



مدرسة الرسالة العلمية الدولية
Al Resalah International School of Science

Assessment Policy

2025-2026

RISS Assessment Policy 2024-2025

Introduction

Al Resalah International School of Science provides an American curriculum within a framework of traditional Islamic values. RISS's overriding belief is that students learn to their optimum in a caring, nurturing environment that recognizes the importance of the local culture 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 development of responsible and well-rounded bilingual students who can 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 practices. To this end, we believe staff development is integral to our school's success. We believe that children learn differently and that instruction must be geared to the 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 student.

Important Definitions

Assessment- A process of finding out what students already know, what they have learned, how they have learned it, and how they apply it.

Assessment Formative- Regular oral or written evaluation of the student's learning, including oral or written feedback on how to improve

Assessment Summative- A formal process at the end of a unit of work, term, or school year, often taking the form of examinations or internal tests, after which a number, letter, or adjective is used to designate how well students have achieved the curriculum expectations.

Attainment- The curriculum standards that students have reached, usually described by using numbers, letters, or adjectives

Gifted and Talented- Students who have demonstrated uncommonly high potential in knowledge and/or skills in one or more academic or non-academic endeavors

Progress- Changes in students' knowledge, skills, and understanding, measured against a starting point and/or against a learning objective, and sustained over a period (such as a lesson, unit of work, term, year, or phase of schooling)

Standards- The knowledge and skills that students should attain at a particular point in time, as explicitly stated in curriculum documents

Purpose for Assessment

Our assessment practices are guided by the following principles:

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

To enhance student learning. This is done through:

- Providing descriptive feedback to students, highlighting strengths and areas for improvement
- 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 toward meeting learning goals. This information is shared with students and parents.
- To assist teachers in reflecting upon and evaluating the effectiveness of their teaching.

Internal Assessment

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 Assessments are sometimes called assessments for learning since they provide feedback for the teacher throughout the unit of study 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 often used by teachers. In elementary school, teacher observation is a powerful tool used to make instructional decisions regularly. Formative assessments reflect student growth and progress and are not regularly included when reporting student grades.

More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work.
- Help teachers recognize where students are struggling and address problems immediately.
- It will not normally contribute to a student's 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, whiteboards, thumbs up, thumbs down, draw a picture/doodle of what we learned today, write/say three things that we learned today.
- Can be skills-based.
- Accounts for 30% of the overall grade.

Summative Assessments are sometimes called an 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 teachers see 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 AI Resalah International School of Science. Summative assessment results are included when reporting student grades. Comments related to growth are included on report cards.

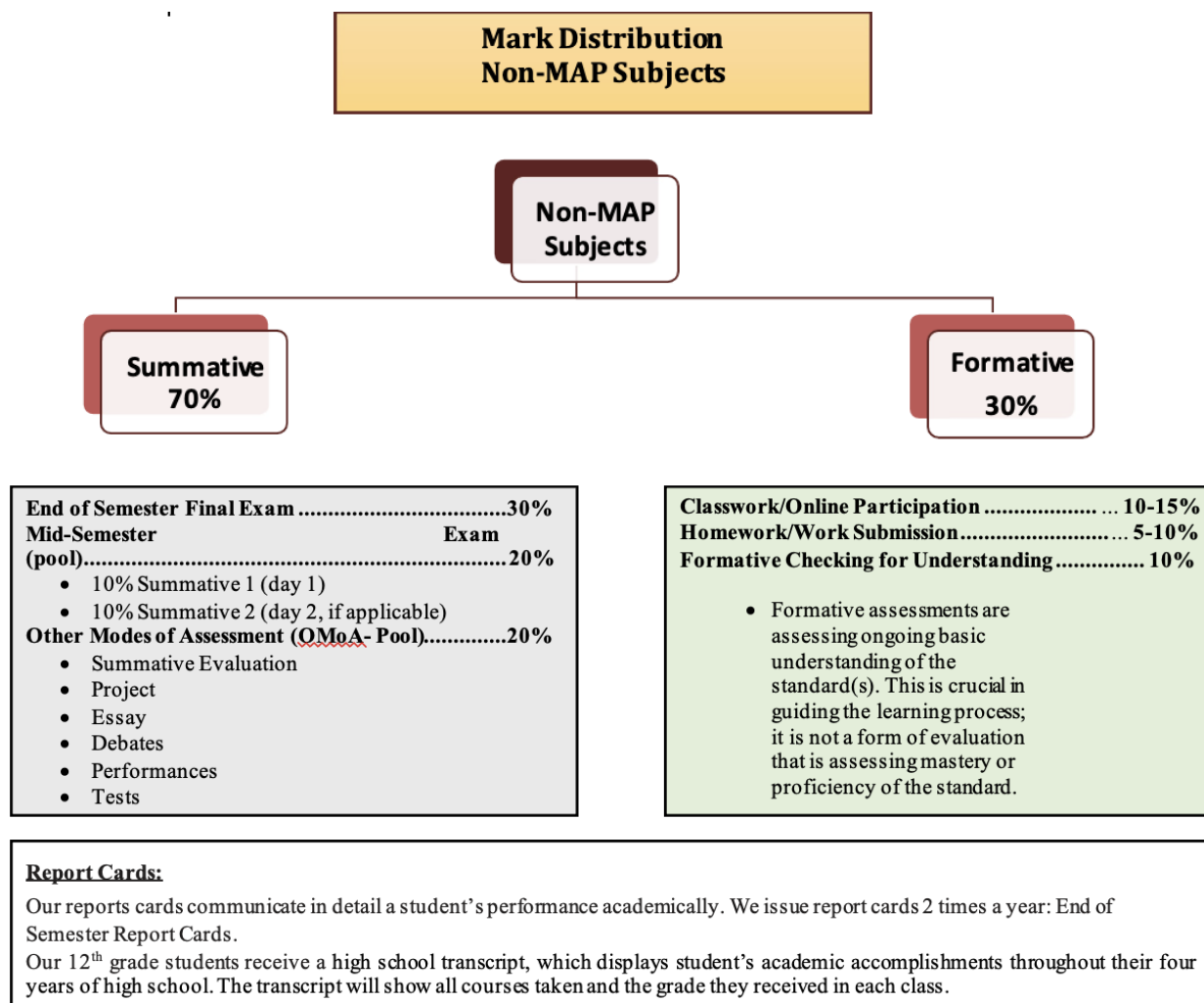
Summative assessments will normally:

- Take the form of a written test /exam or project with a clear rubric.
- Be taken under controlled conditions.
- Be graded by the teacher.
- Be linked to the curriculum objectives.
- Contribute to a student's report grade.
- Accounts for 70% of the overall grade.

RISS 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 used until 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 summative may be used in grading when it is certain that the student has completed the assignment. Most homework is formative, meant for practice, and not included in the grade.
- All assessments set by a teacher must be completed by all students.
- Questions that 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.



Re-Assessment Procedures

Re-assessment will be available to students who have not mastered the standards being assessed and have demonstrated completion of all formative assessments can be based on circumstantial situations. The final decision is determined by the Principal of the School.

The following conditions apply to all re-assessments:

- Teachers will determine when and how the reassessments 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 to first re-write formative assessments.
- Re-assessments can be completed on specific sections of, or questions on, summative assessments, or 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 reassessed 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 reassessments during the last week of the grading period (quarter or semester). Semester and final exams will not be reassessed.

RISS Make-up Exam Policy

The purpose of any makeup exam is to allow students with legitimate reasons for missing a scheduled exam to fulfill 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 prerequisite requirements:

- The student must be fully registered under the school and SPEA set requirements. Any missing registration information will result in disqualification from the makeup exam.
- The student must have attended school regularly and not violated the school attendance policy.
- The student's number of unexcused absences should not have exceeded 10 consecutive days or 15 non-consecutive days as per "Article 48, Clause 2, Section 8" of the Bylaw of the Private Education Law under the Ministry of Education & Youth.
- The student may only be eligible for a makeup exam if they have failed three or fewer of the offered school subjects. If the student has failed four or more subjects, then they are required to 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 provide truthful medical documentation evidence on time will result in the disqualification of the makeup exam.

Make-up Exam Procedure

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

Feedback

Feedback should provide meaningful information about the current level of performance relative to the expected standards of performance and constructive advice to guide future learning. The minimum expectation of feedback from a summative assessment task is a justification for a failed result.

Assessment tasks within a unit/course will be scheduled to allow students to reflect and act on the feedback provided to them.

- **Meaningful:** feedback should vary by age group, subject, and what works best for the student and teacher.
- **Goal-Referenced:** learners should be clear about the specific goal of a task or lesson; it is crucial to remind them about the goal and the criteria by which they should self-assess.
- **Timely:** feedback on student performance from formative and summative assessments should be regular to help students efficiently direct their attention and energies, and help them avoid major errors; real-time checks for understanding and tips can prevent them from developing misconceptions or incorrect practices, and help them avoid losing context for the valued learning of the work.
- **Motivating:** positive yet challenging feedback should boost student self-esteem and aspirations. As a result, this will accelerate progress.
- **Manageable:** feedback and marking should be accessible and relevant to students and should be proportionate and manageable for staff.

We offer feedback to:

- Acknowledge and value students' efforts and achievements;
- Give them a clear picture of how far they have come in their learning and where the way ahead lies.
- Monitor progress in knowledge, understanding, and application;

- Promote and share high expectations by demonstrating what makes a good answer or piece of work.
- Draw attention to mistakes that a child needs to learn from to move forward, to improve, and expand their ideas.
- Support feedback to parents.

Assessment through Teams

In RISS, teachers are using Microsoft Teams. Teams are used to collect and assess student progress on assignments. Teachers can reply to submitted work, participate in virtual meetings/discussion rooms, and send messages/video replies to students. Teachers keep track of progress towards essential learning goals identified by the grade level teachers.

The following activities allow for pedagogically substantive ways to improve student outcomes:

- formative assessment
- differentiating instruction
- Social and emotional learning increases student engagement

Teams also allow teachers to:

- Conveniently assign different marks to assignments, manage grade moderation, and control when marks are released to individual learners
- easily review and provide in-line feedback by annotating files directly within the browser
- Peer and self-assessment activities, such as surveys and forms, encourage learners to view, grade, and assess their own and other course members' work as a group
- Select from advanced grading methods to tailor the guidebook to the course and examination criteria
- set up competency-based marking with personal learning plans across courses and activities

SEND STUDENTS' ASSESSMENTS

At RISS, we adapt the curriculum and make it more accessible for students with SEN through:

- appropriate teaching methodology
- Specific individual support for children whose learning needs are severe, complex, and lifelong
- an innovative and supportive curriculum
- mentoring and counseling
- Provide ongoing professional development training to all classroom teachers and assistants
- Learning Support Teachers
- differentiated materials
- specialist group support from outside agencies

- Provide opportunities for parents to make informed decisions about placement options with adequate time and support.

Individual Education Plans (IEPs) are designed for identified students with special needs to inform the planning, delivery, and assessment of the student's educational program. The Individual Education Plan is developed by the SEND department and teachers in collaboration with parents and appropriate stakeholders. IEPs are required for students receiving support from the SEND Department. Students on IEPs may have assessments modified by a reduction in the number or length of assessment tasks, the provision of extra time to complete work, or the provision of individualized assignments. Students on IEPs receive the full range of reports provided to other students, and meetings are held regularly to evaluate their progress and programs.

Conclusion

All assessments are given to students to provide feedback to the student on how they can progress towards mastery of the standards and to also give feedback to the teacher about how to adjust their teaching practice and lessons to meet the needs of the learners. We, as a school, allow students to retake assessments for valid reasons, as stated above, and we, as a school, teach not only the standards and the curriculum but also test-taking skills to prepare them for the future. We teach perseverance, narrowing down possible answers by eliminating the answers we know are not correct, trusting our instincts, and making educated guesses. We teach confidence in our students to persevere.

The more we know about our students in their learning journey, the better we can teach and prepare them.

School Principal

Ms. Huda Al Samkari

Head of Assessment

Ms. Sadaf Rani