



مدارس أكسفورد
OXFORD SCHOOLS

شركة المعهد الوطني للعلوم الهندسية والإدارة
The National Institute for Engineering & Managerial Science Co.



Student School Assessment Policies



Oxford Schools

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❖ Introduction;

+ Assessment Policy:

- The school assessment policy of students is aligned with the aspects of our mission statement. It is widely recognized that an effective teacher is the single most important factor in a student's lifelong academic success. Since our vision and mission are:



- So the main method to comply with the school's mission and vision is the student assessment.

+ Purpose of assessment is to:

- ✓ Collect, analyze and interpret information in order to report on the progress of the students.
- ✓ Assessment should provide evidence of learner performance according to the Learning Outcomes and Assessment Standards set out by the National and International Curriculum Statement.(IGCSE syllabus and the common core standards curriculum which is tied directly to curriculum and instruction through the backward planning model).
- ✓ Assessment feedback should be used to improve the students learning.
- ✓ Utilizing a variety of formative and summative assessments forms such as tests, quizzes, exams, projects, practical work (lab reports), oral presentations, performances, investigations, free writing and creative writing to accommodate different learning styles.

+ How to implement this policy:

- Oxf's recognizes that teaching, learning and assessment are fundamentally interdependent and therefore we are guided by the following principles, in the school assessment:
 - ✓ It should be an integral part of the planning/assessment/reporting cycle moving side by side with the learning process.
 - ✓ It should monitor the progress of student learning and achievement, and determines the effectiveness of teaching.
 - ✓ It should be authentic, fair, balanced assessment system of both formative and summative

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following the Ministry of education laws of assessment.

- ✓ It should be constructive and promotes positive student attitudes toward learning.
- ✓ It should be used to identify the weakness points where students need more support by following a remedial plan.
- ✓ It should promote a deep understanding of subject content and the development of higher order thinking skills.
- ✓ It should provide students and families with clear, real-time picture of student progress on learning goals.
- ✓ It should be a catalyst for student and teacher reflection and re-evaluation.
- ✓ It should play a significant role in the development of approaches to Learning skills (Organizational, Communication, Collaboration, Problem-Solving, Research/Information Literacy, and Reflection).

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✚ Assessment types:

1. Internal school (Local) assessments / School based assessments (following the Ministry of Education System).

- Teachers will use 2 types of assessments Formative & Summative:

➤ Formative Assessment

- The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors 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.(on the spot)
- ✓ Help faculty recognize where students are struggling and address problems immediately Formative assessments are generally low stakes, which means that they have low or no point value. **Examples of formative assessments include asking students to:**
 - Draw a concept map in class to represent their understanding of a topic
 - Submit one or two sentences identifying the main point of a lecture
 - Specific, detailed, and constructive feedback that teachers provide on student work, such as essays, worksheets, research papers, projects, ungraded quizzes, lab results, or works of art, design, and performance. The feedback may be used to revise or improve a work product, for example.
 - Peer assessments that allow students to use one another as learning resources. For example, “work shopping” a piece of writing with classmates is one common form of peer assessment, particularly if students follow a rubric or guidelines provided by a teacher.
 - All sources used in a student’s work must be acknowledged with correct citations (Praising words).

➤ Summative Assessment

- 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. Summative assessments are often high stakes, which means that they have a high point value. **Examples of summative assessments include:**
 - First Month Exam
 - Second Month Exam
 - A Midterm Exam
 - Projects

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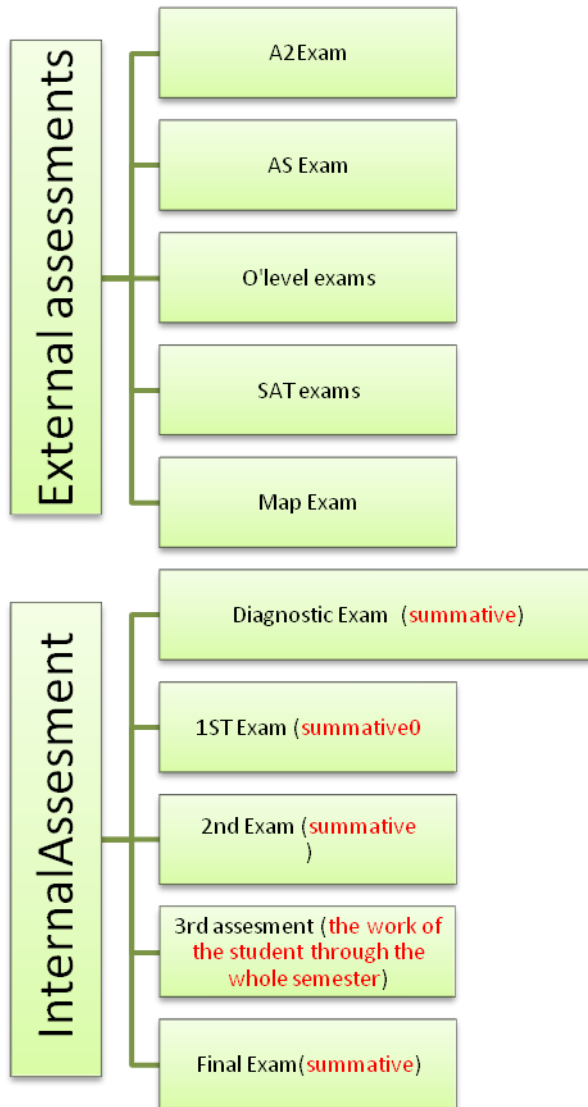
❖ **Assessment Guidelines for Staff:**

- Diagnostic Assessments: At the beginning of the academic year, teachers prior to teaching (pre-teaching) should make the diagnostic exam to evaluate each student level of mastery or progress. Students will be informed about learning goals for the topics or units, the assessment and criteria used to conclude the unit and see examples or role models of the performances expected of them (non-graded and do not adversely affect students' self-esteem);
- Diagnostic tells us what students know before teaching starts, formative tells us what students learn as we go.
- Information from summative assessments can be used formatively when students or school use it to guide their efforts and activities in subsequent courses.
- Subject teachers and the academic supervisor are responsible for managing and supervising/monitoring the curriculum that should be covered in each semester monthly referring to the semester plan and the yearly plan.
- Students and parents/guardian should be provided with a regular feedback throughout the academic year.
- Informing parents in cases of bad achievements or bad behaviors or when essential.
- Each student who got graded below 70% , should be listed in the remedial plan
- Each teacher should keep a detailed recorded evidence of assessments.
- A student will be graded zero if he/she didn't do summative assessment with no reasonable excuse.

2. **External base assessments:**

- (MAP exams): it takes place three times a year in fall ,spring, and summer
- Grades from (1-9) undergo this assessment.
- IGCSE exams:
 - a. O'level exam for Grade (9-10): It takes place twice a year in May/June and October/November.
 - b. AS exam for Grade 11: It takes place twice a year in May/June
 - c. A2 exam for Grade 12: It takes place twice a year in May/June
 - SAT exams For Grade (10-12): It takes place twice a year

✚ Assessment description chart



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✚ Policy on work missed through absence:

- Students who miss an assessment (for example, a test or an examination) due to illness are required to provide a doctor's report confirming it.
- Students who miss an examination through illness or other reasonable reasons will be expected to reschedule the examination date with the Head of department and the subject teacher.
- A student will be graded zero if he/she didn't do summative assessment with no reasonable excuse.

✚ Policy for pre exams:

- Student who needs to take exams before the scheduled school exams due to reasonable reasons like travelling will be expected to reschedule the examination date with the Head of department and the subject teacher after the approval of the Ministry of Education.

✚ Assessment procedures:

- Local Exams and assessments.
- The results of (1 - 12) Grades are checked and analyzed by the teacher after the first and second exams, but the third assessment based on homework's, presentations, quizzes, participation and projects at the end of each semester there is a final exam. The results for the whole year are checked and analyzed by the teacher, but if the results were lower than 50%, the student must retake the exam if he failed, he should stay in the same grade level for grades (7 - 10).
- External Exams
- There are (MAP, SAT, IGCSE) exams. MAP exams for English and Math.

✚ Reporting:

- Feedback throughout the academic year is provided as follows:
 - The formal report:
 - A mid-term mark report at the end of the 1st semester.
 - (The formal report comprises of a combination of marks, and comments)
 - Parent meeting:
 - Two meetings are scheduled per term.
 - Other reporting methods include telephone conversations, School portal, emails.
 - Regular staff meetings are held to discuss learners' progress and recommendations for additional assistance; referrals to the Head of the Department or other support systems are put into place.
 - Some learners are placed on a Daily/Weekly Reporting System whereby their teachers are able to make comments during each lesson on a daily/weekly basis. The Report is then checked and monitored by the Head of department.

Oxford School External & Internal Assessment Process

