogue between teachers and parents. Parentsshould have the opportunity to discuss their children's progress with teachers and teachers/administrators should contact parents when they have a concern relating to progress.

Reporting of student progress to parents includes formal end-of-semester report cards, progress reports, portal updates and parent-teacher meetings. Progress is measured against curriculum standards and formal report card grades are composed of 70% summative assessments and 30% formative assessments. Progress reports are used to inform parents of concerns and will usually be available after mid-term assessments to allow time for improvements.

Grading Scale:

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
D-	Below 65	0.5
E/F	Below 60	0.0
AP/ IB courses	An addition of 0.25 to the standard weighting	

EAL and SEND Student Assessments / SOD and G&T Student's Assessment Policy

AZPS has high expectations of every student, including SOD. We provide reasonable accommodations, modifications and special consideration for the students who provide assessment reports by certified medical practitioner as recognized by DHA. Individual Educational Plans, Modified curriculum, Assessment and exam accommodations, additional time, modified test papers and special seating arrangements are the facilities provided to SOD at AZPS. All high achievers/G&T are encouraged and invited to participate in the school wide range extracurricular enrichment activities that will help them to nurture their abilities and give them every opportunity to develop their skills through extended and critical thinking tasks. During the academic year, two formal opportunities are provided for parents to meet with teachers and discuss their AA progress. However, we encourage our parents to contact/arrange appointments with teachers to discuss concerns and student progress at any point during the year.

Al Zuhour Private School Re-Assessment & Final Exam Re-Sit Policy

Re-Assessment Procedures

Re-assessment will be available to students in the following circumstances:
Students who have not mastered the standards being assessed and have demonstrated completionof all formative assessments can be reassessed based on circumstantial situations. The final decision is determined by the Head of School
The following conditions apply to all re-assessments:

- Teachers will determine when and how the re-assessments will be administered.
- Students who are absent on the day of the summative assessment have two days upon return to complete it. They will then follow the regular process for re-assessment if needed.
- Re-assessments will be given on summative assessments though teachers may require students first to re-write formative assessments.
- Re-assessments can be completed on specific sections of, or questions on, summative assessments, or in relation to specific standards as decided by the teacher.
- The student's highest earned grade for the summative assessment will be recorded and used in the final grade calculation.
- Students may not be re-assessed more than once on the same summative assessment.
- Re-assessment must be completed within a grading period, and cannot be carried over to the next grading period. There will be no re-assessments during the last week of the grading period (quarter or semester). Semester and final exams will not be re-assessed.

Re-Sit Procedures

Students who fail their final exam(s) in any subject will be subject to a re-sit exam based on their failing semester. All failing students will undergo the same monitoring process by their designated Supervisor and Head of School. Once completed, student's results of the re-sit exams will be analyzed and classified under the following categories:

Re-Sit Category A: The student has successfully passed the re-sit exam. The parents will be informed about more constructed follow-up and support mechanisms to avoid re-sitting examinations in the future.

Re-Sit Category B: The student has failed the re-sit exam with a range between 45% -60%. In

that case, a meeting with the parental body is required to discuss further foundation, support, and follow-up beginning the following academic school year. Category B students will be referred to the SSS department for more immediate support based on the needs of each individual student.

Re-Sit Category C: Students under category C have failed the re-sit exam with a percentage less than 45 and therefore are subject to a credit recovery program.

Note*: Struggling students based on our performance criteria will have a separate action plan to better meet their needs and requirements to academically achieve and become successful.

Al Zuhour Private School Make-up Exam Policy

The purpose of any makeup exam is to allow students, with legitimate reasons for missing a scheduled exam, to fulfil the requirements of a course, and hence avoid being penalized for factors beyond their control. Make-up exams are only utilized for circumstantial situations.
Students who are eligible to take a makeup exam must fulfill the following precedent requirements:

- The student must be fully registered under the school and KHDA sets requirements. Any missing registration information will result in disqualification of the makeup exam.
- The student must have attended school on a regular basis and not violated the school's attendance policy.
- The student's number of unexcused absences should not have exceeded 20 consecutivedays or 25 non-consecutive days as per "Article 48, Clause 2, Section 8" of the Bilo ofthe Private Education Law under the Ministry of Education & Youth.
- The student may only be eligible for a makeup exam if they have failed 3 or less of the offered school subjects. If the student has failed 4 or more subjects, then they are requiredto repeat the academic year.
- In the case of illnesses and emergencies, the student's parent/guardian must contact the school as soon as possible via email or phone. This contact should be followed up with a written explanation for the missed exam accompanied by a valid doctor's note, an accident report, or any other relevant documentation. Failure to communicate and providetruthful medical documentation evidence in a timely manner will result in the

Disqualification of the makeup exam.

Make-up exam procedures are as follows:

- As per the assessment results, if the child fails only one semester, the overall end ofsemester results remains as a failing mark. Then the student is subject to sit on the make-up exam only for that failed semester.
- If assessment results show that end of year failure was due to failure in both semester 1and semester 2, then the student is subject to a comprehensive remedial make-up examfor both academic semesters.
- Failing any makeup exams will result in the failure of the entire academic year.
- The make-up exam results will be indicated in the final report card; however, the make-upresults will not be affecting the overall calculation of the percentage and GPA.

NWEA MAP Testing Policy

At Al Zuhour Private School, we administer the MAP Growth tests to determine students' instructional level and to measure academic growth throughout the school year (and from year toyear) in Math, Science,

Reading, and Language. Each school year, students in grades Grade 3 to 9 take the tests in the fall, winter, and spring.
MAP Growth tests are unique in that they adapt to each student's level of learning. If a student answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This results in a detailed picture of what our students know and are readyto learn—whether it is on, above, or below their grade level.

Since MAP Growth tests provide immediate and accurate information about students' learning and academic performance, it's easy for our teachers to identify students with similar scores that are generally ready for instruction in similar skills and topics, and then plan instruction accordingly.

In order to achieve the best results and to place further emphasis on the importance of the MAP Growth tests, we incorporate the MAP results as part of students' internal summative assessment, accounting for **10% of their overall grade**. This will allow for more accurate and precise results for teachers to better assist students in the learning process.

Since NWEA MAP tests are held for high-stakes purposes, restrictions and guidance are needed to protect the integrity of the testing process and the test results. Therefore, the guidelines belowwere established at Al Zuhour Private School to ensure successful testing experiences.

- Retesting is only done on rare occasions, where the situation impacts the validity of the test results. Some situations may include but are not limited to the following: a student becomes ill, student refuses to take or complete test, a student is rushing to complete test and a "disengaged icon" is flagged under NWEA administration window, etc.
- The assessment coordinator reviews all retesting decisions prior to the student retaking the test.
- Students do not get re-tested for a decline in their RIT score between two test administrations. Unless there is a "substantial" decline in RIT score between two test events because of the above-mentioned circumstances. The term "substantial" declinewill indicate a drop in RIT score by 10 or more points.
- If a student is retested, there must be a rationale documented in writing at the time it occurs.
- Testing conditions and time duration is consistent among all 3 testing windows within the academic school year.
- Accommodation must be assigned on a case-by-case basis. The SSS department will oversee providing the type of accommodation needed.
- Students with IEPs will be assigned accommodations depending on their needs based ontheir IEP.
- Students enlisted in the EAL program can be assigned accommodations as per theEnglish and EAL Head of Department.

Al Zuhour Private School underlying principles for assessment

- Grades will include only academic achievement
- Grades will reflect the actual level of achievement. Academic dishonesty or cheating should result in disciplinary consequences, not reduced grades*
- Clear descriptions of achievement expectations are given to students in advance
- Individual achievement evidence is included in grades. Group scores are not.
- Grades are not reduced for "late" work
- Absences are not considered in determining grades. They are reported separately

- Zeros should not be included in grade determination when evidence is missing, except as a last resort. Nor should zeros be given as a punishment. Alternatives, including reassessing to determine true achievement, or "I" for insufficient evidence should be useduntil the work is completed
- Formative assessment should be used to promote success in summative assessments by providing feedback directly related to the achievement of the standards and benchmarks. Summative assessments will mainly be used to determine final grades.
- Homework that is clearly summative may be used in grading when it is certain that the student completed the assignment. Most homework is formative, meant for practice, andnot included in the grade
- All assessments set by a teacher must be completed by all students
- Questions which challenge students beyond the grade level standards/ benchmarks are encouraged because they provide enrichment. However, bonus points for this work are not appropriate because they distort the assessment of the student's knowledge, skills and understanding related to the course/grade level
- The creation of grades will not rely only on the mean when creating a grade; we will use professional judgment and consider other statistical measures (i.e. mode and median). Teachers will use their professional judgment when determining a report card grade.

Academic Roles and Responsibilities

Assessment practice and policy at the provincial and local levels must support students' responsibility for their learning. In addition to developing academic knowledge,it is important to support students in the development of lifelong learning skills and values, and that educational practice and policy reflect this. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late. The roles and responsibilities are as follows:

Administration: It is the responsibility of the administration to:

- Share the assessment policy with students and parents.
- Explain the assessment guidelines to students.
- Orient the new teachers about the assessment policy and provide the necessary guidanceand support for all teachers.
- Monitor the implementation of the policy.
- Foster the academic honesty guidelines as per the Student Handbook.

Teachers

Teachers also have important responsibilities in supporting the learning of allstudents. Their responsibilities include the following:

- Establish and clearly communicate expectations regarding assignments. Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidenceof learning. Teachers should be prepared to clarify the expectations, if necessary, by providing exemplars, and to provide timely and specific feedback to students.

- Set and communicate reasonable timelines for assignments and support students inmeeting these timelines. The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.

Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students who do not take responsibility for their work through the use of a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support timely completion of assignments. Other strategies may include the following:

- Solicit and consider student input and collaborate with other staff to coordinatethe timing of major assignments.
- Share assignment timelines and reminders through many means, includingclassroom web pages, email, and course outlines.
- Assisting students to manage time effectively—monitoring student progress at eachstage of a complex assignment can ensure they stay on track.
- Anticipate which students may require additional support to complete assignedtasks and monitor those students more closely.
- Choose, when appropriate, to extend the time for completing assignments, especiallyfor students who communicate with the teacher in advance of the due date.
- Contact parents to discuss strategies for keeping students on track when theyare falling behind or not taking responsibility for their work.
- Establish, communicate, and apply consequences for late and missing work. Studentsmust understand that there will be consequences for not completing assignments thatprovide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning usingthe strategies provided above, student work is still late or missing, teachers may applythe following strategies based on their professional judgment:
  - Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment and consider the legitimacy of reasons.
  - Develop an agreement with the students to complete the work.
  - Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.
  - Provide appropriate support to students in the form of counseling or peertutoring to address issues and barriers that may be preventing the student from completing assigned work.
  - Provide additional supports for students who are learning English or French as an additional language.
  - Provide alternative assessment tasks that accommodate diverse learning needs.
- In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments andfor knowing that there are consequences for failure to adhere to those parameters.

Students

It is the responsibility of the student to:

- Strive to acquire and demonstrate the attributes of the learner profile.
- Be principled and behave ethically as outlined in the Student Handbook.
- Prepare for and participate in all formative assessments to grow in concept, skill,and knowledge strength.
- Make the necessary arrangements to retake assessments or submit late assignments incase of a legitimate absence.
- Meet all deadlines set by the teacher and/or by the school. In case of any concern aboutnot meeting a certain deadline, the student must contact his/her teacher in advance.
- Reflect on progress for improvement and seek the teacher's help when needed.

Academic Integrity

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating, and plagiarism will not be tolerated. Al Zuhour Private School has a zero tolerance to cheating and academic dishonesty.

Teachers, HOD's and Administrators have the following responsibilities:

- Communicate and reinforce expectations of academic honesty with students.

Aspects of academic honesty include not *cheating* (e.g., copying others' work, using cheating notes), *lying* (e.g., misrepresenting contributions to groupwork, lying about circumstances to obtain extensions), and *plagiarizing* (submitting or representing someone else's work as one's own).

- **Respond appropriately to academic dishonesty.** School and divisional policies will specify a range of consequences for academic dishonesty and invoke these sanctions as appropriate.
- Teachers should apply strategies to deal with academic dishonesty,such as the following:
  - Contact parents
  - Document the incident in the student's file.
  - Enforce the loss of privileges for the student at the school (sports teams, extra-curricular activities etc.).
  - Enforce other disciplinary measures such as detention.
  - Have the student redo the work honestly.

Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, studentsshould complete the work in an honest way.

School Policy Development

The school policy shall reflect the policystatements related to academic responsibility, honesty, and promotion/retention contained herein and should be formalized in conjunction with SPEA rules and regulations. School policies will do the following:

- Describe how schools will inform students and their parents about the importanceof submitting assignments when they are due and about the consequences for students who submit assignments late or who fail to submit assignments.
- Provide clear procedures for determining a mark for a student who has failed tosubmit one or more assignments on time or at all.
- Describe how schools will communicate and reinforce expectations for academichonesty with students and their parents.
- Outline a range of consequences for academic dishonesty.
- Outline the process for making decisions about the promotion of students, under the direction of the principal that involves parents, teachers, and other specialists as

appropriate, and that ensures that, regardless of the decision, supports are put inplace for struggling students.

- Include a protocol that specifies a process for resolving conflicts related to astudent's progress, achievement, and retention/promotion.