

# Future Leaders International Private School

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## ASSESSMENT STRATEGIES POLICY

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THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE FOLLOWING DOCUMENTS:

**FORMATIVE TOWARDS SUMMATIVE ASSESSMENT METHODS (POSTED ON THE SCHOOL'S WEBSITE)**

**MULTI LINGUISTIC APPROACHES POLICY (POSTED ON THE SCHOOL'S WEBSITE)**

**STUDENT/PARENT HANDBOOK (POSTED ON THE SCHOOL'S WEBSITE)**

**FACILITATOR HANDBOOK (POSTED ON THE SCHOOL'S WEBSITE)**

**SEN INCLUSION GUIDE**

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## Rationale

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At our School, we strongly believe in mingling formative and summative assessment techniques to make sure that the students are really and effectively meeting their multi layered curricular standards, assessment is crucial and inclusive within the teaching and learning process. This policy outlines the different approaches and methods used to ensure effective student attainment in parallel with the school's multi – layered curricular requirements and expectations.

This assessment policy combined with the assessment section in the SEN specific handbook of procedures form the basis of our school assessment trends and philosophy.

To create an effective learning environment, formative and summative assessments forming a crucial and balanced duo are appropriately implemented to promote effective differentiated students' centered learning environment in order to make sure that all students achieve their required learning objectives.

Assessment is a term commonly used to refer to the various processes by which student achievement can be evaluated. Assessment methods and instruments may include quizzes, tests, examinations, extended practical work, projects, debates, portfolios and oral tasks.

One of the core elements of assessment is the daily marking of student work, a marking that is not enough to reach its entire objectives, it must be complemented by proper feedback ( constructive, measurable and timely ) to the students and in some cases to the parents. This feedback can take many forms :

- a- Via written feedback on their different assessment tools (formative and summative)
- b- Via oral feedback on their presentation, portfolios, homework, essays, and quizzes
- c- Via mutual meetings with parents in the presence of the students
- d- Via phone calls to the parents

Bearing in mind that facilitators' grade work to:

- Influence future directorial resources planning
- Assess student progress and attainment
- Give CMT (Constructive , Measurable and Timely) feedback to student
- Monitor student progress
- Set realistic individual targets

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- Call the parents if needed, believing in the school parent mutual partnership.

Other than providing 'feedback', Marking can also indicate targets for the student to aim for in their future work.

## GENERAL AIM

The resolution behind this policy is to ensure that students experience a consistent, school-wide approach to the marking of their work in all subjects, by clearly understanding all aspects of assessment, and the difference between the formative and summative assessment tools, and they must clearly acquire the knowledge of the necessity of an assessment tool without forgetting that assessment is just a tool and not an objective.

**Several major objectives and Benchmarks are targeted in relationship with student assessment and evaluation.**

1. To circulate results of the assessment (formative and summative) representing a sufficiently high level of consistency, appropriate to a recognizable university entrance qualification.
2. To use daily formative assessment tools properly to reach the benchmark of students' in depth understanding of the crucial necessity of this tool.
3. To analyze and evaluate the students' attained skills weekly using the daily formative assessment sheets and reinforce the instructional and academic approach based on those results.
4. To measure student achievement and the attainment of academic skills and curriculum standards within a multi layered curricular environment.
5. To offer feedback information to facilitators and administrators to improve instructional practices and meet student needs, using the CMT feedbacks by the facilitators ( Constructive, Measurable, Timely )
6. To evaluate and monitor the effectiveness of the implementation of the curriculum in the school.
7. To perceive and monitor student progress in terms of the school Learner Profile traits.
8. To reflect the school crucial element of international-mindedness as a key element wherever possible, by avoiding cultural bias, and by making appropriate allowance for students working in their second language.
9. To mingle formative and summative assessment, by emphasizing more on the formative assessment that represents 20% of the daily grade, and keeping in mind that summative assessment tools are empowered with formative assessment techniques.

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## PROCESS

At our school we mark all student work ( Summative marked work) within maximum of 72 hours of the student completing it. We work to a common mark scheme and rubrics which will have criteria against which the work will be marked. We operate a common system of grading of numerical grades over 100.

All formative assessment works are feedbacked daily and sometimes on the spot within the classroom on group basis or individual basis. And that's why the formative skills sheets are used by our facilitators to make sure that their weekly skills are attained, and in grades KG to 3 those sheets are shared weekly with the parents.

Positive CMT comments are always provided on which says: "to improve your work even further, you should try to ....", those comments can be written ( summative assessment tools ) and mostly oral within the formative assessment tools environment.

- Examples of written CMT comments might be
  - Rationalize your comments using suitable evidence
  - Develop and articulate your ideas more fully
  - Demonstrate that you understand there are different viewpoints or opinions
  - Describe the method you used and the means you used to arrive at your answer

All marks awarded are recorded by facilitators in their mark books and posted on the school web portal and app to share with parents and students, believing always that marks represent a way and not an objective and that's why the marks are made available to coordinators, supervisors or administrators so that the performance of students may be monitored.

Different means used for the marking are emphasized in the table below by differentiating between Formative and Summative Assessment tools.

<b>Formative Assessment Tools</b>	<b>Summative Assessment Tools</b>
Personality/Leadership traits assessment sheets	Quizzes
Daily Observations	Tests
Portfolios	Essays ( Summative )
Checklists	Weeklies
Self-Evaluation Sheets and Rubrics	Exams

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Peer Assessment Sheets and Rubrics	Oral Exams
Concept/Exit questions	
Combined Research Essays and Papers	
Debates and Table Ronde	
Formative Assessment Skills Sheets	

## Active Usage of assessment & evaluation

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Our School implementing the multi layered curricula approach believes that effective evaluation and assessment allows facilitators, parents, school's administrators, and students to set clear boundaries with regard to expectations about assessment, guided by a personalized and differentiated learning pedagogy, the school follows the guidance below.

- The school applies personalized and differentiated learning pedagogy, making sure that assessment tools are differentiated and personalized if needed for some special need students , without modifying the content but only staggering the content within many assessment tools and formats.
- Daily formative assessment methods are used by our facilitators that will rely on the related results to explore and create further summative assessment tools.
- Assessment and evaluation procedures align with the intended learning outcomes of the multi layered curricula. These procedures must tackle all outcomes in depth by covering the breadth and the depth of all learning material as per the school curriculum.
- Assessment measures and instruments include both formative and summative assessments, by reinforcing more the formative assessment approach for the identified SEN students.
- Student assessment includes measures to assess student personality/leadership traits
- Usage of different assessment methods are used to measure and monitor learning to make sure that the students are ready for internal and external evaluations.
- Reflection and feedback represent an ongoing integral part of the learning environment and cycle.
- Facilitators provide appropriate, expressive, and vivid feedback to advance the student learning process.

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## ASSESSMENT - ADMINISTRATIVE & WRITING PROCEDURES

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There are different guidelines followed by our school to administer summative assessments :

- A lot of summative assessments tools are layered by formative assessment techniques to focus and develop within the students the topic relevance and attainment understanding.
- The related curricula standards are clearly mentioned on the exam/test cover sheet, and later on the standards reached and attained are measured and form the basis of future assessment and teaching learning strategies.
- Facilitators are demanded to design direct and indirect questions for tests/exams, emphasizing more one indirect questions.
- All summative assessment tools preparation and writing must be done in private at school. No copies hard or soft should be left unattended, or discarded in a way that may leave them accessible to others.
- The coordinator reviews and finalizes the assessment while ensuring the following:
  - A marking scheme and/or a rubric are ready to be used by the examiners within the school rules and procedures.
  - All test/exam items are labeled with the exam study guides' assigned points.
  - In some instances the head and/or the principal – vice principal will perform an audit to some of the written assessment tools.
- Once the assessment is completed and printed, all exam scripts must be placed in a sealed envelope that is marked and placed in the exam center safe located in the examination officer office premises.
- The envelope will be released only at the time of the assessment to the pre-designated proctor by the examination officer.
- Once the assessment process is completed, it is immediately placed in an envelope that is sealed, checked and signed by the related proctor, then returned to the examination officer to be stored within the spacious safe.
- The examination officer will release the envelope only to the facilitator designated to correct the assessment, the correction process must take place only in campus in a monitored room.
- Examiners ( Facilitators ) must correct the exams by following rigorously the pre-assigned marking scheme and rubric.
- The scores are then sent to be reviewed by the coordinator.

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- The assessments remain in their envelopes within the safe until the final grades are released.
- The integrity of all summative assessments has to be maintained at all times.
- After the exam:
  - Facilitators post the grades on the school's Web Based System and app, with appropriate CMT feedback and comments.
  - Facilitators review and mutually correct the exam with the students following the guidelines of self and peer assessment, and identify the common mistakes and address them in class.
  - All of the above processes should be completed in 3-5 days.

All summative assessments administered in The School will adhere to the guidelines below;

- Questions and problems should **align with the learning objectives conveyed within a differentiated way to students, and covering all aspects of the school's assessment guidelines and policies.**
- Grading and marking are crucial and primordial in ensuring a fair assessment process for our students. They must be led according to the school's guidelines, rules and procedures , the assessment policy and the SEN Specific Handbook of Procedures.
- Exam items should cover the different levels of the Bloom's taxonomy within a cognitive facts and skills approach.
- Exam durations should be appropriate and be completed within a set time frame.
- Challenging problems and questions should only constitute a minor part (15 – 25 %) of the exam as to assess student application of skills and their giftedness within an individual subject/topic area.

## FACILITATOR PERFORMANCE INDICATORS

The facilitator directs and interprets formative and summative forms of assessments to measure student learning and understanding level. The following regulations must be followed intensively by all facilitators and coordinators with respect to their professional duties and in addition to the school's professional code of conduct. Facilitators will;

- Create comparative data charts based on students results and using specific grading descriptors measure the students' attainment level of the related standards.
- Effectively employ formative assessment and other relevant student data to reflect upon what has been taught, this employment must be conducted on daily and/or weekly basis at least.

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- Adjust the different instructional strategies and make sure to use the appropriate strategies based on the gathered data.
- Believing in differentiated and personalized educational approaches, facilitators must perform in depth examinations of the student progress and attainment to provide further support and follow up.
- Provide timely feedback on assessments to students that help them in adjusting their learning strategies and refining their knowledge and understanding.

There are different ways and techniques to assess our students, the list below represents a summary of those assessment tools:

- Classroom Without Borders Participation and Personality-Leadership Traits : represent 20% of the daily average, where 10 different traits are observed within the students' general input in our classrooms without borders.
- Homework: Students are advised to work at home 30 minutes per subject via tasks assigned to them via subject facilitators. A detailed homework schedule will be posted on the school's parents'/students' portal for grades 1 to 7. The Homework component represents the biggest portion of the personality/ leadership traits formative assessment that represents 20% of the general daily average. In this area, the parents school mutual partnership will be elaborated by the school via meetings , phone calls, web messaged to make sure that students are benefitting from this important mean of pedagogical approach.
- Projects, portfolios and presentations: Nurture students' research, analysis and investigative skills along with their communication and collaboration competencies, and represent 20 to 30% of the total daily score.
- Quizzes: Represent 5% of the daily average, and they are based on one section or one topic. The questions in quizzes are always indirect; this approach is to enhance the School SCF learner profile traits within our students based on a formative directed approach.
- Tests: Represent 15% of the daily average, and they are based on one chapter or one unit, they are always planned and scheduled before time. The questions in tests are always indirect. Facilitators will post on the web portal tests' study guides at least one week prior to the test administration.
- Weeklies: represent in general 20% of the daily average. The exams are based on more than 1 chapter or unit, always planned ahead of time. Although their represent the back bone of the summative assessment environment, their percentage of 20% is equal to the personality – leadership trait formative assessment tool.
- Term Exams: Grades 4 to 12 students conduct three term exams per year, as scheduled on our yearly calendar.

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Believing in a dynamic, constructive and interactive mutual partnership between parents, students and school, the school follows and adopts many fruitful strategies to make sure that this crucial bond between the school and the parents is invested rightfully for the sake of our children. Please find below the main areas of sharing partnerships:

- 1- Monthly Coordinator – Head- Parents – Student Meetings: During these important and crucial sessions the academic progression and attainment of our child are discussed, and necessary measures and strategies are taken and followed to resolve any expected academic matters related to our child.
- 2- Non-Scheduled Principal – Vice-Principal – Head- Coordinator – Facilitator- Parents – Student Meetings: Believing that school – mutual partnership is a crucial layer of education, Facilitators always report to the coordinator any academic worry or concern related to our child, and based on that, the coordinator contact the parents and the student for a meeting to solve the academic concern. If necessary the related subject facilitator will be present too, along with the principal and/or vice-principal, head if needed.
- 3- School's Website and app: We strongly believe that the school web site and app are the back bone of communication within our crucial parents school mutual partnership and that's why all major grades with related remarks and CMT feedback will be posted on the website's parents-students' portal and app within 72 hrs. of the assessment date.
- 4- Parent – Facilitators Conferences: Three regular and scheduled Parent- Facilitators Conferences are held per year. During those conference, facilitators report to the parents and the student their academic performance and discuss any related concerns, and supervisors report to parents any citizenship related issues and concerns.

The School assessment percentage represents 75% of the final term grade, along with 25% only attributed to the term final exam, and 20% accorded to the student's personality and leadership 10 traits ( refer to the below section )

## PERSONALITY / LEADERSHIP Assessment

**Measures:** Our facilitators are trained to assess the students upon their characteristics as their character, personality and leadership traits. They always provide an accurate and systematic report of assessment of student personality/character by instituting classroom routines and applying disciplinary measures consistently. During each lesson, the facilitator carefully observes and monitors the student's conduct and all related traits' indicators as cited in the personality leadership assessment form to make sure that this formative , crucial tool is used correctly, of course this formative assessment tool is virtually a summative tool but it is based on the students' formative personality and leadership traits and not mainly on the academic performance.

The following are procedures facilitators should carry out:

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1. Facilitators should incorporate progressively all personality and leadership traits into almost every lesson. ( e.g. : TEAMWORK consists of an informal homogeneous or heterogenous group of students that are asked to work on a certain task to check for student understanding and encourage students to verbalize their thoughts and reflect on their reasoning. Teamwork may involve a 2-minute turn-to-your-partner exercise or a group of 3-5 students work on a problem or assignment. Students who fail to participate and cooperate with their peers will be reported ).
2. Facilitators should take attendance using the school management system that would trigger the tardies and absences at the supervisor's end., before commencing the lesson.
3. Once the lesson starts, students must display on their desks all the required materials and are prepared to show their facilitator their complete homework. Students who are not prepared with their learning materials when the lesson commences will be reported by the head or the coordinator.
4. Facilitators shall immediately file an incident report for all those students who have failed to bring daily the required books, materials, and the assigned homework.
5. Facilitators should also check for the neatness and organization of the assignments and presented material. If the homework submitted is not tidy and organized then the student will be filed an incident report. Also, facilitators should periodically check student copybooks and folders, portfolios (files in which students should organize all the miscellaneous sheets, exams, quizzes, study guides, and other documents pertinent to the course). Any absent documents will subject the student to an incident report.
6. Academic Honesty is extremely reinforced in our school that's why facilitators should try to ensure that student completion of the homework was honestly done. If students report that they have worked on the assignment together, the facilitator can probe student understanding of the assignment by asking a question or two that would demonstrate whether the student copied the homework or worked on it with his/her peer. If a student has copied the homework, this is considered cheating and academic dishonesty and the student should be filed an incident report, and all the school's academic honesty plagiarism related rules are followed. On certain instances, facilitators use web based resources like "TURNITIN" to check plagiarism.
7. Lateness and Tardiness are not tolerated and the facilitators must file an incident report for students arriving late to class without a valid excuse or is caught loitering in the hallways. Also, students who decide to leave class without permission should be reported too by the facilitators.
8. Dress Code violations are not tolerated within the strict school's code of conduct, facilitators should always be on the lookout for those students who are not wearing the proper school uniform, chewing gum, and behaving in any way that defies the school rules or regulations.

Facilitators are required to share their assessment of character / personality leadership instrument by completing it once each term for each student they teach with the school's administration

( supervisor, coordinator, head, vice principal, principal ).

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The school administration will provide facilitators with student lateness and tardiness records that they will use to complete the assessments. The deadline for submitting the forms will be assigned by the school administration.

Student's personality / leadership assessment tool will constitute 20% of the student's daily grade, and results will be reported on the student's report card generated at the end of the term.

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## PERSONALITY & LEADERSHIP ASSESSMENT FORM

**Student:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Facilitator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Frequency / week:** \_\_\_\_\_

### CREATIVITY / INNOVATION - Student is continuously creative and shows innovation skills

- 2 Always is creative and always shows innovation skills
- 1 Despite efforts from the facilitator, the student does not show interest in nurturing his/her creative and innovative skills
- 0 The student refuses categorically any help and assistance in nurturing his/her creative and innovative skills

2: 0 times/ term                      1: at least once/term                      0: at least twice / term

### Promptness - Student is on time for class

- 2 Always is prompt
- 1 Sometimes is late to class
- 0 Frequently is late to class

2: 0 times/term                      1: 2 times/term                      0: more than two times/term

### RESPONSIBILITY / Accountability

Student comes prepared for class and finishes duties/assignments promptly

- 2 Always comes prepared for class and completes duties/assignments promptly
- 1 Sometimes is not prepared for class and does not complete duties/assignments promptly
- 0 Frequently is not ready for and does not complete duties/assignments promptly

2: 0 times/term                      1: 2 times/term                      0: more than two times/term

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## Organization

Student organizes material and completes assignments in an organized fashion

- 2 Always arranges material and completes assignments in an organized fashion
- 1 Sometimes does not arrange material and does not complete assignments in an organized fashion
- 0 Frequently does not arrange material and does not complete assignments in an organized fashion

2: 0 times/term      1: 2 times/term      0: more than two times/term

## PARTICIPATION

Student contributes to and participates voluntarily in class and learning activities

- 2 Frequently contributes to or participates voluntarily in class and learning activities
- 1 Sometimes contributes to or participates voluntarily in learning activities
- 0 Almost never contributes to or participates voluntarily in learning activities

2: At least 2 times/5 periods      1: 1 time/5 periods      0: 2 times/5 periods

## TEAM SPIRIT

Student works cooperatively and well in groups

- 2 Always works cooperatively and well in groups
- 1 Sometimes does not cooperate and does not work well in groups
- 0 Frequently does not cooperate and does not work well in groups

2: 0 times/term      1: 2 times/term      0: more than two times/term

## SELF – Discipline

Student follows classroom routines and school rules & regulations

- 2 Always follows classroom routines and school rules & regulations
- 1 Sometimes does not follow classroom routines and school rules & regulations
- 0 Frequently does not follow classroom routines and school rules & regulations

2: 0 times/term      1: 2 times/term      0: more than two times/term

## ESTEEM

Student respects peers, authority, and school property

- 2 Always respects peers, authority, and school property
- 1 Sometimes does not show respect to peers, authority, and school property
- 0 Frequently does not show respect to peers, authority, and school property

2: 0 times/ term      1: 2 times/term      0: more than two times/term

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## Honesty

Student is truthful and forthright

2 Always is honest and forthright, leads in ethical behavior and follows the academic honesty policy rules

1 Has displayed behavior that indicates academic dishonesty (i.e., copied assignment)

0 Misinforms others and has practiced academic dishonesty (i.e., cheating and plagiarism)

2: 0 times/ term

1: at least once/term

0: at least twice / term

## LEADERSHIP

Student shows leadership skills

2 Always shows leadership skills

1 Despite efforts from the facilitator, the student does not show interest in nurturing his/her leadership skills

0 The student refuses categorically any help and assistance in nurturing his/her leadership skills

2: 0 times/ term

1: at least once/term

0: at least twice / term

**Reminder:** After calculating the total personality / leadership traits assessment grade over 20. You are reminded you that the personality/leadership assessment grade component weights 20% of the daily grade total per term.

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## Major Assessment Scaffolding Types

Pre Assessment Tools  
( e.g. : Diagnostic Tests )

Formative Assessment  
Tools  
( e.g. : Daily Formative  
Skills Sheets )

Summative  
Assessment Tools  
( e.g. : Tests, Quizzes,  
Weeklies .... )

Self - Assessment  
Tools  
( By Students )

Peer Assessment Tools  
( By Students )

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## GRADING BREAKDOWN AND REPARTITION (KG1 and KG2)

<i>Outstanding Greater than 90/100</i>	<b>O</b>
<i>Very Good 81-89/100</i>	<b>VG</b>
<i>Satisfactory 71-80/100</i>	<b>S</b>
<i>Developing 62-70/100</i>	<b>D</b>
<i>Needs Improvement Below 61/100</i>	<b>NI</b>
<i>Formative Assessment</i>	<b>60%</b>
<i>Summative Assessment</i>	<b>40%</b>

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## Grading Breakdown AND Repartition (Grades 1 to 12)

	Assessment	Frequency	Percentage of Total Score				Computer Science
			Language / Arts Life Skills / Music / PE / Islamic Studies / Ethics / Moral Education	Social Studies Humanities Business Economics Accounting	Mathematics	Science	
<b>Daily</b>	<i>Portfolio Project Paper</i>	<b>One per term</b>	15%	15%	15%	10%	15%
	<i>Presentation</i>	<b>1 – 2 per term</b>	15%	10%	10%	10%	15%
	<i>Other: Labs, Essays, Exploration</i>	<b>1 – 4 per term</b>	10%	15%	15%	20%	10%
	<i>Quizzes</i>	<b>5 - 10 /term</b>	5% (5)	5% (7)	5% (7)	5% (7)	5% (7)
	<i>Tests</i>	<b>1-3/term</b>	15% (3)	15% (3)	15% (3)	15% (3)	15% (3)
	<i>Weeklies (Only for Grades 6 to 12)</i>	<b>1/term</b>	20%	20%	20%	20%	20%
<b>Final</b>	<i>Classroom Without Borders Participation and Personality-Leadership Traits</i>	<b>Continuous</b>	20%	20%	20%	20%	20%
	<i>Daily Score</i>		75%	75%	75%	75%	75%
	<i>Final Exams</i>	<b>One per term</b>	25%	25%	25%	25%	25%

- Some variations apply, please check your child’s course guideline posted on the school’s parent portal ( school web site ) for the detailed grading breakdown.
- For grades 1 to 5 ( The 20% weekly percentage is carried forward to Quiz ( 5 %), Test (5%) and to Personality – Leadership (10%) .

### Passing Requirements Summarized Chart :

<b>Grades 10 to 12</b>	<i>Passing Grade is 60% for all subjects and the overall average</i>
<b>Grades 1 to 9</b>	<i>Passing Grade is 50% for all subjects and the overall average</i>
	<b><i>For Islamic Studies and Arabic (Check their respective course guidelines)</i></b>

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<b>High Honors with Distinction</b>	<b>Greater than or Equal to 95 in all subjects</b>
<b>High Honors</b>	<b>Between 90 and 94.99 in all subjects</b>
<b>Honors</b>	<b>Between 85 and 89.99 in all subjects</b>

*Promotion requirements are explained in detail in the student/parent and facilitator handbook.*

## Assessment Strategies Policy Review

Our all our major policies are governed by steering committees and are reviewed yearly by the facilitators, school administration, and by the committee members at the beginning of each academic year.

And believing and implementing in the students' self – governed approach and crucial parents' school mutual partnership, 35% of the steering committee members are parents and students.

## Assessment Strategies Policy Steering Committee

Principal (Head of the Committee )

Vice – Principal

A Head of Division

A Supervisor

A Parent

A Student

Bibliography

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