



ASSESSMENT POLICY

Academic Year 2024-2025

Brief Introduction:

Hartford American School is a private school for students from all nationalities.

It serves students from pre-kindergarten through grade 12 and offers opportunities in academics, languages, arts, music and athletics. The school follows the American Common Core Curriculum based on the California Standards.

It is a curriculum that is the best for its analytical ability, problem solving skills, creativity and flexibility on how material is taught and assessed. It encourages curiosity, research, trains students on how to use information in logical reasoning (knowing, remembering, thinking, judging and problem-solving).

The curriculum offered at the Hartford American School is balanced and differentiated according to the American approach in teaching and learning, which is consistent with the school educational philosophy.

The Educational Philosophy at Hartford American School:

The purpose of Hartford American School is teaching and learning. This purpose is predicated on the educational philosophy that all students can learn and have the right to a standards-based education.

We believe that education is an art and a science. The art of education is the innovation, creativity, values, self-beliefs, and other developmental pathways that the organization utilizes to support the child as a whole and brings to fruition the hopes, dreams and aspirations of the families and communities that Hartford American School serves.

The sciences are research-based, implementation of 21st Century best practices, organizational structures, performance management frameworks, sound fiscal management, responsible policies and operating procedures, and data driven decision making, which are the very foundation of the institution.

Our goal is to prepare students to become engaged citizens who will give great respect for differences in a world that is full with different ethnic backgrounds, religious traditions, culture, living styles, traditions and citizens who will contribute to safeguarding our nature. We really believe that all students are valued and included, and can make a difference.



Vision

Hartford American School aspires to prepare a generation with academic excellence, leadership skills and open to culture diversity while maintaining national identity.

Mission

Hartford American School works to provide a distinguished educational service to students and society, focused on preparing the educational climate to develop creative aspects of students to build a generation that maintains its values, absorbs the sciences of its time and is ready to take on responsibility in all majors and at all levels and care to conserve nature for the next generation.

Values

Integrity

Innovation

Creativity

Excellence

Community Involvement

School wide learning objectives:

1. Contributing to meeting the educational needs and services of the community.
2. Graduating a generation of a critical, confident and creative thinker who is self-reliant, works hard and is dedicated, and is armed with the skills of the twenty-first century to succeed in his scientific and professional life.
3. Providing an attractive educational environment rich in educational activities and skills
4. Directing students to play their constructive role in building society with commitment towards environment.
5. Excellence in providing educational services to students.
6. Preparing a generation that keeps pace with the requirements of the time to serve its society.
7. Inculcating good habits in the minds of students such as (order - hygiene - love of goodness - cooperation).
8. Developing the elements of success and creativity so that the educational process achieves its goals.



Curriculum and Resources:

HAS offers internationally accredited, differentiated curriculum aligned to the Common Core California State standards in English and Mathematics and Next Generation Standards in Science and Social Studies.

The curriculum is predicated on a student-centered approach for developing the child as a whole. The developmental pathways are psychological, emotional, academic, technical, and human values based driven.

Pre-Kindergarten Course Offerings		
English Language Arts	Arabic language	Art
Mathematics	Islamic Studies	French language
Science	Physical Education	

Kindergarten KG 1 & KG 2 Course Offerings		
English Language Arts	Arabic	Art
Mathematics	Islamic Studies	Music (KG2)
French	Physical Education	Science

Elementary Grades 1-5 Course Offerings		
English Language Arts	Arabic language	Art
Social Studies	Qatar History	Music
Mathematics	Physical Education	Global Citizenship
Science	ICT	French Language
Strategic Reading & Writing	Islamic Studies	

Middle School Grades 6-8 Course Offerings	
English Language Arts	French Language
Mathematics	Art
Science	Physical Education
Social Studies	Computer Science
Arabic Language	Islamic Studies
Qatar History	

The curriculum alignment enables the instructional staff to facilitate a spiral approach to instructional delivery. An integration of ICT skills through our technology applications course further provides an integration with real-life experiences related to the practical use of technology for our students. Additionally, our students are exposed to the Hartford social development program through physical education, art, dance, music, and theatre to meet the needs of a culturally diverse society. Finally, we



provide a connection to the cultural identity and values of Qatar through our Qatar History, Islamic Studies, Arabic courses, student involvement in community activities, celebrations, and community partnerships.

GRADES 9-12 COURSE OFFERINGS

Hartford American School students will follow the Recommended Degree Plan for graduation. The following graduation requirements at the Hartford American School must be fulfilled to qualify students to be eligible to receive an accredited high school diploma based on the state requirements and compliance for high school students, and the MOEHE Arabic, Islamic Studies, and Qatar History requirements:

COURSE OFFERINGS GRADES 9 - 12
English Language Arts
Mathematics (Algebra 1, Geometry, Algebra 2, Pre-Calculus, Calculus)
Social Studies (Geography, World History, US History, Economics, Sociology)
Qatar History (Grade 9)
Sciences (Physics, Chemistry, Biology)
Arabic language
Islamic Studies
Physical Education
ICT
Yearbook (Grade 12)
Electives (Physical Education, Visual Arts)

For Grade 12 students HAS provides an opportunity to decide on the subjects the students can choose based on what they would like to pursue in their higher education. Hence four Pathways are offered at Grade 12.

PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4
AP	Pre Engineering	Pre Medical	General
AP English	English	English	English
AP Calculus	Calculus	Calculus	Pre Calculus
AP Physics	Physics	Biology	Sociology
AP Biology	Chemistry	Chemistry	Environmental Science
Economics	Economics	Economics	Economics
Arabic	Arabic	Arabic	Arabic
Islamic Studies	Islamic Studies	Islamic Studies	Islamic Studies
ICT	ICT	ICT	ICT
Year Book	Year Book	Year Book	Year Book



What is Assessment and its importance in H.A.S.?

The term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

In assessment, evidence is gathered, analyzed, and reflected upon in order to make informed and consistent judgements to improve future student learning. H.A.S. Philosophy of Assessment is a continuous process, which will be used to improve teaching and learning.

H.A.S. believes that its assessment practices should be an integral part of its written curriculum and its program of instruction. Assessment methods are both formative and summative and should demonstrate what students know, are able to do and understand. A variety of assessment methods are used which are sensitive to different learning styles.

The policy focuses on the premise that the students should adhere to the following:

- Attend class punctually, equipped and ready to work
- Work cooperatively
- Work independently
- Share learning goals with students
- Practice self-assessment
- Participate in classroom activities and discussions
- Actively listen in class
- Organize time effectively
- Complete assignments on time
- Concentrate
- Seek help when necessary
- Demonstrate effort

Types of Assessments

H.A.S. employs several different types of assessments integral to learning and teaching. These different types of assessments enable teachers to gain knowledge about their students' needs, achievements, and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every student.

- **Baseline assessments** - This provides information about students' performance on entry to a certain grade level.
- **Formative** - This is the ongoing process in which a student's progress can be recognized, discussed, and recorded. It is used by teachers, together with the student, to plan the next appropriate stage of learning.



- **Diagnostic** - This form of assessment identifies the level of the students and if there are any learning difficulties. The results of the test is used to ensure that appropriate support and guidance are provided.
- **Summative** - This provides a picture of the overall achievement of a student at the end of a particular topic /grade level/stage. It allows teachers to make overall judgments based upon evidence gathered through formative assessments over an extended period of learning.

The purpose of the formative and summative assessments:

- The diagnostic evaluation that is based on knowing the student's achievements, and the teacher uses the result of this evaluation to plan his/her lessons and the way he/ she works in the classroom. Sometimes the teacher might have one to one meeting with the parents.
- Evaluation through projects and researches that students are required to complete, either individually or collectively, and they are held accountable for their explanation and the way they are presented.
- Formative evaluation that the teacher evaluates during the education process with the aim of seeing the student's understanding of what is being explained. This in turn allows teachers to evaluate their progression with students "taste the food before you serve it."
- Report cards are issued four times a year, at the end of each quarter. 25% from the total mark of the whole year for each report, with the first and the third reports as check points. The first report is the Semester 1 Mid Term Report followed with End of Semester 1 Report. The same is repeated for the second semester.

Parent Teacher Meeting (PTM) will be held after each summative exam, to report and discuss each student's academic and emotional progress. In addition, parents are provided opportunities to communicate via informal meetings, MS Teams, emails, phone calls or whenever teachers or parents have concerns.

- The school provides extra support to students who are below expectations in Arabic, English or French, Science and Mathematics in order to work on filling the gaps that appear in the assessment, within school hours and after school hours at a rate of one hour per week for these subjects.
- As for the kindergarten students, the report cards are issued twice a year. At this stage Continuous assessments are done and feedback is shared with the parents. The continuous assessment depends on daily class observations, activities and one on one teacher student interaction.



Brief description of the types of assessments:

Diagnostic tests

Diagnostic test provides diagnostic information to ensure an appropriate program for students. Assessments should be valid, linked to defined standards and have reliability. H.A.S. will report results to the school community as appropriate and use them as a basis for dialogue between stakeholders.

Formative assessments

Formative assessment is applied on all students' levels starting from KG1, KG2, elementary, middle and high school as continuous daily assessment.

In addition to continuous and on-going assessment, teachers continue to modify their activities and directions with their students as part of day-to-day teaching. Formative assessment is also important for the teacher, as it would provide detailed feedback on the nature of the students' strengths and limitations. Essentially, the staff at H.A.S. are focusing on making the student a better judge of their own performance and then helping them develop strategies for improving it. Schools use a number of practices and instruments to support this, including:

- **Observational Assessment** - observing and noting a students' response to learning activities and unstructured situations, looking at the students' responses in the context of a specific learning task.
- **Questioning** - which enables a teacher to make a judgement about a students' degree of understanding.
- **Criterion referenced Assessment** - which measures a students' attainment against a list of skills or pieces of knowledge.
- **Formal Assessment** - where the students are asked to complete tests or a set of tasks or assignments which indicate his or her knowledge or approach to learning.

If students are absent on the day of the quiz without a valid medical certificate, they will receive a zero for that quiz and no retest will be given.

Summative Assessments

Summative assessments are used at the end of a unit, area of learning within a unit, or semester to determine what each student has achieved and learnt. The application of knowledge and skills over time requires clear criteria of which students are aware and involved. When assessment criteria are related to clearly developed learning expectations in an assigned task, students are able to think carefully about what is being assessed and the kinds of evidence that need to be provided to show their understanding.

Summative assessment is applied on students from grades 1 to 12 as formal tests/exams. The end-of-semester exams for English and Math will cover all the topics studied throughout the Semester.



Additionally, the MAP reading assessment (Grades K-12), which are based on scientific research, will be administered thrice a year to determine student reading and mathematical development. Additional assistance will be provided through tutorials for those students needing individual instruction in the extended day programs.

The benchmark years for American schools are grades 3, 5, and 8 to assess student readiness to move from elementary to middle and finally to high school.

Reading Assessment Program

The goal of Hartford American School's is for all students to read on grade level by the end of the first grade, and to continually read on grade level throughout their academic careers and lives. Our program recommends for Grades KG through 5 to allot 90 minutes daily for reading instruction and practice in the classroom.

The program is research-based and requires every classroom to have literature and language-rich activities with the following critical components: phonological awareness, print awareness, alphabetic and orthographic awareness, comprehension strategies, and reading practice.

The Senior Leadership Team will monitor the implementation of the required direct systematic instruction on a regular basis to ensure continuity. Parental involvement component that encourages parents to participate in the instructional lessons at home is also essential.

High School Graduation Requirements

During the high school grades 9-12, our curriculum will work on qualifying the students to achieve all the required credits to obtain the High School Diploma as the students will be engaged in multiple graded tasks, projects, seminars, and term exams with cumulative score 100%.

By grade 12 the students should have covered 28 credits which will be as the following:

Subjects	Credits
English	4.0
Mathematics	4.0
Sciences	4.0
Social sciences	4.0
Arabic Language	4.0
Economics	2.0
Islamic Studies	2.0
ICT	2.0
Physical Education/ Yearbook	2.0
Total credits	28



GRADE POINT AVERAGE (GPA)

The GPA, or Grade Point Average, is a number that indicates how high you scored in your courses on average throughout the semester and year. Using a scale from 1.0 to 4.0, your GPA tracks your progress during your studies. This number is used to assess whether you meet the standards and expectations set by the degree program or University.

The chart depicts how much each letter grade is worth in number of points to GPA:

Grade	%age	Credit Points
A+	97%-100%	4
A	93%-96%	4
A-	90%-92%	3.67
B+	87%-89%	3.33
B	83%-86%	3
B-	80%-82%	2.67
C+	77%-79%	2.33
C	73%-76%	2
C-	70%-72%	1.67
D+	67%-69%	1.33
D	63%-66%	1
D-	60%-62%	0.67
F	Below 60%	0

Hartford's Assessment Standards/ Requirements

Formative & Summative Assessments	MAP Diagnostic	PSAT, SAT, ACT, IELTS, and TIMSS, PISA, PIRLS
All students will be assessed formatively on classroom work, assignments; student portfolios, presentations for projects, subject enrichment activities (SEA), teacher generated quizzes, and summative exams. Student report cards will be generated as a reporting mechanism to parents.	All students in grades 4 - 8 must show improvement on the Measurement of Academic Progress (MAP) diagnostic tests for math, reading, and language usage, which are administered once in the spring semester and once in the fall semester.	Students are recommended to take the following assessments at various times during the school year: A. US College Board Tests: PSAT, SAT, ACT. B. MOEHE - Evaluation Institute: TIMSS, PISA, PIRLS and other international tests



Each semester the school issues two reports, consisting of Mid-term Report and End of Semester Exam Report.

First Semester		Second Semester	
Daily /Weekly Assessment	10%	Daily /Weekly Assessment	10%
Home Work	10%	Home Work	10%
Class Participation	10%	Class Participation	10%
Project /Research	10%	Project /Research	10%
Mid Semester Exam	30%	Mid Semester Exam	30%
End of Semester Exam	30%	End of Semester Exam	30%
Total of First Semester	100%	Total of Second Semester	100%

25 percentage (25%) of the overall grade is assigned to each report, with the first and third reports acting as checkpoints. A parent teacher meeting will be held after each report to discuss a student's academic and emotional progress. Additionally, informal meetings such as Microsoft Teams meetings, email and phone calls are encouraged whenever teachers or parents have concerns.

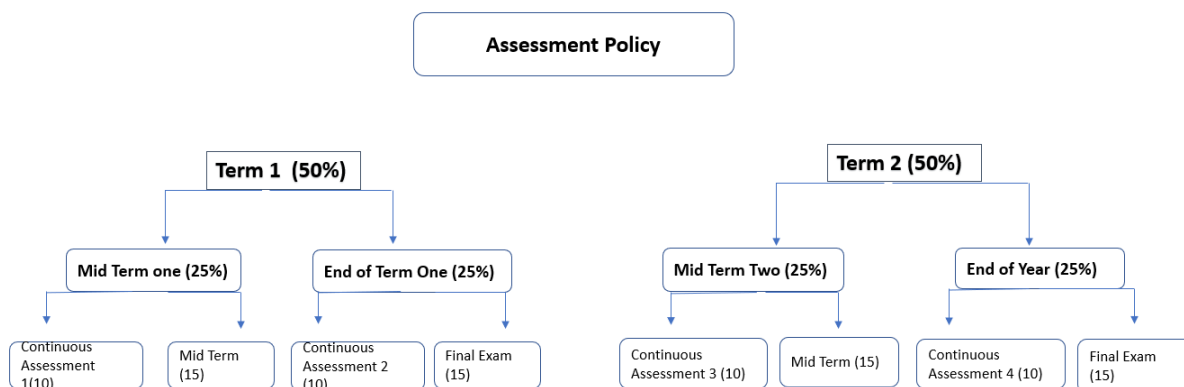
The school provides extra support to students who are below the standard in the subjects of Arabic, English or French, science and mathematics in order to work on filling the gaps that appear in the assessment, within school hours and after school hours for these subjects. Despite extra support and teacher assistance, if a student still cannot achieve a passing grade or improve learning attitudes, a meeting will be arranged with parents and administration to determine the best educational setting for the student.

Grading Scale Key

Grades 9-12	
Grading Scale Key	Achievement (%)
A+	97.0-100.0
A	93.0-96.9
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C +	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	63.0-66.9
D-	60.0-62.9
F	0-59.9

Grade 1-8	
Grading Scale Key	Achievement (%)
A+	97.0-100.0
A	93.0-96.9
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C +	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	63.0-66.9
D-	50.0-62.9
F	0-49.9

Term Wise Grade Distribution



Promotion criteria

In order to be promoted to the next grade, the students from grades 1 to 8 should pass the formative and the summative assessments by the 50% of the total marks and grades 9-12 should pass by the 60% of the total mark of the subjects. If a student fails in three or more subjects, he/she will not be promoted to the next grade level.

Makeup exam/ test criteria:

1. If the student can't reach the required percentage of the grade in one or two subjects he/she will sit for make-up exam.
2. After passing the make-up exam, a D- will be marked in the report card promoted to the next year.



3. INC – Incomplete is when a student has medical / support circumstances that shows they are behind with deadlines during the Semester but allows them to catch up with work at a later date.
4. Medical emergency- If the student has a medical emergency and has provided a valid medical certificate.

The makeup exam will be scheduled by the school administration and the students will be informed in advance.

Cheating in the Exam

If students are caught cheating during an exam, their parents will be notified, and the students will receive a zero in that particular subject.

Reporting of progress and monitoring of learning

Hartford American School will:

- Ensure that every student is making good progress and is appropriately challenged.
- Offer opportunities to guide and build on the student's successes.
- Promote excellent teaching and learning throughout the school.
- Contribute significantly to the creation of an atmosphere of open professional debate in the school.
- Ensure consistency of implementation of agreed policies throughout the school.
- Provide information to support self-evaluation, making judgments on the effectiveness of actions taken, based on their impact on the quality of the learning.
- Parents of students who are struggling academically or behaviorally will be called for a meeting to discuss the student's situation at the beginning of second semester. They will be asked to sign an agreement stating that if the student fails to improve in academics or behavior, the school administration reserves the right to take appropriate actions, including the possibility of expulsion.

Ensuring Learning Quality

Teachers, parents and communities usually use test scores to judge a student's academic strength and areas of improvement. Communities rely on these scores to evaluate the quality of educational system, but the truth is that no two children have the same way of thinking, growing, managing life, solving problems, nor possess the ability to express oneself.

Students have different goals, abilities to put enough effort and achievements and it manifests different ways. Skills such as teamwork, collaboration, and moral



beliefs are not measured by typical tests, but are observed and witnessed over the years.

We measure the students learning through standards-based projects and assignments that require students to apply their knowledge and skills, such as designing a figure in the computer science labs or art lessons. Investigating and researching in sciences and math. Using clearly defined rubrics to facilitate a fair and consistent evaluation of students work. Teachers offer opportunities for students to benefit from the feedback of teachers, peers, and outside experts.

Assessment Features in H.A.S.:

Internal Assessments

Baseline Assessment- Entrance exams are conducted for potential students

Diagnostic tests

Formative Assessments:

- Quizzes
- Projects
- Subject Enrichment Activities (SEA)
- Assignments
- Homework

Summative Assessments:

- Midterm exams
- Semester end final exams

Rubrics have been created to guide the teachers to grade in-class and homework. The rubric consists of the components of Accuracy; Content and Legibility; Following Instructions; Effort and Assignment Completion.

Teachers ensure that the students participate diligently in classwork and homework assignments. The rubrics are shared with the parents and students.

External Assessments

Harvard American School provides opportunities to students to sit for international exams. These are standardized tests given to students to assess their relative performance compared to other students in the country or other countries. It helps the students to know their areas of strength and areas where they need to improve.



a. SAT – Scholastic Assessment Test

The SAT is a globally recognized college admission test that is accepted at all U.S, UK, European, and Middle Eastern colleges. It measures the reading, writing, and math skills that

students are learning in high school. Moreover, SAT scores help colleges interpret students' overall academic performance in relation to the national applicant pool, as well as meeting the Ministry of Education Graduation Requirements, by following testing institution which is College Board.

Measures Taken in School to prepare students to sit for SAT exam:

- H.A.S. English and Math Teachers for grades 11-12, meet once per week and cover a specific area of the SAT during each week of class.
- Teachers will adapt the course to best reflect student needs and performance, as well as students, learn new topics, strategies, and content in class, solidifying this knowledge through homework assignments, and then integrating this knowledge with a practice test.
- The course format allows students to spread out the work so that they understand it thoroughly before taking the actual exam.
- SAT materials used in classrooms vary, and they are expertly integrated into every class and are utilized for directed homework topics and practice tests.

Materials will be offered to students (Free of charge) from the College Board

Students will be regularly tested by providing them with the Practice exams before the actual exam HAS also conducts a Mock SAT exam to prepare the students for the actual exam. The results are shared with the students and parents.

The total score for SAT is 1600 – Math 800 and English 800. Students should at least get a total score of 800

b. PSAT – Preliminary SAT

PSAT is one of the best ways to prepare for the SAT, as it is the Preliminary SAT. The importance of this test is to familiarize the students with the SAT test questions and format. PSAT scores will highlight students' strengths and any areas of improvement that they need to work on before they take the actual SAT exam.

Measures taken in School to prepare the students to sit for PSAT:

- HAS English and Math Teachers for grades 9, meet once per week and cover a specific area of the PRE-SAT during classes.
- Teachers started to adapt the course to best reflect student needs and performance. As well as students will learn new topics, strategies, and content in class, solidifying this knowledge through homework assignments, and then integrating this knowledge with a practice test.
- The course format allows students to spread out the work so that they understand it thoroughly before taking the actual exam.
- Our PSAT materials used in classrooms vary and they are expertly integrated



into every class and are utilized for directed homework topics and practice tests. Both Math and English Teachers will be responsible of offering our students all the necessary support to achieve better outcomes during the regular school hours. *It will be offered free of charge.*

H.A.S. also conducts mock PSAT to prepare the students for the actual PSAT exam. The results are shared with the students and parents.

The total score for PSAT is 1440. Math 720 and English 720. We urge the students to get a score of at least of 720.

c. PISA - Program for International Student Assessment

PISA is an international assessment of 15 years old students, conducted every three years, that measures how well students apply their knowledge and skills in solving problems in the subjects of science, mathematics, reading, and creative thinking. PISA presents problems that students are likely to encounter in the real world.

The teachers and students will be provided the syllabi for the subjects. The students will be provided the necessary materials/ practice to be prepared for the exam.

d. TIMSS - Trends in International Mathematics and Science Study

Since 1995, TIMSS has monitored trends in mathematics and science achievement every four years at the fourth and eighth-grade levels. The goal of TIMSS is to provide the best policy-relevant information to help improve mathematics and science teaching and learning. Part of the Field Test will include student, teacher, school questionnaires, and Early Learning Surveys by the parents.

How do we prepare the students for the TIMSS?

The teachers and students will be provided with the relevant materials for the subjects. The students will be engaged with interactive tasks and features that capitalize on the digital environment. For example, the students will create a range of data displays, move, and rotate objects on the screen to solve problems, and show their work with typed texts, equations, and freehand drawings.

Students will also be acquainted with Problem Solving in Inquiry tasks (PSIs). PSIs simulate real-world and laboratory situations to integrate and apply process skills and content knowledge to solve math problems and conduct scientific experiments and investigations. For example, students will design and carry out a virtual experiment to study plant growth.

The students will be guided to be prepared for the exam by providing the Assessment Frameworks and various questionnaires to enable them to practice. The assessment worksheets will be done during classes and as homework assignments for further practice. The parents and students may visit the websites mentioned above for more information and practice.



e. PIRLS – Progress in International Reading Literacy Study

PIRLS collects considerable background information from the assessed students, their parents, teachers, and school principals on how education systems provide educational opportunities to their students, as well as the factors that influence how students use these opportunities. Background data include information about national curriculum policies in reading; how the education system is organized to facilitate learning; students' home environment for learning; school climate and resources; and how instruction occurs in classrooms. Trend results across assessments permit countries to monitor the effectiveness of their educational systems in a global context.

PIRLS is recognized as the global standard for assessing trends in reading achievement in the fourth grade. Joining PIRLS is an opportunity to join a world-class assessment of reading comprehension which is recognized as providing valuable data for monitoring progress toward the Sustainable Development Goals.

f. MAP – Measure of Academic Progress

As part of student assessment, Harvard American School conducts a Measure of Academic Progress (MAP) assessment for both English and Math. The MAP assessment is used to determine the student's instructional level and skills mastery. MAP is given twice during the academic year to measure academic growth and progress in the areas being assessed. The data from the student assessment results enables teachers to determine which research-based interventions they will use to target specific skills or learning gaps.

g. IELTS - International English Language Testing System

IELTS is conducted for people seeking educational and job opportunities in English-speaking countries so that their ability to overcome the linguistic gap and undertake communication efficiently in a foreign country can be assessed.

The ability to listen, read, write, and speak in English will be assessed during the test. IELTS is graded on a scale of 1-9. There is no pass or fail score in IELTS. The test results are reported in band scores from 1.0, the lowest, to 9.0, the highest, in half band increments. The students will receive an overall band score, as well as individual band scores for each test section - Listening, Reading, Writing, and Speaking.

Advanced Placement (AP)

H.A.S. offers AP for selected subjects in Gr12. Students have the option of choosing one or more AP subjects. Teachers will prepare the students for College Board exam by providing extra sessions and mock exams after the school hours.



Roles and Responsibilities

The Assessment Policy and its implementation within and across departments are monitored and evaluated by:

A. School Principal and Head of Quality Assurance are responsible for:

- Ensuring that the assessment policy is followed within the school.
- Ensuring that information on assessment is shared with stakeholders, including parents, in a timely fashion.
- Monitoring the administration of assessments.
- Checking that the integrity of the internal and external assessments is maintained.
- Overseeing and monitoring assessment outcomes of the school.

B. Heads of Departments

In all departmental policies good practice will be clearly identified through:

- Consistent departmental planning.
- Assessment tasks are fully integrated with the Schemes of Work.
- Shared learning outcomes.
- Standardized marking.
- Constructive feedback.
- Assessment data is used to inform teaching and learning.
- Assessment data is regularly and consistently recorded.
- Assessment data is used regularly for reporting.
- Regular self-assessment by pupils and teachers.
- Effective organization of setting/ producing and marking internal examinations.
- Monitoring and evaluation of all departmental assessment practices and outcomes.

C. Homeroom/Subject Teachers:

It is the responsibility of Teachers to:

- Implement As the assessment policy and evaluate its implementation.
- Mark in accordance with the departmental policy in a positive, accurate, meaningful, and diagnostic way.
- Compile and maintain individual student records.
- Report to students, parents, teachers, coordinator, and Head on individual and group progress.
- Liaise with the Head of Department on individual student support as required.

D. Subject Coordinators/Team Leaders:

It is the responsibility of the Key stage/ Subject Coordinators to:

- Liaise with teachers concerning individual student progress.
- Report to parents as required.
- Lead student progress meetings.

Testing Components Grades 1 to 5

A. English

Question Format
Unseen Comprehension (Reading Passage and Questions)
Writing
Grammar
Reading / Literature
Spelling & Vocabulary

B. Math, Science, Social Studies, ICT and Qatar History

Question Format
Multiple Choice Questions
Fill in the Blanks
Match the following/ Definitions
Short Answer Response
Long Answer Response
True or False
Diagram/ Map

C. Art, PE & Music

Subjects	Continuous Assessment Components				
ART	Design	Effort	Craftsmanship	Creativity	Participation
P.E.	Fitness	Focus	Movement & Motor Skills	Team Spirit	Flexibility & Agility
MUSIC	Rhythm	Confidence	Percussion Instrument	Syllabic Pattern	Over-all Performance

The Marking and Feedback Policy

The aim of this policy is to enable students to become reflective learners and assist them to narrow or close the gap between the current and desired performance. HAS believes that feedback needs to be constructive, focusing on success and improvement needs against the learning outcomes.

Purpose of Marking & Feedback

To help students understand the areas they have done well- To ensure students understand what they have done well and the reasons for it. This contributes in reinforcing good practices, boosts self-esteem and enhances learning.



To help students how to improve – To ensure students understand how to improve and what measure to be used for improving. This could be in the form of extra classes, extra assignments and will help the students to improve.

Teachers' assessment knowledge of each student – To ensure that the teachers have an action plan defining the next steps for students who need to improve and assessing the progress of their performance.

Evaluating the improvement / action plan– To ensure that the teachers follow up on the action plan and see visible improvement in the academic performance of the students.

The teachers should focus on ensuring that marking is meaningful, manageable and motivating. In order to achieve this the policy requires that

Feedback should:

- Be given to benefit the student by :
 - Addressing misconceptions
 - Consolidating skills
 - Deepening understanding
 - Providing opportunities to apply learning in new context
 - Reflecting learning
- Give recognition and appropriate praise for achievement
- Provide clear strategies for improvement
- Set targets for students

Types of feedback

Feedback can be provided in different ways as mentioned below:

- Live feedback within a lesson – This takes place throughout the lesson and is the most effective way of supporting students to make progress efficiently and accurately since the feedback is immediate, discussed and acted upon at the time of the lesson. This allows the teacher to check that each student is at correct level, misconceptions/ errors can be identified and addressed.
- Small group and one to one discussion post lesson – A discussion with a student or a small group of students proves beneficial in reinforcing the concepts.
- Written feedback – When verbal feedback cannot be provided, teachers provide written feedback in the assignments submitted by the students.
- Whole class feedback – Feedback is provided to the whole class to reinforce concepts, clear doubts and ensure that all the students are on the same page.



- Self-Marking – Students are given the opportunity to mark their own work and this helps them to reflect on the answers and mistakes done by them.
- Peer marking – Students are given the opportunity to mark the work of their peers and provide feedback to each other.

The purpose of assessment for Stakeholders

A. Students

The purpose of assessment for our students is:

- To identify strengths and areas for development and enable differentiated work to be developed for the individual student.
- To measure the progress and attainment of students.
- To help students take responsibility for their own learning and encourage discussions with teachers about their progress against targets.
- To enable students to have a clear understanding of their progress in all subject areas.
- To record achievements and experiences both in and outside school, which builds a whole picture, so that detailed and accurate records are kept for each student.

B. Staff

The purpose of assessment for our staff is:

- To use assessment which will inform effective lesson planning.
- To inform our planned learning outcomes for lessons.
- To enable staff to feedback to students on progress and to record achievements gained by students.
- To inform staff as to the individual student's progress in relation to expected curriculum objectives/outcomes and in relation to students of similar ability in other American schools in Qatar and external standardized benchmarks.
- To ensure continuity and progression across all grade levels and to make sure that work given to newly arrived students is sufficiently challenging for them.
- To make the statutory target setting procedures more accurate.
- To enable different groups of students' progress to be monitored closely.
- To enable teachers to set specific targets for the students they teach.
- To enable departments to set targets for their subject area.
- To enable underperforming students to be identified quickly and intervention put in place.

C. Parents and the wider community

The purpose of assessment for parents and the wider community is:

- To keep the parents posted on their child's progress and areas of improvement.



- To provide information for parents and students in preparation for subject choices to be made when reaching High School.
- To provide employers, universities, and colleges with an accurate record of each student's positive attainment.
- To facilitate accurate forecasts for the end of elementary stage / Middle & High School stage or Grade 12 in terms of exam performance.