

Assessment Policy



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Assessment Policy

Assessment, Recording, and Reporting (ARR)

The aim of assessment at Al Shoumoukh International Academy is to provide a positive, continuous and supportive mechanism that promotes and improves student learning and achievement, guides instruction and practice, and evaluates programs as well as instructional effectiveness. Al Shoumoukh International Academy has developed an Assessment, Recording and Reporting (ARR) policy which enables all students to make the best possible progress. As a consequence, this policy will:

- Provide ARR guidance to be followed by school departments in the development of more detailed and relevant ARR procedures for individual subjects.
- Provide ARR guidance for individual teachers
- be reviewed and evaluated on a regular, published cycle.

By following this policy Al Shoumoukh International Academy will be able to:

- inform students, teachers and parents about an individual student's progress, allowing teachers to reflect on the effectiveness of day-to-day learning.
- provide data for analysis to teachers and the Principal in order to improve understanding of the school's academic performance and to drive school improvement initiatives.
- Provide data to any educational establishment to which a student has transferred or relocated.

Underlying principles

This policy should

- cover the full range and scope of the programs of study, and take into account the evidence of achievement in a range of contexts, including that gained through discussion, observation and written work.
- provide shared learning objectives that are easily understood by, and regularly accessible to, all students, teachers and parents.

- improve practices in teaching and learning to provide the appropriate challenge.
- be a continuous cycle of review, action, evaluation and target-setting.
- be manageable.
- motivate.
- be integrated into day to day teaching.
- not discriminate in any way.
- demonstrate cohesion between day to day assessment, recording and reporting.
- be valid and reliable.

Assessment

Rationale

Assessment provides opportunities for teachers, students and parents to see how effective individual student's learning has been in terms of process and product. Assessment provides information about a student's learning of knowledge, concepts, skills, attitudes and behaviors so that a teacher can improve the provision for the individual educational needs of students by adapting teaching styles and strategies, adapting resources used, the use of differentiation and educational support and planning for the student's next step in learning.

- In simple terms, assessment tells us
- how good the learning has been
- how we can proceed
- where we go next

Assessment at SIA Kindergarten:

- Kindergarten teachers assess students throughout the year to know if students are mastering skills at the appropriate time. Learning is measured against the course objectives through daily participation in classroom activities, assignments, and homework. The analysis is shared with parents and Y1 teacher. At SIA we believe that the ability to listen well, seeing all sides of an issue, reacting relatively and thinking strategically leads our young students to be future leaders of society. Students are also assessed by the EYSFP (Early Years

Student Foundation Profile) in which the observations are recorded and assessed against all learning goals.

Assessment at Primary:

- The teachers at SIA are trained in 'Assessment for Learning', where classroom quizzes, test, written assignments are conducted to assess the effectiveness of the learning that is taking place in the classrooms. Assessment Structure which includes both Formative and summative assessments are conducted every term to monitor student progress. Trend analysis of students' performance is maintained to illustrate changes in student performance throughout the school term.

Formative:

- During this assessment, teachers offer feedback to students when they are still learning. This makes it possible for teachers and/or students to alter instruction and learning activities to enhance learning. This is to check in with student learning and see how students are doing as the work progresses. It enables teachers to focus their efforts in the areas of most needed in order to secure and deepen students understanding. Formal Formative structure of each subject has been communicated with parents to ensure that clarity on the areas being assessed after each formative assessment. Formative is currently taking 40% of the overall marks of the learner, and the remaining 60% is for the Summative assessment. The Formatives include HW, Spelling Tests, Listening & Speaking, Ongoing Assessment, Project work, quizzes, etc.

Summative:

- This assessment occurs at the conclusion of a course or unit of study. This is primarily intended as an achievement measurement. The intent behind formative evaluation and diagnostic has a direct impact on the learning process moving forward. These are characterized by quick feedback as a typical component of classwork and are referred to as "assessment for learning," but at SIA, teachers aim to employ summative assessments, as well since a student's development and progress are crucial at every stage. Teachers are encouraged, together with the learners, to use summative evaluations to evaluate the

learners' own development, increase motivation and cognitive awareness, and create goals for the upcoming test or assessment.

ENGLISH									
Year - 5									
Spelling	Homework	Listening & Speaking	On Going Assessments	Total Marks	Formative Assessment	Examination			Term 1
Student's Name	40	20	20	80	80%	50	%Age	Grade	40%
Final Score									

ARABIC									
Year - 5									
Spelling	Homework	Reading	On Going Assessments	Total Marks	Formative Assessment	Examination			Term 1
Student's Name	20	20	20	60	60%	30	%Age	Grade	40%
Final Score									

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تحليل الاختبار اللغة العربية للتفصيل									
الموضوع	القراءة	الأساليب				التحليل والتراكيب			
اسم الطالب (ة)	القراءة	الأساليب				التحليل والتراكيب			
الاجمالي	س1 (الدرجة 1)	س2 (الدرجة 2)	س3 (الدرجة 3)	س4 (الدرجة 4)	س5 (الدرجة 5)	الاجمالي	س1 (الدرجة 1)	س2 (الدرجة 2)	س3 (الدرجة 3)

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There are Two Summative Assessments throughout the Academic Year,

1. End of Term
2. End of Year.

Diagnostic Assessment:

- The Diagnostic assessment is carried out for all subjects. As a result, the teachers are able to spot learning gaps and issues right away, create efficient interventions to help the students, and schedule the rollout of the curriculum as necessary.

Diagnostic English Test Analysis									
Reading		Grammar				Vocabulary			
Student Name	TOTAL	TOTAL				TOTAL			
	Q1(1mark)	Q2(1mark)	Q3(1mark)	Q4(1mark)	TOTAL	Q1(1mark)	Q2(1mark)	Q3(1mark)	Q4(1mark)
					TOTAL				TOTAL

Item/Question-wise Data Analysis Policy Rationale

- In line with the school's commitment to continuous improvement, item/question-wise analysis will be introduced as part of the assessment framework. This approach allows a deeper understanding of student performance by identifying the root causes behind achievement gaps. The process ensures that data analysis is not limited to overall scores, but pinpoints the exact areas where learners need targeted support.

1. Objectives

- To identify specific skills and concepts where students lose marks.
- To design focused intervention strategies aligned with curriculum objectives.
- To enable teachers to plan more effectively for differentiated learning.

- To inform parents of their child's strengths and areas for improvement, encouraging home support.
- To improve the overall quality and impact of the school's assessment and data analysis process.

2. Implementation Process

- Data Collection
- Assessments will be reviewed at item/question level.
- Patterns of student errors and misconceptions will be identified.
- Analysis
- Teachers will conduct item/question-wise analysis to highlight problem areas.
- Data will be documented and aligned with learning outcomes in the respective curriculum.
- Intervention Planning
- Teachers will devise targeted interventions linked directly to identified gaps.
- Interventions may include re-teaching, focused practice, or differentiated activities.
- Parental Engagement
- Reports will be shared with parents to highlight the specific areas requiring reinforcement at home.
- Practical guidance will be provided to support parental involvement.
- Triangulation of Data
- Evidence from student performance, teacher intervention, and parental feedback will be cross-referenced.
- This triangulated approach will strengthen the reliability and impact of assessment decisions.

3. Grading System

Academic			Behaviour	
Excellent	90 - 100%	A +	Excellent	E
Very Good	80 - 89%	A		
Good	70 - 79%	B +	Very Good	VG
Good	60 - 69%	B		
Average	56 - 59%	C +	Good	G
Pass	50 - 55%	C		
Needs Improvement	0 - 49%	D	Needs Improvement	NI

4. Assessment Structure

Subjects	Term 1 (100 marks) 40% Formative and 60% Summative		Term 2 (100 marks) 40% Formative and 60% Summative	
	Formative	Final Exam	Formative	Final Exam
Arabic	Ongoing assessments (10 marks) + Imla	Final Exam (50 marks)	Ongoing assessments (10 marks) + Imla	Final Exam (50 marks)
Islamic	Ongoing assessments (10 marks)	Final Exam (20 marks)	Ongoing assessments (10 marks)	Final Exam (20 marks)
Qatar History	Ongoing assessments (10 marks)	Final Exam (20 marks)	Ongoing assessments (10 marks)	Final Exam (20 marks)
Mathematics	Ongoing assessments (10 marks) + Mental Math	Final Exam (40 marks)	Ongoing assessments (10 marks) + Mental Math	Final Exam (40 marks)
English	Ongoing assessments (10 marks) + Spelling test + Reading test	Final Exam (50 marks)	Ongoing assessments (10 marks) + Spelling test + Reading test	Final Exam (50 marks)
Science	Ongoing assessments (10 marks) + Project	Final Exam (40 marks)	Ongoing assessments (10 marks) + Project	Final Exam (40 marks)
Social Studies	Ongoing assessments (10 marks) + Project	Final Exam (25 marks)	Ongoing assessments (10 marks) + Project	Final Exam (25 marks)

