

**Al Batool Virtual International School
And
Al Forqan Private School
(Virtual American Program)**

**Assessment Models and Evaluation – Students
Digital Courses**





Assessment Models

Apex learning courses can be configured for performance- or competency-based models.

Performance-Based

Students using a performance-based-assessment model earn grades for coursework in a traditional manner. In this model, students do not have the opportunity to retake assessments. They receive the grade earned on their first and only attempt unless the teacher resets the assignment.

Disabling Mastery-Based-Learning (MBL) allows open access to course content not specifically hidden in the outline manager. Allowing students to access course content in random order (instead of sequential) may be important in programs where students do not work on all content or complete units in sequence.

Main Characteristics:

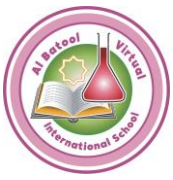
- Students have access to all course content
- Students may work out of sequence
- Students may not self-reset un-mastered quizzes

Competency-Based (Mastery-Based Learning)

Enabling MBL restricts access to further course content until the specified mastery level on computer scored assessments is demonstrated (e.g. 75%). In this model, students are allowed between one and three attempts to demonstrate content mastery before progressing to the next unit.

Main Characteristics:

- Sequential content access
- Minimum student performance required before progression
- Students self-reset on un-mastered quizzes Pedagogical models that can be implemented using MBL:
- Sequential content: A Mastery Level of 0% ensures sequential access. Completing a computer- scored assessment will unlock the next subset of course content.



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- Minimum performance: A low Mastery Level (e.g., 60%) provides a minimal performance requirement ensuring that students sufficiently understand material to earn a passing grade.

Resetting Assessments and Intervention

Classrooms with MBL enabled may allow students to self-reset on quizzes. This option can be modified to allow 0-3 attempts before required teacher intervention. Students may not self-reset proctored tests.

Students who score lower than the mastery level on a proctored test will be “locked out” and require teacher intervention.

Intervention options for students who are “locked out”:

- Quizzes: Ask students to submit completed study sheets, practice assignments, notes, study guides, and/or participate in a tutoring session before resetting.
- Tests: Review test results to identify un-mastered skills and provide remediation before resetting. Teachers have three options for progressing students past un-mastered assessments:
 - Provide an additional attempt by resetting the activity.
 - Unlock the next block of content by using permit progress (no change to the assessment score).
 - Override the assessment scores to a value equal to the mastery-level required.

Best Practices

- ✓ Choose staff roles and responsibilities to best suit the dimensions of your implementation.
- ✓ Choose a performance or competency-based assessment model.
- ✓ Provide opportunities for struggling students to receive individual or small group instruction.
- ✓ Set and communicate rules for the maximum number of resets for quizzes and tests.



Access to Assessments

Control access to assessments with proctoring, restrict course content, question feedback, and review of completed assessments, to increase academic integrity; especially when multiple assessment attempts are permitted. Set clear requirements for the number of assessment attempts permitted, work a student must demonstrate before additional attempts are allowed and how teachers progress students past un- mastered assessments.

Recommended Default Course Settings

Description	Configuration		
	OC	CR	AP
Mastery-Based Learning (MBL) students work through course content Sequentially, earning at least the stated minimum score on computer-scored assessments.	70%	70%	0%
MBL Attempts is the number of times a student may attempt to master an assessment before being blocked from accessing subsequent course content.	2	2	0
Closed Book controls access to course content during assessment.	Closed-book assessments		
Student Overview	All Staff		
Discussion Forums	Allow		
Text-to-speech and Translation	Allow		
Question Feedback informs a student if a submitted answer on a quiz is correct or incorrect. When an answer is incorrect SF provides the correct answer.	Do not show question feedback		
Answer Review enables students to review graded assessments.	Allow answer review		
Proctoring prevents access to activities until they are unlocked by a teacher or mentor.	Proctor CSTs, TSTs, Exams, Pretests Enforce Auto-proctoring		
Course Review controls access to courses completed in the Grade Book.	Do not allow		
Answer Reveal shows answers to study sheets when enabled	Do not allow		
Due Dates	Cascade from the gradebook		
Auto Withdrawal	90 days		
Course Settings	Remove		
Outline Manager	Remove if master courses are used		
Pretest Settings- Enhanced credit recovery features only	Test-out level 70%		
Pretest Test-out level Pretest score required for mastery.	Allow unit test out		
Allow Unit Test-out Permits test-out of <i>all unit</i> activities – including key activities-based on passing the pretest.	Require pretests Note: Pretests are proctored		
Require Pretest Locks unit content until the pretest is complete.			



Student Resources Appendix

Each course has Appendix A: Student Resources, which includes the syllabus (listing units, lessons, and activities), links to activity sheets, key terms, study tips, and course-specific information.

Student Resources



The Student Resources appendix provides additional materials for this course. Here, you'll find the course syllabus, key terms glossary, and more.

For additional guidance and helpful documentation, click the "Help" link in the upper right corner of the window. There you will find helpful information on many other things, including printing assignments, submitting written work, using discussion boards, and much more.

Syllabus

Key Terms

Lab Materials and
Safety Information



Learning Oasis Chemistry

Activity	Points	% of Total
Discuss	150	3.86%
Exam	200	5.15%
Final Exam	200	5.15%
Journal	220	5.67%
Lab	500	12.88%
Practice	250	6.44%
Quiz	1360	35.05%
Test (CST)	500	12.88%
Test (TST)	500	12.88%



Subject Area Guidelines

The following information is presented to consider emphasizing or de-emphasizing activities based on program objectives and resources. Naturally, it is desirable to apply filtering practices that protect the highest possible quality of experience for students within the restrictions of the implementation and its resources.

Mathematics – Teacher–Scored Activities

- Journal
- Modeling (Practice)
- Performance Task (Project)
- Teacher-Scored Test
- Discussion

Deciding What to Include

How can inclusion of teacher-scored activities be prioritized in a situation where limited teacher resources are available to assist students and score their work?

Activity	Function	Teacher Expertise
Journal	Necessary for student learning and standards/mathematical practice coverage	Can be scored by out-of-field teachers*
Modeling (Practice)	Necessary for student learning and standard/mathematical practice coverage	Can be scored by out-of-field teachers*
Performance Task (Project)	Recommended for student learning and mathematical practice/CC assessment coverage	Subject area expertise recommended
Teacher-Scored Test	Recommended for learning reinforcement and practice, provides synthesis opportunities	Subject area expertise recommended
Discussion	Recommended to balance assessment package	Subject area expertise recommended if accuracy is important
Checkups	Provide constructive practice through free-response and occasional multiple choice questions.	In checkups, students check their own work against an answer key.

*Answer keys that contain line by line solutions are provided to facilitate grading.



Science – Teacher–Scored Activities

- Labs
- Practices
- Teacher-Scored Tests
- Discussion
- Journals

Deciding What to Include

How can inclusion of teacher-scored activities be prioritized in a situation where limited teacher resources are available to assist students and score their work?

Activity	Function	Teacher Expertise
Labs	Necessary for student learning and standards coverage	Subject area expertise recommended
Practice	Recommended for learning reinforcement and practice	Subject area expertise recommended
Discussion	Recommended to balance assessment package. Discussions serve important program goals — applying science to everyday life.	Subject area expertise recommended if accuracy is important
Teacher-Scored Test	Recommended for learning reinforcement and practice	Subject area expertise recommended
Journal	Recommended to balance assessment package. Journals serve important program goals — applying science to everyday life.	Subject area expertise recommended if accuracy is important
Checkups	Provide constructive practice through free-response and occasional multiple choice questions.	In checkups, students check their own work against an answer key.

- If it's a question of practice or teacher-scored test, keep the test because it's the best place for students to demonstrate higher order understanding of science concepts.



English – Teacher Scored Activities

- Journals
- Discussion
- Practices/Projects
- Teacher-Scored Tests

Deciding What to Include

How can inclusion of teacher-scored activities be prioritized in a situation where limited teacher resources are available to assist students and score their work?

Activity	Function	Teacher Expertise
Practice (short)	Necessary for student learning and standards coverage	Can be scored by out-of-field teachers
Practice (long)	Necessary for student learning and standards coverage	Subject area expertise recommended
Discussion	Recommended to balance assessment package	Subject area expertise recommended if accuracy is important
Teacher-Scored Test	Recommended for learning reinforcement and practice	Subject area expertise recommended
Journal	Recommended for learning reinforcement and practice. Journals are short, scaffolded, analysis-and-response exercises. This is the most failed skill on exit exams.	Can be scored by out-of-field teachers
Readings	Provides context or thematically related material to the second reading. The second reading is the anchor text for the lesson or unit.	Students reflect on their reading
Checkups	Provide constructive practice through free-response and occasional multiple choice questions.	In checkups, students check their own work against an answer key

- The instructional design and activity rhythm allows for an appropriately robust, scaffolded writing program in each course. With over 70 composition opportunities of varying length in each full-year program, some journals and practices can be excluded and most writing standards can still be met.
- It is recommended to keep a minimum of one opportunity to write in each unit (practice, journal, discussion). If you must exclude some teacher graded writing activities, consider rotating the remaining activities by unit. This would minimize grading while exposing



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students to very helpful, regular, scaffolded writing practice.

- If it's a question of teacher-scored test or practice, keep the practice.

Social Studies – Teacher–Scored Activities

- Practices
- Teacher-Scored Tests
- Discussion
- Journals

Deciding What to Include

How can inclusion of teacher-scored activities be prioritized in a situation where limited teacher resources are available to assist students and score their work?

Activity	Function	Teacher Expertise
Practice (short)	Necessary for student learning and standards coverage	Can be scored by out-of-field teachers
Practice (long)	Necessary for student learning and standards coverage	Subject area expertise recommended
Discussion	Recommended to balance assessment package	Subject area expertise recommended if accuracy is important
Teacher-Scored Test	Recommended for learning reinforcement and practice	Subject area expertise recommended
Journal	Recommended to balance assessment package	Can be scored by out-of-field teachers
Checkups	Provide constructive practice through free-response and occasional multiple choice questions.	In checkups, students check their own work against an answer key

- Include a minimum of one opportunity to write in each unit (practice, journal, discussion). Consider rotating these activities by unit.
- If it's a question of practice or teacher-scored test, keep the practice as it's the instructional component that prepares students to do the social studies writing they will encounter on the test.
- Discussions and journals may serve important program goals — applying social studies themes and skills to everyday life.