# ASSESSMENT POLICY

## 2025-2026

**Principal: Mr. Mohannad Al Jayousi**

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# Introduction

**Al Resalah American International School** provides an American curriculum within a framework of traditional Islamic values. It is RAIS's overriding belief 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 will be able to meet the challenges of the 21st century with confidence and anticipation. 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:

The information is used to guide instruction and to help teachers make instructional decisions, both to meet the needs of individual students better and to analyze the effectiveness of the instructional program. Assessments at RAIS vary from common assessments to standardized to teacher-made. Each assessment is an opportunity for students to demonstrate their understanding or application of concepts or skills.

## Attainment:

This refers to whether a student is working 'below or at the expected level' or 'working beyond the grade-level'.

## Measure of attainment:

Grade Bands. Defined according to performance level descriptors.

## Authorized/licensed curriculum:

The curriculum that the school has decided or been given the authority to deliver as a condition for it to operate within the UAE.

## Data:

Attainment indicated by Internal summative assessment:

 Average of Midterm and End of Semester data

 End of Year Assessment if it is a cumulative assessment for the whole year.

**External curriculum-related examinations**:

Examinations for a specific curriculum are taken at the end of the phase, and are set and marked externally, e.g. MOE examinations.

**Grading**: The judgment or evaluation, in numerical or letter form, of a student's performance related to their understanding or application of concepts or skills, as demonstrated through assessment. Grades at RAIS are one of the ways that teachers communicate with students and parents about both progress and achievement. Grades are given for both academics and non-academics at RAIS.

**Internal curriculum-related examinations**: Examinations for a specific curriculum that are taken at The end of the unit, semester, or school year, and are marked internally by the school.

**National Agenda Parameter benchmarks:**

MAP, CAT4, TIMSS, PISA, PIRLS, IBT Arabic version, EmSAT.

**Peer assessment:**

Where "students use criteria and apply standards to the work of their peers in order to judge that work. Both self and peer assessment are "formative, in that it has beneficial effects on learning, but may also be summative, either in the sense of learners deciding that they have learned as much as they wished to do in a given area, or ...it may contribute to the grades awarded to the students".

**Progress:** This refers to how well students have progressed in their learning from their starting point

> ⏹ Progress from starting point – changes in students' knowledge, skills, understanding and ability measured against a starting point
>
> ⏹ Expected progress against curriculum standards – it is considered that the students made expected progress if over the given period of time students at least retain their level of achievement, defined by the given curriculum standard, or improved it.

**Reporting:** The communication of grades based on formal and informal assessments to both students and parents, through progress reports, report cards, parent-student- teacher conferences and regular posting in school Paradigm portal.

**Starting point**: End of previous academic year; assessment data that reflects student's attainment over one academic year (example – End of year June 2021 exams or MAP Fall data).

**Self-assessment:** The involvement of students in identifying standards and/ or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards; it means involving them in the process of determining what is 'good work'.

**Period of time**: One academic year ⬜ till the end of the next academic year (from August 2023 to July 2024).

**Common Assessment:** refers to "assessments designed by Instructional coaches from the question bank created by teachers who teach the same content or grade level".

## Purpose of Assessment

At RAIS, we consider assessment to be an integral part of effective instruction. We believe that teaching, learning, and assessing are interdependent. 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.

**What are the purposes of assessment at RAIS?**

- To enhance student learning. This is done through

    - Providing descriptive SIR 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 towards meeting learning goals. This information is shared with students and parents.
- To assist teachers in reflecting upon and evaluating the effectiveness of their teaching and curriculum.

| For students | For Families |
|---|---|
| • To inform and enable students to monitor their current skill/knowledge levels<br>• To empower students to develop as independent, self-reliant, and self-critical learners<br>• To help students set goals for their learning and develop learning strategies<br>• To build positive self-esteem and a sense of achievement | • To communicate the strengths, weaknesses, progress, achievements, areas for growth, and learning style(s) of their child<br>• To develop the partnership between home and school in supporting student learning |

**For teachers**

- To recognize students' academic strengths and areas of growth so that teachers can better design appropriate classroom instruction
- To ascertain students' prior knowledge and determine appropriate instruction in the classroom
- To gauge the effectiveness of teachers' classroom instruction
- To give students SIR feedback to improve their performance and achieve learning goals
- To strive for consistent and reliable understanding of student work among subject area teachers
- To identify student support needs
- To provide external confirmation of classroom practices through standardized assessments

## Types of Assessments

Assessment is used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students, and to analyze the effectiveness of the instructional program at RAIS There are 2 types of assessments that teachers at RAIS use to gather information: Internal and External Assessments.

**INTERNAL ASSESSMENTS**

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*

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. 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
- Will not normally contribute to a student's termly report grade
- Can take a wide variety of forms: quizzes, teacher observation, student work marking…copybooks, 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 overall grade

### *Summative*

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. 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 termly report grade
- Accounts for 70% of overall grade

**External Assessments**

External Assessments against international benchmarks are used to compare the attainment of RAIS students to other international American curriculum school students. The following tables illustrate in detail both internal and external assessments at RAIS.

## RAIS INTERNAL ASSESSMENTS

| Internal Assessments | Purpose | Targeted Grades |
|---|---|---|
| • **Formative Assessments** | Formative assessment is sometimes called assessment for learning and as learning since it provides 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 used often by teachers. In elementary school, teacher observation is a powerful tool used to make instructional decisions on a regular basis. Formative assessments reflect student growth and progress and are not regularly included when reporting student grades. | KG-12 |
| • **Summative Assessments** | Summative assessment is 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 RAIS. Summative assessment results are included when reporting student grades. Comments related to growth are included on report cards. | KG-12 |

## RAIS EXTERNAL ASSESSMENT

| External Assessments | Purpose | Targeted Grades |
|---|---|---|
| • NWEA MAP | NWEA Measures of Academic Progress (MAP) test measures what students know and informs what they're ready to learn next. | 3-9 |
| • CAT4 | Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability can identify where a pupil's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers. | 1-9 |
| • PISA | Programme for International Student Assessment (PISA) is a school-level assessment designated for grade 10 students. It is a two-hour, paper-based test consisting of Mathematics, Science, and Reading questions. | Grade 10 or students who are 15 years old |
| • Talaa and Mubakkir (Arabic) | The Talaa and Mubakkir Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling, and Vocabulary through multiple-choice questions based on a variety of texts and situations. | KG-11 |
| • TIMSS | Trends in International Mathematics and Science Study 2019 (TIMSS)-has been a valuable vehicle for monitoring international trends in mathematics and science achievement at the fourth and eighth grades. | 4 and 8 |
| • PSAT | Preliminary SAT- is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC) in the United States. PSAT s a preparatory version of the SAT exam. | 10-11 |
| • SAT | Scholastic Assessment Test (SAT) - is a standardized test widely used for college and university admissions. The SAT score is a pivotal component of college applications. | 10-12 |
| • AP Exams | Advanced Placement (AP) Exams- are college-level tests administered by The College Board. Students may take tests in one or more subjects; a comprehensive list of all available AP courses and tests is available at collegeboard.com. AP courses and exams can help put students on the fast track to a college degree, giving them the chance to earn college credit while still in high school—not to mention strengthening their college applications. | 10-12 |

## Mark Distribution
## Non-MAP Subjects

**Non-MAP Subjects**

**Summative 70%**
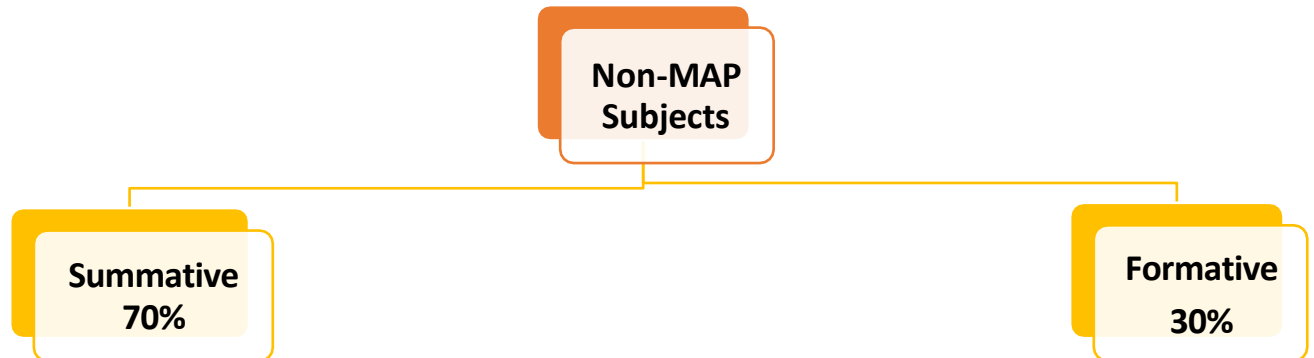
**Formative 30%**

End of Semester Final Exam ............. 20-25%
Mid-Semester Exam ..................... 10-15%
Other Modes of Summative Assessment. 20-30%
- Summative Evaluation
- Project
- Essay
- Debates
- Performances
- Tests
- Research
- Presentation
- Vocabulary

Classwork ........................... …. 10-15%
Homework............................ 5-10%
Class Participation ................. 5%
AP classroom ....................… 10-15%

**Report Cards:**

Our report cards detail a student's academic performance. We issue report cards twice a year, at the end of each semester, and progress reports every month.

Our 12th-grade students receive a high school transcript, which displays their academic accomplishments throughout their four years of high school. The transcript will show all courses taken and the grades they received in each class.

**Mark Distribution
MAP Subjects**

**MAP
Subjects**

**Summative

70%**

**Formative

30%**
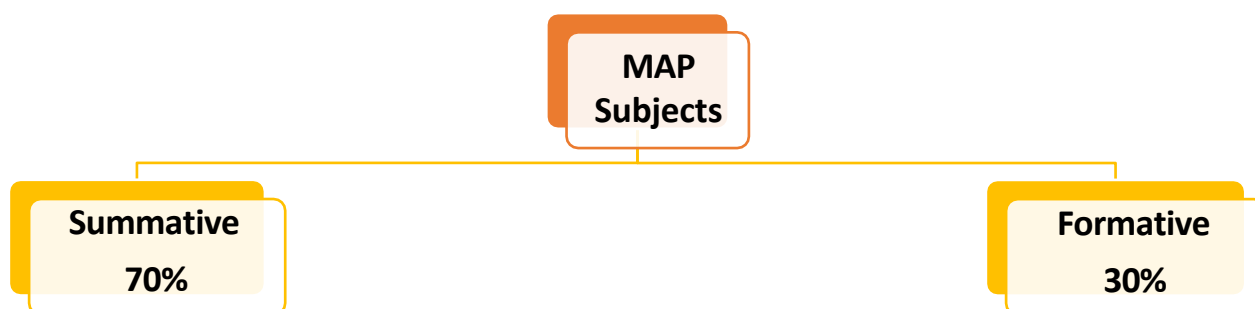
| | |
|---|---|
| **End of Semester Final Exam .............. ….15-20%**<br>**Mid-Semester Exam .......................... ….10-15%**<br>**Other Modes of Assessment................….25-35%**<br>  • Summative evaluations<br>  • MAP Growth<br>  • Project<br>  • Essay<br>  • Debates<br>  • Performances<br>  • Tests<br>  • Research<br>  • Presentations | **Class work .......................................... 10 or 15%**<br>**Homework ............................................. 5 or 10%**<br>**Raz-kids ................................................ 10%**<br>**Class participation ............................... 5%** |

# Grade Reporting and Scale

**Reporting**

At RAIS, we understand that an effective reporting process should provide accurate and honest information about student progress and achievement based on curriculum standards and an open two-way dialogue between teachers and parents. Parents should have the opportunity to discuss their children's progress with teachers, and teachers/administrators should contact parents when they have a concern relating to progress.

Reporting student progress to parents includes formal end-of-semester report cards, progress reports, portal updates, and parent-teacher meetings. Progress is measured against curriculum standards and formal report card grades are composed of 70% summative assessments and 30% formative assessments. Progress reports are used to inform parents of their child's level and next steps and will usually be published every month.

**Grading Scale:**

| Letter Grade | Percent Grade | 4.0 Scale |
|---|---|---|
| A+ | 97-100 | 4.0 |
| A | 93-96 | 4.0 |
| A- | 90-92 | 3.7 |
| B+ | 87-89 | 3.3 |
| B | 83-86 | 3.0 |
| B- | 80-82 | 2.7 |
| C+ | 77-79 | 2.3 |
| C | 73-76 | 2.0 |
| C- | 70-72 | 1.7 |
| D+ | 67-69 | 1.3 |
| D | 65-66 | 1.0 |
| D- | Below 65 | 0.5 |
| E/F | Below 60 | 0.0 |
| AP/ IB courses | An addition of 0.25 to the standard weighting | |

**Evaluation and Reporting**

RAIS evaluation philosophy is consistent in application and provides a measure to the extent that the student has attained predetermined learner standards.

Parents receive information on student achievement through:

- Verbal reports at Parent-Teacher conferences
- Personalized student targets sent home
- Meetings specifically arranged to discuss individual student progress
- Constructive feedback on students' notebooks
- Constructive feedback on homework and assignments
- Calls and messages, particularly to update and discuss underperforming students.
- Progress reports every month.
- End-of-semester report cards twice per year.
- Celebrations, for example, certificates and Award Events
- Student-led conferences and / or Parents Conferences
- External assessments reports shared on the Orison platform.

## RAIS Underlying Principles for Assessment

- Grades will include academic achievement, attendance, and class participation.
- 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 and group scores are included in grades.
- Absences are not considered in determining grades. They are reported separately.
- Zeroes should not be included in grade determination when evidence is missing, except as a last resort. Nor should zeroes 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 may be used in grading when it is certain that the student has completed the assignment.
- 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.

## SEND Student Assessments

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities/students of determination. Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

SEND students are provided with a modified curriculum and assessments. 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 (IEP) is developed by teachers in collaboration with parents and appropriate stakeholders. IEPs are required for students receiving support from the Special Education Section, students in care, and students referred to Student Support Services. 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.

During the academic year, two to three formal opportunities are provided for parents to meet with teachers and discuss their children's progress. However, we encourage our parents to contact/arrange appointments with teachers to discuss concerns at any point during the year.

# Re-Assessment & Final Exam Re-Sit Policy

### RE-SIT EXAMS

The purpose of the Re-sit exam is to give an opportunity to the student who has failed a course in the final aggregate. The Re-sit exam is conducted at the end of the academic year. There is no Re-sit exam for Quizzes, Mid-semester, and End of Semester 1 exams.

The student is eligible for a Re-sit exam if he/she has failed 3 or fewer of the offered school subjects. If the student has failed 4 or more subjects, then he/she is required to repeat the academic year.

### RAIS 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 precedent 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 on a regular basis and did not violate the school's attendance policy. (If a student's attendance is less than 80%, he/she won't be allowed to sit for the End of Semester exam without the principal's approval.)

- The student's number of unexcused absences should not exceed 15 consecutive days or 21 non-consecutive days in a 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, a valid doctor's note, an accident report, or any other relevant documentation. Failure to communicate and provide truthful medical documentation evidence in a timely manner will result in disqualification from the makeup exam.

**Make-up exam procedures are as follows:**

- As per the assessment results, if the child fails only one semester but the overall end-of-year results still 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 the failure of the entire academic year.

## NWEA MAP Testing Policy

At RAIS, we administer the MAP Growth tests to determine students' instructional level and to measure academic growth throughout the school year (and from year to year) in Math, Science, Reading, and Language. This school year, students in grades 3 to 9 will take the tests in the fall, winter, and spring.

MAP Growth tests are unique in that they adapt to each student's level of learning. If a student answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This results in a detailed picture of what our students know and are ready to learn—whether it is on, above, or below their grade level.

Since MAP Growth tests provide immediate and accurate information about students' learning and academic performance, it's easy for our teachers to identify students with similar scores who are generally ready for instruction in similar skills and topics and then plan instruction accordingly.

In order to achieve the best results and to place further emphasis on the importance of the MAP Growth tests, we incorporate the MAP results as part of students' internal summative assessment, accounting for **10% - 15% of their overall grade**. This will allow for more accurate and precise results for teachers to better assist students in the learning process.

Since NWEA MAP tests are held for high-stakes purposes, restrictions and guidance are needed to protect the integrity of the testing process and the test results.  Therefore, the guidelines below were established at RAIS to ensure successful testing experiences.

- Retesting is only done on rare occasions where the situation impacts the validity of the test results. Some situations may include but are not limited to the following: a student becomes ill, a student refuses to take or complete a test, a student is rushing to complete a test, and a "disengaged icon" is flagged under the NWEA administration window, etc.

- The assessment coordinator reviews all retesting decisions before the student retakes the test.

- If a student is retested, there must be a rationale documented in writing at the time it occurs.

- Testing conditions and time duration is consistent among all 3 testing windows within the academic school year.

- Accommodation must be assigned on a case-by-case basis. The SEN department will provide the type of accommodation needed.

- Students with IEPs will be assigned accommodations depending on their needs based on their IEP.

## Academic Roles and Responsibilities

Assessment practice and policy at the provincial and local levels must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values, and that educational practice and policy reflect this. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines and that there are consequences for not completing work and for submitting work late. The roles and responsibilities are as follows:

### Administration

It is the responsibility of the administration to:
- Share the assessment policy with students and parents.
- Explain the assessment guidelines to students.
- Orient the new teachers about the assessment policy and provide the necessary guidance and support for all teachers.
- Monitor the implementation of the policy.
- Foster the academic honesty guidelines as per the Student Handbook.

### Students

It is the responsibility of the student to:
- Strive to acquire and demonstrate the attributes of the learner profile.
- Prepare for and participate in all formative assessments in order to grow in concept, skill, and knowledge strength.
- Make the necessary arrangements to retake assessments or submit late assignments in case of a legitimate absence.
- Meet all deadlines set by the teacher and/or by the school. In case of any concern about not meeting a certain deadline, the student must contact his/her teacher in advance.
- Reflect on progress for improvement and seek the teacher's help when needed.

## Teachers

Teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

- Establish and clearly communicate expectations regarding assignments. Assignment requirements

and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations, if necessary, by providing exemplars and to provide timely and specific SIR feedback to students.

- Set and communicate reasonable timelines for assignments and support students in meeting these timelines. Teachers should set timelines that provide adequate time for students to complete the work while being mindful of other demands and of student strengths and challenges.

- Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students who do not take responsibility for their work through various strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support the timely completion of assignments. Other strategies may include the following:
  - Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
  - Share assignment timelines and reminders through many means, including classroom web pages, email, WhatsApp, and course outlines.
  - Assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track.
  - Anticipate which students may require additional support to complete assigned tasks and monitor those students more closely.
  - Choose, when appropriate, to extend the time for completing assignments, especially for students who communicate with the teacher in advance of the due date.
  - Contact parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.

- Establish, communicate, and apply consequences for late and missing work. Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers may apply the following strategies based on their professional judgment:
  - Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of the reasons.
  - Develop an agreement with the student to complete the work.
  - Require the student to complete missing work during school time at lunch or after school within a supervised setting in accordance with school division policy.
  - Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.
  - Provide additional support for students who are learning English or French as an additional language.
  - Provide alternative assessment tasks that accommodate diverse learning needs.

- In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

## Integrity in Assessments

Students must understand that the tests/exams they complete and the assignments they submit have evidence of learning must be their own work and that cheating, and plagiarism will not be tolerated. RAIS has zero tolerance for cheating and academic dishonesty.
Teachers, HOD, and Administrators have the following responsibilities:

- **Communicate and reinforce expectations of academic honesty with students.**
  Aspects of academic honesty include not *cheating* (e.g., copying others' work, using cheat notes), *lying* (e.g., misrepresenting contributions to group work, lying about circumstances to obtain extensions), and *plagiarizing* (submitting or representing someone else's work as one's own).

- **Respond appropriately to academic dishonesty.** School and divisional policies will specify a range of consequences for academic dishonesty and invoke these sanctions as appropriate.

- **Teachers should apply strategies to deal with academic dishonesty, such as the following:**
  o Contact parents
  o Document the incident in the student's file.
  o Enforce the loss of privileges for the student at the school (sports teams, extra-curricular activities etc.).
  o Enforce other disciplinary measures such as detention.
  o Have the student redo the work honestly.

Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequences on subsequent learning and motivation. Whatever the consequence, students should complete the work in an honest way.

**Common Assessments:** To ensure the integrity of assessments, the End of Semester Exams are designed by Instructional coaches from the question bank created by teachers who teach the same grade level across all Athena schools. The subject teachers cannot access or view the exams before the exam day.

## Assessment Data Analysis

Student data is analyzed daily, weekly, monthly, and after every summative assessment, and this informs the school's annual progress and progress over time in key attainment data. Baseline Data is the starting point for informing planning. MAP is used as a baseline assessment for English, Math, and Science, and Talaa for Arabic.

**At RAIS, all teachers use information from assessment data analysis to identify:**

• Teaching implications

• Learning preferences

• Intervention needs

• Opportunities for challenge

• Future targets, impact on short- and long-term planning

• Progress over time

**Instructional Coaches and SLT use information from assessment data analysis to:**

• Triangulate performance of internal and external assessment results

• Identify trends in attainment and progress over time.

• Research and inspect evidence to inform policies, practices, expectations, targets, and teaching methods.

• Monitor progress in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

• Use and analyze data to ensure a clear picture of the attainment and progress of different cohorts.

• Ensure that data is embedded and informs teaching and learning.

• Meet National Agenda Registration Requirements.

• Analyze how attainment data demonstrates effective progress toward meeting the National Agenda Targets.

• Plan detailed next steps.

• To measure the progress of different groups

# School Policy Development

Schools are expected to act in accordance with the principles laid out by the SPEA and in accordance with the support of the United States Schools Curriculum Division. The US School division shall revise or develop policies aligning with standard American policies and Procedures. The school policy shall reflect the policy statements related to academic responsibility, honesty, and promotion/retention contained herein and should be formalized in conjunction with the SPEA rules and regulations. School policies will do the following:

- Describe how schools will inform students and their parents about the importance of submitting assignments when they are due and about the consequences for students who submit assignments late or fail to submit them.

- Provide clear procedures for determining a mark for a student who has failed to submit one or more assignments on time or at all.

- Describe how schools will communicate and reinforce expectations for academic honesty with students and their parents.

- Outline a range of consequences for academic dishonesty.
  Outline the process for making decisions about the promotion of students under the direction of the principal that involves parents, teachers, and other specialists as appropriate, and that ensures that, regardless of the decision, support is put in place for struggling students.

- Include a protocol that specifies a process for resolving conflicts related to a student's progress, achievement, and retention/promotion.

## Review
The senior leadership team will review this policy annually, and any deficiencies or weaknesses in assessments will be remedied.

Signed:                                             Date: May 21. 2025
**Mohannad I Jayousi**

Policy review date: May 2026