



مدرسة الروابي
Al Rawabi School

Assessment Policy

Grades 1 - 5

This policy shall be shared with all stakeholders at the beginning of the school year and reviewed every year.

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www.alrawabi.edu.bh

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A. Introduction

The assessment of students' achievement represents an integral part of the school curriculum. Assessment is connected to the school's philosophy and educational goals. It is also connected to the professional development of staff and is integrated into a well-designed and documented process. The overall goal of that process is the quality assurance and rigorouslyness of students' performance, and thus reliable achievement data to inform improvement of teaching and learning and the students' academic achievement.

B. Assessment System (Grades 1 – 5)

1- Subject Distribution

For grades 1 through 5, the school follows a unified assessment system in all subject areas. However, the number of learning period for grades 1-3 differs from those of grades 4 and 5 as indicated in the tables below:

1.1- School Subjects for grades 1-3

Subject	Grades 1-3
ARABIC	8
RELIGION	1
CITIZENSHIP	1
MATH	6
SCIENCE	3
ENGLISH	7
LIFE SKILLS	1
COMPUTER SCIENCE	2
M A M	2
P. E	2
ART	1
<i>Periods/W</i>	34

1.2- School Subjects for grades 4-5

Subject	Grades 4-5
ARABIC	6
RELIGION	1
SOCIAL & CITIZENSHIP	2
MATH	6
SCIENCE	4
ENGLISH	7
LIFE SKILLS	1
COMPUTER SCIENCE	2
M A M	2
P. E	2
ART	1
<i>Periods/W</i>	34

- The duration of each learning period is **45** minutes.

2- Report cards

2.1- Summary

The academic year is divided into **three** terms as shown in the table below:

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>
August- December	January- March	April- June

A "Report Card" is issued by the end of each term.

2.2 Academic Achievement

The student's academic achievement in each discipline is assessed using four qualitative terms that describe their academic progress as **Emerging**, **Developing**, **Proficient**, or **Advanced** as shown in the table below:

Progress towards objectives
Emerging
Developing
Proficient
Advanced

- The **indication** of each of the abovementioned terms is explained in the table below:

Level	Descriptor
Emerging	Student is beginning to grasp the foundational concepts but requires additional support to progress.
Developing	Student is making progress and demonstrating basic understanding of the material, meeting fundamental grade-level expectations.
Proficient	Student has solid understanding of the subject matter and can apply knowledge effectively, typically meeting proficiency level expectations.
Advanced	Student exceeds proficiency level expectations, demonstrating exceptional understanding and application of concepts.

- If a student's performance in one of the subject Instructional Standards (**competencies**) is assessed as **Emerging**, the teacher must prepare a TSP (Targeted Support Plan) to enhance it.

2.3 Grading System

- Students' overall academic achievement will be categorized according to the international letter grade system, namely A, B, C, or D, depending on their grade level as per the above table.
- Students' grade levels (Emerging, Developing, Proficient or Advanced) will each be associated to a letter grade as per the table below:

Grade Level	Letter Grade
Emerging	D
Developing	C
Proficient	B
Advanced	A

2.4 Assessment Tools and Standards

- The school adopts a **continuous assessment system**, using various assessment tools to evaluate the students in the competencies and skills listed in the School Curriculum Document.
- Examples of continuous assessment tools:

<ul style="list-style-type: none"> - Design a product - Solve a real-life problem - Conduct an experiment - Argue a position - Create a visual / analogy - Create a digital product - Write a journal (reflection) - Ask complex questions / create a problem 	<ul style="list-style-type: none"> - Interpret a visual - Create a photo voice (pics – videos) - Write a song – prose or poem - Respond to a real/hypothetical situation - Create an image of a concept - Title a content - Short quizzes - Unit tests
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- Each discipline has a number of Instructional Standards, which should be covered throughout the whole year. Each Instructional Standard is made up of detailed competencies and skills.
- Below are samples of students' progress & end of year report cards.

Progress Report Card Term 1/2

A.Y. 2024-2025

Student		Grade	
CPR No		Date	

ENGLISH	T1
Listening	
Speaking	
Reading	
Writing	
Teacher's Feedback:	

ARABIC	T1
الاستماع	
التواصل الشفوي	
القراءة	
الإنتاج الكتابي	
Teacher's Feedback:	

SCIENCE	T1
Application of Scientific Knowledge	
Demonstration of Scientific Concepts	
Teacher's Feedback:	

MATH	T1
Numbers & Operations	
Geometry & Measurement	
Statistics & Probability	
Teacher's Feedback:	

Support Subjects	T1
RELIGION	
SOCIAL STUDIES & CITIZENSHIP	
ART	
PHYSICAL EDUCATION	
COMPUTER SCIENCE	
MENTAL ABACUS MAGIC	

Level	Level	Descriptor
A	Advanced	Student exceeds proficiency level expectations, demonstrating exceptional understanding and application of concepts.
B	Proficient	Student has solid understanding of the subject matter and can apply knowledge effectively, typically meeting proficiency level expectations.
C	Developing	Student is making progress and demonstrating basic understanding of the material, meeting fundamental grade-level expectations.
D	Emerging	Student is beginning to grasp the foundational concepts but requires additional support to progress.

School Principal Signature

School Stamp

End-of-Year Report Card A.Y. 2024-2025

Student		Grade	
CPR No		Date	

ENGLISH	T1	T2	T3
Listening			
Speaking			
Reading			
Writing			
Teacher's Feedback:			

ARABIC	T1	T2	T3
الاستماع			
التواصل الشفوي			
القراءة			
الإنتاج الكتابي			
Teacher's Feedback:			

SCIENCE	T1	T2	T3
Application of Scientific Knowledge			
Demonstration of Scientific Concepts			
Teacher's Feedback:			

MATH	T1	T2	T3
Numbers & Operations			
Geometry & Measurement			
Statistics & Probability			
Teacher's Feedback:			

Support Subjects	T1	T2	T3
RELIGION			
SOCIAL STUDIES & CITIZENSHIP			
ART			
PHYSICAL EDUCATION			
COMPUTER SCIENCE			
MENTAL ABACUS MAGIC			

Grade	Level	Descriptor
A	Advanced	Student exceeds proficiency level expectations, demonstrating exceptional understanding and application of concepts.
B	Proficient	Student has solid understanding of the subject matter and can apply knowledge effectively, typically meeting proficiency level expectations.
C	Developing	Student is making progress and demonstrating basic understanding of the material, meeting fundamental grade-level expectations.
D	Emerging	Student is beginning to grasp the foundational concepts but requires additional support to progress.

[Student's name] has successfully completed Grade 5 and will be promoted to Grade 6

School Principal Signature

School Stamp

C- Promotion to next level

Al Rawabi Private School's assessment policy ensures that students achieve the grade level requirements to be promoted to the next level.

The minimal requirement to be promoted to the next grade level is to achieve the **Developing Level** in all competencies of Numeracy and Literacy (Math, English and Arabic) by the end of the year.

- Grades 1-3:
 - Students achieving **below Developing Level** in any competency in Math, English and Arabic, will be promoted with recommendations.
 - Parents of students who are promoted with recommendations have to agree and sign a written notice in an official meeting with the school administration.

D-Awarding Policy

- **Ongoing:** An award system is in place in each class, such as star of the week, to motivate and encourage students. Certificate awards are distributed during morning assembly to **recognize** different areas of improvement.
- **End-of-Term:** Achievement certificates are awarded to students who have made consistent progress in any subject throughout the term.
- **Criteria:**
 - Students have progressed on the Assessment Scale
 - Students exhibit extra effort in class
 - Students exhibit positive learning attributes

E- Attendance Policy

- As per the MOE, any student who is absent for 10 days or more for unjustifiable reasons will be reported to the MOE for further investigation.
- All absences are considered unjustifiable unless parents provide a valid excuse (sick leave, prescription, medical report, death certificate, accident report or other official reports).

Note that all other excuses will be considered unjustifiable such as extra vacation or family events, etc.

Educational measures Against Unjustifiable Absences		
S	Absence rate	Measures
1	1 day	Notification/ phone call to parent by counsellors.
2	2 to 5 days	Notification to parent + meeting parent with counsellors + signed undertaking
3	6 to 9 days	Student Concern Meeting (parent and counsellors); Last warning.
4	10 days or more	Meeting held with discipline committee + Notification to parent + Report sent to the MOE.