

School Guide For Nafs Assessments

2024/1445 AH



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Introduction

Advanced countries strive to enhance their educational systems and policies, placing a strong emphasis on the quality of educational outcomes and learning achievements. The ultimate goal is to equip their students with the necessary skills and knowledge to thrive in both life and future careers, aligning with their developmental aspirations and the specific needs of their learners. To achieve this, they rely on national assessments and continuously conducted studies, employing rigorous scientific methodologies. These approaches play a crucial role in determining the subjects and skills that students learn, enabling them to excel in targeted areas of education. Additionally, they help evaluate students' proficiency in applying acquired knowledge and skills to solve problems and confront a wide range of challenges effectively.

In this context, NAFS assessments are considered a key requirement for comprehensive educational enhancement. They provide a realistic description of performance levels, serving as an integral part of quality assurance processes and serving the purpose of evaluation for improvement. Additionally, these assessments serve as effective tools for guiding decision-makers in evaluating the quality of educational programs and learning, making appropriate decisions, and identifying priorities for improvement and monitoring progress.

This booklet provides school staff, including teachers and administrators, with a brief overview of the NAFS assessments in reading, mathematics, and science. It highlights their significance and offers an understanding of the content covered in the assessments. It also includes information about the administration dates, duration for each section, the format and language used, sample questions, and serves as a reminder of the school's role in ensuring the successful administration of these assessments.

Strategic Objective Associated with NAFS Assessments Program

The strategic objective associated with NAFS Assessments program is to ensure and regulate the quality of educational and training outcomes for students and trainees. It aims to assess their acquisition of knowledge, skills, and abilities through specific curriculum standards. Moreover, the program seeks to increase the coverage of assessments.

◆ Concept

These are standardized assessments based on approved frameworks, and are implemented in successive evaluation cycles, in order to provide reliable data on the level of achievement of students, schools, educational offices, and administration, in meeting the desired educational targets in specific subject areas and grade levels. They include designed tools to provide information about the factors that influence student learning and achievement, as well as educational practices, in order to improve and develop them.

◆ Target Grades

The national assessments are administered to all elementary and middle schools in the Kingdom of Saudi Arabia, regardless of school type (public, private, or international). The assessments are directed to:

A sample of third-grade students **All sixth-grade students** **All ninth-grade students**

These grade levels represent the end of different educational stages, allowing for the evaluation of students' cumulative knowledge and skills in the targeted learning areas at the completion of each educational stage.

◆ Objectives of the National Assessments “NAFS”:

The objectives of the National Assessments are as follows:

1. Providing decision-makers with reliable performance indicators, helping them take developmental actions to improve the quality of education, learning processes, and school performance.
2. Assessing students' achievement of core learning outcomes and supporting the principle of education is for all.
3. Monitoring the performance levels of students, schools, educational offices, and administrations within the education system on a regular basis.
4. Using assessments results to evaluate public schools, as well as accrediting private and international schools, thereby serving as a regulated indicator for assessing school performance.
5. Studying the impact of teaching and learning strategies and evaluation processes on students' learning levels and the school environment.
6. Linking the national assessments to the Tarteeb Scale provided by the Education and Training Evaluation Commission in collaboration with the Ministry of Education, which ranks educational departments, offices, and schools based on their students' scores in the national assessments.

School Role

The school plays a crucial role in preparing students for the assessments by:

- Providing knowledge and fundamental concepts.
- Training students in essential test-taking skills.
- Raising students' awareness and providing psychological support.

Assessment Format

The current cycle of the National Assessments (1445 AH) is only in multiple-choice questions format.

Assessment Language

NAFS Assessments are administered in both Arabic and English, based on the type of education in the school (public, private, international).





NAFS Assessments Related questionnaires

National assessments are accompanied by a set of scientifically designed questionnaires aimed at providing information about factors influencing learning outcomes, and educational achievement and practices. These questionnaires are:

- Student questionnaire: It is provided to the student by the end of the assessment, both in paper and digital formats.
- Parent questionnaire: This is a digital questionnaire accessed through ETEC's platform. Parents are notified to complete this questionnaire by a text message.
- School Principal questionnaire: This is a digital questionnaire accessed through ETEC's platform.
- Reading, Mathematics, and Science teacher's questionnaire: These are digital questionnaires accessed through ETEC's platform.

NAFS Assessments Scientific Content

First: Reading Scientific Content:

The NAFS Assessment, in its 1445 AH - 2024 AD cycle, focuses on the skill of reading, or "reading proficiency." This indicates that reading proficiency goes beyond mere reading knowledge and familiarity with its main and subsidiary skills. It is a capacity and competency that is utilized throughout life in various contexts to achieve multiple individual or societal purposes and goals.

Second: Mathematics Scientific Content:

Mathematics, with its various branches, holds immense importance in daily life. It serves as the foundation and basis for most professions and fields in many areas such as: economics, finance, architecture, planning, technology, information science, medicine, environment, earth sciences, space, and more. It is also characterized as an essential part of human cognitive development, as it aids in the development of reasoning skills, analysis, information processing, problem-solving, and decision-making abilities.

Third: Science Scientific Content:

Natural sciences, with their four branches, hold great importance in our daily lives and the key ideas that stem from them, as well as the scientific knowledge associated with them. They encompass facts, concepts, generalizations, laws, scientific theories, and their application in new situations, achieving horizontal cognitive continuity and interconnection within the field of natural sciences. This is in accordance with the content outlined in the standards document for the learning domain of natural sciences.

NAFS Assessments Scientific Content

To access the targeted learning outcomes, please visit the following link:

<https://nafs.etec.gov.sa/>



National Assessments (NAFS) for the Year 1445 AH / 2024 AD Schedule

Assessments will be administered from 12 to 27 May 2024

Grade	Day	Date
Ninth Grade	Sunday	12/05/2024
	Monday	13/05/2024
	Tuesday	14/05/2024
	Wednesday	15/05/2024
Sixth Grade	Thursday	16/05/2024
	Sunday	19/05/2024
	Monday	20/05/2024
	Tuesday	21/05/2024
	Wednesday	22/05/2024
Third Grade	Thursday	23/05/2024
	Sunday	26/05/2024
	Monday	27/05/2024

Contents of the Paper-Based Assessment Booklet

The assessment is provided in a paper-based booklet that includes questions from all three sections (Reading, Mathematics, and Science) for the sixth and the ninth grades. However, the third-grade booklet contains only two sections, which are: Reading and Mathematics in addition to the Student's questionnaire

Assessment Duration and Number of Questions in Each Section:

Grade	Setting Up	Section 1	Break	Section 2	Break	Section 3	Student questionnaire	Subject	No. of Questions	Assessment Language
Third Grade	15 mins.	30 mins.	5 mins.	30 mins.	5 mins.	N/A	40 mins.	Reading	15	Arabic (for Public and private schools) + English (for international schools)
								Mathematics	16	
Sixth Grade	15 mins.	35 mins.	5 mins.	35 mins.	5 mins.	35 mins.	40 mins.	Reading	15	
								Mathematics	20	
								Science	20	
Ninth Grade	15 mins.	35 mins.	5 mins.	35 mins.	5 mins.	35 mins.	40 mins.	Reading	15	
								Mathematics	20	
								Science	20	





Examples of NAFS Assessment Questions

Example from the Sixth Grade (Reading) Questions:

Friendship is one of the most precious things in existence, and it is among the noblest human relationships. It builds bridges of love between hearts and gives life beauty and a desired purpose. Friendship is not just fleeting words; it is a pledge and a sacrificial act. As the proverb goes, "A friend in need is a friend indeed." It is a pillar and support that we must choose carefully and attentively. Not every companion - whether in school, work, or your neighborhood - can be considered a friend and a dependable support.

Friendship has etiquettes that should be adhered to. It requires safeguarding your friend's back, defending and supporting them in truth, assisting them in doing good, and correcting them when they are not. Friendship is measured by actions and situations, not by mere words. Therefore, Islam has given special attention to friendship and made friendships built on goodness extend to the abodes of paradise and its blessings. Beware of companionship based on personal interest, as it is inevitably transient. When the interest ends, the companionship that was built around it also ends.



Subdomain

vocabulary

Learning Outcome

The ability to infer synonyms and antonyms of the vocabulary words in the given text, as well as distinguishing words with similar meanings.

- ◆ What is a synonym for the word "fleeting"?
- A. Fixed
 - B. Transitory
 - C. Disturbed
 - D. Authentic
-

Example of the Ninth Grade (Reading) Questions:

Volunteer work is the act of extending a helping hand to others, exerting effort for the society, and spreading it without expecting any reward or compensation. It is called volunteering because individuals engage in it willingly, without compulsion. It stems from an emotional will driven by a love for doing good, which makes a person an integral part of their surroundings and community. The prevalence of volunteer work in communities indicates the openness and active participation of individuals towards progress and advancement.



The fields of volunteer work are unlimited, and anyone can create a simple endeavor that seeks reward and becomes a building block for their community. In fact, it brings happiness to the person and instills self-confidence. It provides a broad scope for acquiring new knowledge, getting to know people from diverse cultures, strengthening the bonds between community members, and fostering national unity.

Subdomain

Reading
Comprehension

Learning Outcome

The ability to extract the main, sub, and implied ideas from the given text.

◆ According to the text, the force that drives a person to engage in volunteer work is:

- A. Physical
- B. Psychological
- C. National
- D. Social

Example from the Third Grade (Mathematics) Questions:

Subdomain

Numbers and
calculations

Learning Outcome

Describing the operations of multiplication and division, representing them, establishing their properties, finding their results, and using them to solve mathematical problems.

◆ Hind wishes to help her mother distribute and arrange the flowers around their home. If she had 35 flowers to distribute them in 5 vases, then how many flowers would be in each vase?

- A. 6
- B. 7
- C. 8
- D. 9





Example from the Sixth Grade (Mathematics) Questions:

Subdomain

Numbers and calculations

Learning Outcome

Adding and subtracting whole numbers within seven digits, multiplying numbers up to three digits, dividing numbers with up to four digits by numbers with at least two digits, and using them to solve mathematical problems.

- ◆ The number of visitors to the university library in September was 1221, and in October, it was 1625 visitors. November was the busiest month. If the total number of visitors over the three months was 5012, how many visitors were there in November?

- A. 3223 B. 3018
C. 2334 D. 2166



Example from the Ninth Grade (Mathematics) Questions:

Subdomain

Probability and Statistics

Learning Outcome

Analyzing data using central tendency and dispersion measures, interpreting, and comparing them.

- ◆ A group of students planted a variety of flowers in the school garden over a period of 10 days. They recorded the number of flowers each day as shown in the table below:

Day	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth
No. of Flowers	8	10	9	7	8	13	10	9	14	12

What is the arithmetic mean of the flowers?

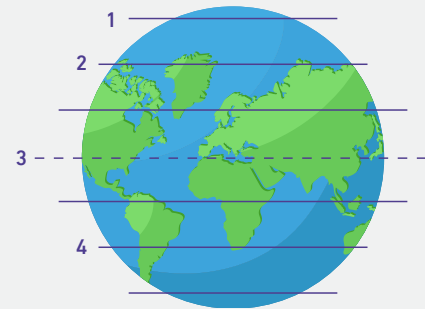
- A. 14 B. 13
C. 11 D. 10

Example of the Sixth Grade (Science) Questions:

Subdomain	Learning Outcome
Life Science	Identifying and representing the ecosystem and determining the biological communities that exist within it. Explaining the impact of changes in the ecosystem on its survival and continuity.

- ◆ Look at the figure, and identify the location of the tropical rainforests:

- A. 1 B. 2
C. 3 D. 4



Example from the Ninth Grade (Science) Questions:

Subdomain	Learning Outcome
Earth and Space Science	Tracking some of the changes that have occurred on Earth due to human activity, identifying the natural hazards that can occur on Earth, and understanding how to predict them.

- ◆ A number of cities apply engineering standards in building construction to withstand earthquakes to varying degrees as shown in the table. If these cities were exposed to earthquakes of the same strength, which of these cities would have less damage?

City	Percentage of compliance with building construction standards
1	40%
2	50%
3	60%
4	70%

- A. 1 B. 2
C. 3 D. 4





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