# Assessment Policy
## 2025-2026

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**Assessment Policy**

*Policy Review*

This policy will be reviewed annually.

The policy was last reviewed in June 2025.

Signature ...................................................................... Date ........................

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Director

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Mr. Ali Jaber
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**Assessment Policy**

**Overview:**
Ignite School prioritizes data-driven decision-making based on continuous, assessment-based insights to support each student's growth.

Students are assessed across core subjects, including ELA, Science, Math, Arabic, and Islamic Education, to gain a comprehensive understanding of their academic and personal growth. Report cards reflect these assessments, providing an overview of each student's performance, development, and attendance. Additionally, students' MAP scores, which account for 10% of their internal assessment grade, are included on report cards, giving parents a clear view of their child's progress. Parents also receive reports from MAP, CAT4, PSAT 8/9/10, and Arabic IBT to help them support their child's learning journey.

Our internal assessment framework incorporates NYSLS standards (and MOE curriculum for specific subjects) and uses both formative and summative measures:

**Elementary 55/45**

| Formative | |
|---|---|
| Homework | 10% |
| Classwork | 30% |
| Projects (2 minimum per semester) | 15% |
| Summative | |
| Tests (2) | 20% |
| Map | 5% |
| Learning Checks (min 5) | 20% |

**Middle/High School 30/70**

| Formative | |
|---|---|
| Homework | 10% |
| Classwork | 10% |
| Projects | 10% |
| Summative | |
| Learning Checks (5 maximum per semester) | 10% |
| MAP | 10% |
| Mid Semester Exam | 20% |
| Final Exam | 30% |

The Assessment Policy (aligned with NYSLS) is shared with all stakeholders, detailing formative and summative assessment practices. All students in grades 6-12 complete end-of-semester assessments, with internal assessments conducted four times a year. Annual, standardized end-of-year exams ensure consistency and fairness. External assessments (CAT4, Arabic IBT, MAP, IS BT, PSAT, NGRT) complement internal assessments, recorded on Yujaa for seamless tracking.

The Data and Assessment Coordinator (DAC), a member of the Senior Leadership Team, manages assessment records on the Yujaa data platform (Appendix G). This platform enables teachers to track student progress, analyze data for curriculum review, and identify areas needing improvement. MAP data informs curriculum adjustments, supporting targeted improvements.

Differentiated learning is guided by MAP data, grouping students based on proficiency levels for peer collaboration. The data on Yujaa platform is critical for assessing curriculum impact and aligning internal and external assessments through data triangulation with MAP, CAT4, and internal assessments. We also monitor groups of students (i.e., SoD, G&T, Emirati, gender) progress and attainment by phase for all assessment types through customized Yujaa dashboards and weekly reports ensuring targeted support and active resource allocation (Appendix H).

Teachers conduct post-assessment analyses using the various sources of student data to track student progress, with action plans developed to address areas of concern. Additional resources such as IXL, Khan Academy, Raz Kids, and Kutubee provide supplementary support with weekly [shared] data analysis to team from the DAC highlighting weekly trends on resource use. Data sessions with parents foster a collaborative approach to monitoring student progress.

| International benchmark instrument | Type | Scope | Frequency | Data | Description |
|---|---|---|---|---|---|
| NWEA Measures of Academic Progress | Computer adaptive interim assessment | Grades KG2 through 12 | Three times per year | Yujaa and school report (Fall – Winter - Spring) | Math, Language usage and Reading |
| NWEA Measures of Academic Progress for Science | Computer adaptive interim assessment | Grades 2 through 12 | Three times per year | Yujaa and school report (Fall – Winter - Spring) | Science |
| PSAT 8/9 PSAT 10 | To assist SAT preparation | Grades 8,9,10 | October Gr 8-9 March Gr 10 | Yujaa | Math and English |
| SAT reasoning tests (Math, critical reasoning and writing) | College readiness | Grades 11 and 12 | Offered multiple times during year at authorized test centers | Yujaa | Math and English |
| AP exams | College-level studies | Grades 10, 11 and 12 | May | Yujaa and school report | Distinguished Achievement Program |
| TOEFL | Test of English language proficiency | Grades 11 and 12 (if required) | Offered multiple times a year at ETS-authorized test centers | Yujaa | ETS states there is no limit to the number of times a student can take the test, but they cannot take it more than once in a 12-day period |
| Arabic IBT | Test of Arabic language proficiency | Grades 3 to 10 | Once per year | Yujaa and school report (Sem 2) | Arabic Language Arts |
| Islamic B.T | Test for Islamic Education | Grades 1-12 | 2 times per year | Yujaa | A test focusing on Islamic knowledge and understanding. |
| NGRT / New Group Reading Test | Standardized reading assessment. | Grades 1-12 | 2 times per year | Yujaa | Standardized reading assessment. |
| Cognitive Abilities test: Fourth Edition (CAT 4) | Test of reasoning ability | Grades 1 to 12 | Once every two years | Yujaa | To support schools in understanding students' abilities and likely academic potential. |
| Progress in International Reading Literacy Study (PIRLS) | Diagnostic | Grade 4 | 4yr cycle | Yujaa | To measure reading achievement at the fourth-grade level |
| Trends in International Mathematics and Science Study (TIMSS) | Diagnostic | Grade 4,8 | 4yr cycle | Yujaa | To measure the performance of students in Mathematics and Science for grades four and eight. |
| PISA Programme for International Student Assessment | Diagnostic | 15-year-olds across Grades 7 to 12 | 3yr cycle | Yujaa | To assess Reading Literacy, Science Literacy, and Mathematics Literacy. |

## 1. Introduction and Context:

This document comprises the assessment policy in place at Ignite. It outlines the different types of assessment, strategies, and principles guiding the assessment practice at the school.

### 1.1 Rationale

Effective assessment is an essential element of good teaching and learning. It helps teachers answer the 'How do you know?' question regarding the attainment and progress of their own pupils. It informs teachers' planning and helps them become **reflective practitioners**.

Recorded assessment data also serves the school at an academic management level to conduct self-evaluation and improvement planning with regard to strengths and weaknesses.

*This policy offers guidance on four types of assessment employed in the school:*

| | |
|---|---|
| 🌐 | 1. External Summative Assessment |
| 🏫 | 2. Internal Summative Assessment |
| 🙌 | 3. Formative Assessment |
| 🔍 | 4. Other Forms of Assessment |

### 1.2 Purpose of Assessment

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level/grade. Assessment, therefore, should be evident in all lessons:

- For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.

- For teachers, assessment should develop an understanding of the individual needs of students through differentiation so that target setting is meaningful and informs planning, teaching, and learning for progress.

- For other staff and school leaders, assessment information will inform an understanding of the current and potential student outcomes.

- For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximize achievement.

## 1.3 Principles of Effective Assessment

*Effective assessment should:*

- Improving weak students' performance: Eliminating the gap in the short term is not possible, but reducing it is already a good step forward.

- Keeping high student motivation and engagement: address individual learning needs and styles using multiple measures.

- Have a direct impact on instruction.

- Indicate that everything we teach needs to be assessed.

- Be valid, reliable, and efficient.

- Be fair and ethical.

- Be rooted in authentic contexts that apply to knowledge and skills outside of the classroom.

- Be aligned with and measure student learning according to the standards in the written curriculum.

## 2. Roles and Responsibilities

There are several key factors overseeing the implementation and review of assessment policy.

Their roles and responsibilities are described below:

### 2.1 Assessment Committee

The Assessment Committee is an integral part of maintaining the school's assessment standards and comprises the following stakeholders:

- The Assessment Coordinator (who serves as the Committee Chair)

- Two members of the Senior Leadership Team

- Instructional Coaches

The Committee meets monthly or when convened for a called-for session by the Chair. The principal will attend and participate in the Assessment Coordinator (AC) meetings and have the final approval authority on the Committee's decisions.

**Meet to discuss and make decisions regarding the following matters:**

- Assessment policy, and any updates related to it.

- Assessment of results and analyses related to them.

- Assessment tools (e.g., trackers, systems, tests) and their implementation in the school

- Validation, moderation, and calibration of assessment practice in the school

- Administrative or academic matters related to external examinations.

- Any areas of concern or lack of clarity that the Assessment Coordinator might have

- Any other matter that affects the assessment practice in the school

### *2.2 Assessment Coordinator:*

- To ensure that the internal assessment process is coherent and consistent to provide valid and reliable information.

- To ensure that all teachers create formative and summative assessments that are linked to the relevant curriculum (MOE, US curriculum standards, National curriculum)

- To ensure that the summative assessment cover sheet includes each curriculum standard and its corresponding questions.

- To ensure all students' data is analyzed to monitor individual progress and to analyze comparisons between different groups.

- To work one-to-one with the Special Needs Inclusion Coordinator, SENCO, to extract inclusion data and determine analysis of trends to inform allocation of support and work with all staff to ensure students are making progress.

- To ensure that all teachers use the data to meet the needs of students of determination needs and challenge those with gifted and talented.

- To ensure that teachers plan and implement relevant grade standards and measure progress accurately using any of the tracking systems available.

- To ensure that teachers analyze the US curriculum and highlight their students' strengths and weaknesses based on MAP and internal data.

- To ensure that all teachers track the progress made by all students in each lesson and involve the students in setting targets for improvement.

- To ensure that teachers provide constructive feedback when marking students' work.

- To ensure that all students receive their goal-setting sheet for MAP and discuss with every student, and share with parents.

- To begin the process of using student self-assessment and plan their next steps. (Use the learning continuum from the test view of the MAP test: "reinforce, develop, and introduce").
- To ensure that students have exposure to external assessment-type questions, and younger children need to be trained on using the mouse or iPad before the external assessments.

**Reporting*:***

- To prepare and write pupil attainment and progress reports for parents, based on assessment data: at least one summary report at the end of the academic year, and progress reports prepared for each Parent-Teacher Conference (PTC)

- To devise termly action points and targets for each relevant student within the Teacher Record Book and the Curriculum Standard and Learning Target Sheet; to provide samples of assessments and marking for monitoring and moderation to the respective Heads of Department, following the schedule for the same.

## 2.3 Special Needs Inclusion Coordinator

- To monitor and report to Section Heads on the progress of pupils on the Students of Determination (SOD) register.

- To use assessment data to update the SOD register, in consultation with other staff.

- To ensure Reading & SpEALing age tests are administered, and results are collated.

- To ensure IEPs are reviewed and new targets set termly per pupils' assessment results, and in line with the SOD policy.

- To provide guidance and support in assessment procedures for children on the SOD register

- To guide and support staff in assessing pupils with SOD.

- To identify gifted, able, and talented children, using assessment data, and review the register annually.

- To use assessment data to plan for able child extension groups and opportunities.

- To monitor the attainment and progress of able children across the school.


## 2.4 The Role of Middle Leaders in Assessment

With the support of Senior School Leaders, the Middle Leaders will:

- Ensure that their team understands the assessment requirements for their subject/area as wEAL as the different ways in which teachers can assess students' progress.

- Monitor the assessment of students' work in their subject/area through work scrutiny and lesson observation.

- Ensure assessment informs knowledge of student progress and raises any concerns with Senior Leaders as appropriate.

- Ensure that all schemes of work allow for formative assessment to become an integral part of teaching and learning.

- Ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment.

- Ensure all teachers are involved in the moderation of the work of other students so that consistent practice in assessment is maximized.

- Use assessment information, in liaison with Senior Leaders where appropriate, to plan for or arrange intervention strategies.

### 2.5 The Role of Teachers in Assessment All teachers should:

- Adopt a range of methods to ensure that they can assess the progress of all students accurately.

- Encourage students to actively engage in formative assessment.

- Ensure that the assessment builds students' motivation, confidence, and self-esteem.
- Ensure that lessons begin with clear expectations and students are aware of how progress will be measured.

- Ensure that all students know and understand the learning objectives of the lesson.

- Identify through assessment, and intervene as necessary, those students at risk of underachievement.

- Ensure that the results of the assessment are used to inform planning for differentiation and challenge in lessons.

- Reward good progress as appropriate

- Use the expertise of the Teaching Assistant and information from Individual Education Plans to inform the assessment process.

- Ensure that opportunities to use assessment to promote the development of literacy, numeracy, and ICT skills in the students are embraced.

- Ensure that adequate and appropriate assessment is made of student attainment before completing data collections so that the information recorded is accurate and reliable.

- Encourage students to take responsibility for their learning through self/peer assessment, setting appropriate targets (with guidance), and asking for help and advice when necessary.

- Adopt creative approaches to formative assessment to maximize student engagement in the assessment process.

- Share concerns or praise arising from assessment information with the relevant homeroom teacher/form tutor as appropriate.
- Ensure that students receive regular feedback on their work. This should be provided with at least one comment identifying the strengths of the work.
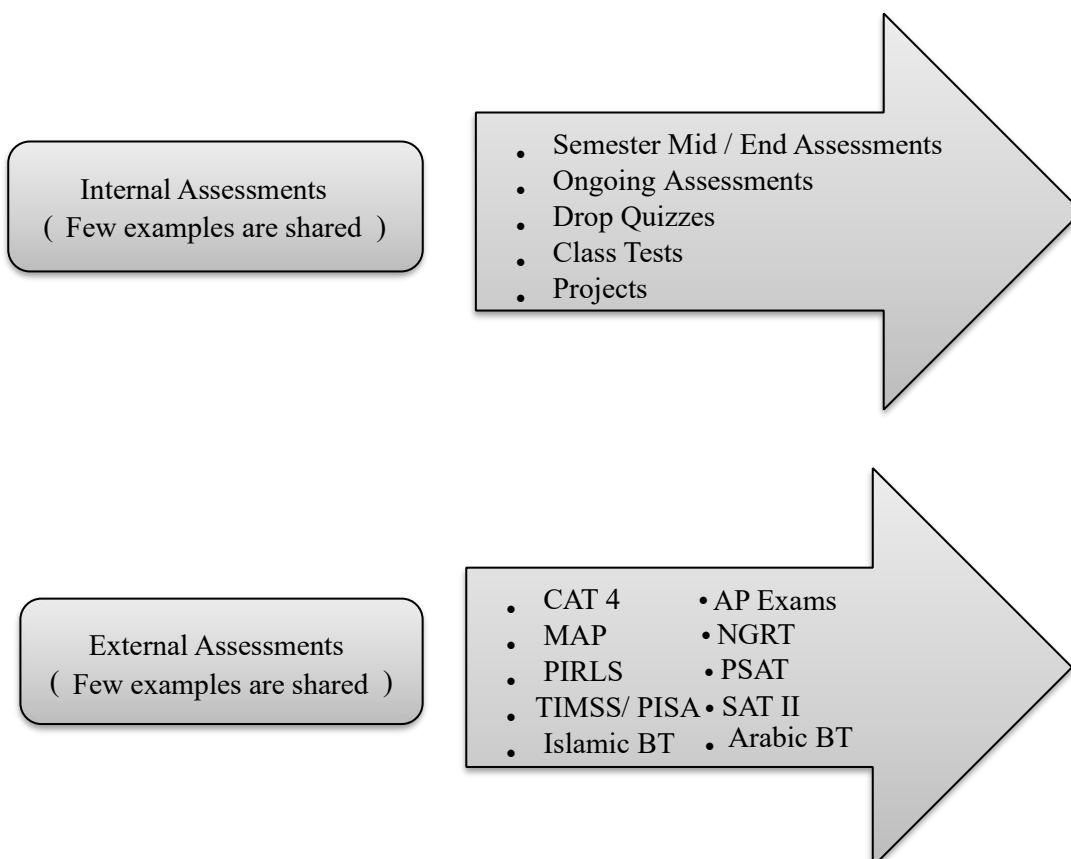
## 2.6 The Role of Students in Assessment

All students should:

- Participate actively in assessment opportunities in lessons and evaluate their own learning, and identify next steps.

- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.

- Ensure that their entitlement to advice and guidance on how to improve their academic achievements is fulfilled.

- Support other students constructively when asked to be involved in peer assessment.

## 2.7 The Role of Parents in Assessment

All parents/carers should:

- Discuss with their child the assessment report sent to them, which includes a summary of levels/ grades for each subject.

- Liaise with the subject teacher or homeroom/form tutor about any concerns regarding their child's progress as identified through assessment.

**Internal Assessments** ( Few examples are shared )

- Semester Mid / End Assessments
- Ongoing Assessments
- Drop Quizzes
- Class Tests
- Projects

**External Assessments** ( Few examples are shared )

- CAT 4
- MAP
- PIRLS
- TIMSS/ PISA
- Islamic BT
- AP Exams
- NGRT
- PSAT
- SAT II
- Arabic BT

## 3. Types of Assessments at IGNITE

### 3.1 Internal Assessments

- Internal assessments must be aligned with NYSLS (New York State standards), NGSS

- (Next Generation Science Standards) and the MOE standards for Arabic, Islamic, and social studies (1-9). Internal assessment processes are systematic, coherent, consistent, and linked to the school's vision and mission.

- Assessment results are used to evaluate students' progress against the school's curriculum standards and expectations; results are used to develop differentiated lesson plans for different groups of students during instruction; also, activities closely match students' individual abilities.

- Student results on internal assessments are compared to external assessment results, and action plans are carried out to narrow the gap.

> **REPORT CARDS:** Our report cards communicate in detail a student's performance academically. We issue Report Cards four times a year; two as Mid Semester Progress Reports and the other two as End Semester Progress Reports. Our Grade 12 students receive a High School Transcript, which displays students' accomplishments throughout their four years of high school. The transcript will show all courses taken and the grade they received in each class.

### 3.1.1 Assessment of Learning (Summative)

The purpose of this kind of assessment is usually SUMMATIVE and is mostly done at the end of a task, unit of work. It is designed to provide evidence of achievement to parents, other educators, the students themselves, to MOE and Accreditation institutions…

**Description of the Summative Assessment Process**

- Diagnostic exams at the beginning of the year

- Ongoing assessments for ES / Mid Semester exams for grades 6-12

- Final Exams for grades 6-12

- Drop quizzes.

- Two weeks before the scheduled assessment cycle or finals, parents and students are provided with the required material and the curriculum content that will be assessed. This document is uploaded to Google Classroom.

- Assessment papers are checked by teachers and HODs as per the assessment moderation policy.

- Teachers and HODs use the assessment data to measure students' attainment.

- All assessment papers are approved by the Assessment Coordinator.

- After assessment, analysis is used by teachers, HODs, and the Assessment Coordinator to reflect on the content and skills that are missing and need to be adapted or taught again.

- In case the majority of students (50%-60%) are failing one or more specific assignments or standards, teachers will immediately notify the HOD, then the HOD will meet with the assessment coordinator to study the action plan.

- In case one or more students' attainment drops unexpectedly by 20% or more, teachers immediately notify the HOD and call for a parent meeting.

### 3.1.2 Assessment for Learning (Formative)

- Assessment for learning is used to enhance students' motivation and commitment to learning. It is the kind of feedback provided to students to further their learning.

- Continuous verbal and written feedback on students' performance

- Continuous feedback on students' project phases (extra support-additional resources, rubrics, guidance…)

- Mistakes are considered opportunities for learning.

- Sharing and involving learning intentions at the beginning of the lesson

- Focusing oral feedback on the learning intentions of lessons and tasks

- Organizing an individual target setting where appropriate, so that children's achievements and targets are based on previous achievements, at the same time as aiming for the next level.

- Appropriate questioning, raising self-esteem via the language of the classroom, and ways in which achievement is celebrated.

- Providing constructive feedback, written feedback that helps students identify how to improve.

### 3.1.3 Assessment as Learning (Reflective)

- Through this process, students can learn about themselves as learners and become aware of how they learn using meta-cognition (knowledge of one's thought processes)

- Students engage in self-evaluation against the stated learning intentions.

- Students engage in self and peer assessment of learning, both orally and in writing.

- Students learn self-assessment techniques to discover target areas they need to improve.

- Use of self-reflection sheets.

- SIR

- End of Unit performance tasks.

- MAP RIT scores and student profile reports.

- Make-up assessments.

## 3.2 External Assessment

### 3.2.1 National Agenda Tests

### <u>TIMSS: (Trends in Math & Science Studies) to be among the 15 highest performing countries in TIMSS.)</u>

- TIMSS stands for Trends in International Mathematics and Science Study

- This test is for Grades 4 and 8 testing Math and Science, done every 4 years.

- To meet this target, Science lessons focus on developing the Science and Math content and cognitive domains.

- Our assessment breakdown is aligned with the TIMSS tested domains.

### <u>CAT 4 test (Cognitive Abilities Test)</u>

- This test helps teachers identify students' cognitive abilities, learning styles, and how to improve their learning experience by sharing with teachers detailed reports on four test batteries:

- The test is usually done during the last week of September.
  1. **Verbal Reasoning:** Thinking with "words"
  2. **Quantitative Reasoning:** Thinking with "numbers"
  3. **Non-Verbal Reasoning:** Thinking with "shapes"
  4. **Spatial Reasoning:** Thinking with "shapes and space"
- This test is not curriculum-based, but it is meant to show educators their students' cognitive abilities to be taken into consideration in planning and instruction.

- Results are shared with students and teachers to be used in planning and instruction.

- It is the school's responsibility to train teachers on how to use CAT 4 data to inform instruction.

- CAT4 results are to be added to SEND students' IEP files.

### PIRLS (Progress in International Reading Literacy Study)

- PIRLS is an international assessment and research project designed to measure reading achievement at the fourth-grade level, as wEAL as school and teacher practices related to instruction. Fourth-grade students complete a reading assessment and questionnaire that addresses students' attitudes toward reading and their reading habits.

### PISA (Programme for International Student Assessment)

- It is an international evaluation of the knowledge and skills of 15-year-olds across Grades 7 to 12. Conducted every three years, the assessment focuses on students' ability to apply their learning to real-life situations, to evaluate their readiness for adult life and lifelong learning. The key domains assessed are Reading Literacy, Science Literacy, and Mathematics Literacy.

### MAP Test: Measures of Academic Progress

- The MAP test is designed to measure growth over time. Every test item is anchored to a vertically aligned equal-interval scale that covers all grades. MAP provides a consistent longitudinal measure of student growth, regardless of whether scores on your new state summative assessment show drops in student performance and proficiency due to curriculum misalignment.

- MAP tests are also part of our national agenda parameters; they are done 3 times per year.

- This test is for Grades K-12 testing English, Math, and Science, aligned with the US curriculum.

- The MAP reports give a detailed description of the student level, and they guide teachers and students on how to improve skills.

| | |
|---|---|
| **1. MAP Proctor Guide** | All MAP proctors must receive training before the MAP testing sessions, including pausing, suspending, starting, ending, disengagement flag, duration, accommodations assigned, etc. |
| **2. MAP Accessibility and Accommodations** | In coordination with the school's inclusion department for details. There are 3 types of accessibility and accommodation: Universal Features, Designated Features, and Accommodations. |
| **3. MAP Assessment Coordination Guide** | This is for assessment coordinators; it will help with the following: proctor preparation, testing dates, completion of testing, test window, etc. |
| **4. MAP Setup Checklist** | Quick reference to address tasks that must be completed before testing, such as network setup, device setup, reporting requirements, preparation of roster, staff access, etc. |

## *IBT Arabic test:*

It is designed to cover grades 3 through 10. It targets all Arab natives and non-Arab. It measures students' attainment and growth horizontally and vertically. It is done annually in November. It is aligned to the MOE framework.

It gives a detailed description of the student's weaknesses and strengths in the Arabic standards, which guides teachers and students on how to improve their skills.

## 4. Roles and Responsibilities:

### *4.1 The Role of Senior Leaders in Assessment*

Senior Leaders aim to use assessment procedures and processes to drive whole school improvement by:

• Helping teachers make wEAL-founded judgements about students' attainment and progress.

• Monitoring that formative assessment is a key factor in planning teaching and learning.

•Monitoring the accuracy of the information provided to parents about their child's attainment and progress.

• Tracking the attainment and progress of individual students and groups of students over time

• Monitoring practice in assessment and take appropriate actions.

• Using assessment information when planning training and Continuous Professional Development (CPD)

• Comparing the progress made by different groups of students to ensure that no group is disadvantaged.

• Ensuring that there is enough flexibility in assessment expectations so that individual teams can adopt processes that are most conducive to progress in their subject/area.

• Ensuring students are supported in making informed curriculum choices.

• Using assessment and monitoring to ensure that the curriculum meets the needs of students.

• Monitoring the role of Middle Leaders in ensuring good assessment practice is consistent across all lessons.

•Ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

• Ensuring that all teachers know what is expected of them in assessing students.

### *Final Exams Procedure for Students:*

- Students may not leave the exam room during examinations.

- Late students will be warned the first time and then prohibited from entering the exam if lateness is repeated.

- Students begin exams at 08:00 am.

- Students MUST remain seated in their assigned seats for the **ENTIRE** duration of the exam.

- Students must remain quiet for the **ENTIRE** duration of the exam. Talking **for ANY reason at ANY time** is completely forbidden.

- Any questions, queries, or concerns, including requests for materials, MUST be addressed **directly** to the teacher by **raising hands.**

- **Speaking** or **gesturing** to classmates during the examination will be taken as an attempt to cheat and will be treated as such, without conference with the student.

- Eating, drinking, and chewing gum are strictly forbidden.

- Upon completion of the examination, students are expected to remain seated quietly and not to disturb others.

- All the bags must be placed outside. All books, folders, and copy books that they need from your class must be taken before the exam starts and placed outside the

examination hall, as the students <u>will not be allowed to visit the classroom after the exam.</u>

- Mobile phones are strictly not allowed and will be confiscated immediately. Students must submit their mobile phones to the proctor before the exam starts.

- Students are expected to avoid visiting the washroom during the examination. Students are expected to use the washroom before the test starts. Any visit during the examination will be as directed by the proctor in the room.

- Students must use only blue pens in writing the exam. It is not allowed to use correctors or removable ink.

- Students are not allowed to sit for any exam if they are late for more than 20 minutes.

- Time counts are made visible to all students.

- All kinds of information (Date, Number of Students, Absentees) are recorded on the whiteboard.

## 5. Monitoring and Evaluation of Assessment Policy Implementation

### 5.1 Failing and Passing

**KG-Grade 5:** All students will pass all subjects but an action plan will be put in place if data is very low and identified SOD students will be referred to inclusion Team for further support.

**Grades 6-12:** If students fail to meet the required standards in any subject, they will be granted the opportunity for a retest. However, if a student fails to meet the standards in three subjects, they will be required to repeat the grade. Students who fail in more than three subjects will not be eligible for retests and will be recommended to repeat the grade.

### 5.2 Recording Assessment

Teachers record the day-to-day assessment of students' work, and HODs ensure that assessments are recorded in sufficient detail. Each teacher maintains a mark-book that contains information on each student in their classes, including targets for the Grade/phase and SEN information. It also includes standardized test results, summative unit assessment marks, and interim / end-of-year levels/grades.

### 5.3 Tracking Student Progress

Information on student progress gathered through planned assessments should be recorded within a systematic tracking system. This will allow practitioners and managers to have a clear picture of whether individual students are progressing through experiences and outcomes at an appropriate pace. Systematic tracking of progress will then allow practitioners to identify the next steps in learning and inform reporting on progress and achievement. Within the tracking system, progress should be recorded with reference to student background characteristics (e.g., gender, SEN status, EAL status, ability level, etc.) in order

to identify trends in performance within student groups that might require further intervention. Tracking procedures should also ensure that data can be easily analyzed by Senior Leaders for school self-evaluation and presented effectively to fulfil any requirements for external agencies (e.g., for inspection/accreditation purposes).

### 5.4 Reporting to Parents

*Reporting the progress of students has two main purposes:*

- Firstly, it provides clear positive and constructive feedback about children's learning and progress.

- It also creates opportunities for discussion about the next steps in learning, between students and those teaching and supporting them.

It is important that this process is manageable and proportionate while providing the necessary information.

Parents are entitled to information on their children's strengths, progress, and achievements. They are also informed of any gaps in their children's progress and can discuss how they can help. The school must ensure that parents receive written feedback of a high quality that meets their needs while fulfilling any requirements from accreditation bodies in the progress reports.

Parents will receive a minimum of one written report per semester.
In addition to written reports, parents are provided with formal, regular verbal feedback through Parent Conference Meetings. Again, whilst each school could set its procedures in this area to meet its circumstances, it is expected that this will occur at least once per academic year.

### 5.5 Target Settings

The school sets student targets in line with the curriculum framework and outcomes. Students set targets in each subject at the beginning of the academic year.

*These targets are set by their subject teachers using professional judgment and considering:*

- The prior attainment of each student
- The CAT 4/ MAP Indicator for each student
- The CAT ability level for each student (High, Above, Average, Below, Low)
- The individual CAT scores for each student
- Data from standardized tests (IBT, MAP, etc.)
- A suitable level of 'challenge' to reflect high academic expectations.

Targets are not designed to be rigid - rather, they can be modified considering progress above expectations. As targets are reported to parents, in line with the procedures outlined above, they should be realistic and in line with the CAT 4 Indicators (where available). This will help to avoid generating targets that students will not be able to achieve and, consequently, generate unrealistic parental expectations.

## 6. Marking Policy (SIR)

We believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform children individually of their achievements, address misconceptions, and celebrate good work. The responses to children's work should focus on successes and areas of development against learning objectives and outcomes, enabling children to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

### 6.1 Marking and feedback aims at the following:
- Focused on individual learning needs.
- Indicate to what extent the learning objective has been met.
- Relate specifically to the agreed learning objective or outcomes.
- Provide opportunities for students to respond to their marked work.
- Provide feedback relating to the child's achievement and/or effort.
- Encourage and motivate students through purposeful comments.
- Highlight what the next area for learning should be.
- Show students that their work is valued.

### 6.2 Expectations

Not all pieces of work can be 'quality marked.' Teachers decide whether work will be acknowledged or given detailed attention. Marking focuses first and foremost on the learning objective and/or learning outcomes. School sets their marking procedures to suit their circumstances and context, ensuring that teachers provide "Next Step" feedback to students in each subject area on a consistent and regular basis. A record of this should be made in the student's book, along with the next step.

### 6.3 The Importance of Marking:
The marking of work is part of the feedback that learners receive regarding the performance of their work in school. Marking is seen as a longer-term record of progress, with immediate feedback coming from discussion with the teacher about work performance.

### 6.4 The Purpose of Marking is:

- To recognize those areas of schoolwork that are good and to improve upon them.
- As a means of encouraging producing work at an acceptable level
- To indicate to the learners what happens next, then ensure progression.
- To check for standards, individually, and within the class
- To determine whether a child can work within set time limits or targets.

### Makeup assessment:
- Students are allowed to take makeup assessments only for valid reasons (medical report, family emergencies) and will be asked for documentation to support this.

**7. Assessment Moderation and Invigilation**

Moderation is a quality assurance process by which a suitably qualified person (or group) not involved in setting or marking an assessment task confirms that the assessment is accurately, consistently, and fairly conducted.

Moderation of student work is thus the process of ensuring the grading of students' assessed work is accurate, consistent, and equitable, and by implication comparable vertically over grade levels and horizontally across classes.

Additionally, the moderation process enables teachers to share their expectations and understanding of standards with each other to improve the consistency of their decisions about student learning.

- Vertical moderation focuses on the consistency of assessments and standards across different grade levels within the same subject, ensuring coherent progression from one grade or level to the next.
- Horizontal moderation ensures consistency across subjects/classes of the same grade level, promoting an equitable assessment environment across the curriculum.

This policy focuses on the procedures for moderating assessed work so that the assessment process and grading standards are the same vertically over grade levels and horizontally across classes.

*Part 1: Internal Assessment (IA) Moderation Systems and Processes (vertical and horizontal)*

*Moderation - Instrument Design Stage*

For the design of each assessment, roles are identified at the beginning of the academic year through a staff roster. Moderation consists of 4 personnel levels, to be identified in a roster for each instrument in all subjects and grades:
1. Writer (e.g., class 1A teacher).
2. Peer Moderator (e.g., class 1B teacher).
3. MLT Moderator [either Grade Leader or HoD].
4. SLT Moderator [SLT moderator signs off on the moderation process for each instrument design].

Moderation should start at the assessment design/drafting stage. The key aspects considered at this stage is a review of [SLT to provide a checklist for each level of moderator:
- Compatibility of assessments with learning outcomes and curriculum objectives, ensuring appropriate challenge.
- Equivalence across all classes in a grade.
- Compliance with the overarching school approach to assessment.
- Assessment criteria.
- Alignment and suitability of marking schemes/rubrics with model answers, cognitive levels, quality levels, and achievement levels.
- The balance between assessments within courses and across each phase for the subject area.
- Consistency across subject areas.
- Consistence with former assessments (in terms of standards).

- Consistency with NYSLS and MOE levels.
- Suitability of tasks, questions, etc.
- Use of approved source for selecting tasks, questions, etc.
- Accuracy of translation (where applicable).
- Correct use of assessment cover page.
- Modifications and accommodations list relevant to the assessment instrument and aligned to external assessment permissions.
- Incorporation of previous assessment cycle feedback on instrument design.

## *Moderation - Marking of Assessment Stage: Sampled Second Marking*

Sampled Second Marking involves one or more first markers marking all students' assessments, and a moderator reviewing these marks for a specified proportion of students' assessments.

The key activities of the moderation process at the marking stage include [SLT to provide a checklist for each level of moderator]:

i. Sampling of marked assessments. Minimum sample sizes are calculated for compliance at each level, i.e., Peer, MLT, and SLT.

| | *Sample size of marked assessments* | | |
|---|---|---|---|
| *Class size* | *26* | *24* | *20* |
| *Peer Moderator* | 13 | 12 | 10 |
| *MLT Moderator* | 8 | 7 | 6 |
| *SLT Moderator* | 4 | 4 | 3 |

- The sample should include examples of fails, the highest grade, and assessments on each grade borderline (i.e., 2% above or below the grade boundary).
- Where the marking has been conducted by a team of first markers, the sample should include assessments marked by each of the first markers.

ii. Sampled Second Marking:
  a. The Peer Moderator should review the first markers' marks and comments for the sample, and check that marking for the sample is consistent with the relevant common marking scheme, grade descriptors, and marking criteria.
  b. If a team of first markers is involved, the Peer Moderator should also check that they are all taking a consistent approach by design stage moderation and school policy. If the Peer Moderator is not satisfied that the marks are appropriate, they should discuss them with the MLT Moderator.
  c. MLT Moderator sampled the second marking review.
  d. SLT Moderator sampled the second marking review.
       Moderation considerations for Peer, MLT, and SLT Moderators:
  - Evaluation of consistency where multiple staff members have contributed to the marking.
  - Review of marks/academic standards across courses within a subject area.
  - Review of marks/academic standards across the same grade.
  - Review of marks/academic standards across the same course over three (3) academic years.
  - Scrutiny of the marking of assessments undertaken by new teachers on probation.

- Scrutiny of the marking of assessments undertaken by teachers on a development plan.
- Consideration of special circumstances that may have affected the performance of a group of students.
- Overview of the School's approach to considering the mitigating circumstances of individual students.

iii. If the MLT Moderator is not satisfied that the marks are appropriate, they should discuss them with the SLT Moderator and then the marker(s) concerned to make any necessary adjustments to the marks and associated feedback.

iv. Where the SLT Moderator identifies a systematic issue regarding the marking, any adjustments or remarking should be applied to all relevant students (e.g., all the students who attempted the assessment, or all the students marked by a particular marker), not just those in the moderation sample (see point i).

v. SLT moderator signs off on the moderation process of marking for each class.

The entire **Moderation - Marking of Assessment Stage** should take one week from when all marking by the first marker is complete.

Note: There may be more than 1x Peer Moderator; it may be a Peer Moderator Team/Committee.

*Adjusting results*

It may be necessary to reconsider the whole range of results (marks/grades) for students on a course and, consequently, propose an adjustment to student results. Various forms of adjustment may be used, if these are applied to the range of results and all relevant students, not just those in the moderation sample. Examples of adjustment include:

- adding/subtracting a fixed percentage to/from student marks, scaling marks by a constant factor,
- widening or reducing the span of marks, or a combination of these.

A recommendation for adjustment to student results should be made by the SLT Moderator. Only the Director or Principal can approve (or reject) proposed adjustments to student marks and student grades. The decision of the Director or Principal should be recorded in meeting minutes.

Internal Assessment grade boundaries are aligned to a fixed scale set by KHDA/NEASC for American curriculum schools.

*Staff Deployment Rosters*

During the induction week, staff rosters will be developed to organize teachers on a rotation into the roles or committees, ensuring a fair distribution of moderation tasks throughout the academic year for maximum efficiency and productivity. These will be periodically refreshed during the academic year.
- Staff deployment should be linked to performance management and professional development opportunities.
- A feedback loop will be established where staff can reflect on the assessment process, share the challenges faced, and suggest improvements.

**Part 2: Internal Assessment (IA) Invigilation Systems and Practices**

*a. Modifications and Accommodations:*

Align internal assessment modifications and/or accommodations with external assessment permissions.

Only those students with modifications and/or accommodations permissible from external assessment shall be entitled to the same modifications and/or accommodations for their internal assessment. No other modifications and/or accommodations for those students are allowed on their internal assessment.

Students who are not eligible for modifications and/or accommodations in an external assessment will not be eligible for modifications and/or accommodations in the internal assessment. In that instance, proctor support is limited.

*b. Identification of Students:*

SoD teachers and DAC share the permissible modifications and/or accommodations for each eligible student to the relevant teacher(s). This should exactly mirror the external assessment in both permissions and eligibility.

Teachers prepare a list of eligible students in their class with permissible modifications and/or accommodations and submit it to their Vice-principal for approval.

Teachers communicate the modifications and/or accommodation plans to the eligible student's parents. Teachers then ensure that everyone involved understands their role in implementing and supporting the accommodation.

Kindly note, students with an IEP who do not qualify for external assessment modifications and/or accommodations are not eligible. Only those students who qualify for external assessment are eligible. Similarly, only the permissible external assessment modifications and/or accommodations for that student are to be made available during internal assessment.

*c. Proctoring Procedures:*

General Preparation (Applicable to All Phases)

- Conduct training sessions for all proctors on proper invigilation techniques, ethics, and handling of accommodations 2 weeks before the assessment. Those who create the assessment for grades 6-12 are not allowed to proctor the same assessment.
- Ensure all necessary assessment materials, including exam papers, pencils, and permissible accommodations (e.g., assistive technology, large print exams), are prepared and accessible.
- Arrange seating according to the specific needs of each phase (but not facing each other), ensuring a distraction-free environment conducive to concentration
- Principal with SLT to monitor IA invigilation through QA visits during internal assessments.

Kindergarten (KG):
- Brief students on what to expect during the assessment in a child-friendly manner to alleviate anxiety.
- Schedule the assessments to be short, reflecting young students' attention spans.
- Allow proctor assistance in understanding questions, without leading the student to specific answers.

Student questions during internal assessment (ES, MS, and HS):
- If a student has difficulty understanding the information on the assessment, suspects there is an error in the assessment, or has any subject-specific queries, advise the student to attempt the question according to the instructions. Students must be left to interpret questions in the assessment for themselves.
  Do not:
    o Provide what you, as a proctor, consider to be the correct explanation.
    o Suggest an alternative interpretation.
    o Provide clarification of the question.
    o Ask a student to ignore instructions.
    o Offer any modification and/or accommodation that isn't approved.

Post-Assessment (Applicable to all phases):
- Collect all assessment materials promptly and ensure their secure transfer for marking.
- Provide immediate feedback to the DoS on any issues encountered during the assessment, including any disruptions or concerns regarding specific students.
- Post-assessment, review the procedures and gather feedback from proctors, teachers, and students (where appropriate) to identify areas for improvement.

**Part 3: Internal Assessment PowerSchool Monitoring and Verification**

*a. IA Grade Entry:*

- Teachers enter IA grades at PowerSchool. This will go under the "summative assessment" category under PowerSchool (70% weightage). Data and Assessment Coordinator to set PowerSchool weightage for formative and summative assessment.
- Designate specific timelines for the entry of assessment data into PowerSchool post-assessment. All assessment entries must be done before progress reports and report card submissions. Offer training for teachers on the data entry process and the importance of accuracy in maintaining academic records.
- Provide training and support for new teachers using PowerSchool effectively.

*b. Monitoring by Middle Leaders and Senior Leaders:*

- Middle leaders monitor IA grades on PowerSchool against policy for consistency. Assign middle leaders the task of regularly reviewing entered data for their departments.
- DAC and Vice-principals complete final check of all IA grades on PowerSchool, cross-referencing against assessment documents and rubrics to confirm that grades reflect the assessed standards.
- Principal and Vice-principals (and DAC) to sight and verify each printed student report.
- Principal is responsible and accountable as a pedagogical leader.

Procedures:

- Middle leaders are assigned to regularly review the data entered into PowerSchool for their respective departments, ensuring this task is evenly distributed and scheduled throughout the assessment period.
- A comprehensive checklist is used based on policy standards and training materials, which middle leaders will use to verify the accuracy and consistency of the data entered.
- Middle leaders conduct reviews according to a predetermined schedule, using the checklist to identify any discrepancies, inconsistencies, or deviations from policy standards.
- When inconsistencies are found, middle leaders are to immediately contact the concerned teacher for clarification and correction. If issues persist, the case is escalated to senior leadership for further action.

## Part 4: Moderation policy – monitoring and reporting

The principal shall undertake a review of the school's moderation process as a whole and produce two reports: mid-year and end-of-year.  Attach meeting minutes of adjusted result discussions to the reports.  Submit reports to the Director.

Ignite School needs to maintain records that show how the moderation process has operated, including showing the rationale for decisions to individual marks/ grades, including any decisions that marks or grades should not be altered.

### *Suggested topics to be covered in the report may include:*

- Commentary on the internal review of assessments at the design stage.
- The extent to which marking schemes and assessment criteria were applied accurately, consistently, and fairly.
- Any instance where adjustment of marks was required.
- Any significant discrepancies between markers.
- Variability in/equivalence of marking and marks profile across time (academic
- standards).
- The effectiveness of the marking undertaken by new staff members and/or staff on development plans.
- How the moderation process was carried out.
- Commentary on the effectiveness of the moderation process.
- Any recommendations for the next cycle?
- Any recommendations for future offerings of courses, such as the forms of assessment or the assessment criteria, the marking of assessments, and the award of marks/grades.

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## 8. Conclusion:

This Assessment Policy is intended to be a working document, which is regularly revised and updated to reflect the school's needs and expectations of local governing bodies, and international standards. Every member of the academic staff at IGNITE is responsible to know and abide by the standards and procedures outlined in this Policy. The academic leadership's responsibility is to ensure the familiarity of staff with the Policy, oversee its implementation in the daily life of the school, and regularly evaluate the adequacy of the Policy for meeting its ultimate goal: **supporting effective teaching and learning at the school.**

*Grade Conversion*

The KHDA "American Authorized School" requirements for curriculum, assessment, and graduation requirements will be satisfied. Ignite School will use the KHDA standard conversion chart to convert high school percentage grades to letter grades. This chart will also be used to calculate cumulative grade point averages (GPAs).

| Letter Grade | Percent Grade | 4.0 Scale |
|---|---|---|
| A+ | 97-100 | 4 |
| A | 93-96 | 4 |
| A- | 90-92 | 3.7 |
| B+ | 87-89 | 3.3 |
| B | 83-86 | 3 |
| B- | 80-82 | 2.7 |
| C+ | 77-79 | 2.3 |
| C | 73-76 | 2 |
| C- | 70-72 | 1.7 |
| D+ | 67-69 | 1.3 |
| D | 65-66 | 1 |
| D- | Below 65 | 0.5 |
| E/F | Below 60 | 0 |
| AP courses | An addition of 0.25 to the standard weighting | |

*Promotion and Retention of Students*

The Ignite School policy for student promotion, retention, and graduation draws on the New York City Department of Education's regulations for student promotion standards and graduation.

Consistent with Ignite School's implementation of Response to Intervention (RtI), classroom teachers are expected to make every effort to identify as early as practicable those students whose development path is at risk of not meeting appropriate grade-level promotion benchmarks. The school leadership and parent(s) must be notified promptly if current grade level retention is anticipated, and an education plan shall be designed for each student identified as such.

Parents will be advised prior to or during the Q2 Parent-Teacher Conference and distribution of report cards if their child is at risk of underachievement. This early notification will provide an opportunity to review student work, discuss strategies and interventions, establish benchmarks, and clarify responsibilities in moving the student toward promotion. If the student is still at risk of underachievement as evidenced by student work/grades, written notice to that effect will be provided to the parent no later than mid-Q2. Records of ongoing parental communication and involvement, i.e., meetings, emails, phone calls, report cards, parent-teacher conferences, assessment of the student's work, and instructional interventions will be maintained. Failure by Ignite School staff to provide notice to parents may result in the promotion of the student. The Q2 and Q3 Parent-Teacher Conferences offer an additional formal opportunity to discuss student progress toward achieving promotion at the end of the school year.

*KG1*

Promotion or retention of KG1 students is considered according to the attendance record and age of the student. The attainment of 98% attendance is a goal that should be discussed with parents in order to enlist and maintain their understanding and support of the importance of good attendance. Typically, KG1 students are exempt from retention.

*KG2 to Grade 2*

*Assessment of Progress* - All aspects of a student's record, including evidence that student work demonstrates progress towards meeting the core learning standards, will be reviewed periodically to ensure that students are moving toward the attainment of literacy and math skills (including Arabic for some students) and that appropriate support and intervention strategies are in place for those students whose progress is of concern. Parents will be informed and involved in the progress of their child's development and will be offered opportunities for participation in classroom activities and homework assistance.

*Instructional Strategies and Intervention -* Preparation of students in KG2 to Grade 2 will be based on instructional practices, strategies, and interventions established to promote attainment of literacy and math standards (including Arabic for some students). These practices will draw from the use of the Common Core Learning Standards for Literacy and Mathematics, remedial instruction, and other activities to ensure that all students become independent readers and writers by Grade 3.

*Attendance -* Students will be encouraged to develop good habits of attendance, beginning with their first school experience. Therefore, the attainment of at least 98% attendance is a goal that should be discussed with parents in order to enlist and maintain their understanding and support of the importance of good attendance. We strive for all students to achieve 100% attendance.

*Promotion Decisions -* For Grades KG2-2, if promotion may be considered not to be in a child's best interest, parents should be notified and actively involved in reaching the decision of whether to promote or retain their child. Promotion decisions for students in Grades KG2-2, including students with SoD and EALs, will be made by the principal in consultation with the child's teacher and parent. For EALs, the decision to promote or retain shall include consideration of the student's language development; however, EAL identification alone may not be the sole basis for retention. If a parent disagrees with the promotion decision, the parent may appeal to the Director. The Director shall review the principal's decision and make a final determination. If a parent disagrees with the promotion decision, the parent may appeal to the Director, who will make the final determination.

*Grades 3 to 7*

a) Multiple Promotion Criteria (including SoD students whose IEPs do not specify a modified promotion standard)

b) Promotion to the next grade will be based on the integrated use of multiple measures, such as external test scores (i.e., MAP, CAT4), course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. Promotional decisions will be based on a holistic evaluation of the foregoing measures and according to whether the student has demonstrated sufficient progress toward attaining learning standards.

c) If the review team determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks, the principal shall recommend that the student complete a summer work portfolio at home. The principal or his/her designee shall share the portfolio results with the student's parents and communicate the decision.

d) The review team shall review the promotion portfolio previously submitted by the classroom teacher, along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade.

e) If a parent disagrees with the promotion decision, the parent may appeal to the Director, who will make a final determination.

### *Promotion for EALs in Grades 3 to 7*

EAL identification alone may not be the basis for retention. Promotion criteria for EALs will be determined according to the student's number of years of enrolment in an English-medium school:

Students enrolled for six or more years will be held to the promotion criteria outlined in section A below.

For students enrolled for at least two years but fewer than six years, promotion will be based on whether students:

- Attain sufficient progress in the WIDA program as evidenced by multiple measures, which may include student work, course grades, and external EAL assessments; and
- demonstrate satisfactory progress in Mathematics (plus Arabic and Islamic Education if applicable) as evidenced by student work.

EALs in Grades 3 and above who are not promoted will be recommended to complete a summer work portfolio at home.

A review team shall review the promotion portfolio previously submitted by the classroom teacher, along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade. If a parent disagrees with the promotion decision, the parent may appeal to the Director, who will make a final determination.

### *a. Multiple Promotion Criteria (including SoD students whose IEPs do not specify a modified promotion standard)*

Promotion to the next grade will be based on the integrated use of multiple measures, such as external test scores (i.e., MAP, CAT4), course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. Promotion decisions will be based on a holistic evaluation of the foregoing measures and according to whether the student has demonstrated sufficient progress toward attaining learning standards.

If the review team determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks, the principal shall recommend that the student complete a summer work portfolio at home. The principal or his/her designer shall share the portfolio results with the student's parents and communicate the decision.

The review team shall review the promotion portfolio previously submitted by the classroom teacher, along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade.

> b. *Promotion for students with SoD whose IEPs specify a modified promotion standard in Grades 3 and above.*

When the IEP team has specified a modified academic promotion standard on the IEP, the modified standard will be applied. If the review team determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks for the modified promotion criteria, the principal shall recommend that the student complete a summer work portfolio at home. The principal or his/her designer shall share the portfolio results with the student's parents and communicate the decision.

The review team shall review the promotion portfolio previously submitted by the classroom teacher, along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade.

If a parent disagrees with the promotion decision, the parent may appeal to the Director, who will make the final determination.

### *Grade 8*

*a. Multiple Promotion Criteria (including SoD students whose IEPs do not specify a modified promotion standard)*

  i.   The attainment of passing grades in core courses: English, Mathematics, Science, and Social Studies, as well as Arabic and Islamic Education (if applicable).

  ii.  Promotion to the next grade will be based on the integrated use of multiple measures, such as external test scores (i.e., MAP, CAT4), course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. Promotional decisions will be based on a holistic evaluation of the foregoing measures and according to whether the student has demonstrated sufficient progress toward attaining learning standards.

Eighth-grade students who do not meet promotion criteria because of failure to pass one or more core courses may be able to pass the needed course(s) via a summer work portfolio at home.

If the review team determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks, the principal shall recommend that the student complete a summer work portfolio at home. The principal or his/her designer shall share the portfolio results with the student's parents and communicate the decision.

The review team shall review the promotion portfolio previously submitted by the classroom teacher, along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade.

Students who do not achieve the requirements for promotion from Grade 8 will be retained. A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher, Principal, counselor, and parents. If a parent disagrees with the promotion decision, the parent may appeal to the Director, who will make the final determination.

### *Promotion for EALs in Grade 8*

EAL identification alone may not be the basis for retention. Promotion criteria for EALs will be determined according to the student's number of years of enrolment in an English-medium school:

Students enrolled for four or more years will be held to the promotion criteria set in the section below.

For students enrolled for at least two years but fewer than four years, promotion will be based on whether students:

Achievement of expected gains in the WIDA program as evidenced by multiple measures, which may include student work, course grades, and external EAL assessments; and demonstrate satisfactory progress in Mathematics (plus Arabic and Islamic Education if applicable) as evidenced by student work. EALs in Grade 8 who are not promoted are recommended to complete a summer work portfolio at home.

The review team shall review the promotion portfolio previously submitted by the classroom teacher, along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade. If a parent disagrees with the promotion decision, the parent may appeal to the Director, who will make the final determination.

For students enrolled for at least one year but fewer than two years, promotion will be based on whether students:

Attain sufficient progress in the WIDA program as evidenced by multiple measures, which may include student work, course grades, and external EAL assessments; and demonstrate satisfactory progress in Mathematics (plus Arabic and Islamic Education if applicable) as evidenced by student work. EALs in Grade 8 who are not promoted are recommended to complete a summer work portfolio at home.

The review team shall review the promotion portfolio previously submitted by the classroom teacher, along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade. If a parent disagrees with the promotion decision, the parent may appeal to the Director, who will make a final determination.

*a. Promotion for students with SoD whose IEPs specify a modified promotion standard in Grade 8*

When the IEP team has specified a modified academic promotion standard on the IEP, the modified standard will be applied. If the review team determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks for the modified promotion criteria, the principal shall recommend that the student complete a summer work portfolio at home. The principal or his/her designee shall share the portfolio results with the student's parents and communicate the decision.

The review team shall review the promotion portfolio previously submitted by the classroom teacher, along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade.

If a parent disagrees with the promotion decision, the parent may appeal to the Director, who will make a final determination.

### *Grades 9 to 12 (for general education students, SoD and EALs)*

*Promotion from Grade 9 (Freshman) will be based on a comprehensive assessment of whether students:*

    a. Complete standards in academic subject areas.
    b. Accumulate a minimum of 6 credits.

*Promotion from Grade 10 (Sophomore) will be based on a comprehensive assessment of whether students:*

    a. Complete standards in academic subject areas.
    b. Accumulate 12 credits minimum (building on previous year).

*Promotion from Grade 11 (Junior) will be based on a comprehensive assessment of whether students:*

    a. Complete standards in academic subject areas,
    b. Accumulate 18 credits minimum (building on Grades 9 and 10).

*Promotion from Grade 12 (Senior) will be based on a comprehensive assessment of whether students:*

    a. Complete standards in academic subject areas.
    b. Accumulate 25 credits minimum (building on Grades 9, 10, and 11).

*High School Graduation – Ignite School High School Diploma*

All students satisfying the requirements receive the Ignite School High School Diploma. All students must attain a minimum of 22 credits spread over the four years of High School (i.e., Grades 9 to 12) in the following course areas to fulfill KHDA "American Authorized School" graduation requirements.

| Subject/course area | *Units or credits*<br><br>*Each full unit or credit is considered as a subject studied throughout the academic year for at least three 50-minute periods per week (except for Islamic Education)* |
|---|---|
| English | 4 |
| Science | 4 |
| Math | 4 |
| World Language | 2 |
| Social Studies | 3 |
| Physical Education | 2 |
| The Arts | 0.5 |
| Electives | 5.5 |
| Arabic | 4 |
| For Arab Nationals - Mandatory<br>These units can replace a combination of credits or units from the elective and world language components. | |
| Islamic Education | 2 |
| For Muslim Students - Mandatory<br>These units can replace a combination of credits or units from the elective and world language components. | |
| *A credit or a unit is 120 classroom hours of instruction per school year | |

Each student is provided with choices to personalize their program to their learning interests through the 5.5 minimum credits of electives (of the US curriculum).