



2014/2015

Al Dhafra Private School

Assessment Policy Grades 6

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 6

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 6

Assessment breakdown:

Maths, English, Science and Geography have the same assessment breakdown in grade 6 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?

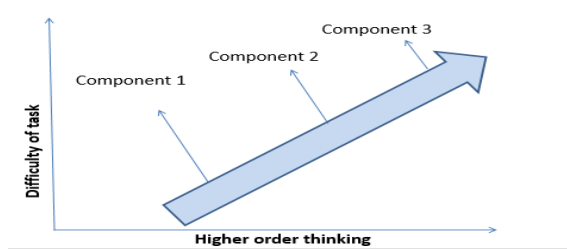
Each student will complete 2 integrated tasks per Trimester.

Which tasks will my child do?

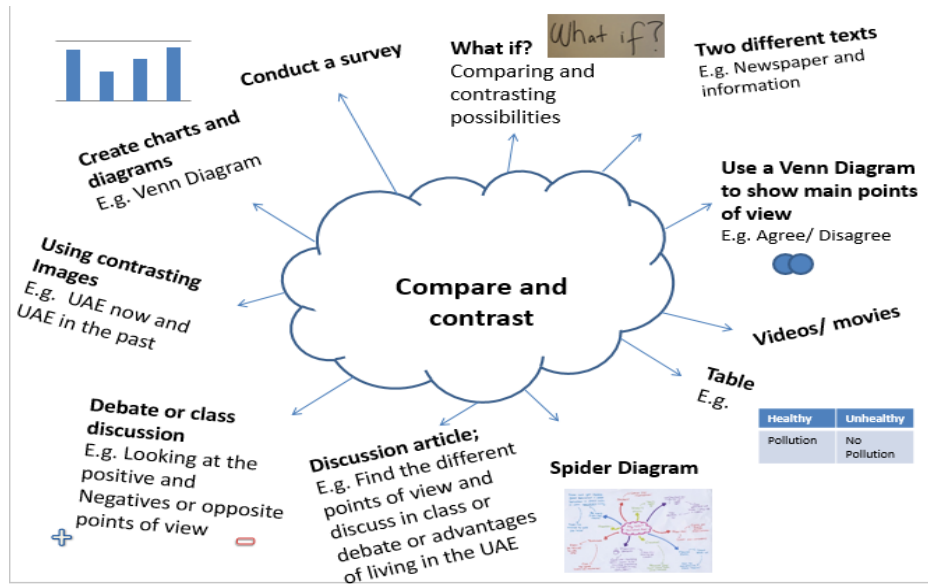
The integrated tasks have been divided into levels of difficulty and mapped out to ensure that students are practicing different skills in each Trimester with no overlap between Trimesters and grades.

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	Synthesis- write and Graphically represent
	Compare and contrast	Persuasive Speaking	Poetry (Component 2)
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 30% of a student's grade.

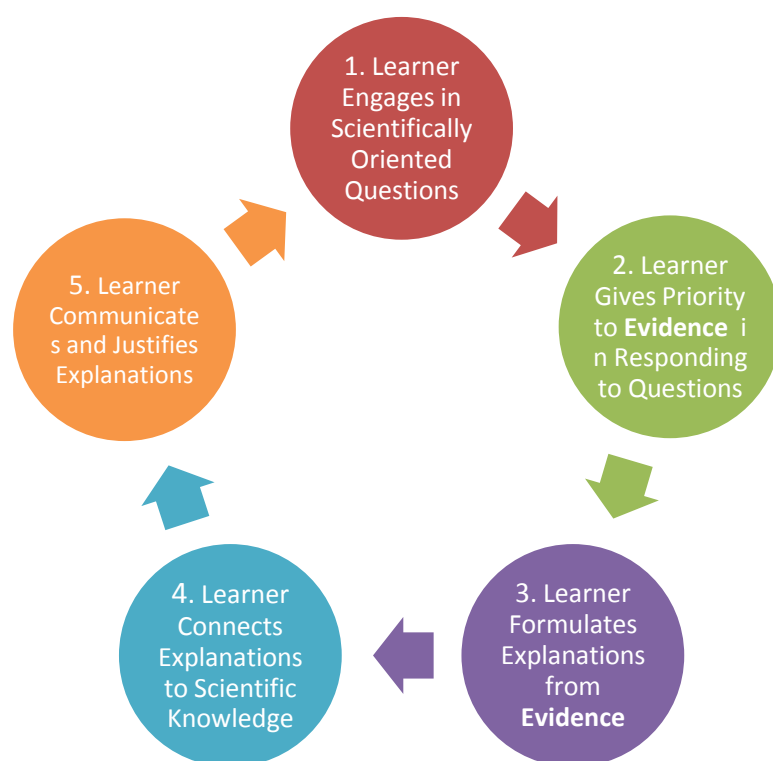
What about tests and quizzes (summative assessment)?

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

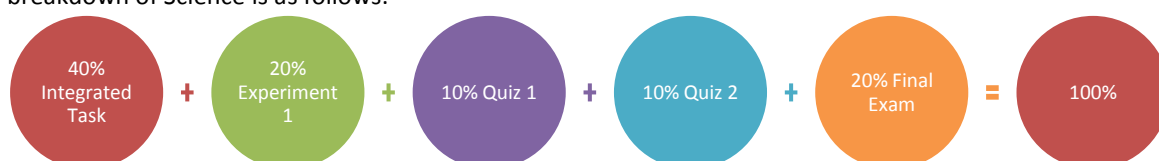
Scientific inquiry

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.

Students are shown which materials will be needed for the task

Students are shown the logical progression in the integrated task







Students are given a picture of what the task will look like

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.

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 ruler** 

How will we do our project?




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


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 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


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 Analysis



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

6.0 Conclusion



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

Theories are then tested,
logged and graphed.



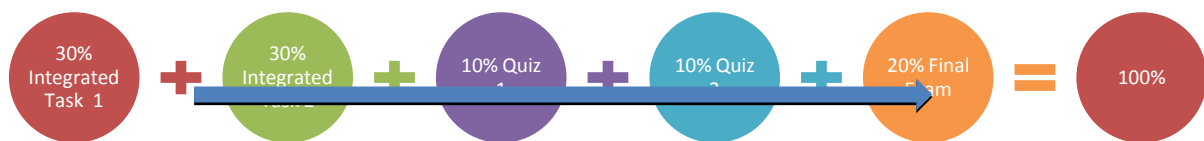
Students then have to use
their analysis skills to
dissect their findings.

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

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 S10. Keep within your budget!

4. What would be the total cost of your plan?

5. About how many lives will you save?

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

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 campaign	A poster and leaflet campaign can be effective when it targets a particular cause of accidents. You will need to describe: • the focus of the campaign, • the time of year it will appear, • the type of person it will target. You need to renew the campaign each year for it to continue having an effect.	£20,000 per year
Traffic lights	Traffic lights can control the flow of traffic at junctions or 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 with traffic lights. Pedestrians must wait for the 'green man' before crossing the road.	£10,000
Cycle lane	Cycle lanes help keep bikes separate from other road users. They can be either on the side of the road or off-road.	£80 per metre
Traffic island and pedestrian refuge	Traffic islands in the centre of a road to help reduce vehicle speeds and stop overtaking. It includes a gap in the middle of the island it is called a refuge. It allows 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 50 metres apart and have a speed reducing feature at both ends, such as a road narrowing or mini roundabout.	£1,000 per hump
School crossing patrol	A lollipop lady can help to ensure the safety of younger children. It is helpful if approaching traffic is slowed down by other measures.	£5,000 per year

Task A

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

Police Record 1	Date	Time
08.00	Monday	18th September
Location of accident	High Road	
Number of vehicles involved	Four (2 in North, 2 in South)	
Age of casualty	25	
Vehicle	Make	Model
Driver	Age	Gender
Speed limit	40	50
Weather	Clear	Clear
Severity	Minor	Minor

Police Record 2	Date	Time
08.00	Monday	18th September
Location of accident	High Road	
Number of vehicles involved	Four (2 in North, 2 in South)	
Age of casualty	25	
Vehicle	Make	Model
Driver	Age	Gender
Speed limit	40	50
Weather	Clear	Clear
Severity	Minor	Minor

Police Record 3	Date	Time
12.30	Thursday	18th September
Location of accident	High Road	
Number of vehicles involved	Four (2 in North, 2 in South)	
Age of casualty	25	
Vehicle	Make	Model
Driver	Age	Gender
Speed limit	40	50
Weather	Clear	Clear
Severity	Minor	Minor

Police Record 4	Date	Time
08.00	Monday	18th September
Location of accident	High Road	
Number of vehicles involved	Four (2 in North, 2 in South)	
Age of casualty	25	
Vehicle	Make	Model
Driver	Age	Gender
Speed limit	40	50
Weather	Clear	Clear
Severity	Minor	Minor

Police Record 5	Date	Time
17.30	Thursday	18th September
Location of accident	High Road	
Number of vehicles involved	Four (2 in North, 2 in South)	
Age of casualty	25	
Vehicle	Make	Model
Driver	Age	Gender
Speed limit	40	50
Weather	Clear	Clear
Severity	Minor	Minor

Task C

Please complete the guiding questions

Where do the fatal road accidents occur?
On what day do these accidents happen?
At what time 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?

Task E

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

Where do most teenagers have accidents?
Which vehicles are involved?
Is it mostly males or females that are involved?

Where do most of the lunchtime accidents occur?
Is it mostly males or females that are involved?

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

Students answer guiding questions on the data which enables them to delve further into Students present their final maps along with the annotations, purchases and guided questions to the class.

Students are given the big questions and the task

Students analyse data and plot different types of accidents, different times of the Students are given 100,000 pound to spend, using their knowledge of the data they to purchase items for the roads

Geography grade 6

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.

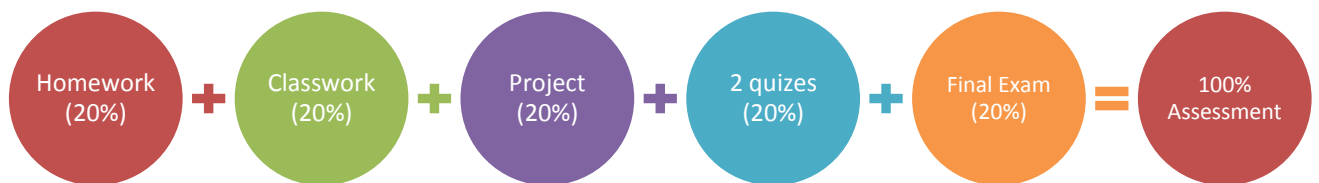
Grade 6	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Fieldwork: Traffic- How can we reduce traffic in Al Ain? Observe, measure, 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> -Types of settlement -Land use <p>(Writing a research report- Settlement and Land Use in Al Ain)</p> <p>Skills: 6 Figure Grid References</p>	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> -Rivers <p>(Writing an explanation- How do rivers change the landscape)</p>
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Geography assessment breakdown



Assessment breakdowns in other grade 6 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;

