Ain Al Khaleej School

Student Assessment Feedback, and Data Analysis Procedures

Ain Al Khaleej Private School

Reviewed Jan. 2024

Student Assessment

According to ADEK ORPSEAD Article # 48 states:

"The school shall lay down, implement and periodically review its own assessment policies. These policies shall include details about how teachers assess students' progress, through continuous assessment and formal tests and examinations. These policies shall also include details on how teachers use the results of this assessment to support the teaching and learning process and enhance its effectiveness."

AAKPS Assessment Procedure Plan:

This policy establishes assessment as an integral component of teaching and learning in Ain Al Khaleej Private School. AAKPS will use multiple types of assessment.

Assessment is central to teaching and learning. Successful implementation of the California Common Core Curriculum and The Ministry of Education Curriculum will require an understanding of the purpose of student assessment and a specific approach to how assessment is conducted and utilized in the classroom:

- The purpose of assessment is to enable more effective teaching and learning by providing ongoing, authentic measures of what students have learned and which attitudes, skills and understanding required improvement.
- All assessments are linked to learning outcomes that AAKPS for each subject area and grade.
- Continuous assessment will focus on students demonstrating achievement of the learning outcomes in their daily work.
- Schools use assessment data to help evaluate the effectiveness of their overall teaching and learning program.
- Teachers use assessment data to develop differentiated instructional strategies that lead to more effective student learning.
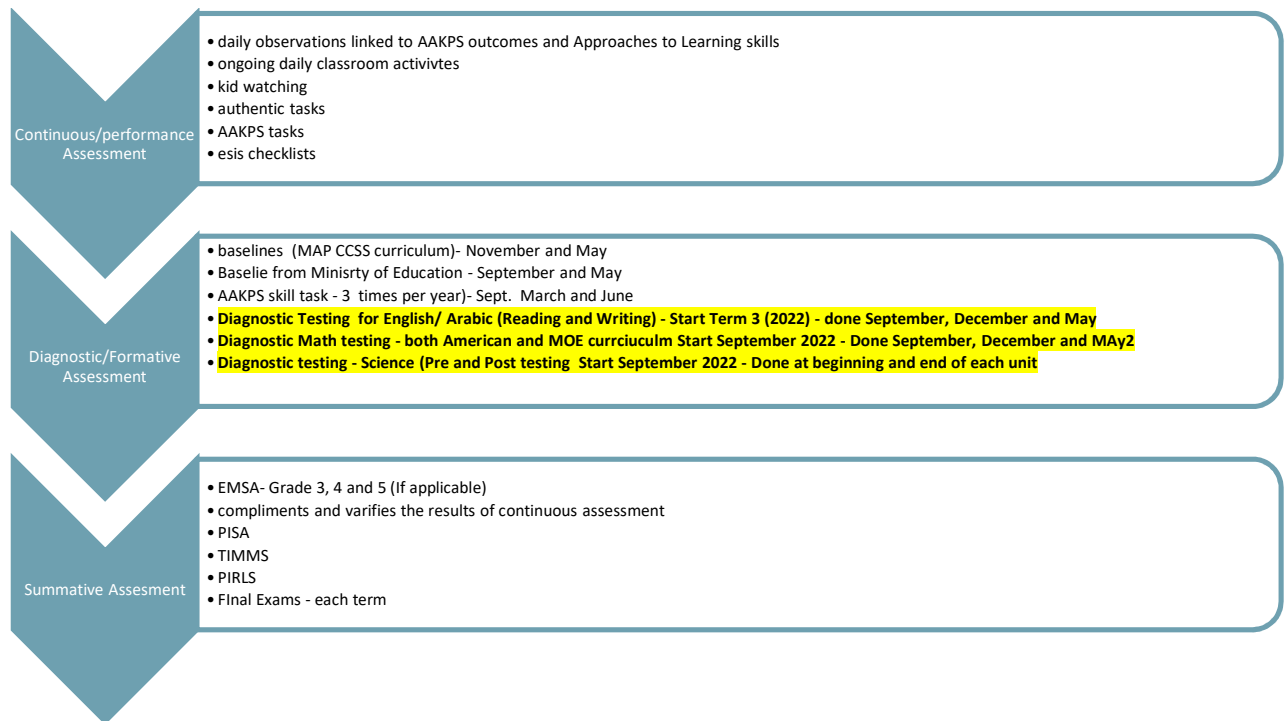
AAKPS Continuous Assessment:

- AAKPS requires continuous assessment to inform teaching and facilitate learning.
- AAKPS has developed a set of CA tasks for all subjects in Grades KG-12. (outcomes)
- SLT have developed continuous Assessment Gradebooks for all subjects from Grades KG-12.
- Teachers are responsible for developing additional tasks and conducting continuous assessment, with the support of the Principal, Vice Principal and Heads of Section.
- Assessing student progress and planning instructional strategies linked to assessments are core responsibilities of teachers.
- CA is a pedagogical approach that uses a variety of techniques to assess how students are learning.
- CA activities may include assignments, research, presentations, reports, quizzes, tests, and practical activities.
- CA provides teachers with data to guide their planning.

AAKPS Other Assessment:

- Schools will also use diagnostic and summative assessment at points in the year specified by AAPKS to complement the use of and verify the results of CA.
- Standardized diagnostic assessments (MAP) are used to provide a common baseline for measuring student understanding of California Common Core learning outcomes.
- Summative assessment is used to measure student learning over a period.
- Summative assessment is related to boarder learning goals that are defined in the AAKPS as follows:

Assessment Types:

Continuous/performance Assessment
- daily observations linked to AAKPS outcomes and Approaches to Learning skills
- ongoing daily classroom activivtes
- kid watching
- authentic tasks
- AAKPS tasks
- esis checklists

Diagnostic/Formative Assessment
- baselines (MAP CCSS curriculum)- November and May
- Baselie from Minisrty of Education - September and May
- AAKPS skill task - 3 times per year)- Sept. March and June
- **Diagnostic Testing for English/ Arabic (Reading and Writing) - Start Term 3 (2022) - done September, December and May**
- **Diagnostic Math testing - both American and MOE currciuculm Start September 2022 - Done September, December and MAy2**
- **Diagnostic testing - Science (Pre and Post testing Start September 2022 - Done at beginning and end of each unit**

Summative Assesment
- EMSA- Grade 3, 4 and 5 (If applicable)
- compliments and varifies the results of continuous assessment
- PISA
- TIMMS
- PIRLS
- FInal Exams - each term

Performance Task

A performance base assignment is a learning activity or assessment task that requires students to *DO/ILLUSTRATE* their knowledge, understanding and thinking process. Performance tasks are measurable products that ask students to apply their knowledge to complete their task.

There are seven general characteristics of performance tasks:

Characteristics	Description of Characteristics
1.Performance tasks call for the application of knowledge and skills, not just recall or recognition	In other words, the learner must actually use their learning to *perform*. These tasks typically yield a tangible product (e.g., graphic display, blog post) or performance (e.g., oral presentation, debate) that serve as evidence of their understanding and proficiency.
2.Performance tasks are open-ended and typically do not yield a single, correct answer.	Unlike selected- or brief constructed- response items that seek a "right" answer, performance tasks are open-ended. Thus, there can be different responses to the task that still meet success criteria. These tasks are also open in terms of process, i.e., there is typically not a single way of accomplishing the task.

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3.. Performance tasks establish novel and authentic contexts for performance.	These tasks present realistic conditions and constraints for students to navigate. For example, a mathematics task would present students with a never-before-seen problem that cannot be solved by simply "plugging in" numbers into a memorized algorithm. In an authentic task, students need to consider goals, audience, obstacles, and options to achieve a successful product or performance. Authentic tasks have a side benefit — they convey purpose and relevance to students, helping learners see a reason for putting forth effort in preparing for them.
4. Performance tasks provide evidence of understanding via transfer.	Understanding is revealed when students can transfer their learning to new and "messy" situations. Note that not all performances require transfer. For example, playing a musical instrument by following the notes or conducting a step-by-step science lab require minimal transfer. In contrast, rich performance tasks are open-ended and call "higher-order thinking" and the thoughtful application of knowledge and skills in context, rather than a scripted or formulaic performance.
5. Performance tasks are multi-faceted.	Unlike traditional test "items" that typically assess a single skill or fact, performance tasks are more complex. They involve multiple steps and thus can be used to assess several standards or outcomes.
6. Performance tasks can integrate two or more subjects as well as 21st century skills.	In the wider world beyond the school, most issues and problems do not present themselves neatly within subject area "silos." While performance tasks can certainly be content-specific (e.g., mathematics, science, social studies), they also provide a vehicle for integrating two or more subjects and/or weaving in 21st century skills and Habits of Mind. One natural way of integrating subjects is to include a reading, research, and/or communication component (e.g., writing, graphics, oral or technology
7. Performances on open-ended tasks are evaluated with established criteria and rubrics.	Since these tasks do not yield a single answer, student products and performances should be judged against appropriate criteria aligned to the goals being assessed. Clearly defined and aligned criteria enable defensible, judgment-based evaluation. More detailed scoring rubrics, based on criteria, are used to profile varying levels of understanding and proficiency.

Conclusion:

When used as assessments, performance tasks enable teachers to gauge student understanding and proficiency with complex processes (e.g., research, problem solving, and writing), not just measure discrete knowledge. They are well suited to integrating subject areas and linking content knowledge with the 21st Century Skills such as critical thinking, creativity, collaboration, communication, and technology use.

References:

Article originally posted: URL: http://performancetask.com/what-is-a-performance-task | Article Title: What is a Performance Task? | Website Title: PerformanceTask.com | Publication date: 2015–04–12. Retrieved from: https://blog.performancetask.com/what-is-a-performance-task-part-1-9fa0d99ead3b

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AAKPS Feedback and Feed Forward Must Include:

All Feedback provide must have the following criteria's:

- Date work completed and Date marked.
- Grade (mark in % or #)
- Positive comment(s) – need to be specific and linked to learning target.
- Specific next steps that are linked to student learning targets(s)

- Feedback needs to be provided on all Formal and Summative Assessment
- All Continuous Assessment needs to be acknowledged and given feedback and feed forward **IF** students are misunderstanding.
- **Should teachers require support for assessment and data collection, HoS will coach as needed.**
- **ALL STEPS ARE APPORVED BY THE PRINCIPAL**

AAKPS Data Analysis Procedure:

Data Analysis Process:

a. **Gradebook** updated weekly on OneDrive.
b. **Gradebook** compiled on AAKPS Template
c. **Data analysis** – by gradebook criteria – teachers add CA scores weekly and all the outcomes that need to be retaught or extended upon are added to reteach and enrichment weeks. **(*Refer to Reteach and Enrich program manual for process and procedures**)
d. **Action Plan** -created to address GAPS and teaching strategies to address students' needs based on ability (differentiated groups)
e. **Mapping** – Curriculum mapping is modified to track Curriculum progress and make plans for addressing GAPS.
f. **Student progress tracking sheet** – Student tracking form and parents' communication form
   ➢ Form used as a communication tool to keep parents up to date on student progress.
- **NOTE: All steps are monitored by Heads of Section, VP and Principal**