



## Al Faris International School – AlUla

### Assessment Policy

#### Creation/Revision Process

Assessment plays a crucial role in the school setting for various reasons, as it helps evaluate and improve the educational process, student learning, and overall school effectiveness. The FIS-Alula assessment policy was developed during the 2022 - 2023 school year in collaboration with the Al Faris International School programme coordinator, the head of the department, subject coordinators, and teachers. The set assessment standard is for review every school year by the team to check its efficacy and revise it if needed.

#### Purpose

Assessments are multi-faceted and serve various vital functions essential for the educational process. This document aims to help the community understand the FIS perspective on the importance and significance of improving the quality of education, guiding instruction, and ensuring that students receive the support they need to succeed. Assessments are a fundamental part of the educational process and significantly shape curriculum, teaching methods, and overall educational outcomes. FIS assessment purposes are categorized as follows:

1. **Measuring Learning** - measure what students have learned and to what extent they have achieved the intended learning objectives and standards.
2. **Informing Instruction** - provide valuable information to teachers about the effectiveness of their instructional methods. This helps teachers identify areas where students are struggling and additional instruction or support is needed, enabling teachers to adapt their teaching strategies accordingly.
3. **Setting Educational Goals** - help set clear educational goals and standards. These goals serve as a roadmap for what students should know and be able to do at different grade levels.
4. **Monitoring Progress** - allows to monitor progress over time by comparing results from different points in the school year. It is possible to see how students are growing and improving.
5. **Accountability** - determines whether schools are meeting performance standards and can also be used to evaluate teacher and school effectiveness.
6. **Identifying Learning Gaps** - identify learning gaps and areas where students need additional support. This allows targeted interventions to be provided to help students catch up and succeed.
7. **Motivation and Feedback** - provide feedback on students' performance, which can be motivating. Knowing their strengths and areas for improvement can help students set goals and take ownership of their learning.
8. **Curriculum Development** - inform curriculum development and improve instructional materials. It helps in aligning the curriculum with educational objectives and standards.



9. **Parental Engagement** - assessment results are shared with parents, informing them about their child's progress and allowing them to support their child's learning.
10. **Research and Evaluation** - used to conduct studies and evaluate the effectiveness of educational programs, policies, and interventions.
11. **Promoting Equity and Inclusion** - used to help identify achievement gaps among different student groups. This data can inform efforts to promote equity and inclusion in education.

## **School Philosophy**

Assessment is an integral part of the planning, teaching, and learning process. It is the teachers' responsibility to implement this policy professionally. Adhering to positive international programs gives students multiple methods of assessments and opportunities to show they fulfill the subjects' aims and objectives.

Al Faris International School teachers collaboratively plan the curriculum and set targets and guidelines to be helpful and valuable for the students. The primary purpose of any assessment is to support student learning ultimately.

At Al Faris International School, we aim to:

- Foster positive attitudes toward learning.
- Develop a deep understanding of the subject content framed through concepts and related concepts.
- Connect students to the real world.
- Develop and promote critical ATL skills approaches to learning skills (i.e., thinking skills, social skills, communication skills, self-management skills)
- Determine the level of understanding through formative assessments.
- Report progress to students, parents, and guardians at regular intervals; and
- Create opportunities for students to reflect on their learning.

All stakeholders of the learning community understand the purpose of assessment. That it

- Provide feedback on the student's learning process.
- Evaluate student progress in developing the learner profile attributes, concepts, transdisciplinary themes, approaches to learning skills, and action.
- Make visible what students understand and can do.
- Differentiate appropriately for the learning environment, student interests, and instructional processes and cater to different learning styles.
- Engage all community members, including parents, students, and teachers, in reflecting on student progress.
- Support and encourage effective teaching and learning by using assessment results to improve instruction and the learning environment.
- Empower students to be responsible for their learning.
- Evaluate and strengthen the learning process and our practices as educators.
- Evaluate programme effectiveness.

It is the belief in our school that students are ultimately responsible for their own learning. They meet this responsibility by working diligently to complete assignments on time, ethically, and



appropriately. Students are expected to monitor their class progress, inquire about ways to improve if necessary, and prepare well for all assessment forms. Students are responsible for being aware of their coursework's goals and standards and asking for clarification when needed.

Effective and practical assessments empower learners to:

- demonstrate and share their learning and understanding
- demonstrate knowledge, conceptual understanding, and skills
- know and understand the expected criteria for a quality product or performance in advance
- analyze their learning and understand their strengths and areas of improvement
- set goals for reaching expectations
- use a range of multiple intelligences, learning styles, and abilities to express their understanding.
- learn in the context of real-life experiences that could lead to meaningful action

Effective and practical assessments empower teachers to:

- inform every stage of the teaching and learning process
- refine differentiation practices
- plan in response to students' inquiries and interests
- develop expected criteria for a quality product or performance
- gather evidence from which sound conclusions can be drawn
- create instructional plans to guide inquiry
- use feedback from students and clearly define students' needs
- adapt to learning styles and multiple intelligences.
- provide evidence that can be used to inform students, teachers, parents, and other members of the school community
- collect quantitative and qualitative data.
- plan for future inquiries.

Effective and practical assessments allow parents to:

- understand student learning and development
- observe and track student progress and growth
- provide support outside of school
- celebrate learning and student accomplishment

At FIS, we assess learning from multiple perspectives. We aim to assess student development of the learner profile attributes, knowledge, disciplinary, transdisciplinary, concepts and skills, attitudes, and the ability to use knowledge to take action.

- Approaches to learning (ATL) skills, including self-management skills, communication skills, thinking skills, social skills, and research skills
- Transdisciplinary learning in language, math, science, personal-social-physical-emotional education (PSPE), the arts, and social studies in the PYP; disciplinary and interdisciplinary learning in all subject groups in the MYP; disciplinary learning in all DP subjects



- Development of the conceptual understanding of the key concepts - change, perspective, form, function, connection, reflection, causation, and responsibility.
- Development of the profile attributes: thinkers, inquirers, communicators, principled, balanced, caring, open-minded, reflective, knowledgeable, and courageous/risk-takers
- Students use knowledge to take action in both enormous and trivial ways.

## **Forms of Assessment**

Al Faris International School has various assessment forms with purpose and characteristics where students have opportunities to demonstrate their knowledge and understanding and provide a comprehensive view of students' abilities and progress. These are:

### **1. Diagnostic Assessment**

- **Pre-Assessment** - students are made to understand the expected learning outcomes, concepts, and skills at the beginning of a transdisciplinary theme. Prior knowledge assessments occur at the unit's beginning to identify gaps or misconceptions.

### **2. Summative Assessment**

- **Final Exams** - administered at the end of every term to evaluate students' overall understanding of the materials.
- **Portfolios** - students compile a collection of their work over time to demonstrate their achievements, skills, and growth in various subjects.

### **3. Formative Assessment**

- **Quizzes and Tests** - are given during a unit or lesson to gauge students' understanding and identify areas of improvement.
- **Homework** - provides practice and reinforcement of concepts taught in class, allowing teachers to assess students' grasp of the material.
- **Classroom Discussions** - teachers assess students' understanding and critical thinking skills through open discussions and questioning.
- **Peer Assessment** - students evaluate the work of their peers, which can promote self-assessment and collaborative learning.
- **Teacher Observations** - teachers observe students' behavior, engagement, and participation in class to inform their assessments.
- **Self-assessment** - students are encouraged to assess their own work and reflect on their learning progress.

### **4. Performance-Based Assessment**

- **Projects** - students complete extended projects, which may involve research, presentations, or creative work, to demonstrate their knowledge and skills.
- **Presentations** - students deliver oral presentations to showcase their understanding of a topic and ability to communicate effectively.
- **Simulations** - students engage in realistic, hands-on activities that mimic real-world situations.



## 5. Alternative and Authentic Assessment

- **Journals and Reflective Writing** - students maintain journals or engage in reflective writing to document their thoughts, experiences, and learning journeys.
- **Case Studies** - students analyze real or hypothetical scenarios to apply their knowledge to complex problems.
- **Debates and Discussions** - students participate in structured debates or discussions to demonstrate critical thinking and persuasive communication skills.
- **Role Plays** - students act out scenarios to showcase their understanding of various perspectives and ability to adapt to different roles.

## Assessment Tools

Assessment Tools		
Tools	Types	Description
Tests	Multiple-Choice Tests	Assess knowledge and comprehension by presenting questions with multiple answer choices.
	Essay Tests	Students must write detailed responses to questions or prompts, demonstrating their understanding and critical thinking.
Observation Tools	Anecdotal Records	Observers document specific behaviors or events of interest as they occur, providing qualitative data.
	Checklists and Tally Sheets	Used to record the presence or frequency of particular behaviors or events during observations.
Performance Assessments	Portfolios	Collections of student work over time that demonstrate their progress and achievement in various subject areas or skills.
	Simulations	Replicate real-world scenarios to assess a person's ability to



		apply knowledge and skills in practical situations.
Self-Assessment Tools	Self-Reflection Journals  Questionnaires	Students or individuals engage in introspective writing to assess their own progress, goals, and learning experiences.  Gather self-perceptions and feedback on one's abilities, attitudes, or performance.
Diagnostic Tools	Pre-Assessments  Formative Assessment	Determine students' prior knowledge and readiness for a new unit or course.  Provide ongoing feedback during instruction to support learning.

### **Reporting in PYP**

Reporting is crucial in various fields and contexts, and its importance cannot be understated. It serves various essential purposes, from accountability and decision-making to transparency, problem-solving, and performance evaluation.

In Al Faris, it is a means of giving feedback from assessment. It represents the progress of children's learning, identifies the areas of development, and contributes to consolidating the entire school community. Assessment without feedback merely serves as judgment; feedback is the component of assessment that lets us make sense of judgment and improve our work. Our school culture encourages both assessment and feedback.

At Al Faris, the student development reports are scheduled every term (we practice three terms). Each term allows teachers to incorporate and integrate the student progress during the reporting process into their future teaching and assessment practice.

Report cards are published electronically on the school's website by the end of each term ([www.alfarisschool.edu.sa](http://www.alfarisschool.edu.sa)). Each parent can access the report card when published through their child's account.



Term One: August - November

Term Two: November - February

Term Three: March - June

**Note:** The division of months in every term varies based on the mandate of the Ministry of Education in Saudi Arabia.

### PTC (Parent / Teacher Conference)

#### Purpose:

Parent-teacher conferences are critical for fostering collaboration and communication between educators and parents. It creates a supportive and collaborative environment where both educators and parents work together for the well-being and success of the child. Open communication, mutual understanding, and a shared commitment to the child's education and development are at the core of these meetings. These conferences enable to,

- create an opportunity for educators and parents to establish a mutual relationship
- for the educator to learn more about the student from the parent to guide instruction
- for the teacher to share evidence of student learning growth (compared to themselves and grade level expectations or standards) with the parents
- goals and concerns for the year to come are developed and addressed

### Open House

Al Faris open house aims to unite the school community, inform parents and students, and set a positive tone for the school year. To foster and strengthen the home-school partnership, enhancing the educational experience for all involved. Our primary goals are:

Fostering communication and collaboration  
Orientation  
Informing parents about the curriculum  
Sharing important information  
Answering questions and concerns  
Promoting community and school spirit

Building positive relationships  
Showcasing facilities and resources  
Discussing expectations  
Parental engagement  
Showcasing student work  
Encouraging student accountability



### SLC (Student-Led Conference)

We also practice student-led conferences (SLCs), a unique approach to parent-teacher conferences where the primary focus is the student's active role in the conference. Here, FIS fosters student agency, self-awareness, and responsibility in their education. It also strengthens the collaboration between students, parents, and teachers to support the student's overall growth and success. Here are some of our objectives:

Promoting student ownership

Enhancing self-reflection

Improving communication skills

Fostering accountability

Engaging parents and families

Reflection on learning strategies

Enhancing parent-teacher-student collaboration

Encouraging critical thinking

Celebrating achievements

Supporting personal and social growth

Encourage individualized support by parents

Creating positive learning experiences