



AN-NOOR QURAN ACADEMY: 2016-2017

Minimum and High Achievers

Hifdh Standards Policy

Although the New Hifdh is important, all children have different capabilities, so to make a New minimum Hifdh standard would be unfair. On the other hand, once a student has memorized a certain amount of Quran, it makes perfect sense for the Quran Institute to help insure the students maintain and perfects what he has memorized. Doing so will only prove to be in the students' best interest.

What is the Minimum Standards Policy?

The School Hifdh Standards Policy is a policy which out-lines the minimum requirements for every student in reciting his/her daily lesson. This policy sets a minimum amount of Old and Nearest Quran Hifdh to be recited to the teacher according to how much Quran the student has completed. It has been developed in order to drive the students in maintaining and strengthening their Quran Hifdh. The Minimum Standards has also been revised and structured in way achievable by even the weakest student who makes a sincere effort.

The ultimate goal of this policy is to be use as a referral and guideline in monitoring the students' progress carefully, then implementing the necessary actions and interventions when the minimum standards are not met (see *'intervention phases'* below).

What is the High Achievers Criterion?

The High Achievers Criterion is basically the goal we hope all of our students will achieve and strive to meet. This standard is a reasonable yet remarkable level in which the student is reciting an extraordinary amount of old, nearest and new. Students who reach and maintain this level will ultimately graduate with honors, in addition to being recognized and awarded monthly and annually as they keep up their remarkable and exemplary performance.



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Minimum Standards Chart

The table below sets the minimum Nearest and Old Hifdh to be recited in pages/day according to number of Quran Juzz memorized:

Min. NEAREST Hifd: Pages/Day		Min. OLD Hifdh: Pages/Day	
Juzz Completed	Pages/Day	Juzz Completed	Pages/Day
1-5 Juzz	3/Day	1-5 Juzz	3/Day
6-10 Juzz	3/Day	6-10 Juzz	4/Day
11-15 Juzz	4/Day	11-15 Juzz	5/Day
16-Up Juzz	4/Day	16-Up Juzz	6/Day

[Note: Nearest is assigned according to the previous lesson marks which average 3 or 4 pages.]

High Achievers Goal Chart

The table below sets the goal for students who aim to be high achievers and stand out in their performance:

Min. NEAREST Hifd: Pages/Day		Min. OLD Hifdh: Pages/Day	
Juzz Completed	Pages/Day	Juzz Completed	Pages/Day
1-5 Juzz	4 or more /Day	1-5 Juzz	4 or more/Day
6-10 Juzz	4 or more /Day	6-10 Juzz	5 or more/Day
11-15 Juzz	5 or more /Day	11-15 Juzz	6 or more/Day
16-Up Juzz	5 or more /Day	16-Up Juzz	7 or more/Day

Intervention Phases

The students' performance will be monitored on a weekly basis using the Student Records Sheet. Dully, the sheet keeps weekly records of the number of old and nearest pages the students are reciting. These numbers are compared with the minimum standards. When a student doesn't meet the minimum standard, a series of intervention phases are then taken into effect as listed below:

Phase 1: Grace Score: 5 or less pages are not met out of the weekly goal



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Phase 2: Grace Week: 6 or more pages are not met out of the weekly goal

Phase 3: 1st intervention: 6 or more a second time will be recorded and warning will be given.

Phase 4: 2nd intervention: 6 or more a third time recorded again and reported to principle and parents.

Phase 5: 3rd intervention: Phase 4 plus meeting with parents and discontinuation of New for One Week.

Phase 6: 4th intervention: Phase 5 with a discontinuation of up to One Month of New.

Phase 7: 5th intervention: Phase 5 and in the meeting we should discuss all possible option even possibly not coming the next year as student is obviously not showing the necessary interest nor making the necessary effort.

Student's Signature: _____

Date: ___/___/___

Parent's Signature: _____

Date: ___/___/___

Teacher's Signature: _____

Date: ___/___/___