Ain Al Khaleej Private School Assessment Procedure Plan

SENIOR LEADERSHIP TEAM:
PRINCIPAL: RAED AL QASRAWI
VICE PRINCIPAL: SAMAR ELHAMALAWY
HEAD OF SECTIONS: SUHAD SAMARA AND MARCIA HARKER

Contents

Assessment Monitoring and Evaluation Team (AMET)

AAKPS has formed a dedicated team to ensure consistent assessment and feedback school-wide, meeting monthly to establish goals and address any issues in the assessment process.

Team Members:
    Principal: Raed Al Qasrawi
    VP: Samar Elhamalawy
    Head of Section (Arabic Subjects both American and MOE section): Suhad Samara
    Head of Section (KG and Primary American Section and Lead supervisor for MOE English section): Marcia Harker
    Lead English (American Sections): Bronwyn David
    Lead English (MOE Sections): Elham Hassan
    Lead Math (American Section): Rafia Fathima
    Lead Science (American Section): Dr. Vikram Awate
    Lead Math (MOE Section): Hasan Alrishani
    Lead Science (MOE Section): Rawia Salem

AAKPS STUDENT ASSESSMENT AND FEEDBACK POLICY 2024 – 2026

Purpose:

This policy establishes assessment as an integral component of teaching and learning in Ain Al Khaleej Private School. AAKPS use multiple types of assessments to provide students with the best opportunities to demonstrate their learning.
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.

Ain Al Khaleej Private School Assessment Policy

- Continuous Assessment will focus on students demonstrating achievement of the learning outcomes in their daily work.
- AAKPS has developed a set of CA tasks for all subjects in Grades KG-12 (outcome based).
- SLT have developed an Assessment Gradebook for all subjects from Grades KG-12 for both the American and MOE Sections that reflect the required assessment weights per cycle/per curriculum.

SECTION 1. ASSESSMENT POLICY SCOPE AND REQUIREMENTS (ADEK MANDATE)

According to the ADEK Assessment Policy, Ain Al Khaleej Private School (AAKPS) shall develop and implement an Assessment Policy that aligns with the requirements set forth by the Department of Education and Knowledge (ADEK).

The AAKPS Assessment Policy includes the following core elements:

1. Approaches to Data Utilization: Utilizing internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes.

2. Applicability: Applies to all grade levels (Pre-K/FS1 to Grade 12/Year 13).

3. Assessment Methods & Integrity: Identification of assessment methods appropriate to the age/stage of students, ensuring high quality and integrity.

4. Quality Assurance Alignment: Alignment to quality assurance (inspection, accreditation, affiliation, and/or authorization) standards.

5. Implementation of Assessments: Implementation of all ADEK-mandated external assessments and the effective management of required non-mandatory external assessments, focusing on achieving the school's international assessment targets.

6. Accommodations: Provision of accommodations and modifications of assessments for students with additional learning needs, aligned to their Individual Education Plans (IEPs).

7. Sustainable Practices: Commitment to sustainable assessment practices (e.g., use of digital formats, reduction of paper usage, etc.).

8. Culture of Assessment: Fostering a culture of assessment and assessment best practices involving the entire school community.

SECTION 2. ASSESSMENT INTEGRITY, MODERATION, AND QUALITY:

AAKPS is committed to upholding the integrity of the assessment process to ensure fairness and reliability in student outcomes.

2.1 Assessment Design and Quality:

- All internal assessments must be **standards-aligned, challenging, and age-appropriate**.

- Assessments must be designed to measure the full scope of student learning (e.g., reading, speaking, and writing) and link content knowledge with 21st Century Skills (critical thinking, creativity, collaboration, communication, and technology use).

- Performance Tasks will be utilized to provide authentic application of skills and knowledge.

2.2 Grading and Moderation:

Ain Al Khaleej Private School Assessment Policy

- AAKPS will implement clear **moderation criteria and standardization processes** across grade levels and departments to ensure consistency and transparency in grading practices.

- Internal moderation (review of marked work) will be conducted regularly, and results will be documented to ensure all teachers apply grading standards uniformly.

- Grade-level and subject-specific calibration sessions will be mandatory for all relevant teaching staff.

2.3 Types of Assessments Collected at AAKPS:

- **Continuous Assessments (CA)/ Formative Assessments:** is regular evaluations that provide timely feedback for educators to adjust teaching methods, resources, and support to enhance student learning outcomes (like Assessment for Learning and Assessment of Learning tools/exit cards/observative checklist/how students respond to verbal feedback…)

  - 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.

- **Diagnostic Assessments:** At AAKPS diagnostic is done 3 times per year (once a term). This data is used to identify areas of strength, weaknesses and starting points at points. AAKPS teachers are to use this data to create differentiated tasks that align with students starting points. This aligns with AAKPS "Students First" slogan. Diagnostic Assessments are conducted during the following:
  - **Term 1** (September): Growth Measure for American Section and Internal Diagnostic Assessments for MOE
  - **Term 2** (January): Growth Measure for American Section and Internal Diagnostic Assessments for MOE
  - **Term 3** (May): Growth Measure for American Section and Internal Diagnostic Assessments for MOE

  ***NOTE**: Diagnostic assessment is conducted alongside Standardized Benchmark Assessments.

- **Standardized Benchmark Assessments**:
  - MAP assessments are used to provide a common baseline for measuring student understanding of California Common Core State Standards (International benchmark)
  - IBT assessments are used to provide a common baseline for measuring student understanding of national standards (MOE Subjects).
- **Summative Assessment:** is used to measure student learning over a period (end of unit/term).
- **Pre-Assessment:** Pre-assessments are done at the beginning of each unit in both Science and Mathematics for all grades from Grades 1 to 12 in both the American and the MOE sections. The pre-assessment scores are **NOT** included in the student's final score. They are only used to inform the teacher of students' starting points so they can plan accordingly.
- **Post Assessments:** Post-assessments are done at the end of each unit in both Science and Mathematics for all grades from Grades 1 to 12 in both the American and MOE sections. The post-assessment scores are included in the student's final score. AAKPS want to see at least a 50% increase in progress between the pre and post assessment scores.
  - If students don't meet the 50% growth, reteach sessions will be implemented either as small groups or whole class depending on data.

Ain Al Khaleej Private School Assessment Policy

- **Level Plus 3 Assessments:** At AAKPS, students already meeting 100% of curricular expectations may not show a 50% increase in assessments, obscuring their true potential. Our Bonus assessment, offering questions up to three grades higher, aims to reveal and nurture early signs of giftedness.

- **Trends in Progress Data:** is a collection of data collected over the past 2 to 3 years. This includes, but not limited to, weekly summative assessments, diagnostic, per/post assessments, growth measure, MAP/IBT, progress checks data analysis….

- **DOK Breakdown for all Assessments: Cognitive Depend Coverage**
  - DOK 1 (6 marks) (30%)
  - DOK 2 (6 marks) (30%)
  - DOK 3 (6 marks) (30%)
  - DOK 4 (2 marks) (10%)

    Total (20 Marks) (100%)

2.4 American Benchmarks:

American Curriculum Benchmarks:
KG1 and KG2: Kindergarten

Number Level	Percentage	Common Meaning	Grade Description
4	90%-100%	Very good	Well above grade level
3	75% - 89%	Good	Above level
2	65% - 74%	Minimal score (Acceptable)	Meeting grade level standard
1	64% and below	Unsatisfactory	Needing significant support to achieve expected standard

Grades 1-8: Primary and Middle School

Letter Grade	Percent	Grade Description
A+	95-100	Exemplary - Deep understanding; independent application.
A	90-94	Exemplary - Deep understanding; independent application.
A-	85-89	Exemplary - Deep understanding; independent application.
B+	80-84	Exemplary - Deep understanding; independent application.
B	75-79	Proficient - Secure understanding; meets standards.
B-	70-74	Proficient - Secure understanding; meets standards.
C+	65-69	Developing - Partial understanding; progressing with guidance.
C	63-64	Developing - Partial understanding; progressing with guidance.
C-	60-62	Developing - Partial understanding; progressing with guidance.
D+	57-59	Developing - Partial understanding; progressing with guidance.
D	55-56	Developing - Partial understanding; progressing with guidance.
D-	50-54	Developing - Partial understanding; progressing with guidance.
E/F	49 and below	Emerging - Limited understanding; needs significant support

Grades 9-12: Highschool

Letter Grade	Percent	GPA (4.0 Scale)	Grade Description
A+	97-100	4.0	**Exceeding Expectations** - Demonstrates exceptional understanding and independent application

Ain Al Khaleej Private School Assessment Policy

A	93-96	4.0	**Exceeding Expectations** - Demonstrates exceptional understanding and independent application
A-	90-92	3.7	**Exceeding Expectations** - Demonstrates exceptional understanding and independent application
B+	87-89	3.3	**Above Expectations** - Demonstrates strong understanding and consistent application
B	83-86	3.0	**Above Expectations** - Demonstrates strong understanding and consistent application
B-	80-82	2.7	**Above Expectations** - Demonstrates strong understanding and consistent application
C+	75-79	2.3	**Above Expectations** - Demonstrates strong understanding and consistent application
C	73-74	2.0	**Meeting Expectations** - Demonstrates expected understanding and skills at grade level
C-	70-72	1.7	**Meeting Expectations** - Demonstrates expected understanding and skills at grade level
D+	67-69	1.3	**Meeting Expectations** - Demonstrates expected understanding and skills at grade level
D	65-66	1.0	**Meeting Expectations** - Demonstrates expected understanding and skills at grade level
D-	Below 65	0.5	**Meeting Expectations** - Demonstrates expected understanding and skills at grade level
E/F	Below 60	0.0	**Below Expectations** - Does not meet minimum learning outcomes; requires support

*NOTE: Any student that falls below the minimal benchmark score **MUST** be supported with an RTI plan to address their learning needs. **Refer to AAKPS RTI Support Plan Framework**

- 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.
- 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.
- **Refer to appendix 1.0 for sample CA Schedule**

2.5 AAKPS Assessment process plan:

- **Continuous assessment data (formative)** - Gradebook updated weekly based on completed outcomes and is populated into gradebook and summative assessments are added during mid-term and end of term.

- **Diagnostic Data** – completed 3 times per year (once per term) for both language and math. Running Records of fluency assessment are done for language and Math complete placement from KG to Algebra 2
- **Pre/Post data** – Science and Math at the beginning and end of each unit
- **Growth Measure Data** – 2 times per year – goes alongside MAP testing.
- **MAP testing Data** – 2 times per year (October and May)

✎ **Trends in Progress Data:** is a collection from data collected above over the past 2 years. (which includes weekly summative assessments), diagnostic, per/post, growth measure (once a term), progress checks data analysis

Performance/Assessment Tasks:

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.

Characteristics of Performance/CA 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.
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. E.g., ***Inquiry-based learning (done weekly in Math and Science)***	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.* ***STEM Projects***	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**

Ain Al Khaleej Private School Assessment Policy

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.

*NOTE: (Red highlight means it is a school-wide initiative)

- **Inquiry-based learning** – must be done once per week in Math and Science classes
- **Rubrics** with detailed criteria for students' self-assessment and goal setting must be provided with every performance task.
- **STEM Projects –** cross-curricular (English/Math and Science) projects that are done once per term. Students are put into groups and provided time to research, plan and create an innovative project that is presented at the end of their project time. Once 1 project pre class is selected to present to the SLT where 1 winning group per cycle will win 200 Dhr. monetary award per term.

SECTION 3. ASSESSMENT OF CALENDAR REQUIREMENTS (NEW ADEK MANDATE)

AAKPS shall maintain and implement a detailed **Annual Assessment Calendar** which must be shared with all relevant stakeholders, including students, staff, and parents.
- The Calendar shall clearly outline all internal, ADEK-mandated, and identified non-mandatory external assessments scheduled for the academic year.

The Calendar will be reviewed and approved by the School Leadership Team prior to the start of the academic year.

SECTION 4. EXTERNAL ASSESSMENTS AND FINANCIAL COMPLIANCE

4.1 ADEK-Mandated External Assessments:
- AAKPS complies with all ADEK-mandated external assessments (including but not limited to international benchmarks like PISA, TIMSS, and PIRLS, where applicable).

- Data from these assessments is used as key indicators of student progress and attainment in the Emirate of Abu Dhabi.

4.2 Non-Mandatory External Assessments (New Financial Compliance Requirement):

- AAKPS shall identify and list any non-mandatory external assessments used for specific educational purposes, including:

  o Tools for English Language Learner (ELL) identification and placement.

  o Cognitive assessments.

  o Arabic language proficiency assessments not mandated by ADEK.

- **AAKPS commits that the school shall not charge parents any fees for any non-mandatory external assessments implemented for the purpose of student identification, placement, or progress tracking.**

SECTION 5. DATA ANALYSIS AND INSTRUCTIONAL IMPROVEMENT

The AAKPS Data Analysis Procedure ensures the systematic and effective use of assessment data for continuous improvement.
Data Analysis Process:

5.1. Gradebook Management and Data Entry
- **Systematic Record-Keeping**: The AAKPS Gradebook serves as the centralized repository for all student achievement data, updated on a weekly basis to ensure real-time accuracy.
- **Comprehensive Data Capture**: Entries are meticulously compiled to include Continuous Assessment (CA) scores, project-based evaluations, and both formative and summative assessment results.

5.2. Dynamic Data Utilization and Instructional Response
- **Assessment for and of Learning**: Teachers leverage a suite of digital diagnostic and interactive tools—including Plickers, Kahoot, and Quizizz—to capture immediate evidence of student understanding.
- **Differentiated Instructional Mapping**: Assessment data is analyzed against specific gradebook criteria to identify mastery levels; this enables teachers to strategically plan for necessary re-teaching of core outcomes or to provide curriculum extension for high-achieving learners.
- **Continuous Monitoring**: The Assessment Monitoring and Evaluation Team (AMET) oversees these processes to ensure that data entry directly informs the quality of classroom instruction.

5.3 Action Plan for Instructional Improvement:
AAKPS develops targeted Action Plans to bridge identified learning gaps and implement differentiated teaching strategies specifically tailored to individual student needs. These plans are informed by a rigorous **triangulation of data**, which ensures instructional decisions are validated by multiple sources, including:
- **Internal Progress**: Ongoing scores and outcomes recorded in the weekly Gradebook.
- **Benchmark Performance**: Results from Diagnostic and External Standardized Examinations (such as MAP, IBT, PIRLS, TIMSS, PISA).
- **Growth Tracking**: Comparative data from Pre-Assessments and Post-Assessments used to measure unit-specific progress.

*NOTE: This process ensures that curriculum mapping and instructional pacing are modified based on a holistic view of student achievement.

5.4 Curriculum Linkage:
Curriculum mapping and Scope and Sequence documents are modified based on assessment data to track curriculum progress and accommodate student learning pace and needs.

5.5 School Development Planning (SDP):
Assessment data summaries and trends are systematically used by the School Leadership Team to inform and validate priorities within the **School Development Plan**, ensuring data-driven strategic planning.

5.6 Parent Communication:
AAKPS maintains a transparent and proactive communication framework to ensure parents are empowered partners in their child's academic journey. This is achieved through the following channels:

- **Continuous Progress Monitoring**: Formal student progress tracking sheets and standardized communication forms are utilized to provide regular, data-driven updates on student attainment and growth.
- **Paradigm Digital Platform**: Parents receive ongoing feedback via the Paradigm platform, which includes **Weekly Overviews** detailing upcoming curricular expectations, learning outcomes, and scheduled assessments.
- **Targeted Intervention Communication**: Teachers initiate direct communication through Paradigm whenever a student's progress deviates from expected benchmarks. This includes

formal notification if a student is placed on a **Response to Intervention (RTI) Support Plan** to ensure home-school alignment on support strategies.

- **Formal Consultations**: Semi-annual Parent-Teacher Conferences are conducted to provide a comprehensive review of assessment data, celebrate achievements, and collaboratively set future learning targets.

SECTION 6. FOSTERING A CULTURE OF ASSESSMENT

AAKPS is committed to fostering a culture of assessment best practices involving the entire school community. The following strategies are implemented to ensure all stakeholders are active participants in the assessment journey:

6.1 Educator and Student Empowerment

- **Professional Development**: Educators are required to remain aware of the school's assessment goals and targets, attending regular training to refine their practices.
- **Assessment Familiarity**: Students are provided with regular opportunities to become familiar with various assessment protocols, reducing anxiety and improving performance.
- **Digital Literacy Integration**: To prepare for a digital-first world, students will practice digital literacy skills through the use of digital assessment formats and online learning tools.
- **Critical Thinking**: Critical thinking and reasoning skills are embedded across the curriculum in daily teaching and learning, ensuring students are prepared for complex, inquiry-based evaluations.

6.2 Promoting "Assessment-Capable Learners"

AAKPS empowers students to take ownership of their academic progress by:

- Ensuring students clearly understand the learning outcomes they are expected to achieve.
- Providing tools for students to monitor their own progress and reflect on their learning journey.
- Guiding students to set personalized internal and external assessment goals and targets.
- Maintaining student motivation and engagement throughout the duration of all assessments.

6.3 Parent Engagement and Partnership

In alignment with the **ADEK School Parent Engagement Policy**, AAKPS involves parents as informed partners:

- **Training & Engagement**: The school provides training sessions and engagement opportunities to empower parents to support their child's success in both internal and external assessments.
- **Progress Monitoring**: Parents are kept informed through regular student progress tracking sheets and standardized communication forms.

SECTION 7. DATA-DRIVEN INTERVENTIONS FOR ADDITIONAL NEEDS

- AAKPS utilizes the analysis of internal and external assessment data to develop targeted interventions.
- This data specifically informs the planning and provision for students with additional learning needs, ensuring they receive the necessary support to meet benchmark thresholds.

SECTION 8. NON-MANDATORY EXTERNAL ASSESSMENTS

- AAKPS identifies and utilizes non-mandatory external assessments such as English Language Learners (ELL) identification tools, cognitive assessments, and Arabic language proficiency assessments.
- **Financial Compliance**: As per ADEK mandate, the school shall not charge parents any fees for these non-mandatory assessments implemented for student identification, placement, or progress tracking.

SECTION 9: REVIEW AND COMPLIANCE

- This policy is effective for the academic years 2024–2026.

- The policy is subject to annual review and revision based on changes in ADEK regulations and internal school needs.

- Compliance with all aspects of this policy is mandatory for all teaching and leadership staff.

- (Note for American Curriculum Schools: The school leadership must ensure strict adherence to the new Cycle 3 grading requirements as detailed in the full ADEK policy v.1.2).

Compliance Checklist:

ADEK Requirement	Status	Policy Reference / Evidence
1. Assessment Framework	**Included**	Outline's purpose, types (Diagnostic, Formative, Summative), moderation practices, and detailed grading benchmarks for American/MOE sections.
2. Formative & Summative Guidelines	**Included**	Defines Continuous Assessment (CA) as formative and establishes summative measures for end-of-unit/term.
3. Data Utilization for Improvement	**Included**	SECTION 5 details using internal/external data for action plans and instructional improvement.
4. Applicability (Pre-K to G12)	**Included**	Explicitly applies to all grade levels from Pre-K/FS1 to Grade 12.
5. Age-Appropriate Methods	**Included**	Mandates assessments be standards-aligned and age-appropriate.
6. Quality Assurance Alignment	**Included**	Commitment to alignment with inspection, accreditation, and ADEK mandate standards.
7. ADEK-Mandated External Assessments	**Included**	SECTION 4.1 confirms compliance with PISA, TIMSS, and PIRLS.

ADEK Requirement	Status	Policy Reference / Evidence
8. Accommodations (IEPs)	**Included**	Provision of modifications for students with additional learning needs aligned to IEPs.
9. Integrity & Sustainability	**Included**	Commitment to assessment integrity and sustainable practices like digital formats.
10. Culture of Assessment	**Included**	**Student Agency, Parent Engagement, including training sessions and engagement opportunities** for parents, and **digital literacy including practicing digital literacy skills** specifically for assessment readiness.
11. Data for Additional Needs	**Included**	Mandates RTI (Response to Intervention) plans for students below benchmarks.
12. Non-Mandatory External Assessments	**Included**	SECTION 4.2 identifies ELL and cognitive tools and strictly prohibits charging parents fees.

NOTE: All steps are monitored by the Assessment Monitoring and Evaluation Team (AMET).

Team Members' Acknowledgement: (Signed Semiannually)

Principal: Raed Al Qasrawi _____

VP: Samar Elhamalawy _____

Head of Section (Arabic Subjects both American and MOE section): Suhad Samara

_____

Head of Section (KG and Primary American Section and Lead supervisor for MOE English

section): Marcia Harker _____

Lead English (American Sections): Bronwyn David _____

Lead English (MOE Sections): Elham Hassan _____

Lead Math (American Section): Rafia Fathima _____

Ain Al Khaleej Private School Assessment Policy

Lead Science (American Section): Dr. Vikram Awate _____

Lead Math (MOE Section): Hasan Alrishani _____

Lead Science (MOE Section): Rawia Salem _____

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