MAARIF FOR EDUCATION & TRAINING
KINGDOM OF SAUDI ARABIA

MAARIF FOR EDUCATION & TRAINING VISION AND MISSION:

Vision: Maarif aims at having a pioneering role in preparing innovators to participate in improving our society.
Mission: Maarif's teams work to create a motivating learning environment which leads to creativity.
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Maarif

Policy Document
On
Assessment and Marking

2016-17

Test and Exams process guidelines

Contents

Overall Aims of the Marking policy

The policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

What is the purpose of the policy?

The purpose of this policy is to unify among our schools and to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide a constructive marking system, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide Maarif schools' approach to marking?

1. To provide a framework for departments in developing detailed departmental marking policy in different subject areas (formative/summative assessments).
2. Be manageable for and easily understood by teachers, Department Heads (HoDs/Consultants)/Consultants and Academic Leaders (formative/summative assessments).
3.   Give recognition for achievement and clear strategies for improvement.
4. Provide specific rules for academic and support staff to organise their work.
5. Inform future planning and group target setting.
6. To provide a means of analysing results according to standardized criteria.
7. Be seen by students as a positive approach to improving their learning.
8. To raise standards of attainment.
9. To provide equal opportunities of assessment for all students
10. To provide teachers with an effective method of providing feedback and informative assessment.

Orientation and implementation of the policy

Orientation meetings in each school should be conducted to explain the policy to all the staff and the implementation should be monitored thoroughly.

Kindergarten (KG 1, KG 2, KG3)

A Continual Learning Assessments System

Aims:

Kindergarten Continual Assessment System gathers and interprets information that accurately reflects the child's demonstration of learning in relation to the knowledge and skills outlined in the overall expectations of The Kindergarten Program.

The primary purpose of Kindergarten Continual Assessment System is to:

- Improve learning and to help children become self-regulating, autonomous learners and document evidence of children's learning (through the process of "pedagogical documentation")
- Provide descriptive feedback to the children that is designed to help them move forward within their zone of proximal development.
- Support children in setting individual goals, and reflecting on their thinking and learning, to help them become confident, autonomous learners.
- Ongoing assessments and systematic evaluations to gather information on children's learning and development and the quality of the program
- Provide data around the assessments and evaluations support reciprocal communications with parents
- Information collected from continuous monitoring of students will help teachers to better understand their strengths and weaknesses in addition to providing a comprehensive picture of each student over a period of time.

Guidelines for Assessment

Based on observation and documentation of what children's experiences are and how they illustrate emerging developmental skills. The primary purpose is to support curriculum planning that is based on where the child is at and what interests the child. Assessment is viewed as the gathering of evidence through observing what the child can do, say and apply. That evidence is evaluated to determine the child's progress in achieving learning expectations, cognitive, social and emotional development.

The following characteristics of continuous assessment are to be followed

(a) Systematic

It requires an operational plan which indicates what measurement are to be made of the pupils' performance, at what time intervals or times during the school year, the measurements are to be made and the results recorded.

(b) Comprehensive

It may come in the form of tests, projects, assignments, observations, questionnaire and interviews.

(c) Cumulative

Since any decision to be made at any point in time on the pupil takes into account of all previous decisions about him/her. This requires the keeping of up-to-date or cumulative records of each pupil.

(d) Guidance –Oriented

Can be organized and implemented in a large number of different ways, and the actual assessment procedures can take many different forms and documentations.

This include:

(a) Objective tests

(b) Project/Assignment Techniques

(c) Observation Techniques

(d) Interviews

(g) Class attendance etc.

Observation and Documentation

Continuous assessment through observation and documentation of each child's development. The Continuum of Development (for example, observations, learning stories, children's creations and work) to create a holistic picture of the child's experiences and learning. Assessments are intended to identify, document, support and promote children's learning and development; to this end, the continuum includes indicators of children's development and suggests possible methods of facilitating the documentation and communication of child development. Assessments organized into portfolios are conversation starters among practitioners and families that build everyone's understanding of child development.

Observing and Documentation of young children's learning must incorporate information from a variety of means, including observation in comfortable and natural settings, learning ,samples of children's work and parental input, in addition to work habits.

Children should be assessed as individuals with unique patterns of development and learning, not assessed in comparison to others.

Formal and informal assessment tools must be developmental, culturally and linguistically appropriate.

Essential Learning Skills and Work Habits

There are six learning skills and work habits emphasized throughout Kindergarten (KG1-KG2-KG3).

- Responsibility
- Organization
- Independent work
- Self-regulation
- Collaboration
- Initiative

Assessment, Report Card & Communication Issues

The current Kindergarten report cards will need to be changed

Table A contains additional details about each reporting period, including assessment and communication issues.

Parents will still receive the three report cards each term.

Table A (For each Term)

Assessments	Report Card	Assessment Time Frame	Assessment Issues	Communication Issues
First Assessment Report	6th week	1st – 5th Weeks	Observation and documentation Formative Assessment Summative Assessment (knowledge checks)	Weekly plans (or a Term calendar) Clear references to material included Consideration of logistic issues must be given.
Second Assessment Report	11th week	6th - 10th Weeks	Department specific assessment policies to include types of assessments to be set internally. Assessment period material only (not to cover specific topic assessed in a previous assessment)	
Classwork/ Homework/ MLG/Project	End of Term Report / End of Year Report	Cumulative Term Assessment	Based on Classwork/ Homework/MLG/Project (not quizzes or assessments) **Table C** shows grading scheme	Maintain Parent communication
End of Term Report	End of First Term / End of Year Report	Cumulative Term Assessment	Department specific assessment policies to include types of assessments to be set internally.	Maintain Parent communication

Additional Roles and Responsibilities

The table below indicates new teacher and managerial duties required by this system:

Table B

Position	Additional Roles & Responsibilities
Teacher	Develop assessments according to department standards & policies. Maintain and record grades as required (section policy) Maintain parent communication and students portfolios Follow weekly plan; adhere to schedules Provide handouts/worksheets/assignments with differentiated tasks.
Head of Department/ Academic Supervisors /Academic Coordinators /Academic Vice Principals /(division may vary across Maarif schools	Adhere to unified policies for division of Classwork/Homework/MLG/PBL Project grading Unified the lowest quizzes to drop policies Develop and set clear , easy to read assessment standards and policies Change maximum value of each subject to 10 Audit student academic portfolios Audit marking and records of marks Manage support materials and hand-outs
	Manage weekly plans and Quizzes/ End of Term Exams/ End of Year study guides Support inter-departmental and internal section communication Manage marks collection for reports/ action plans/ remediation and data analysis Gather feedback from stakeholders.
Academic Coordinator	Monitor and Support AdvancEd requirements, Parent/Student surveys
Principal	Facilitation/ support (purchasing o files/folders /cabinets) consideration of logistic issues and approval Monitor and Support AdvancEd Issues Facilitate Ministry of Education / KSA 2030 Program

Kindergarten Communication of Learning

Three formal written reports will be provided during each term, beginning in the 2016–17 school year; to formally report findings from continuous assessment and evaluation of the child's learning

Letter Grading Scheme

The table C below summarizes key documents required; relation to reports during each Term evaluation:

Letter Grade	Achievement of the curriculum expectation according to Maarif Policy
A	The student has demonstrated the required knowledge and skills with **high degree of effectiveness.**
B	The student has demonstrated the required knowledge and skills with **considerable effectiveness.**
C	The student has demonstrated the required knowledge and skills with **some effectiveness.**
D	The student has demonstrated the required knowledge and skills with **limited effectiveness.**
R	The student has **not** demonstrated the required knowledge and skills. **Extensive remediation** is required.
I	**Insufficient evidence** to assign a letter grade.
NA	**No Assessment** for subject strand for reporting period.
Letter Grade	Essential Learning Skills and Work Habits
E	**Excellent**
G	**Good**
S	**Satisfactory**
N	**Needs Improvement**

*The copy of the Assessment report card should be retained for reference. It should be filed in student's portfolio.

Lower Primary (Grade 1-3)

A Continual Learning Assessments System

Aims

Create a continuously learning culture where students, teachers, and parents are able to respond more effectively to problem areas by receiving more frequent assessment data:

- Increase student performance by having more frequent assessments (Formative and Summative assessments) throughout the term
- Balance student learning and workload throughout the term
- Establish department specific grading policies, e.g. An English quarter grade based on performance on writing essays, vocabulary, conventions and spelling quizzes, etc.

  Math grades based on short quizzes and chapter tests, Science grades based on quizzes, chapter tests, and lab reports (hands on activities), Computer Studies bases on IT projects
- Account for weighted scores and allow for dropped scores (e.g., "best two out of four quizzes / formative assessments etc.)
- 2 Assessments (formative/ summative assessment) per term during the regular subject period.
- Third assessment will be the End of Term / End of Year cumulative progress assessment.
- Improve and increase the frequency of parent-teacher communication
- Track student performance over the course of the year through classroom/student portfolios
- Reduce absences during our current interim periods ,since continual assessments mean that year-round attendance will be important
- Adjust teaching strategies more frequently and responsively with more frequent assessment tracking.
- Develop teachers according to real student need based on data from continual assessments

Assessment, Report Card & Communication Issues

The current lower primary report cards will need to be changed and the required changes communicated to Maarif IT (Sunil).

Table 1 contains additional details about each reporting period, including assessment and communication issues.

Parents will still receive the same number of report cards, but each report card will need to be modified slightly as described in Table 2 below.

Table 1 (First Term)

Assessments	Total Marks	Report Card	Assessment Issues	Communication Issues
First Assessment Marks	10	First Assessment Report	10 marks per subject based on multiple 10-minute long quizzes Knowledge checks) at the end of each chapter or learning block. Department specific assessment policies to include types of assessments and weighting best of x/ drop the lowest policy to be set internally. Assessment period material only (not to cover specific page assessed in a previous assessment) Quizzes (knowledge checks) not unified across boys/ Girls sections (in case different sections) or across Maarif branches.	Weekly plans (or a Term calendar with regular quiz dates per subject) Note: Quiz dates distributed by the last day of the week before the quizzes start. Weekly plans to include clear references to quizzed material. Consideration of logistic issues must be given.
Second Assessment Marks	10	Second Assessment Report		
Classwork/ Homework/ MLG/Project /IT (PPT) Project	10	End of Term Report	Based on Classwork/ Homework/MLG/PBL Project / PPT Project (for English or Arabic) (not quizzes or assessments) **Table 5** shows marking scheme; the division of marks for each category.	
End of Term Exams	20	End of Term Report	At least 70% of the course material covered during the first term should be included in the study guide for End of Term Exams.	Unified boys and girls section in terms of content, testing schedule and exam questions. Exam dates and study guide including clear reference to exam material should be distributed three weeks before the exam starts.
End of Term Report Total	**50**	End of Term Report		

Table 1 (Second Term)

Assessments	Total Marks	Report Card	Assessment Issues	Communication Issues
Third Assessment Marks	10	Third Assessment Report	10 marks per subject based on multiple 10-minute long quizzes Knowledge checks) at the end of each chapter or learning block.	Weekly plans (or a Term calendar with regular quiz dates per subject)
Fourth Assessment Marks	10	Fourth Assessment Report	Department specific assessment policies to include types of assessments and weighting best of x / drop the lowest policy to be set internally. Assessment period material only (not to cover specific page assessed in a previous assessment) Quizzes (knowledge checks) not unified across boys/ Girls sections (in case different sections) or across Maarif branches.	Note: Quiz dates distributed latest by the last day of the week before the quizzes start. Weekly plans to include clear references to quizzed material. Consideration of logistic issues must be given.
Classwork/ Homework/ MLG/Project /IT (PPT) Project	10	End of Year Report	Based on Classwork/ Homework/MLG/PBL Project / PPT Project (for English or Arabic) (not quizzes or assessments) **Table 5** shows marking scheme; the division of marks for each category.	
End of Year Exams	20	End of Year Report	At least 70% of the course material covered during the second term should be included in the study guide for End of Year Exams.	Unified boys and girls section in terms of content, testing schedule and exam questions. Exam dates and study guide including clear reference to exam material should be distributed three weeks before the exam starts.
End of Year Report Total	**50**	End of Year Report		

Table 2 (First Term)

Report Card	Changes Required
Overall Term Division	First Assessment = 10 (Formative assessments) Second Assessment =10 (Formative assessments) Classwork/Homework/MLG/PBL Project /PPT Project(English Arabic) = 10 End of Term Exams = 20
1. Assessment 1 Report	Changes mark heading from Quiz … (out of 5) to Assessment 1 (out of 10) Change maximum value of each subject to 10
2. Assessment 2 Report	Changes mark heading from Quiz … (out of 5) to Assessment 2 (out of 10) Change maximum value of each subject to 10
3. End of Term Report	Change columns as follow Column 1= Assessment 1 & 2 (out of 20) Column 2= Classwork/Homework/ PBL Project /PPT Project(English Arabic) (out of 10) Column 3= End of Term Exams (out of 20)
4 & 5	See numbers 1 & 2
6.	No changes

Table 2 (Second Term)

Report Card	Changes Required
Overall Term Division	Third Assessment = 10 (Formative assessments) Fourth Assessment =10 (Formative assessments) Classwork/Homework/MLG/ PBL Project /PPT Project(English Arabic) = 10 End of Term Exams = 20
1. Assessment 3 Report	Changes mark heading from Quiz … (out of 5) to Assessment 3(out of 10) Change maximum value of each subject to 10
2. Assessment 4 Report	Changes mark heading from Quiz … (out of 5) to Assessment 4 (out of 10) Change maximum value of each subject to 10
3. End of Year Report	Change columns as follow Column 1= Assessment 3 & 4 (out of 20) Column 2= Classwork/Homework/MLG/ PBL Project /PPT Project(English Arabic) (out of 10) Column 3= End of Year Exams (out of 20)
4 & 5	See numbers 1 & 2
6.	No changes

*The copy of the Assessment report card should be retained for reference. It should be filed in student's portfolio.

Additional Roles and Responsibilities

The table below indicates new teacher and managerial duties required by this system:

Table 3

Position	Additional Roles & Responsibilities
Teacher	Develop assessments (e-g chapter quizzes) according to department standards & polices.
	Maintain and upload marks as required (section policy)
	Maintain parent communication (e-g hand back quizzes to be returned with parent signatures)s and files with evidence to back up each assessment grade given (Students portfolios to be in Classrooms or common access area depending on section policy.)
	Follow weekly plan; adhere to quiz schedules
	Provide handouts/worksheets/assignments with differentiated tasks.
Head of Department/ Academic Supervisors /Academic Coordinators /Academic Vice Principals /(division may vary across Maarif schools	Adhere to unified policies for division of Classwork/Homework/MLG/Project /IT (PPT) Project marks
	Unified the lowest quizzes to drop policies
	Develop and set clear , easy to read assessment standards and policies
	Change maximum value of each subject to 10
	Audit student academic portfolios
	Audit marking and records of marks
	Manage support materials and hand-outs
	Manage weekly plans and Quizzes/ End of Term Exams/ End of Year study guides
	Support inter-departmental and internal section communication
	Manage marks collection for reports/ action plans/ remediation and data analysis
	Gather feedback from stakeholders.
Academic Coordinator	Monitor and Support
	AdvancEd requirements, Parent/Student surveys
Principal	Facilitation/ support (purchasing o files/folders /cabinets) consideration of logistic issues and approval
	Monitor and Support AdvancEd Issues
	Facilitate Ministry of Education / KSA 2030 Program

Documentation & Communication Issues

The table below summarizes key documents required; for the timing of certain documents in relation to reports during the Term, please see Table 2 above.

Table 4 (First Term & Second Term)

Document	Person (s) responsible	Timings	Content	Issues
Weekly Plans	Staff prepares, HoD's/ AS / AC approves, VPs distribute	Weekly	Quiz dates, material covered , assessments	Unification –linked to Pacing Guides
Study Guides	Staff prepares, HoD's/ AS / AC approves, VPs distribute	Before End of Term Exams	Detailed content material covered in the End of Exams	Unification –linked to Pacing Guides
Assessment Policy and Calendar (For students and Parents)	Hods develops, AS/ AC approves, VP collate and distributes, Principal arranges translation and responsible for the timeline.	Beginning of the year.	Kinds of Assessment and weight across subjects; parent partnership instructions / explanation of new report card system, Parent Orientation pack, parent meeting, website update, MLG announcements, SMS, Letter (translated)	Easy format , clear language , Arabic translation
AdvancEd requirements	Academic Coordinator (Leader)		Support continual Assessment system (cities benchmark and best practices) Conduct and collect parent survey Formulate improvement action plan for Continual Assessment System.	

Marking Scheme

The table below summarizes key documents required; relation to reports during the Term evaluation, please see Table 1(First term & Second Term) above.

Table **5 A** First Term & Second Term) All subjects for grades 1, and 2 and all subjects other than English and Arabic for grade 3

Grades	Assessments / Term	Marks
1-3	Assessment 1	10
	Assessment 2	10
	Classwork	3
	Homework	2
	MLG Assignments	2
	Project (PBL) Project based learning	3
	Term Exams	20
	Total	50

Table **5 B** (First Term & Second Term) For English and Arabic (for grade 3 only)

Grades	Assessments / Term	Marks
3	Assessment 1	10
	Assessment 2	10
	Classwork	3
	Homework	2
	MLG Assignments	2
	Project (PBL) Project based learning (English & Arabic)	2
	*Project PPT Presentation (English & Arabic)	1
	Term Exams	20
	Total	50

*For PPTs 1 mark should be given in term 1 for completing the draft presentation by December and is being submitted for the reflection to the subject teacher, and 1 mark should be given in term 2 once the final presentation is submitted in term 2 by March.

PPT Project presentation (English & Arabic) for Grade 3-12, in addition to Project (PBL) Project based learning Grade 1 and 2 will have only Project (PBL) Project based learning 3 marks, (First term & Second term)

Exam Length (same for First Term and Second Term)

Grades	Assessments	Time in Minutes	Scheduled
1-3	Assessment 1	10 minutes	Blocked exam week
	Assessment 2	10 minutes	Blocked exam week
	Term Exams Subjects: English/ Math/ Science/ Social Studies/ Arabic	60 minutes	Blocked exam week
	Term Exams Computers/ Arabic Imla/ French	45 minutes	Week before the blocked exam week
	Term Exams Oral Islamic Education English + Arabic / Quran	During the regular subject period	Week before the blocked exam week

Indicative Percentage Breakdown for Exams (same for First Term and Second Term

Taxonomy percentage for grade 1-3

Grades 1-3	Remembering	Understanding	Applying	Analyzing	Creating and Evaluating
	30 % (tentative)*	30% (tentative)*	25 % (tentative)*	15% (tentative)*	10% Bonus Question

These are indicative only. HoDs for the various departments need to apply similar principles to their own subject areas and ensure that the various levels of knowledge are examined, with increasing proportions allocated to higher levels of knowledge at higher year grades.

Examination format and content

- For grades 1-3 Assessments and exams should be written in a child-friendly font like Comic Sans and a type size no bigger than 14-16. The use of bold, italics and underlines should not be overused as they can sometimes cause confusion. They could be used to highlight command words or important directions.
- Teachers should use questions similar to the formats that were used in classrooms, workbooks, etc. Teachers should not include a style of questioning which students are unfamiliar with. i.e. if a teacher does not use Multiple Choice Questions in class, they should not be used in examinations.
- There must be a **new section** for all subjects called 'Challenge Questions' at the end of the exam which will allow for bonus marks to be gained by students. These marks will only be added if the student does not get full marks in the regular section(s) of the exam paper

Revision lists / Study Guides

When should they be issued?
1. Study Guides for Assessments: Assessment period material only (not to cover specific page assessed in a previous assessment) Quiz dates distributed latest by the last day of the week before the quizzes start. Weekly plans to include clear references to quizzed material.
2. Study Guides for End of Term and End of Year Exams: Exam dates and study guide including clear references to exam material should be distributed three weeks before the exam starts.
3. Revision sheets for End of Term and End of Year Exams (Grade 1-3) only.
4. Revision sheets should be provided in written form at least two weeks before the start of the exams
5. Revision Sheets for End of Term and End of Year Exams to be uploaded on MLG.

What should they contain?
1. List of main topics with sources e.g. page/chapter references
2. Content should be taken across all modules taught (not just one) /study guide.

Types of Questions

Types of questions	For Example
MCQs	True /False , Fill-in-blanks, Multiple choice …. (Picture clues, Circle the correct statement) Matching,(Picture/Word/Vocabulary….) Label (Picture / word clue) Draw (Apply / Classify …)
Essays	Rubrics for marking
Cases	Problem Solving **Critical Thinking** (skills) Cause and Effect Compare/ contrast Alike / different Analyze / Conclude Identify (Graphic Organizer/picture clue…..)
Comprehension	Comprehension Skills Open answer (Investigate /Describe/……..).

Table of Proposed Component Percentages English

Lower Primary (Grade 1 -3) Writing Components
1. Limited to 4 – 6 sentences
2. Not graded based on writing structures or style. Please bear in mind the age range

Grades 1-3	Grammar	Comprehension (unseen passage & Comprehension Skill)	Vocabulary	Writing
	30 %	30%	20 %	20 %

Rubrics for Marking Writing (Grade 1-3)

Mark	Content	Spelling and Vocabulary	Grammar	Punctuation
3-4	• Response answers all parts of the prompt.	• One or two spelling errors. • Tries using new vocabulary • Only a few mistakes in form.	• Very few errors in agreement, number, tense. • Wide range of sentences	• Uses a variety of grade level punctuation: commas, full stops (periods), exclamation marks, question marks. • Capital letters used correctly • Minor errors
2	• Partial response to the prompt.	• Some spelling errors, but does not affect comprehension of writing. • Basic choice of vocabulary used with some errors in form.	• Many errors in agreement, number, tense. • Limited range of sentences. Fragment sentences	• Many errors in punctuation. • Random use of capital letters • Does not impede communication
1	• Very little response to the prompt or off task.	• Serious errors in word choice and spelling • Prevents meaning from coming through	• Poor sentence structure and grammar • Prevents meaning coming through.	• Poor punctuation impedes communication

Grades 4-12

Writing and preparation of Progress Tests and Exams

1. Assessments at Maarif are varied. A breakdown of mark allocations for the various assessments is given in Appendix 1 of this policy document.

2. Quizzes, Progress Tests and examinations are part of the assessed curriculum. As such they need to be aligned with what was delivered in the classroom i.e. the delivered curriculum.   This in turn should be based on the written curriculum which provides the link between different schools, branches and sections, as appropriate. Table 1 below sets out some of the more detailed steps that need to be followed to ensure that this principle is closely followed.

Critical issue	Additional guidelines
Exam content should reflect material covered in the semester and be linked to curriculum documents such as Pacing Guides or Schemes of Work. HoDs/Consultants/Consultants need to ensure that standards, benchmarks and skills are generally covered.	Exams should map questions against the source whether a Scheme of Work (SoW) or the Pacing Guide and Standards.
In general, at least 70% of topics covered in the term needs to be set in the Revision List/Study Guide (RL/SG) for the End of Term/Year exam. Approximately 90% of topics included in the RL/SG should be taken from material covered after Quiz 1.	These are guidelines to ensure that exams reflect most material covered and that the early part of the term is not over-represented.
Skills embodied in test/exam should reflect various levels in the taxonomy of knowledge with increasing proportions of higher levels of knowledge at higher grades. Appendix 2 has indicative percentages for English exams.	A table showing approximate percentage of questions that fit into the taxonomy based on command verbs like state, analyse, define etc. should be presented to HoD/Consultant.
Departmental heads need to set guidelines for incorporation of test instruments in setting questions. What proportion of test marks should be attainable through MCQs, open ended questions, fill in the blanks etc.? Test instruments should have been used by teachers during term assignments, projects etc.	For SAT courses, 60 – 80% of marks should be MCQ based. This should be reflected in H/W assignments throughout the term as preparation for students to ensure 'deep alignment' to assessed curriculum with delivered curriculum.
Tests/exams in courses leading to external exams such as SAT Subject Tests or IGCSEs should reflect content/skills taxonomy levels present in the actual high stakes exams.	Curriculum coordinators need to check for alignment. Where IGCSEs contain e.g. two papers, End of Term exams should contain parts that reflect these papers Teachers may set full exams for each subject, if time permits in the schedule. Teacher may also set some non-past paper questions but of the same style.

Table 1: Design of exams: content and instruments

Whilst the initial responsibility for the above rests with the teacher, the final responsibility lies with the HoD/Consultant, UK/US Curriculum Coordinators, and the Academic Coordinators.

Dates of Submission of Exams (Grades 1-12)

- All exams supposed to be sent to the HoDs/Consultants/Consultants 2 weeks before the deadline to be revised then to be sent to the Exam coordinator one week prior to the exam 5 working days deadline work fine if it is the final version of course, sealed and arranged in correct envelopes.

Examination format and content (Grades 4-12)

- For grades 4-7 Progress Tests and exams should be written in a child friendly font like Comic Sans and a type size no bigger than 12-14. For Grades 8-12, an easy to read font such as Calibri should be used and a type size no bigger than 12-13. The use of bold, italics and underlines should not be overused as they can sometimes cause confusion. They could be used to highlight command words or important directions.
- There must be varied levels of questions using Bloom's taxonomy - Starting with simple questions to help motivate nervous students and gradually getting more difficult.
- Indicate mark allocation for each and every question using square brackets as shown here. [2] Do not allocate fractions in your mark allocations.
- Teachers should use questions similar to the formats that were used in classrooms, workbooks, etc. Teachers should not include a style of questioning which students are unfamiliar with i.e. if a teacher does not use Multiple Choice Questions in class, they should not be used in Progress Tests or examinations.
- There must be a **new section** for all subjects called 'Challenge Questions' at the end of the exam which will allow for bonus marks to be gained by students. These marks will only be added if the student does not get full marks on the regular section(s) of the exam paper. The weightage of this question for grades 1-8 is 10% of the total marks and for grades 9-12 is 5 % of the total marks.

Exam Length

A degree of standardization for exam length by year grade is recommended. These are indicative, not prescriptive.

- Grades 1 – 3: 1 hour
- Grades 4 – 6: 1 - 1.5 hours
- Grades 7 – 8: 1.5 hours.
- Grades 9 – 12: 1.5 – 2 hours

Revision lists / Study Guides

When should they be issued?
1. For Progress Tests and End of Term / Year exams.
2. They should be provided in written form at least two weeks before the start of exams and at least one week before the start of Progress Tests and should also be uploaded on MLG.

What should they contain?
1. List of main topics with sources e.g. page/chapter references/book name
2. Types of skills being tested e.g. problem solving for Mathematics tests and their importance in the test
3. Types of questions e.g. MCQs, essays, cases

A sample Revision List/Study Guide might resemble table 2 below.

Topic	Source (book/worksheet /class notes)	Reference (chapter number/ page number/ worksheet number	Assignment reference	(For student) Revised? (Please tick)

Types of questions	Present
MCQs	Yes
Essays	No
Cases	Yes
Comprehension	Yes

Table 2: Sample Revision List

Revision Sheets / Practice Sheets:

When should they be issued?
1. For Progress Tests and End of Term / Year exams.
2. They should be provided in written form at least two weeks before the start of exams and at least one week before the start of Progress Tests and should be uploaded on MLG. The model answers should be provided before the tests/exams on MLG as well.
3. All different types of questions (as given in the model) should be added to the revision/practice sheets including essays and case studies.
4. For essays/case studies, teachers must give practice topics, prompts and a clear rubric to mark/moderate the writings. In case of a word document being sent by the student, teachers are advised to mark/moderate on the computer and give feedback to the students.

Conduct of Exams (Grades 1-12)

1. For examinations, students are to be seated according to a pre-set seating plan. This should seek to minimize the risk of cheating by separating students as much as possible.
2. Adequate invigilation is to be provided. Each examination area is to have a lead invigilator/proctor who receives the exams from the Exam Control on a daily basis.
3. Student must sign for attendance at examinations (see Appendix 3 for proforma) and the number of student present must be filled in on a sheet stuck on the exam envelope.
4. Invigilators read out the page numbers to students.
5. Clocks (with the correct time) must be visible to all students as well as daily examination info such as exam duration, start and finish times and other relevant information.
6. During exams, invigilators/proctors are expected to ensure that obvious mistakes in exam scripts are rectified, if possible. If this is not possible, the HoD/Consultant should be called in. Subject teachers are generally not permitted to walk into examination areas.
7. Invigilators are not allowed to use their mobile phones except to call school officials in matter pertaining to exam conduct.
8. Exam control distribute exams to lead invigilators 10 minutes prior to the start of each exam. The responsibilities of Exam Control are set out in Appendix 4. Additional forms that help with recording the names of students/proctor and the exam control function are attached as Appendix 5 and Appendix 6 respectively.

Marking

Marking scheme
1. Marking schemes must be submitted to HoDs/Consultants/Consultants for Progress tests and End of term Exams/End of year Exams at the same time as the submission of the exams.
2. Marking schemes do NOT simply give correct answers. They show what marks various student responses would earn. They provide consistency in marking and show predicted answers (correct and incorrect) with marks. For English writing, this should include a clear writing rubric that students are familiar with from assignments.

Feedback
1. Progress Tests and quizzes must be marked with effective feedback to parents/students in mind. Codes used by teachers should be standard e.g. ticks/checks for correct answers, (small) crosses for incorrect answers.
2. Sub-parts to questions should all be marked. A total for the paper should be clearly visible on the front of the script.
3. Teachers should prepare model answers for Progress Tests and quizzes and ensure that students all have copies.

Moderation

1. All teachers will be divided up into pairs. Each pair has a dual role- checking arithmetically *all* scripts assigned and moderating according to principles 2 and 3 below.
2. All Progress Tests and Exam batches need to be moderated. In cases where the group size is above 20, 8 scripts should be selected by the moderator and the standard of marking checked *against the marking scheme*. Where there are less than 20 scripts, 5 should be selected for moderation. Progress Tests should be moderated for consistency of marking and effective feedback whereas exams moderated only for consistency.
3. Where the moderator disagrees with the marking in any sub-part of a question, s/he should discuss first with the marker to see if agreement can be made. If not, then the moderator should sign to state that agreement was not reached on that subpart. The Consultant/HoD will arbitrate in such cases. A Moderation Record Form is attached to assist in the moderation process (Appendix 7)
4. The moderator should check the mark scheme. Where Scantron sheets are used to mark MCQs, the moderator should check the answers on the 'Key' before marking takes place or at the latest, before marks are submitted.

Location
1. A set area will be designated for marking by the Principal of the school.
2. Quizzes and Progress Tests may be taken home by teachers for marking. Examinations must not be taken out of the school premises.

Colour coding
1. Marking is to be done in red; moderation and arithmetic checks in green.

Signatures
1. Marking, arithmetic checks and moderation reports are to be signed for by the relevant

teacher on specially designed forms

2. Results sheets are to be signed by the marker and checker/moderator.
3. Master Results Sheets are to be signed by Home room (HR) teachers after thorough checking against results sheets.

Post-Examination Procedures

1. Marking should be finished within stipulated times set by the Principal.
2. Envelopes of marked scripts should be handed over to Exam Control with marking schemes and signed for by the marker and checker/moderator.
3. Teachers should fill in the Results Sheet and present a frequency distribution i.e. numbers obtaining each letter grade so that HoDs/Consultants/Consultants can check for normal distribution prior to marks entry by secretaries. HoDs/Consultants/Consultants must sign for this and present Results Sheets to the secretaries themselves.
4. At the end of year exam period, HR teachers should draw up lists of failing students, passing students and those getting awards. A sample letter requesting such information is attached as Appendix 8.
5. Home room (HR) teachers are expected to check report cards carefully prior to distribution. Guidelines are given in Appendix 9 and these may be adapted.

Appendix 1-a: Marking Distribution (each term-for all subjects except English and Arabic)

Grades	Tests	Marks
4-12	Quiz	5
	Project (PBL) Project-based learning	3
	Classwork	3
	Homework	2
	MLG	2
	Mid-term Test	10
	Final Exam	25
	Total	50

Appendix 1-b: Marking Distribution (each term-for English and Arabic)

Grades	Tests	Marks
4-12	Quiz	5
	Project (PBL) Project-based learning + PPT*	2 +1*
	Classwork	3
	Homework	2
	MLG	2
	Mid-term Test	10
	Final Exam	25
	Total	50

*For PPTs 1 mark should be given in term 1 for completing the draft presentation by December and is being submitted for the reflection to the subject teacher, and 1 mark should be given in term 2 once the final presentation is submitted in term 2 by March.

Appendix 2: Indicative Percentage Breakdown for English Exams

Taxonomy percentages for grades 4 - 6

30% Remembering
30% Understanding
25% Applying
15% Analyzing

10% Creating/evaluating - Bonus question

Taxonomy percentages for grades 7 - 12

20% Remembering
30% Understanding
25% Applying
15% Analyzing
10% Evaluating

10% Creating - Bonus question

These are indicative only. HoDs/Consultants for the various departments need to apply similar principles to their own subject areas and ensure that the various levels of knowledge are examined, with increasing proportions allocated to higher levels of knowledge at higher year grades.

Appendix 3: Student's Attendance Sheet

Grade:_____   **Room:**_____

No.	Name of Student	Date: Exam:	Date: Exam:	Date: Exam:	Date: Exam:	Date: Exam:
	Invigilator1					
	Invigilator2					

Note: Please take students' signature in front of name.

Appendix 4: Duties of Exam Control (Grades 1-12)

The following rules should be followed by all members on duty in the control room:

1. Control rooms must keep all the documents (Exams, model answers, mark schemes, students' scripts, all control sheets, and copies of students' report cards) for the current and last 3 years' exams. (as per the policy of the MoE-Ministry of Education in the district).
2. Exam data committee (team) should be formed and be headed by the Data Coordinator. This committee must include the AC and AVP and be supervised by them.
3. The General Director must approve the committee and supervise them till the end of exams and before the committee members travel for vacation (or final exit).
4. The control members must be vigilant while receiving and giving exams and should pay attention to and guide teachers where they are signing.
5. The member should not do anything which can distract them or others in counting the exams.
6. The members should check for all the exams going out that they are returned in by the end of the day.
7. The members should take care that the exams are put in the correct drawers.
8. The members should make sure that controlled exams are closed properly and <u>controlled</u> is written on the exam envelop. If you find the envelop ripped please ask the teacher to replace it or fix it (if possible).
9. The members should not ask the teachers to submit the exams before 2.55 pm.
10. The control members are not allowed to take any extra exams out of the control room even the exam has been over. All the extra exam copies should be submitted back to the control room.
11. All forms must be filed appropriately. Mark schemes and moderators reports should be filed inside the envelope containing the scripts.

Thank you
Exam Controller

Appendix 5: Submission of Exams Record

Grades	Subject	No. of students	Number of papers returned After exam	Absent	Proctor Name Sign	To be checked by Name Sign	Reviser Name Sign	Marks entered in Master sheet by Name Sign

Appendix 6: Exam Control Function

Academic Year-2016-17
Mid-Year Exam Papers Submission Record Sheet

Teacher's Name	Question papers for grades	Subject	Number of papers enclosed	Number of students	Marking scheme and original papers enclosed	Teacher's sign and submission date	Remarks Exam Controller

Appendix 7: Moderation record form

			Moderation Sheet							
	Teachers Name:				**Grade:**					
	Student Name	**Student Level**	**Original Mark (OM)**	**% OM**	**Revised Mark (RM)**	**% RM**	**Mark Diff**	**% Diff**	**Date requested**	**Date Given**
1		High								
2		High								
3		Medium								
4		Medium								
5		Low								
6		Low								
	Revised Mark by:		20		20					

Appendix 8: Issuance of certificates, passing lists

To: **Home room teachers (1-12)**

From: **Exam Controller**

Date:

Re: **CERTIFICATES AND LISTS FOR THE END OF YEAR EXAMS**

Please note the following;

1) The home room teachers for each grade must prepare the following:
   - List of Promoted students
   - List of Top 5 for the section
   - List of Top 10 for the Grade
   - List of Failures
   - List of Absentees
2) Teachers are also requested to prepare the certificates for the first, second and third position and distinction certificates (for 95% and above) for their classes.
3) The soft copies of the above are on senior library computer and computer in labs.

   - **Submission Date;**

   - **Submission Date;**

Thank you for your excellent support and dedication.

                                                                        Approved:

Exam Controller   School Principal

Appendix 9: Guidelines for Make-Up Exams and Distribution of Reports

For all Exams/Quizzes.

1) The subject teachers after marking the makeup exam will be responsible for giving the marks to the homeroom teachers.
2) They will also keep the marks record with them till the end of year.
3) The homeroom teachers will give the marks to the supervisors on the name list or the report card of the student with the missing mark for that subject. No marks will be accepted on small papers or post it.
4) The homeroom teachers are requested not to hand out any report with zero in any case.
5) The subject teachers should not leave any place blank in the mark list. If the student is absent the teachers should write absent in front of the name of the student so it is clear to the homeroom teacher that the student has a makeup exam to do.(waiting in case of project)
6) If the subject teacher will leave the entry blank she will be responsible for the consequences.
7) The end of term makeup exams after marking, checking and controlling should be returned to the exam control members _____Teachers should not keep the exam with them.
8) After signatures the homeroom teachers will make copies of the report cards and submit the original Report Cards to Exam Control.

Many thanks for your co-operation.

Approved:
Deputy Exam Controller   School Principal