



**GARDEN CITY  
BRITISH SCHOOL**

**2017-2018**

**Policy: Assessment**

## Policy 42: External Performance Assessment Tests

### Corresponding to Article (47) of the Organising Regulations

For the purposes of this policy, **the School** refers to Garden City British School.

#### DEFINITION(S):

**Assessment** generally refers to the processes through which students' learning, abilities and skill levels are determined. For the purpose of this policy, **external assessment** refers to the methods used to determine students' learning, skill-levels and abilities in comparison to the class, grade level or age group - often in comparison to other students beyond the School or UAE - using reliable, reputable instruments obtained externally to the School itself.

**National and international external assessments** are standardised tests that enable students' results to be compared with other examinees and analysed to produce meaningful data. They include standardised questionnaires, interviews, or individually administered intelligence tests.

**Standardised tests** are given in a consistent manner in terms of rules, questions, administration procedures and scoring procedures. Such assessments are believed to be reliable, valid indicators of students' performance in comparison to their peers.

**Other uses of external assessments:** Some external assessments are geared toward providing evidence of aptitudes, abilities or intelligence, and some may be used for diagnosing special education needs or giftedness. The results of others, such as SAT (Standardised Achievement Tests) or TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) may be used to help obtain university acceptance.

#### PURPOSE(S):

- To ensure high-quality external assessment methods are used to provide students and their Parents/Guardians, teachers, School leaders and the Council with meaningful indicators of individual student and peer-group performance, teacher effectiveness, and the School-wide measurement of student learning and achievement.
- To encourage Schools to take part in external standardised assessments of student progress and achievement and to make use of the resulting data to improve the School.

#### POLICY:

The School will develop, publish, and regularly review an Assessment Policy that includes its approaches and intentions to use external assessment measures. Standardised test data produces a rich source of information that provides School leaders and the Council with meaningful measurements of progress toward the Abu Dhabi government's strategic aim of having a high-performing education system.

The Schools will participate in external standardised tests in accordance with the Council's directions and instruction and shall not change their Council-approved curriculum to fulfil the requirements of such tests. Any time spent preparing for such tests

will not be counted as part of the minimum instructional hours per academic year.

The School will subject their students to external, standardised tests as required by the Council, and to select other external assessments suited to their own uses or approved curriculum. The required instruments may include the local Common Educational Proficiency Assessment (“CEPA”) examinations used for gaining admission to local universities in the UAE and the occasional sampling of students for inclusion in widely used international tests.

International assessments may include the Council making use of some Private Schools for some tests, such as the Program for International Student Assessment in Schools (“PISA”) for 15-year-olds, Trends in International Mathematics and Science Study (“TIMSS”), Progress in International Reading Literacy Study (“PIRLS”) and Performance Indicators in Primary Schools (“PIPS”).

The School will make and review their own choices of internationally recognised external assessments after researching their options, as they can provide useful data showing the School how well their students are performing. Some ways in which data can be used include comparisons of:

- Students’ current achievement and their own prior attainment.
- The attainment levels of different skill areas within the same subject.
- Strengths and weaknesses within one or more classes and a School.
- Individuals and other groups of students within the same School.
- Students in other local or international Schools.

Through the inspection process, the Council will take account of the national and international external assessments used by the School. Inspectors will also consider the analysis of resulting data to inform teaching and improve the quality of instruction and student achievement. The Council encourages all Private Schools to seek reputable instruments with which to measure and understand the academic growth of its students.

**ROLES AND RESPONSIBILITIES:**

**Schools will:**

- Prepare and implement an Assessment Policy that takes full account of the Council’s regulations and policies on international, national, and School-based assessments.
- Monitor the impact of this policy on students with the aim of informing and improving teaching and academic achievement.
- Take improvement action as necessary, such as when inconsistencies in perceptions of students’ abilities arise and when changes are indicated for instruction to better meet individual students’ needs.
- Organize and implement external assessment measures to provide data leading to better teaching and optimal achievement.

## Policy 43: School Tests

### Corresponding to Article (48) of the Organising Regulations

#### DEFINITION(S):

For the purpose of this policy, **school assessments** refer to in-class assessments, which encompass an on-going process to measure students' learning, achievement, and skills development.

**Continuous assessments** (formative assessment) use a variety of techniques to assess how well students are learning. Continuous assessments may include written and verbal answers, student assignments, research projects, presentations, reports, quizzes and practical activities. Continuous assessment activities measure student performance relative to established learning outcomes in the approved curriculum and provide teachers with data to guide their classroom instruction to best meet students' needs. This data is used along with summative assessments to determine student attainment. Continuous assessments give both teacher and student *interim* feedback on how well the student is learning and provides indicators of strengths and areas requiring more attention. Continuous assessments lead to better-informed instruction.

**Summative assessments** include tests given at checkpoints throughout the year as well as end-of-year examinations. **Continuous and summative assessments** contribute to attainment given to a student at the end of a term, and at the end of the school year. **Diagnostic testing** may be used to help identify specific learning deficits, differences or exceptional abilities in order to design student-specific instruction to meet individual needs.

#### PURPOSE(S):

- To enable more effective teaching and learning by ensuring the School uses on-going, varied and real measures of what students have learned and which attitudes, habits, skills and concepts require improvement.
- To ensure that students' attainment levels, for all areas of study, are measured and reported reliably and accurately.
- To encourage the School to gather and analyse student assessment data to make full professional use of all forms of assessment to inform their teaching.

#### POLICY:

The School will develop, implement and regularly review Assessment Policies fully aligned with the Council's requirements. These policies shall include details about how teachers assess students' progress, through continuous assessment and formal tests and examinations. These policies shall also include details on how teachers use the results of this assessment to support the teaching and learning process and enhance its effectiveness. These policies shall also indicate acceptable weightings to be given to continuous and summative assessments, in order to arrive at a final mark or letter grade. This may vary among subjects and grade levels. In addition, the results of assessments should reflect a fair and accurate picture of individual, group and class achievements.

The Principal shall ensure that teachers carry out regular, continuous assessments of all students including those with special education needs. Teachers are to use a variety of

measures that may include: observation, direct questioning, classroom discussions, research tasks, presentations, reports, tests, problem-solving activities and practical activities. Teachers must monitor the progress of students, set suitable challenging learning targets and help them to continually improve.

The Principal shall require teachers to share their daily learning objectives with students and to explain, in a manner that students can understand, the assessment criteria used to judge the students' work. Shared learning objectives, assessment criteria and specific learning targets will enable students to self-assess and think critically about their own work and that of their peers, thereby becoming more independent and capable as learners.

Schools are required to develop good practices in the use of assessment tools and make regular and full use of these assessments to improve the effectiveness of their teaching and learning. Successful Schools have qualified and professional teachers who understand not only how students learn, but also what needs to be done to help them learn better.

**ROLES AND RESPONSIBILITIES:**

The **Board of Trustees** will:

- Review and approve the School's Assessment Policy and oversee the implementation of such policy.

**Principals** will:

- Implement an Assessment Policy that guides teachers and takes full account of the Council's regulations and policies on school-based assessments, including the weightings of assessments and the use of standardised assessments.
- Monitor the impact of this policy on students' achievement and progress.
- Ensure that teachers are using a range of assessments to achieve optimal learning for each student.
- Implement a system that results in valid and reliable measuring and reporting of student achievement.

**Teachers** will:

- Use a variety of valid and reliable assessment tools for on-going monitoring of student progress, in accordance with the School's applicable Assessment Policy.
- Collaborate regularly with colleagues in order to share data, review good practices and agree on grade-wide assessment approaches and instruments.
- Utilise the individual assessment results and data to inform their teaching practice to better meet individual student needs.
- Share objectives, assessment criteria and constructive feedback with students.

<b>Draft Date:</b>	3/6/17
<b>Review Date</b>	1908/17
<b>Approved By Board of Governors:</b>	
<b>Principal Approval:</b>	<i>Caroline Peel.</i>

