



مدارس المملكة
KINGDOM SCHOOLS

KS 2018-19 Assessment Policy

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Assessment Policy

Rationale

Assessment takes on many forms such as diagnostic, formative, summative, and benchmark. Kingdom School expects teachers to utilize all forms of assessment, but ongoing, formative assessment is one of the best tools to use in the classroom. This allows teachers to assess student mastery of standards and the effectiveness of instruction. Ongoing, formative assessment provides teachers with information about student progress and allows them to adjust instruction and student grouping.

Kingdom School teachers are expected to:

- Assess students using diagnostic, formative, and summative assessment.
- Communicate learning expectations to students in advance.
- Model and teach students how to assess their own work and to set improvement goals.
- Provide student examples and models on how to achieve excellence.
- Provide ongoing and descriptive student feedback to assist them with establishing improvement goals.

Definitions

Diagnostic Assessment: The goal of a diagnostic assessment or pre-assessment, is to gather information prior to beginning instruction. It is a way to determine what students know or don't know, and how to plan to meet individual needs. Diagnostic assessments provide teachers with information about a student's prior knowledge before beginning a lesson or unit of study. They are not used as part of a grade.

Formative Assessment: The goal of formative assessment or ongoing assessment, is to gather information and to generate feedback that is used by the instructor and the students to guide improvement in teaching and learning. For guiding instruction, formative assessment include clear grading criteria (rubrics, checklists, etc.) and may take the form of:

- Teacher Observation
- Work or Portfolio Samples
- Oral and Written Quizzes
- Class Discussions
- Individual Assignments
- Individual Projects
- Research Tasks
- Team Projects

As part of the formative assessment process, a student receives immediate and corrective feedback on his/her progress.

Summative Assessment: The goal of summative assessment is to measure the level of success or proficiency obtained at the end of an instructional unit by comparing it against a standard or benchmark.

Benchmark Assessment: The goal of a benchmark assessment is to determine each student's instructional level and to measure academic growth at the beginning, middle, and end of year. Kingdom School uses Measures of Academic Progress® (MAP®) as a benchmark assessment. A MAP assessment generates an immediate score, which in turn creates a target score for the next 'benchmark'. The Measures of Academic Progress® (MAP®) tests are given in the areas of reading, mathematics, and science.

Grade	Subject								
	Reading			Mathematics			Science		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
1	✓	✓	✓	✓	✓	✓			
2	✓	✓	✓	✓	✓	✓			
3	✓	✓	✓	✓	✓	✓			
4	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓	✓	✓	✓

Grading & Gradebook

The purpose of grading is to show student progress towards the mastery of standards. Based on the unit plan and daily lesson plans, the gradebook should identify the standards mastered. All teachers use Rediker to create a gradebook and to keep an accurate record of grades. Gradebooks are checked weekly to ensure that teachers are assessing frequently.

The expectations for the gradebook include:

Kindergarten & Elementary School Grading Guidelines				
	Classwork	Assessment	Group/Cooperative Work	Homework
Kindergarten PreK, KG1, KG2 & Grades 1 – 3 Homeroom Teachers	2-3 grades per week Each subject (A, I, E, M, S)	All Assessments Each subject (A, I, E, M, S)	1 grade per quarter Each subject (A, I, E, M, S)	1 grade per week Each subject (A, I, E, M)
Grades 4 – 6 Arabic, Islamic, English, Math, Science	2-3 grades per week Each subject (A, I, E, M, S)	All Assessments Each subject (A, I, E, M, S)	1 grade per quarter Each subject (A, I, E, M, S)	1 grade per week Each subject (A, I, E, M, S)
Special Area Teachers KSA History, Art, ICT, Physical Education	5 grades per quarter Each subject (S.S.A, Art, ICT, P.E.)	All Assessments Each subject (S.S.A., Art, ICT, P.E.)		
Grade 6 Midyear & Final Exams (10 percent each)		Midyear & Final Exam Each subject (A, I, E, M, S)		

High School Grading Guidelines			
	Classwork	Assessment	Group/Cooperative Work
Grade 7 - 12 Subject Area Teachers: 4-5 classes per week	2-3 grades per week Each subject	All Assessments Each subject	1 grade per quarter Each subject
Grade 7 - 12 Subject Area Teachers: 2-3 classes per week	1-2 grades per week Each subject	All Assessments Each subject	1 grade per quarter Each subject
Special Area Teachers Art, ICT, Physical Education	5 grades per quarter Each subject	All Assessments Each subject	
Grade 7-12 Midyear & Final Exams (20 Percent each)		Midyear & Final Exam Each subject	

Parent Communication

As part of ongoing parent communication, it is expected that the teacher and social worker contact parents when:

- A student in danger of failing any course.
- Receives two (2) 'F's on any classwork (quiz, written assignment, lab report, etc. – written task) or in-class assessment
- Receives two (2) zeros on any classwork (quiz, written assignment, lab report, etc. – written task) or in-class assessment due to unexcused absences or skipping.

Report Cards

Report Cards are a summary of all data entered in the Rediker gradebook. Kindergarten through Grade 12 report cards are prepared and generated through Rediker and then distributed each quarter (quarter 2, 3 & 4 for kindergarten) on specific days. If a child fails any subject area, parents should be notified **prior** to receiving a report card.

Grading Scale					
Grade	Numerical Equivalent	Grade Point	Grade	Numerical Equivalent	Grade Point
A+	95.50 - 100	4	D+	65.50 - 69.49	1.3
A	92.50 - 95.49	4	D	62.50 - 65.49	1
A-	89.50 - 92.49	3.7	D-	59.50 - 62.49	0
B+	85.50 - 89.49	3.3	F***	59.49 – Below	0
B	82.50 - 85.49	3	F*	Exceeding 25% or more absences in a subject	
B-	79.50 - 82.49	2.7	F**	Missing end-of-semester	
C+	75.50 - 79.49	2.3			
C	72.50 - 75.49	2			
C-	69.50 - 72.49	1.7			

Midyear & Final Exams Grading (Grades 6 – 12)

Students obtaining a score of 49 percent or lower on midyear and final examinations receive an 'F' recorded as 50 percent in the gradebook. The exception to this rule is if a student has an **unexcused absence** and does not complete midyear and final examinations within the given timeframe. The score is recorded as a 0% (zero).

Weighting (Grades 7 – 12)

The final grade for each subject is calculated as a percentage. For example, each quarter student work is graded and entered in Rediker. Quarter 1 & 2 grades equate to a semester grade. The semester grade is weighted as 40 percent combined with the 10 percent for the midyear exam. The total semester grade is calculated out of 50 percent.

The table below illustrates the contribution of classwork, formative and summative assessments, interim exams (if required) and midyear/final exams towards the final grade.

Semester	Assessment	Weight
Semester One (Quarters 1 & 2)	Classwork, formative and summative assessments, and interim exam (if required)	40
	S1 Midyear Exam	10
	Subtotal	50
Semester Two (Quarters 3 & 4)	Classwork, formative and summative assessments, and interim exam (if required)	40
	S2 Final Exam	10
	Total	100

Grade Point Average (Grades 9-12)

The Grade Point Average (GPA) is calculated and accumulated over 4 years of education (9 – 12) inclusive and is reported as a weighted GPA. Each course is weighted equal to its credit value. For example, if an English class is worth one credit, then the course is weighted as one; if an elective is worth a .5 credit, then the course is weighted as .5.

Homework

Homework is an integral part of the planning process; it is another opportunity for students to practice what they've learned in class. Homework provides an opportunity to reinforce, practice, apply content and skills, and extend learning.

Homework assignments should be well-developed by the grade level teams or departments, and clearly aligned to learning goals and objectives. Homework planning takes place during grade/subject level planning time when teams agree upon which assignments are graded and recorded. Homework is:

- Differentiated and independently completed by the student.
- Assigned for each day of the week - Sunday through Thursday.
- Inclusive of daily reading and sight word / vocabulary practice.
- Meaningful. Some examples of meaningful homework tasks are:
 - ✓ Compare yourself to the main character in the story. Make sure you explicitly refer to the text.
 - ✓ Create a word problem and write an explanation about how you solved it.
 - ✓ Go shopping! Join your mother at the store and try to mentally add the cost of 5 items she is buying.
 - ✓ Pretend a friend from your school was absent today. Write a narrative describing what he/she missed during the day.
 - ✓ A reasonable number of fluency math problems.

All homework assignments are communicated to parents in advance through a weekly parent communication newsletter. The parent newsletter and any accompanying homework support materials are uploaded in the Rediker Parent Portal each Thursday for the following week.

Homework Guidelines

Kindergarten & Elementary School Daily Homework Guidelines						
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
10Minutes	10-20 Minutes	20-30 Minutes	30-40 Minutes	40-50 Minutes	50-60 Minutes	60-70 Minutes
Middle & High School Daily Homework Guidelines						
Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
70-80 Minutes	80-90 Minutes	90-100 Minutes	100-110 Minutes	110-120 Minutes	120 Minutes	

Student Absence - Missed or Late Work, Missed In-Class Assessments

Excused Absence - Medical Illness or Emergency

Due to a medical illness or emergency, if a student does not submit classwork (quiz, written assignment, lab report, etc. – written task) on time or misses an in-class assessment, a medical report (or similar) explaining the nature of the illness must be submitted to the Administrative Vice Principal within three (3) days of the student's return.

Upon submission of an acceptable medical report to the Administrative Vice Principal, the student must complete the missed classwork (quiz, written assignment, lab report, etc. – written task) or in-class assessment within 72 hours. It is the classroom teacher's responsibility to arrange for the completion of the classwork or assessment.

All medical reports must be stamped by the provider and clearly indicate why the student was physically or emotionally unable to attend school at the time of the scheduled due date.

Unexcused Absence or Truancy (Late Work)

There is a resubmission opportunity for classwork (quiz, written assignment, lab report, etc. – written task) or in-class assessments if the initial opportunity was missed due to an unexcused absence or truancy (submitting work late).

- It is the **student’s responsibility** to obtain any missed classwork (quiz, written assignment, lab report, etc. – written task) or in-class assessment from the teacher. This includes missing classroom due to ‘skipping’ class.
- **Ten (10) percent deduction** of missed classwork (quiz, written assignment, lab report, etc. – written task) or in-class assessment, which is submitted **up to 72 hours late (3 days) after the teacher due date**.
- **Grade of ‘F’ (recorded as 0% - ZERO)** for missed classwork (quiz, written assignment, lab report, etc. – written task) or in-class assessment, which is submitted **more than 72 hours (more than 3 days) after the teacher due date**.
- **Grade of ‘F’ (recorded as 0% - ZERO)** for missed interim, midyear, and final examinations, which are not completed within the given timeframe.
- **Teacher contact parents** through email (documentation) and phone (if needed) after a student receives two (2) zeros in a course.
- International or domestic travel during the official school calendar, including weeks preceding and following vacation periods, is not accepted as a reason to miss classwork or in-class assessments.
- If, due to exceptional circumstances beyond student or parent control, a student is unable to complete the required work, the teacher will refer the case to the Assessment Committee.

In any dispute, the Assessment Committee oversees the case. The Assessment Committee decision is final and binding.

Common Exam Writing Process

Grade 6 – 12 Common Exams

As part of the Grade 6 – 12 common exam writing process, a teacher may not provide students with:

- Any exam questions given to the Department Coordinator or Vice Principal
- Any exam questions in the exam test bank (either provided by a teacher or a colleague)
- Any exam questions during in-class instruction, out-of-class assignments, or on Rediker. A teacher may not share any exam questions with students in any capacity.
- Any revision work, except the approved exam study guides, which are developed before exams are finalized.
- **ABSOLUTELY** no ‘revision work’ is to be sent home with students – no worksheets, no practice exams, no packets, etc. Carefully list all required resources and page numbers on the study guide.

Grade 6 Midyear & Final Exam Writing Process

- Grade level teachers meet to review, modify, and update S1/S2 Scope & Sequence. This process happens twice a year.
- Once the S&S is agreed upon, the purpose of the next meeting is to create student study guides for each semester (S1: Q1 & Q2 / S2: Q3 & Q4).
- After the study guides are created, grade level teachers determine test questions. It is required that the teachers provide more questions than necessary for the exam.
- The draft exam is provided to the Academic Vice Principal who oversees the exam process; he/she works with the Academic Dean (AD) to modify the draft exam to create a final exam.
- No one has access to the final exams except the Academic Vice Principals overseeing the exam process and the AD.

Content Area	Midyear Exam Topics/Headings (Assessing Q1 & Q2)	Final Exam Topics/Headings (Assessing Q3 & Q4)
Islamic	40 Points 1. Multiple Choice (25% or less) (10) 2. Response to Text (10) 3. Vocabulary (5) 4. Free Response (15)	40 Points 1. Multiple Choice (25% or less) (10) 2. Response to Text (10) 3. Vocabulary (5) 4. Free Response (15)
Arabic	60 Points 1. Reading Comprehension / Unseen Text (20) a. Literary Elements & Vocabulary 2. Grammar (20) 3. Writing (20)	60 Points 1. Reading Comprehension / Unseen Text (20) a. Literary Elements & Vocabulary 2. Grammar (20) 3. Writing (20)
English	60 Points	60 Points

	<ol style="list-style-type: none"> 1. Reading Comprehension / Unseen Text (20) <ol style="list-style-type: none"> a. Literary Elements & Vocabulary 2. Grammar (20) 3. Writing (Narrative/Informative) (20) 	<ol style="list-style-type: none"> 1. Reading Comprehension / Unseen Text (20) <ol style="list-style-type: none"> a. Literary Elements & Vocabulary 2. Grammar (20) 3. Writing (Persuasive) (20)
Science	40 Points <ol style="list-style-type: none"> 1. Multiple Choice (25% or less) (10) 2. Free Response (15) 3. Analysis (Graph, Figure, etc.) (10) 4. Critical Thinking (5) 	40 Points <ol style="list-style-type: none"> 1. Multiple Choice (25% or less) (10) 2. Free Response (15) 3. Analysis (Graph, Figure, etc.) (10) 4. Critical Thinking (5)
Mathematics	40 Points <ol style="list-style-type: none"> 1. Multiple Choice (25% or less) (10) 2. Free Response (15) 3. Error Analysis (5) 4. Problem Solving (10) 	40 Points <ol style="list-style-type: none"> 1. Multiple Choice (25% or less) (10) 2. Free Response (15) 3. Error Analysis (5) 4. Problem Solving (10)

Grades 7 – 11 Interim, Midyear, & Final Exam Writing Process

- Grade level teachers and coordinators meet to review, modify, and update S1/S2 Scope & Sequence. This process happens twice a year.
- Once the S&S is agreed upon, the purpose of the next meeting is to create student study guides for each quarter (S1: Q1 & Q2 / S2: Q3 & Q4)
- After the study guides are created, grade level teachers and coordinators determine test questions. During a scheduled meeting, the grade level teachers discuss w/the coordinators appropriate questions for the exam.
- Then the teachers are given time to provide the coordinators with test questions. It is required that the teachers provide more questions than necessary for the exam.
- After the teachers provide the coordinators with questions, the coordinators work together to create **one** draft exam, which includes extra questions, extra reading passages, etc.
- The draft exam is provided to the Academic Vice Principal who oversees the exam process; he/she then works with the high school Vice Principals and Academic Dean (AD) to modify the draft exam to create a final exam.
- If questions arise during the final draft process, the AD contacts the coordinator for clarification.
- No one has access to the final exams except the Academic Vice Principal overseeing the exam process and the AD.

Content Area	Midyear Exam Topics/Headings (Assessing Q1 & Q2)	Final Exam Topics/Headings (Assessing Q3 & Q4)
Islamic	60 Points <ol style="list-style-type: none"> 1. Multiple Choice (25% or less) (10) 10Q 2. Vocabulary (5) 5Q 3. Open-ended Questions (10) 5Q, 2 Marks 4. Explanation of Text (20) 2 Texts, 5Q each, 2 Marks 5. Writing (15) 4 Prompts, Choose 3, 5 Marks each 	60 Points <ol style="list-style-type: none"> 1. Multiple Choice (25% or less) (10) 10Q 2. Vocabulary (5) 5Q 3. Open-ended Questions (10) 5Q, 2 Marks 4. Explanation of Text (20) 2 Texts, 5Q each, 2 Marks 5. Writing (15) 4 Prompts, Choose 3, 5 Marks each
الدراسات الإسلامية	60 نقطة <ol style="list-style-type: none"> 1. أسئلة اختيار من متعدد (25% او اقل) (10)، 10 أسئلة. 2. المصطلحات والمفاهيم (5)، 5 أسئلة. 3. أسئلة مفتوحة (10)، 5 أسئلة، 2 علامتان لكل سؤال. 4. تحليل نص (20)، عدد النصوص 2، 5 أسئلة لكل نص، 2 علامتان لكل سؤال. 5. الكتابة (15)، 4 مواضيع، اختيار 3، 5 علامات لكل موضوع. 	60 نقطة <ol style="list-style-type: none"> 1. أسئلة اختيار من متعدد (25% او اقل) (10)، 10 أسئلة 2. المصطلحات والمفاهيم (5)، 5 أسئلة 3. أسئلة مفتوحة (10)، 5 أسئلة، 2 علامتان لكل سؤال 4. تحليل نص (20)، عدد النصوص 2، 5 أسئلة لكل نص، 2 علامتان لكل سؤال 5. الكتابة (15)، 4 مواضيع، اختيار 3، 5 علامات لكل موضوع
KSA History / Social Studies	60 Points <ol style="list-style-type: none"> 1. Multiple Choice (25% or less) (10), 10Q 2. Vocabulary (5), 5Q 3. Open-ended Questions (20), 10Q, 2 Marks 4. Use of Geographical Information (10), 5Q, 2 Marks 5. Writing (15), 4 Prompts, Choose 3, 5 Marks each 	60 Points <ol style="list-style-type: none"> 1. Multiple Choice (25% or less) (10), 10Q 2. Vocabulary (5), 5Q 3. Open-ended Questions (20), 10Q, 2 Marks 4. Use of Geographical Information (10), 5Q, 2 Marks 5. Writing (15), 4 Prompts, Choose 3, 5 Marks each

تاريخ المملكة العربية السعودية	60 نقطة 1. أسئلة اختيار من متعدد (25% أو أقل) (10)، 10 أسئلة. 2. المصطلحات والمفاهيم (5)، 5 أسئلة. 3. أسئلة مفتوحة (20)، 10 أسئلة، 2 علامتان لكل سؤال. 4. استخدام المعلومات الجغرافية (10)، 5 أسئلة، علامتان (2) لكل سؤال. 5. الكتابة (15)، 4 مواضيع، اختيار 3، 5 علامات لكل موضوع.	60 نقطة 1. أسئلة اختيار من متعدد (25% أو أقل) (10)، 10 أسئلة 2. المصطلحات والمفاهيم (5)، 5 أسئلة 3. أسئلة مفتوحة (20)، 10 أسئلة، 2 علامتان لكل سؤال 4. استخدام المعلومات الجغرافية (10)، 5 أسئلة، علامتان (2) لكل سؤال. 5. الكتابة (15)، 4 مواضيع، اختيار 3، 5 علامات لكل موضوع.
Arabic 7-10	60 Points 1. Reading Comprehension (20) a. Lit. Elements & Vocabulary 2. Grammar (20) 3. Writing (Narrative/Informative) (20)	60 Points 1. Reading Comprehension (20) a. Lit. Elements & Vocabulary 2. Grammar (20) 3. Writing (Persuasive) (20)
Arabic 11-12	60 Points 1. Reading Comprehension (20) a. Lit. Elements & Vocabulary 2. Grammar (20) 3. Writing (Narrative/Informative) (20)	60 Points 1. Reading Comprehension (20) a. Lit. Elements & Vocabulary 2. Communication (20) 3. Writing (Persuasive) (20)
English	60 Points 1. Reading Comprehension (15) a. Lit. Elements & Vocabulary 2. Response to Text (15) 3. Grammar (10) 4. Writing (Narrative/Informative) (20)	60 Points 1. Reading Comprehension (15) a. Lit. Elements & Vocabulary 2. Response to Text (15) 3. Grammar (10) 4. Writing (Persuasive) (20)
Science	60 Points 1. Multiple Choice (25% or less) (12) 2. Free Response (20) 3. Analysis & P.S. (Graph, Figure, etc.) (24) 4. Critical Thinking (4)	60 Points 1. Multiple Choice (25% or less) (12) 2. Free Response (20) 3. Analysis & P.S. (Graph, Figure, etc.) (24) 4. Critical Thinking (4)
Mathematics	60 Points 1. Multiple Choice (25% or less) (15) 2. Free Response (25) 3. Error Analysis (10) 4. Problem Solving (10)	60 Points 1. Multiple Choice (25% or less) (15) 2. Free Response (25) 3. Error Analysis (10) 4. Problem Solving (10)

High School Exam Process (Grades 7 – 12)

Formative and summative assessments are carried out under normal classroom conditions, supervised by the classroom teacher. Students are expected to follow their normal school timetable other than during the formal examination week for midyear and final examinations.

Minimum Attendance Requirements / 25 Percent Rule

Regardless of the reason for absence, a minimum of 75% attendance is an essential requirement in line with the Ministry of Education (MoE) regulations. If a student is absent 25% or more of his/her enrollment in a specific course, he/she may be withdrawn.

The school communicates with parents once a student's absence reaches 5% and 10% for each course. Parents or a responsible adult are notified and required to attend a meeting when a student's absence reaches 15%, and again once the absence reaches 20%. When a student reaches 20% absence, an individual plan is developed to support improved student attendance in the relevant courses.

Once a student's absence reaches 25% in any course, notification will be sent to the Ministry of Education informing them of the school's intention to prevent the student from completing exam(s). If a student requests an exception to this policy, he/she must obtain written permission from the Ministry of Education and then inform the school.

A student who is absent 25% or more from a course prior to the end of the year meets with the Behavior Committee to decide the best course of action. This meeting also includes the parent. Disciplinary actions may include suspension from school or exclusion from attending class.

A student who is required to repeat a course due excessive absence is expected to complete all assessments and classwork provided by the teacher. Courses which were passed do not need to be repeated. Repeating a course may prevent graduation at the same time as the rest of the cohort.

Interim, Midyear & Final Exams

Interim, midyear and final examinations are compulsory for Grades 7 through 12. Examination schedules are published well in advance for each semester. On occasion, a course may be examined prior to the regular exam period. Additionally, some courses may not require an interim, midyear or final examination. For example, an art course may require a project in lieu of an exam.

The KS High School Administrators ensure:

- Two formal exam periods per semester (S1: Interim & Midyear; S2: Interim & Final) take place.
- Under the guidance of the department coordinator for each course, common midyear, and final exams (BIH/GIH) are prepared and reviewed prior to implementation.
- Midyear and final exams include topics from the entire semester, including those from the interim exam.
- Teachers are informed of exam schedules in a timely manner.
- Teachers inform students of exam procedures and schedules in a timely manner.
- Exams are taken when scheduled and follow the Ministry of Education guidelines.
- Absences are addressed in accordance with the student absence sections of the KS Attendance and Assessment Policies.

Student Absence – Interim, Midyear and Final Exams

- If a student is unable to complete a scheduled formal exam (i.e. interim, midyear, or final exam) due to medical illness or emergency, a medical report (or similar) explaining the nature of the illness must be submitted to the Administrative Vice Principal immediately upon the student's return.
- All medical reports must be stamped by the provider and clearly indicate why the student was physically or emotionally unable to attend school at the time of the scheduled exam.
- There are no retake opportunities for exams if the initial opportunity is missed due to unexcused absences.
- International or domestic travel during the official school calendar, including weeks preceding and following vacation periods, is not accepted as a reason to miss any formal examination.
- Where no report is provided to the Administrative Vice Principal explaining the student's absence, the student is awarded a grade of 'F' (50%) for the examination.
- To maintain academic integrity, exams may not be completed outside of the examination period as published in the stage calendar, unless a medical report is provided, or Ministry of Education approval is received and forwarded to the school. This includes 'early' exams or retake exams in the case of absence.
- In dispute cases, the Assessment Committee makes a ruling and the decision is final and binding.
- If, due to exceptional circumstances beyond student and parent control, a student is unable to complete the exam, the coordinator will refer the case to the Assessment Committee.
- In exceptional circumstances, such as an ongoing serious illness where the student is too ill to sit an examination, the Assessment Committee may require teachers to provide an assessed grade based on a student's prior work, providing there is sufficient work to show evidence of achievement and minimum attendance requirements are met.

Assessment Committee

The Assessment Committee is the decision-making body within each school that addresses formative and summative assessment inquiries, and examination issues. As required, the Assessment Committee is convened to arbitrate assessment disputes. This may include:

- Missed in-class assessments, interim, midyear or final examinations without provision of medical report
- Late or non-submission of classwork
- Grading disputes – classwork, in-class assessments, interim, midyear or final examinations
- Instances of academic dishonesty

In such cases, teachers are required to complete the Assessment Committee Referral Form (Appendix A). The committee listens to submissions, review cases and forms, and after due process is completed, has the final decision. Avoidable absences such as recreational travel is not accepted as an exceptional reason for missing a published and scheduled assessment, and is not presented for consideration to the Assessment Committee.

Parents are advised to consult the school calendar and the published testing schedules before making travel plans. Students who do not attend scheduled exams, and cannot justify extreme and exceptional circumstances beyond student or parent control, will be given a grade of 'F' (50%) for the missed interim, midyear or final examinations and will not be granted a retake examination opportunity.

Assessment Committee Members

The Assessment Committee consists of at least two (2) of the following individuals:

- Administrative Vice Principal
- Academic Vice Principal
- Department Coordinator
- Teacher

Further staff members may be invited to participate if the situation requires or to avoid conflicts of interest. Rulings made by the Assessment Committee are final and binding.

Accountability and Records

Staff involved in assessment disputes (teachers, department coordinators, etc.) must keep accurate records. This includes student attendance records, assessment calendars, medical reports provided by students, and Assessment Committee findings. This data may be called for and reviewed annually by school administration.

When a referral to the Assessment Committee is successful the student is granted the right to take a replacement assessment of equal length and difficulty. Any new learning undertaken since the original test may also be included in the replacement assessment.

Promotion

Grade 1 – 6 Criteria for Passing and Promotion

- The passing grade for all subjects is 60%.
- Academic retention in grades 1-6 is not a practice supported by Kingdom School.
- Site Administrators and the Academic Dean address special cases on an individual basis (i.e. student who is absent for extensive periods of time without reason).

Grades 7 – 8 Criteria for Passing and Promotion

- The passing grade for each course is 60%.
- Retake opportunities may be provided for final exams (students who were in attendance during exams or have a valid excused absence), where the student failed to achieve a passing grade in a course. The passing grade remains at 60%. The retake examination is the same level of difficulty and addresses the same objectives as the initial exam. Grade 7-8 retake examinations are arranged by following the MoE Grade 7 -8 retake calendar.
- If following the retake examination, the student still maintains a failing grade of 'F' in one or more courses, he/she is not promoted to the next grade level. The student is retained and repeats the entire grade level.
- A grade of 'F' for failing any course is reflected on the student final report card. The report card is updated once the student has completed the repeated year.
- Grade 9 admission into the American Diploma Program (ADP) is based on the MAP test results as described in the KS Admission Policy. School examination results are also used to support this process. If a student does not meet the admission requirements, parents may be advised to find an alternative school.
- Parents are consulted, and decisions are made in the best academic, social, and emotional interest of the student. The final decision is at the discretion of the Administrative Vice Principal.

Grades 9 – 12 Criteria for Passing and Promotion

- A student earns credit upon successful completion of a course. See 'Graduation Requirements' section of this policy.
- Students enrolled in a year-long course are required to complete both semesters of the course.
- The passing grade for each course is 60%.
- Retake opportunities may be provided for final exams (students who were in attendance during exams or have a valid excused absence), where the student failed to achieve a passing grade in a course. The passing grade remains at 60%. The retake examination is the same level of difficulty and addresses the same objectives as the initial exam.
- If following the retake examination, the student still maintains a failing grade of 'F' in the course, he/she must repeat the course and meet with the Assessment Committee to decide the best course of action. See 'Failing Courses' section of this policy.
- A grade of 'F' for failing any course is reflected on the student final report card. The report card is updated once the student has completed the repeated course(s).
- Grade 9 - 11 students who fail one (1) or two (2) courses are promoted to the next grade level and are required to repeat all failed courses. See 'Failing Courses' section of this policy.
- Grade 9 - 11 students who fail three (3) or more courses in a school-year are retained and repeat all failed courses for that grade level the following year. This automatically excludes them from graduating with their cohort.

Grade 12 Additional Information

In addition to the above criteria for grades 9-12, a grade 12 student:

- Failing one (1) or more courses is considered a special case for graduation purposes. The Assessment Committee convenes to discuss the individual case and to determine the course of action.
- Must retake the examination and pass the failed course(s) to graduate. This process is carried out prior to the end of the current academic year. The passing grade remains at 60%. The retake examination is the same academic difficulty and addresses the same objectives as the initial exam.
 - Semester One Course: Student retakes the midyear exam.
 - Semester Two Course: Student retakes the final exam.
 - Full-Year Course: Student retakes a combination midyear/final exam.
- Must achieve sufficient credits to meet the graduation requirements and to graduate with his/her cohort. See 'Graduation Requirements' section of this policy.

Grades 9 – 12 Failing One or Two Courses

Students are required to retake any failed course. The procedures are as follows:

Semester One Course (.5 credit course taken during first semester, i.e. Grade 9 Algebra I)

1. Carry the failed .5 credit course to second semester.
2. Retake the course during semester two on S, M, T from 2:00 – 3:00 p.m. in an independent study setting overseen by the teacher.
3. Complete all new classwork, in-class assessments, interim and final exams as assigned by the teacher.
4. The passing grade for the course remains at 60%. and the interim and final examinations are the same level of difficulty and addresses the same objectives as first semester.
5. If a student passes the course, it will be identified on the report card as 'passed /second attempt'.
6. If the student fails the course again, the Assessment Committee meets to decide the best course of action for the student.

Semester Two Course (.5 credit course taken during second semester, i.e. Grade 9 Geometry)

1. Carry the failed .5 credit course to the next year.
2. Retake the course during following year, semester one on S, M, T from 2:00 – 3:00 p.m. in an independent study setting overseen by the teacher.
3. Complete all new classwork, in-class assessments, interim and final exams as assigned by the teacher.
4. The passing grade for the course remains at 60%. and the interim and final examinations are the same level of difficulty and addresses the same objectives as first semester.
5. If a student passes the course, it will be identified on the report card as 'passed /second attempt'.

- If the student fails the course again, the Assessment Committee meets to decide the best course of action for the student.

Full-Year Course (1 credit course taken over the school-year, i.e. Grade 10 English)

- Carry the failed one (1) credit course to the next year.
- Retake the course during following year on S, M, T from 2:00 – 3:00 p.m. in an independent study setting overseen by the teacher.
- Complete all new classwork, in-class assessments, interim and final exams as assigned by the teacher.
- The passing grade for the course remains at 60%. and the interim, midyear and final examinations are the same level of difficulty and addresses the same objectives as last year.
- If a student passes the course, it will be identified on the report card as ‘passed /second attempt’.
- If the student fails the course again, the Assessment Committee meets to decide the best course of action for the student.

Graduation

Grades 9 – 12 Graduation Requirements

For graduation purposes, students must meet the minimum credit requirements outlined below in Table 1.

Content Area	Required Credit Hours
Islamic	1.75 - 2 Credit Hours
Arabic	1.5 - 2 Credit Hours
English	4 Credit Hours
Mathematics	4 Credit Hours
Science	4 Credit Hours
Social Studies - English	1 Credit Hour
KSA History & Geography	1-2 Credit Hours
Physical Education	2 Credit Hours
Fine Arts	1.5 Credit Hours
ICT	1 Credit Hour
Electives	1.5 – 2.25 Credit Hours
Community Service	40 hours community service over 4 years
Total	24-25

Content Area	Required Credit Hours								Total Credit
	9 2018-19		10 2019-20		11 2020-21		12 2021-22		
	Credit	Weight	Credit	Weight	Credit	Weight	Credit	Weight	
Islamic	0.5	0.5	0.5	0.5	0.5	0.5	0.25	0.25	1.75
Arabic	0.5	0.5	0.5	0.5	0.5	0.5			1.5
English	1	1	1	1	1	1	1	1	4
Mathematics	Algebra I		Geometry		Algebra II		PreCalc or Calculus		4
	1	1	1	1	1	1	1	1	
Science	Integrated Science		Biology		Chemistry		Physics		4
	1	1	1	1	1	1	1	1	
Social Studies English			0.5	0.5	0.5	0.5			1
KSA History & Geo.	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	2
Physical Education	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	2
Fine Arts	0.5	0.5			0.5	0.5	0.5	0.5	1.5
ICT	0.5	0.5	0.5	0.5					1
Electives			0.5	0.5	0.5	0.5	.5, .5, .25	.5, .5, .25	2.25
Total									25

Content Area	Required Credit Hours										Total Credit
	9 2017-18		10 2018-19			11 2019-20			12 2020-21		
	Credit	Weight	Credit	Weight	Credit	Weight	Credit	Weight			
Islamic	0.5	0.5	0.5	0.5	0.5	0.5	0.25	0.25			1.75
Arabic	0.5	0.5	0.5	0.5	0.5	0.5					1.5
English	1	1	1	1	1	1	1	1			4
Mathematics	Algebra I/Geometry		Geometry/Algebra I			Algebra II			PreCalc or Calculus		4
	0.5	0.5	0.5	0.5	0.5	0.5	1	1	1		
Science	Integrated Science		Biology			Chemistry			Physics		4
	1	1	1	1	1	1	1	1	1		
Social Studies English			0.5	0.5	0.5	0.5					1
KSA History & Geo.	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			2
Physical Education	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			2
Fine Arts	0.5	0.5			0.5	0.5	0.5	0.5			1.5
ICT	0.5	0.5	0.5	0.5							1
Electives			0.5	0.5	0.5	0.5	.5, .5, .25	.5, .5, .25			2.25
Total											25

Content Area	Required Credit Hours										Total Credit
	9 2016-17		10 2017-18			11 2018-19			12 2019-20		
	Credit	Weight	Credit	Weight	Credit	Weight	Credit	Weight			
Islamic	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			2
Arabic	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			2
English	1	1	1	1	1	1	1	1			4
Mathematics	Algebra I/Geometry		Geometry/Algebra I			Algebra II			Pre-Calc. or Calculus		4
	0.5	0.5	0.5	0.5	0.5	0.5	1	1	1	1	
Science	Integrated Science		Biology			Chemistry			Physics		4
	1	1	1	1	1	1	1	1	1		
Social Studies - English			0.5	0.5	0.5	0.5					1
KSA History & Geo.	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			2
Physical Education	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			2
Fine Arts	0.5	0.5			0.5	0.5	0.5	0.5			1.5
ICT	0.5	0.5	0.5	0.5							1
Electives			0.5	0.5	0.5	0.5	0.5	0.5	0.5		1.5
Total											25

Content Area	Required Credit Hours										Total Credit
	9 2015-16		10 2016-17			11 2017-18			12 2018-19		
	Credit	Weight	Credit	Weight	Credit	Weight	Credit	Weight			
Islamic	0.5	.5	.5	.5	.5	.5	.5	.5			2
Arabic	0.5	.5	.5	.5	.5	.5	.5	.5			2
English	1	1	1	1	1	1	1	1			4
Mathematics	Algebra I		Geometry			Algebra II			Pre-Calc. or Calculus		4
	1	1	1	1	1	1	1	1	1		
Science	Integrated Science		Chemistry / Biology			Chemistry / Physics			Biology / Physics		4
	1	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	
Social Studies - English			0.5	0.5	0.5	0.5					1
KSA History & Geo.	0.5	0.5			0.5	0.5	0.5	0.5			1.5
Physical Education	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			2
Fine Arts	0.5	0.5			0.5	0.5	0.5	0.5			1.5
ICT	0.5	0.5	0.5	0.5							1
Electives			0.5	0.5	0.5	0.5	0.5	0.5	0.5		1.5
Total											24.5

Foundations Program (Grades 5-8)

Rationale

Kingdom School has established the KS Foundations Program, a structured academic support program to help those students whose schoolwork and MAP® results show deficits in reading skills. KS takes careful consideration to identify students who benefit from strengthening their skills in the core classes of English, Mathematics, Science, and Social Studies, where strong English reading skills are essential.

Goal

The KS goal is to ensure every child has a successful school experience, is prepared for the challenges of a rigorous international education program, and has developed the necessary reading skills essential for English, Mathematics, Science, and Social Studies.

Program Overview

- Mandatory participation
- Extended school day on Sundays, Mondays, and Tuesdays. Dismissal time at 2:45 p.m.
- Regular school day on Wednesday and Thursday. Dismissal time at 1:45 p.m.
- Extra instructional periods
 - Elementary: 28 per week instead of 25
 - High School: 33 per week instead of 30
- Additional classes in English, Mathematics, Science, and English Social Studies
- Additional foundations support teacher for English instruction
- Smaller academic support class size
- Necessary parental support – student attendance, scheduled parent meeting, homework, etc.

Class Sessions per Week

Elementary School Weekly Class Sessions								
Islamic	Arabic	KSA History	English	Math	Science	Art	P.E.	ICT
3	3	1	8	5	5	1	1	1

High School Weekly Class Sessions									
Islamic	Arabic	KSA History	English	English S. Studies	Math	Science	Art	P.E.	ICT
3	3	1	7	3	6	5	2	1	2

Placement Criteria

Kingdom School uses Measures of Academic Progress® (MAP®) as a benchmark assessment. The goal of a benchmark assessment is to determine each student's instructional level and to measure academic growth at the beginning, middle, and end of year. A MAP assessment generates an immediate score, which in turn creates a target score for the next 'benchmark'. The Measures of Academic Progress® (MAP®) tests are given in the areas of reading, mathematics, and science.

- At the Winter MAP® benchmark period (December/January), KS identifies those students who are significantly below grade level in reading. Individual parent meetings are held to discuss the child's academic concerns. Additionally, the parent is informed in writing that there is a possibility his/her child may be placed in the KS Foundations Program for the following school year.
- At the Spring MAP® benchmark period (April/May), KS identifies those students who are significantly below grade level and would benefit from additional support in English, Mathematics, Science, and English Social Studies. Individual parent meetings are held to discuss the child's academic concerns. Additionally, a parent is informed in writing that his/her child will be placed in the KS Foundation Program for the following school year.

- This cyclical process continues at the Winter and Spring MAP® benchmarking periods.
- Retesting for any MAP exam (Reading, Mathematics, Science) is not permitted.

Exit Criteria

- At the Fall MAP® benchmark period (September/October), KS monitors foundation students' MAP results. No changes are made in the KS Foundations Program. KS requires a minimum of one semester of student participation in the program.
- At the Winter MAP® benchmark period (December/January), KS identifies foundation students who are less than one (1) year behind on the Winter MAP® reading assessment and arranges for them to exit at the end-of-semester one (1) into a regular classroom.
- At the Spring MAP® benchmark period (April/May), KS identifies foundation students who have made significant improvement on the Spring MAP® reading assessment and arranges for them to exit the program and be placed in a regular classroom for the following school year.
- Those students who are not ready to exit continue in the KS Foundations Program for the following school year.
- This cyclical process continues at each MAP® benchmarking period.
- Retesting for any MAP exam (Reading, Mathematics, Science) is not permitted.

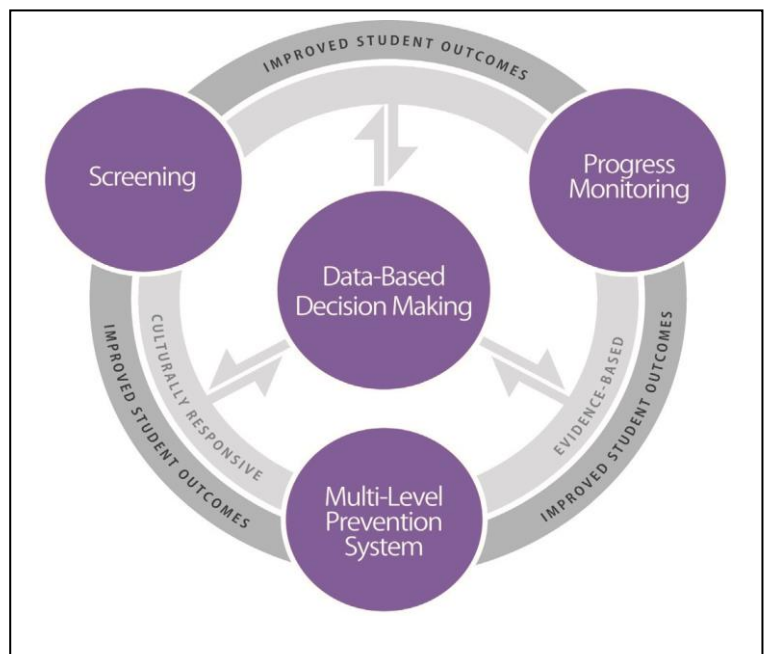
Grade 8 Criteria

- At-Risk Grade 8 Students: For all Grade 8 students who are at risk of not moving to the American Diploma program in Grade 9 (not just the KS Foundations Program students), KS meets with parents during the months of February / March to discuss next steps.

Response to Intervention Approach

Kingdom School uses Response to Intervention (RTI) to address the needs of those students who participate in the Foundations Program. The word *intervention* is key to understanding RTI. The goal is for KS teachers to intervene, or step in, and start helping before anyone falls further behind. RTI isn't a specific program or type of teaching. It's a proactive approach to measuring students' skills and using this data to decide which types of targeted teaching to use.

With RTI, KS uses data to identify students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions, and adjusts the intensity and nature of those interventions depending on a student's responsiveness.



Screening

As stated above, Kingdom School uses Measures of Academic Progress® (MAP®) as a benchmark and screening assessment to determine which students benefit from RTI in a smaller classroom setting. This valid screening measure predicts who is, and who is not, at risk for future reading difficulty. Students considered to be "at risk" are expected to experience difficulty responding (not keeping up) in the core curriculum as traditionally delivered in the regular general education classroom.

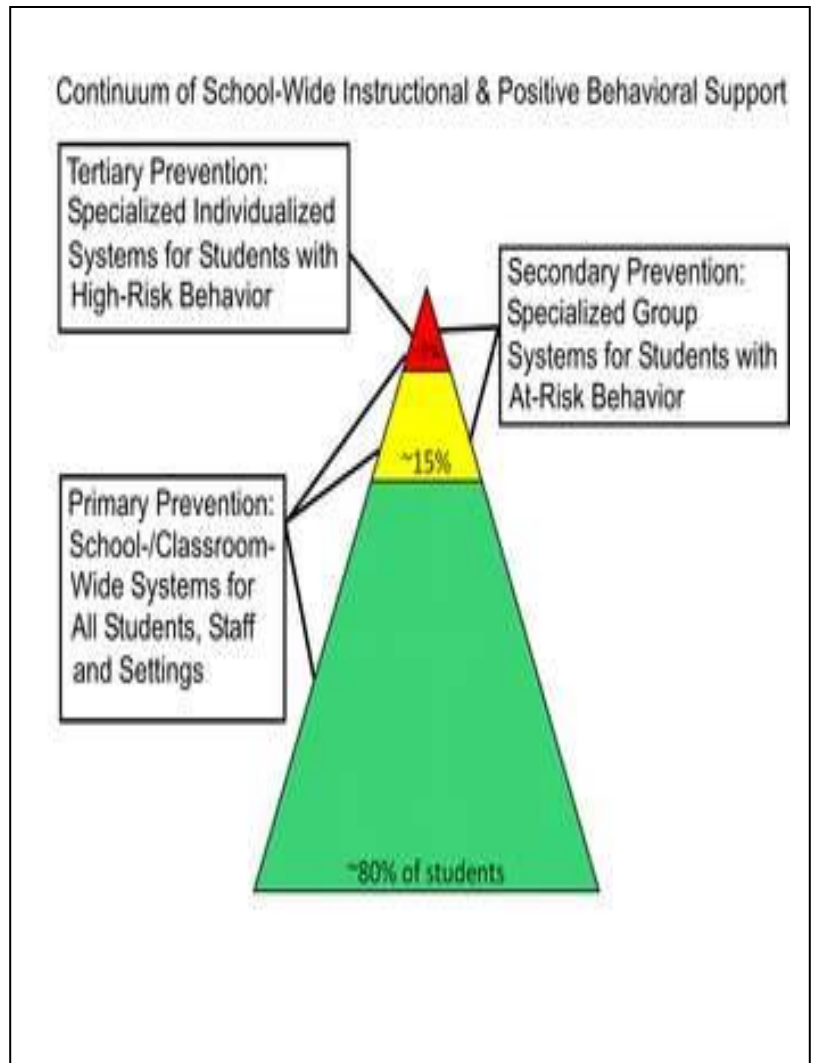
Tier 1 Whole Class

In Kingdom School, all students start in Tier 1, which consists of using a research-based core curriculum. KS has adopted Pearson Reading Street and myPerspectives as the core curriculum. All students are screened at this Tier to determine if they are responding appropriately to instruction.

In the classroom, the teacher measures everyone's skills. This is known as a universal screening. The screening helps the teacher work with students in small groups based on their skill levels. All students are taught using methods that research has shown to be effective.

Tier 2 Small Group Intervention

The Foundation Program uses both Tier 1 and Tier 2 intervention. Tier 2 consists of increasing the time and intensity of the student's exposure to the core curriculum for students who do not appear to be responding appropriately to Tier 1 instruction. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio. This is *in addition* to the Tier 1 classroom instruction, not a replacement for it.



During these extra help sessions, students are taught in small groups using a different method than in Tier 1 because the first method wasn't successful. The teacher may also ask the parent to work with his/her child at home on certain skills. KS monitors each student's progress so it's clear whether the Tier 2 intervention is helping.

Teaching Materials

Kingdom School uses Pearson Reading Street and myPerspectives (2018) as the core curriculum in the regular class for grades kindergarten – Grade 12. The core curriculum contains all the elements found necessary to effectively teach reading and has a known track record of success. Qualified teachers deliver such curriculum and are sufficiently trained to deliver the selected instruction as intended.

Intervening

The goal of RIT is to provide "at risk" children with enhanced opportunities to learn, possibly including, but not limited to, additional time exposed to the core curriculum in small groups (3-6 students) and other supplementary instruction.

Progress Monitoring

Progress monitoring tests are brief measures of specific reading skills that are administered to determine if the child receiving intervention is responding as intended. They are given frequently, at least once every two weeks. Kingdom School uses PM Readers.

Charting

Progress is regularly charted to provide a visual record of actual rate of gain in specific reading skills in relation to a specified goal. The goal of intervention is for the student to improve relative standing and perform at or closer to grade level standards and is individualized according to the unique needs of the student. In addition to the classroom teacher

logging student results, the results are also provided to parents every two/three weeks on the Foundation Performance Report.

Adjusting

Depending on whether the child is achieving a rate of progress determined by his or her individualized goal, the manner and intensity of intervention will be adjusted. The cycle of progress-monitoring and adjustment of intervention will continue, even if a determination for special education eligibility is made.

Appendix

Assessment Committee Referral Form

As required, the Assessment Committee is convened to arbitrate assessment disputes. This may include:

- Missed in-class assessments or interim, midyear or final examinations without provision of a medical report
- Late or non-submission of classwork
- Grading disputes – classwork, in-class assessments, or interim, midyear or final examinations
- Instances of academic dishonesty

In such cases, teachers are required to complete this form.

Date:	
Student Name:	
Grade Level:	
Subject:	
Teacher Name:	
Reason for Referral	
What is the issue?	
Expected Outcome	
What does the student expect to happen?	
OR	
What does the teacher expect to happen?	
Supporting Evidence	
What evidence has the student provided?	
OR	
What evidence has the teacher provided?	
Assessment Committee Comments	
Assessment Committee Final Decision	