

# YAA Assessment Policy K-12

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YAS AMERICAN ACADEMY 2024-25



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## Yas American Academy Assessment Policy K-12.

### 1.0 Introduction

Yas American Academy (YAA) considers assessment an integral part of the student learning process. Assessment should be authentic and varied while supporting students to showcase the knowledge and understanding that they have acquired in the learning process throughout lessons and units of study. Furthermore, YAA maintains that formative assessment should underpin all other forms of assessment and that feedback plays a central part in the learning process.

### 2.0 Purpose

Assessment is a daily part of life at school. Descriptive feedback is used by students to ensure that they know their next steps and what they need to do to improve. Teachers use the products of assessment to inform their teaching; specifically, to monitor the acquisition of knowledge and skills and to make corrections to programming, based on student needs. 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 students with identifying their 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 can be 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 intentions, 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.

### 3.0 Roles and Responsibilities

Roles and responsibilities are detailed further in the pages below. Here is a summary of the roles and responsibilities of all stakeholders involved in the Yas American Academy community.

#### 3.1 K-12 Teachers

- To ensure ongoing assessments, revisited based on the student's needs and performance.
- To assess progress during daily lessons and drive differentiated activities implemented within core subjects.
- To pre-and summative assess during each unit to monitor students' progress and next steps.
- To set student goals and encourage end-of-unit reflection.
- To record accurate and timely data, uploading to relevant assessment platforms
- To identify and plan for interventions based on students' progress.
- To provide annotated and personalized feedback to students (see YAA Marking and Feedback Policy).
- Provide students will a summative review sheet and assessment rubric for all summative assessments

- Provide students with a unit overview which includes the dates for the summative assessments.
- Provide verbal and written annotated feedback on the students' work, explaining what they need to do to improve further.
- Contact parents if they have any concerns or positive comments regarding progress.
- Record formative and summative data onto their 'Student Achievement Tracking Gradebooks'

When summative or mid-term assessments are issued to students, all teachers will;

- Provide students with a summative revision guide (practice test, knowledge organizer revision sheet, etc.) (Hard and Soft Copy) and assessment rubric
- Set a deadline of at least two weeks and adhere to the assessment calendar
- Provide verbal and written annotated feedback on the students' work, explaining what they need to do to improve further. This is summarized on a summative assessment rubric or go through the answers in class and post hard copy of the answers.
- Contact parents if they have any concerns regarding progress and failure to meet deadlines.
- Record formative and summative data onto their 'Student Achievement Tracking Gradebooks'.

### 3.2 Leadership Teams

- Heads of Department, Heads of Year, Inclusion teams, and the Senior Leadership Team are responsible for monitoring and analyzing assessment data per unit and term.
- This data is analyzed and communicated with all stakeholders to drive improvements and support mechanisms through Pupil Progress Meetings (PPMs) every term (to allow effective intervention)
- The leadership team is also responsible for coordinating the termly assessment calendar ensuring that students are not overpopulated with assessments from different subjects.

### 3.3 Parents/Guardians

- To regularly check email communications from subject teachers and Heads of Department regarding the progress of their children. With this, parents may be directed to platforms such as Microsoft Teams, assessment calendars or students' assignment briefs, to view their child's assignments and deadlines.
- To be available for any parental meetings, encouraged to attend termly Parent Teacher Conferences (PTCs).

### 3.4 Students

- To integrate the feedback, they receive from their teachers to improve their work and provide feedback to their peers based on assignment success criteria.
- To regularly self-assess and reflect on their achievements and progress and set their targets.
- To ensure that they are prepared for any form of assessment, that they are present and punctual this is during lesson time or when submitting their work. Peer assessment is also implemented across all grade levels.

## 4.0 Reporting Cycles

A student's formal reporting period occurs through three standardized report cards, one in each term. Formal reports will be complemented by meetings between Parents/Guardians and teachers and informal communication between Parents/Guardians and the School as needed.

Our Character Curriculum is also reported on through a 1 to 4 scale and indicates the student's attitude towards learning.

In KG, reports also include a digital personalized portfolio, encompassing the skills, traits, and attitudes to develop as successful global learners. Formal reports will be complemented by meetings between Parents/Guardians and teachers.

## 5.0 Types of Assessment

All assessments are planned to meet the US Common Core Standards and are documented in department's planning documents (Scope and Sequence, Unit Plans) outcomes are used to evaluate current practice and to inform future planning.

### 5.1 **Summative** (also referred to as Assessment of Learning (AoL))

Summative assessment is provided to evaluate student learning, skill acquisition, and academic achievement after a defined instructional period. Summative assessments enable teachers to evaluate both student learning and the impact of their teaching at the end of a unit of work, usually across a six-week cycle. They provide evidence of achievement against the learning intentions of the curricular standards and carry a weight of 75% of the final grade in KG and elementary but may fluctuate for Middle & High School Subjects.

	Formative Assessment	Summative Assessment
Informal	Questioning Feedback Peer assessment Self-assessment	Essays in uncontrolled conditions Portfolios Coursework Teacher assessment
Formal	Further analysis or tests, exams, essays Target setting	Tests Exams Essays in controlled conditions

Summative assessments are weighted highest. Heads of each department will be able to provide an example of what this looks like for each subject area. Summative Assessments are created by teachers and should include a variety of style questions and increase rigor. The final questions on the test should be of the next grade level standard to ensure that grades are aligned with the assessment scale.

### 5.2 **Formative** (also referred to as Assessment for Learning (AfL))

Formative assessment is assigned to all those activities undertaken by students within lessons. Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand student performance continuously.

Teachers can conduct formative assessments using lesson activities, higher-order questioning, success criteria, starter activities, or exit tickets that consolidate learning. Furthermore, AfL can also include peer assessment, question and answer, and examination-style answers to questions, all encompassed within the lesson time.

### 5.3 **YAA Character Skills and Work Habits**

To develop students holistically and equip them with academic skills, we assess students' abilities in areas such as collaboration, creativity, inquiry, research, etc. The weightings of these assessments vary per department but do not exceed more than 10% (Appendix C)

### 5.4 **Measures of Academic Progress (MAP)**

Students are assessed in English (Language and Reading), Math, and Science a minimum of two times per academic year occurring in the Fall and Spring.

A progress and attainment percentage (equaling 10% in total) is a part of students' overall grade for their final unit of work in Term 3, alongside their formative and summative assessments.

#### 5.5 **Mid-Term Assessments – Grades 6-10:**

In either term 2 there will be at least one summative assessment each year in all core subjects which assesses students learning across a series of units of learning to support and assess long term knowledge acquisition. This will be completed under timed conditions based on a common format. All exams are created by teachers and should include a variety of style questions which increase with rigor. The final questions on the test should be of the next grade level standard to ensure that grades are aligned to the assessment scale

#### 5.6 **End of Term Exams – Grades 11-12:**

Students in G11 and 12 will not complete Mid Term Assessments. They will be replaced with 3 end of term exams completed in all core and AP subjects each term, At least one summative assessment completed by students must be an exam, completed under timed conditions based on a common format. These termly exams will include content from across the term. All exams are created by teachers and should include a variety of style questions which increase with rigor. The final questions on the test should be of the next grade level standard to ensure that grades are aligned to the assessment scale

#### 5.7 **MoE Assessments**

All assessments are planned to meet the Framework Standards for all MoE subjects (Arabic, Islamic, and social studies) and are documented in department planning documents (Scope and Sequence, Unit Plans) outcomes are used to evaluate current practice and to inform future planning.

- To fulfill MOE requirements, grades 5 to 8 years 6 to 9; teachers provide students with a summative assessment each term in the subjects of Native and Nonnative Arabic, Islamic, and Social Studies.
- To fulfill MOE requirements, grades 9 to 12/Years 10-13; teachers provide students with a summative assessment each term in the subjects of Native and Non-native Arabic, Islamic, and Social Studies.

## 6.0 **Assessment and Grading**

### 6.1 **Assessment Rubrics**

Students are provided with assessment rubrics for all summative assignments. This enables students and parents to see what they need to do to achieve each grade boundary in addition to supporting teachers when assessing and providing feedback.

Indicators are derived from common core standards. Department teams, and teachers will go through a process of prioritizing the common core standards into manageable indicators that can be assessed, formatively and summatively. Indicators are instrumental in the formation of rubrics for end-of-unit summative assessments. Such rubrics can then be sliced into smaller sections for formative assessments throughout the units and subsequent lessons and can also be adjusted to cater to students' familiar language.

Feedback should refer to assessment rubrics and it is also good practice for students to use assessment rubrics to self-assess.

## 6.2 Grading

Teachers are to document all grading (apart from MAP which is a RIT score) as a percentage (%) for summative assessments and mid-term assessments. In line with ADEK expectations for a US Curriculum School, percentages in US subjects are aligned to the benchmarks that a student achieving 65% is considered to be working **at grade expectation (C)** and a student achieving 75% is considered to be working **above grade expectation (B)**. In MoE subjects these percentages are 50 and 70. For high school students, a weighted grading scale is applied depending on the course and subject(s) studied. The increase in the grade point for these classes follows College Board and International practices for US programs. Each term a student takes courses they will have the total of the grade points added together and divided by the total number of classes to arrive at the Grade Point Average (GPA) for the term (Appendix B).

## 7.0 Homelearning and Flipped Learning

Home Learning is optional in KG and Elementary but by the secondary phase home learning is seen as a necessary tool to support classroom teaching, and, as such, all students can expect to receive home learning on a regular basis in the Middle and High School Phases. Home learning is intended to reinforce work covered in class, to deepen their learning or assigned as 'flipped learning' to ask students to research content in preparation for the next class/unit.

Feedback should be provided on all homework assigned but this could include automated feedback from online platforms (eg Study Island). Please refer to the YAA Marking and Feedback Policy for further clarification.

Students should be asked to write their homework tasks and deadlines into their YAA student planners, which are scheduled into lesson timings.

### 7.1 KG/Elementary

Homework is optional for KG and Elementary students. Homework should be considered more strongly in grade 5 to prepare students transitioning into middle school.

### 7.2 Middle and High School

In the Middle School, we follow Marzano's 10-minute rule, which is that students should be assigned no more than 10 minutes of home learning per lesson. So, following that rule, a 6<sup>th</sup>-grade student should have no more than 60 minutes of home learning per night. Please note that this does not include reading, which is on top of the Marzano guidelines.

In addition, teachers are encouraged to use the flipped classroom homework strategy, by inverting Bloom's Taxonomy, whereby students spend more class time on the more difficult cognitive tasks such as application and analysis, and less class time on the easier tasks such as remembering and understanding.

Recommended Homework Minutes per night	Types of Homework
Grade 6 - approximately 60 minutes Grade 7 - approximately 70 minutes Grade 8 - approximately 80 minutes	<ul style="list-style-type: none"> <li>• Practice/Review/Preparation</li> <li>• Skill Integration</li> <li>• Extension/Enrichment</li> <li>• Research and Inquiry</li> </ul>

## 8.0 Middle and High School Re-assessment.

### 8.1 Teacher Responsibility

Each assessment provided to students should be checked for Authenticity, Timeliness, Reliability, and Sustainability. The process detailed below is dependent on;

1. Teachers provide students with assignment briefs (revision guide/material) and assessment rubric.
2. Students having a minimum of 2 weeks to submit summative assessments.
3. Assessment deadlines being recorded on the assessment calendar and in student Team's calendars.
4. Students can submit a draft within this period, teachers are expected to provide annotated feedback onto the draft for students to act on.
5. Teachers should allocate 1 lesson for students to respond to feedback (DIRT Lesson) and ask questions (if a draft has been sent in), if not, students can use this lesson to work on their summative assessments whilst receiving verbal feedback and support from the teacher.

If the above is not adhered to by teachers, students are entitled to reassess.

### 8.2 Late/missing Summative Assignments

Students who have a valid reason for the missed test or assignment deadline will be allowed to make up the assessment at the teacher's convenience and within a reasonable timeline set by the department- usually, no more than 10 school days for the learning and standard/skill acquisition to be relevant.

Students who do not have a valid reason will follow the process below;

#### 1<sup>st</sup> Occasion, Step 1:

- Students who hand in work late or miss examinations/deadlines results in the classroom teacher contacting the parents via phone call/email where a time is rescheduled.
- Parents are notified by the classroom teacher that if this reoccurs, student's grades will be capped to a maximum grade of 70% for this particular unit.

#### 2<sup>nd</sup> Occasion, Step 2:

- Students who have missed the deadline without explanation for the second time will be asked to attend an after-school refocus session to complete missing assessments.
- This must be communicated to parents by the class teacher 24 hours beforehand.
- The student's grade for this assessment is now capped to a maximum of 70%.

#### 3<sup>rd</sup> Occasion, Step 3:

- Head of Department to contact the students' parents and request a meeting in person or via Microsoft Teams with the class teacher and the student to discuss expectations and support mechanisms moving into the next unit of study. Staff should have a translator present if required from the admissions department. Students receive a failing grade on this assessment.

#### 8.2.4 Failure to Submit



- If a student does not submit their assignment after the three steps detailed above, **a tentative maximum grade of 60% will be entered for the student’s grade for the assignment.**
- **Students will be required to submit their work before report cards, or transcripts can be released.**
- Teachers are to notify parents of this in writing.

### 8.3 Resubmission

Retakes are an integral part of standards-based Grading as it allows students to show improvement in their skills and competencies. Learning is never considered “finished” in this model, but a constant process of improvement.

- A retake may be attempted **once on summative assessments if students have scored below 95%** after it is agreed upon with the teacher and that work preceding the assessment has been adequately completed, within an established timeline of the original assessment (as a rule, not more than 2 weeks since the original so the skills being assessed are still relevant).
- This is only applicable to projects, coursework, and presentations. Not examinations

### 8.4 Academic Dishonesty and Plagiarism.

Academic honesty is the responsibility of all staff and students. If a teacher suspects academic dishonesty, they are obligated to report it to their Head of Department. The Head of Department, Curriculum Director, and Dean of Students will investigate the claim(s) made by the teacher. If plagiarism or academic dishonesty has occurred, the following process will then be initiated;

- **In the first instance**, a meeting is conducted with the subject teacher, Head of Department, parent, and student.
- Clear expectations are required to be communicated with parents and a summary email is required to be sent as an initial written warning.
- **In the second instance**, if plagiarism occurs for a second time at any point of the academic year, the student is to be internally isolated to continue to work on re-completing their assignments and examinations.
- **Grades for this assignment or examination will now be capped at 70%.**
- **If students are found to be academically dishonest or do not adhere to examination guidelines, grades will be capped at 60% (mid-term examinations) or disqualified for AP external exams (at the discretion of the US College Board).**

### 8.5 Grade Capping Table Overview

Assessment / Examination format	Description	Capping Percentage (Maximum)
Internal Summative Assessment	2 <sup>nd</sup> Occasion for Late/Missing Assignments	70%
Internal Summative Assessment	3 <sup>rd</sup> Occasion for Late/Missing Assignments	65%
Internal Summative Assessment	Failure to submit	60%

Internal Summative Assessment	Academic Dishonest/Plagiarism 2 <sup>nd</sup> Occurrence – Summative Assignments	70%
Internal Mid-Term Examination	Academic Dishonest/Plagiarism– Mid-Term Examinations	60%
External Examination	Academic Dishonest/Plagiarism - AP External Examinations	To be reported to the US College Board for action.

### 9.0 Equal Opportunities

Students with accommodations or an IEP may need to have their deadlines modified, in conjunction with the student and Inclusion team so they can finish their work to the best of their abilities. This should be discussed with the student when the assessment is set. If the student misses these modified deadlines, then they must have the same consequences as the rest of the class.

### 10.0 Pupil Progress and Interventions

On average, every 5 weeks, Pupil Progress Meetings (PPM) will be held between SLT and MLT to identify trends in underperformance where intervention structures and strategies will be provided where needed.

Reviews of progress indicate the extent to which a student is on track to mastering common core standards. Teachers, Heads of Departments, Heads of Year, the PoD Inclusion, and the Senior Leadership Team are responsible for monitoring such interventions and measuring the outcomes. These interventions are based on a set of Multi-Tiered System of Support (MTSS) protocols.

### 11.0 Assessment Moderation

Moderation allows the school to make consistent, reliable, and valid decisions about student learning and progress. Moderation is an essential part of any assessment as it ensures that all pieces of work are set and marked fairly and to the correct level in line with the standards being assessed. The conversations that occur during the moderation process are as valuable as the outcome of the process and the different steps are designed to increase these academic conversations.

At YAA there are three stages to the moderation process that all major summative assessments/exams should follow:

**Collaboration** - all major summative assessments must be created collaboratively with all members of the subject team having a voice. If multiple versions of the same test are needed, these are created collaboratively with all members of the team.

**Calibration** - needs to occur between all staff within a subject/grade level at the start of the marking process. Teachers should calibrate their markings with each other after they have assessed 1 or 2 pieces of work so they are all marking to the same standards.

**Double-blind marking** - should occur once all staff have finished marking their scripts. Each teacher should regrade another teacher's assessment to make sure that they reach the same grade.

Staff are to use the YAA Moderation Proforma which can be downloaded and completed using this link or shown in (Appendix D): [Moderation Template & Process](#)

## 12.0 Recording

Records of end of unit assessments, formative assessments, MAP and CAT4 results, and teacher assessments are stored on the school's drive and on the student online data trackers (i.e. PowerSchool).

Online student data tracker documents are used as an aid to effective planning. The progress of students receiving extra support is monitored by the member of staff delivering the support. The above records enable classroom teachers to assess the progress made by each child 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.

## 13.0 Assessments and Graduation Requirements

### 13.1 Internal assessments

All assessment that are completed at YAA and not sent off for external marking is considered internal assessments. These consist of formative and summative assessments and help inform teaching and learning, they also allow the school to communicate to parents about student progress and attainment.

### 13.2 External assessments

#### CAT4

The Cognitive Abilities Test, 4th version (CAT4) is given every three years to each new student in specific grades across the school phases. CAT4 assesses students' learning preference and their potential. Data reports provide insight into students' learning styles and possible scores for a variety of courses. Data is shared with students, teachers, and counselors. Counselors review the data with the students and review AP pointers as possible course selection choices. The Inclusion department uses the data at an individual level to identify students' strengths, areas for development, learning styles, and academic potential. The Inclusion department also uses this data as one data point in the identification of More Able, Gifted, and Talented students.

#### Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) is given in all grades except KG1, 11 and 12 in Reading, and Math. Students in Grades 1-10 complete English Language Usage Assessments and students in Grades 3-10 will also complete the Science assessment. Assessment results are reviewed in departments at the individual, class and grade level by teachers and administrators. Teachers and leaders review data to inform their instructional planning to best support student learning and track student progress and attainment.

MAP is conducted twice per year, initially during Term 1 as a baseline measure and then again in Term 3 to measure progress. MAP report links are shared with parents in end of term reports.

The schools aim for the **2024-25 academic year is for 75% of students to meet the 41<sup>st</sup> percentile as a minimum expectation**. MAP normative data for each grade can be located in [Appendix F](#).

#### Advanced Placement (AP)

AP is externally assessed in May by the college board if elected to take examinations, as agreed by the parents and the school. Each AP course concludes with a college-level

assessment developed and scored by college and university faculty as well as experienced AP teachers.

AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level coursework. Exams are typically 2–3 hours depending on the subject and include multiple-choice questions, free-response items such as essays, problem solving, and document-based questions. The calendar for external assessments will be shared at the start of the academic year.

### **PSAT**

The PSAT is given in grades 10 and 11 on a date set by the College Board and will occur in spring this year. This occurs at YAA during a school day. This assessment is composed of four sections: two Math Sections, Critical Reading, and Writing Skills.

### **SAT**

The SAT assessment is composed of four sections: two Math Sections, Critical Reading, and Writing Skills. The SAT is a multiple-choice, pencil-and-paper test created and administered by the College Board.

Students sign up and take this exam outside of school hours during their 11th and 12th grades. The purpose of the SAT is to measure a student's readiness for college and it is used by university admissions throughout the United States.

### **MoE Assessments.**

YAA will subscribe to the A.B.T for external assessments to be able to measure the attainment of our students against international standards. Additionally, ATA has launched standardized assessments across the Aldar Education group, where YAA will continue to moderate the results of our student outcomes within Aldar Academies to ensure outcomes are aligned with above expected outcomes.

## **14.0 High School Graduation Requirements**

To qualify for the Yas American Academy High School Diploma, a student must complete four years of high school beyond 8th grade and attend YAA for the entire Grade 11 and 12 years to earn a minimum of 25 credits.

In addition, a student must fulfill our attendance, course credit and service-learning requirements. Attendance Students must be in good standing and complete Grades 9-12 with 94% or higher attendance in each class.

- Students must earn 25 credits to graduate;
- Students receive 1.0 credits for year-long courses;
- 0.5 credits for half-year courses;
- and 0.25 credits for term-based courses;
- Credit is given for courses taken in Grades 9-12 only.

### **14.1 UAE High School Equivalency Requirements**

The UAE High School Equivalency is a certification given by the Abu Dhabi Education & Knowledge (ADEK) to students of any nationality, graduating from a school in the UAE, who wish to have the UAE equivalency granted for their high school diploma. The UAE high school equivalency allows students to attend universities in Gulf Countries. The UAE high school equivalency is also required for those who wish to seek employment in any UAE government position. Arab national students are strongly recommended to seek the UAE high school equivalency.

Students must meet the following ADEK requirements;

- Non-Muslim students in grade 12 must pass the Arabic Ministry Exams in Arabic or English.
- Note: All Emirati students are required to take Islamic and Arabic courses every year from grades 1-12.

#### **14.2 UAE National Students**

UAE National students are required to pass (a). One of the following tests (English tests):

- TOFEL (iBT) with a minimum score of 61
  - **Or** IELTS Academic with a minimum score of 5.0
  - **Or** EmSAT Achieve – English for university admission with a minimum score of 1100.
- (b). One of the following Math tests:
- SAT1 – Math Reasoning Test with a minimum score of 450
  - **Or** EmSAT Archive – Mathematics for university admission with a minimum score of 500

### Appendix A: Elementary Assessment Template



<b>GRADE 1-5: COMMON ASSESSMENT</b>		TOTAL SCORE: _____ / __20__
ASSESSMENT NAME:		
TEACHER / GRADE / SECTION:	SUBJECT:	UNIT/CHAPTER:
STUDENT NAME: _____	DATE: _____	Score as percentage: _____%

<b>Standards:</b>	___points – __point each
<b>Directions:</b>	
1	
2	

<b>Standards:</b>	___points – __point each
<b>Directions:</b>	
3	
4	

**Appendix B: YAA Grading Scale**

<b>Significantly Above Standards</b>	
<b>US Curriculum 85-100%</b>	<b>MoE Curriculum 90-100%</b>
<b>Above Standards</b>	
<b>US Curriculum 75-84%</b>	<b>MoE Curriculum 80-89%</b>
<b>Meeting Standards</b>	
<b>US Curriculum 65-74%</b>	<b>MoE Curriculum 70-79%</b>
<b>Approaching Standards</b>	
<b>US Curriculum 60-64%</b>	<b>MoE Curriculum 50-69%</b>
<b>Emerging</b>	
<b>US Curriculum 0-59%</b>	<b>MoE Curriculum 0-49%</b>

Grade	Min %	Max %	Descriptor	What does this mean?	Grade Point Value	AP Grade Point Value
A	95	100	Significantly above	Students at this level consistently demonstrate understanding above the grade expected standards	4.00	5.00
A-	90	94			3.70	4.70
B+	85	89	Above	Students at this level consistently demonstrate mastery of all of the grade expected standards and occasionally work above.	3.30	4.30
B	80	84			3.00	4.00
B-	75	79			2.70	3.70
C+	72	74	Meeting	Students at this level demonstrate mastery of most of the grade expected standards.	2.30	3.30
C	68	71			2.00	3.00
C-	65	67			1.70	2.70
D+	62	64	Approaching	Students at this level demonstrate an understanding of some of the grade expected standards.	1.30	2.30
D	60	61			1.00	2.00
F	0	59	Emerging	Students at this level have not shown evidence of meeting the grade expected standards.	0.00	0.70

\*This is informed by the ADEK requirements for all US Curriculum Schools to set 65% as the benchmark for students considered to be 'meeting' grade expectations and 75% as the benchmark for students to be considered 'above' grade expectations

### Appendix C: Character Skills Assessment Scale

1	2	3	4
<p>The following are typical behaviors of this student (75% and above of lessons)</p> <p><b>Little to no</b> evidence of <b>work/engagement</b> in activities and tasks.</p> <p>Will <b>often</b> arrive to lessons unequipped, late and not ready to learn.</p> <p>Will rarely respond to feedback to develop own learning.</p> <p>Will show <b>limited evidence</b> of independent learning.</p> <p>Will receive regular <b>warnings</b> as per school behavior policy in an attempt to improve demonstration of learning and character skills. <b>Refocus point has been added in your lesson for not meeting Yas Values.</b></p>	<p>The following are typical behaviors of this student (75% and above of lessons)</p> <p>Will show evidence of engagement in lessons, but work in class <b>needs more care/attention</b>. May rely on others to contribute for them.</p> <p>Arrives to class without correct equipment and may need <b>occasional prompting</b> when in the learning environment, or arriving late.</p> <p>Answers questions and will sometimes respond to feedback but needs to <b>develop</b> their responses.</p> <p>Passive learning may be apparent in tasks throughout the learning.</p> <p>May sometimes have limited evidence of independent study/learning.</p> <p>Character focus is sometimes demonstrated in aspects of behavior.</p>	<p>The following are typical behaviors of this student (75% and above of lessons)</p> <p><b>Works well</b> in lessons and requires no intervention from teacher to prompt positive choices.</p> <p>Arrives <b>on time</b>, with the <b>correct equipment</b> and ready to learn.</p> <p><b>Responds well to</b> teacher feedback and generally tries to use them to improve future pieces of work.</p> <p>Asks questions and <b>answers questions thoughtfully</b>.</p> <p>Character focus is often demonstrated in aspects of behavior. No warnings required.</p>	<p>The following are typical behaviors of this student (75% and above of lessons)</p> <p><b>Engages fully</b> in lessons, taking every opportunity to extend understanding through questions - <b>evidence seen in books/work produced.</b></p> <p>Arrives to lesson <b>on time, fully equipped</b> and ready to learn.</p> <p><b>Always tries</b> to embed new skills in work. Responds to teacher feedback which <b>extends/enhances</b> learning.</p> <p>Actively tries to <b>develop</b> the learning of <b>others</b>.</p> <p><b>Character focus</b> is clearly being demonstrated in <b>all</b> aspects of behavior.</p>
<p><b>RELATIONSHIP IN CURRICULUM</b></p> <p>Students should be prepared and willing to learn and develop the character foci being considered.</p> <p><b>RELATIONSHIP WITH OTHERS</b></p> <p>Students should be able to demonstrate the character focus and learning skills within a group setting, developing the learning of others and contributing to the learning environment within the class.</p> <p><b>RELATIONSHIP WITH SELF</b></p> <p>Students should be able to consider their own ability to demonstrate the character traits and learner skills in question, and show significantly progress in the use and outcome of this when learning.</p>			



**Appendix D: Secondary Grading Moderation Template**

Department					
Grade	Section	Have 4 assessments been sampled for this section (Y/N)?	What is the percentage/Grade awarded by the teacher?	What is the percentage/Grade awarded by the moderator?	Additional Comments
6	A				
	B				
	C				
	D				
7	A				
	B				
	C				
	D				
8	A				
	B				
	C				
9	A				
	B				
	C				
10	A				
	B				
	C				
	H				
11	A				
	B				
	C				
	H				
12	A				
	B				
	C				
	H				

## Appendix E: Example Assessment Rubric

### Summative Assessment Outcomes - Criteria

**Key Questions:** How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?

Subject: Intro to Physics		Unit 3: Structure & Properties of Matter	
<b>Standards/Skills Covered</b>	HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	
A (90-100%)	<b>Standards/ Skills Assessed</b> <ul style="list-style-type: none"> <li>• Describe the parts of an atom</li> <li>• Explain and analyze the neutral charges of atoms.</li> <li>• Draw and link electron configuration of first 20 elements to its location in the periodic table.</li> <li>• Compare and contrast the Mendeleev and Modern Periodic Tables</li> <li>• Describe the Mendeleev and Modern Periodic Tables.</li> <li>• Describe G1 and 7 elements.</li> <li>• Analyze and explain the reactivity of G1 and G7 elements</li> </ul> <b>Questions Assessed</b> <ul style="list-style-type: none"> <li>• 1, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul> <b>Points</b> <ul style="list-style-type: none"> <li>• ___/</li> </ul>	<b>Standards/Skills Assessed</b> <ul style="list-style-type: none"> <li>• Define describe covalent bonds</li> <li>• Create diagrams used to represent covalent bonds</li> <li>• Define and describe ionic bonding.</li> <li>• Create diagrams used to represent the formation of ionic bonds.</li> <li>• Define and describe metallic bonding.</li> <li>• Analyze and explain the relationship between metallic bonds and malleability.</li> <li>• Define and describe the allotropes of carbon</li> <li>• Compare and contrast diamond and graphite.</li> </ul> <b>Questions Assessed</b> <ul style="list-style-type: none"> <li>• 2, 12, 13, 14, 15</li> </ul> <b>Points</b> <ul style="list-style-type: none"> <li>• ___/</li> </ul>	
B (75-89%)			
C (65-74%)			
D (60-64%)			
NP (0-59%)			

## Appendix F: MAP Normative Data

2020 Reading Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.82	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.88	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

2020 Mathematics Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	5.15	6.97	4.77	17.54	6.63
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

2020 Language Usage Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
2	9.85	6.43	4.57	5.58	14.41	9.46
3	7.43	5.48	3.18	4.98	10.61	7.41
4	5.54	5.17	2.13	4.79	7.67	6.69
5	4.27	5.07	1.74	4.72	6.02	6.44
6	3.37	5.04	1.38	4.71	4.75	6.37
7	2.63	4.89	1.19	4.62	3.82	6.00
8	2.19	5.05	1.01	4.71	3.21	6.39
9	1.50	5.17	0.82	4.79	2.33	6.69
10	1.37	5.08	0.67	4.73	2.04	6.46
11	1.20	5.48	0.47	4.98	1.67	7.41

2020 General Science Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
2	6.88	6.74	3.29	6.13	10.17	9.09
3	5.45	6.17	2.59	5.78	8.04	7.75
4	4.50	5.84	2.07	5.58	6.57	6.93
5	4.08	5.95	1.87	5.65	5.95	7.21
6	3.40	5.91	1.21	5.62	4.61	7.10
7	2.94	5.93	1.11	5.63	4.05	7.15
8	2.77	6.19	1.03	5.79	3.79	7.80
9	2.02	6.19	0.57	5.79	2.59	7.80
10	1.72	6.27	0.34	5.84	2.05	7.99

2020 Reading Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Language Usage Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
2	173.98	16.06	183.83	15.40	188.40	15.89
3	187.71	15.33	195.14	14.64	198.32	14.65
4	197.33	15.10	202.87	14.44	205.00	14.33
5	204.17	14.55	208.45	13.98	210.19	13.90
6	209.43	14.35	212.81	13.92	214.19	13.94
7	212.65	14.72	215.28	14.39	216.47	14.42
8	215.54	14.74	217.73	14.45	218.74	14.56
9	216.68	15.52	218.18	15.30	219.00	15.51
10	218.82	15.10	220.19	15.11	220.86	15.45
11	220.66	14.94	221.86	14.98	222.33	15.53

2020 General Science Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07