

مدرسة قطر للعلوم والتكنولوجيا الثانوية للبنين  
Qatar Science & Technology Secondary School for Boys



2020/2021

## QSTSS Student Assessment Policy



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# 1. QSTSS Purposes:

To provide learning outcomes that possess 21st century skills to build a knowledge-based national economy



To deliver a high-quality educational level in science, technology, engineering and mathematics

To prepare students to join the most prestigious universities that qualify them to become distinguished scientists, researchers and inventors.



To reinforce Islamic values as well as the national and ethical values among students

# 2. QSTSS Vision & Mission Statements

## VISION

To empower students to develop the 21st century skills and prepare them to contribute effectively to building a national economy that relies on knowledge along with scientific and technological advancements.



## MISSION

To provide innovative, engaging and challenging learning experiences in science, technology, engineering and mathematics in an interdisciplinary way that enables students to develop their skills in research, design, critical thinking and problem solving, and contributes to building their creativity and competitive capabilities globally.

# 3. QSTSS Values

## Innovation

We use new working, teaching and learning methods to provide exceptional learning experience to our students

## Excellence

We seek excellence in all areas and to provide the highest standards of quality and perfection

## Collaboration

We work as one team, sharing information to accomplish tasks while respecting different opinions and ideas



## Accountability

We acknowledge our responsibility to perform our duties honestly and sincerely

## Transparency

We are transparent in all procedures as we maintain the highest standards of integrity

## 4. Student Assessment at QSTSS

Qatar Science and Technology Secondary School for Boys (QSTSS) believes that student assessment is an integral part of the educational process, providing data and feedback that facilitates effective continuity and progression in relation to the student learning experience. Our student assessment arrangements provide us with information about each student's progress and attainment levels, identifying what they know, understand and can do.

QSTSS utilizes a range of internal and external student assessment procedures and tools as part of its formative, summative and diagnostic assessment approaches.

An analysis of the data we gather allows us to review all aspects of the student learning experience, including:

- Curriculum content;
- Curriculum organisation;
- Assessment strategies and tools;
- Curriculum delivery strategies e.g. the teaching and learning process, differentiation (content, process, outcomes, environment), as well as the individualisation and personalization of the learning experience;
- Student awareness of their individual levels of achievement and what they need to do to improve (self-monitoring and self- evaluation through reference to learning goals and rubrics);
- Individual student support strategies e.g. individualized plans for those students who fail to meet expected standards, and extension plans for students who are achieving at a very high level.

The strategies we have adopted for gathering, collating, recording and reporting data gained as part of the student assessment process are designed to reflect and support the overall vision and mission of the school. In addition, our approach to student assessment allows us to pursue a practical and interactive teaching and learning methodology that encourages students to be rigorous in their work habits and take progressively more responsibility for their own learning. We believe that our assessment practices represent the key to establishing a learning environment where students strive for excellence and are clear about what is expected of them both academically and socially, and aware of how to achieve their goals.

## 5. The Purpose and Scope of Assessment

- To collect, analyse and interpret information in order to report on the progress of learners;
- To provide evidence of learner performance with reference to the expected learning outcomes defined for each subject;
- To provide feedback to learners in order to support the learning process;
- To provide data that allow teachers to identify students with additional support needs (either temporary or permanent) and students who are gifted and/or talented, and to provide them with appropriate levels of support and challenge;
- To gather information and data from a range of perspectives by employing a variety of strategies and tools, such as tests and examinations, projects, oral presentations, performances, investigations, practical work and creative writing, and by tailoring these to different learning styles.

## 6. The principles of effective assessment

- The purpose of assessment must be explicit and must be an ongoing part of the learning process;
- Assessment must be appropriate, valid, fair, authentic, manageable and time efficient;
- Assessment results must be communicated clearly, accurately, timeously and meaningfully;
- Assessment should be used to identify areas where learners need support and intervention;
- Assessment must cater for all levels of competency and take the learner's potential and ability into consideration;
- Assessment must develop self-directed learning, independence and problem- solving skills;
- Assessment must foster motivation and self-confidence.

## 7. Formative assessment (Assessment for Learning)

At QSTSS, we believe that assessment is fundamental to effective teaching and learning. It helps to gather information about each student's abilities, their individual learning needs and their overall academic performance. Effective use of assessment is an integral part of daily teaching at QSTSS and allows teachers to observe, question, discuss and provide feedback on skills and learning throughout all parts of the learning sequence. Teachers use this information to plan for, adapt and re-shape learning to meet the needs of individuals, groups and cohorts based on their current abilities and their emerging learning needs. Therefore, effective assessment underpins lesson planning, lesson delivery and the organization of learning on a daily basis.

### Assessment for Learning should:

- Be part of effective planning of teaching and learning;
- Focus on how students learn;
- Be recognized as central to classroom practice;
- Be regarded as a key professional skill for teachers;
- Be sensitive and constructive because any assessment has an emotional impact;
- Take account of the importance of learner motivation;
- Promote commitment to learning goals and a shared understanding of the criteria by which students are assessed;
- Enable learners to receive constructive guidance about how to improve;
- Develop the learner's capacity for self-assessment so that they can become increasingly reflective and self-directed;
- Recognize the full range of achievements of all learners.

Assessment for Learning underpins every learning sequence at QSTSS, using teachers' professional skills to identify good assessment opportunities to assess students' capabilities and emerging learning needs. Effective teaching responds to this assessment information in a timely manner to challenge, extend, support or re-shape learning tasks to better meet the needs of students on a continual basis within each lesson. The information gathered from Assessment for Learning is subsequently used to make informal records such as on annotated planning, to make adjustments to

future lessons and to identify where/ how effective differentiation is required to enable students to make good progress in their learning.

At QSTSS, Assessment for Learning may take the following forms, supported by using a variety of technologies and tools including exit tickets, quizzes, Kahoot.com, Edpuzzle, Plickers, IXL.com, and MS Forms.

- Focused observations of student discussions and interactions with their peers;
- The mapping of learning outcomes against a specific objective or set of success criteria;
- The use of the whiteboard to allow students to generate and display their individual response to a problem;
- The requirement of students to demonstrate how secure their understanding is;
- Targeted questioning to allow students to demonstrate their understanding and deepen the quality of their response by using 'throwback' questions such as, "Can you provide an example to prove this?";
- The sharing of lesson objectives and success criteria so that students are aware of what they are learning and how to deepen their understanding of specific concepts;
- The use of self-assessment and peer-assessment, enabling students to review, edit and improve their work in order to help them become reflective learners;
- The use of coaching, such as by providing verbal feedback from the teacher, as a means of prompting, guiding and modelling best practice when in discussion with students;
- The use of verbal or written feedback, as a means of providing students with supportive, directed and developmental insights so they are better able to improve their work.

## 8. Summative assessment

Summative assessment strategies and tools provide QSTSS with the capacity to evaluate student learning, skills acquisition, and academic achievement and our summative assessment arrangements include the use of standardized tests, end of chapter tests, and end of semester tests.

QSTSS uses data collected from summative assessment activities to determine whether students have learned what they were expected to learn, i.e. the learning objectives and outcomes.



QSTSS summative assessments are evaluative in nature, enabling our teachers to measure student progress, to identify gaps in learning, and also to evaluate the effectiveness of our curriculum and the way it is structured and delivered. In addition, our student summative assessment process allows us to make decisions about additional support provision for some students and the provision of accelerated learning programmes for more able students.

The results of our summative assessment process are also recorded as scores or grades that are used in the school graduation and university admissions processes.

As part of its college-preparation programme, QSTSS maintains a rigorous internal assessment system across both grades and subject areas. Cycle tests are administered at the end of each learning unit, and final examinations occur at the end of each semester. These assessment activities include: multiple choice tasks, short-response questions, essay-writing and open-ended questions. They are created collaboratively within departments and the results are analysed within each department's professional learning community

AP examinations will be used with students in grades 11 and 12.

## 9. Diagnostic assessment

In addition to our internal assessment procedures, a number of external examinations contribute to our enrolment process and students' abilities diagnosis, including the APTIS test for English language competence and a mathematics screening test. The data gained from the administration of CAT4, APTIS and the mathematics screening test are used to inform student acceptance and placement decisions.

In order to maintain unbiased measures and monitor student progress, NWEA MAP and CAT4 tests are both administered during the school year. NWEA MAP is administered twice a year, once in the fall and once in the spring. MAP results are used by teachers when they plan for differentiated learning experiences in the classroom, and also by the school as a whole in order to monitor progress in core areas of the curriculum.

The diagnostic assessment process allows teachers to identify the individual needs of students, i.e. their weaknesses, knowledge, levels and skills prior to beginning Grade 9 or at the start of subsequent semesters. The data we gather enable us to plan our teaching so that it best meets the needs our students. We are also able to identify individual gaps in learning, specific weaknesses, strengths and talents and tailor our teaching approach accordingly. For certain students, the process will guide us in the



development of more individualised and personalised study programmes. In addition, diagnostic assessment results provide us with a baseline for assessing future learning objectives and outcomes.

#### **Our strategies include the following:**

- The analysis of student work;
- Error analysis;
- Running records;
- Work sampling, classroom assignments;
- Test analysis.
- The analysis of overall student attainment results.

## **10. Student self-monitoring and self-evaluation**

At QSTSS we regard student self-monitoring and self-evaluation as key features of our strategy for promoting academic excellence, social competence, knowledge acquisition, skills development and the process of life-long learning.

We believe that our approach enables students to gather information about themselves and reflect on their own learning experience. We encourage students to reflect on their personal progress and achievement levels through reference to published learning objectives in relation to knowledge, skills, processes, and dispositions. By actively teaching students how to self-monitor and self-evaluate, we empower them to become independent learners, people who have a greater awareness and understanding of themselves as learners. They are in a better position to identify their own learning objectives, locate sources of help, make good use of the support provided, and develop strategies for improvement and success.

In order for students to be able to self-monitor and self-evaluate effectively, our school has adopted the following principles:

- Students need to be fully aware of teacher expectations in terms of knowledge, skills, attitudes and behaviour;
- Teachers need to provide students with challenging but achievable learning objectives for the course / semester / lesson / activity;
- Students need to be aware of their progress and achievement in relation to teacher expectations;

- Teachers need to provide students with data gained from the formal and informal assessment process;
- Students need to be fully aware of what constitutes high quality performance;
- Teachers need to provide students with assessment rubrics, against which they can judge the quality of their work;
- Students need to understand assessment data and how they can improve;
- Teachers need to engage in ongoing dialogue with students about their progress, achievement, and strategies for improvement;
- Teachers need to provide some students with individual support and extension plans, based on the results of the assessment process, and they need to engage students in designing these.
- Students need to know how to monitor their own progress and achievement;
- Teachers need to teach them how to do this and provide activities and tools to support the process.

**The school's system encourages students to ask themselves the following questions:**

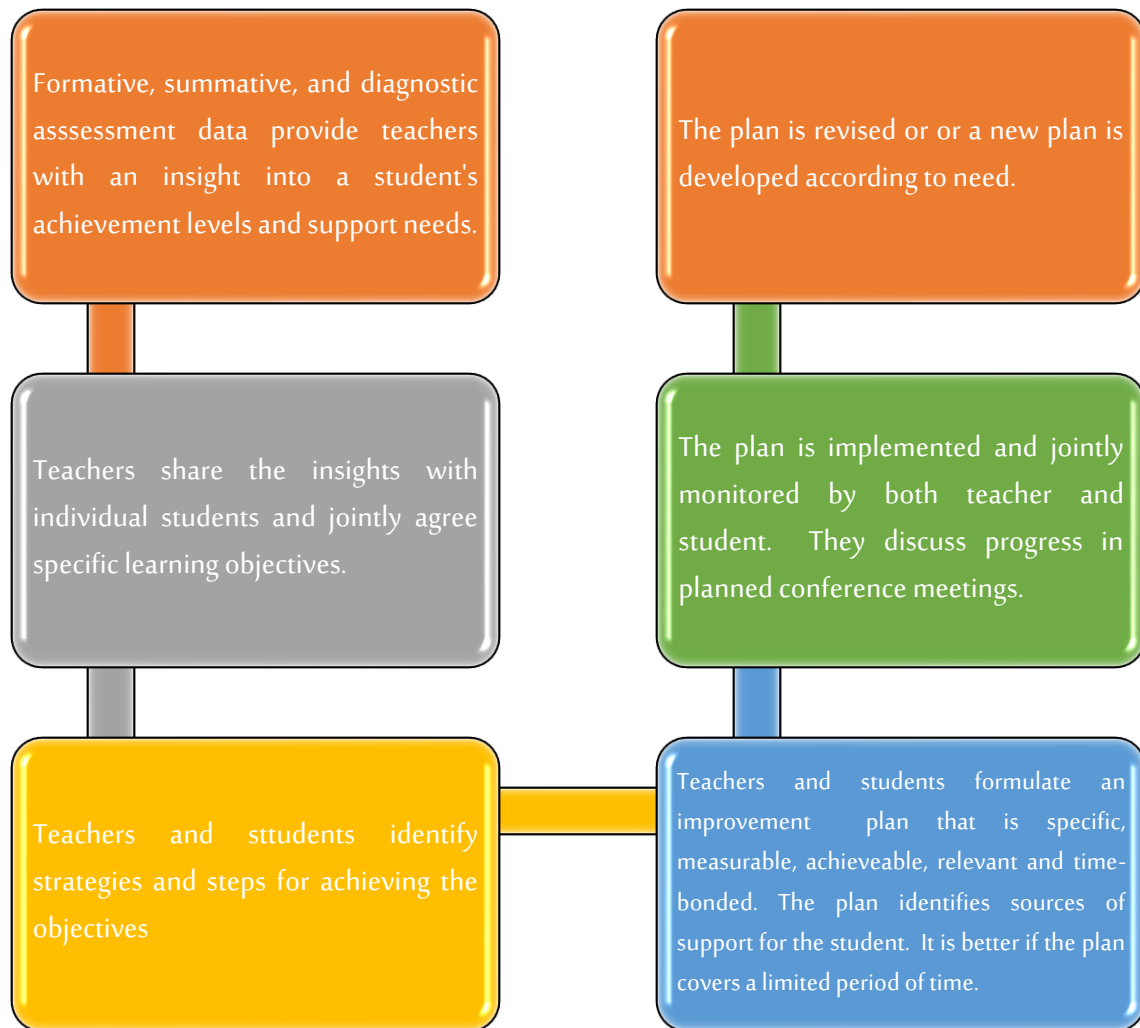
- Where do I want to be/need to be?
- Where am I now?
- How will I reach my destination?
- How will I know I have successfully reached my destination?

**See appendix 9**

## 11. Providing additional student support.

Assessment data gained from teacher observation, formative, summative, and diagnostic assessment activities are used to guide teachers as they provide individualised and personalised additional educational support plans for some students (individually or in small groups). These may be required by students of all levels of ability at some point in their time at the school, e.g. because they are underachieving, because they are high achievers and need to be “stretched,” because they have been ill and missed lessons, because they have gaps in their knowledge, because they need to further develop certain skills. Some students may require the development of more formal Individualized Student Intervention Plans (ISIPs).

In general terms, the process looks like this:



The development and use of SIPs will be covered in more detail in the school's Teaching and Learning policy, as will strategies that support the process, such as the Response to Intervention approach.

### Individualized Student Improvement Plan (ISIPs)

The QSTSS Individualized Student Improvement Plan (ISIP) will be established to ensure that students who are underperforming or are at risk of underperforming (e.g. below 60%) are provided with the necessary support they need during school time and also at home. The approach requires the use of differentiated instruction and the close attention of the subject teacher, subject coordinators and parents

to enable the student to improve in the subject. The plan is also a tool that ensures accountability for student success on the part of all stakeholders. Students who are underperforming or at risk of underperforming will be placed on this plan for an entire quarter, after having met with the subject teacher, coordinators and parents. At the end of the cycle, the ISIPs are reviewed by the teacher, coordinators and parents to measure growth/lack of growth. In the case the students who do not improve, the plan will be adjusted for another cycle of support.

**See appendix 6 for details of the academic improvement plan process**

## 12. Reporting on student progress and performance

At QSTSS, we communicate regularly with parents in order to keep them informed of their sons' progress. In this way, they are more likely to be engaged in the learning process and more aware of how they can support their child.

**The school provides parents with:**

1. A monthly report about general performance in relation to homework, quizzes, engagement in the classroom and attitudes to learning.
2. A quarterly report about the student's attainment levels in summative examinations.
3. A quarterly report about the student's progress from one evaluation cycle to the next.

## 13. Monitoring and evaluating the effectiveness of the student assessment process

Quality assurance requires a systematic review of ALL educational programmes and processes in order to maintain and improve their quality, equity and efficiency. The objective is to improve the quality of the student learning experience – with the ultimate goal of promoting the best possible outcomes for learners. This applies equally to the Student Assessment process.

Our starting point in this process is the AdvancED / Cognia Performance Standards for Schools, with specific reference to the following Learning Capacity Domain standards:

2.9. The institution implements processes to identify and address the specialized needs of learners.

2.10. Learning progress is reliably assessed and consistently and clearly communicated.

2.11. Educators gather, analyse, and use formative and summative data that lead to demonstrable improvement of student learning.

QSTSS has an agreed Quality Assurance review cycle and this should be referred to in conjunction with this policy. The school's responsible members of staff in relation to Student Assessment are: The Academic Committee Members

## Appendices

### 1. Appendix One: Grading procedures and testing

The school year is divided into two semesters. In each semester students sit for two summative assessment (midterm and end-of-term) paper-based tests in accordance with the MOEHE policies and procedures. In addition to midterm and end-of-term tests, students are continually assessed by teachers both formatively and summatively by means of homework assignments, quizzes, chapter tests, projects, presentations, as well as the continuous appraisal of their behavioral performance, as shown in figure 1.

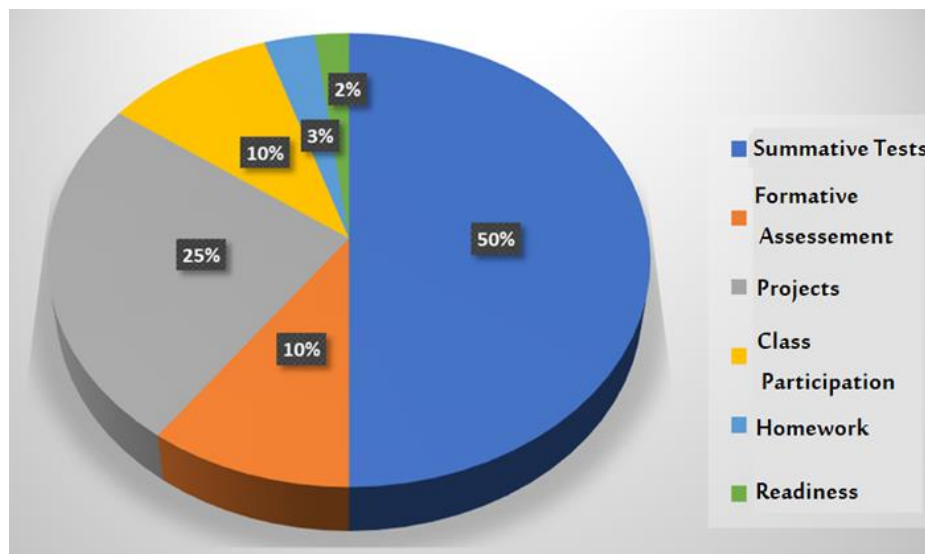


Figure 1: General Assessment Procedures

In accordance with MOEHE policy, and in order to align with the length of each semester, the first semester is weighted as 40%, while the second semester is weighted as 60% of student marks. Students are notified a week in advance of their test day and will take no more one test per day.

## 2. Appendix Two: Marking schemes

Different subjects have different marking schemes that suit the nature of the subject (theoretical vs practical), as follows:

### 1. STEM, Physics, Chemistry & Biology

First Semester (40%)					
Midterm (15)		End of Semester (20)			Course work (5)
Quizzes & Unit tests (Theory/Practical)	Midterm summative test	Quizzes & Unit tests (Theory/Practical)	Project	End of term summative test	Homework/ Behavior/ Readiness
5	10	5	5	10	5

Second Semester (60%)					
Midterm (15)		End of Semester (40)			Course work (5)
Quizzes & Unit tests (Theory/Practical)	Midterm summative test	Quizzes & Unit tests (Theory/Practical)	Project	End of term summative test	Homework/ Behavior/ Readiness
5	10	10	10	20	5

### 2. Mathematics

First Semester (40%)					
Midterm (15)		End of Semester (20)			Course work (5)
Quizzes & Unit tests (paper/electronic)	Midterm summative test	Quizzes & Unit tests (paper/electronic)	Project	End of term summative test	Homework/ Behavior/ Readiness
5	10	5	5	10	5

Second Semester (60%)					
Midterm (15)		End of Semester (40)			Course work (5)

Quizzes & Unit tests (paper/electronic)	Midterm summative test	Quizzes & Unit tests (paper/electronic)	Project	End of term summative test	Homework/ Behavior/ Readiness
5	10	10	10	20	5

### 3. English Language, Arabic Language, Islamic Studies

First Semester (40%)					
Midterm (15)		End of Semester (20)			Course work (5)
Quizzes & Unit tests (paper/electronic)	Midterm summative test*	Quizzes & Unit tests (paper/electronic)	Project	End of term summative test*	Homework/ Behavior/ Readiness
5	10	5	5	10	5

Second Semester (60%)					
Midterm (15)		End of Semester (40)			Course work (5)
Quizzes & Unit tests (paper/electronic)	Midterm summative test*	Quizzes & Unit tests (paper/electronic)	Project	End of term summative test*	Homework/ Behavior/ Readiness
5	10	10	10	20	5

\* This test include reading, writing, oral, & listening sections.

### 4. Social Studies

First Semester (40%)					
Midterm (15)		End of Semester (20)			Course work (5)
Quizzes & Unit tests (paper/electronic)	Midterm summative test	Quizzes & Unit tests (paper/electronic)	Project	End of term summative test	Homework/ Behavior/ Readiness
5	10	5	5	10	5

Second Semester (60%)					
Midterm (15)		End of Semester (40)			Course work (5)



Quizzes & Unit tests (paper/electronic)	Midterm summative test	Quizzes & Unit tests (paper/electronic)	Project	End of term summative test	Homework/ Behavior/ Readiness
5	10	10	10	20	5

### 5. Computer Science (ICT):

First Semester (40%)					
Midterm (15)		End of Semester (20)			Course work (5)
Quizzes & Unit tests (Practical)	Midterm summative test*	Quizzes & Unit tests (Practical)	Project	End of term summative test*	Homework/ Behavior/ Readiness
5	10	5	5	10	5

Second Semester (60%)					
Midterm (15)		End of Semester (40)			Course work (5)
Quizzes & Unit tests (Practical)	Midterm summative test*	Quizzes & Unit tests (Practical)	Project	End of term summative test*	Homework/ Behavior/ Readiness
5	10	10	10	20	5

\* This test includes a practical section (80%) and a theoretical section (20%).

### 6. Lab applications & Design technology:

These subjects are of a purely practical nature and their marks will only appear in the end of term reports in the first semester and the second semester. i.e. no midterm assessments are recorded or reported.

First Semester (40%)		Second Semester (60%)	
Ongoing assessment	Project	Ongoing assessment	Project
30	10	40	20

The ongoing assessment criteria might vary from one lab to another or from one task to another, but in general, in each lab/lesson students are assessed against:

Technical skills	Commitment to safety procedures	Teamwork	Worksheet & File	Discipline & Workspace organization	Total
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>10</u>

Or

Discipline	Quickly complete the task	Precision	Innovation	W.S & portfolio	Total
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>10</u>

## 7. Research & Projects:

This subject is assessed formatively and summatively based on the previously presented criteria, but only recorded once in the students' report cards at the end of the year.

Discipline and perseverance	10%
Cumulative project portfolio including: - Answered worksheets. - Reports for all research phases. - Research/project journal	20%
Final Report	40%
Presentation and discussion	30%
<b>Total</b>	<b>100</b>

### 3. Appendix Three: Examinations offered at our school (internal, external and international examinations)

#### 1. Internal Examinations:

- Chapter Tests.
- Midterm examinations.
- End-of-term examinations.

#### 2. External/International Examinations:

- MAP tests (Measure of Academic Progress), implemented twice a year
- AP Examinations (to be introduced in 2021/2022)

### 4. Appendix Four: Awarding Bodies of examinations offered at our school

#### 1. Internal:

- Subject Teacher/Head of Department, moderated and monitored by educational supervisors from the MOEHE.

#### 2. External:

- MAP tests: NWEA, Northwest Evaluation Association -Oregon, USA <https://www.nwea.org/>
- AP Examinations (to be introduced in 2021/2022) College Board - New York, USA <https://www.collegeboard.org/>

### Appendix Five: Student Promotion

Students are promoted from one grade level to another when they meet the following requirements:

1. Attendance at all midterm and end-of-term examinations or make-up examinations, in cases where they have missed the regular ones.
2. Achieving at least 50% of the overall subject mark in all subjects.
3. Not having more than 15 days of unauthorized absences from the school.

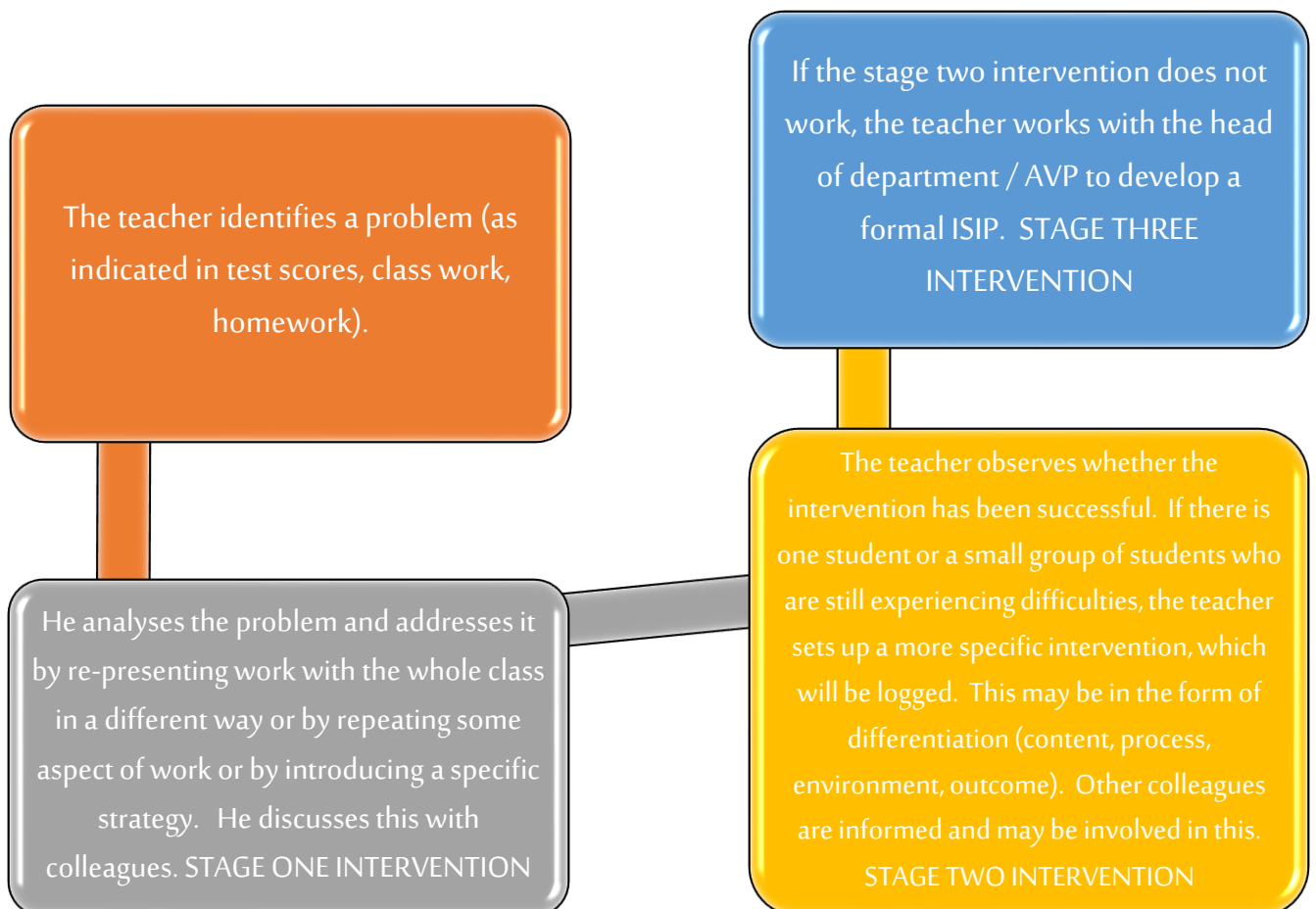
Students are eligible to sit a second examination if they have achieved less than 50% at the end of the year in a maximum of 3 subjects. Failing to achieve 50% of the end of year cumulative attainment in 4 or more subject is considered a failure to meet conditions and students will be required to stay at the same grade level for the following academic year.

## 6. Appendix Six: Providing additional student support.

Teachers will use students assessment data to implement a staged intervention process. The ISIP would be used only when there is a significant problem that has not been resolved through earlier, less formal, interventions and where there is a need for a more formal and cross-curricular / whole school intervention.

Teachers would maintain a record of their earlier interventions (Stages One and Two) and share both objectives and outcomes with other staff members. The objectives would feed into student self-monitoring and self-evaluation approaches. The ISIP would be used as part of the Stage Three intervention process. Sometimes, and depending on students needs, teachers might choose to select level 3 intervention directly if students performance was very weak.

### The Intervention process will follow the following basic steps:



## Response to Intervention approach

Response to intervention (RTI) is a process used by educators to help students who are struggling with a skill or lesson; every teacher will use interventions (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability. If a student is struggling, his or her teacher will use test scores and other measures of progress to choose a researched and proven intervention suited to help the child learn. If a child does not respond to the initial interventions, more focused interventions are used to help the child master the skill. RTI strategies address both learning and behaviour.

### Tier One Strategies

Although there are many different response to intervention (RTI) teaching strategies that can be used in tier one, some of the most effective RTI strategies use instruction that is structured, planned and research-based. Most teaching strategies are specific to the subject being taught, especially in the cases of mathematics and language arts; however, there are strategies that can be effective in all subjects and at all grade levels.

Many of these strategies can be combined to present an effective lesson. For instance, the following active learning example uses many strategies to teach help students understand common nouns:

- **State the objective:** "Our goal today is to discover what a common noun is."
- **Give direct instruction:** "A common noun is the name of a person, place, thing or idea."
- **Use hands-on, non-linguistic representations** to help students associate words with their meanings: "Everyone, draw a common noun. You have three minutes." Set a timer to keep the activity moving.
- **Use grouping:** "Show your neighbour your common noun. Can they guess what you have drawn?"
- **Use feedback, reinforcement and recognition:** "Who thinks that their neighbour drew a really great common noun? Jerry, what did Susie draw? Now, look around the classroom. Raise your hand if you can name a common noun that you see."
- **Use similarities and differences:** "We need an example of a word that is not a noun. Raise your hand if you know one." Show pictorial examples of both. Discuss what common nouns are, what they are not and how they are used.
- **Use advanced organizers such as graphic organizers:** "Let's use this chart to separate this list of words into common nouns and words that are not nouns."
- **Provide feedback:** Record each student's grasp of the concept as you circulate around the room. Afterward, let students check their work in the group, and then give the correct answers as final feedback so that students can self-correct.
- **Use summary and note taking:** "In your journal, define a common noun in your own words and write a sentence using the common noun that you or your neighbour drew."
- **Restate the objective and reinforce the lesson:** "Today we have discovered that a common noun is the name of a person, place, thing or idea. Who would like to read the sentence from their journal?"

As a teacher, you can keep the class moving by choosing strategies that engage students, giving appropriate wait time and creating structured groups; you can also use timers or other devices to keep the lesson flowing and students on task. In

In addition, you can plan lessons that accommodate various learning styles and present information for auditory, visual and kinaesthetic learners to increase retention and understanding. In addition, by using frequent group work, you can provide a social aspect to learning, which helps to fully engage students. It is also important to teach proper study, memory and test taking skills in tier one, and to model effective problem-solving, positive self-talk and good organization skills.

## Tier Two Strategies

In tier two of the RTI framework, students who didn't respond favourably to tier one strategies are given small group instruction in addition to the core curriculum. This involves more intentional teaching strategies that pinpoint exactly what students need to learn and that specifically teach them accordingly.

Teaching strategies are more specific to each subject in tier two. Most include some form of direct instruction, which breaks information into shorter segments or steps and targets learning to simplify instruction. Students are also provided with more opportunities to practice what they have learned.

The pace of the direct instruction in tier two is slower and time is spent showing students a knowledge or skill, as well as practicing it, to build a firm foundation. In addition, teaching, re-teaching, practice and frequent progress monitoring for each specific skill takes place over a much longer period of time than is feasible in a regular classroom.

To avoid confusion, the topic or skill that is being taught should not be combined with other topics or skills. For example, if you're teaching addition of fractions, the lesson will not extend it to multiplication of fractions. The new skill isn't taught until the old skill is mastered.

Although there is some variation in frequency, in many RTI models this more targeted instruction is delivered to small groups of students two or three times a week in 30-minute sessions. Depending on school policy, the group may be given instruction by the general classroom teacher or they may move to a separate classroom and another teacher. Some intervention programs, like Reading First (which is used for students in kindergarten through third grade who are struggling), may be available through the school, district or state. These programs often contain more specific teaching strategies to follow when teaching the groups.

## Tier Three Strategies

Students who do not respond to instruction in tier two of the RTI framework are moved to tier three. Here the instruction is very individualized according to learning styles, and may be specific for each student. Students are taught in very small groups or one on one, where they can talk through their thought processes when they learn, solve problems or read for comprehension. Troubleshooting to determine what a student needs to be successful is a priority.

In many RTI models, the time allotted for needed interventions is almost doubled from tier two to tier three; the length of time over which students are given the intervention is also extended. Most often, students receiving tier three interventions are taught by a teacher who is trained in using the specialized techniques needed to help students with cognitive learning difficulties.

In tier three, the teacher uses strategies that are designed to affect the way in which each student processes information. For example, the teacher may model how to think through a problem and ask students to think aloud as they work through the problem as well. Instruction is geared toward students who have difficulty or a learning disability in a core subject area; the teacher provides more explicit and systematic instruction, helps students work on memory skills, teaches them to ask and answer questions about what they are learning and provides them with many opportunities to give feedback.

If the student is successful after this intensive intervention, they return to tier two. If they are not successful, they may be screened for special education if they have not been screened already.

## 7. Appendix Seven. Examination Procedures: Guidelines for administrators and teachers

### Examination Procedures:

- Examinations should be reviewed and confirmed by coordinators, academic directors (AVP) and the supervisors from the MOEHE if necessary;
- Each set of examinations (each section) should be put in a separate envelope and the class roster should be stapled to the envelope;
- The test checklist should be completed;
- Examinations are not supposed to be uploaded to the drive (course folder) before they are administered;
- Subject coordinators are required to complete the EXAMINATION COVER PAGE;
- Subject coordinators are required to take examinations to the AVP (examinations must be classified by the date of the examination), who will keep them secure in the examinations safe;
- All additional hard copies should be shredded and only one master copy should be kept in a secure place by the AVP, along with a copy of the model answers;
- On the day of the examination, ONLY the examination administrators and the AVP will be allowed to collect the examinations for their assigned locations and distribute them to the examination hall;
- All teachers and coordinators are to adhere to the examination submission deadline to ensure security of examinations and their efficient distribution;
- Examination administrators are responsible for collecting examination papers from proctors, sorting and counting them, and passing them to subject teachers for correction;
- Subject teachers and their coordinator will correct the examination papers according to the model answers. Each question is to be checked by one teacher and reviewed by one other;
- All examination papers should be submitted to the control committee at the end of each day for further review and a confirmation of marking. Teachers are prohibited from keeping examination papers in their offices;
- Examination papers should be kept in the school by the control committee for a period of 3 years.



### General Procedures for midterm and end-of-term examinations

- Examination papers should be kept in a secure place; teachers should not leave any soft copies or hard copies of examinations/examination questions around the classroom or allow them to be visible to students or colleagues;
- Students are not permitted to collect/copy anything for the teacher;
- All examinations should have the unified cover page attached;
- Examinations must be designed to cover the duration of the examination period;
- Formula sheets/periodic tables MUST be provided in the examination envelope. Students cannot bring any notes/papers with them into the examination room;
- Teachers are required to use the class roster from the most current school portal, and ask students to sign next to their name once they have submitted their examination script;
- Students may not leave the examination room if they finish early;
- Students may be granted permission to use the restroom only when it is absolutely necessary. Students must be accompanied by a faculty member;
- If the proctor has a student who needs to use the restroom, he should send a message to an administrator, who will assist;
- Teachers are required to move around the room and remain vigilant at all times;
- Mobile phones are not allowed in the examination hall. This also applies to teachers and administrators.

Students can make-up minor assessments (quizzes, HW, chapter tests) /major assessments (midterm & end-of-term) ONLY if the absence has been approved (medical certificate/documentation of a family emergency). Missed minor/major assessments due to an unexcused absence will result in a zero. Students are able to making-up the tests within the time designated by their teachers for minor assessments. However, major assessments make-up examinations are delivered according to the MOEHE's examinations calendar and procedures.

The school follows the MOEHE's examinations calendar, guidelines and procedures in relation to examinations administration, schedules and absence policies.

Late homework/classwork will have a 20% deduction and the completed work must be submitted at following lesson. Late work will not be accepted after the second lesson. Students will not be permitted to leave the classroom to collect their homework/classwork. If the homework/classwork is not presented during class, it will be considered as being late.

## 8. Appendix Eight: Cheating Policy

**Cheating encompasses, but is not limited to, the behaviours listed below:**

- Looking at or being in the possession of notes, papers, books, or other information not allowed by the teacher during any type of examination/test/ quiz/activity.
- Looking at another student's work during any type of examination.
- Copying another student's work.
- Allowing another student to look at or use one's information for any type of examination/quiz or activity.
- Talking about the test or test related information during any type of examination/quiz or activity.
- Plagiarism during the writing of a research paper or other technical paper(s) that is an obvious attempt to use somebody else's work i.e. without proper citation.
- Using a mobile phone in an attempt to cheat is considered to be a double offense.

**Students will receive zero on any of the assignments or tests where they have attempted to cheat.**

## 9. Appendix Nine: Evaluation tools and rubrics

### 1. Laboratory work skills evaluation tool-teachers' version

تقييم المهارات العلمية في المختبرات

Laboratory Skills Evaluation

مدرسة قطر للعلوم والتكنولوجيا الثانوية للبنين  
Qatar Science & Technology Secondary School for Boys



	Date التاريخ		Subject المادة
	Teacher المعلم		Class الصف
	Exp. عنوان التجربة		Student اسم الطالب

Performance	مستويات الأداء			KPIs	معايير الأداء	#
	NA	1 ضعيف	2 متوسط			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الالتزام بإجراءات الأمن والسلامة في المختبر (المعطف/ النظارات/ الففازات. الخ.) Commitment to security and safety procedures in the laboratory (Lab. coat / googles / gloves etc.)	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الحفاظ على نظافة وترتيب منطقة العمل خلال وبعد إجراء التجربة Maintain the cleanliness and arrangement of the work area during and after the experiment	2	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	التعامل السليم من الأجهزة والأدوات المستخدمة Proper handling of devices and tools used	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	التخلص من المواد الكيميائية/ المواد المستهلكة بطريقة سليمة وأمنة Disposal of chemicals / consumables in a safe and safe manner	4	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	التعاون مع الزملاء ضمن المجموعة/ المجموعات الأخرى وتبادل المعلومات معهم Collaborate with colleagues within other group / groups and exchange information with them	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	اتباع تعليمات إجراء التجربة وتنفيذ التجربة بصورة منظمة Follow the instructions for conducting the experiment and implementing the experiment in an organized manner	6	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تسجيل البيانات الأولية للنتائج من مشاهدات وقياسات بصورة واضحة ومنظمة Record the raw data of the results from observations and measurements in a clear and organized manner	7	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تحليل وعرض البيانات والنتائج بصورة واضحة ومنظمة Analysis and presentation of data and results in a clear and structured manner	8	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	مراعاة الدقة والضبط ومصادر الخطأ وتوضيحها في تحليل البيانات ومناقشتها Considers the accuracy, control and sources of error in the analysis and discussion of the data	9	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	كتابة تقرير التجربة بصورة كاملة/ الإجابة عن أسئلة التجربة Write the experiment report fully / answer the experiment questions	10	
				Sub-total for each column الدرجة الفرعية لكل عامود		
				Total Score out of (30) الدرجة الكلية للمجموعة من (30)		

## 2. Laboratory work skills evaluation tool-students' version

### التقييم الذاتي للمهارات العلمية في المختبرات Self-Evaluation for Laboratory Skills Evaluation



	Date التاريخ		Subject المادة
	Teacher المعلم		Class الصف
	Exp. عنوان التجربة		Student الطالب

Performance مستويات الأداء				KPIs	م
NA	1 ضعيف	2 متوسط	3 مرتفع		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand and always follow safety procedures in the laboratory (Lab. coat / goggles / gloves etc.)	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand and always committed to maintain the cleanliness and arrangement of the work area during and after the experiment	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand the proper procedures & skills required to handling of devices and tools used	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand how to dispose chemicals / consumables in a safe and secure manner	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I will collaborate with my colleagues within the group and exchange data & discussions with them	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand that I have to follow the instructions for conducting the experiment and implementing the experiment in an organized manner	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand that I have to record the raw data of the results from observations and measurements in a clear and organized manner	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand that I have to analyze and present the data and results in a clear and structured manner	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand that I have to considers the accuracy, control and sources of error in the analysis and discussion of the data	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand that I have to write the experiment report fully / answer the experiment questions	10
				Sub-total for each column	
				Total Score out of (30)	

### 3. Presentation skills rubric

#### PowerPoint Presentation Rubric

مدرسة قطر للعلوم والتكنولوجيا الثانوية للبنين  
Qatar Science & Technology Secondary School for Boys



Subject		Date	
Class		Teacher	
Student		PPT title	

Category	4	3	2	1
<b>Content</b>	In-depth coverage of topic, topic is appropriate to assignment, strong basis in sound, research-based information, outstanding clarity, hyperlinks to credible sites	Good coverage of topic, topic is appropriate to assignment, basis in sound, research-based information, clear and understandable, hyperlinks to credible sites	Topic is adequately covered, topic is appropriate to assignment, not based on research-based information clear and understandable, hyperlinks to non-credible sites	Coverage of topic, topic is inappropriate to assignment, not based on research-based information, unclear and difficult to understand, no hyperlinks
<b>Presentation</b>	Attractive, easy to interpret, pleasing colors with high contrast, slide presentation well-organized, excellent use of bullets, graphics, transitions, and slide effects which enhance the presentation of the content	Attractive, easy to interpret, pleasing colors with good contrast, slide presentation organized, good use of bullets, graphics, transitions, and slide effects which enhance the presentation of the content	Attractive, difficult to interpret, pleasing colors with high contrast, slide presentation disorganized, bullets, graphics, transitions, and slide effects detract from the content	Unattractive, difficult to interpret, poor color choice and slide contrast, slide presentation unorganized, bullets, graphics, transitions, and slide effects detract from the content
<b>Mechanics</b>	No misspellings or grammatical errors	Three or fewer misspellings and/or grammatical errors	Four misspellings and/or grammatical errors	More than four misspellings and/or grammatical errors
<b>Organization (presenter and oral presentation)</b>	Presenter and oral presentation are well-organized, he discusses content seldom referring to notes to conduct presentation	Presenter and oral presentation are organized, he discusses content occasionally referring to notes to conduct presentation	Presenter and oral presentation are poorly organized, he relies frequently relies on notes to conduct presentation	Presenter and oral presentation are well-organized, he reads slides and or notes to conduct presentation
<b>Appearance (presenter)</b>	Engages the audience well, displays professional appearance, uses volume and elocution appropriate to setting, maintains excellent eye contact, posture and composure	Engages the audience, displays professional appearance, uses volume and elocution appropriate to setting, maintains good eye contact, posture and composure	Engages the audience poorly, displays a poor professional appearance, uses volume and elocution inappropriate to setting, maintains minimal eye contact, posture and composure	Presenter does not engage the audience, displays unprofessional appearance, is inaudible, does not maintains eye contact, displays poor posture and lack of composure
<b>Subtotal</b>				
<b>Total (out of 20)</b>				

#### 4. Group work rubric – Teachers' version

بطاقة ملاحظة لتقويم التعلم التعاوني (الجماعي/الثنائي)

Collaboration Evaluation

مدرسة قطر للعلوم والتكنولوجيا الثانوية للبنين  
Qatar Science & Technology Secondary School for Boys



	Date التاريخ		Subject المادة
	اسم المعلم Teacher		Class الصف/الشعبة
	رقم المجموعة Group No.		S. Name اسم الطالب

مستويات الأداء Levels			أداء أفراد المجموعات	م
1 ضعيف	2 متوسط	3 مرتفع		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يلتزم كل أفراد المجموعة بالأهداف المحددة للنشاط All members of the group are committed to the specific objectives of the activity	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يستخدم أفراد المجموعة مصادر التعلم المتاحة بكفاءة عالية Group members use available learning resources with high efficiency	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يستطيع أفراد المجموعة إنجاز المهام الموكلة لهم في الموعد المحدد Group members can accomplish the tasks assigned to them on time	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يتسم أداء أفراد المجموعة بالدقة والانتقان The performance of the group members is accurate and professional	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	لدى كل فرد من أفراد المجموعة القدرة على تقديم تقرير شفهي أو تحريري عما تم إنجازه Each member of the group has the capacity to provide an oral or written report on what has been accomplished	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يشارك كل أفراد المجموعة في تبادل المعلومات All members of the group participate in the exchange of information	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يتبع كل فرد من أفراد المجموعة آداب الاستماع والحوار Each member of the group follows the ethics of listening and dialogue	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يحرص أفراد المجموعة على تبادل الأدوار فيما بينهم Group members are keen to exchange roles among themselves	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يبدى أفراد المجموعة اهتماما كبيرا بالملاحظة الدقيقة التي تؤدي إلى استنتاجات محددة Group members are very interested in careful observations that lead to specific	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	لدى كل فرد من أفراد المجموعة القدرة على تطبيق ما توصلوا إليه من استنتاجات في مواقف تعليمية مشابهة Each member of the group has the ability to apply their findings in similar educational situations	10
			Sub-total for each column الدرجة الفرعية لكل عامود	
			Total Score out of (30) الدرجة الكلية للمجموعة من (30)	

## 5. Group work rubric – Students' version

### بطاقة ملاحظة لتقويم التعلم التعاوني (الجماعي/الثانوي) Collaboration Self-Evaluation

مدرسة قطر للعلوم والتكنولوجيا الثانوية للبنين  
Qatar Science & Technology Secondary School for Boys



	Date التاريخ		Subject المادة
	Teacher المعلم اسم		Class الصف/الشعبة
	Group No. المجموعة رقم		S. Name الطالب اسم

Levels مستويات الأداء			Performance Indicators	م
1	2	3		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was clear about and fully committed to the specific objectives of the activity	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was clear about and fully committed to use available learning resources with high efficiency	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was clear about and fully committed to accomplish the tasks assigned to them on time	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was clear about and fully committed to perform in accurate and professional manner	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have the capacity to provide an oral or written report on what has been accomplished	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was clear about and fully committed to participate in the exchange of information with my group members	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was clear about and fully committed follows the ethos of listening and dialogue	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was clear about and fully committed to exchange roles among the group	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was clear about and fully committed to be actively engaged in careful observations that lead to specific conclusions	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am able to apply the findings in similar educational situations	10
			Sub-total for each column الدرجة الفرعية لكل عامود	
			Total Score out of (30) الدرجة الكلية للمجموعة من (30)	







### XYZ Marking and feedback

Student Name	Subject		Date	
Success What you have achieved so far				
Improvement Target What you have not achieved so far				
Dialogue Student's response			Correct spelling of the words marked "SP"	
How long did you spend revising?	<input type="checkbox"/> No revision/ very little revision		<input type="checkbox"/> One or two hours	<input type="checkbox"/> More than two hours
What did you do to revise	<input type="checkbox"/> Read notes	<input type="checkbox"/> Make notes	<input type="checkbox"/> Used online resources	<input type="checkbox"/> Read from the book
What will you do to improve	<input type="checkbox"/> Rewrite my answers based on the teacher's feedback/mark scheme			
	<input type="checkbox"/> Complete independent research about the topic			
	<input type="checkbox"/> Work with one of my peers to rewrite our answers and peer assess our work			
	<input type="checkbox"/> Complete an intervention task			

## 10. Appendix Ten: Examinations Coversheet



First Semester - Final Exam 2018/2019			
Class	9/ .....	Subject	STEM
Duration of the exam	120 Minutes	Date	Dec. 9, 2018
Student Name			Student Number

Students' Mark (out of 50)			
Exam Reader		Control Revision	
In numbers	In words	In numbers	In words

Strand	Response Points	Score	Reader	Reviewer	Control
Question 1	10				
Question 2	5				
Question 3	3				
Question 4	5				
Question 5	5				
Question 6	5				
Question 7	5				
Question 8	4				
Question 9	4				
Question 10	4				
Total	50				



## 12. Appendix Twelve: Examinations schedule.



مدرسة قطر العلوم والتكنولوجيا الثانوية للبنين  
Qatar Science & Technology Secondary School for Boys



وزارة التعليم والتعليم العالي - قطر  
Ministry of Education and Higher Education - Qatar

### جدول اختبارات منتصف الفصل الدراسي الأول للصف التاسع للعام الأكاديمي 2020/2019م

اليوم Today	التاريخ Date	المادة Subject	الزمن Time
الأربعاء Wednesday	2019/10/9	اللغة العربية (الاستماع) Arabic (Listening test)	الحصة الثانية Second Period
		English (Listening test)	الحصة الثالثة Third Period
الخميس Thursday	2019/10/10	الحاسوب (النظري) Computer (academic)	الحصة الثالثة Third Period
الأحد Sunday	2019/10/13	STEM	الحصص الثانية والثالثة Second & Third Periods
الاثنين Monday	2019/10/14	اللغة العربية Arabic	الحصص الثانية والثالثة Second & Third Periods
الثلاثاء Tuesday	2019/10/15	التربية الإسلامية Islamic	الحصص الثانية والثالثة Second & Third Periods
الأربعاء Wednesday	2019/10/16	اللغة الإنجليزية English	الحصص الثانية والثالثة Second & Third Periods
الخميس Thursday	2019/10/17	العلوم الاجتماعية Social Studies	الحصص الثانية والثالثة Second & Third Periods
الأحد Sunday	2019/10/20	الرياضيات Mathematics	الحصص الثانية والثالثة Second & Third Periods

#### Notice:

- Practical tests for computer materials, physical and Art & Design will be held from 06/10/2019 to 10/10/2019.
- Oral tests for English, Arabic and Islamic studies are held from 06/10/2019 to 10/10/2019.
- Research materials and specialized laboratories (robot/energy / fabrication) are subject to continuous and formative assessment and portfolios

#### ملاحظة:

- تُعقد الاختبارات العملية لمواد الحاسوب والتربية البدنية ومادة Design Technology في الفترة من 06/10/2019 إلى 10/10/2019.
- تُعقد اختبارات التحدث والشفهي لمواد اللغة الإنجليزية واللغة العربية والتربية الإسلامية في الفترة من 06/10/2019 إلى 10/10/2019.
- تخضع مواد البحث العلمي والمختبرات التخصصية (الروبوت/الطاقة/التصنيع) للتقييم المستمر وملف الإنجاز التجميعي.

#### متمنين لأبنائنا الطلاب التفوق والنجاح