

Ignite School

Assessment Policy

Vision
Our vision is for all young people to experience that learning has lasting value beyond their life at school.
Mission
Our mission is to know the need of every student, collaboratively creating a student-centered, sustainable 21st century learning environment that fosters leadership, social cohesion, creativity, responsibility and ambition providing a catalyst for abilities of lasting relevance to emerge.
Learning at Ignite
Learning at Ignite is a student-centered and engaging process of acquiring new knowledge and skills. This empowers our students to be responsible and respectful global citizens, preserving Emirati and global cultural values. Ignite students will be our future leaders and life-long learners who will be resilient, creative, inquisitive, and collaborative forces within their communities.

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

Introduction:

This document is designed to specify actions that need to be taken pertaining to assessments at Ignite School that targets all types of learning models, including but not limited to, the face-to-face learning model, the distance learning model, and the hybrid learning model. Assessments should be authentic, consistent, valid, and reliable. Assessments should provide opportunities for students to reflect on their own learning and work quality during the class/course. Summative assessments should give students the opportunity to demonstrate appropriate conceptual knowledge, understanding, and application of developed skills that reflect mastery of the taught content. As with traditional assessment practices, Ignite School faculty assumes primary responsibility for, and exercises oversight over assessments, ensuring both the rigor of exams and quality of questioning.

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

Principles of Assessment:

Assessments at Ignite School shall be:

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

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

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

Types of Assessments

At Ignite School, we offer a variety of internal and external assessments which help all stakeholders better understand the strengths and areas of improvement towards students' learning and college and career readiness. Assessments at Ignite School align with the US Common Core Learning Standards (specific to the State of New York), KHDA, MOE and consider National Agenda targets.

Internal Assessments at Ignite School

- **Benchmarks**

- Administered three times a year.
 - BOY Benchmarks which stand for **B**eginning **o**f **Y**ear Benchmark.
 - MOY Benchmarks which stand for **M**iddle **o**f **Y**ear **B**enchmark.
 - EOY Benchmarks which stand for **E**nd **o**f **Y**ear Benchmark.
- The purpose of the assessment is for teachers to determine students' individual strengths, areas of improvement, knowledge, and skills prior to instruction. These standards-based assessments are primarily used to identify student starting points and to guide lesson and curriculum planning.
- These assessments are administered for grades KG1 to grade 9.
- These assessments are not included in the Report Card.
- A maximum of one benchmark will be administered for each student per day

- **Learning checks**

- These assessments can be in the form of quizzes, formative assessments, mini projects, lab investigations, etc.
- These assessments are administered for grades KG1 to grade 9.
- Teachers utilize SIR (**S**trength, **I**mprovement, **R**esponse) template to provide instructive and constructive feedback in a timely manner.
- Here is a sample SIR template:

SIR FEEDBACK TEMPLATE – WORK SCRUTINY

Student Name: Subject: Class Section: LO: S: I: R:	Student Name: Subject: Class Section: LO: S: I: R:	Student Name: Subject: Class Section: LO: S: I: R:
---	---	---

- These assessments are included in the Report Card.
- A maximum of two learning checks will be administered for each student per day

- **Tests**

- These assessments can be in the form of Unit tests, projects, chapter tests, summative assessments, etc.
- These assessments are administered for grades KG1 to grade 9.
- These assessments are included in the Report Card.
- A maximum of one test will be administered for each student per day

External Assessments at Ignite School

- **Measurement of Academic Progress (MAP)**

- Administered three times a year.
 - MAP FALL which is administered at the beginning of the year.
 - MAP WINTER which is administered at the middle of the year.
 - MAP SPRING which is administered at the end of the year.
- These assessments are not included in the Report Card.
- These assessments are administered for grades KG2 to grade 9.
- If you need to know more about this assessment, please [Click Here](#).
- A maximum of one MAP test will be administered for each student per day

- **Cognitive Ability Test (CAT4)**

- Administered once at registration or every year.
- This assessment is not included in the Report Card.
- These assessments are administered for grades 1 to 9.
- This assessment informs the school about the cognitive potential of your child and their strengths in learning patterns.
- If you need to know more about this assessment, please [Click Here](#).

- **Arabic International Benchmark Test (IBT)**

- Administered once every year.
- This assessment is not included in the Report Card.
- These assessments are administered for grades 3 to 9.
- If you need to know more about this assessment, please [Click Here](#).

- **Trends in International Math and Science Studies (TIMSS)**

- This is one of the international assessments one of the long-term indicators that measure performance outcomes in each of the national priorities, and generally compare the UAE against global benchmarks. Schools are held accountable to supporting the UAE in its vision.
- This assessment is not included in the Report Card.
- Only students in G4 and 8 take the assessment. Students are selected randomly, and it is taken every 3 years.
- If you need to know more about this assessment, please [Click Here](#).

- **Program for International Student Assessment (PISA)**

- This is one of the international assessments, one of the long-term indicators that measure performance outcomes in each of the national priorities, and generally compare the UAE against global benchmarks. Schools are held accountable to supporting the UAE in its vision.
- This assessment is not included in the Report Card.
- Only students that are 15 years old take the assessment. Students are selected randomly and it is taken every 3 years.
- If you need to know more about this assessment, please [Click Here](#).

- **Progress in International Reading Literacy Study (PIRLS)**

- This is one of the international assessments, one of the long-term indicators that measure performance outcomes in each of the national priorities, and generally compare the UAE against global benchmarks. Schools are held accountable to supporting the UAE in its vision.
- Only students in Grade 4 take the assessment. Students are selected randomly by the assessment publisher, and it is taken every 5 years.
- This assessment is not included in the Report Card.
- If you need to know more about this assessment, please [Click Here](#).

Reporting

The school provides regular updates to parents on the progress of students. There are currently 2 progress reports (at the end of each quarter) and 2 report cards (at the end of each semester) per year. There are four parent/teacher meetings per year to discuss the progress of the students.

Report Card Category Breakdown

Phase 1						
Subjects	English	Math	Science	Arabic	Islamic	UAE Social
Learning skills	25%					
Projects	25%					
Tests	25%					
Learning checks	25%					

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

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

<i>Phase 4</i>						
<i>Subjects</i>	English	Math	Science	Arabic	Islamic	UAE Social
<i>Learning skills</i>				25%		
<i>Projects</i>				25%		
<i>Tests</i>				25%		
<i>Learning checks</i>				25%		

<i>Phase 1</i>			
<i>Subjects</i>	PE	IT	Library
<i>Learning skills</i>	25%		
<i>Projects/Tests</i>	50%		
<i>Learning checks</i>	25%		

<i>Phase 2</i>					
<i>Subjects</i>	Art	French	PE	IT	Library
<i>Learning skills</i>	25%				
<i>Projects/Tests</i>	50%				
<i>Learning checks</i>	25%				

<i>Phases 3 & 4</i>						
<i>Subjects</i>	Art	French	PE	IT	Library	Coding
<i>Learning skills</i>	25%					
<i>Projects/Tests</i>	50%					
<i>Learning checks</i>	25%					

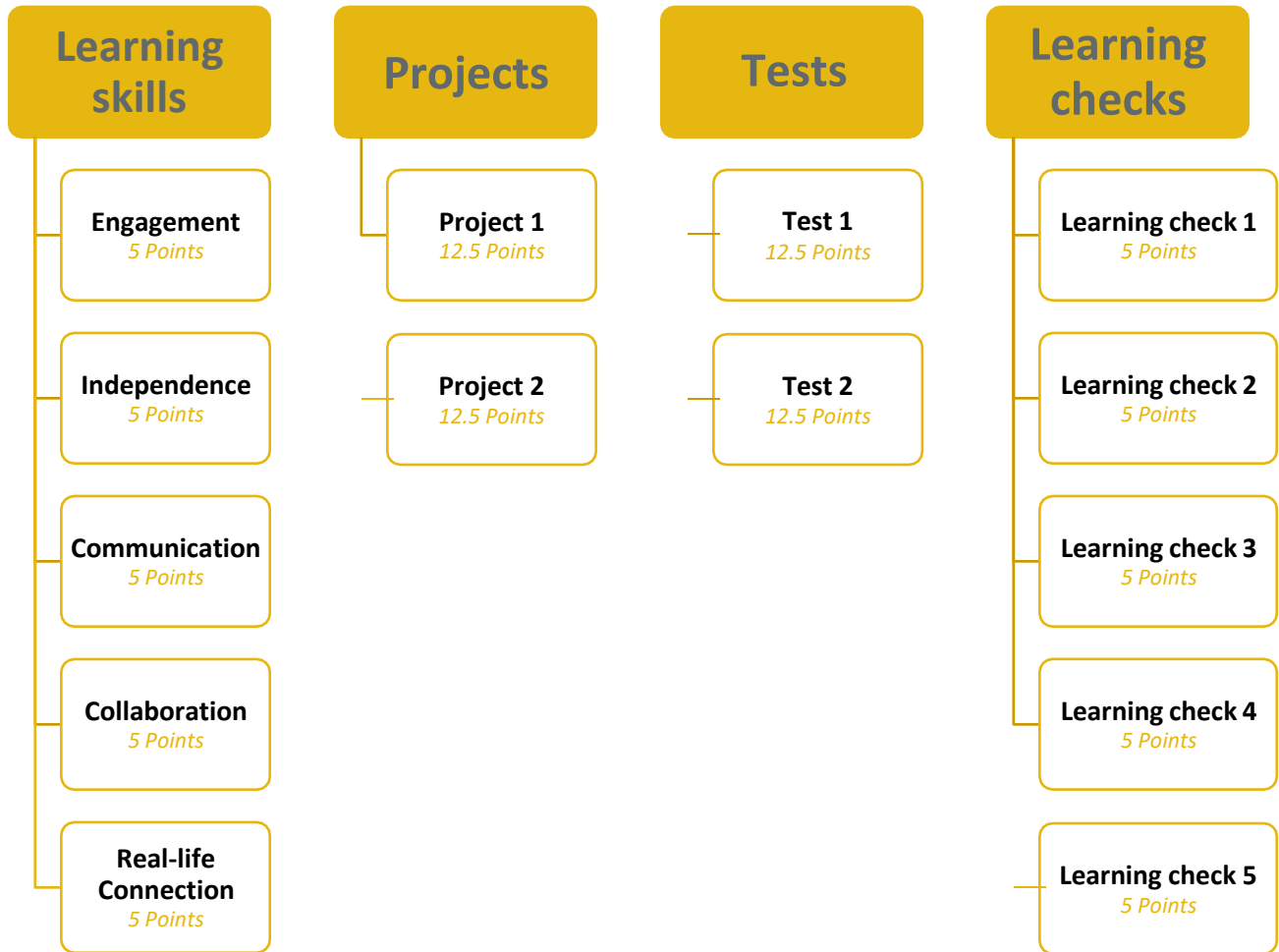
<i>Phase 3 & 4</i>		
<i>Subjects</i>	Spanish	US Social Studies
<i>Learning skills</i>	25%	
<i>Projects/Tests</i>	50%	
<i>Learning checks</i>	25%	

Phase 1,2,3 & 4	
Subjects	Moral Education
Overall	Completed / Not Completed

Notes:

- **Phase 1** means KG1 and KG2.
- **Phase 2** means grades 1 to 5.
- **Phase 3** means grades 6 to 8.
- **Phase 4** means grade 9.

Ignite Report Card Category Breakdown Tree For All Phases (Grades K to 9)



Ignite Attainment and Progress Matrix

Band	Letter Grade	Internal Assessments			External Assessments		CAT 4		Descriptors
		Science	Arabic, Islamic & Social		MAP Percentile	IBT	Mean SAS	Stanine	
		Math	Grades 1 to 8	Grades 9 to 12	All Grades	All Grades	All Grades		
		English							
1	A	90-100	90-100	90-100	90-100	90-100	119-141	8-9	Above Curricular Expectations
2	B	77-89	70-89	70-89	61-89	61-89	104-118	6-7	
3	C	67-76	50-69	60-69	41-60	41-60	97-103	5	In line with Curricular Expectations
4	D	60-66	41-49	50-59	24-40	24-40	89-96	4	Below Curricular Expectation
5	F2	25-59	21-40	25-49	12-23	12-23	82-88	3	
6	F1	0-24	0-20	0-24	0-11	0-11	59-81	1-2	

Academic Grading Scales Grades 1-9

Band	Letter Grade	Internal Assessments		
		Science	Arabic, Islamic & Social	
		Math	Grades 1 to 8	Grades 9 to 12
		English		
1	A +	97-100	97-100	97-100
	A	93-96	93-96	93-96
	A -	90-92	90-92	90-92
2	B +	87-89	86-89	86-89
	B	83-86	81-85	81-85
	B -	80-82	76-80	76-80
	C +	77-79	70-75	70-75
3	C	74-76	66-69	68-69
	C-	71-73	61-65	66-67
	D+	69-70	56-60	63-65
	D	67-69	50-55	60-62
4	D-	60-66	41-49	50-59
5	F4	40-59	31-40	37-49
	F3	25-39	21-30	25-36
6	F2	16-24	11-20	13-24
	F1	0-15	0-10	0-12