



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

Assessment and Evaluation Policy

The Board of Directors of the Spanish School of Abu Dhabi believes that well designed assessments will result in instruction that measures and informs the learning that occurs with students. The Board of Directors further believes that the proper assessment and evaluation of student instructional activities contribute to positive learning experiences that take place in the classroom, for each student, through the use of instructional strategies that are designed based upon the individual instructional needs of the student. It is further recognizes that assessment and evaluation can take many forms and have many uses. For the purposes of the Spanish School of Abu Dhabi, student assessment and evaluation shall be for the purposes of: improving student learning against the approved curricular standards of SSAD; assuring that students have attained the required benchmarks necessary for graduation from the SSAD; promoting students to the next grade or course level; guiding instructional practice that enhances individual student achievement or need; comparing the aggregate achievement of SSAD against local, national and international standards; assessing effective teaching practice; and, to gauging the appropriateness of SSAD student curriculum standards.

The Spanish School of Abu Dhabi will use several types of student assessment for the purposes identified above. They may include and are not limited to: formative and summative assessments; criterion/standards based measurements; normative tests and/or assessments; classroom developed assessments; and, national/international assessments. The SSAD may also use assessments that are used to gauge career and/or college readiness. Some of these assessments may be administered in cooperation with an outside agency or board. Assessments that are used to compare the achievement of groups of students; administered by an outside agency/group that is sponsored by the schools; and/or the data is hosted, collected, or maintained off site and includes student names or achievement data, must have the written approval of the Principal, a minimum of twenty one working days before the administration of any assessment, exam, test or instrument can occur.

Assessment Practices

Formative assessment represents the process of gathering, analyzing, interpreting and using evidence to improve student learning. It is integrated into the curriculum, woven into the daily learning process and is an integral part of instruction. It provides teachers and students with information

about how learning is progressing. It helps the teacher to plan the next stage of learning for their classes. Students are involved in the formative assessment of their own learning and that of their peers through feedback and discussions.

Summative assessment occurs at the end of a teaching and learning cycle / unit when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.. Summative assessment is part of the grading process. The timing, type, scope, and format of each summative task should be clearly communicated to the students ahead of time.

When does assessment take place?

- Formative assessment is ongoing throughout the year
- All units of study include a summative assessment at the end of a unit.

How and when do we report on assessment?

- Teachers record grades in an electronic grade book that can be accessed by the student and parent at any time.
- A report card is completed three times a year (3 trimesters)

Additional procedures/guidelines are to be developed to assure that the information gathered on students of SSAD is accurate, reflects learning and achievement and that the purpose for the assessment meets the academic program requirements established by the Board of Directors of SSAD.