



Madrasah Aljunied Al-Islamiah

Assessment Policy

1 Philosophy of Madrasah Education

- 1.1. The aim of the assessment policy is to support the educational philosophy of the madrasah education system in Singapore and in particular, the education provided in Madrasah Aljunied Al-Islamiah. Assessment is a key aspect of teaching and learning that aims to bring about a learning experience that is truly holistic, relevant, authentic, impactful and empowering.
- 1.2. Madrasah education in Singapore aims is to provide *“An integrated and holistic learning of Islamic and Intellectual sciences, rooted in the Qur’an & Sunnah, which inspires thinking, inquiry, creativity, innovation and inculcates deep-seated ethos for continuous learning and service to humankind”*.
- 1.3. The desired outcomes of madrasah education (DOME) in Singapore is to nurture a madrasah graduate who is:
 - spiritually profound and well-balanced Muslim who is rooted in Islamic traditions which include a deep internalization of the Qur’an and Sunnah and exhibits positive moral character and behaviour.
 - committed learner who has a keen spirit of inquiry, a passion for reading and strives for excellence in his or her learning endeavour.
 - socially-conscious citizen who is sensitive to the concerns of the local, possesses a global mindset and possesses a strong ethos of service to humankind.
 - dynamic person who thinks independently and critically, innovative and creative in finding new solutions to problems with the courage to depart from conventions, embraces diversity and is able to inspire others to do good.
 - responsible and progressive leader who is conscientious, has high level of integrity and astute moral judgment and constantly seeks new ideas and opportunities.

2 Vision and Mission

- 2.1 In aligning itself with the educational philosophy of the local madrasah system, Madrasah Aljunied Al-Islamiah has been steadfast in holding up its vision and mission, which are as follows:

Vision

Nurturing Global Islamic Scholars and Leaders

Mission

1. *To produce Taqwa scholars, who will lead the local and global communities.*
2. *To provide students with a balanced, holistic and dynamic educational experience.*
3. *To empower students with knowledge, skills and values that are purposeful and relevant.*
4. *To become an exemplary Islamic educational institution that develops and enhances its students' potential.*

- 2.2 In its aim to nurture global Islamic scholars and leaders, the madrasah adopts an inclusive stance in encouraging the diversity of roles that its graduates are able to pursue at various levels and in various fields. With a strong foundation in Islamic knowledge and mastery of concepts and skills in various disciplines, it is envisaged that graduates are able to harness the skills of interdisciplinarity and make a difference in the increasingly complex world.

3 Curricular Programmes in the Madrasah

- 3.1 In realizing its vision and mission, the madrasah offers 3 programmes, 2 of which are intertwined with the Islamic Studies programme (i.e. Azhar 2.0). Hence, each student undergoes a dual-curriculum programme in the madrasah. The 3 programmes are:
- i. Islamic Studies (Azhar 2.0)
 - ii. General Certificate of Education 'Ordinary' Level (Cambridge) – (GCE 'O' Level)
 - iii. International Baccalaureate Diploma Programme (IBDP)

3.2 The following are the permutations of the programmes offered:

Secondary Level

- (a) Azhar 2.0 – GCE ‘O’ Level Examination Programme
- (a) Azhar 2.0 – Pre-International Baccalaureate Diploma Programme

Pre-University Level

- (a) Azhar 2.0 Programme
- (b) Azhar 2.0 – International Baccalaureate Diploma Programme

3.3 The following table shows the various programmes and their respective levels and accreditations:

Programme	Level	Age Group	Accreditation
General Certificate of Education ‘O’ Level Programme <i>(National Programme)</i>	Secondary 1 – 4	13-16	Cambridge
Azhar 2.0 Programme <i>(school-based Islamic Programme aligned with requirements of Al-Azhar University)</i>	Secondary 1 – Pre-university 2	13-18	Al-Azhar University, Cairo
Azhar 2.0 – Pre-IBDP Programme <i>(school-based IBDP foundational programme)</i>	Secondary 3 - 4	15-16	NA
International Baccalaureate Diploma Programme (IBDP)	Pre-university 1 - 2	17-18	International Baccalaureate Organization

4 Purposes of Assessments

4.1 The assessment policy of the madrasah takes into consideration the various modes and reporting systems of the various programmes offered. The following are the main purposes of assessment in the madrasah:

4.1.1 *For Learning*

The madrasah uses assessment to inform teaching and learning vis-à-vis its formative and summative assessment practices (see section 7 for details).

4.1.2 *For Certification*

Assessment in the madrasah also serves the purpose of providing students with relevant certifications that would advance them to the next level of their educational journey. These include the GCE 'O' Level, the Azhar 2.0 and the IBDP certifications.

4.1.3 *For Selection*

Assessment is also used as a means of selecting students for placement in various programmes within and outside the madrasah system. Students are also selected for scholarship offers based in part on their assessment results. The following areas of selection within the madrasah applies:

- Promotion to the next year level for relevant years (see promotion criteria in section 11)
- Consideration for offer to undertake the IB Diploma Programme
- Scholarships and subsidies for any applicable programme

4.1.5 *For Accountability*

Assessment in the madrasah is also used as a means of accounting for the programmes offered in terms of:

- Providing feedback for teachers to improve on their teaching and pedagogy
- Informing parents/guardians of the performance of their child/ward
- Reporting on the effectiveness of the instructional programme to the governing body of the madrasah

5 Assessment Principles

- 5.1 The madrasah strongly believes that students' learning, growth and performance, must be assessed in a holistic, balanced and fair manner. In pursuit of these values, the following principles are adhered to:

5.1.1 *Clarity of Objectives*

Teachers and students in the madrasah need to be clear about not just the learning outcomes but they also need to be aware of what the assessment objectives are and how students will be assessed.

5.1.2 *Reliability*

For reliability of assessment marking, the madrasah conducts standardization sessions between multiple markers. For assessment by single markers, subject heads or senior teachers conduct 'dip-sticking' or sampling of scripts to ensure consistency of marking. Assessment tasks and marking rubrics are also regularly reviewed to ensure alignment with national/main examinations and assessment.

5.1.3 *Validity*

Validity is about the interpretation of test scores and in ensuring that the interpretation of scores are valid, the madrasah ensures that the construct and content of test items are appropriate and in alignment. To ensure construct validity, the madrasah ensures that the percentage of items types correspond with the varying levels of difficulty according to Bloom's Taxonomy. The percentage of item types for each difficulty level is adjusted according to the students' year level, to ensure age-appropriateness of assessment and validity of interpretation.

5.1.4 *Fairness*

Assessment tasks are designed to ensure that outcomes, processes and/or products should not be affected by students' gender, race, culture, religion, physical ability or socio-economic status. The madrasah shall provide all students with fair, adequate access to any materials necessary for the successful completion of any assessment task.

6 Assessment Systems in the Madrasah

- 6.1 As the madrasah offers 3 programmes that serve to support its educational philosophy and vision, it adopts assessment systems that are both norm-referenced and criterion-referenced.

6.1.1 Norm-referenced

- i. While madrasah students develop their knowledge and skills in the Azhar 2.0 programme, they are also given the opportunity to pursue the national curriculum, as a means to encourage holistic learning, to benchmark themselves against national standards and to identify possible platforms for their futures.
- ii. The GCE 'O' Level examination is a high-stakes national norm-referenced examination, where student performance is measured against other students of the same cohort. The University of Cambridge International Examinations (CIE), the Ministry of Education, Singapore and the Singapore Examinations and Assessment Board (SEAB) are the joint examining authorities for the Singapore-Cambridge GCE O-Level examination. Examination results are usually used for placement into pre-university institutions in Singapore, such as the junior colleges or the polytechnics.

6.1.2 Criterion-referenced

- i. The Azhar 2.0 programme prepares madrasah students for the pursuit of Islamic knowledge that will provide them with opportunities to enter Islamic universities in the world, as well as fields or industries that require a strong foundation in Islamic knowledge.
- ii. Assessment in the Azhar 2.0 programme is criterion-referenced, where students are measured against a specific set of skills and knowledge required of different attainment levels.
- iii. In offering the International Baccalaureate Diploma Programme, the madrasah aspires to provide students with pre-university education that is balanced and can be integrated with the Azhar 2.0 programme.
- iv. Similar to the Azhar 2.0 programme, the International Baccalaureate Diploma Programme also adopts a criterion-referenced assessment model, comprising sets of band descriptors and competencies across all subjects and levels.

7 Nature of Assessments in the Madrasah

7.1 The madrasah adopts assessment practices that are both formative and summative in nature and gives equal emphasis to both. Our assessments are used to:

7.1.1 Monitor student learning progress and achievement to ensure quality learning;

7.1.2 Provide feedback to all stakeholders, including students, parents and teachers;

7.1.3 Inform curriculum, pedagogy and assessment practices in the madrasah.

7.2 The following guidelines are adhered to in integrating assessments into the madrasah curriculum. Assessments should:

7.2.1 Be both outcome and process-driven;

7.2.2 Cater to differences in learning styles and abilities;

7.2.3 Be relevant and motivating to students;

7.2.4 Be on-going and reflective;

7.2.5 Allow students to self and peer-assess in order to evaluate their own progress and set targets for improvement. To this end, all students must be aware of how their work is being assessed. Assessment criteria and rubrics need to be shared with students before any summative assessment is carried out.

7.2.6 Be communicated to students, parents and other relevant stakeholders within a reasonable time-frame prior to the summative assessment period.

7.2.7 Allow the madrasah to measure its success in meeting specific learning outcomes;
and

7.2.8 Be internally standardized and benchmarked against relevant external national and international institutions and organizations, to ensure consistency and validity.

7.3 The following are the uses and methods of the respective assessment types in the madrasah:

Formative	Formative assessment is also assessment <i>for</i> learning and it is process-driven.
Uses	<ul style="list-style-type: none"> ▪ To provide students with feedback and identify learning gaps. ▪ To allow teachers to adjust instruction to ensure that teaching and learning is more effective. ▪ To provide parents with feedback that would allow them to help support student learning ▪ To allow students to self and peer assess so that they are empowered to become active learners and take responsibility of their learning.
Methods	<ul style="list-style-type: none"> ▪ Homework, quizzes, oral presentations, class assignments, graphic organizers, etc.

Summative	Summative assessment is also assessment <i>of</i> learning and it is outcome-driven.
Uses	<ul style="list-style-type: none"> ▪ To measure student achievement ▪ To allow students, the madrasah and parents to determine students' development and future placement. ▪ To select students for placement into relevant programmes within the madrasah. ▪ To recognize and reward students based on the merit of their academic performance.
Methods	<ul style="list-style-type: none"> ▪ Tests, coursework, oral presentations, projects, examinations, etc.

7.4 Considerations for Summative Assessments

The following are the key types of summative assessments in the madrasah and their respective considerations:

(a) Coursework	Coursework refers to any of the following: research papers (including the Extended Essay), the Theory of Knowledge essay, school-based projects and any other assessment tasks that may be deemed as coursework.
<i>Considerations</i>	<ul style="list-style-type: none"> ▪ All coursework should be submitted manually or electronically as directed by the Subject Teacher/Supervisor/Coordinator at the stipulated dates and times. ▪ Any coursework submitted after the required dates and times will be considered as late submission and will be subjected to appropriate penalty as determined by the madrasah. Cases with extenuating circumstances will be reviewed by the madrasah on a discretionary basis. ▪ Persistent late submissions or non-submission will be treated as disciplinary cases that may affect the student's conduct grade and school leaving testimonial. ▪ All cases that contravene the Academic Honesty policy of the madrasah will be dealt with according to the stipulations in the policy.
(b) IBDP Internal Assessments	IBDP Internal Assessments (IAs) refer to all works, including drafts of IAs, that constitute part of or completed pieces of work for IB submission/assessment. They also include presentations made for Groups 1,2 and 3 as well as for Theory of Knowledge.
<i>Considerations</i>	<ul style="list-style-type: none"> ▪ All IBDP students need to ensure that their Internal Assessments have been approved by their respective Subject Teachers/Supervisors before they embark on the assessment task(s). ▪ For oral/video presentations, all students will be provided with appropriate facilities to support the final IAs/presentations. ▪ All submission matters and issues of Academic Misconduct, similar to coursework, shall apply

(c) Tests and Examinations	Tests and examinations refer to all internal and external examinations pertaining to the 3 curricular programmes offered in the madrasah, including written examinations as well as Science Practical examinations for the GCE 'O' Level.
Considerations	<ul style="list-style-type: none"> ▪ To sit for examinations, students cannot be absent from school without any valid reason(s). Each case of absenteeism will be reviewed by the examination board that will decide on the eligibility of the student to sit for any examination. ▪ Students will not be allowed to sit for the paper on that day if they are late for more than 30 minutes. ▪ Students with medical certificate(s) and valid reasons will be allowed to sit for papers upon their return, based on approval from the examination board.

8 Homework as Assessment

8.1 Homework is assigned to students throughout the entire year across all subjects for the purpose of reinforcing or reviewing the lesson taught that day. Teachers use homework as a way to monitor student progress and to provide timely feedback, either verbally or in writing.

8.2 All homework should be submitted on time for teachers to evaluate and provide feedback for students to improve. There should be a reasonable amount of time dedicated to homework allocation.

9 Assessment Feedback

9.1 Assessment feedback is crucial to teaching and learning, both for formative and summative assessment tasks. Feedback should also be provided to engage parents in their child's learning and development.

9.2 Students

9.2.1 Marking and feedback should inform student about their specific areas of strength and improvement.

9.2.2 Feedback should also aim to provide students with guidance on how they can improve.

9.2.3 Where possible, teachers should provide qualitative feedback in addition to grades or marks.

9.3 Parents/Guardian

9.3.1 Teachers should also provide parents with regular feedback on:

9.3.1.1 How their child is performing in relation to their developmental stages and against set standards/rubrics.

9.3.1.2 The child's strength and any particular achievements.

9.3.1.3 How parents can help.

9.3.1.4 Whether the child has any social-emotional issues or is well-adjusted in the madrasah.

10 Assessment Grading Systems

10.1 The following is the overall grading system for students at all levels in the madrasah.

Secondary and Pre-University (Overall)

Percentage	Grade	Remarks
90 and above	Excellent	Pass
75 – 89	Very Good	
65 – 74	Good	
50 – 64	Satisfactory	
40 – 49	Poor	Fail
1 – 39	Very Poor	

10.2 In Secondary 3 and 4, there are separate layers of grading for GCE 'O' Level and Pre-IBDP subjects respectively.

10.3 As students will be sitting for the national GCE 'O' Level Examination at the end of Secondary 4, the assessment and grading system for relevant subjects at Secondary 3 and 4 will follow that of the GCE 'O' Level Examination. This is to better reflect their performance vis-à-vis the national examination results. However, the marks attained are converted to an overall grading system for all subjects combined, including the Islamic subjects.

10.4 Secondary 3 and 4 ('O' Level Cambridge subjects)

Percentage	Grade	Remarks
75 and above	A1	Pass
70 – 74	A2	
65 – 69	B3	
60 – 64	B4	
55 – 59	C5	
50 – 54	C6	
45 – 49	D7	Fail
40 – 44	E8	
39 and below	F9	

10.5 Pre-IBDP Secondary 3 and 4 (adapted from the IBDP grade descriptors)

10.5.1 In alignment with the IBDP subject grade boundaries, students who undergo the Pre-IBDP-Azhar 2.0 programme will be scored against the subject-specific grade boundaries for the following subjects offered:

Malay

Grade	From	To
1	0	15
2	16	30
3	31	45
4	46	59
5	60	70
6	71	84
7	85	100

Arabic

Grade	From	To
1	0	10
2	11	23
3	24	35
4	36	50
5	51	63
6	64	78
7	79	100

English

Grade	From	To
1	0	10
2	11	22
3	23	38
4	39	54
5	55	70
6	71	87
7	88	100

Science

Grade	From	To
1	0	9
2	10	19
3	20	31
4	32	42
5	43	53
6	54	65
7	66	100

Mathematics

Grade	From	To
1	0	7
2	8	13
3	14	22
4	23	36
5	37	52
6	53	66
7	67	100

11 Assessment Weightings

11.1 The weightings for assessments across the madrasah is as follows:

LEVEL	CA 1 Continual Assessment	SA 1 Semestral Assessment	MYP Mid-Year Performance	CA 2 Continual Assessment	SA 2 Semestral Assessment	FYP Final Year Performance
ALL LEVELS	40%	60%	100%	40%	60%	100%
	CA1 (Summative Assessment) SA1 (Semester 1 Assessment) MYP (Mid Year Performance) 40% of MYP will be taken into account in the Overall Performance (OP)			CA2 (Summative Assessment) SA2 (Semester 2 Assessment) FYP (Final Year Performance) 60% of FYP will be taken into account in the Overall Performance (OP)		
OVERALL PERFORMANCE (100%)	40% OF MYP			60% OF FYP		

11.2 For non-examinable subjects (such as Islam and Society and Islamic History), student performance is recorded in a more comprehensive, criterion-based manner which is then be translated into a grade for recording purposes.

11.3 In summary, the assessment weightings and explanatory notes are as follows:

Assessment Methods/ Levels	Weighting	Weighting
All levels	40%	60%
When to use	- During term time, class lessons	- At the end of: ■ Semester (SA)

	<ul style="list-style-type: none"> - At the end of natural pauses: <ul style="list-style-type: none"> ■ theme ■ set of topics 	
How to use	<ul style="list-style-type: none"> - Transfer Tasks - Other Evidences - Homework - Class Activities - Group Projects - Mini Transfer Tasks (MTT) 	<ul style="list-style-type: none"> - Mini Transfer Tasks (MTT) - Authentic Transfer Tasks (ATT) - Examinations - Tests
Alternative Assessment methods	<ul style="list-style-type: none"> • Quizzes • Checklist • Exit Slips • Role Play • Case Studies • Structured Problems • Reflective Questions/ Journals 	<ul style="list-style-type: none"> • Portfolios • Research Presentations • Performance Tasks
Content	<ul style="list-style-type: none"> • Balance across all subjects taught particularly in the integrated Islamic Studies subjects¹. 	

12 Promotion Criteria

(See overall promotion flowchart in Annex A)

The following promotion criteria apply for the respective programmes and levels:

12.1 Secondary 1 to Secondary 2

12.1.1 Students at Secondary 1 level will be automatically promoted to Secondary 2.

12.1.2 At the end of Secondary 2, a weighting of 20% from the final Secondary 1 result will be combined with a weighting of 80% from the final Secondary 2 result for each subject.

¹ Need to ensure that all subject components are taught and examined, as it will be a requirement to report the performance of all the components for graduating students.

12.2 Secondary 2 to Secondary 3

Students will be promoted to one of the following Secondary 3 programmes if they satisfy the following criteria:

12.2.1 Azhar 2.0-GCE 'O' Level Programme

- Overall Percentage $\geq 55\%$
- Overall National Curriculum $\geq 50\%$
- Arabic $\geq 60\%$
- English $\geq 50\%$
- Any 2 best subjects from *Dirasat (Islamic Studies)** with score $\geq 50\%$

* *Islamic Studies* subjects are *Fiqh (Islamic Jurisprudence)*, *Hadith (Prophet Tradition)*, *Quran (Quranic Studies)*, *Aqidah (Islamic Theology)*, *Islamic History & Quranic Reading*.

12.2.2 Azhar 2.0-Pre-IBDP Programme

Primary Criteria

- Overall Performance $\geq 70\%$
- Arabic $\geq 70\%$
- English $\geq 70\%$
- Fiqh $\geq 60\%$
- Mathematics $\geq 60\%$

Secondary Criteria

- Express Stream based on PSLE results
- PSLE Achievement Level: 19 and below

Students who meet the criteria will be invited to join the Azhar 2.0-Pre-IBDP Programme. Enrolment into Azhar 2.0-Pre-IBDP Programme is solely based on merit and choice.

12.2.3 Students who do not meet the criteria set in 12.2.1 or 12.2.2 may be subject to any of the following actions on a case-by-case basis:

- conditional placement
- retention at Secondary 2

12.3 Secondary 3 to Secondary 4

12.3.1 At the end of Secondary 4, a weighting of 20% from the final Secondary 3 result will be combined with a weighting of 80% from the final Secondary 4 result for each subject.

12.3.2 Azhar 2.0-GCE 'O' Level Programme

Students at Secondary 3 level will be automatically promoted to Secondary 4.

12.3.3 Azhar 2.0-Pre-IBDP Programme

- Overall Percentage $\geq 60\%$
- Students who score 59% and below will be transferred to Secondary 4 Azhar 2.0-GCE 'O' Level Programme.

12.4 Secondary 4 to Pre-University 1

12.4.1 Azhar 2.0 Programme

- Overall Percentage $\geq 60\%$
- National Curriculum $\geq 50\%$
- Arabic $\geq 60\%$
- Any 2 best subjects from *Dirasat (Islamic Studies)* with score $\geq 60\%$
- Students who score below 60% will be retained at Secondary 4

12.4.2 Azhar 2.0- Pre- IBDP Programme

- Overall Percentage \geq 60%

- Students who intend to offer a HL IBDP subject would need to attain a minimum of Grade 5 in the subject.

- Students who score between 50% and 59% will be retained at the Secondary 4 Azhar 2.0-IBDP Programme

- Students who score 49% and below will be transferred to Azhar 2.0-GCE 'O' Level track and retained at Secondary 4 in order to sit for the GCE 'O' Level Examinations.

- Students who leave the madrasah at this level will only be given a Secondary 4 school leaving certificate.

12.4 Pre-University 1 to Pre-University 2

12.4.1 At the end of Pre-University 2, a weighting of 50% from the final Pre-University 1 result will be combined with a weighting of 50% from the final Pre-University 2 result for each subject.

12.4.2 Pre-University 1 to Pre-University 2 Azhar 2.0 Programme

Students will be automatically promoted to Pre-University 2

12.4.3 IBDP Year 1 to IBDP Year 2

12.4.3.1 Students in the programme will undergo a 2-year curriculum and will not be retained in IBDP Year 1. However, the madrasah uses the IBDP overall grade descriptors and subject-specific boundaries, to ensure that students are on task and receive appropriate academic counselling, according to their performance.

12.4.3.2 The following IBDP grade descriptors and passing guidelines apply:

Grade	Descriptor
7	Excellent performance
6	Very good performance
5	Good performance
4	Satisfactory performance
3	Mediocre performance
2	Poor performance
1	Very poor performance

- Min grade: 24 points from Groups 1 – 5
- All 6 subjects have been awarded grades
- No grade 1 in any subject
- Not more than 2 grades 2 at HL and SL
- At least a total of 12 points for HL subjects
- At least a total of 9 points for SL subjects
- TOK and EE results must meet expectations for a potential Predicted Grade C
- Meeting expectations for CAS
- Free from malpractice
- Students who score below 24 points will be promoted and have to undergo academic counselling on their study options and study management
- Requirements for passing the Azhar 2.0 examinations and promotion to Pre-University 2 will be the same as for students in the Azhar 2.0 Programme.

12.5 Pre-University 2 Final Examinations for Azhar 2.0 Programme

12.5.1 All Azhar 2.0 examinations are school-based, including the final examinations at the end of the programme.

12.5.2 Pre-university 2 Azhar 2.0 Programme students will sit for the final examinations in November.

12.5.3 Students who attain 60% and more overall score but have failed certain papers, will need to sit for re-exam(s) for the affected papers. Those who obtain less than 60% overall score, will be required to repeat the Pre-University 2 Azhar 2.0 Programme.

12.5.4 Azhar 2.0 - IBDP students will sit for the final examinations in February of the third year. This is to allow IBDP students to focus on their IBDP November examinations first. (*Refer to the School Assessment Calendar for details*).

- Students who attain 60% and more overall score but have failed certain papers, will need to sit for re-exam(s) for the affected papers. Those who obtain less than 60% overall score will be required to join the Azhar 2.0 programme and retake the Azhar 2.0 examinations in November of their third year.

13 Reporting Results:

13.1 It is the responsibility of the madrasah to furnish parents/guardians with full and complete information about the development and progress of their child. Informing and involving parents/guardians concerning student progress is an ongoing process that can be accomplished in various ways:

13.1.1 Assessment results should provide usable information and these results should be communicated regularly and clearly to students, parents and staff in order to promote understanding of students' achievements.

13.1.2 A Report Book is issued twice a year after Semester 1 and Semester 2 Examinations.

13.1.3 Parent-Teacher briefings for all levels are conducted annually in January and February, to inform parents of school programmes and expectations.

13.1.4 A Parent-Teacher conference is held for each level at the end of Semester 1 to update parents on student progress.

13.1.5 For graduating students, another Parent-Teacher conference is done in early October to allow parents/ guardians to work collaboratively with the madrasah to improve the performance of the child.

13.1.6 Teachers are responsible for electronically maintaining and recording the students' marks and grades in order to meet grade reporting deadlines.

13.1.7 Teachers may contact parents prior to issue of the Report Book to indicate unsatisfactory performance, risk of failure, or work below the ability level of the student. This may be done via phone call or electronic correspondence.

13.1.8 The madrasah is expected to share the performance report of the students to the madrasah management, Board of Governors and stakeholders.

14 Communication of Assessment Policy:

14.1 The policy is written for all stakeholders. The following will be updated on the assessment policy at the appropriate platforms and school events:

- Board of Governors
- Madrasah leaders
- Teachers
- Parents
- Students

15 Policy Review

15.1 The Assessment Policy may be subject to review at appropriate junctures, when there are:

- Changes to national assessment policies.
- Changes in national and IBDP assessment requirements and grade boundaries and descriptors.
- Changes to internal assessment processes in the madrasah.
- Reviews of internal promotion criteria.

Prepared by:

Management and Curriculum Teams of Madrasah Aljunied Al-Islamiah 2023

Promotion Flowchart

