



PYP Assessment Policy

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Vision

Fostering a generation of active, compassionate Lifelong learners, self-motivated problem solvers, creative thinkers and responsible youth who respect all cultures and effectively engage and contribute to national and international citizenship.

Mission

Noon aims to be a leading academic institution that accepts, understands and respects all cultures including the Arabic language and Islamic culture. Noon implements inquiry- based Framework for optimum quality education, and prepares learners to become active, compassionate and lifelong learners self-motivated, problem-solvers and creative thinkers, who respect and celebrate the diversity.

Main Objectives

1. Adopt the best educational tools, methods and curriculum.
2. Be nationally and internationally recognized educational firm.
3. Achieve a good reputation and good rank in Qatar.
4. Be flexible, adaptable and open to the opportunities, responsibilities and experiences of the world of work.
5. Spread the soul of collaboratively work among the school.
6. Develop internationally mind students who are thinking, enquiring, highly motivated and lifelong learners.
7. Recognize the students' capabilities and maximize their individual potential in all areas of the curriculum.

The Assessment Philosophy in the PYP:

Noon believe the purpose of assessment is to communicate to students and parents' areas of strength and needed growth through various types of assessment. Parents also gain information concerning their child's status in relation to grade level expectations. For teachers, regular assessments help gather information needed to adjust instruction or to reteach for continued learning. Noon focuses classroom time on instruction with in-class and home assignments along the way, a summative assessment at the end of major concepts or skills and a formal assessment at the end of each term for the overall skills in each subject. Differentiated assessment is provided to accommodate

the different learning styles of students. We believe that assessment is a critical piece of information that is necessary for the best education of our students which support the school vision, mission and objectives.

Types of Assessment:

Forms of assessment within individual classrooms are tailored to meet different modalities and individual needs. These include, but are not limited to:

- 1. Diagnostic Assessment** - The student's prior knowledge should drive the instruction within the classroom. For example, at Noon, a simple diagnostic assessment is given at the beginning of the academic year in basic subjects (Language, Math, Science & Arabic). In that way, teachers can determine whether the student is not at grade level and content must be adjusted to teach foundational elements that might be missing, is at grade level in which case students are taught as the program directs, or if the student has already mastered the concept in which case the student is given either an advanced level of difficulty or taught through higher levels of thinking such as problem solving. Pre-assessment is done in each of our planners through oral discussion or written assessment.
- 2. Formative Assessment/Assessment for learning** - Informal assessment is done constantly throughout the grading periods by use of dictation, in-class records, in-class & home assignments, projects teachers notes, completion of simple questions, or in some cases, quizzes to assess students in reading, writing, word study and math. Common formative assessments are developed to assess student learning related to the lines of inquiry as well.
- 3. Summative Assessment/Assessment of learning** - It is a summative assessment at the end of each unit. Common summative assessments are developed to assess student learning and understanding of the central idea. These tasks, particularly the summative itself, are not necessarily complex activities, but simple assessments to answer the question, "does the student understand the concepts within the central idea?" These can include simple question and answer formats, oral responses, and at times presentations. Teachers work in teams to decide the criteria needed to determine the student's knowledge of the concept and a tool for evaluation and give a type of "grade" or progress summary.

4. **Assessment as Learning/ Self-Assessment and Reflection** – Opportunities for self-assessment and reflection are given on a regular basis in classrooms, particularly as a part of the IB planners. Results will send home each term in the regular report and include a student reflection based on a selected question (of the student’s choice).

5. **Tools of Assessment**

Types of Assessment	Tools			
Diagnostic assessment	Written Exams			
Assessment for learning/ Formative	Quizzes	Assignments	Oral	Teachers’ Observation/notes
Assessment of learning/ Summative assessment		Assignments	Oral	Checklist
Assessment as learning /Feedback and reflection	Project	Assignments	Oral	Checklist
Formal Assessment	Written Exams	Oral	Attendance	In-Class participation

Formal Assessment/MOEHE Assessment and term Assessment:

As required by Ministry of Education & Higher Education, Noon should do a certain exam to assess students’ knowledge and skills in the different subjects: Language, Math, Science, social, Arabic, Islamic and Qatar History, this includes the following:

1. An initial screening/test done upon enrollment to determine the student’ knowledge.
2. For pre-k to kg2, a progress report in Language, Math, Science, Arabic & Islamic is required to determine the student’s readiness to primary level.
3. 3 Exams per year (end of each term) for primary level to determine student’s skills in reading, writing, phonics, vocabulary, comprehension, spelling, grammar, math, science and social studies. Arabic, Islamic & Qatar history are tested by using MOEHE forms and standards, also assess students for all 5 essential elements of PYP.

Assessment Recording and Reporting:

- Students in grades pre-k to kg2 receive a progress report which classify students as advanced, proficient, developing or below expectations based on grade level criteria. These classifications are used for the core areas of reading, writing, phonics, math, science, Arabic and Islamic.
- Progress reporting to parents and students provides opportunities to give a clear picture, with detailed information regarding student progress. Students from Gr1 to Gr3 receive standard report with numerical grades.
- Teachers also give comments on these report cards to be as informative as possible regarding individual student progress and areas of need.

Ways of Reporting

- Term Report cards
- Parent -teacher meeting
- Parents-teachers communication letters

Reviewing the Assessment policy:

At the end on each academic year the assessment policy shall be reviewed to address the students’ needs and results or any changes may occur in planning, instructions and/or curriculum.

Assessment committee and responsibilities

Teachers	PYPC	Leadership	Parents	MOEHE
<ul style="list-style-type: none"> • Inputs collaboratively create the policy, • Implement the policy Reflect on the policy 	<ul style="list-style-type: none"> • Reviewing • publishing the policy on the school website share the policy with parents 	<ul style="list-style-type: none"> • Approval Ensure the policy implementation 	For Information	Formal Approval

Assessment at Noon Academy

Types Of Assessment	Assessment areas	Frequency	No / year	Implement -ation time	Assessment Process	Passing Average	Use the assessment results
1. Diagnostic Assessment	The student's prior knowledge	Once a year	1	At the beginning of the year	<ul style="list-style-type: none"> Teachers will work in a team to prepare the diagnostics assessment. Diagnostic assessment shall assess the basic skills and knowledge required for each grade in the main subjects. 	NA	<ul style="list-style-type: none"> Drive the instruction within the classroom. Prepare an overall improvement plans for each grade. Record the students' development in skills and knowledge throughout the year.
2. Assessment for learning/ Formative assessment	<ul style="list-style-type: none"> To assess students in reading, writing, word study and math and learning related to line of inquiry. 						
3.1 Home assignments	Lessons that giving during one month	Monthly	16-20	End of each month	<ul style="list-style-type: none"> Call the exams committee (Principal, Academic directors and subject's teachers) Prepare the home assignments based on the outcomes of the giving lessons during the month Submit home assignments to students via different channels (hard copy and soft copy via ClassDojo applications and WhatsApp) at weekend Receive the answers from students and correct it, then send the results to each student 	NA	<ul style="list-style-type: none"> Concentrate on the lessons that most of students couldn't answer it at home in the next week Stop the curriculum and give students revision time to ensure their knowledge for all subjects Prepare an improvement plan for weak students All improvement plans shall be reviewed on monthly basis and

Types Of Assessment	Assessment areas	Frequency	No / year	Implementation time	Assessment Process	Passing Average	Use the assessment results
							results shall be recorded for further actions
3.2 In class assignments	Giving concept	Weekly	25-35/subject	On classroom after lessons	<ul style="list-style-type: none"> • After finishing the daily concept, the subject's teacher chooses an exercise and give it to students to solve it by themselves • Teacher goes between students to ensure their answers and give remarks • Teacher shall record the remarks for each student and at the end of each term shall submit it to the academic director to add it in the student report 	Max 2 remarks	<ul style="list-style-type: none"> • Repeat the concept or part of the concept to students depending on the students results
3.3 Projects	Hard areas for students (e.g vocabulary, reading, writing, math problems, etc.)	Once per term	3	During the term	<ul style="list-style-type: none"> • Highlight the hard areas for students from the assessments results and prepare a project for them to do to enhance their knowledge in this area (e.g. vocabulary – the project can be STORY TIME read a story and present it or write your story, and so on) 	Max 5 remarks	<ul style="list-style-type: none"> • Add the results to the students as a bonus
3. Assessment of learning/Summative information	To assess student learning and understanding of the central idea	Once per each POI unit	4-6	At the end of each unit	<ul style="list-style-type: none"> • Teachers will work in a team to prepare the assessment. • A simple assessment to answer the question, "does the student understand the concepts within the central idea?" 	NA	<ul style="list-style-type: none"> • Drive the instruction within the classroom and address specific student modalities and/or individual needs. • Record the students' development in skills and knowledge

Types Of Assessment	Assessment areas	Frequency	No / year	Implement -ation time	Assessment Process	Passing Average	Use the assessment results
							throughout the program.
4. Assessment as Learning/ Self-Assessment and Reflection	student reflection based on a selected question	Regularly	3	In-class	<ul style="list-style-type: none"> • Student will choose a question to answer it and assess himself on a certain concept. 	NA	Measure the student's reflection
5. Formal Assessment - Exams	Standards & criteria of each subject (MOEHE) + the 5 essential elements of PYP	Once per each term	3	The last week of each term	<ul style="list-style-type: none"> • Call the exams committee (Principal, Academic directors and teachers) • Prepare the exams schedule • Prepare the assessment criteria for each subject that need to be tested (Termly focus) • Prepare the revision worksheets for all subject along with answers for students to practice at home based on MOEHE & Canadian resources • Submit all information to students via different channels (hard copy and soft copy via ClassDojo applications and WhatsApp) • Prepare the exams based on MOEHE & Canadian exams and outcomes per each subject • The academic directors will be watching students during exams time to ensure their understanding 	60%	<p><u>The results per each student shall be reviewed by exams committee and action shall be taken as following:</u></p> <ul style="list-style-type: none"> • Students that not got the passing average shall have an improvement plan for all subjects • Students that got passing average, investigation shall be done to ensure in which subjects they are weak, then improvement plan shall be prepared accordingly • Students that got above passing average to 80%, investigation shall be

Types Of Assessment	Assessment areas	Frequency	No / year	Implementation time	Assessment Process	Passing Average	Use the assessment results
					<p>questions and they are answering by themselves, then they correct the exam papers and issue the results to principal</p> <ul style="list-style-type: none"> • Principal shall review all results and approve it before submitting to the student affairs to tabulate the results for each student • Students affair shall prepare the student's report as per the results in the table and principal shall review it and sign it before submitting to parents 		<p>done to ensure in which criteria inside the subject they are weak, then improvement plan shall be prepared accordingly</p> <ul style="list-style-type: none"> • In case of student got above 80% and weak in any part of any subject also improvement plan shall be prepared. • All improvement plans shall be reviewed on monthly basis and results shall be recorded for further actions
<ul style="list-style-type: none"> • There are no external exams in these stages • At the end of primary school, the student shall have passing average 60% per each subject as an exit qualification from primary stage 							