

# Al Ittihad National Private School Shakhbout



## Assessment and Reporting Policy AY 2024-2025

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## I. Introduction

At Al Ittihad National Private School 2 - Shakhbout, our Assessment Policy is meticulously designed to maintain the highest standards of educational excellence and accountability. Based on our belief that effective assessment is essential to promoting a culture of continuous improvement, reflective learning, and academic distinction, this policy is rigorously aligned with ADEK guidelines and international best practices. It serves as a robust framework to ensure that assessments are administered with integrity, equity, and transparency across all grade levels, from kindergarten to Grade 12.

## II. Purpose

At INPS-Shakhbout, it is essential to have a comprehensive school assessment policy that ensures the school has a structured and transparent approach to evaluate students' learning at educational stages. This policy aims to provide a clear framework that aligns assessment practices with the school curricular objectives, ADEK guidelines, national educational standards, and international benchmarks. It is designed to ensure consistency and equity in the assessment of student progress, offering a standardized approach to assessing diverse learners, including students with additional learning needs, through formative, summative, and diagnostic assessments. By promoting data-driven decision-making, the policy aims to empower teachers and senior leadership to effectively identify learning gaps, implement targeted interventions, and adapt teaching strategies to enhance students' learning outcomes. At INPS- Shakhbout, through the policy we aim to use several types of assessment information and triangulate the data from multiple resources to inform and drive teaching and learning ensuring best practices are implemented through discussion and review. Internal and international assessments data are used to ensure the validity and reliability of internal assessment. Students' attainment and progress are closely monitor to inform the curriculum review process ensuring that assessment enables all students to develop their potential and that there is a clear collaboration between students, parents and teachers have a shared and clear understanding of responsibilities and accountabilities.

### III. Scope

This Assessment Policy applies to all students, teachers, and staff members at Al Ittihad National Private School - Shakhbout (INPS-Shakhbout) across all grade levels, from kindergarten to Grade 12. It establishes a standardized approach to assessment that ensures consistency, fairness, and alignment with both national and international educational benchmarks. The policy covers all forms of internal and external assessments, including formative, summative, diagnostic, and standardized assessments. It provides guidelines for data collection, analysis, and reporting, ensuring that assessment practices contribute to informed decision-making, curriculum development, and individualized student support. Additionally, this policy outlines the responsibilities of educators, administrators, students, and parents in the assessment process, reinforcing a collaborative approach to monitoring student progress and achievement. The scope also includes provisions for students with additional learning needs, ensuring equitable access to assessments through appropriate accommodations and modifications. This policy aligns with the Abu Dhabi Department of Education and Knowledge (ADEK) regulations, Ministry of Education (MoE) guidelines, and international best practices to uphold academic excellence and integrity in the assessment process.

### IV. Objectives

The objectives of the Assessment Policy at Al Ittihad National Private School - Shakhbout (INPS-Shakhbout) are designed to ensure a fair, transparent, and data-driven approach to student evaluation. The policy aims to Establish a Comprehensive Assessment Framework, support Student Learning and Development, Align Assessments with Curriculum and Instruction, Promote Accountability and Collaboration and Utilize Assessment Data for Continuous Improvement.

### V. Alignment with UAE and ADEK Guidelines

At INPS-Shakhbout, assessment policy is fully aligned with the United Arab Emirates (UAE) Ministry of Education (MoE) regulations and the Abu Dhabi Department of Education and Knowledge (ADEK) guidelines to ensure that all assessment practices meet

the required standards. This alignment guarantees that assessments support student achievement, curriculum development, and instructional effectiveness.

## VI. Assessment Goals

- To assess students' knowledge, application, and reasoning abilities: This evaluates not only what students know, but also how effectively they can apply knowledge and reason through complex problems, ensuring a well-rounded understanding.
- To identify individual strengths and areas for improvement: Assessments help identify specific areas where students excel and where they need additional support, allowing for tailored instructional approaches.
- To inform curriculum development and instructional planning: Assessment data drives adjustments in curriculum and teaching strategies to better align with students' needs and optimize learning outcomes.
- To identify students' educational needs and provide appropriate support: By identifying unique learning needs, assessments enable the provision of targeted resources and interventions to help all students succeed.
- To ensure students' academic attainment and continuous progress: Regular assessments monitor student achievement over time, ensuring they are on track to meet learning goals and maintain consistent progress.
- To create a comprehensive learning profile for students that benefits teachers, students, and parents: A detailed learning profile supports informed decision-making by teachers, empowers students, and helps parents engage in their child's academic growth.
- Ensure that assessment is essential for nurturing confident and capable students. This includes assessments in physical education, arts, and social-emotional learning alongside academic subjects

## VII. Definitions

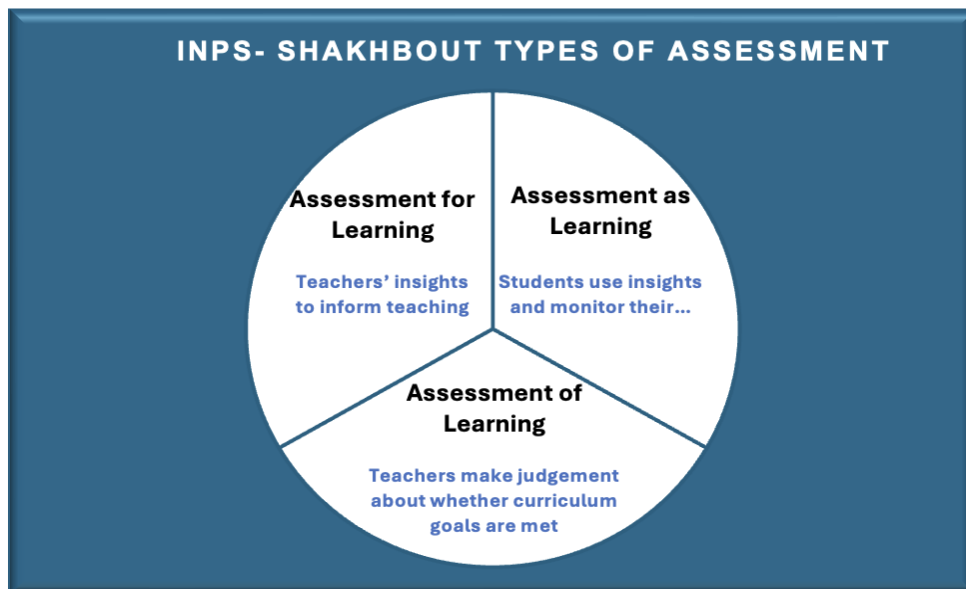
<b>Assessment</b>	Any quantitative or qualitative information, scores, results, or indicators obtained through an assessment that forms the body of evidence to inform decision-making.
<b>External Assessments</b>	An assessment designed by an external provider used to measure student learning, achievement, skills development, and/or values/attitudes. This includes standardized benchmark assessments, international assessments, and/or board exams and other pre-collegiate exams.
<b>Internal Assessments</b>	Ongoing school-based assessments that measure student learning, achievement, skills development, and/or values/attitudes. Internal assessments include diagnostic, placement, screening, pre-, formative, and summative assessments. This also includes any interim assessments that may use external instruments.
<b>Diagnostic Assessment</b>	An evaluative process conducted prior to instruction to identify students' existing knowledge, skills, strengths, and areas for improvement. It helps teachers inform their teaching strategies and enhance students' learning outcomes by planning for activities that meet their group and individual learning needs.
<b>Additional Learning Needs</b>	<p>Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p> <p>For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.</p>

## VIII. Types of Assessment

Assessment is a purposeful and systematic process of gathering, analyzing, interpreting, and reporting information about a student's progress and achievement over time. It provides essential information to teachers, students, and parents, ensuring that each student's academic journey is clearly understood. Through careful use of assessment data, teachers can make informed decisions regarding pedagogy, learning strategies, and curriculum improvements.

At INPS-Shakhbout our assessment approach ensures it is coherent, systematic and aligns with ADEK assessment guidelines. It is not just a measurement tool of students' academic performance, but rather an integral part of the teaching and learning process as it is used in curriculum review and planning, intervention, and continuous improvement.

At INPS-Shakhbout, we employ three key types of assessment, each designed to enhance students' academic achievement, self-efficacy, and personal responsibility. These assessments provide a comprehensive evaluation of subject mastery through utilizing diverse methods applied in a reflective and dynamic learning environment. This process actively involves teachers, students, and parents, fostering a collaborative approach that supports continuous improvement and shared accountability.





### 8.1 Assessment for learning

A process that occurs throughout the learning journey of a student. It is an essential tool that aims to make students' thinking and comprehension visible at the various stages of learning during lessons. This type of assessment enables teachers to help monitor students' progress when supporting them by making informed decisions, providing targeted feedback and addressing learning gaps.

### 8.2 Assessment as learning

It places a strong focus on students, emphasizing the role of assessment as a metacognitive process. It encourages students to actively engage with their own learning, helping them reflect on their thinking, understanding, and progress. This approach emerges from the idea that learning is not the transmission of knowledge from teacher to student, but rather an active cognitive restructuring that occurs when individuals interact with new concepts and ideas fostering deeper understanding and greater autonomy in their learning process.

### 8.3 Assessment of learning

Refers to evaluative strategies designed to confirm students' acquired knowledge and skills. It is used to determine whether students have met the curriculum outcomes, or the goals outlined in their individualized programs. It plays an essential role in certifying student proficiency, often informing key decisions regarding future academic placements or programs. This form of assessment ensures that educational objectives are met and that students are adequately prepared for the next stages.

## IX. Assessment at Al Ittihad National Private School 2 – Shakhbout

At Al-Ittihad National Private School, we employ a comprehensive combination of internal and external assessments, provide a holistic evaluation of student performance and ensure that our evaluation process is robust, reflective, and aligned with national and international educational standards. Internal and external assessments guide the continuous improvement of student outcomes and the refinement of teaching and learning strategies.

### 9.1 Internal Assessment

INPS-Shakhbout employs a comprehensive internal assessment system that integrates a variety of formative and summative assessments to provide thorough insights into

student learning. These assessments are tailored to align with our curriculum objectives and are designed to support personalized learning pathways for each student.

### 9.1.1 Baseline and Diagnostic Assessment

- **Baseline assessment:** To establish a clear starting point for measuring students' academic attainment and progress, baseline assessment will be administered at the beginning of each term, within the first three weeks. Baseline assessments are essential as the data they provide will serve as a starting point to measure students attainment and ensure teachers understand each student's initial level of knowledge, skills and competencies. The collected assessment data will provide valuable insights into the overall cohort readiness for new learning and will serve as a benchmark for tracking progress through the term.

The results will equally be important as they will inform the intervention strategies, support plans and any necessary accommodation of students with additional learning needs. Analysis of the baseline data will help teachers, including those in the inclusion department, to identify the learning gaps, recognize individual strengths and adapt instruction to meet the diverse needs, ensuring every student is set up for success from the beginning of the term.

- **Diagnostic Tools:** These are administered at the beginning of instructional units to assess prior knowledge and identify learning gaps. Assessment data is analyzed for diagnostic purposes to identify strengths and areas of improvement of individual students. Teachers use the results to tailor lesson plans and set targeted goals for each student. Where necessary, teachers may seek more specific diagnostic assessments and analysis of need from the inclusion department. Additional assessments will be conducted on an individual basis.

### 9.1.2 Formative Assessments

These assessments have often been observed as wide variety of tools used to conduct in-process evaluations of students' attainment and academic progress.

These are “assessment for Learning” and “Assessment as Learning” i.e. a continual cycle of feedback and improvement that makes learning useful and effective. They are embedded into daily instructional practices to provide real-time feedback, allowing teachers to adjust their strategies to better meet the needs of students. At INPS-Shakhbout, formative assessment is done in a variety of forms such as questioning, end of lesson assessment, exit tickets, peer and self-assessment, home learning tasks as well as some performance tasks.

Key components include:

- **Questioning:** This is an effective tool in formative assessment as it allows teachers to gauge students’ understanding in real time during lessons. By asking well-structured and purposeful questions, teachers can assess students’ knowledge, identify misconceptions, and stimulate deeper thinking.
- **Classroom Observation Rubric:** Teachers utilize structured observation rubrics to monitor student engagement, participation, and collaboration during class activities. This method allows for a nuanced understanding of each student's learning process and identifies areas requiring additional support.
- **End of lesson assessments:** This tool helps teachers evaluate student understanding after a lesson has been completed and are generally used to provide immediate insights into how well students have grasped the key concepts covered during the lesson and allow teachers opportunities to adjust upcoming instruction to meet student needs. These assessments come often in the form of exit tickets, quizzes, or short reflections and encourage students to reflect on their learning, consolidate their understanding, and engage in self-assessment.
- **Peer and Self-Assessments:** These methods encourage students to evaluate their own and their peers' work using established criteria. It helps in developing critical thinking and self-regulation skills while fostering a classroom culture of mutual respect and constructive feedback.

### 9.1.3 Summative Assessments

Summative assessments are strategically designed to evaluate students' mastery of content, skills, and competencies over a set of defined instructional period, such as a unit, term or course. These assessments provide a cumulative record of students' achievement, offering evidence of how well they have met the curriculum expectations and how ready they are to the next stage of learning. Summative assessments are typically administered at the end of a learning cycle and often take the form of exams, final projects, or standardized tests.

- **Mid-Semester and End-of-Semester Assessments:** These comprehensive evaluations are designed to measure students' understanding of the concepts and skills covered throughout a unit or term. They include a variety of assessment methods such as written exams which test students' knowledge, application and reasoning, oral presentations where students demonstrate their communication and reasoning skills, and practical tasks which tests their ability to perform or create based on the knowledge they gained. All assessment types are aligned with curriculum standards to ensure that students are being assessed against the expected learning outcomes.
- **Quizzes and tests:** These are used to evaluate student understanding at the end of an instructional period. Quizzes focus on specific concepts, while tests cover broader material providing a more comprehensive evaluation of students' knowledge and ability to apply what they've learned. Both measure whether students have met learning objectives, providing data for grading, reporting, and instructional adjustments.
- **Portfolio Assessments:** Students compile a portfolio of their best work throughout the term, showcasing their progress in various subjects. Portfolios include assignments, projects, self-reflections, and teacher feedback, offering a holistic view of the student's growth.

- **Performance Tasks and Projects:** These assessments require students to apply their knowledge and skills to real-world problems or scenarios. They are designed to assess higher-order thinking skills such as analysis, synthesis, and problem-solving. Performance tasks help teachers assess not only the final product but also the process students use to reach their conclusions and how well they integrate concepts, collaborate with peers, and solve problems.

#### 9.1.4 Digital and online Assessment Tools and Applications

The school uses a variety of online and digital platforms, programs, and applications to inform planning, teaching and enrichment purposes with imbedded assessment and tracking tools such as:

- **IXL (Grade 1-11):** This platform is a standards-based learning website specifically designed to support Math and Language Arts instruction. It offers an adaptive and individualized learning experience, meaning the content dynamically adjusts to meet the unique needs and skill levels of each student. This personalization ensures that students receive targeted instruction aligned with their strengths and areas for growth. One of the key features is the provision of immediate feedback for both students and teachers. Students can instantly see their progress and understand where they need improvement, while teachers receive real-time data that helps them monitor performance, guide instruction, and make informed decisions about next steps in learning. This continuous, data-driven approach enhances the overall learning experience, making it more engaging and effective for all learners.
- **Achieve 3000 and Level-Up (English) and Bravo Bravo(1-5), I Read Arabic (KG) programs and ALEF (6-10) (Arabic):** Achieve 3000, Level-Up, Bravo Bravo, I read Arabic programs as well as ALEF platforms are blended reading programs that allow teachers to blend instruction using varied resources and tools. The programs help teachers address various curriculum standards with quality correlated and aligned resources, an ideal tool for supporting the development of struggling students and allow for meaningful differentiated instruction. The

programs meet student's needs, improves their reading rate, strengthens student's literacy skills, and fosters creativity.

- **HMH-ED Growth Measure:** The HMH-ED Growth Measure is an adaptive online assessment tool designed to evaluate students' proficiency and growth in reading and mathematics. HMH-ED Growth Measure ensures the school follows a more personalized approach to learning as it enables teachers to identify the areas where students need additional support and those where they need to be challenged. As Growth Measure directly aligns with the taught standards, it not only helps measure student progress but also prepares them for standardized testing benchmarks.
- **Applications:** The school also uses other applications for formative and summative assessment such as Quizlet, Nearpod, Kahoot, Socrative, Seesaw & Google forms.

## 9.2 External Assessment

Our commitment to maintaining high academic standards extends to our participation in various external assessments. These assessments provide an objective measure of student performance, enabling us to evaluate how well our students are achieving in comparison to established benchmarks. Through these assessments, we gain valuable insights into student progress and identify strengths and areas for improvement as well.

Additionally, our students performance in these external assessments offer a clear benchmark for comparing our academic performance against regional, national, and global standards, and tell us if our students are meeting or exceeding expectations in a competitive, globalized educational environment.

### 9.2.1 Compliance with ADEK Requirements

As a private school operating in the emirate of Abu Dhabi, we adhere to all ADEK regulatory requirements concerning external assessments. These include assessments in core subjects such as Arabic, English, Mathematics, and Science, which are aligned with the national curriculum for Arabic-medium subjects and US curriculum for other core subjects. The data obtained from these

assessments is used to ensure that our instructional practices meet national educational standards.

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As part of our compliance, during inspections, the school submits detailed reports to ADEK, which include student performance data, analysis of trends, and evidence of efforts to address areas of improvement. These reports reflect our commitment to transparency and accountability.

### 9.2.2 ADEK-Mandated Assessments

- **NWEA MAP:** As an American curriculum school, ADEK mandates the NWEA MAP test as a US curriculum-based assessment. It is conducted to provide essential information about what each student knows and is ready to learn. It measures individual student progress and growth. MAP will be administered minimum two times for Grades 3 to 9 within an academic year –Fall and Spring.
- **Cognitive Ability Test (CAT4):** INPS-Shakhbout introduced the CAT4 (Cognitive Abilities Test) in the academic year 2020-2021 as a strategic initiative to enhance student support and ensure that all learners' needs are addressed. The CAT4 test provides valuable insights into students' cognitive strengths and potential areas for improvement by assessing key areas such as verbal, non-verbal, quantitative, and spatial reasoning skills. This data is instrumental in identifying students with additional learning needs including those who may have special educational needs (SEN) or learning difficulties, allowing for early intervention and tailored educational strategies to support their development. Additionally, the CAT4 test plays a critical role in recognizing gifted and talented students, ensuring that they receive the necessary enrichment opportunities to further challenge and develop their

unique abilities. By incorporating CAT4, INPS-Shakhbout strengthens its commitment to providing a holistic, inclusive educational environment that meets the diverse needs of all students

- **Achieving International Assessment Targets (PISA, PIRLS and TIMSS):**  
In addition to meeting national standards, INPS-Shakhbout aims for excellence on the global stage by focusing on achieving high performance in international assessments. Participation in international assessments such as the Program for International Student Assessment (PISA), the Progress in International Reading Literacy Study (PIRLS), and Trends in International Mathematics and Science Study (TIMSS) enables INPS-Shakhbout to gauge the proficiency of our students in critical areas like reading, mathematics, and science. These assessments offer valuable data that informs our strategic planning and helps us identify trends in student performance over time.

Results from these international assessments are used to create detailed action plans, focusing on areas where improvement is needed. Action plans include professional development for teachers, curriculum enhancements, and focused student support programs. Progress on these plans is monitored closely by the School Leadership Team (SLT).

- **PISA:** PISA evaluates the reading, mathematics, and science literacy of 15-year-old students in participating countries every 4 years. Unlike traditional assessments that focus on curriculum-based knowledge, PISA assesses how well students can apply their knowledge to real-world challenges and problem-solving situations.
- **PIRLS:** PIRLS is an international assessment that measures the reading comprehension abilities of students in Grade 4. Conducted every five years by the International Association for the Evaluation of Educational Achievement (IEA), PIRLS assesses how well young students can understand, interpret, and reflect on various types of written texts, particularly literary and informational texts.



- **TIMSS:** TIMSS is a large-scale international assessment designed to measure students' achievements in mathematics and science at the fourth and eighth grade levels. Conducted by the International Association for the Evaluation of Educational Achievement (IEA), TIMSS assesses student knowledge, understanding, and skills in these subjects, providing valuable data for comparing educational systems worldwide.

### 9.2.3 Other External Assessments

- **International Benchmark Tests (IBT):** IBT is a standardized test used to assess the proficiency and competency of students in the Arabic language. It evaluates students' reading, writing, and Listening skills, providing an objective measure of their Arabic language abilities relative to international standards.

INPS-Shakhbout adopted the IBT as a standardized test in the academic year 2023-2024 to further support language development and track student progress in Arabic. The implementation of IBT allows the school to benchmark its students' Arabic language skills against both national and international standards, ensuring that they are meeting the expected learning outcomes. Additionally, the data derived from the IBT is instrumental in identifying areas for improvement and guiding instructional strategies for Arabic language instruction.

- **SAT, TOEFL and IELTS:** These standardized tests align with Ministry of Education (MOE) equivalency requirements to ensure that students meet both national and international academic standards. SAT, TOEFL and IELTS standardized tests data will be used to measure the student's achievement by end of grade 12. SAT results are compared to the international mean for mathematics 450 and for critical reading and writing 1100.
- **MoE Mandated Exams:** To meet the national requirements for equivalency, the MoE mandates that all Grade 12 students need to take the Ministry of Education tests in Arabic and Islamic Studies.

- All grade 12 students are required to take the Ministry of Education test in Arabic to measure the students' competency. They need to score a minimum of 60% to pass this test.
- All grade 12 students are required to take the Ministry of Education Common examination for Islamic studies. They need to score a minimum of 60% to pass this test.

## X. Data-Driven Instructional Adjustments

The results of internal and external assessments are meticulously analyzed to inform instructional adjustments, ensuring that our teaching practices are continuously refined to support optimal student outcomes.

### 10.1 Data and Evidence Collection

At INPS-Shakhbout we use the information collected from a variety of assessment instruments over a period of time to help the teachers create a detailed picture of student's progress and achievement. The data is plugged in the school management system (PowerSchool). The data provides the teachers with information that informs teaching and learning processes. Data and evidence gathering is continuous throughout the learning process. The evidence is kept in the form of assessment file for individual student, teachers' record, sample of assessments, assessment results, IEPs, teachers' feedback and target tracker forms.

### 10.2 Recording Data

Recording data is vital process. The data is plugged in the school management system "PowerSchool". Records of assessment are evidence that assessment has taken place. Records provide the basis for forming judgements about student performance, for assessing the reliability of the tasks and monitoring student progress. Recording helps teacher to reflect on their practices.

### 10.3 Data Analysis

Data analysis process takes place after assessment to create a pattern about the student's attainment and progress. Processes are in place in Al Ittihad schools to ensure that staff can effectively analyze and interpret data. Data reflection and self-

evaluation process on students' growth over time, class against cohort information and cohort against system are essential to inform the teaching and learning.

### 10.3.1 Data Collection and Analysis

INPS- Shakhbout employs a systematic approach to the collection and analysis of assessment data, using advanced data analytics tools to gain a deep understanding of each student's learning trajectory. This approach ensures that interventions are precise, data-driven, and tailored to the specific needs of each student.

### 10.3.2 Data Analysis Protocols

At INPS-Shakhbout, a structured protocol for data analysis has been established to ensure that assessment data is effectively used to inform strategic planning and improve student outcomes. At the level of senior leadership, assessment data is regularly analyzed and reviewed to shape the school's strategic planning, ensuring that decisions are data-driven and aligned with educational goals.

Data analysis is conducted at multiple levels: the school level, phase level, grade level, class level, and individual student level. This multi-tiered approach allows for a comprehensive understanding of student performance across the entire school.

- **Horizontal data analysis** provides an overarching view of attainment and progress across all subjects, helping to ensure that students are performing consistently in all academic areas.
- **Vertical data analysis**, conducted at the subject level, delves deeper into student performance within each specific subject to ensure alignment with curricular standards.

At INPS-Shakhbout, data analysis is conducted according to three levels of performance: Below Curriculum Expectations, In-Line with Curriculum Expectations, and Above Curriculum Expectations. This approach is applied consistently to both internal and external assessments, ensuring a clear understanding of student attainment across different benchmarks. The data

collected from these assessments helps school leaders reflect on student performance, enabling them to measure the progress students make over time. By analyzing these levels of achievement, the school can identify learning gaps, areas for improvement, and opportunities for further support or enrichment, ensuring that all students are progressing toward or exceeding the expected curriculum standards.

Additionally, analysis enables the school to identify emerging trends in student attainment and progress. These trends help guide the school responsiveness, allowing for timely adjustments in teaching strategies, curriculum planning, and interventions. By continually analyzing this data, the school ensures that it remains proactive in addressing learning gaps and enhancing student outcomes, aligning with both the short and long-term educational goals of the school.

The findings from data analysis are shared with teachers, who use this information to inform their teaching strategies. This collaborative approach ensures that teachers can adapt their instruction to better meet the needs of their students.

Through detailed analysis, school leaders and teachers can identify learning gaps across different student groups, including boys vs. girls, Emirati vs. non-Emirati students, low achievers vs. high achievers, as well as students with additional learning needs, including SEN (Special Educational Needs) and gifted and talented students.

Additionally, assessment data is critical in identifying gaps between internal and external assessments, ensuring consistency in student achievement. The results also play an essential role in the curriculum review process, allowing the school to adjust teaching plans and strategies to close identified gaps and continuously improve academic standards. This comprehensive approach to data analysis supports the school's mission of providing equitable and high-quality education for all students.

### 10.3.3 Triangulation of Data

Data triangulation plays an essential role in ensuring a comprehensive and robust data analysis system at INPS-Shakhbout. By incorporating multiple sources of data—such as internal assessments and external benchmarking tests—the school can gain a holistic view of student performance. This triangulation approach provides cross-validation, ensuring that findings are accurate and reliable, reducing the risk of bias from any single data point.

The use of triangulation enhances the validity of the data analysis process, making it possible to identify patterns, trends, and gaps with greater confidence. By analyzing data from different perspectives—across subjects, phases, and student groups—school leaders and teachers can make informed decisions that are based on a wide range of evidence. This not only strengthens the effectiveness of intervention strategies but also supports the tailoring of instruction to meet the diverse needs of students, ensuring equity and fostering continuous improvement.

Additionally, data triangulation allows the school to monitor alignment between internal assessments and external benchmarks like PIRLS, PISA, and IBT, helping to ensure that students are prepared for both national and international standards. The triangulation process, therefore, enhances overall academic accountability and curriculum effectiveness by highlighting areas for improvement that might otherwise go unnoticed in a single-source data analysis approach.

### 10.3.4 Targeted Professional Development

Data analysis reveals areas where additional training may be needed for teachers. Professional development workshops focus on areas such as aligning assessment to curriculum standards and grade level expectations, differentiated instruction, formative assessment techniques, and the use of data to drive classroom decision-making.

## XI. Balanced Assessment Schedules

At INPS-Shakhbout we understand that the pace and timing of assessments have a significant impact on student well-being and performance. Our school approach to assessment scheduling is designed to promote a healthy balance between academic rigor and the holistic development of our students.

At the beginning of each academic year, a comprehensive assessment calendar is shared with students, parents, and staff. This calendar outlines key dates for formative assessments, summative exams, and external tests. It is designed to distribute assessments evenly throughout the semester, avoiding periods of concentrated stress and allowing students ample time to prepare.

## XII. Feedback

Emphasizing the importance of feedback over grades, INPS- Shakhbout ensures that time is allocated for teachers to provide detailed, constructive feedback for each assessment. This feedback helps students understand their strengths and areas for growth, guiding them towards self-improvement and mastery of content.

The focus is on individual needs along with curriculum expectations. Appropriate assessment is essential to ensure teachers' knowledge of their students' levels and how they can plan and implement appropriate strategies to improve learning. Individual plans or relevant interventions are required to promote student's attainment and progress.

We believe that students learn best when they are involved in their learning process. Regular positive constructive feedback promotes students' self-regulation. Therefore, they learn how to learn better, improve the quality of their learning and set goals for themselves. Reflection tasks help the students to improve metacognitive awareness which lead to effective learning.

## XIII. Environmentally Friendly Practices

Committed to implementing sustainable practices to minimize environmental impact, at INPS- Shakhbout, we strive to maximize the use of digital tools. As part of our broader sustainability goals, the school adopted a Green Assessment Policy which mandates the use of reusable materials for project-based assessments and discourages the use of single-use plastics. Teachers and students collaborate to find creative, environmentally friendly ways to present projects, such as using digital presentations or recyclable materials.

## XIV. Assessment Across All Ages

The Assessment Policy at INPS- Shakhbout is designed to be inclusive of all students, regardless of age, grade level, or educational background. It ensures that assessments are fair, equitable, and tailored to the developmental needs of each student from Kindergarten to Grade 12.

### 14.1 Standard-based Assessment (K-5)

At INPS-Shakhbout, the assessment framework for students from KG to Grade 5 is based on standards-based assessment, ensuring that each student's learning is measured against specific curriculum standards rather than comparing students to each other. This approach guarantees that the evaluation of student progress is aligned with clear, predefined learning objectives for each subject area.

Assessment is an ongoing process, allowing teachers to continuously monitor and support student learning throughout the academic year. Various methods are used to assess these standards, including formative assessments such as quizzes, observations, and student work samples, summative assessments (such as end-of-unit tests or projects), and performance tasks where students demonstrate their understanding through practical application.

Each standard is assessed at least once, depending on the weightage assigned to it within the curriculum and the pacing of instruction. This ensures that standards with greater significance are given more attention in the assessment cycle, allowing teachers to focus on the most critical areas of learning. By using a standards-based approach, the school can ensure that all students are progressing toward meeting or exceeding curriculum expectations, while also identifying areas where additional support may be needed to close learning gaps.

Student performance is evaluated across six levels of achievement, providing a detailed and understanding of where each student stands in relation to curriculum standards. These performance levels are designed to guide both students and teachers in understanding progress, identifying areas for improvement, and recognizing excellence.

<b>Yet to Meet Expectations</b>	The student is struggling to meet the basic standard expectations, indicating a significant need for improvement in understanding and application.
<b>Below Expectation</b>	The student is in the early stages of understanding the basic standard expectations, beginning to show progress but still requires further development of basic skills.
<b>Working Towards</b>	The student is making satisfactory progress and is working towards achieving the expected level, but still needs additional support to meet the standard expectations.
<b>Developing</b>	The student has achieved a good level of understanding and application of the standard, but still needs improvement to fully meet the standard expectations.
<b>Developed</b>	The student consistently meets the standard expectations, demonstrating an ability to understand and apply the required knowledge and skills being assessed
<b>Well Developed</b>	The student has mastered the standard, showcasing a high level of understanding and application that meets and / or exceeds the expected proficiency level.

## 14.2 Assessment in Grades 6-12

For students in Grade 6 to Grade 12 at INPS-Shakhbout, the assessment framework combines ongoing formative assessments with summative assessments, ensuring a balanced evaluation of student progress. Formative assessments contribute 40% of the final grade and include tools such as quizzes, presentations, projects, and performance tasks. These ongoing assessments provide immediate feedback, helping teachers to adjust instruction and students to improve continuously. Summative assessments, which account for 60% of the final grade, consist of more formal evaluations such as Mid-Semester and End-of-Semester exams, unit tests, and other assessments that measure student mastery over specific instructional periods.



To ensure the validity of the assessments, all tasks and exams are closely aligned with curriculum standards and learning objectives, ensuring they accurately measure the intended knowledge and skills. Reliability is maintained through the use of a moderation process, where teachers collaborate to review and standardize grading across different classes and subjects. This ensures consistent and fair marking, with all teachers applying the same standards in their evaluations.

As students' progress into the middle years (Grades 6 to 8), the complexity of assessments increases, incorporating more analytical tasks, written responses, and problem-solving exercises.

In the upper grades (Grades 9 to 12), assessments are aligned with university readiness standards, focusing on critical thinking, research skills, and in-depth subject knowledge. Students engage in comprehensive exams and research projects preparing them for the academic rigor of higher education.

This comprehensive approach to assessment not only supports academic rigor but also provides valuable, actionable insights into student progress, allowing for the implementation of timely interventions and support where needed.

## XV. Clear Criteria and Rubrics

All assessments at INPS-Shakhbout are designed with clear criteria and rubrics to ensure consistency, fairness, and transparency in grading.

### 15.1 Standards-Based Rubrics

Rubrics are developed for open-ended assessment task, outlining specific criteria for different levels of performance. These rubrics are shared with students before the assessment to ensure that they understand the expectations and the standards they need to meet.

### 15.2 Moderation

Teachers participate in moderation sessions to ensure that grading is consistent across classrooms. During these sessions, teachers review sample student work and discuss interpretations of the rubric criteria, ensuring that assessments are graded uniformly.

### 15.3 Student Access to Rubrics

Rubrics are integrated into assessments allowing students to access them as they work on assignments. This practice helps students self-assess their work and understand the areas where they need to focus their efforts.

## XVI. Provision of Accommodations for Students with Additional Learning Need

### 16.1 Individualized Learning Plans (ILPs)

INPS- Shakhbout is committed to providing personalized support for students with additional learning needs through the development of Individualized Learning Plans (ILPs). Each ILP is created in consultation with teachers, inclusion department staff, parents, and the student. It outlines specific academic and social-emotional goals, as well as the accommodations and support services required to achieve these goals.

### 16.2 Equitable Assessment Opportunities

INPS- Shakhbout strives to ensure that all students, regardless of their learning needs, have equal opportunities to demonstrate their knowledge and skills.

**16.2.1 Accommodations During Assessments:** Accommodations include but are not limited to extended time, access to assistive technology, alternative testing environments, and simplified instructions. These accommodations are designed to reduce barriers and provide a fair testing environment for students with additional learning needs including those with disabilities and / or learning challenges.

**16.2.2 Differentiated Assessment Methods:** Teachers at INPS-Shakhbout utilize differentiated assessment methods to cater to the individual needs of students with additional learning needs including those with learning challenges. This approach allows for a variety of formats, such as written tasks, oral presentations, or projects, ensuring all students can showcase their strengths. For students with additional learning needs, assessments are

adapted to provide the necessary support, such as modified tasks or extended time. By tailoring assessments to each student's ability and learning style, teachers promote equity and help students succeed based on their individual strengths and needs.

**16.2.3 Parental Involvement in Accommodation Planning:** Parents of students with additional learning needs are actively involved in the planning and review of accommodations, ensuring that the support provided aligns with the student's needs and home environment. Regular communication is maintained to update parents on their child's progress and any changes to the accommodations provided.

## XVII. Reporting of Student Progress

Reporting is intended to keep parents well informed about the academic and pastoral welfare of the students. Reporting takes three forms: informal, written and in parent and teachers meeting.

Reporting is primarily intended to keep parents comprehensively informed about both the academic progress and the personal development of their children. This will actively involve and engage them in the educational process which is essential to create a supportive learning environment to all learners.

Reporting is communicating information on student's attainment and progress in different forms and for various purposes. It is essential to involve and engage the parents in the educational process. One way of doing that is through reporting as it acknowledges the parents about student achievement over reporting periods.

### 17.1 Forms of Reporting

To actively involve and engage parents in the educational process to help create a supportive learning environment to all learners, reporting takes three forms: informal, written and in Parent - Teacher Meetings.

**17.1.1 Informal reporting:** This form regularly provides ongoing, immediate feedback, address any emerging issues, celebrate small successes, or clarify instructions. Informal reporting can take many forms such as brief

conversations, phone calls, emails or class platforms. This form of reporting ensures parents and students stay informed about day-to-day progress.

**17.1.2 Written reporting:** This form of reporting offers a structured understanding of student’s progress: These reports are typically provided at the end of each semester. Written reports are based on data collected from the various assessments, observations, and student work.

**17.1.3 Parent-Teacher Meetings:** This form of reporting allows for in-depth discussions about the student’s overall performance: These formal meetings provide an opportunity for a more personalized and thorough dialogue between parents and teachers. These dialogues include sharing information about student’s academic achievements, learning behaviors, and social-emotional development.

## 17.2 K-5 Reports

The School Management System (PowerSchool) generates detailed, standards-based report cards for students in Grades K-5. The reports use a color-coded format to display student performance across various skills and standards, making it easy for teachers and administrators to identify levels of attainment. The six levels of performance are:

<b>Well Developed</b>	Exceeding curriculum expectations
<b>Developed</b>	Meeting curriculum expectations with strong performance
<b>Developing</b>	Approaching curriculum expectations
<b>Working Towards</b>	Progressing toward meeting expectations but with gaps
<b>Below Expectation</b>	Significantly below curriculum expectations
<b>Yet to Meet Expectations</b>	Not meeting the curriculum standards

Teachers and parents use these reports during discussions about student achievement. The color-coded system provides a clear visual reference for monitoring student progress over time and assessing attainment against curriculum standards. These reports are crucial for

informing all stakeholders, including students, parents, and teachers about students' performance pathway, guiding necessary interventions, or adjustments in instruction.

Year-Round 100 %	
Semester 1 50%	Semester 2 50%
"Coursework" On Going Assessment 100%	"Coursework" On Going Assessment 100%
Standards-Based Assessment	Standards-Based Assessment

**Table 1: Marks Distribution for Grades K - 5**

### 17.3 6-12 Reports

The academic year is divided into two equal semesters. Assessment is a combination of ongoing "Coursework" assessments (40%) and summative assessments (60%) in both semesters. The course-work assessments include Performance Tasks (15%), Quizzes (10%), assignments (10%), and MAP (5%). The summative assessments consist of a Mid-semester exam (20%) and an End-of-semester exam (40%), ensuring a balance between continuous assessment and final evaluations.

For Arabic, Islamic Education, and Arabic Social Studies, this distribution of marks aligns with the guidelines set by ADEK and the Ministry of Education (MOE) to ensure alignment with national standards.

INPS-Shakhbout issues these detailed reports twice yearly at the end of each semester. The reports also include areas such as attendance and GPA to further highlight the holistic view of students' performance and development. Attendance is a key indicator of students' engagement and commitment to their learning. Including GPA in the report card allows for a standardized evaluation of students' performance, making it easier to assess whether they are meeting academic expectations or excelling beyond them.

Year Round 100 %											
Semester 1 (50%)						Semester 2 (50%)					
"Course-work" Assessment 40%				Summative Assessment 60%		Formative "Course-work" Assessment 40%				Summative Assessment 60%	
Performance Tasks 15%	Quizzes 10%	Assignments 10%	MAP/Em SAT 5%	(Q1) Mid of Semester 20%	(Q2) End-of-Semester 40%	Performance Tasks 15%	Quizzes 10%	Assignment 10%	MAP/Em SAT 5%	(Q3) Mid-Semester 20%	(Q4) End-of-Semester 40%

**Table 2: Marks Distribution for grades 6-12**

## XVIII. Monitoring and Tracking Progress

Regular focused monitoring and tracking of student progress is essential. Subject teachers, learning support teachers and administration meet regularly to monitor students' progress and set appropriate plans to identified students. Tracking procedure using color-coded report and timelines are implemented to ensure all assessment information is up-to-date, accurate and accessible to all stakeholders.

Regular and focused monitoring and tracking of student progress is an essential component of the academic process at INPS-Shakhbout. Subject teachers, learning support teachers/inclusion, and SLT members collaborate regularly to review student performance, identify areas of concern, and develop or update targeted intervention plans for students who may require additional support.

These meetings ensure a coordinated approach to student development, promoting a team effort to address learning gaps and ensure continuous improvement.

To facilitate efficient tracking, the school employs a color-coded reporting system that provides a clear, visual representation of student attainment levels. This system, along with detailed timelines, ensures that all assessment data is consistently up-to-date and accurate and accessible to all stakeholders.

## XIX. Responsibilities

### 19.1 Homeroom teachers and subject teachers

Homeroom teachers and subject teachers play an essential role in the assessment of students' work, holding ultimate responsibility for evaluating student progress and ensuring accurate and fair reporting. They are responsible for designing, administering, and grading. They also evaluate student work on an ongoing basis, providing detailed feedback that helps students understand their strengths and areas for improvement in that specific subject. During the exam, teachers are not allowed to enter examination halls on the day of their subject examination. ONLY Lead Teachers can enter the examination halls to clarify any issue or make any needed correction to the exam.

### 19.2 Subject Lead Teachers and Section Principals

Subject Lead Teachers and Section Principals play an essential role in maintaining the quality and effectiveness of assessments. They are responsible for ensuring that all assessments align with the School Assessment Policy guidelines and meet the curriculum standards. This includes overseeing that assessments are designed to accurately measure student progress and understanding in line with the assessment criteria.

They are responsible for the quality of assessment questions, ensuring that these questions are valid, reliable, and aligned with curriculum standards. Regular reviews and monitoring of assessment practices are conducted by Subject Leads and Section Principals to ensure that the assessments are fair, effective, and contribute meaningfully to the learning process.

One of their main responsibilities is to provide support and guidance to teachers, advising them on assessment strategies and ensuring that the quality of assessments is consistently high across the school.

### 19.3 Section Principals and Senior Leaders

Section Principals and Senior Leaders are responsible for maintaining high standards in assessment by using various methods to ensure consistency and accuracy. These include:

- Reviewing and approving the Mid-Semester and End-of-Semester assessments to ensure they meet the curriculum expectations.
- Analyzing data to track students' performance and identify trends or areas for improvement.
- Overseeing the moderation process to ensure that all teachers are applying assessment criteria consistently across different subjects and classes.
- Providing guidance to students, helping them understand their progress and areas for improvement.
- Conducting learning walks and class observations to monitor the quality of instruction and ensure that assessment practices are being effectively implemented in the classroom.

## XX. Test Guidelines for Students

- School attendance should be at 7:30 a.m. and school uniform is supposed to be worn.
- In case of tardiness for a maximum of 10 minutes, an approval from the administration is required to allow the student to enter the examination hall.
- All that is needed for the test should be available with the students such as pens, calculators, geometric sets, etc....
- Books, notebooks, or any other material related to exams are not allowed to be in the examination halls.
- Mobile phones are strictly forbidden.
- Food and beverages are not allowed in the examination hall.



- Students are expected to sit in the assigned seats per the seating plan in the hall. Changing seats is only possible if there is a granted permission of the Invigilator and/or the Academic Supervisor.
- Peace and quiet should be maintained inside the examination hall.
- Upon receiving the test booklets, students must fill in all personal information on the cover page and to count the number of papers in the booklet.
- Blue or black ink pens are the ones allowed to be used in grades 6-12.
- Students are expected to stay in the hall and to properly review the test paper until  $\frac{3}{4}$  of the set duration has elapsed.
- Asking questions is only allowed when the subject coordinator or anyone assigned to replace him/her comes to the halls. Asking questions and talking to invigilators or peers is strictly forbidden.
- Cheating or attempting to cheat will drive the administration to take the appropriate procedures.

## XXI. End of Semester Test Protocol

Exams that are scheduled at the end of each Semester are issued by the school administration. A copy of the schedule is posted on the school's website three weeks in advance.

The components of the End-of-Semester Test are:

### 21.1 The Test Paper

The School Vice Principal / Section Principal asks the Lead teacher to assign teachers to prepare the test paper in accordance with the specification and guidelines for each subject. The lead teacher reviews and approves the assigned test. The School Vice Principal and / or Section principal then make a final review and approve it.

### 21.2 The Test Schedule

The section Principal is required to produce an exam schedule and share it together with the study materials with students and parents after the principal / Vice Principal approval.

### 21.3 The Marking Committee

The Section Principal and Lead Teacher assign the marking committee, who is responsible for correcting and revising the test questions. Marking should be done by two markers; the first marker shouldn't be the teacher of the assessed class. The subject teacher and any other teacher can take the role of the second marker. Section Principals supervise the process to assure accuracy and consistency.

During and after marking sessions,

- Members should begin the marking process by reviewing a set of sample responses to calibrate scoring.
- Members should agree on scoring standards and ambiguous cases to maintain consistency.
- All exams have been corrected at school within 72 hours of doing the exam. Therefore, teachers who have exams will have to finish marking within the designed time.
- Corrected exams and the corresponding marks should be revised, checked, finalized, and approved of by the Lead Teacher prior to submitting them to the Control Team.
- Confidentiality of the students' results should be maintained. Examination results should not be shared with students or their parents without prior permission from the Vice Principal.
- Corrected exams should be submitted to the Lead Teacher within 72 hours of doing the exam.
- The Lead Teacher should submit all completed marking sheets and relevant documentation to the Control Committee.

### 21.4 Passing Mark

In Grades 1-8, 50% is the passing mark for Arabic Medium subjects (as per MoE) and 60% for all other subjects. In grades 9 -12 the passing mark is 60%.

## XXII. Test Day Procedures

Invigilators have to be in exam halls 20 minutes before the exam starts. It is their responsibility to ensure smooth running of the examinations. All invigilators are expected to abide by regulations and guidelines. This means that invigilators do the following:

- Respect the examination schedule by beginning the examination on time.
- Do not allow students to leave the examination room until  $\frac{3}{4}$  of the set duration has elapsed.
- Register absent students' names on the designated forms and test envelopes.
- Make sure that each student signs his/her name when handing in the test paper.
- Refrain from reading or doing corrections.
- Move around the room, avoiding sitting all the time.
- Hand in test papers to the Test coordinator once the test is done.

*For more details about test day procedures, kindly refer to the Examination Guidelines and Procedures document.*

## XXIII. Absence

### 23.1 Absence during exams

- Regular attendance is the basic condition for assessing the student's performance. Students can be absent only under medical or acceptable excuse.
- The student can take the End-of-Semester Test if he attends on time.
- If a student did not take one of the three End-of-Semester Test, he/she will sit for a re-sit exam under the condition that his/her absence excuse was accepted by the administration.
- Student is not allowed to take the End-of- Semester Test if he/she was absent without excuse for more than 15 days/term.

### 23.2 Actions & Regulations for Absence and Tardiness

- If the absent students submit a certified medical report or any other valid reason accepted by the administration, he/she is given the chance to re-sit the test on a fixed date assigned by the administration.

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## XXIV. Disclaimer

### Disclaimer

This policy was developed by Al Ittihad National Private School-Shakhbout. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

### Physical Education and School Sports Policy

Date created: March 2024

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