

School Assessment Policy-iCademy Middle East and ISBO

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Introduction

iCademy Middle East/ISBO believes that assessment is an integral part of the learning process. Assessment should be authentic and varied, while encouraging students to showcase the knowledge and skills that they have acquired in the learning process. We believe that formative assessment should underpin all other forms of assessment and that feedback plays a fundamental part in the learning process. Assessment should offer students, parents, and other stakeholders a valid and reliable indication of student progress and attainment. This Policy outlines the purpose, nature and management of assessment, evaluation and reporting at iCademy Middle East/ISBO.

Assessment complements and assists teaching and learning; it plays an integral part within the online curriculum and enables the evaluation of current practice as well as student achievement. High quality formative assessment is an essential part of teaching and learning. Quality assessment ensures a whole school approach to the provision of an excellent education for all students, and it enables teachers to deliver education that best suits the needs of their students. Formal reporting occurs through two standardized report cards, one in each semester.

Aims

The aim of this policy is to provide a clear overview assessment, evaluation and reporting techniques at the School, to ensure that assessment is used as a tool to inform planning, to track student progress and to raise standards. It is the right of every student in iCademy Middle East/ISBO to be given an education that builds on their strengths, addresses their individual needs, and ensures progression. Assessment is an essential tool in the delivery of this right.

Roles and Responsibilities

The overall responsibility for assessment belongs with the course teachers. Teachers are responsible for regular quality assessment of the students in their care, and the leadership team is responsible for monitoring assessment. Students also play a role in the assessment process. They integrate the feedback they receive from their teachers to improve their work and provide feedback to their peers, based on assignment success criteria. Students also regularly self-assess and reflect on their achievement and progress.

Purpose

Assessment is embedded within the online curriculum and within live teaching sessions. 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 need. 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 own 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
- to be evaluative, allowing the school and individual teachers to evaluate the effectiveness of their teaching;
- to inform the students to enable them to develop their learning. Specific learning intentions, success criteria, and assessment opportunities are identified in semester overviews, units and lessons. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Summative and Formative Assessments

The two types of classroom and curricular assessments at iCademy Middle East/ISBO are Summative and Formative. **Summative assessment** is provided to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. **Formative assessment** refers to all those activities undertaken by teachers and/or by students which provide information to be used as feedback to modify the teaching and learning activities in which they engage.

Course teachers use learning intentions, success criteria, timely and specific feedback, and peer and self-assessment to involve students in their learning and to inform them of their next steps. Grading (for teacher-graded assignments and projects) is conducted with reference to the established success criteria for the unit, lesson or final exam, and should identify successes and areas for improvement. Effective questioning, observations and conversations are also used to inform assessments.

Formative assessment enables teachers to evaluate how well students have mastered specific curriculum standards and helps them plan future instruction. For students, formative assessment helps them to measure their knowledge and understanding against the learning intention and success criteria, and the feedback they receive helps them understand how they can improve.

The methods of formative assessment include:

- Use of pertinent questioning within live teaching sessions
- Grading of students' assignment submissions, with feedback
- One-on-one and small group conferencing
- Observational assessment
- Student self-assessment
- Student peer assessment

Summative Assessment

Summative assessments enable teachers to evaluate both student learning and the impact of their teaching at the end of a period of time. Summative assessments provide evidence of achievement against the learning intentions of the curricular standards. Summative assessments are useful in informing teaching and learning in subsequent lessons and/or units. Results of this type of assessment are available for parents and learning coaches to view within the Online School and are

discussed within conferencing--enabling families to support their child's future learning. All summative assessments are reported using the school's digital grade book and forms part of the student's final grade.

All teacher-graded summative assessments should be reviewed and feedback given to the student within 3 school days, including updating of the online gradebook. We recognise that there may be significant pieces of work that may require more than 3 days to grade and give feedback; for these projects the teacher should liaise with the Department Lead about an appropriate feedback timeline.

Indicators (for English and Math courses) are derived from US common core standards. These are embedded within each course within the Teacher Guide and in rubrics for assignments and projects.

Grading, Recording and Reporting

Introduction

Grading procedures are related directly to stated learning goals, i.e. the relevant curriculum standards or any other learning goal communicated by the teacher or within the online curriculum at the start of the course/unit. Students are assessed on their progress towards meeting the curriculum standards. Students should always know what they have to do/show to achieve each available grade for an assignment.

Recording

Grade records of summative assessments, formative assessments, and MAP results are stored in the school's SIS and LMS systems. Course grades are available for parents and students to view live within Canvas/PowerSchool. The progress of students receiving extra support (SEN) is monitored by course teacher as well as the SENCO. These records enable classroom teachers and Academic Advisors to assess the progress made by each student and are an important part of future planning. The student semester and end-of-year reports are kept in PowerSchool and are available from the Registrar for future reference.

Reporting

iCademy Middle East/ISBO has two semester reporting periods per year. These depend on the student's published start and end date. Reports are sent to families at the end of each semester. These report cards become part of a student's permanent record.

Formal report cards and/or HS transcripts will be issued to students twice per school year: at the end of first semester (90 school days) and at the end of second semester (180 school days). Students who withdraw during the school year will be issued a withdrawal report that can be used for enrolling in a future school. While official report cards will be issued twice a year, students and their Learning Coach have continued access to view current progress and attendance 24 hours a day, 7 days a week for the period of their term. It should be noted that students must be in "good standing", meaning that all outstanding tuition has been paid before records can be released or sent to another school.

GRADING SCALES AND COURSE COMPLETION

LOWER SCHOOL

Grading Scale-Lower School

The K-5 program is mastery-based, meaning students will not receive a formal A-F letter grade upon completion of lower school courses. Students will submit assignments, quizzes and tests to their teachers for grading and feedback. Lower School students will have the opportunity to retake an assignment, quiz or test up to two times to improve their grade. This will allow the teacher to reteach concepts as necessary, with the goal of mastery. Due dates are given within the course to assist with pacing. There are no permanent due dates for Lower School students, but any work must be turned in by the term end date. Assignments not attempted will be given a 0% grade in the system, which will adversely affect the mastery grade on the report card.

At the end of each semester, one of the following letters will be assigned to each course on the student's Report Card for grades K-5:

M: Mastered: An "M" indicates that the student has completed the semester with the highest possible level of mastery. To earn an "M," students must have mastered and achieved the goals set by their iCademy Middle East/ISBO Lower School teacher (90%-100% grade or higher).

C: Completed: A "C" indicates that the student has earned a grade between 75%-89% within the Lower School course and is ready move on to the next course in the subject sequence at the end of the school year.

INC: Incomplete: An "INC" indicates that the student has not completed or reached the goals set for the Lower School course (grade 74% or lower). The Lower School course can be carried over to the next school year at iCademy Middle East/ISBO.

Course Promotion in Lower School

For students to be promoted to the next grade level, they must achieve a grade of M or C in three of the four core courses (Math, Language Arts, Science, Social Studies) for their grade level. Students who end the semester with a grade of INC in a core course can carry their course over into the semester or next school year to complete. This is essential to ensure that students have all the foundational skills necessary to be successful in the next grade level.

Full-Time students in grades K-5 can request mid-year course promotions by contacting their homeroom teacher in writing up to eight (8) weeks before the student's year-end date. Requests must be approved by school Administration. Student progress, grades, participation in conferences with teachers, attendance and future course progression are all taken into account when considering the request. The School advises Learning Coaches to maintain samples of student work to assist teachers with the decision to advance a student to the next course level (in addition to the required assignments that must be submitted to the teacher).

Course Completion-Lower School

Students in grades K-5 must satisfactorily complete the course to achieve a grade that reflects completion (M or C). Students may need to repurchase a course that is not completed during the established school year to receive a grade report that reflects grade level completion.

Middle and High School

Middle School and High School Grading Scale

Most courses follow the same grading scale and completion requirements. The only exceptions are the KHDA-required courses (for KHDA registered students in Dubai) which do not generate traditional letter grades. Students enrolled in these courses will receive a P (Pass) or F (Fail) for these

courses. A grade of 60% or higher is required to pass the KHDA courses. All other courses follow a traditional grading scale as shown below with weighting provided for AP® and Honors level courses.

Percent	Grade	Quality Points (HS Only)
90-100%	A	4.0
80-89%	B	3.0
70-79%	C	2.0
60-69%	D	1.0
59% and below	F	0
N/A	W	0

AP® Courses — add 1.0 quality point Honors Courses — add 0.5 quality point (HS only)

Course Credit and Promotion in Middle and High School

To promote to the next semester or course in grades 6-12, a passing grade of D or higher must be earned.

Course Credit--High School

High School credit is earned on a semester basis. In order to move to the next course level, full course credit must be earned in the previous semester and in the prerequisite course. Within a course, students cannot be exempted from individual assignments or tests, nor can teachers change or delete lessons for student, without approval from the Department Lead and in extenuating circumstances (for example a visual or hearing impairment).

Late Work--High School

Pacing and adherence to assignment due dates is critical for student success, especially in the high school grades. The late work policy below is applicable to high school courses, whether they are taken by middle grade students or high school grade students.

- Computer-Scored (CS) Assessments and Teacher-Graded Assignments (TGA) must be completed and submitted no later than 11:59 pm (GMT +4/Dubai Time) on the Wednesday after the posted due date found in the course calendar.
- Temporary zeroes are entered as grades for every assignment not received by the Wednesday deadline. The temporary zeroes will be calculated into the overall course scores.
- Students are permitted to complete CS Assessments after the Wednesday deadline and up to “the last day to submit work” for the term. Thereafter, the temporary zeroes already entered for all CS Assessments not received become permanent and are calculated into the final course score.
- Students are permitted to complete TGAs up to 4 weeks after the Wednesday deadline. The new grade will then replace the temporary zero in the grade book. The four-week allowance is approximate and will not extend past the “the last day to submit work” for the term. Refer to the information on your course’s main page for “permanent zero” dates found in Course Materials and Class News.
- TGAs received after the permanent zero deadline due date will not be accepted or graded unless prior approval has been granted. Thereafter, the temporary zeroes already entered for TGAs not received will become permanent.

- Due date extensions on assignments are permitted under some extenuating circumstances with advance approval from the High School Department Chair. Extensions must be requested on a school day before the actual due date of the assignment.
- Please note that assessments including both computer-graded questions and teacher- graded questions are considered TGAs.

Proctored Final Exams—High School

A passing grade in high school courses signifies that a student has learned and mastered the specific course objectives. There may be situations in which a student will be required to demonstrate that he or she has learned the course content adequately and thoroughly, without relying on outside help on assignment submissions or examinations. This demonstration may take place via a synchronous (live) teacher review session in Big Blue Button and may be escalated to requiring proctored final examinations and/or requiring the final examination to be passed, in order for the student to pass the course or courses in question.

Students at our Knowledge Hub are required to sit final examinations at the Knowledge Hub, unless there are extenuating circumstances and approval from the Department Lead is given.

Online students who are in good standing with the school with regard to Academic Integrity, and who have completed the course within a reasonable timeframe as per the acceleration policy, are permitted to take final exams at home or in their normal place of learning, unless otherwise specified. The school's required lockdown browser and anti-plagiarism tools are to be used as per school policy.

If a teacher or administrator has reason to believe that a student has completed the course with outside help, and/or the course has been completed in an unduly short period of time, the teacher will raise the situation to the Department Lead and Academic Integrity Counselor for review. The student subsequently may be required to meet with the teacher in Big Blue Button, with microphone and video enabled, to participate in a one-on-one assessment of the student's course knowledge.

- If the student performs to a satisfactory standard, he or she will be allowed to take the final semester exam as usual, within the final eight weeks of the course, as per the course acceleration policy.
- If the student is not able to demonstrate a level of knowledge commensurate with his or her grades on assignments and quizzes, the teacher and Department Lead will escalate the situation to the Head of School for review and further deliberation.
- The student may be required to sit his or her final exams in a proctored environment such as the Knowledge Hub or another proctored environment in his or her country of residence as determined by the Head of School. At the discretion of the Head of School, the student may be required to score a minimum of 50% on the final exam, along with a final course grade of 60% or higher, in order to be awarded credit for the course.

Academic Integrity

Academic honesty is the responsibility of all staff and students. If a course teacher suspects academic dishonesty, he or she is obligated to report it via the steps outlined in our Academic Integrity policy and procedure documents. Academic integrity issues are flagged to our Academic Integrity Counselor and, as needed, to the relevant Department Lead and the Head of School. More information can be found within the Student/Parent Handbook and within the Academic Integrity Policy.

Respondus Lockdown Browser and TurnItIn are important tools to ensure academic integrity in our Middle School and High School courses. The software programs help to prevent cheating for some written assignments and tests. TurnItIn is automatically activated in all courses for certain assignments. Turnitin compares the work the student is submitting to other student's work submitted to our school and any content on the Internet. If TurnItIn detects a substantial match to a student's submitted work, the student will receive an academic integrity incident. This is the case even if the submitted work was proctored by an adult. Students are prompted to install and/or use the Respondus academic integrity software prior to taking a test. Students are unable to complete the test until the software is installed. Once the test is accessed, it is not possible to copy, paste, or open new browser windows or programs until the assessment is closed

External assessments

MAP (Grades 2-12)

Measures of Academic Progress (MAP) testing is given in to all full-time students in grades 2-12 in Reading, Math and Science. Assessment results are reviewed in departments at the individual, class, grade and division level by teachers, Department Leads and administrators. Teachers and leads review data to inform their instructional planning to best support student learning and track student progress and attainment. The SENCO uses the data at an individual level to track student progress and attainment using the learning continuum.

SAT/PSAT (High School)

Other examples of standardized assessment taken by students in the School are the SAT and PSAT college entrance examinations. The School Counselor will share information about preparing, signing up for and taking these standardized assessments. As with the AP® Exams, students sign up for this testing on their own at available testing locations in their area, and need to provide the iCademy Middle East and ISBerne Online CEEB code 697189 at the time of testing so that their results will be shared with the school.

Advanced Placement (AP®) Exams (High School)

AP® exams are given annually in May and can be taken by any student but are typically taken by students in their junior or senior year, following completion of an AP® course. A student does not need to take AP® courses to sit for an exam; however, students who perform well on these exams have typically taken the related AP® course and done well. These are standardized exams that measure how well the students have mastered college-level coursework. Students who plan to sit for the AP® exam must contact the College Board at +1.888.225.5427 to find available testing locations in their area. The CEEB code needed for AP® exam registration is 697189. This will ensure that the School receives the score report for each student.