

Assessment and Reporting

Academic year 2018-2019



AL DHAFRA COMMON ASSESSMENT FRAMEWORK

Attainment:

Descriptor	Grade	Percentile Range American Curriculum	Percentile Range English Curriculum
<i>"Outstanding"</i>	A*	95 % - 100 %	85 % - 100 %
<i>"Very Good"</i>	A	85 % - 94 %	75 % to 84 %
<i>"Good"</i>	B	75 % - 84 %	65 % - 74 %
<i>"Acceptable"</i>	C	60 % - 74 %	55 % to 65 %
<i>"Working towards"</i>	D	40 % - 59 %	40% to 54%
<i>"Emerging"</i>	E	≤ 39 %)	≤ 39 %

Attainment 1: (25%) Recorded Mid-term	Attainment 2: (25%) Recorded End of term	Final Assessments: (50% Total) Recorded End of term
<p>Attainment 1 and 2 marks are based on ongoing, continuous assessment of the students' achievements, against authorized curriculum standards, e.g. the common core standards for Mathematics and English.</p> <p>These grades are reported as grades A*-E and are converted to a % to contribute to the final end of term/end of year mark.</p> <p>Both formative and summative assessment techniques are used.</p> <p>Teachers make an assessment of a student's attainment using a variety of sources of information, including:</p> <ul style="list-style-type: none"> ● Classwork ● Homework ● Tests ● Projects ● Work in Copy books ● Questioning/observations of attainment and skills 		<p>Final end of term assessments which demonstrate the learning which has taken place throughout the term.</p> <p>These grades are reported out of 50 to contribute to the final end of term/end of year mark (%).</p> <p>Summative assessment techniques are used</p> <p>Final assessments will mostly be made up of the end of term internal examinations but may also include the following assessed pieces of work:</p> <ul style="list-style-type: none"> ● Projects ● Practical assessments ● Essays ● Presentations

The teacher makes a professional judgement to identify what level the student is working at, using the Common Assessment Framework**

Effort:

Descriptor	Grade	Description
<i>"Excellent"</i>	1	Excellent effort and behavior, allowing the student to make outstanding progress for a student with his/her academic ability.
<i>"Very Good"</i>	2	Very good effort and behavior, allowing the student to make better than expected progress for a student with his/her academic ability.
<i>"Good"</i>	3	Good effort and behavior, allowing the student to make the expected level of progress for a student with his/her academic ability.
<i>"Satisfactory"</i>	4	Acceptable effort and behavior, allowing the student to make sufficient progress.
<i>"Unsatisfactory"</i>	5	Unacceptable effort and behavior, resulting in the student making insufficient progress for a student with his/her ability.