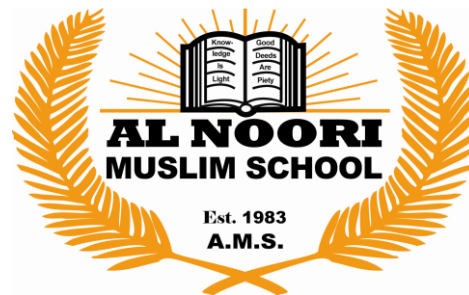


AL NOORI MUSLIM SCHOOL



# Quality of the Educational Program

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## 2018

## QUALITY OF THE EDUCATIONAL PROGRAM

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Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. The school will maintain records to ensure an “on-balance” professional judgment in allotting an A-E grade is being executed at all time. Record keeping will mainly incorporate the following;

- ∞ Record grids that include the description of the activity, the context, areas of assessment, outcomes and criteria for assessing learning.
- ∞ Assessment book (both electronic and hard copies) containing details of student performance from assessment activities. Letter grades, marks, symbols and descriptive comments will be recorded for all assessment activities.
- ∞ Samples of student work for all key learning areas.
- ∞ Half yearly and yearly reports using the common grade scale. Reports reflect the strength and weaknesses in performance across a range of contexts over a period of time. They manifest what the students know and what they can do. They reflect judgment by showing students achievement in different ways and in a range of situations.
- ∞ Evaluation undertaken by individual students: referring students back to criteria to make sure that students continue to have a good understanding of what a project entails, or what specific concepts mean, is an effective teaching strategy that encourages students to reflect on their progress. Students will have the opportunity to evaluate their work using a criteria based grid.
- ∞ Evaluation on the part of teacher of teaching and learning activities through identifying the appropriateness or inappropriateness of teaching/learning activities is another quality measurement tool that teachers use to align the program to meet students’ needs.

Evidence of such achievement will be based on ongoing observation during teaching and learning and from assessment activities specifically designed to assess achievement at a particular point.

The above mentioned strategies are used to ensure that the consistency between syllabus outcomes, the scope and sequence of the teaching program, teaching and learning activities and sample of student work.

Samples of work reflect syllabus requirements as all documentation clearly states relevant outcomes and indicators. These outcomes are directly stated in the school’s scope and sequence and, in turn, the units of work and teaching and learning activities. Thus, all documentation related to student achievement and the quality of the educational programs is in alignment with syllabuses expectations.