



Najd National Schools
International Program

Grading System for Assessment and Evaluation



Najd National School for Boys

International Program

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Najd National Schools-International Program Guiding Statements

Vision

To promote global citizenship and learner autonomy within a secure and supportive school environment where students can achieve their utmost potential.

Mission

To expedite the implementation of student-centered learning by shifting our paradigm from teacher-centered instruction to learner-centered instruction. We will bring about change in our educational programs, instructional approaches, learning experience, and academic support strategies to serve the interests of our students.

Definition of Learning

Learning is a self-driven process that empowers students to set authentic goals, explore, make connections to key concepts, relate new information to prior knowledge, modify existing knowledge, develop new ideas, and reflect on academic progress in a secure equal-opportunity environment that respects diversity.

School Core Values

We believe that:

- Embracing cultural diversity helps us become globally aware and unbiased to bring about a positive change.
- Consolidating ethics and integrity in the classroom is fundamental to building ethical future generations.
- Consistency is a prerequisite to creating space for constructive learning environments.
- Learning by sharing builds positive relationships among students and helps improve academic performance.
- Curiosity stimulates the brain for learning and makes the learning process a more rewarding experience.
- Sincerity and empathy bring about positive social experiences.

Policy Statement

Assessment is an integral component of the learning process. Assessment at Najd National Schools-International Program intends to demonstrate the desired learning impacts and that students have achieved the learning outcomes.

Our ongoing formative assessment enables teachers and students to identify and close learning gaps; a process known as *assessment for learning*. This ongoing formative evaluation relies on two essential components: the feedback teachers perceive from their daily interaction with students, and based on the students' oral and written performance by assigning tasks or quizzes, and the reflection students provide on their work and their peers' work. This reflection enables students to monitor their progress to inform their future goals- a process that is known as *assessment as learning*. Assessment as ongoing feedback is a necessary component of the learning process. Sometimes feedback is insufficient, too late, too vague, ill-presented, and therefore lacking impact. The summative assessment determines whether students have met performance requirements or not.

Scope

The scope of this policy applies to faculty, staff, students, and students' guardians.

Objectives

This policy defines the principles that guide the assessment process at the International Program at Najd National Schools. Our program aligns with the school's guiding statements. These guiding statements include procedures on grades, grades distribution, calculation of students' average, reporting process, and the assessment criteria.

Procedures (For Subjects other than the English Language)

Students' assessment is divided into three trimesters. Each trimester's grades represent one-third of the whole grade for the academic year. The final grade at the end of the year will be the average of the grades of the three trimesters, with 100 as a maximum grade point.

Graded Classroom Activities

Graded Classroom Activities include attendance, participation, graded worksheets, and short quizzes.

Homework

The number of homework assignments required will be redetermined during the general planning phase for each subject matter.



Project-Based Learning

Project-based learning is a process that stretches throughout the whole term. Project-based learning should be planned from the beginning of the term, and students should receive detailed instructions of what is expected of them. Students will receive rubrics to educate them about the basis on how they will be assessed.

Summative Assessment

The summative assessments are divided into a midterm and a final test to allow teachers to be informed about students' progress and the formative evaluation that contributes to 40% of the total grade. Each quiz or exam can be marked out of 20 or out of 100, and then we scale according to its assigned weight.

Grading Plan and Grade Distribution

I. Math

Grades 4-8

Period 1

Homework	Classwork	IXL Skills	Reflection	In-Class Assessments	Midterm
10	8	5	5	12	20

Period 2

Homework	Classwork	IXL Skills	Reflection	In-Class Assessments	PBL	Final
10	8	5	5	12	10	30

Grades 9-12

Period 1

Homework	Classwork	Reflection	In-Class Assessments	Midterm
15	8	5	12	20

Period 2

Homework	Classwork	Reflection	In-Class Assessments	PBL	Final
15	8	5	12	10	30

II. Science

Grades 4-8

Period 1

Homework	Lesson check	Classwork	IXL	Reflection	lab	Midterm
5	10	5	5	5	10	20%

Period 2

Homework	Lesson check	Classwork	IXL	Reflection	PBL	lab	Final
5	10	5	5	5	10	10	30%

Grades 9-12

Period 1

Homework	Lesson check	Classwork	Reflection	lab	Midterm
5	10	10	5	10	20%

Period 2

Homework	Lesson check	Classwork	Reflection	PBL	lab	Final
5	10	10	5	10	10	30%

III. Computer Science, Business, and French

Grades 4-12

Period 1

Homework	Classwork	Test1
10	30	20

Period 2

Homework	Classwork	PBL	Test2
10	30	20	20

IV. Social Studies

Grades 4-12

Period 1

Homework	Graded Classwork	PBL	Midterm
5	20	5	20

Period 2

Homework	Graded Classwork	PBL	Final
5	20	5	20

Graded Classwork for social studies includes:

- 1- Note taking and Observations
- 2- Critical Thinking and Analysis
- 3- Engagement and Conduct
- 4- Quizzes

V. English Language Assessment

Assessment of students' language skills is channeled into:

1. Ongoing Evaluation and Formative Assessment

To close learning gaps between what students have learned and what they have to achieve, we will use a formative assessment side by side with reflection and feedback to form the "Assessment Cycle." This assessment cycle repeats itself twice every trimester: once before the midterm exam and again before the final exam.

Evidence on the ongoing formative assessment will be present in the student *Portfolio* which provides teachers, students, and parents with an in-depth look into student progression over an entire year.

2. Summative Evaluation:

The second form of evaluation indicates the proficiency of students in any designated course. This form of assessment takes place twice every trimester, i.e., the midterm and final.

Grading Plan for each Trimester			Grade
Student Portfolio (65%)	RCV (13)	Graded CW	10
		Research and Ass	3
	Writing (20)	Paper 1	10
		Paper 2	10
	Lit (14)	Research and Ass	4
		Graded CW	10
L/S (10)	Graded CW	10	
	Reflection on Learning	SL, RCV, Lit	8
Summative (35%)	Written	Mid	15
		Final	20
		Total	100

Note: The assessment of the subjects (such as Islamic Studies, Arabic Language, and Saudi History and Geography) assigned by the Ministry of Education follow the rules and regulations thereof.

Calculation of the Grade Point Average (GPA)

Example for Calculating the Cumulative GPA

	Credits	Grade	Points	Total Points
Course 1	3	A	4	12
Course 2	3	B	3	9
Course 3	2	B	3	6
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Total	8			27
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Cumulative GPA =		Total Points/Total Credits = 3.375		

For grades 7 to 12

Scale	Grade	Point Average	Description
90.00-100.00	A	4.0	Excellent (ممتاز)
80.00- 89.99	B	3.0	Very Good (جيد جدًا)
70.00 – 79.99	C	2.0	Good (جيد)
60.00 - 69.99	D	1.0	Pass (مقبول)
0.00-59.99	F	0.0	/Incomplete(راسب)Fail (دور ثاني)

For grades 4 to 6

Scale	Grade	Point Average	Description
90.00-100.00	A	5.0	Excellent (ممتاز)
80.00-89.99	B	4.0	Very Good (جيد جدًا)
70.00 – 79.99	C	3.0	Good (جيد)
50.00 - 69.99	D	2.0	Pass(مقبول)
0.00-49.99	F	0.0	Fail (راسب) Incomplete/ (دور ثاني)

Certificates/ Reporting Progress

Each student receives a total of seven reports throughout the academic year.

1. Mid-term report card for each trimester
2. End of trimester report card for each trimester
3. End of Year report card

Student reports reflect their performance in quizzes, participation, projects, attendance, and homework assignments.

Before the beginning of the second and third trimesters, teachers usually meet to discuss students' results. Later, the counselor will contact the parents of the at-risk students to coordinate with them to better help these students improve.

We will arrange a parent-teacher meeting three times a year, by the end of every trimester to discuss the students' cases and find solutions to issues that might need special academic, social or emotional attention.

Criteria for Promotion

For Grades 4 to 6

Students are promoted to the next grade level at the end of the school year if they obtain a point grade of 50/100 or more on all subjects. If students fail an academic year, they will have the chance to retake two core subjects (Math, Science, or English Language) in addition to the Islamic studies at the beginning of the next school year.

For Grades 7 to 12

Students are promoted to the next grade level at the end of the school year if they obtain a point grade of 60/100 or more on all subjects. Students have the chance to retake two core subjects (Math, Science, or English Language). Other subjects such as Islamic studies and the Arabic language at the beginning of the next school year. If the students fail to get 60/100 on the three core subjects, they will have to repeat their class.

Graduation

To receive the Najd National Schools' high school certificate approved by the Ministry of Education, students must pass required courses. They should also meet the criteria for success in both ongoing summative and formative assessments, and complete 32 credits.