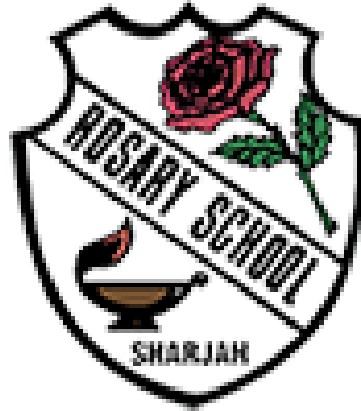


Rosary School Assessment Policy



This document is subject to change by the School Academic Leadership Team.

Introduction:

This document is designed to specify the actions needed to be taken regarding assessments at Rosary School. Assessments should be authentic, formative, and regular. Assessments should provide opportunities for students to reflect on their own learning and work quality during the class/course. Summative assessments should give students the opportunity to demonstrate appropriate conceptual knowledge, understanding, and apply skills that reflect mastery of the taught content. As with traditional assessment practices, Rosary School assumes primary responsibility for, and exercises oversight over assessments, ensuring both the rigor of exams and the quality of questioning.

It is important to note that the most important end users of assessment outcomes are the students themselves.

Principles of Assessment:

Assessments at Rosary School shall be:

- Honest, fair, reliable, and accurate
- Modified or accommodated to suit the various learning needs, abilities, and styles of learners
- Consistent, cumulative, and valid
- Encourage growth and promote positivity
- Authentic to the task taken
- Reported to parents and students in a regular and accurate manner
- Relevant to the learning goals and standards
- Challenging for all students

Assessment has a wide spectrum of characteristics. The effective assessment shall:

- Provide baseline information for all new students.
- Diagnose specific strengths and areas of improvement for all students in all subjects.
- Assist in the prediction of future attainment and target setting.
- Monitor the academic performance of students as they move through the school.
- Encourage the use of assessment as a tool in students' learning.
- Develop students' ability to become expert peer and self-assessors.
- Ensure all departments are consistent in their approach to assessment.
- Inform teachers' planning so that it responds to the needs of the students.

Types of Assessments

At Rosary School, we offer a variety of internal and external assessments which help all stakeholders better understand the strengths and areas of improvement towards students' learning and college and career readiness. Assessments at Rosary School align with the Cambridge IGCSE curriculum, SPEA, MOE and consider National Agenda targets.

Internal Assessments at Rosary School

- **Benchmarks**

- Administered three times a year.
 - BOY Benchmarks which stand for Beginning of Year Benchmark.
 - MOY Benchmarks which stand for Middle of Year Benchmark.
 - EOY Benchmarks which stand for End of Year Benchmark.
- The purpose of the assessment is to allow teachers to determine students' individual strengths, areas of improvement, knowledge, and skills prior to instruction. It is primarily used to identify student starting points and to guide lesson and curriculum planning.
- These assessments are administered for FS2 to Year 7.
- These assessments are not included in the Report Card.
- A maximum of one benchmark will be administered for each student per day.

- **Learning checks**

- These assessments can be in the form of quizzes, formative assessments, mini projects, etc.
- These assessments are administered for FS2 to Year 7.
- These assessments are included in the Report Card.
- A maximum of two learning checks will be administered for each student per day.

- **Tests**

- These assessments can be in the form of Unit tests, projects, chapter tests, summative assessments, etc.
- These assessments are administered for grades FS2 to Year 7.
- These assessments are included in the Report Card.
- A maximum of one test will be administered for each student per day.

Internal Assessments at Rosary School

Rosary School strategically designs its internal assessments to align with Bloom's Taxonomy. This intentional alignment aims to foster Higher Order Thinking (HOTs) among students, elevating their cognitive skills and preparing them comprehensively for external assessments. These assessments are meticulously crafted to cultivate critical thinking, analysis, and synthesis, ensuring students are well-equipped to excel in their academic pursuits.

BLOOMS Taxonomy Domain	Percentage
CREATING	10 %
EVALUATING	70%
ANALYSING	
APPLYING	
UNDERSTANDING	20%
REMEMMBRING	

External Assessments at Rosary School

- **Progress Test Series (PTE, PTM & PTS)**

- Administered once every year.
 - PTE which is Progress Test in English.
 - PTM which is Progress Test in Math.
 - PTS which is Progress Test in Science.
- These assessments are included in the Report Card.
- These assessments are administered for Year 4 to Year 7.
- If you need to know more about this assessment, please [Click Here](#).

- **Cognitive Ability Test (CAT4)**

- Administered once every year.
- This assessment is not included in the Report Card.
- These assessments are administered for Year 4 to Year 7.
- This assessment informs the school about the cognitive potential of your child and their strengths in learning patterns.
- If you need to know more about this assessment, please [Click Here](#).

- **Mubakkir**

- Administered twice every year.
- This assessment is included in the Report Card (except for FS 2).
- These assessments are administered for FS 2 to Year 3.
- If you need to know more about this assessment, please [Click Here](#).

- **TALA**

- Administered twice every year.
- This assessment is included in the Report Card.
- These assessments are administered for Year 4 to Year 7.
- If you need to know more about this assessment, please [Click Here](#).

- **TIMSS**

- This is the assessment that is named in the UAE National Agenda goals and holds schools accountable to supporting the UAE in its vision.
- This assessment is not included in the Report Card.
- Students are selected randomly by the assessment publisher, and it is taken every 3 years.
- If you need to know more about this assessment, please [Click Here](#).

- **PIRLS**

- This is the assessment that is named in the UAE National Agenda goals and holds schools accountable to supporting the UAE in its vision.
- Students are selected randomly by the assessment publisher, and it is taken every 5 years.
- This assessment is not included in the Report Card.
- If you need to know more about this assessment, please [Click Here](#).

Reporting

The school provides regular updates to parents on the progress of students. There are currently 3 report cards (at the end of each term) per year. There are Three parent/teacher meetings per year to discuss the progress of the students.

Report Card Category Breakdown

If external assessments are not administered

Phases 2 & 3						
Subjects	English	Math	Science	Arabic	Islamic	UAE Social
Learning skills	25%					
Projects	25%					
Tests	25%					
Learning checks	25%					

If external assessments are administered

Phases 2 and 3						
Subjects	English	Math	Science	Arabic	Islamic	UAE Social
Learning skills	25%					
Projects	25%					
Tests	20%					
Learning checks	20%					
External Assessment	10%					



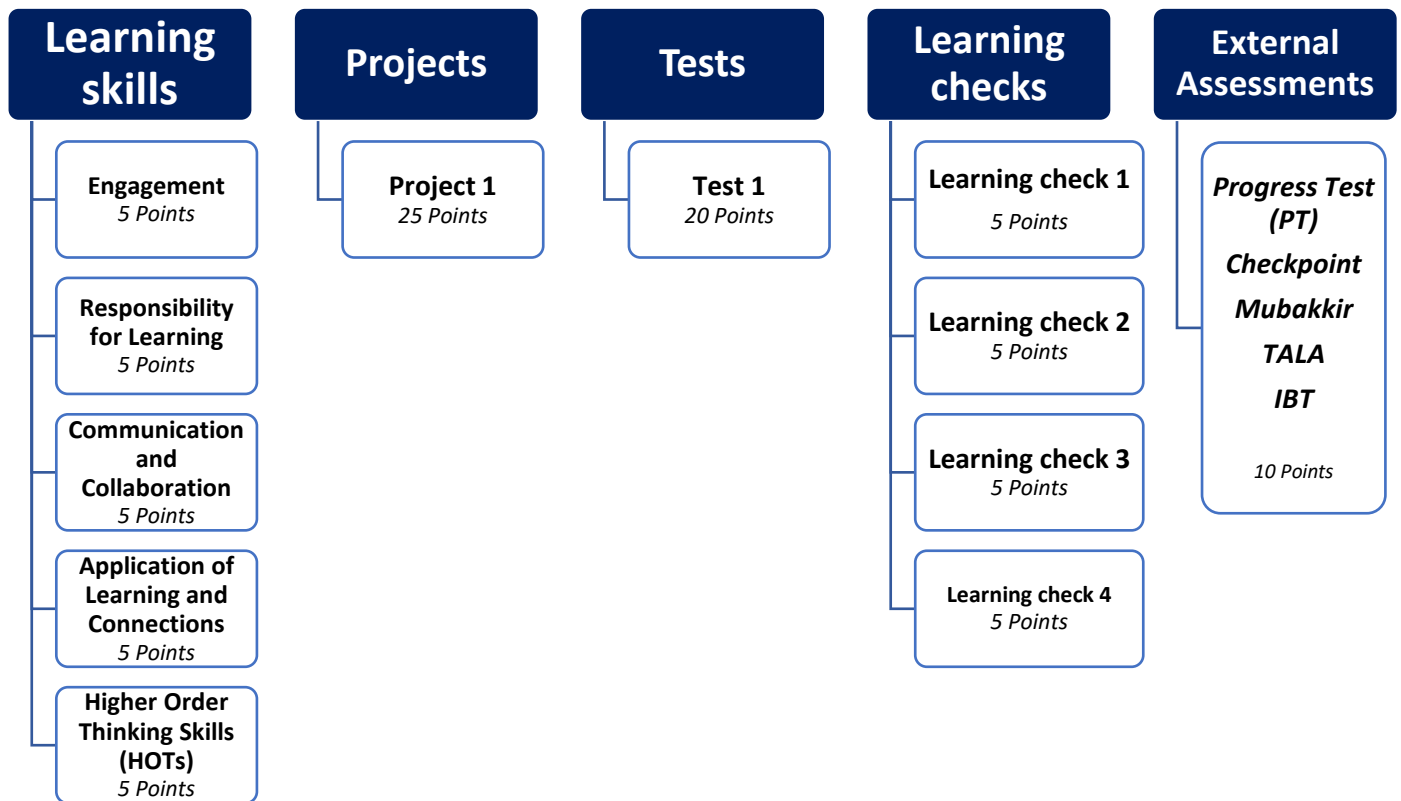
Phases 2 & 3				
Subjects	Art	ICT	PE	French
Learning skills		25%		
Projects/Tests		50%		
Learning checks		25%		

Notes:

- **Phase 1** means FS 2.
- **Phase 2** means Years 1 to 6.
- **Phase 3** means Year 7.

Rosary Report Card Category Breakdown Tree For Phases 2 & 3

(If external assessments are administered)

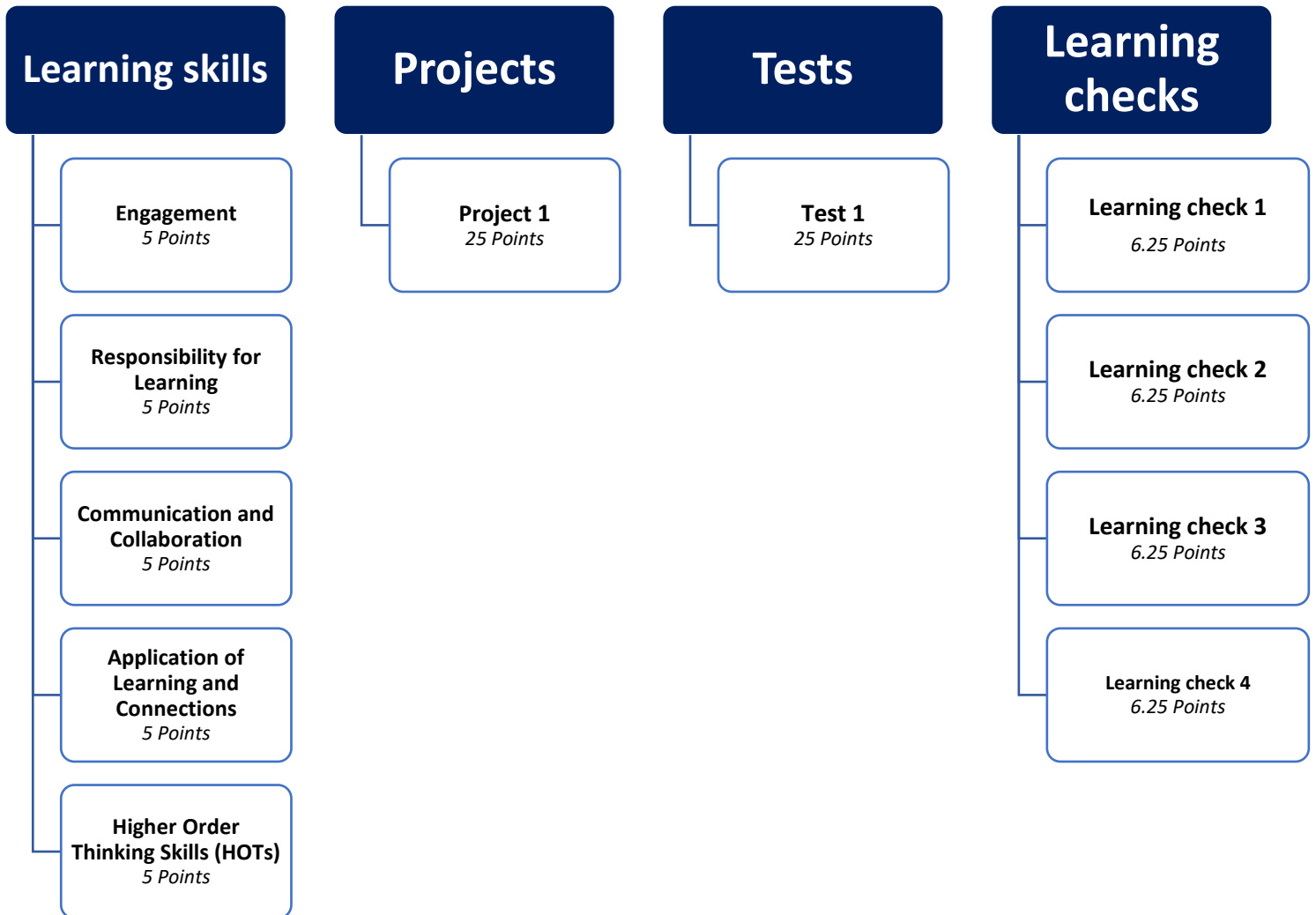


Learning skills Rubric

	NI	WT	ME	EE
Learning Skills	Needs improvements towards year level expectations	Working towards expectation	Meeting year-level expectation	Exceeding year-level expectation
	2 points	3 points	4 points	5 points
Engagement	Rarely participates or shows interest	Occasionally participates, lacks enthusiasm	Actively engages in activities and discussions	Consistently enthusiastic and goes above in participation
Responsibility for Learning	Rarely takes initiative, limited reflection	Occasionally initiates, occasional help to classmates	Takes proactive steps, readily offers assistance	Demonstrates strong initiative, actively seeks collaboration
Communication and Collaboration	Rarely communicates, struggles in teams	Occasionally communicates, struggles in collaboration	Effectively communicates and collaborates	Exceptional communication, actively contributes to group work
Application of Learning and Connections	Rarely applies learning, struggles to connect	Occasionally applies learning, limited connections	Consistently applies learning, makes meaningful connections	Exceptional application, seamlessly integrates and applies knowledge
Higher Order Thinking Skills (HOTS)	Rarely demonstrates HOTS, relies on rote learning	Occasionally demonstrates HOTS, needs guidance	Consistently applies HOTS to analyze and evaluate	Exceptional application of HOTS, synthesizes complex concepts

Rosary Report Card Category Breakdown Tree For Phases 2 & 3

(If external assessments are not administered)



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Cambridge
Assessment
International
Education

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Rosary Attainment and Progress Matrix

Band	Cambridge IGCSE Grades	Internal Assessments			External Assessments					CAT 4		Descriptors			
		GCSE / IGCSE - All Subjects	Arabic, Islamic & Social Studies		PT		Checkpoint	TALA & Mubakkir	IBT	Mean SAS	Stanine				
			Year 2 to 10	Year 11 to 13	Mean SAS	Stanine	Strand scores			All Grades					
1	A*	96-100	97-100	97-100	134-141	9	48-50	97-100	97-100	134-141	9	Above Curricular Expectations	EE2 (Exceeding year level expectations 2)	EE (Exceeding year-level expectation)	
	A*	90-95	93-96	93-96	127-133	9	45-47	93-96	93-96	127-133	9				
	A	85-89	90-92	90-92	119-126	8	41-44	90-93	90-93	119-126	8				
	A	80-84	86-89	86-89	115-118	7	39-40	85-89	85-89	115-118	7				
2	B	77-79	81-85	81-85	112-114	7	37-38	77-84	77-84	112-114	7	Above Curricular Expectations	EE1 (Exceeding year level expectations 1)	EE (Exceeding year-level expectation)	
	B	74-76	76-80	76-80	108-111	6	34-36	69-76	69-76	108-111	6				
	B	70-73	70-75	70-75	104-107	6	31-33	61-68	61-68	104-107	6				
3	C	68-69	66-69	68-69	100-103	5	29-30	57-60	57-60	100-103	5	In line with Curricular Expectations	ME (Meeting year level expectations)	ME (Meeting year level expectations)	
	C	66-67	61-65	66-67	97-99	5	27-28	52-56	52-56	97-99	5				
	C	63-65	56-60	63-65	93-96	4	24-26	46-51	46-51	93-96	4				
4	D	50-59	41-49	50-59	87-88	3	14	24-40	24-40	87-88	3	Below Curricular Expectation	WT (Working towards expectations)	WT (Working towards expectations)	
5	E	40-49	31-40	37-49	85-86	3	11-13	18-23	18-23	85-86	3		Below Curricular Expectation	NI 2 (Needs improvement 2)	NI (Needs improvements towards year level expectations)
	F	30-39	21-30	25-36	82-84	3	8-10	12-17	12-17	82-84	3				
6	G	20-29	11-20	13-24	74-81	2	4-8	5-11	5-11	74-81	2		Below Curricular Expectation	NI 1 (Needs improvement 1)	NI (Needs improvements towards year level expectations)
	U	0-19	0-10	0-12	59-73	1	0-3	0-4	0-4	59-73	1				
Notes	<ul style="list-style-type: none"> Expected progress is considered movement or maintaining within a Band. Exceeding progress would be in consideration of moving up to a higher Band (In Band 1 only moving up within the same band is considered exceeding progress). Below expectations would be in consideration of moving down to a lower Band. 														



Rosary Attainment and Progress Student Matrix

Band	Cambridge IGCSE Grades	Internal Assessments		External Assessments					CAT 4		Descriptors	
		GCSE / IGCSE - All Subjects	Arabic, Islamic & Social Studies	PT		Checkpoint	TALA & Mubakkir	IBT	Mean SAS	Stanine		
				Year 2 to 10	Mean SAS							
1	A*	90-100	93-100	127-141	9	45-50	93-100	93-100	127-141	9	Above Curricular Expectations	EE (Exceeding year-level expectation)
	A	80-89	86-92	115-126	7-8	39-44	85-93	85-93	115-126	7-8		
2	B	70-79	70-85	104-114	6-7	31-38	61-84	61-84	104-114	6-7	In line with Curricular Expectations	ME (Meeting year level expectations)
3	C	60-69	50-69	89-103	4-5	21-30	41-60	41-60	89-103	4-5	Below Curricular Expectation	WT (Working towards expectations)
4	D	50-59	41-49	87-88	3	14	24-40	24-40	87-88	3		NI (Needs improvements towards year level expectations)
5	E	40-49	31-40	85-86	3	11-13	18-23	18-23	85-86	3		
	F	30-39	21-30	82-84	3	8-10	12-17	12-17	82-84	3		
6	G	20-29	11-20	74-81	2	4-8	5-11	5-11	74-81	2		
	U	0-19	0-10	59-73	1	0-3	0-4	0-4	59-73	1		
Notes	<ul style="list-style-type: none"> Expected progress is considered movement or maintaining within a Band. Exceeding progress would be in consideration of moving up to a higher Band <i>(In Band 1 only moving up within the same band is considered exceeding progress).</i> Below expectations would be in consideration of moving down to a lower Band. 											



Academic Grading Scales

Band	Cambridge IGCESE Grades	Descriptors		
1	A*	Above Curricular Expectations	EE2 (Exceeding year level expectations 2)	EE (Exceeding year-level expectation)
	A		EE1 (Exceeding year level expectations 1)	
2	B			
3	c	In line with Curricular Expectations	ME (Meeting year level expectations)	ME (Meeting year level expectations)
4	D	Below Curricular Expectation	WT (Working towards expectations)	WT (Working towards expectations)
5	E		NI 2 (Needs improvement 2)	NI (Needs improvements towards year level expectations)
	F			
6	G			
	U	NI 1 (Needs improvement 1)		
Notes	<ul style="list-style-type: none"> Expected progress is considered movement or maintaining within a Band. Exceeding progress would be in consideration of moving up to a higher Band <i>(In Band 1 only moving up within the same band is)</i> Below expectations would be in consideration of moving down to a lower Band. 			

Conclusion

The Rosary School Assessment Policy serves as a guide for all students, teachers, staff, and parents/guardians within our school community. By adhering to these guidelines, we aim to promote academic integrity, fairness, and excellence in education.

Last Updated: *December 2023*

Thank you for your commitment to upholding the principles and standards outlined in the Rosary School Assessment Policy.