



2014/2015

Al Dhafra Private School

Assessment Policy Grades 4 and 5

Vision: *"No boundaries to Learning".*

Mission: *"To provide outstanding education that inspires students to be self-disciplined and independent life-long learners, who are innovative leaders and critical thinkers. This is done within a supportive and advanced technological learning focused environment."*

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Al Dhafra Private School

Assessment Policy

Grades 4 and 5

What is assessment?

Assessment is the process of forming a judgment about the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning itself. Assessment inevitably shapes the learning that takes place; that is, what students learn and how they learn it and this should reflect closely the purposes and aims of the course of study.

Why do we assess?

The main purpose of assessment is to support teaching and learning by identifying what pupils already know and can do and what their nextstep should be. Assessment is an integral part of teaching and learning which is evident in every lesson.

The aims of assessment include:

- Improving the quality of the curriculum (courses and programs)
- Evaluating the effectiveness of the teaching process and facilitating continuing improvement;
- Improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant
- Build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- Identify each pupil's strengths and the priority areas for their future learning;
- Identify "next steps" for each pupil and express these as clear learning objectives
- identify the progress made in individual lessons or series of lessons;
- support pupils, where appropriate, to monitor their own learning;
- Identify, celebrate and share student achievement.

Types of assessment

- Formative Assessment

This is the ongoing assessment carried out by teachers both formally and informally. Formative assessment will use a range of approaches including observation, talk partners, discussions, self and peer assessment, problem solving and free practice amongst many others.

Formative assessments make students' thinking visible and generates data that can be used to directly inform instructional practices; that is, data that delves underneath factual knowledge to probe student's understanding. Effective formative assessments reveal the background knowledge and the kinds of conceptual strategies a student uses to solve a problem. How a student arrives at an answer is as important as the answer itself.

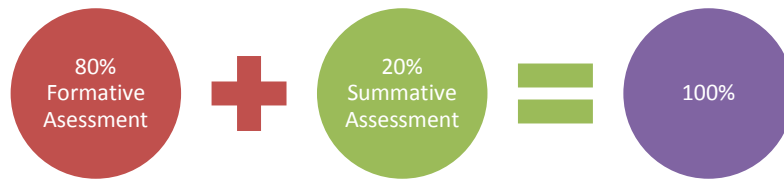
- Summative Assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a set of standards. Examples of summative assessment include; tests, quizzes and final exams.

Grades 4-5

Assessment breakdown:

English, Science and Geography have the same assessment breakdown in grades 4-5 in Al Dhafra.



Formative assessment in these grades will take place in the form of an integrated task.

What is an Integrated Task?

Integrated tasks are rich learning tasks that require the integration of learning in both group and independent work. They are based upon what the students are learning, students use their knowledge to create a product based on their given integrated task.

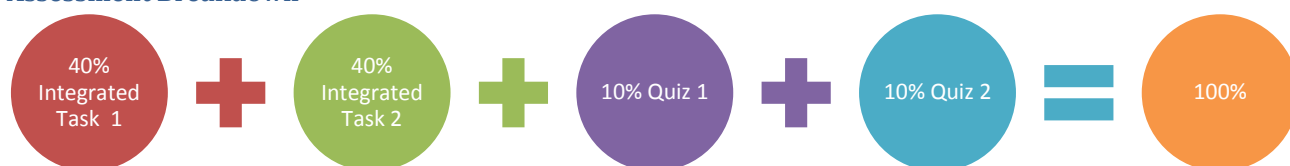
What makes an effective Integrated Task?

12 key areas of an effective integrated task were identified by the teachers of al Dhafra.



English:

Assessment Breakdown



The English Language

Language is a skill that is best developed and retained through usage. The approach of Al Dhafra School is to have the focus of assessment on where students are actually using the language in tasks known as “Integrated Tasks” as well as using some summative assessment.

How many integrated tasks will my child do?

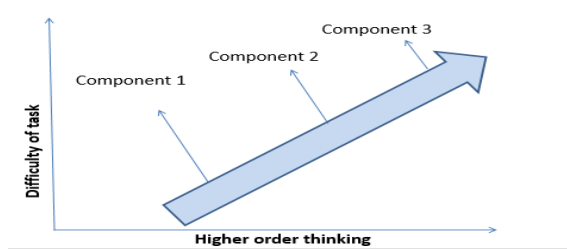
Each student will complete 2 integrated tasks per Trimester.

Which tasks will my child do?

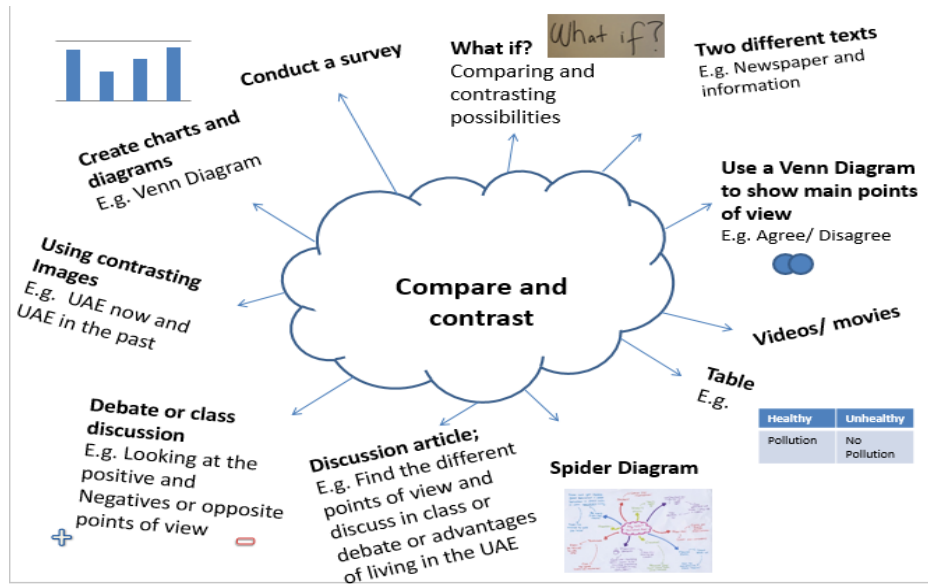
The integrated tasks have been divided into levels of difficulty and mapped out to ensure that students are practicing different skills in each Trimester with no overlap between Trimesters and grades.

Description	Trimester 1 (Component 1)	Trimester 2 (Component 2)	Trimester 3 (Component 3)
Grade 4	Information text	Description	Reading and Listening for meaning
	Poetry (Component 1)	Persuasive text	Drama
Grade 5	Telling Stories	Novel/ Picture book Study	Research task
	Compare and contrast	Poetry (Component 2)	Persuasive Speaking
Grade 6	Adapting Spoken Language	Writing for a purpose	Analyse Language and Structure
	Creating	Electronic Task	Cross curricular task

Integrated tasks are divided into three components to ensure the difficulty and the degree of higher order thinking is increased with each task.



Each task has a multitude of possibilities, the teacher is free to choose which particular task is most appropriate.



What is the weighting of the integrated tasks?

Each Integrated Task is worth 40% of a student's grade.

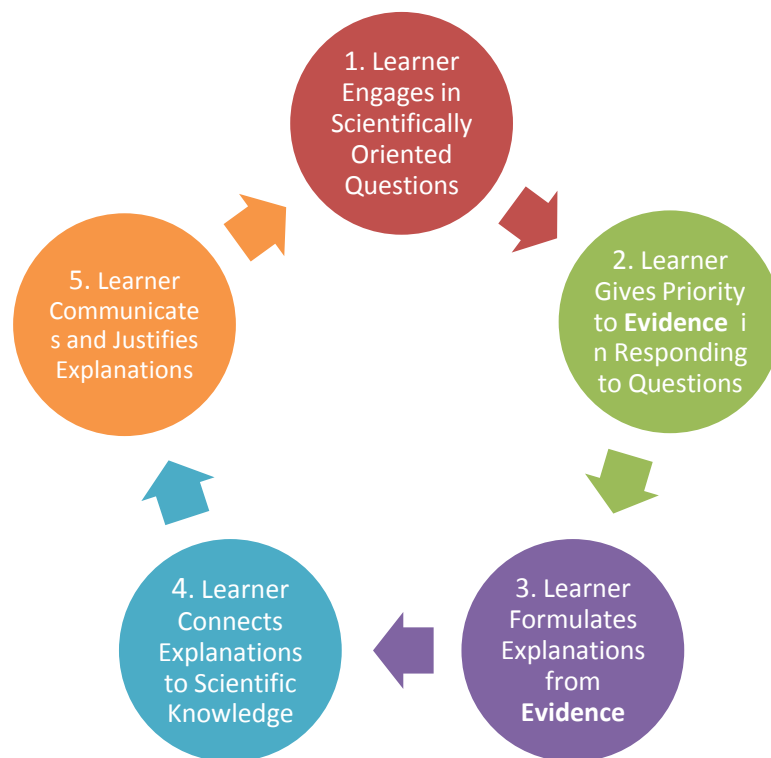
What about tests and quizzes (summative assessment)?

In addition to the Continuous Assessment found in the Integrated Tasks, Students will also have 2 quizzes which will be worth 10% of their grade each, a total of 20%.

Science

Scientific inquiry

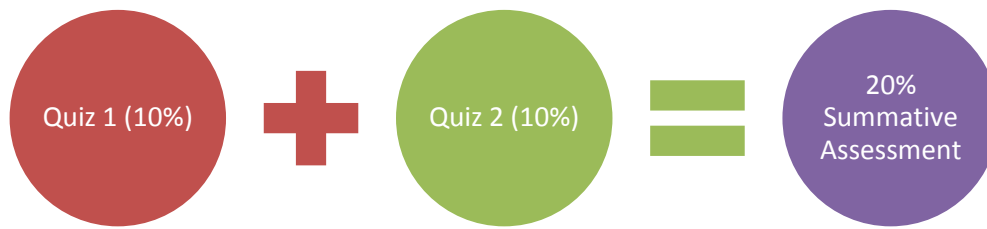
Teaching science through scientific inquiry is the pillar of good teaching in Science. Enabling students to research and use evidence to create explanations for natural phenomena is central to scientific inquiry. Students use knowledge learnt to test hypotheses and draw conclusions based upon their findings. Research has demonstrated that student involvement in the inquiry process provides a much needed connection and ownership of scientific investigations that will lead to a deeper conceptual knowledge about the content.



How will assessment in Science work?

The breakdown of Science is as follows:





What does a Science integrated task look like and how does it support Scientific enquiry?

Science integrated tasks involve recalling taught information, creating a hypothesis based on a “big” question, testing the hypothesis, analysing the results and comparing to scientific theory.

Page 1







Page 2

Students are shown which materials will be needed for the task


Students are shown the logical progression in the integrated task

Students given a picture of what the task will look like


What you need for this project?

- 1. Foam pipe:** you will need about 6 meters 
- 2. Glass Marbles** 
- 3. A utility knife** 
- 4. Masking tape:** 
- 5. A tape measure** 
- 6. A bookshelf, table or cabinet**  This is to lean the rollercoaster on

How will we do our project?



How the experiment will look



The Procedure

Note: Adult supervision required. Please use the utility knife with care

1. Cut the foam pipe in half (length ways) you will have two “U” shaped tubes
2. Start building a rollercoaster, use the masking tape to join the pieces together
3. Remember to make some loops for your rollercoaster! Curl the parts you want to loop and use the masking tape to join them together
4. Raise one end of the foam high to make the beginning of your rollercoaster. If you have a bookshelf or a cupboard you can lean the rollercoaster on it.
5. Tape the top of the rollercoaster onto the cupboard/bookshelf
6. Tape the parts of the rollercoaster that are on the floor down to the floor to make sure they don't move
7. Point the laser down the index card where the centre of the protractor is
8. When the incident and diffracted beams are clearly visible, mark their locations with the marker
9. Measure the diameter of the loop.
10. Measure the height of the starting point for the track (rise).
11. Measure the horizontal distance from the track starting point to the beginning of the loop (run)
12. Run a single marble down the track 10 separate times. How many times does it successfully go through the loop?
13. Change the height and repeat the previous step. If the marble makes it through the loop most of the time, lower the height. If the marble fails to make it through the loop most of the time, raise the height.
14. What starting height was needed for the marble to make it through the loop most of the time?

Students are given a scientific procedure to follow

Students begin with the big question, this focuses and directs their thinking.

Students recall information that they have learnt. This information now needs to be applied to a hypothesis. The application of theory into practice is an important skill students will develop.


Theories are then tested, logged and graphed.

Students then have to use their analysis skills to dissect their findings.

Students will then have to apply the theory to the results and the hypothesis in order to write a conclusion.


Grade 6: Physics Project

1.0 The Big Question




How much height is needed in order for the marble to run through a loop of fixed size?

2.0 Recall




Write your research here: What do you know about momentum and velocity?

3.0 The Hypothesis



What height will be needed for your rollercoaster to make the marble go around the loop and why?


4.0 The Experiment



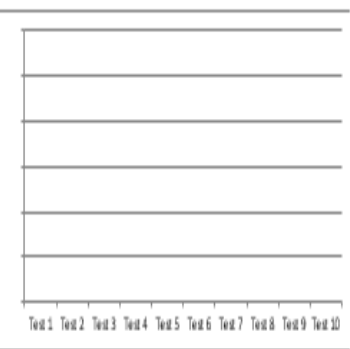
Test out your theory and record your results in a table.

Height	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9	Test 10

5.0 Your results




Draw a graph of your findings




Test 1 Test 2 Test 3 Test 4 Test 5 Test 6 Test 7 Test 8 Test 9 Test 10

6.0 Analysis



Analyse your results, what does the data tell you? Remember to also compare to your hypothesis

7.0 Conclusion

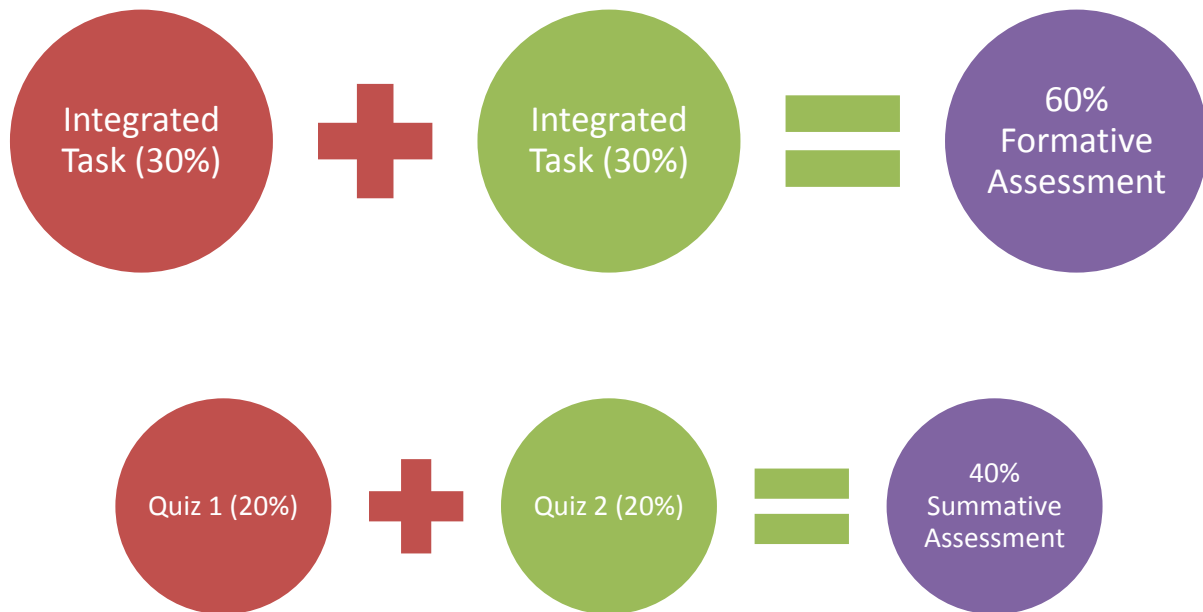


Write your conclusions; make sure you link to scientific theory!

Maths

Students learn many skills from mathematics such as logic and structure, mathematics has a pervasive influence on everyday lives and the need for a deep understanding in mathematics is increasing.

How will assessment in Maths work?



Why will we do maths integrated tasks?

A maths integrated task has the following benefits;

- Develop more positive perceptions of mathematics and of learning mathematics
- Build students' confidence at tackling non-routine tasks
- Engaging mathematical tasks offer memorable learning experiences
- The lesson plan focus moves from what the teacher will do to what the students will do
- Promote more group work and discussion
- Gives students the opportunity to reflect on the merits of different approaches
- Offers a range of problems which can be approached in a variety of ways
- Offers more substantial challenges that can lead to a stronger sense of achievement when progress is made
- Develop students' fluency and understanding without the need for repetitive exercises
- Encourages students to look for connections between different topics and strands.
- Encourages students to think about their own extensions to questions, considering "What if..?" and "Why?"
- Optimise teachers' input in order to maximise students' output

What does a Maths Integrated Task look like?

An example;

Your task!

You have a budget of **£100,000** to spend on reducing road accidents. Your task is to prepare a plan for the town council answering the following questions

- 1. What are main reasons for the road accidents?**
Where are the accidents located?
Who do they affect most?
When do they happen?
- 2. What is your evidence?**
Use maps, graphs and charts to back up your answer.
- 3. Suggest a possible plan** for reducing the number of these road accidents.
Use some of the suggestions on sheet \$10. Keep within your budget!
- 4. What would be the total cost of your plan?**
- 5. About how many lives will you save?**

Task A

Use the police reports provided to label the roads. Use the co-ordinates given to find the roads on the map.

[illegible]

Students are given a map and a series of accidents reports. They have to plot the accidents using the co-ordinates given.

Task B

Using data to plot accidents

Use the data below and mark each accident on the map with a dot, make sure it is:

1. Red: for an accident related to cars
2. Green: for an accident related to bicycles
3. Blue: related to motorbikes
4. Black: related to pedestrians

Add further annotations, for fatalities.

Enrollment ID	Year	Date	Day	Time	Age	Sex	Height (cm)	Weight (kg)	Vehicles	Weather	Speed (km/h)	Remarks
1	1	1-1	Mon	12:00-13:00	16	Male	172.5	72.5	Motorcycle	Clear	100	Slight
2	1	1-2	Tue	13:00-14:00	16	Female	172.5	72.5	Motorcycle	Clear	100	Slight
3	1	1-3	Wed	14:00-15:00	16	Male	172.5	72.5	Motorcycle	Clear	100	Slight
4	1	1-4	Thu	15:00-16:00	16	Female	172.5	72.5	Motorcycle	Clear	100	Slight
5	1	1-5	Fri	16:00-17:00	16	Male	160.0	105.0	Motorcycle	Overcast	100	Slight
6	1	1-6	Sat	17:00-18:00	16	Female	172.5	72.5	Motorcycle	Clear	100	Slight
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99	1	1-99	Mon	14:00-15:00	16	Female	172.5	72.5	Motorcycle	Clear	100	Slight
100	1	1-100	Tue	15:00-16:00	16	Male	172.5	72.5	Motorcycle	Clear	100	Slight

Task c

Please complete the guiding questions

Where do the fatal road
accidents occur?
On what types of roads do they happen?
happen?
At what times do they happen?
Which age groups are involved?
...
So - why might these fatal
accidents happen?

Which age group has the
most road accidents?
Where are these
accidents?
Do they mostly involve
males or females?
...
So - why might these
accidents have
happened?

At what time of day do
most road accidents
happen?
Where do these
accidents happen?
What ages are involved?
...
So - why might these
accidents have
happened?











Where do most teenagers have
accidents?
Which vehicles are involved?
Is it mostly males or females
that are involved?
...
So - why might these
accidents have happened?

Where do most of the
weekend accidents occur?
At what times of day are
these?
Where are they on the map?
...
So - why might these
accidents have happened?

Where do most of the
lunchtime
accidents occur?
Is it mostly males or females
that are involved?
...
So - why might these
accidents have happened?

Task D

Purchase the items you require and place them in the appropriate places in the map – remember your budget is **£100,000**

Road Safety 	A poster and leaflet campaign can be effective when it targets a particular cause of accidents. You need to consider: <ul style="list-style-type: none">• the focus of the campaign;• the nature of your target audience;• The type of person it will target. You need to plan the campaign every year for it to continue having an effect.	£20,000 per year			
Traffic lights 	Traffic lights can control the flow of traffic at junctions and other hazards, stopping some traffic while other traffic is allowed to go.	£30,000 per junction			
Mini roundabout 	Mini roundabouts are often only marked out with white paint. They are used on roads that have an average speed of 30mph or less. They are often used to reduce speed before a series of road humps.	£10,000			
Large roundabout 	Large roundabouts are used to control the flow of traffic at junctions between major roads.	£40,500			
Road narrowings 	Road narrowings slow traffic down by forcing one stream to give way to the other. When they are on both sides of the road they are called chicanes or pinch points.	£10,000			
			Pelican crossing 	Pelican crossings control vehicle and pedestrian movements. Pedestrians must wait for the green light before crossing the road.	£18,000
			Cycle lane 	Cycle lanes help busy bikes separate from other road users. They can be on the side of the road or off-road.	£60 per metre
			Traffic island and pedestrian refuge 	Traffic islands in the centre of a road to help reduce the speed of traffic. It reduces a lane in the middle of the island so it offers a refuge for pedestrians to cross half the road at a time.	£3,000
			Speed camera 	Speed cameras automatically photograph the number plates of drivers exceeding the speed limit. Many speeding drivers have been convicted by the photographic evidence.	£25,000
			Speed humps 	Speed humps can only be put on roads with speed limits of 30 mph or less. A series of humps should be about 10 metres apart and have a speed reducing feature at both ends, such as a road narrowing or mini roundabout, so that a road narrowing is not roundabout, so that a road narrowing is not roundabout.	£100 per metre
			School crossing patrol 	A school lady help to help to ensure the safety of younger children. A school crossing patrol is slowed down by other measures.	£500 per year

Task E

Present your findings, your final map and the answers to the five big questions to the class.

Students present their final maps along with the annotations, purchases and guided questions to the class.

Geography grades 5

The geography curriculum has been designed to reflect the curriculum style of K-6 and base its assessment on higher order Integrated Tasks.

Integrated tasks such as sequencing, explanation and research reports are written into the curriculum.

	TERM 1	TERM 2	TERM 3
Grade 5	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Arab Emirates, a region in a European country, and a region within North or South America. <p>(How cultural stories are related to geography e.g. Stories about the Bedu are related to life in the desert)</p> <ul style="list-style-type: none"> Fieldwork: Local environment- Can we reduce pollution in the school? Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> -mountains -volcanoes -earthquakes <p>(Story sequencing- Storyboards showing: How are volcanoes formed? What causes an earthquake)</p>	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Skills: Atlases, 4 Figure Grid References, symbols and keys. <p>(Travel Brochure- Students create travel brochures or compare and contrast different regions of the world)</p>

Geography assessment breakdown



Assessment breakdowns in other grade 4-5 subjects

Arabic, Islamic, Arabic Social Studies, Computers and French have the following breakdown.



Rubrics

Why rubrics are important and what do they do?

Rubrics are multidimensional sets of scoring guidelines that can be used to provide consistency in evaluating student work. They spell out scoring criteria so that multiple teachers, using the same rubric for a student's essay, for example, would arrive at the same score or grade.

Rubrics are used from the initiation to the completion of a student project. They provide a measurement system for specific tasks and are tailored to each project, so as the projects become more complex, so do the rubrics.

Rubrics let the students know what is expected of them, and demystify grades by clearly stating, in age-appropriate vocabulary, the expectations for a project. They also help students see that learning is about gaining specific skills (both in academic subjects and in problem-solving and life skills), and they give students the opportunity to do self-assessment to reflect on the learning process.

In Al Dhafra all the integrated Tasks are accompanied by the rubric which is given to the student at the beginning of a task.

What does a rubric look like?

Students are given clear criteria which shows them how they will be assessed.

Students can self assess during the task and peer assess others.

	All (4)	Most (3)	Some (2)	Few (1)
Narrative Focus > (W3A)	The narrative is clearly focused and maintained throughout: > Purposefully engages and orients the reader by skillfully establishing a vivid context and introducing characters and/or a narrator	The narrative is adequately focused and generally maintained throughout: > Engages and orients the reader by establishing a context and introducing characters and/or a narrator	The narrative is somewhat maintained and may have a minor drift in focus: > Might engage or orient the reader by establishing a context and introducing characters and/or a narrator	The narrative may be maintained but may provide little or no focus: > may be very brief > may have a major drift > focus may be confusing or ambiguous
Organization > (W3C) > (W3E)	The narrative, has an effective plot helping create unity and completeness: > Effective, consistent use of a variety of transitional strategies > logical sequence of events from beginning to end > Effective opening and closure for audience and purpose	The narrative has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected: > Adequate use of a variety of transitional strategies > Adequate sequence of events from beginning to end > Adequate opening and closure for audience and purpose	The narrative has an inconsistent plot, and flaws are evident: > Inconsistent use of basic transitional strategies with little variety > Uneven sequence of events from beginning to end > Opening and closure, if present, are weak > Weak connection among ideas	The narrative, real or imagined, has little or no discernable plot: > Few or no transitional strategies are evident > Frequent irrelevant ideas may intrude
Language and Vocabulary > (W3D)	> Precise, vivid, natural language creates a clear and complete picture in the reader's mind. > Powerful verbs, precise nouns, appropriate adjectives and phrases enhance meaning. > Accurate and powerful use of	> Correct, adequate word choice creates a clear picture in the reader's mind. > Lively verbs, specific nouns, and appropriate adjectives and phrases add to the meaning. > Some colorful language and	Ordinary word choice attempts to create a picture in the reader's mind. > Verbs, nouns, adjectives and phrases are adequate. > Language choice and phrasing lack inspiration.	Limited vocabulary searches for words to create a picture in the reader's mind. > Verb and noun choice is rather general. Adjectives and phrases lack definition. > Language choice and

Regular feedback is given to students and students shown how to improve.

Moderation

Moderation involves a group of teachers analysing and discussing the evidence of student learning and assessment. A head of department oversees the process, the purpose is to ensure that student assessment is marked accurately and that there is a shared understanding of all criteria being used.

Teachers bring high, medium and low samples of student work that has been marked, using the same criteria other teachers mark the samples and then the marks are compared. Marks are standardised and data is entered.

Data

Assessment data is produced ongoing, in Al Dhafra spreadsheets are used to track students and their progress throughout each term. Data is generated for all aspects of what students are learning. This data then informs planning, teachers immediately know what is being learnt and what adjustments may need to be made.

A successful implementation of data analysis looks like the cycle below;

