



**CREATIVITY PRIVATE SCHOOL**

## **Assessment and Promotion Policy**



## INTRODUCTION

Educational assessment is a crucial aspect of the learning process and a vital component of education. It reveals the results of the learning process, determines the level of achievement of learners, and guides efforts to improve and develop their skills.

Along with adopting the principle of quality assurance in education, it is important to establish a comprehensive assessment system that integrates methods, tools, and application mechanisms. This system should aim to build a well-rounded and balanced personality in learners, equipping them with the ability to think and perform creatively, adapt to changing times, and overcome challenges in their daily lives.

As students in the basic education stage are preparing to enter the next phase of their lives, it is essential to pay close attention to developing and implementing an effective educational assessment system that aligns with the Bahraini educational system and global standards.

The focus of this development should be on formative assessment, which encourages active participation from learners and provides clear criteria for improvement and mastery.

It is also important to ensure fairness, accuracy, and objectivity in evaluating students' performance, in order to determine their true level and guide them towards their individual paths.

As assessment is a collaborative process, it is crucial to define the roles and responsibilities of all those involved in the assessment process, in order to achieve its goals and ensure its success.



## (Article 1)

To align with the Ministry of Education's goal of empowering learners through comprehensive and balanced training, the basic education stage's assessment system aims to ensure the achievement of educational learning objectives. This is achieved through the following measures:

- 1.1. Improving the educational process and enhancing the performance of all components of the educational system.
- 1.2. Monitoring the attainment of educational goals, identifying the root causes of any weaknesses in educational performance, and addressing these issues to improve overall performance.
- 1.3. Tracking trends in the growth, development, and evaluation of educational performance to identify areas for improvement and strengthen these areas.
- 1.4. Monitoring the factors that impact educational performance and providing relevant data to decision-makers for the purpose of enhancing performance.

## (Article 2)

### Terms and Concepts

- 2.1. Assessment:** The process of issuing judgment on the extent of what the student has learned and acquired in terms of knowledge, skills, values, and attitudes, based on learning outcomes to be achieved and objective indicators to measure their achievement and/or assessment.
- 2.2. Formative Assessment:** Assessment for learning, employing methods: direct observation, projects, reports, quizzes, and portfolio of achievement; To identify the learner's strengths and enhance them, and identify and treat his weaknesses.
- 2.3. Summative Assessment:** An assessment conducted at the end of a semester or academic year, based on summarizing the learner's situation and presenting a report on his achievement. To make decisions about his learning.
- 2.4. School Assessment:** The process of issuing decisions regarding learners through a set of assessment methods and tools used during the school year.
- 2.5. Measurement:** The process of giving quantitative (numeric) values to a property, such that the given value represents the amount of this property that things or people possess according to specific rules.
- 2.6. Basic academic resources:** Arabic, English, Science and Mathematics.
- 2.7. Competencies:** The sum of knowledge, skills, values, and attitudes necessary to accomplish a task according to a specific level of performance.
- 2.8. Core Competencies:** The sum of the combined and integrated competencies required to be achieved at a certain minimum level. It enables the student to continue learning and develop his personality.
- 2.9. Shared competencies:** The sum of common integrative competencies between the subjects taught in the seminar, especially the subjects that belong to close practical fields.
- 2.10. Achievement:** The extent of what the student has learned and acquired in terms of knowledge, skills, values, and attitudes, in a certain period, compared to what he is required to learn and acquire from them, and it is measured by various assessment methods and tools.
- 2.11. Achievement tests:** Tools to measure some of what the student has learned from what has been taught to him from the curriculum.



**2.12. Feedback:** An educational procedure with multiple mechanisms, aiming to provide the student with information about his performance in various educational tasks. To stabilize and strengthen correct performance, and avoid deficiencies in subsequent tasks.

**2.13. Mastery:** The student's progression in his educational performance from one level to another, so that he does not move from a previous level to a later level, before mastering the competencies and skills required at the previous level. That is, performing it correctly, quickly, and accurately.

### (Article 3)

#### The Key Characteristics of Educational Assessment in Primary Education

When the student became the focus and foundation of the assessment process, it became necessary for the basic characteristics of assessment to align with this. This can only be achieved by ensuring that the assessment is:

- 3.1 A humane process is established between the teacher and the student, based on respect for the student's personality. This process involves investing in the student's specific abilities and skills, respecting their privacy, and avoiding comparison with other students. Additionally, the environment is designed to enhance the student's learning.
- 3.2 A participatory process where all stakeholders in education, including teachers, students, and parents, collaborate to ensure the student receives quality education. This involves working together to improve academic performance and enhance critical thinking skills.
- 3.3 Real; It is an integral part of the educational and learning process, and is situated in various natural settings that motivate and facilitate the demonstration of a student's abilities, skills, practices, and orientations. This helps to boost their self-confidence, self-awareness, and self-esteem.
- 3.4 Alternatively, it offers a diverse range of sources, methods, and tools, allowing students to showcase their various abilities and talents.
- 3.5 The concept of performativity focuses on students' production and the level of comprehensiveness and integration in their work. This concept also considers the learning methods and strategies used to achieve the final learning product.
- 3.6 Diagnostic Assessment: This assessment clearly identifies the strengths and weaknesses of each learner's achievements. It also provides an initial plan to address any weaknesses and further develop and enhance their strengths.
- 3.7 Part of the curriculum, this integrated component serves as a facilitator of student learning, reinforcing and strengthening their progress. It is designed to be progressive and developmental, providing support and guidance for students as they learn.
- 3.8 Using criteria from the school curricula, the targeted competencies and skills are considered as the basis for evaluation.



## (Article 4)

### Educational Assessments and Methodology

The educational assessment system in the basic education stage consists of two types of assessments:

1. **Formative Assessment**
2. **Summative Assessment**

#### 4.1. **Formative Assessment and its methods:**

When evaluating students, the teacher uses a variety of assessment methods that are appropriate for their academic level and the teaching-learning situation. These methods are used to measure and evaluate different competencies, skills, values, and attitudes. They include:

- 4.1.1. **Observation:** This involves observing and monitoring the student's behavior, performance, and practice in various educational situations. It is used to evaluate the student's progress in applying what they have learned in real-life situations.
- 4.1.2. **Projects and their Presentation:** Projects are investigative activities that require practical skills to solve a problem or address a specific topic related to one or more academic subjects. They can be completed individually or in groups and are presented in the classroom to assess the student's ability to communicate, organize ideas, engage in discussions, and respect others' opinions.
- 4.1.3. **Reports and Presentation:** Reports are written articles that describe, explain, and/or interpret intellectual or practical situations related to a particular academic subject. They are used to evaluate the student's ability to describe, analyze, organize ideas, and communicate effectively in written and oral form. Reports should be between 50-300 words in length.
- 4.1.4. **Quizzes:** Quizzes are short tests that can be conducted in various forms, including oral, written, or practical. They are designed by the teacher to assess the students' understanding of the competencies and skills they have learned in a subject or multiple subjects. Quizzes should be conducted within the context of the learning process and should not exceed 15 minutes in duration. It is recommended to have at least 5 quizzes throughout the semester.
- 4.1.5. **Portfolios:** A portfolio is a collection of a student's work for a particular subject. It includes all the assignments and assessments completed by the student as part of the formative assessment for that subject. The portfolio serves as a reference for the teacher to evaluate the student's progress in acquiring the educational competencies for that subject. The student's best work is evaluated, which can motivate them to continue learning.

#### 4.2 **Summative Assessment:**

- 4.2.1. **Midterm Exam:** This is a test conducted in the middle of the semester for each subject. It is used to assess the student's understanding of the material covered up to that point.
- 4.2.2. **Semester Exam:** This is a test conducted at the end of the semester for each subject. It is used to evaluate the student's overall understanding of the subject at the school level.





## **(Article 5)**

### **Entities Responsible for Implementing the Educational Assessment System**

#### **5.1. School:**

- 5.1.1.** The school administration is responsible for ensuring that good standards of assessment are achieved, resulting in compatible results between the school calendar and external assessment.
- 5.1.2.** The school administration is responsible for improving the assessment process by providing continuous training for the groups involved in implementing the assessment systems.
- 5.1.3.** The school administration is responsible for forming committees to prepare tests, correct procedures, extract results, and award certificates in accordance with the controls and limitations of the assessment systems.
- 5.1.4.** The process of evaluating students is a comprehensive and integrated assessment based on what they have been taught. It is responsible for assessing their achievement and mastery of all learning objectives in each subject, and then measuring and evaluating them using various assessment methods and tools to determine their levels of achievement in each cycle of basic education.
- 5.1.5.** The school provides special support for students who need assistance in learning and acquiring the required competencies.
- 5.1.6.** The performance assessment review takes place primarily at the end of each semester to determine the extent to which course objectives have been achieved and the student's mastery of the integrated competencies necessary to progress to the next course.
- 5.1.7.** The school maintains a cumulative individual file for each student throughout their years of study. This file includes information and data related to their health, social, academic, and other aspects, which can be used to plan the teaching and learning process to meet the individual needs of students.
- 5.1.8.** The school provides the student's family with information regarding their learning and communicates with them about their academic, psychological, behavioral, health, and social progress. This allows for identifying any difficulties or problems the student may face and finding appropriate solutions, as well as providing better support for their upbringing and learning process.

#### **5.2. Teacher:**

- 5.2.1.** The teacher is responsible for providing learning opportunities for all students, taking into consideration their individual characteristics and abilities, and creating a supportive environment that promotes their overall development and protects them from any negative influences on their academic growth and self-confidence.
- 5.2.2.** The teacher is responsible for using formative assessment methods and tools, such as direct observation, projects, reports, tests, and portfolios, in their teaching and learning practices.
- 5.2.3.** Teaching students the fundamental competencies of academic subjects and desired inter-competencies, whether combined or separate, and working to provide the necessary factors for their continuous growth and development in teaching and learning.



- 5.2.4.** Ensuring that assessment serves both learning and teaching in an integrated manner, enriching the students' learning process and improving their teaching process. This requires teachers to move away from solely judging the learner and instead make decisions about their learning and teaching.
- 5.2.5.** Utilizing assessment comprehensively by integrating various methods and tools to ensure learning and the development of critical thinking skills in different situations.
- 5.2.6.** Collaborating with colleagues to develop a new teaching and learning plan based on feedback from assessment processes. This plan should include methods, approaches, models, strategies, and activities to meet the learning and teaching needs of all students, whether they have not yet mastered the targeted competencies or have already achieved them.
- 5.2.7.** Assessing the student's level based on their performance in relation to the desired competency scale, rather than comparing them to their peers or their performance throughout their basic education. This should be done using diagnostic lists that clearly show the student's strengths and weaknesses. Whenever possible, diagnostic lists should be used instead of grades, and methods should be employed to show the extent to which educational and learning goals have been achieved and the student's level of competency.
- 5.2.8.** Collaborating with special education specialists and social supervisors to monitor the performance of students with special needs (such as gifted, disabled, or those with learning difficulties) and creating individual teaching and learning plans to improve their performance.
- 5.2.9.** Adhering to the requirements outlined in the formative assessment guide, as stated in Article 4 of the Educational Assessment System.

## (Article 6)

### Assessment of Students in the First Cycle

#### **6.1. Assessing the Academic Achievement of Students during the First Cycle:**

Formative assessment is conducted using the methods outlined in the system, which assess the student's proficiency in fundamental competencies for each academic subject. This is reflected in a numerical score out of 100, along with a descriptive rating that indicates the student's placement on the learning ladder. Additionally, an explanation is provided to highlight the student's strengths and weaknesses.

**The estimated numerical values for the first cycle rows are described as follows:**

Excellent	From 90 to 100
Very Good	From 80 to 89
Good	From 70 to 79
Satisfactory	From 60 to 69
Failed	Below 60



## 6.2. Promotion in the first cycle (1-3)

### 6.2.1. Students in the first cycle will be promoted based on the results of continuous formative and summative assessments.

6.2.2. The teacher must accurately identify the competencies that certain learners were unable to achieve under the supervision of the educational supervisor. The special education teacher will then provide a remedial study program tailored to the needs of each group.

6.2.3. The school administration, in collaboration with the educational supervisor, will develop a study program for students with special educational needs. This program will be implemented in the highest grade to which they are promoted, ensuring that it meets the specific needs of each group. If necessary, the school may seek advice from specialists in health, psychology, and social counseling at the Ministry of Education or external experts, such as the Bahrain Foundation for Special Education.

## 6.3. Promotion from first to second cycle:

### 6.3.1. In order to be promoted to the fourth grade, students in the third grade of primary school must meet the minimum requirement for success, which is 60% of the total grade for both core and non-core subjects.

6.3.2. The level of achievement of basic competencies for third grade students is determined through the following procedures:

- ✓ A committee, consisting of third-grade teachers and supervised by the school principal, is responsible for identifying students who have met the desired level in Arabic, English, Science, and Mathematics. This is based on the students' performance in formative and summative assessments.
- ✓ The committee reviews the assessment records of students who did not meet the required level of basic competencies in Arabic, English, Science, and Mathematics in the first cycle. Third-grade teachers are required to submit reports explaining the condition of each student and the reasons for their lack of achievement. Based on this, students who have not met the required competencies are identified. These students will not be promoted.
- ✓ If students do not meet the desired level in basic competencies for Arabic, English, Science, and Mathematics and are not able to move on to the fourth grade of primary school, they will repeat the grade for one academic year.

## (Article 7)

### Evaluating Students in the Second and Third Cycles

## 7.1. Assessing Student Academic Achievement in the Second and Third Cycles (4-5) (6-8)

7.1.1. Students in the second and third cycles are evaluated throughout the semester using the following assessment methods:

Assessment	Weight for Grade 1-5	Weight for Grade 6-8
<b>Formative Assessment</b> <i>Learning Skills + Project + Skills Evaluation</i>	<b>60%</b>	<b>50%</b>
<b>Summative Assessments</b>	<b>40%</b>	<b>50%</b>
<i>Midterm Exam</i>	<i>20%</i>	<i>25%</i>
<i>Semester Exam</i>	<i>20%</i>	<i>25%</i>





- ✓ Formative assessment of the student's achievement throughout the semester weighs 60% from grades 1 to 5 and 50% for grades 6-8. The weighting methods and mechanisms for their application are determined by the complexity of each subject, as outlined in the formative assessment guide for basic education.
  - ✓ Midterm exam is held in the middle of the semester to measure the student's achievement. It weighs 20% for grades 1 to 5 and 25% for grades 6 to 8.
  - ✓ Semester exam is held at the end of the semester to measure the student's achievement. It weighs 20% for grades 1 to 5, and 25% for grades 6 to 8.
- 7.1.2. The grade, which reflects the actual level he reached at the end of the academic year, represents his average grades in the first and second semesters of the academic year.
- 7.1.3. The descriptive estimates for the numerical meanings in the second and third cycles are as follows:

Excellent	From 90 to 100
Very Good	From 80 to 89
Good	From 70 to 79
Satisfactory	From 60 to 69
Failed	Below 60

## 7.2. Assessment of Practical Subjects in Second and Third Cycle Classes (Grade 4-8):

- 7.2.1. The method of continuous formative assessment is used to evaluate practical subjects such as Physical Education, Family Education, Information and Communication Technology, Arts, and Speech and Debate. This method involves various assessment techniques that are tailored to the specific nature of each subject. The total grade for these subjects (100%) is then divided among the different assessment methods. The minimum passing grade for these subjects is 60% of the total grade.
- 7.2.2. Final assessment is not needed for these subjects.
- 7.2.3. Practical subject grades are included in the student's overall cumulative average.

## 7.3. Promotion to next level grade in second and third cycle (Grade 4 to 8)

- 7.3.1. A student is promoted to the next grade if he achieves the passing grade of 60% or more in all the subjects.
- 7.3.2. A student is retained to the same grade level if he fails any of the core subjects – Arabic, English, Math, and Science even after the re-exam. A student will be retained in the same grade level when he passed Arabic and English but failed in any of the other subjects – Science and Math even after taking the re-exam.
- 7.3.3. If a student succeeds in the Arabic, English, Math, and Science, they will be promoted to the next grade, even if they fail in one or two subjects in Social Studies or Islamic Studies. Appropriate measures will be taken to help the student in the next grade.



7.3.4. **If a student fails three or more academic subjects, whether they are core, non-core, or a combination of both, after the re-exam, they will be required to repeat their class for one academic year only.**

7.3.5. The school administration, in collaboration with the departments of primary and preparatory education, curricula, educational supervision, and special education in the Ministry or a private entity such as the Bahraini Foundation for Special Education, prepares a study program for students with special educational needs. This program is tailored to address the specific needs of each class of students and may seek advice from specialists in health, psychological, and social counseling, if necessary.

**7.4. Promotion from the Third Cycle of Basic Education to the Secondary Stage (Grade 9-12):**

7.4.1. **Students who achieve a minimum passing grade of 60% in each of the core subjects (Arabic, English, Science – Physics, Biology/Chemistry, Mathematics, Economics, Business Studies) are promoted from ninth grade to the first year of secondary school. The minimum required grade for each of the remaining subjects is also 60%.**

7.4.2. **If a student achieves the minimum passing level in three of the core subjects (Arabic language, English language, Mathematics, and Science) and does not fail in more than one of the non-core subjects, they will be promoted from ninth grade to the first year of secondary school.**

**(Article 8)  
Re-Exam**

Re-exams are held for students in the second and third cycles on a date determined by the school administration. Typically, the first re-exam in the month of June, while the second re-exam occur at the end of June if necessary. These exams are governed by the following regulations:

- 8.1. If a student does not pass the first re-exam in their academic subjects (both core and non-core), they will have the option to take a retake exam. This exam will focus on the basic competencies of the subjects in which they did not achieve the minimum pass level.
- 8.2. The grade of the first re-exam for the student of the second and third cycles is calculated from 70% of the total grade so that the exam measures the basic competencies included in the sub-and final summative assessment. The exam grade is calculated as 60% of the total grade if the student needs a second re-exam.
- 8.3. The student's final grade is determined by combining the grade from the midterm exam (30% of the total grade) with the grade from the re-exam (70% from first re-exam or 60% of the total grade of second re-exam). The final grade is calculated as 100% of the total grade.

**(Article 9)  
Number of Failures During Basic Education**

The number of times a student can fail during the basic education stage is limited to two attempts, as long as they are not in the same study session.



**(Article 10)**  
**Re-study and interruption or separation from it**

When a student reaches the age of eighteen (18) years of age, but is still in the ninth grade, and does not achieve the minimum pass level, the school administration will inform the Ministry of Education so that the student can be transferred to take the exam with home students, first joining the parallel grade. The preparatory certificate system is equivalent to continuing education, or it is part of vocational training for boys.

**(Article 11)**  
**Students enrolled in studies from outside the Kingdom of Bahrain**

- 11.1. A student who successfully completes a grade of basic education in any country will be enrolled in the next grade in the schools of the Ministry of Education in the Kingdom of Bahrain, if that country adopts the same educational ladder and his certificate is certified by the competent authority in the Ministry of Education and its equivalency, and then official written approval is given to attend school.
- 11.2. A student who successfully completes the first semester of a basic education grade in any country will be enrolled in the second semester of the same grade in the schools of the Ministry of Education in the Kingdom of Bahrain, if that country adopts the same educational ladder. Conditions as previously mentioned in Clause No. (1)
- 11.3. The examination administration is responsible for the equivalence of the certificate of a student who has successfully completed one grade of basic education or one semester of a grade, in a country where the educational ladder differs from the educational ladder approved in the Kingdom of Bahrain.

**(Article 12)**  
**General Provisions**

- 12.1. Students whose disability prevents them from performing the practical options are exempted from exams, and their final grades are calculated based on the theoretical aspects of the specific academic subject.
- 12.2. Students who miss an exam in one or more academic subjects will be given a supplementary exam if their absence is due to:
  - Suffering from an accident or illness, provided that it is documented by a medical certificate certified by the medical committees, provided that it indicates that the student is unable to attend the exam.
  - Death of a first-degree relative whose period of absence does not exceed three days before and during the exam, provided that an official extract specifying the date of death is submitted.
- 12.3. The examination administration is responsible for equivalency of the student's certificate once he moves from private education schools to public education schools.
- 12.4. All educational and pedagogical provisions not included in this system shall be decided by the school board of directors by referring to the bylaws and regulations followed by the ministry.

