

Assessment Policy 2021-2022

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مدرسة الشارقة الأمريكية الدولية
Sharjah American International School



Table of Contents

- 1. Introduction**
- 2. Assessments, Grading, and Reporting Defined**
- 3. Purposes of Assessments**
- 4. Types of Assessments**
- 5. Grade Reporting and Scale**
- 6. Academic Responsibilities**
- 7. Academic Integrity**
- 8. Academic, Promotion, Retention, and Scholarships**
- 9. School Policy Development**

Introduction

Welcome to SAIS-Dubai

Sharjah American International School provides an American-based curriculum within a framework of traditional Islamic values. It is SAIS's overriding belief that students learn to their optimum in a caring, nurturing environment which 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 also recognize that a modern school program must be grounded in sound and current education practice. To this end, we believe that staff development is an integral part of our school's success. We believe that children learn differently and that instruction must be geared to the various learning styles and needs in each classroom wherever possible. Also, we recognize the profound role of parents in the learning process and seek ways to involve the parents in school life. Above all, we believe that school should be an interesting and enriching experience for each child.

Mission

To provide an internationally recognized American curriculum based on Common Core State Standards/CCSS, Next Generation Science Standards/NGSS and modeling the California State education framework. SAIS-D strives for excellence and innovation in education and is committed to preparing students, both academically and socially, to be creative problem solvers and career and college ready. SAIS-D appreciates the cultural diversity of its multilingual community and instills a culture of mutual understanding and international mindedness that empowers students to be passionate, innovative and productive citizens in ever-changing global society while embracing the cultural values, beliefs and aspirations of the UAE.

Vision

As a member of the SAIS Group of schools, our Vision is to be well recognized internationally and fully trusted locally.

We will be well recognized internationally for:

1. Delivering measurable and benchmarked outcomes
2. Maintaining active status of affiliations and accreditation with American and internationally recognized school accreditation associations.
3. Striving to be effective members of the Global Community
4. Preparing students to be creative innovators and responsible entrepreneurs.
5. Respecting the diversity of the school community

We will be fully trusted locally for:

1. Complying with all legislations and operational requirements set for licensed private international schools in Dubai.
2. Being a valued member of the local community
3. Building constructive and effective partnerships with all stakeholders
4. Delivering holistic education services to all students
5. Preparing students to prestigious higher education opportunities and securing admissions to colleges and universities worldwide.
6. Supporting our teachers and staff members with adequate professional development opportunities
7. Preserving the UAE local identity and culture throughout all school practices and policies
8. Considering the multilingual nature of the school community at most where almost all students are second English Language Learners.

We are recognized because we SHARE

We are trusted because we CARE

Academic Integrity

Any activity undertaken with the purpose of creating or obtaining an unfair academic advantage over other students' academic work, or inhibiting the progress of another person's academic work, violates academic integrity.

- Staff are expected to undertake assessment-related activities with honesty, and in a manner that is fair and respectful. For example, the act of sharing assessment data in a manner that provides students an unfair advantage is considered dishonest and will result in immediate disciplinary actions.
- Staff are expected to make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. The misrepresentation of student merit includes the acts of inflating, deflating, and/or grading without consistency for all graded assignments and assessments.
- Any teacher suspected of academic misconduct will be investigated and subject to disciplinary action, including immediate termination.
- To ensure the consistency and integrity of our marking, grading and assessment reporting, HODs, SLTs and HOSs will conduct regular inspections and audits after every assessment cycle.
- Random integrity audits can be initiated any time without prior notice.

Assessment, Grading and Reporting Defined

Assessment:

Assessment at SAIS begins with the goals for student learning articulated in the school's curriculum which is designed to support local and international standards. These curriculum goals are implemented at the program and course levels. Assessment at these levels provides information that enables the school to determine the extent to which its goals for student learning are being met. Assessment data also guides revision at the program and course levels designed to enhance student learning.

Assessment data is always 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 SAIS. SAIS assessment package includes formative and summative assessment tools, and internal and external assessments. Each assessment is an opportunity for students to demonstrate their knowledge, understanding or application of concepts or skills.

- **Formative Assessment:** Regular oral or written evaluation of students' learning, including oral or written feedback on how to improve
- **Summative Assessment:** 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
- **External Assessment:** Evaluative tests given by an independent organisation other than the school, intended to measure students' achievement and to externally validate their performance levels
- **Internal Assessment:** Formative and summative assessment tasks and tools created by the school and its teachers
- **Self & Peer Assessment:** A process whereby students evaluate the quality of their own and others' work
- **Attainment:** is a point-in-time that evaluates how well students perform against a given standard.

We refer to two standards:

- a. standards established for the National Agenda Parameter
- b. grade-appropriate curriculum standards

Students' attainment is measured against:

- a. Authorized curriculum standards
 - i. External curriculum related assessments (AP).
 - ii. SAT I and II, PSAT, ACT – give additional information – but cannot be directly applied to it to give a judgement.
 - iii. Internal curriculum related assessments (end of semester, summative assessment data).
- b. National and International standard (N.A.P benchmarks)
 - i. Attainment & Progress data – Spring to Spring (not Fall to Fall)
 - ii. Fall to Spring – and any other latest data – Fall to Winter can be used as additional information)

- iii. District summary reports and status norms.
 - c. Knowledge, Skills and Understanding (lessons, student's work)
 - d. Trends over time (TIMSS, PISA, PBST, N.A.P, Internal/External)
- **Progress:** change in attainment
 - **Expected progress:** students at least retain their level of attainment, defined by the given curriculum standard, or improved it.

Progress is based on two measurements:

- a. Progress from starting point - measured by how much "growth = improvement in the attainment" students make over time, typically from one year to the next and, typically, against age appropriate curriculum standards.
- b. Progress towards measured individual potential (CAT4 data)

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 standard-based assessment. Grades at SAIS are one of the ways that teachers communicate with students and parents about both progress and attainment.

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 on school Portal.

Purposes of Assessment:

At SAIS, we consider assessment as 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 curriculum standard.
- 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 SAIS?

- To enhance student learning. This is done through:
 - Providing descriptive feedback to students, highlighting strengths and areas for improvement.

- o Providing opportunities for self-assessment and reflection.
- o 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.

For Students:

- To inform and enable students to monitor their current skill, understanding and knowledge levels.
- To empower students to develop as independent, self-reliant, and critical learners.
- To help students set goals for their learning and develop learning strategies.
- To build positive self-esteem and a sense of achievement.

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 feedback to improve their performance and achieve learning goals.
- To strive for consistent and reliable understanding of student work among subject teachers.
- To identify student support needs.
- To provide external confirmation of classroom practices through standardized assessments.

For Parents:

- To communicate the strengths, improvement goals, progress, achievements, areas for growth and learning style(s) of their child.
- To develop the partnership between home and school in supporting student learning.

For Administrators:

- To deliver longitudinal data to analyze and evaluate current programs and/or determine the introduction of new programs through the curriculum review process.
- To generate information through constant internal research and analysis, to develop future school plans.
- To plan appropriate staff-development programs.

Types of Assessment

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 SAIS. There are 2 types of assessments that teachers at SAIS 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*.

A. 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 students' termly report grade.
- Can take a wide variety of forms: quizzes, teacher observation, student work marking...copy books, worksheets, workbooks, questioning, discussion, exit slips, peer/self-assessment, white boards, thumbs up, thumbs down, draw a picture/doodle of what we learnt today, write/say three things that we learnt today.
- Can be skills based.
- Accounts for 50% of overall grade.

B. 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 students' termly report grade.
- Accounts for 50% of overall grade.

External Assessments

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

SAIS Internal Assessments:

Internal Assessments	Purpose	Targeted Grades
<ul style="list-style-type: none"> • Diagnostic assessment (Unit Pre- tests) 	<p>Diagnostic (pre-) assessment is used at the beginning of a new unit of study or before beginning a new topic. Teachers pre-test students to get a clear understanding of their prior knowledge. This allows teachers to plan instruction and differentiation before beginning a unit based on the needs of the students. Diagnostic assessment results are not included when reporting student grades.</p>	<p>KG-12</p>
<ul style="list-style-type: none"> • Formative Assessments 	<p>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.</p>	<p>KG-12</p>
<ul style="list-style-type: none"> • Summative Assessments (Post-test) 	<p>Summative assessment is sometimes called 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 SAIS. Summative assessment results are included when reporting student grades. Comments related to growth are included on report cards.</p>	<p>KG-12</p>

SAIS External Assessments:

External Assessments	Purpose	Targeted Grades
<ul style="list-style-type: none"> • NWEA MAP 	<p>NWEA Measures of Academic Progress (MAP) test measures what students know and informs what they're ready to learn next.</p>	<p>3,4,5,6,7,8,9</p>
<ul style="list-style-type: none"> • CAT4 	<p>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.</p>	<p>Based on DSIB Supplement</p>
<ul style="list-style-type: none"> • PISA (2018) / PBTS 	<p>Program 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.</p>	<p>10</p>
<ul style="list-style-type: none"> • Wellbeing Census 	<p>Pupil Attitudes to Self and School (PASS)- survey is a short self-evaluation survey that you can use to gain insight into attitudes that could be hindering achievement.</p>	<p>6-12</p>
<ul style="list-style-type: none"> • TIMSS (2019 only) 	<p>Trends in International Mathematics and Science Study 2019 (TIMSS)-has been a valuable vehicle for monitoring international trends in mathematics and science achievement at fourth and eighth grade..</p>	<p>4,8</p>
<ul style="list-style-type: none"> • PSAT 	<p>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 is a preparatory version of the SAT exam.</p>	<p>8,9,10,11</p>
<ul style="list-style-type: none"> • SAT 	<p>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.</p>	<p>10,11,12</p>
<ul style="list-style-type: none"> • AP Exams 	<p>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.</p>	<p>11,12</p>
<ul style="list-style-type: none"> • WIDA-Screener and Model Placement Test 	<p>WIDA Access is an English language proficiency "screener" test given to incoming students who may be designated as English language learners (EAL). It assists educators with programmatic placement decisions such as identification and placement of EALs.</p>	<p>1-12</p>

Mark Distribution

SAIS

Summative
50%

Formative
50%

GRADE 3-12: 50%

Summative 1 (Unit Test) 20%

At least 2 standards-based Unit tests per semester. Required material can be accumulative or selectively identified. Unless otherwise stated in the curriculum.

Summative 2 (End of Semester Exams) 20%

Thematic Project/Project Based Learning 10%

- Thematic Project/ PBL
- Essay
- Debates
- Performances
- Project
- Research

NON CORE SUBJECTS CAN USE ALTERNATIVE MODES OF ASSESSMENT FOR SUMMATIVE 1 AND SUMMATIVE 2

GRADE 1 and GRADE 2: 50%

Summative 1= 20%

Average of Unit Test and Performance Task--1st 8 Weeks

- A)Unit Test, at least 1(1st -8 weeks)
- BC) Unit Test, at least 2 (1st -8 weeks)
- A)Performance Task, at least 1 (1st -8 weeks)
- BC) Performance Task, at least 2 (1st -8 weeks) BC

Summative 2= 20%

Average of Unit Test and Performance Task--2nd 8 weeks

- A)Unit Test, at least 1(2nd -8 weeks)
- BC) Unit Test, at least 2 (2nd -8 weeks)
- A)Performance Task, at least 1 (2nd -8 weeks)
- BC) Performance Task, at least 2 (2nd -8 weeks) BC

Project Based Learning=10%

Course Based Task: 50%

Department Assessment Policy

- A. 1-2 periods per week.
- B. 3-4 periods per week.
- C. 5-6 periods per week.

• **Class work**

- A. 1 every 2 weeks. (1 graded w/feedback)
- B. 2 every 2 weeks. (1 graded w/feedback)
- C. 4 every 2 weeks. (2 graded w/feedback)

• **Homework**

- A. 1 every 2 weeks. (1 graded w/feedback)
- B. 2 every 2 weeks. (1 graded w/feedback)
- C. 4 every 2 weeks. (2 graded w/feedback)

• **Graded Quizzes**

- A. 1 per assessment cycle (8 weeks)
- B. 2 per assessment cycle (8 weeks)
- C. 3 per per assessment cycle (8 weeks)

• **Reading Across Curriculum (RAC)** Based on the Rubric and Guidelines provided by HOD.

• **Digital Learning Effective Participation and Completion** of assigned tasked.

• **MAP** (If applicable, should be entered as a Classwork mark.)

- MAP Fall
- MAP Winter
- MAP Spring

Grade Reporting and Scale

Reporting Cards:

Our SAIS reports cards communicate in detail a student's performance academically. We issue report cards 4 times a year; 2 Mid-Semester Progress Reports and 2 End of Semester Report Cards. Our 12th grade students receive a high school transcript, which displays student's academic accomplishments throughout their four years of high school. The transcript will show all courses taken and the grade they received in each class.

Reporting

At SAIS-Dubai, 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 of student progress to parents includes formal end-of-semester report cards, standards based grading report cards and Learning Journey reports in KG – G3, progress reports, portal updates and parent-teacher meetings. Progress is measured against curriculum standards and formal report card grades are composed of 50% summative assessments and 50% formative assessments for grades 1 to 12. Standards Based Grading Reports are generated for KG1, KG2 and Grade 1, 2 & 3. Progress reports are used to inform parents of concerns and will usually be available after mid-term assessments to allow time for improvements.

The Grading Scale

Grading KG-2

In KG to 2nd grade, a standards based grading system is utilized. In a standards-based grading system, standards define what students should know and be able to do. Therefore, CONTENT KNOWLEDGE grades should specifically, and solely, reflect students' performance on standards. KG to 2nd grade assessments will focus on the following:

- ❖ Developing mathematics skills by recognizing and using numerical concepts, understanding patterns and relationships, and problem solving.
- ❖ Developing listening, speaking, reading, and writing skills
- ❖ Developing science skills by exploring, manipulating, and experimenting with objects in the physical environment.
- ❖ Developing the ability to move in ways that demonstrate control, balance and coordination.
- ❖ Developing the ability to participate and function in a social environment.

The abovementioned skills and standards are assessed through multiple modes of assessment such as project based learning, student-centers, workbooks, checking for proficiency, learning journeys, and much more.

Formative Assessment Scale: KG1-KG2

Classwork, Homework, any other assignment.

Formative Assessment Indicators	Description
+++ 3	Student shows solid proficiency of almost all of the skills being assessed and the knowledge being processed
++ 2	Student shows solid proficiency of most of the skills being assessed and the knowledge being processed
+ 1	Student shows solid proficiency of the large majority of the skills being assessed and the knowledge being processed
- 0	Student shows proficiency of the majority of the skills and knowledge

Summative Assessment Proficiency Scale: Grade 1-Grade 2

Grade 1-2: Summative 1= Unit Test and Performance Task Average (1st -8 weeks)

Grade 1-2: Summative 2= Unit Test and Performance Task Average (2nd-8 weeks)

Proficiency Scale	4.0 Scale	
Exemplary	4 90-100 Substantially Exceeding Expectation	The student is substantially exceeding the grade level expectations, and demonstrates proficient and advanced understanding of the course concepts and skills in a variety of assessments independently and consistently. The knowledge is transferable into different contexts.
Proficient	3 77-89 Exceeding Expectation	The student is exceeding the grade level expectations, and demonstrates proficient understanding of the course concepts and skills in a variety of assessments independently.
Progressing	2 67-76 Meeting Expectation	The student is meeting the grade level expectations independently and is capable of exceeding the expectations occasionally through a collaborative approach.
Beginning	1 60-66 Meeting Minimum Expectation	The student is meeting the minimum grade level expectations and is capable of meeting the expectations occasionally through a collaborative approach.
Yet to meet	0 Below / Significantly Below Expectation	The student is performing below or significantly below the grade level expectations.

Summative and Formative Assessment Grading Scale 3-12:

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	

EAL and SEND Student Assessments

EAL and SEND students are provided with 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 Learning Support Plan (LSP) is developed by teachers in collaboration with parents and appropriate stakeholders. LSPs 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 assessment 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.

SAIS Re-Assessment & Final Exam Re-Sit Policy

Re-Assessment Procedures

Re-assessment will be available to students in the following circumstances:

Students who have not mastered the standards being assessed and have demonstrated completion of all formative assessments can be reassessed based on circumstantial situations. The final decision is determined by the Head of Schools.

The following conditions apply to all re-assessments:

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

Re-Sit Procedures

Students who fail their final exam(s) in any subject will be subject to a re-sit exam based on their failing semester. All failing students will undergo the same monitoring process by their designated Supervisor and Head of School. Once completed, student's results of the re-sit exams will be analyzed and classified under the following categories:

Re-Sit Category A: The student has successfully passed the re-sit exam. The parents will be informed about more constructed follow-up and support mechanisms to avoid re-sit examinations in the future.

Re-Sit Category B: The student has failed the re-sit exam with a range between 45% -60%. In that case, a meeting with the parental body is required to discuss further foundation, support, and follow-up beginning the following academic school year. Category B students will be referred to the SSS department for more immediate support based on the needs of each individual student.

Re-Sit Category C: Students under category C have failed the re-sit exam with a percentage less than 45 and therefore are subject to a credit recovery program such as iCademy for Grades 9-12.

Note*: Struggling students based on our performance criteria will have a separate action plan to better meet their needs and requirements to academically achieve and become successful.

SAIS Make-up Exam Policy

The purpose of any makeup exam is to allow students, with legitimate reasons for missing a scheduled exam, to fulfil 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 KHDA set requirements. Any missing registration information will result in disqualification of the makeup exam.
- The student must have attended school on a regular basis and did not violate the school's attendance policy.
- The student's number of unexcused absences should not have exceeded 20 consecutive days or 25 non-consecutive days as per "Article 48, Clause 2, Section 8" of the Bilo 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 3 or less of the offered school subjects. If the student has failed 4 or more subjects, then they are required to repeat the academic year.
- In the case of illnesses and emergencies, a 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 in a timely manner will result in the disqualification of 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 semester results still remains 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.
- The make-up exam results will be indicated in the final report card, however the make-up results will not be affecting the overall calculation of the percentage and GPA.

Entrance Exam Policy

All parents of students seeking entry to Sharjah American International School- Dubai must register their son/daughter for the entrance exam. Candidates will be required to sit on all elements of the SAIS entrance exam; success in this procedure is a basic requirement for a candidate to be considered for a place at Sharjah American International School. All students will be required to take a paper/online test in English and Math.

The exact timings of the entrance exams will be confirmed to applicants prior to the assessment. The results of the entrance exam will be available within 24 to 48 hours, and subject to analysis by the Principal and Director of Curriculum and Assessment. In order to better assist you in the admissions process, the following allocation categories will be applied in the sequential order A, B, C, & D. Certain entry categories will be subject to additional fees based on the student's necessary requirements. Such additional fees will be discussed during the admissions process.

Entry Category A

Category A entry candidates have met the entrance exam and academic requirements of SAIS. Therefore, category A candidates will not be enrolled in foundation or support courses.

Entry Category B

Category B entry candidates must take one foundation course either in math or reading depending on their entrance exam results. If a candidate received a lower score than the recommended expectations in math, then they must be enrolled in math foundation/support courses; the same will apply for reading.

Entry Category C

Category C entry candidates must take two foundation courses in math and reading depending on the entrance exam results. Category C candidates have not met the school level of expectations on the math and reading entrance exam. Therefore, students will be enrolled in two foundation or support courses at the time of admissions.

Entry Category D

Category D entry candidates have performed much lower than the set SAIS criteria on the entrance exam, and therefore, are subject to a second review cycle. Category D candidates will be subject to either an interview with the designated Head of School or resit on a paper-test entrance exam. After the applicant's second review cycle, the Principal has the final approval decision.

NWEA MAP Testing Policy

At SAIS, 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. Each school year, students in grades 3 to 9 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 that 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% 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 SAIS 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, student refuses to take or complete a test, a student is rushing to complete a test and a “disengaged icon” is flagged under NWEA administration window, etc.
- The assessment coordinator reviews all retesting decisions prior to the student retaking the test.
- Students do not get re-tested for a decline in their RIT score between two test administrations. Unless, there is a “substantial” decline in RIT score between two test events as a result of the above-mentioned circumstances. The term “substantial” decline will indicate a drop in RIT score by 10 or more points.
- 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.
- Accommodations must be assigned on a case-by-case basis. The SSS department will be in charge of providing the type of accommodation needed.
- Students with IEPs will be assigned accommodations depending on their needs based on their IEP.
- Students enlisted in the EAL program can be assigned accommodations as per the English and EAL Head of Department.

SAIS Underlying 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
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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 clearly summative may be used in grading when it is certain that the student 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 which 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.

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.

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 examples, and to provide timely and specific feedback to students.
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- Set and communicate reasonable timelines for assignments and support students in meeting these timelines. The timelines teachers set should 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 the use of a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support 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, 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 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 reasons.
 - Develop an agreement with the student to complete the work.
 - Require the student to complete missing work during school time or 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 supports for students who are learning English or French as
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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.

Students

It is the responsibility of the student to:

- Strive to acquire and demonstrate the attributes of the learner profile.
- Be principled and behave ethically as outlined in the Student Handbook.
- 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.

Academic Integrity

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated. SAIS-Dubai has a zero tolerance to cheating and academic dishonesty

Teachers, HOD's 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:**
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- Contact parents
- Document the incident in the student's file.
- Enforce the loss of privileges for the student at the school (sports teams, extra-curricular activities etc.).
- Enforce other disciplinary measures such as detention.
- 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 consequence on subsequent learning and motivation. Whatever the consequence, students should complete the work in an honest way.

Academic Promotion, Retention, and Scholarships

Departments may not adopt a policy that mandates student promotion regardless of achievement. Students should be placed in the grade that is appropriate for their curricular, cognitive, social, and emotional learning needs. Decisions around promotion or retention of students may have far-reaching implications for student success in school.

In Kindergarten to Grade 8, promotion decisions rest with the principal, who consults with teachers, parents, and other specialists as appropriate for each case.

- The decision is based on the evidence of the student's progress and growth, and considers the grade level placement that would support and extend the student's learning. Whether the decision is to retain or to promote a struggling student, the school must address that student's learning needs. For example, simply having a student retained in a grade to repeat all the work done the previous year will not necessarily address the student's learning needs and result in success. In a similar manner, simply promoting a struggling student, without adequate support, will not lead to success.

In Grades 9 to 12, the final decision on whether or not to grant credits rests with the principal, who consults with teachers, parents, and other specialists as appropriate per case.

- Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in the school curriculum or modified curriculum (as set out in an individual education plan), as appropriate.

If a student does not submit the necessary evidence of learning to be granted a credit in a course, then the student may be:

- At the discretion of school authorities
- Assigned a failing grade
- Permitted to continue the course in the following term or school year

If continuing the course, the following applies:

- No final grade is reported to the department or on the final report card, and a Re-sit will be reported to the KHDA.
- A plan must be put in place at the school level to assist the student in submitting the outstanding evidence of learning in order to receive the credit within a reasonable, agreed-upon timeframe.

Scholarship Criteria

To recognize academic excellence, leadership qualities and community involvement, Sharjah American International School-Dubai will be introducing a scholarship awards program to students in Grades 1-12. The recipients of these prestigious awards will be known as SAISD Scholars.

The SAISD Scholars are students who demonstrate outstanding leadership qualities, community involvement, and innovation in addition to academic achievement.

Scholarship/ Grant Title	% Concession of the school's tuition fees	Number of scholarship Awards
Leadership & Entrepreneurship	15%	3
Community Involvement	10%	3
Innovation	15%	3
Academic Achievement	20%	3
Visual Arts	10%	3

School Policy Development

Schools are expected to act in accordance with the principles laid out by the KHDA and in accordance with the support of the United States Schools Curriculum Division. The US School division shall revise or develop policies that align with standard American policy 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 KHDA 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 who fail to submit assignments.
 - 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
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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, supports are 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.
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