



## ASSESSMENT POLICY AND GRADING SYSTEM

### Purpose of Grading

1. The purpose of grading is to assist students in the process of their learning; all grading systems will be subject to continual review and revision to that end.
2. Grading system acknowledges a student's demonstrated proficiency in the Core Curriculum Content Standards based on the Common Core State Standards, and established learning goals and objectives:
  - a. Active participation and attention to daily lessons,
  - b. Measure frequent contributions to discussions,
  - c. Follow up prompt, thorough, accurate, and neat preparation of assignments,
  - d. Build up student's thorough preparation and performance on various types assessments.
  - e. Develop willingness to work to the best of his ability and to do more than the minimum expected in his excellence achievement journey.
  - f. Motivate student's eagerness to learn and to have an inquisitive approach to lessons,
  - g. Direct teacher's attention to the need for proper materials that meet learners' needs,

### Grading Stages

1. Students' learning is assessed four times a year, twice per semester.
2. Students receive a grade report at the end of each grading stage.
3. Students receive a final grade average in each subject at the end of the academic year.
4. Written tests for each grading stage must cover all content that has been taught during that period and take into account the weight of units and lessons during creating exam papers.

### Assessment Methods

Students' learning is assessed by periodical quizzes, quarter and Final exams, classwork, homework, and projects across all grade levels.

### Quizzes

Quizzes per subject are carried out according to a monthly schedule and incorporated in the weekly plan within a 10 minute- time frame with a maximum of:

- One quiz per week for grades 1 to 6.
- Two quizzes per week for grades 7 to 12 depending on the difficulty degree of the subjects.

### Final Exam

Students across all grade levels are assessed through **Two Final Equal Average Exams** in each semester. The dates of the finals are included in the school yearly calendar.

### Homework

The purpose of homework is to develop independent and self-disciplined learners and improve student academic achievement through:

- Developing students' confidence and self-discipline to work on their own.
- Reinforcing skills and understanding.
- Further expanding and exploring concepts taught in class.
- Supporting home/school relationship.
- Enabling students to devote appropriate time and effort to meet deadlines.

## Classwork & Participations

Classwork is an integral part of the daily learning process. All participation grades are recorded in the grading record sheet in accordance with the relevant rubric and reported by the end of each grading interval to be displayed in the report card of that interval.

## Projects

In order to integrate project-based learning into our curriculum and evaluate students' knowledge of application skills, students are typically assigned a project or series of projects in a given continuous assessment period. Projects can be done individually or in group. This method often requires students to use diverse skills, such as researching, writing, collaborating, or public speaking to produce various outcomes, (research papers, studies, presentations, video documentaries, etc.). Projects are subject to a collective assessment by at least two teachers.

## Promotion and Repetition Policy

Grades	Condition	Status Granted
1 to 12	Passed all subjects (Averaged 60% and above.	Promoted to next level.
	Failed 1-3 subjects AND/OR averaged less than 60%	Re-sit for exam for second session within two weeks of last exam.
	Failed more than 3 subjects or not passing during second session AND/OR averaged less than 60%.	Repeat present level.

## Re-sit Exams

Students with failing grades (less than 60%) in subject areas in the annual grade report, must take a re-sit exam in the subject (s) they have failed in. The results of the re-sit exam will determine whether the student will be promoted to the next grade level or repeat the year, as per the MOE'S policy.

## Marking Rubrics:

Teachers are required use the disciplinary grading rubrics to break down the marks granted to the students without affiliation or unfairness. Students and parents will be handed in a copy of the assessment policy and rubrics for transparency.

## GR1-GR12

## Final Report

	First Term	Second Term	Final Score
<b>Assignment/Marking Area</b>	Grade (Out of 100)	Grade (Out of 100)	Average
<b>Continuous Assessment</b>	Calculated 60 as follows	Calculated 60 as follows	100
<b>Quizzes</b>	20	20	
<b>Homework</b>	15	15	
<b>Classwork</b>	15	15	
<b>Projects</b>	10	10	
<b>Final Exam</b>	40	40	
<b>Total</b>	100	100	100

## Quarter Report

Student ID:						Quarter :( ) 20__ - 20__	
Name:							
Class :			Grade:				
Subject	Quizzes 20	Classwork 15	Homework 15	Project 10	Exam 40	Total 100	Letter Grade
<b>Islamic</b>							
<b>Arabic</b>							
<b>English</b>							
<b>Math</b>							
<b>Science</b>							
<b>Social St.</b>							
<b>Computer</b>							
<b>P.E.</b>							
<b>Arts</b>							
<b>Total</b>							
<b>Percentage</b>			%				

## Homework Grading Rubric

### Four criteria for determining a homework grade

- Does the student complete homework on time and with care?
- Does the student put forth regular consistent effort?
- Do the student follow directions and complete all homework tasks?
- Does the student show attention to detail?
- Does the student demonstrate interest and enthusiasm in homework assignments and commitment to deadline?

**Homework is consistently marked and grade out of 3 marks per week within a 5 –week- frame evaluation time out of 15 marks each quarter or evaluation period.**

#### **3 Marks (√+)**

Work has ALL of these:

- ✓ Very few mistakes.
- ✓ All items are complete.
- ✓ Work is turned in on time.
- ✓ Work is neat.

#### **2 Marks (√)**

Work has a problem with one of these, or has small problems with a few:

- ✓ Mistakes
- ✓ Completeness
- ✓ Turned in on time
- ✓ Neatness

#### **1 Mark (√-)**

Work has a big problem with two or more of these, or has a BIG problem with one:

- ✓ Mistakes
- ✓ Completeness
- ✓ Turned in on time
- ✓ Neatness

#### **0 No Marks Homework is not handed in. (F) (X)**

## Project –Based Learning Rubric

Criteria	Exemplary 4	Effective 3	Satisfactory 2	Fair 1	Marks
<b>Planning &amp; Organization</b>	<ul style="list-style-type: none"> <li>Project shows extensive planning &amp; organization throughout.</li> </ul>	<ul style="list-style-type: none"> <li>Project shows adequate planning &amp; organization.</li> </ul>	<ul style="list-style-type: none"> <li>Project planning &amp; organization is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Project is poorly planned or lacks organization.</li> </ul>	<p style="text-align: center;">__ x1= __ (max. 4 pts.)</p>
<b>Content</b>	<ul style="list-style-type: none"> <li>Advanced &amp; shows deep understanding beyond grade level.</li> <li>On track with Inquiry Question.</li> </ul>	<ul style="list-style-type: none"> <li>Shows understanding of the topic.</li> <li>Related to Inquiry Question.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding of topic.</li> <li>Partially related to Inquiry Question.</li> </ul>	<ul style="list-style-type: none"> <li>Shows little understanding of topic.</li> <li>Project does not address Inquiry Question.</li> </ul>	<p style="text-align: center;">__ x2= __ (max.8 pts.)</p>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>Strong evidence of divergent thinking throughout project.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of divergent thinking throughout project.</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of divergent thinking in project.</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence of divergent thinking in project.</li> </ul>	<p style="text-align: center;">__ x2 = __ (max .8 pts.)</p>
<b>Product</b>	<ul style="list-style-type: none"> <li>Is highly engaging, professional, &amp; interesting to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Is engaging, professional, &amp; interesting to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Some parts are engaging, professional, &amp; interesting to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Is not engaging, professional, or interesting to the audience.</li> </ul>	<p style="text-align: center;">__ x2.5= __ (max.10 pts.)</p>
<b>Stretch</b>	<ul style="list-style-type: none"> <li>Product is a big stretch completely new to student!</li> </ul>	<ul style="list-style-type: none"> <li>Product is a stretch- many new elements for student!</li> </ul>	<ul style="list-style-type: none"> <li>Product is a stretch-a few new elements for student!</li> </ul>	<ul style="list-style-type: none"> <li>Product is not a stretch-NO new elements for student!</li> </ul>	<p style="text-align: center;">__ x1= __ (max. 4 pts.)</p>
<b>Writing Style &amp; Conventions</b>	<ul style="list-style-type: none"> <li>Exceptionally well written!</li> <li>Very few errors!</li> <li>Great job on editing.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is good!</li> <li>Some errors.</li> <li>Good job on editing.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is satisfactory.</li> <li>Multiple errors.</li> <li>Needs more editing.</li> </ul>	<ul style="list-style-type: none"> <li>Some writing is fair.</li> <li>Important points incomplete.</li> <li>Poor proofreading &amp; editing.</li> </ul>	<p style="text-align: center;">__ x2= __ (max. 8 pts.)</p>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>Speaker is clear &amp; confident.</li> <li>Presentation fits allotted time.</li> <li>Audience is highly considered</li> </ul>	<ul style="list-style-type: none"> <li>Speaker is usually clear &amp; confident.</li> <li>Presentation fits allotted time.</li> <li>Audience is considered</li> </ul>	<ul style="list-style-type: none"> <li>Speaker is sometimes clear &amp;/or confident. Presentation almost fits allotted time.</li> <li>Audience is considered.</li> </ul>	<ul style="list-style-type: none"> <li>Speaker is unclear &amp;/or not confident.</li> <li>Presentation doesn't fit allotted time.</li> <li>Audience is not considered.</li> </ul>	<p style="text-align: center;">__ x2= __ (max. 8pts.)</p>
<b>Total</b>	<p><b>50 marks / 5 = (out of 10 marks)</b></p>				

## Classroom and Participation Rubric

Criteria	Weight	Exemplary (3 Marks )	Effective (2.5 Marks)	Satisfactory (2 Marks)	Fair (1 Mark )
<b>Level of Engagement</b>	25%	<ul style="list-style-type: none"> <li>• Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis.</li> <li>• Actively engages others in class discussions by inviting their comments.</li> <li>• Constructively challenges the accuracy and relevance of statements made.</li> <li>• Effectively identifies and summarizes main points.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to class activities by offering ideas and asking questions on a regular basis.</li> <li>• Often engages others in class discussions by inviting their comments.</li> <li>• Challenges the accuracy and relevance of statements made.</li> <li>• Identifies and summarizes main points.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally contributes to class activities by offering ideas and asking questions.</li> <li>• Sometimes engages others in class discussions.</li> <li>• Sometimes has an understanding of main points.</li> <li>• Identifies and summarizes some of the main points.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to contribute to class activities</li> <li>• Fails to invite comment/opinions from other students</li> <li>• Demonstrates little understanding of main points</li> <li>• Does not identify or summarize main points</li> </ul>
<b>Classwork completion</b>	25%	<ul style="list-style-type: none"> <li>• His work exemplifies professionalism.</li> <li>• All work is neat and organized written in complete sentences with no spelling or grammatical errors.</li> <li>• All illustrations (if present) are accurate, colorful, and pleasing to the eye.</li> </ul>	<ul style="list-style-type: none"> <li>• His work is written in complete sentences with only 1-2 spelling or grammatical errors.</li> <li>• His work is neat and organized.</li> <li>• All illustrations (if present) are accurate and colorful.</li> </ul>	<ul style="list-style-type: none"> <li>• His work contains 3-7 spelling or grammatical errors.</li> <li>• Some sentences may be incomplete.</li> <li>• Some illustrations are inaccurate or missing color.</li> </ul>	<ul style="list-style-type: none"> <li>• His work is incomplete.</li> <li>• His work contains eight or more spelling or grammatical errors.</li> <li>• His work is not written in complete sentences.</li> <li>• Illustrations are missing or not included.</li> </ul>
<b>Preparedness</b>	25%	<ul style="list-style-type: none"> <li>• Always prepared for class with assignments and required materials.</li> <li>• Accurately expresses foundational knowledge pertaining to issues raised during the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually prepared with assignments and required materials.</li> <li>• Expresses basic foundational knowledge pertaining to class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom prepared with assignments and required materials.</li> <li>• Expresses limited foundational knowledge pertaining to class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently unprepared for class.</li> <li>• Expresses no relevant foundational knowledge.</li> </ul>
<b>Attitude &amp; Behavior</b>	25%	<ul style="list-style-type: none"> <li>• Consistently positive, cooperative attitude during class.</li> <li>• Always supportive of other students' ideas.</li> <li>• Always respects others.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually positive and cooperative with classroom projects and discussions.</li> <li>• Often supportive of other students' ideas.</li> <li>• Often respects others.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom actively participates in classroom projects and discussions.</li> <li>• Sometimes supportive of other students' ideas.</li> <li>• Rarely respects others.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely if ever participates in classroom projects and discussions.</li> <li>• Occasional disruptive behavior.</li> <li>• Never respects others.</li> </ul>

## Quizzes Record

#	Name	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Total
1		5	5	5	5	20
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

## Homework Record

#	Name	HW 1	HW 2	HW 3	HW 4	Total
1		2.5	2.5	2.5	2.5	10
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						



## Classwork Record

#	Name	CW 1	CW 2	CW 3	CW 4	Total
1		2.5	2.5	2.5	2.5	10
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Academic Year : /

# Project- Based Learning Record

Student:

Class:

Evaluation Period ( )

#	Name	Project Mark Out of 10	Comments
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

**Academic Year :**     /                      **Homework Concerns Record**  
**Student:**                      **Class:**                      **Evaluation Period (    )**

#	Date	Concerns	Student's signature	Action taken by teacher	Comments
1	/ / 20				
2	/ / 20				
3	/ / 20				
4	/ / 20				
5	/ / 20				
6	/ / 20				
7	/ / 20				
8	/ / 20				
9	/ / 20				
10	/ / 20				
11	/ / 20				
12	/ / 20				
13	/ / 20				
14	/ / 20				
15	/ / 20				
16	/ / 20				
17	/ / 20				
18	/ / 20				
19	/ / 20				
20	/ / 20				

**Academic Year :**     /     **Behavior Concerns Record**

**Student:**                      **Class:**                      **Evaluation Period (     )**

#	Date	Concern	Student's signature	Action taken by teacher	Comments
1	/ / 20				
2	/ / 20				
3	/ / 20				
4	/ / 20				
5	/ / 20				
6	/ / 20				
7	/ / 20				
8	/ / 20				
9	/ / 20				
10	/ / 20				
11	/ / 20				
12	/ / 20				
13	/ / 20				
14	/ / 20				
15	/ / 20				
16	/ / 20				
17	/ / 20				
18	/ / 20				
19	/ / 20				
20	/ / 20				