Assessment Policy

AY 2025-2026

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Note

This Assessment Policy forms part of the overarching assessment framework. Together with the related documents below, it ensures consistency, fairness, and compliance in all assessment practices:

- *Examination Administration Guidelines and Procedures*
- *Guidelines for the Creation and Marking of Summative Examinations*
- *Assessment Audit Policy*

I. Introduction

Assessment is a cornerstone of teaching and learning at Al Ittihad Private Schools (IPS). It provides a structured way to measure student progress and attainment, inform instructional practices, and ensure accountability across all phases of education. A strong assessment system also reflects the school's commitment to fairness, transparency, and continuous improvement in alignment with national and international standards.

1.1 Purpose

The purpose of this policy is to establish a clear and consistent framework for assessment that supports high-quality learning outcomes for all students. It aims to ensure that assessment practices are fair, transparent, and aligned with mandates from the MOE and local regulatory authorities (ADEK and KHDA), educational expectations and international benchmarks. The policy also provides guidance for schools on how assessment informs teaching, learning, and decision-making at the classroom, school, and system levels to promote data-driven decisions.

1.2 Scope

This policy defines the role of assessment as a foundation for data-driven decision-making across all IPS. Assessment results are not only a measure of student attainment but also serve as evidence to guide instructional planning, targeted interventions, and overall school improvement. The scope of this policy therefore extends to how data is systematically collected, analyzed, and utilized at the student, class, teacher, school, and system levels to ensure accountability, equity, and continuous progress.

1.3 Guiding Principles

All assessment practices at IPS are guided by the following core principles:
- Fairness and equity in all assessment processes.
- Transparency and clarity in communication with all stakeholders.
- Validity, reliability, and comparability across classes and all IPS schools.
- Use of assessment data to support continuous improvement in teaching and learning.

1.4 Objectives

The objectives of this policy are to ensure that assessment is purposeful, consistent, and contributes directly to improved learning outcomes. The objectives include:
- Providing a clear framework for evaluating student learning and progress.
- Ensuring consistency, equity, and accuracy in assessment practices.
- Empowering data-driven decisions that enhance teaching and learning outcomes.

1.5 Goals

The goals of this policy define the outcomes it seeks to achieve in guiding assessment across all phases of education. These include:

- Tracking academic achievement and continuous progress to monitor students' success and ensure they meet learning goals and make steady progress.
- Recognizing educational needs and providing tailored support to address individual learning requirements with targeted resources and interventions.
- Identifying strengths and areas for growth to enable tailored teaching strategies that address excellence as well as support needs.
- Developing comprehensive learning profiles to inform instructional choices, empowering students, and engaging parents actively in their child's learning.
- Evaluating knowledge, application, and reasoning to assess not only what students know but also how they apply and think critically about complex issues.
- Promoting well-rounded student growth to support academic, physical, artistic, and social-emotional development for building capable and confident students.
- Guiding curriculum and instructional planning to inform adjustments in teaching strategies for making learning more responsive to student needs.

II. Assessment Framework

The assessment framework provides clarification on how learning evidence is structured across the school year. It explains the balance between classroom-based evaluations and standardized measures, making sure that student progress is tracked consistently from KG through Grade 12. By setting clear expectations for the types and timing of assessments, the framework provides a common reference point for teachers, students, and schools' senior leadership teams and ensures results can be meaningfully compared across classes, grades, and schools.

2.1 Assessment Schemes

Assessment schemes specify the mix of diagnostic, formative, summative, and external standardized assessments used at each grade level. They establish the weight given to classroom learning activities, formal examinations, and external benchmarks, and they define how these components contribute to year-end results.

The table below outlines the required assessments for each grade, showing where internal evidence of learning is complemented by standardized measures such as MAP, CAT4, IBT, and board examinations. This structure provides both a continuous view of student growth and critical checkpoints for readiness, equivalency, and progression.

	Al Ittihad Private Schools Assessments Overview								
	School Internal			**External / Standardized**					
				Mandated			**Optional**	**Needed for Equivalency**	
Grade Level	**Diagnostic**	**Summative**	**Formative or Standards-Based**	**CAT4**	**NWEA-MAP Growth**#	**IBT*** **Arabic**	**AP**	**SAT Math**	**TOEFL (ADEK)/ IELTS (KHDA)**
Grade 12	√	√*	Formative				√	√	√
Grade 11	√	√	Formative				√		
Grade 10	√	√	Formative				√		
Grade 9	√	√	Formative	√	√	√			
Grade 8	√	√	Formative	***	√	√			
Grade 7	√	√	Formative	√	√	√			
Grade 6	√	√	Formative	***	√	√			
Grade 5	√	**	Standards-Based	√	√	√			
Grade 4	√	**	Standards-Based	***	√	√			
Grade 3	√		Standards-Based	√					
Grade 2	√		Standards-Based						
Grade 1	√		Standards-Based						
KG	√		Standards-Based						

* G12 End Semester 2 exam in Arabic and Islamic Studies is written by the school and approved by ADEK for Abu Dhabi Schools.
** A school may opt to deliver Summative Assessments in selected subjects of Grades 4-5 with marks being integrated into the continuous assessment scheme.

*CAT4*** Administered additionally to all new joiners in Grades 4, 6, and 8*
IBT *is the Arabic Language Assessment (ALA), which the students sit once per year*
NWEA-MAP Growth# Students take 3 rounds of MAP assessment each year

In addition, selected students take part in National Agenda Parameters (NAP); PISA, TIMSS and PIRLS, as indicated by MOE.

Assessment schemes are then translated into subject gradebooks, where teachers record marks. The system then applies the agreed weightings and calculates semester and yearly results. This system ensures that grades reflect not only end-of-term examinations but also the cumulative performance of students across the year.

2.1.1 Phase 1 & 2 (Pre-KG to Grade 5)

For Phases 1 and 2 (Pre-KG to Grade 5), the assessment scheme term percentages and year weights for all subjects are shown in the table below.

Phase 1 & 2		Pre-KG to G2 (All subjects)		G3 to G5 (English, Math, Science)		G3 to G5 (All other subjects)	
		Percentage	Weight	Percentage	Weight	Percentage	Weight
Semester 1	Continuous Assessment	100%	50%	95%	50%	100%	50%
	MAP Fall			5%			
Semester 2	Continuous Assessment	100%	50%	95%	50%	100%	50%
	MAP Winter			5%			
Total Year Mark:			100%		100%		100%

2.1.2 Phase 3 Middle School (G6-8) & Phase 4 High School (G9 to 12)

The academic year is divided into two semesters, with assessment comprising 40% formative and 60% summative evaluations.

Formative assessments include performance tasks, quizzes, assignments, and MAP assessments. These assessments must all be continuous assessments conducted in the classroom.

Though homework tasks will be given to students and graded for feedback, these will **NOT** be counted towards the gradebook based on ADEK announcements; only classroom-based assessments will be considered towards the students' grades.

The subjects are grouped according to their general assessment requirements described in the table below:

Group	General Description
Group A	Subjects with both Summative Assessment and MAP
Group B	Subjects with Summative Assessment without MAP
Group C	Subjects with no Summative Assessment and no MAP
Group D	Physical Education and Art *Summative End Semester Examinations in Group **D** subjects **do NOT** include any written examination parts.*

The group each subject belongs to is shown on the table below.

Subject	Phase 3 Grades 6, 7 & 8	Phase 3 Grade 9	Phase 4 Grade 10	Phase 4 Grade 11	Phase 4 Grade 12
English Language	Group A	Group A	Group B	Group B	Group B
Mathematics	Group A	Group A	Group B	Group B	Group B
Science	Group A				
Biology		Group A			
Chemistry			Group B		
Physics			Group B	Group B	Group B
Electives				Group B	Group B
Arabic Language	Group B	Group B	Group B	Group B	Group B
Islamic Studies	Group B	Group B	Group B	Group B	Group B
ICT	Group B				
Social Studies	Group B	Group B			
Moral Education	Group C	Group C	Group C	Group C	Group C
Physical Education	Group D	Group D	Group D	Group D	Group D
Art	Group D	Group D			

Summative assessment consists of two mid-semester exams and two end-of-semester exams, ensuring a balance of continuous and final evaluations.

Phase 3 & 4 Grades 6 to 12			Group A		Group B		Group C		Group D	
			Percentage	Weight	Percentage	Weight	Percentage	Weight	Percentage	Weight
Semester 1	Formative (Ongoing Classroom-Based Tasks)	Performance Tasks	15%	20%	15%	20%	40%	50%	40%	32.5%
		Quizzes	10%		15%		45%		5%	
		Assignments	10%		10%		15%		20%	
		MAP Fall	5%							
	Summative	Mid Semester	20%	30%	20%	30%				17.5%
		End Semester	40%		40%				35%	
Semester 2	Formative (Ongoing Classroom-Based Tasks)	Performance Tasks	15%	20%	15%	20%	40%	50%	40%	32.5%
		Quizzes	10%		15%		45%		5%	
		Assignments	10%		10%		15%		20%	
		MAP Winter	5%							
	Summative	Mid Semester	20%	30%	20%	30%				17.5%
		End Semester	40%		40%				35%	
Total Year Mark:				100%		100%		100%		100%

2.1.2.1 Formative Assessment - Ongoing Classroom-Based Tasks

Formative Assessment Area	Main Purpose	Assessment Criteria	Suggested Activities	Purpose	Description	Content / Outcome / Skills Developed
Assignments	Tasks to demonstrate understanding, reinforce learning, practice problem-solving skills, practice communication skills and promote critical thinking and creativity	Accuracy; Completeness; Clarity; Organization; Adherence to guidelines or instruction	Problem Sets	Reinforce understanding of concepts, theories, or techniques learned in class	Mathematical calculations, logical reasoning exercises, programming tasks, practical applications of concepts	Problem-solving; logical reasoning; application of concepts; mathematical & analytical fluency
			Research Papers	Conduct in-depth investigation, analysis, and synthesis of information on a topic	Follow a formal structure: Introduction, Literature Review, Methodology, Findings, Discussion, Conclusion	Research literacy; critical analysis; academic writing; citation and referencing; synthesis across sources
			Presentations	Deliver information, ideas, or findings to an audience	Slideshows, oral presentations, multimedia presentations, posters; requires planning, organization, visual design, effective delivery	Public speaking; visual communication; organization of ideas; audience engagement; use of media tools
			Reading Responses	Reflect on and analyze assigned readings	Summaries, reflections, critiques, answering specific questions, connecting readings to course concepts	Reading comprehension; interpretation; critique; synthesis of ideas; written communication
			Essays	Present an argument, perspective, or analysis of a specific topic	Structured writing with introduction, body paragraphs, evidence, and conclusion	Evidence-based reasoning; argumentation; coherence and cohesion; command of academic register

Performance Tasks	Activities to demonstrate knowledge, skills & understanding of a topic – hands-on activities or projects (can also reinforce learning)	Quality of final product; Critical thinking; Problem solving; Creativity; Communication skills	Project (Design Project)	Apply knowledge and skills to solve real-world problems or explore topics in greater depth	Design and create solutions using engineering, technology, or creative design principles	Innovation; iterative design; collaboration; application of theory; project management
			Presentation	Share knowledge, research, or projects	Formal communication to an audience with visuals and structured delivery	Clarity of oral communication; visual literacy; responding to questions; professionalism
			Hands-on Task (Artistic Creation)	Create original work in various artistic forms	Produce artwork using different media and techniques	Creativity and self-expression; technique mastery; aesthetic judgement; reflective practice
			Lab (Lab Investigation)	Apply theory to practical scenarios and develop inquiry skills	Conduct experiments/ investigations to test hypotheses and gather data	Scientific inquiry; data collection & analysis; lab safety; methodological reporting (structured written report)
			Practical Task (Technical Simulation)	Apply skills in virtual/ technical environments	Use modelling software, simulations, or virtual labs	Systems thinking; understanding of scientific & engineering principles; technical proficiency; troubleshooting
			Role Playing Activity	Explore concepts, practise skills, and understand complex systems	Simulated scenarios or acting out hypothetical situations (e.g., Model UN, business simulation)	Decision-making; critical thinking; empathy; communication; teamwork; real-world contextual understanding
			Theoretical Task	Build foundational knowledge before applying it	Study and understand concepts, principles, and theories	Knowledge acquisition; conceptual reasoning; discipline-specific vocabulary development
			Research	Evaluate and synthesise information to answer a question	Gather and analyse information; produce a written report or presentation	Information literacy; synthesis; academic integrity; communication of findings

Quizzes	Evaluate and assess understanding/ mastery of course material	Graded based on correct responses to items	In-Class Quizzes	Gauge student progress and understanding	Conduct short, focused assessments during class	Recall of key knowledge; conceptual understanding; application under time constraints (MCQs, short answer)

2.1.2.2 Subject Specific Formative Assessment Suggestions

Each subject area requires assessment approaches that reflect its unique learning outcomes. The following suggestions provide guidance for performance tasks that reinforce curriculum standards while encouraging creativity, problem-solving, and application of knowledge.

Subject	Performance Tasks *Minimum 3 Maximum 7 per Semester*
English Language	Debates & Group Discussions, Oral Presentations, Role Playing Activities, Creative Writing Projects, Multimedia Presentations, Language Immersion Activities, and STREAM Project
Mathematics	Problem-Solving Challenges, Games or competitions, Presentations or Demonstrations, Investigations or Projects, Simulations or Modelling, and STREAM Project
Science	Experimental Investigations (hands-on lab activities), Model Building, Science Demonstrations, Presentations, Design Challenges, and STREAM Project
Arabic Language	Speaking Tasks, Creative and Formal Writing Activities, Group Projects on cultural or literary topics, and STREAM Project
Islamic Studies	Recitation and Tilawa, Research and Presentation of Islamic History and Ethics, and Application of Islamic Values in Real Life Scenarios
ICT	Coding competitions, Hackathon, Software prototyping, Cybersecurity, System Administration, Robotics or IoT Projects, and STREAM Project
Social Studies	Project or Research Tasks (Investigation into Historical or Social Topics), Debates or Discussions (Critical Thinking and Argumentation on Social Issues), and STREAM Project with focus on National Identity
Moral Education	Project Based Tasks (Collaborative or Individual Moral Investigation), Role Play (Demonstration of Empathy and Moral Reasoning), and STREAM Project with focus on National Identity
Physical Education	Sports Skills Assessment, Fitness Challenges, and Performance in Gameplay Situations
Art/Music/ Performance Arts	Practical or Creative Production demonstrating Skills and Techniques, Ongoing Observation of Skills Refinement, Performance or Presentation, and Techniques and Skill Set

Subject	Assignments *Minimum 3 Maximum 7 per Semester*
English Language	Short Essay Writing, Reading Comprehension Exercise, Grammar Exercises, Vocabulary Building Activities, and Literature Response Papers
Mathematics	Problem Sets, Mathematical Modelling Projects, Proof Writing Assignments, Math Journal Entries, and Investigative Projects
Science	Research Papers, Lab Reports, Problem Sets, Science Journals, and Project Proposals
Arabic Language	Reading Comprehension, and Short Writing Tasks
Islamic Studies	Memorization and Proper Recitation, and Critical Thinking on Islamic Topics
ICT	Programming Assignments, Algorithm Design, Software Development, Database Design and Query, and Networking
Social Studies	Source Analysis (Interpretation of Historical and Geographical Sources), Maps & Diagrams (Geographical or Historical Diagram Creation)
Moral Education	Case studies (ethical decision-making in realistic scenarios); reflection journals (guided reflections on moral themes and personal choices)
Physical Education	Fitness Journals, Nutrition Projects, Sports Science Research Papers, Health Education Assignment, Fitness Testing and Analysis, First Aid Safety and Training
Art/Music/ Performance Arts	Artistic or Musical Analysis or Reflection focusing on Critical Thinking rather than Direct Performance

Subject	Quizzes *Minimum 3 Maximum 7 per Semester*
English Language	Vocabulary, Spelling, Grammar, Reading Comprehension, Listening Comprehension, and Writing Skills
Mathematics	Problem Solving, Conceptual Understanding, Skills, Formative Assessment, and Cumulative Review Quizzes
Science	Conceptual Understanding, Experimental Design, Data Analysis, Scientific Methodologies, and Content review
Arabic Language	Grammar, Reading, and Vocabulary
Islamic Studies	Islamic Principles and Teachings
ICT	Programming Concepts, Database Query, Networking Protocol, Cybersecurity, and System Administration
Social Studies	Checks on History, Geography or Civics Content
Moral Education	Checks of understanding of Moral and Civic Concepts
Physical Education	Quick Oral Checks on (Fitness Knowledge, Sports Rules, Health and Wellness, Injury Prevention and First Aid)
Art/Music/ Performance Arts	Art History, Elements of Art, Principles of Design, Materials and Techniques, and Art Critique

2.2 Contribution of External Assessments to Grades

External assessments provide an objective benchmark that complements internal evaluations. Their contribution to grades ensures that student results reflect not only classroom performance but also internationally recognized measures of attainment and growth. By incorporating external data into semester marks, the school maintains alignment with ADEK and KHDA mandates while giving students, parents, and teachers a reliable reference point for progress against national and global standards. It is mandatory to register 100% of students in G3-G9 for the MAP without exception in all required subjects (English Reading, English Language Usage, Mathematics and Science). The suggested test duration is 45-60 minutes with a maximum allowable time of 75 minutes for advanced students with longer reading passages. Students who miss the test on the day assigned must be given a chance to take the assessment within the testing windows stipulated. Exceptions must be applied to ADEK or KHDA to exempt any student with complex additional learning needs (ALN) where accommodations are not available from NWEA.

When registering students for the assessment, student and school's eSIS IDs must be included and all procedures must be consistent with ADEK **School NWEA-Measures of Academic Progress (MAP) External Assessment Guide**. Ensure that the NWEA Secure Testing Browser (lockdown browser) is installed and activated on all testing devices. When administering the test trained invigilators must be in place and no clues, hints or direct answers should be given to students. All misconducts must be recorded and reported to ADEK or KHDA.

2.2.1 NWEA-MAP Growth Assessment

External NWEA-MAP Growth assessment results contribute 5% of the mark for each semester in each of the subjects below.

Subject	Percentile Rank in
English Language (G3 - 9)	NWEA-MAP Growth Reading
Mathematics (G3 - 9)	NWEA-MAP Growth Math K - 12
Science (G3 - 8)	NWEA-MAP Growth Science K - 12
Biology (G9)	NWEA-MAP Growth Science – Life Sciences

Per subject, up to 5% of the final grade is drawn from NWEA-MAP Growth, based on the student's RIT* percentile rank. In SIS, enter the percentage exactly as shown in the table for S1 (Fall Assessment) and S2 (Winter Assessment) (e.g., 95). The system will automatically apply that percentage to the 5% component (e.g., 95% × 5% = 4.75%).

MAP Contribution		
Percentile Rank in MAP Subject	Semester 1 NWEA-MAP Growth **Fall**	Semester 2 NWEA-MAP Growth **Winter**
	% entered in SIS for S1	% entered in SIS** for S2
1st to 10th	50%	50%
11th to 20th	55%	55%
21st to 30th	60%	60%
31st to 40th	65%	65%
41st to 50th	70%	70%
51st to 60th	75%	75%
61st to 70th	80%	80%
71st to 80th	95%	95%
81st to 99th	100%	100%

RIT: Rasch Unit
**SIS: Student Information System*

2.2.2   AP-Courses – Scores Adjustment Procedure

Students taking internal summative examinations for AP-based courses conducted via the College Board AP Classroom will receive scores based on the AP grading scale. These scores will be adjusted to align with IPS's grading scale before being entered into the school's SIS. This adjustment encourages teachers to design internal AP exams using unseen questions sourced from the AP Classroom, ensuring students are well-prepared for their official AP examinations. Score adjustments will only apply to mid-semester and end-semester summative examinations.

As a general guide, the mapping procedure used for scores alignment is based on the methodology below:

IPS Grade Scale		
Percentage range	Letter Grade	GPA
97 - 100	A+	4
93 - 96	A	4
90 - 92	A-	3.7
87 - 89	B+	3.3
83 - 86	B	3
80 - 82	B-	2.7
77 - 79	C+	2.3
73 - 76	C	2
70 - 72	C-	1.7
67 - 69	D+	1.3
65 - 66	D	1
60 - 64	D-	0.5

AP Grade Scale (approx)		Mapping
AP Score	AP Grade Boundaries (approx)	IPS Boundary range
5	70 - 100	93-100
4	50 - 69	83 - 93
3	40 - 49	73 - 82
2	30 - 39	60 - 72
1	below 30	0 - 60

Mapping Tool Action
Takes AP platform exams in range **70-100** and places them in range **93-100**
Takes AP platform exams in range **50 - 69** and places them in range **83-93**
Takes AP platform exams in range **40 - 49** and places them in range **73-82**
Takes AP platform exams in range **30 - 39** and places them in range **60-72**
Takes AP platform exams in range **0 - 30** and places them in range **0-60**

The Assessment Manager will review all internal summative exam scores for AP-based courses conducted via the College Board platform across all schools and propose any necessary score adjustments. These adjustments will be reviewed by each school for final approval and implementation. Once approved, teachers will enter the adjusted grades into the SIS.

2.3 Grading System

The grading system provides a common language for reporting student achievement across grade levels. It translates assessment results into clear descriptors that reflect progress against expected standards, making performance transparent for students, parents, and teachers. By combining descriptive levels or numeric ranges, the system supports meaningful feedback.

2.3.1 Grades Pre-KG to KG2

Student performance in the early years is assessed across four achievement levels, each providing a description of progress relative to age-appropriate competencies. These levels highlight strengths, identify areas requiring support, and celebrate early mastery.

In compliance with the policy on *Arabic language Provision in the Private Early Childhood Education Sector in Dubai for children aged 4 to 6 years:*

All IPS Schools Pre-KG - KG2		Grading Scheme Level Descriptors	
Attainment Level		**Grade Range**	**Level Descriptor**
E	Emerging	60 – 69%	This is the level at which the child demonstrates basic or initial understanding of the competency.
D	Developing	70 – 79%	This is the level at which the child has a partial grasp of the competency without being able to achieve it fully.
P	Proficient	80 – 89%	This is the level at which the child consistently demonstrates the competency and meets age-appropriate expectations.
M	Mastering	90 – 100%	This is the level at which the child confidently applies the competency and can apply it in contexts beyond the words they have learned.

2.3.2   Grades 1 to 5

Student performance is measured using six achievement levels, providing detailed insight into progress relative to curriculum standards. To enhance clarity when communicating with parents, numeric grades are converted into descriptive terms, enabling both parents and students to easily understand achievement levels. These evaluations help track progress, identify areas for growth, and recognize excellence.

All IPS Schools G1 - 5		Grading Scheme Level Descriptors	
Attainment Level		**Grade Range**	**Level Descriptor**
YM	Yet to Meet Expectations	0 – 49%	The student is struggling to meet the basic standard expectations, indicating a significant need for improvement in understanding and application.
BE	Below Expectations	50 – 59%	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.
WT	Working Towards	60 – 69%	The student is making satisfactory progress and is working towards achieving the expected level but still needs additional support to meet the standard expectations.
D	Developing	70 – 79%	The student has achieved a good level of understanding and application of the standard but still needs improvement to fully meet the standard expectations.
DD	Developed	80 – 89%	The student consistently meets the standard expectations, demonstrating an ability to understand and apply the required knowledge and skills being assessed.
WD	Well Developed	90 – 100%	The student has mastered the standard, showcasing a high level of understanding and application that meets and / or exceeds the expected proficiency level.

2.3.3   Grades 6 to 12

For Grades 6 to 12, the scales below are adapted in line with the US curriculum grading system.

Dubai Schools Grading Scale G6 to 12 All Subjects												
Percentage range	97 - 100	93 - 96	90 - 92	87 - 89	83 - 86	80 - 82	77 - 79	73 - 76	70 - 72	67 - 69	65 - 66	60 - 64	Below 60
Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
GPA	4	4	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	0.5	0

Abu Dhabi Schools Grading Scale G6 - 12 English Medium Subjects *and* G9 to 12 Arabic Language, Islamic Education and Social Studies												
Percentage range	97 - 100	93 - 96	90 - 92	87 - 89	83 - 86	80 - 82	77 - 79	73 - 76	70 - 72	67 - 69	65 - 66	60 - 64	Below 60
Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
GPA	4	4	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	0.5	0

Abu Dhabi Schools Grading Scale G6 to 8 Arabic, Islamic and Social Studies												
Percentage range	97 - 100	93 - 96	90 - 92	87 - 89	83 - 86	80 - 82	77 - 79	73 - 76	70 - 72	66 - 69	58 - 65	50 - 57	Below 50*
Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
GPA	4	4	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	0.5	0

In line with ADEK requirements, the pass mark for Arabic, Islamic Education, and Social Studies in Grades 6–8 is 50%, while all other subjects and grades require 60%.

Note:
For Grades 6 to 8: The student's overall percentage is a simple average of all subjects, excluding *Student Conduct*.

For Grades 9 to 12: The student's overall percentage is a simple average of all subjects, excluding *Student Conduct and Moral Education*.
GPA (Weighted) = (sum of GPA per subject * Credit per subject) / total number of credits

III. Assessment Methods

The assessment methods at IPS are fully aligned with MOE and local regulatory authorities (ADEK and KHDA) requirements, incorporating both internal and external assessments to evaluate individual, group, and cohort attainment in relation to abilities and track academic progress over time.

Before conducting any assessment, teachers should emphasize to students the critical role assessment outcomes play in providing data that informs and enhances their academic improvement. Students must approach external testing with seriousness to ensure the outcomes are meaningful and useful.

At IPS, the following methods are used to ensure assessments provide reliable evidence of student learning:

- Diagnose cognitive abilities across verbal, non-verbal, quantitative, and spatial domains using CAT4 to identify students' learning potential.
- Identify students' starting points through diagnostic assessments at the beginning of the year to inform instructional planning.
- Measure attainment at key points through quizzes, projects, summative exams, and external assessments in Arabic, English, Mathematics, and Science to evaluate progress against standards.
- Track progress over time to monitor growth, address gaps, and support continuous improvement.

The table below summarizes the types and intentions of Assessments used at IPS Schools.

Category	Name	Delivery	Description, Purpose and Use
Ability	CAT4	Beginning of Academic Year Grades 3, 5, 7 and 9 and all new students without a prior recent test	• Measure a student's general reasoning ability in areas of Quantitative, Verbal, Non-Verbal and Spatial thinking • Establish general reasoning ability levels • Compared with attainment data to verify alignment with perceived abilities • Identify students' strengths and weaknesses in reasoning areas i.e. whether student has a verbal or quantitative deficit or surfeit • Can also be used for admission and placement
Diagnostic	Diagnostic	Before instruction begins, or whenever learning issues are suspected, at any grade level	• Identify prior knowledge, skills and relative strength and weakness • Provide detailed in-depth analysis of student learning needs and gaps • Diagnose specific learning needs and gaps in knowledge and skills • Tailor instruction to address identified needs and provide targeted interventions

	Pre-Assessment	Beginning of new instruction topic or lesson	• Assess baseline knowledge and skills in upcoming material areas • Establish prior knowledge and readiness for new content • Inform instructional planning: Adjust pacing and content based on students' prior knowledge, and Set learning goals and expectations
Attainment and Progress	**MAP**	3 times per year Fall, Winter, Spring Grades 3 to 9	• Track student progress and growth in knowledge and skills over the year in English Mathematics and Science • Measure student progress and growth over time • Track student progress, inform instruction, and identify areas for improvement
	IBT	1 time per year in November	• Measure student attainment in Arabic Language and tracks progress from year to year
	Formative (ongoing)	Throughout teaching and learning	• Conduct periodic evaluations throughout the semester to provide ongoing feedback on student learning and progress through quizzes, performance tasks, and assignments. • Monitor ongoing progress and adjust teaching strategies • Provide feedback to students to make instructional adjustments during the learning process
	Summative End-of-period assessment	Mid-semester and End-semester	• Evaluate overall student learning and achievement at the end of instructional periods • Assess overall achievement and effectiveness of teaching and instruction • Measure overall student achievement to evaluate the effectiveness of instructional strategies and curriculum

3.1 Formative Assessment

The assessment process fosters collaboration among teachers, students, and parents, encouraging shared responsibility for continuous improvement. By integrating assessment for, of, and as learning within both formative and summative assessments, a balanced approach is established. This approach enhances teaching effectiveness, empowers students in their learning journey, and ensures accountability for learning outcomes.

The table below provides a description of different types of formative assessments and their educational roles:

Types of Assessment and their Educational Roles	
Assessment for Learning (AfL) Enables teachers to refine instruction and adapt teaching	Focuses on gathering insights that help teachers refine and adapt their instruction to meet students' needs. It is generally formative in nature, emphasizing ongoing feedback to guide both teaching strategies and student learning.
Assessment as Learning (AaL) Empowers students through self-reflection	Empowers students to actively engage with their learning process. Through self-assessment and reflection, students use insights to monitor their progress, set goals, and take ownership of their development, fostering critical thinking and self-regulation skills.
Assessment of Learning (AoL) Evaluates achievement against standards	Determines whether students have achieved curriculum objectives. Student performance is evaluated against predefined standards to make judgements about mastery and provide evidence of achievement.

3.2   External Assessments

A strong commitment to maintaining high academic standards is reflected in active participation in various external assessments in compliance with MOE and local regulatory authorities (ADEK and KHDA) requirements. These evaluations provide an objective measure of student performance, enabling an evaluation of how effectively students are meeting established benchmarks while offering valuable insights into progress, strengths, and areas for improvement.

Performance in these external assessments also serves as a clear benchmark for comparing academic outcomes against regional, national, and global standards, demonstrating whether students are meeting or exceeding expectations in a competitive, globalized educational environment.

Schools will implement a range of external assessments as appropriate to the curriculum, for all students at the designated grade levels, ensuring alignment with educational goals and objectives.

Schools will communicate the purpose and use of these assessments to parents within the *Parent Contract*, emphasizing their role in informing future learning. Schools will actively engage with parents to maximize student participation in external assessments, and make-up sessions will be offered for students on emergency leave. Express approval from ADEK or KHDA is required to exempt any student from any mandatory external assessments.

The external assessments conducted are listed below together with their intended purpose. Schools are required to administer all ADEK/KHDA-mandated standardized assessments, which are deemed binding and compulsory:

Test	Purpose
CAT4 (*Cognitive Abilities Test*)	Measure potential and learning preferences
NWEA - MAP Growth (*Measures of Academic Progress*)	Track attainment and growth in core subjects and identifies gaps Provides national and international comparisons
IBT (*International Benchmark Test*)	Assess proficiency in the Arabic Language
PISA (*Programme for International Student Assessment*) **TIMSS** (*Trends in International Mathematics and Science Study*) **PIRLS** (*Progress in International Reading Literacy Study*)	Provide national and international trends and comparisons in literacy, numeracy, and science
AP (*Advanced Placement*) **SAT** (*Scholastic Assessment Test*)	Entrance exams used by Colleges and Universities to make admissions decisions. **SAT Math is also used for UAE Leaving Certificate Equivalency.**
TOEFL (*Test of English as a Foreign Language*) **IELTS** (*International English Language Testing System*)	Measures English Language ability of non-native students wishing to enroll in universities **As part of UAE Leaving Certificate Equivalency students in Abu Dhabi Schools must take the TOEFL while students in Dubai Schools can take either TOEFL or IELTS.**

The specific external assessment subjects are detailed below together with their mandated grade levels.

External Standardized Exams			Board Exams	English Profficiency	MOE	National Benchmarking		
CAT4	MAP	IBT	AP / SAT	TOEFL & IELTS		PISA	PIRLS	TIMSS
Grades 3,5,7,9	Grades 3-9	Grades 3-9	G10-12	G12	G12	15 year Olds	Grade 4	Grades 4 & 8
4 Batteries: · Verbal Reasoning · Nonverbal Reasoning · Quantitative Reasoning · Spatial Reasoning *(also administered to all new students of Grades 4,6,8)*	Language Usage Reading Mathematics Science G1-G8 Life Science (G9)	Arabic A2 (native speakers in international schools) Arabic B (Non-native speakers)	**AP Subjects:** · Biology · Chemistry · Computer Science · Computer Science Principles · Calculus · Environmental Science · Micoreconomics · Macroeconomics · Physics C: Mechanics · Physics C: E&M · Psychology · Precalculus · Statistics **SAT Mathematics**	TOEFL English Language IELTS English Language	Arabic Language Islamic Studies	Maths Science Reading *every 3 years* *next in 2028*	Reading *every 4 years* *next in 2026*	Maths Science *every 4 years* *next in 2027*

Schools should provide structured preparation programs to help students perform to the best of their abilities in external assessments, including practice tests, exam skill integration in daily lessons, goal-setting sessions, and individualized study plans. Performance in International Assessments directly influences school inspection outcomes.

The table below provides further clarifications on various aspects relating to external assessments:

External Assessment	Requirements
Board Examination Registration (AP / SAT)	Schools will ensure all eligible students are registered for board exams as per the latest UAE ministerial guidelines on certificate equivalency for high school diplomas. • Schools will encourage academically strong students to opt for the most advanced exam options available. • This recommendation will be communicated to parents, and schools will document all discussions and final decisions made between students, parents, and the school.
Unique Student Identifiers	Schools must provide external assessment providers with school ID and student eSIS numbers to facilitate efficient data integration with internal systems for easy tracking. When registering student names these must be in accordance to the registered name on their Passport/PowerSchool.
Student Participation	Schools must explain to parents the purpose of assessments utilized and how they will be used to inform their child's future learning. Schools shall follow up with parents to ensure maximum participation in external assessments. Make-up sessions shall take place to cover any emergency leave. Exemption of any student from mandated external assessments requires ADEK/KHDA approval.
International Benchmark Assessments	The school will administer all mandated international assessments (PISA, TIMSS, PIRLS) complying with all requirements for the administration of these assessments.
Funding Responsibility	Schools are responsible for all costs related to the administration of CAT4, MAP and IBT and are not permitted to charge additional fees to parents for these assessments. Schools are allowed to charge parents for board exam fees, including an administrative fee for handling document processing.
Study and Examination Leave	Schools may grant students up to four weeks of study leave annually to prepare for board and pre-collegiate exams, subject to ADEK/KHDA approval. Study leave days will be recorded as online attendance in the Enterprise Student Information System (eSIS). During this period, schools will provide ongoing learning support for students who are not on study leave. Schools are permitted to grant examination leave to students taking board and pre-collegiate exams if they cannot sit the exams on school premises, pending ADEK/KHDA approval.
Administration and Invigilation Protocol	Schools must adhere to the administration and invigilation guidelines set by the external assessment providers or exam boards to maintain the integrity of the assessment process.

SEND Accommodations	To ensure fairness, schools will provide necessary accommodation and modifications for students with special educational needs and multilingual students, in line with guidelines from the external assessment provider, the School's Inclusion Policy the ADEK/KHDA School Inclusion Policies.
Communication of Results	Schools are required to share assessment results and reports with students and parents, alongside regular report cards, in accordance with ADEK's Reporting Policy. Schools will engage with parents and students through meetings and training sessions to explain results and discuss the next steps for learning.
Data Analysis, Utilization and Training	Schools must analyze external assessment results to set student, subject, and whole-school performance targets. The data will also be used to develop intervention strategies to close learning gaps and support high achievers. Schools will continuously use this information to refine curriculum design and instructional practices.
	Schools will review and analyze international assessment reports immediately they are made available and use the findings for school improvement planning and target setting.
	The whole school community will be involved in creating improvement strategies to meet international assessment targets, both in the short and long term.
	Schools shall ensure that staff, at all levels, are engaged in training on external assessment administration, analysis, and reporting. This training shall include a focus on the use of student-level data to inform instruction and enable staff to support parents and students in understanding results.
Data Sharing and Consent (Abu Dhabi Schools)	Schools will sign third-party data-sharing agreements and consents, where required, with external assessment providers for data to be shared with UAE education authorities. This shall be in line with the ADEK School Student Performance Report Policy and the ADEK School Reporting Policy.
	External assessment providers submit all standards-based assessment data directly to ADEK, in accordance with ADEK requirements.

3.3 Internal Assessments

All internal assessment methods are aligned with curriculum standards to ensure students are evaluated based on the expected learning outcomes. The internal assessments are designed with clear criteria and rubrics to ensure consistent, fair, and transparent grading.

Assessment Communication Requirement

All IPS Schools must ensure clear and timely communication with students and parents regarding all assessments. This includes:

- *Purpose and Expectations:* Informing students of the value of their learning, the specific knowledge, skills, and outcomes to be achieved, and how these link to their academic progress.
- *Delivery Mode*: Clearly stating whether each assessment will be conducted digitally, in hybrid form, or on paper, and advising on any technical or material requirements.

- *Student Engagement*: Providing opportunities for students to monitor their progress, reflect on performance, set personal goals, and plan strategies for improvement.

For all internal summative assessments, the school shall issue to parents and students, at least two weeks in advance:
- The full examination schedule with dates and times for each assessment.
- The exam required material to be assessed.

Security and Integrity of Assessment Resources and Data

Schools are strictly prohibited from sharing student assessment data with any third party without obtaining explicit parental consent and prior approval from ADEK/KHDA.

Schools shall uphold the highest standards of integrity and security in managing all assessment resources (including instruments and confidential examination materials) and all forms of data (including individual student records and school-level assessment data). These practices must comply with the requirements of Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and the KHDA/ADEK School Digital Policy.

Internal Assessments that count towards student marks at IPS are discussed next.

3.3.1   Grades Pre-KG to G5: Continuous Standards-Based Assessment

An ongoing evaluation process that measures students' progress and performance throughout a course or academic year. It includes a variety of assessment methods such as quizzes, assignments, class participation, projects, and performance tasks. Continuous assessment emphasizes consistent feedback and incremental improvements, allowing students to address gaps in learning and develop skills over time. It also reduces reliance on a single high-stakes exam by spreading evaluation across multiple opportunities.

Each standard is assessed at least once, with greater emphasis placed on those of higher significance based on curriculum weightage and instructional pacing. This standards-based approach ensures students' progress toward curriculum goals, highlights critical learning areas, and identifies where additional support is needed to address gaps.

Assessment checkpoints are to be used to measure student progress during the Academic Year. The starting checkpoint is at the beginning of November, and the end checkpoint is at the end of May.

3.3.2   Grades 6 to 12: Formative and Summative Exams

The assessment framework for Grades 6 – 12 combines formative and summative assessments to ensure a balanced evaluation of student progress.

- Formative assessments provide immediate feedback, enabling teachers to adjust instruction and students to improve continuously.
- Summative assessments are formal evaluations such as mid-semester and end-of-semester exams, measuring mastery over specific periods.

All assessments must be aligned with curriculum standards to ensure validity and are moderated for consistent and fair grading across classes. As students advance, the complexity of assessments increases; middle school tasks focus on analytical thinking and problem-solving, while upper-grade assessments emphasize critical thinking, research skills, and subject mastery aligned with university readiness.

This comprehensive approach fosters academic rigor; tracks progress effectively and provides actionable insights to support timely interventions and student success. Internal assessments that count towards student marks are described in the table below:

Formative Assessments (*A minimum of 3 and a maximum of 7 per category in each of the 2 Semesters*)	
Performance Tasks	Tasks designed to evaluate students' ability to apply knowledge and skills in real-world scenarios, such as presentations, projects, or experiments. These tasks assess higher-order thinking, including creation, analysis, synthesis, and problem-solving, and evaluate both the final product and the process, including collaboration and problem-solving skills.
Assignments	Academic tasks given to students to complete over a period. Assignments often involve applying concepts learned in class, conducting research, or solving problems to reinforce learning and assess understanding.
Quizzes	Short, focused assessments used to evaluate students' understanding of specific topics or concepts at the end of an instructional segment. They provide focused insights into whether students have achieved specific learning objectives and offer valuable data for guiding instructional adjustments and measuring progress.
Summative Assessments	
Mid-Semester Assessments	Comprehensive evaluations conducted midway through a semester to measure students' progress and understanding of the material covered so far. These assessments provide insights into areas of strength and improvement before the semester concludes.
End-Semester Assessments	Summative evaluations conducted at the conclusion of a semester to assess students' mastery of the curriculum. These are typically higher-stakes assessments that contribute significantly to final grades and measure overall achievement of learning objectives.

Other methods of assessment that do **NOT** count towards the student final marks but should be used to inform teachers are:

Assessment Method	Description
Informal Questioning	An effective formative assessment tool that enables teachers to assess students' understanding in real-time during lessons. Thoughtfully crafted and purposeful questions help evaluate knowledge, uncover misconceptions, and encourage deeper critical thinking.
Self and Peer Assessments	Methods that involve students evaluating their own work and that of their peers using clear criteria. These approaches build critical thinking and self-regulation skills while promoting a culture of constructive feedback and mutual respect in the classroom.
Observation Rubrics	Used by teachers to assess student engagement, participation, and collaboration during class activities. It provides a detailed view of each student's learning process and helps identify areas where additional support is needed.
End-of-Lesson Assessments	A strategy for evaluating student understanding immediately after a lesson. These assessments, such as exit tickets, quizzes, or short reflections, provide quick insights into how well students have grasped key concepts. They enable teachers to adjust future instruction to address learning gaps and help students consolidate their understanding, reflect on their learning, and engage in self-assessment.
Baseline Assessments	Conducted within the first two weeks of each term, baseline assessments establish a starting point for measuring student attainment and progress. They provide data on students' initial knowledge, skills, and readiness for new learning, serving as a benchmark for tracking growth. The results inform intervention strategies, support plans, and accommodations for students with additional needs. Teachers use this data to identify gaps, recognize strengths, and adapt instruction to meet diverse needs.
Diagnostic Assessments	Used at the start of instructional units, diagnostic tools assess prior knowledge and highlight learning gaps. This data helps tailor lesson plans, set student-specific goals, and, when needed, enables collaboration with the inclusion department for further assessments and support.

3.3.3 Formative Assessment Requirements

Formative Assessment	Requirements
Ongoing Student Evaluation	Teachers will conduct frequent and systematic assessments for all students to monitor their understanding and growth. This allows for real-time insights into student progress and helps guide instructional decisions.
Transparent Communication of Learning Goals and Assessment Criteria	Learning objectives and the criteria used for evaluation must be clearly communicated to both students and their parents. This ensures that all stakeholders are aware of expectations and the metrics by which student performance is measured.
Encouraging Critical Reflection through Peer and Self-Assessment	Students will be given opportunities to engage in both peer and self-assessment. These practices are essential for fostering critical thinking and self-awareness, helping students to reflect on their work in relation to established success criteria and identify areas for improvement.
Diverse Assessment Strategies	Instructional planning must integrate a wide range of formative assessment tools. These include, but are not limited to, teacher observation, questioning techniques, collaborative classroom discussions, digital quizzes, and hands-on activities. This variety ensures that all students' learning progress is captured through multiple modalities.
Accommodating Individual Learning Needs	Students with additional learning needs must be provided with appropriate accommodation and modifications to ensure they have equal opportunities to engage and succeed in assessments. This could include adjusted tasks, extended time, or the use of assistive technology, among other supports.
Supporting Goal Setting and Self-Monitoring	Teachers will work collaboratively with students to establish ambitious learning goals. Students will also be encouraged to regularly track their own progress, reflecting on their development and identifying ways to continually enhance their learning outcomes.

3.3.4 Summative Assessment Requirements

Summative Assessment	Requirements
Diverse Assessment Methods	Student progress will be evaluated through a range of approaches, including multiple-choice or short-answer questions, performance-based tasks, and project-centered assessments. These methods will align with the school's curriculum standards to ensure comprehensive evaluation of student learning.
Differentiated Assessment for All Students	Assessments will be tailored to meet the diverse abilities of students. This includes implementing accommodations and modifications that reflect the individual learning needs of students, ensuring that all students, regardless of ability, can demonstrate their knowledge and skills effectively.
Data-Driven Instructional Planning	The results of summative assessments will be carefully analyzed and used to guide instructional decisions. These insights will help teachers identify areas of strength and opportunities for improvement, allowing for targeted interventions and support.

Use of Rubrics and Grading Criteria	Clear and detailed rubrics or grading guidelines will be used to evaluate student work. These will serve as a transparent tool for both students and teachers to understand the expectations and the basis for assessing performance.
Grading Consistency and Moderation	Moderation protocols will be followed to ensure consistency in grading across different classes and teachers. This process ensures that assessment results are fair and aligned with established standards.
Assessment Integrity	Procedures shall be implemented to uphold the integrity of all assessments. This includes clear protocols designed to maintain a fair and secure environment for student evaluations. Schools shall ensure exam materials are secured, exam invigilators are trained, and students are supervised under standardized conditions.
Examination Misconduct	Schools shall comply with Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems. The following procedures apply: o Schools shall educate students on the importance of academic honesty and the consequences of cheating. o Schools should ensure physical exam conditions (e.g., proper lighting, adequate desk spacing) are conducive to credible and transparent examinations. o Exam invigilators shall be trained to perform their duties professionally and identify potential cheating. o Students found guilty of examination misconduct shall be subject to the penalties stipulated in the ADEK School Student Behavior Policy. o Schools shall ensure that any examination violations are logged and reported to ADEK/KHDA. o Any individual other than a student who commits examination misconduct shall be subject to penalties outlined in Federal Decree Law No. (33) of 2023. Please refer to the document "*Guidelines for the Creation of Summative Examinations*".

3.3.5   Digital Assessment Platforms

Various digital applications and platforms are used to enhance teaching, learning, and planning by embedding assessment and tracking features. These collectively support personalized instruction, data-driven decision-making, and enhanced student engagement.

The school shall reduce paper usage as part of its sustainability strategy by creating, sharing, and storing all feasible examination and assessment materials through secure digital platforms. Teachers are expected to use the school's approved Learning Management System (LMS), online assessment tools, and electronic record-keeping systems to minimize reliance on printed copies. Printing should occur only when digital delivery is not practical or when regulatory requirements mandate hard copies. This approach supports the school's environmental goals and aligns sustainability metrics for efficient resource management.

Platform	Purpose
Schoology	Schoology is the school's primary learning management system. Teachers, students, and parents use it to administer and complete formative assessments (assignments and quizzes), manage classroom materials, communicate, and provide or access learning resources.
HMH-ED Growth Measure	An adaptive tool for assessing proficiency and growth in Reading and Mathematics. Aligned with curriculum standards, it helps teachers personalize learning, identify areas for improvement, and prepare students for standardized benchmarks.
IXL	A personalized, standards-based platform for Reading, Language Usage and Mathematics that adapts to individual student needs. It provides immediate feedback and real-time data for students and teachers, supporting targeted instruction and continuous progress monitoring.
Achieve 3000 Bravo-Bravo I-Read Arabic Level-Up	These are blended reading platforms that cater to English and Arabic instruction. They offer differentiated resources to support curriculum standards, improve literacy skills, and address the needs of struggling students, fostering creativity and engagement.
Quizizz, Kahoot Quizlet, Nearpod, Socrative, Seesaw	Learning and assessment tools which are designed to support formative assessment. Used appropriately, they enhance student engagement and facilitate interactive learning.

IV. Data Analysis and Utilization

4.1 Overview

The analysis and utilization of data, aligned with inspection, accreditation, and authorization standards, ensures that student performance information is continuously accessible to teachers and school leaders. This enables evidence-based, data-driven strategies that strengthen teaching, learning, and outcomes.

Data from formative and summative internal assessments is collected on Schoology and PowerSchool, while external standardized assessments (MAP, CAT4, IBT) are accessed through their respective platforms. International benchmark data (PIRLS, TIMSS, PISA) is provided to schools by KHDA and ADEK.

Comprehensive Data Analysis Approach

Data analysis is conducted across multiple levels, from whole-school trends to individual student progress. It is applied in two ways:

- Assessing performance trends horizontally across each subject over time.
- Comparing vertically across subjects at a single assessment point to ensure alignment with curricular standards.

This approach enables schools to monitor progress, identify learning gaps, and design targeted interventions that improve student outcomes.

Data-Driven Decision Making

Assessment data informs decisions at all levels of the school system by:

- Identifying emerging trends to refine teaching strategies and curriculum planning.
- Supporting teachers in differentiating instruction for diverse student groups, including Students of Determination and high achievers.
- Aligning internal and external assessment results to maintain consistency, ensure validity, and guide curriculum reviews for continuous improvement.

The Role of Data Triangulation

Data triangulation is essential for accurate and reliable analysis, combining multiple sources such as internal assessments, standardized external assessments, and international benchmarks. This process:

- Validates findings, reducing bias and increasing confidence in results.
- Enhances accuracy by identifying patterns, trends, and gaps across subjects, grade levels, and student groups.
- Strengthens accountability by aligning school-based results with international standards (PIRLS, PISA, TIMSS).

Through triangulation, teachers and school leaders make informed decisions, refine intervention strategies, and adapt instruction to promote equity, excellence, and sustained academic growth.

4.2 External Assessment Data

External standardized assessments provide objective, benchmarked data that complement internal measures, enhancing validity, accountability, and continuous improvement through triangulation with school-based results. They are used to:

- Identify student strengths, areas for development, and needs for support or enrichment.
- Set realistic, measurable performance targets for individuals, classes, and the school.
- Evaluate school effectiveness against national and international standards.
- Inform teaching, curriculum planning, and resource allocation through evidence-based insights.

The process for using external assessment data is structured into five key stages:

- *Data Collection*: Securely administering and gathering results from standardized tests.
- *Data Analysis*: Reviewing performance at individual, class, and school levels to identify trends, strengths, and weaknesses.
- *Target Setting:* Establishing realistic, measurable goals aligned with school priorities and benchmarks.
- *Action Planning*: Designing targeted interventions and enrichment strategies to address identified needs.
- *Monitoring & Reviewing*: Tracking progress over time, adapting strategies as required, and reporting outcomes to stakeholders.

4.2.1 CAT4

The CAT4 test is a tool used to understand student potential beyond traditional academic performance. It evaluates students' cognitive strengths and areas for improvement in four reasoning areas: *Verbal, Non-verbal, Quantitative, and Spatial Reasoning*. It helps identify students with special educational needs (SEN), learning difficulties, or gifted abilities, enabling early intervention, tailored support, and enrichment opportunities.

All of the most recent student data need to be downloaded, and relevant results and findings are to be shared with teachers, students, and parents as appropriate.

Teachers should be trained to understand the results. Opportunities are to be made available for teachers to discuss these results with students and parents to enhance student metacognition and parental involvement.

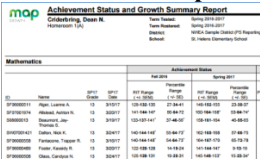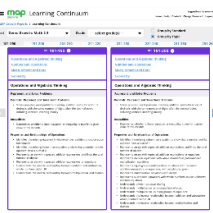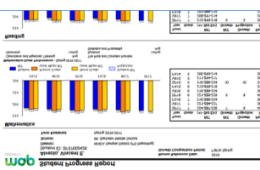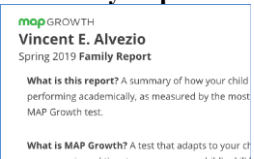| CAT4	Report Name	Reports Include
Teachers	**Group reports for teachers**	• A description of the assessment, overview of its benefits, example questions and a useful reminder of how scores are reported. • Table of scores for all students in a group, showing the Standardized Age Score (SAS) and group ranking for each battery plus overall mean scores. • Analysis of your group scores compared to the UK national average. • Profile chart and listings indicating the learning preferences for all students in your group, with supporting explanation. • Indicators of future attainment in UK national tests and examinations.
	Individual reports for teachers	• Detailed breakdown of scores for each student, including the SAS, with confidence bands, National Percentile Rank, Stanines and Group Ranking. • Profile description for each student indicating their learning preference, with written implications for teaching and learning also given, which help to ensure a student achieves their potential. • Indicators of future attainment in UK national tests and examinations.
Students	**Individual reports for students**	• An explanation of the assessment, overview of why it is used and benefits for students. • Student-friendly overview of performance scores across the four batteries. • Profile description with written recommendations to help improve student understanding and support effective learning. • Indicators of future attainment in UK national tests/examinations with supporting chart for ease of comparison across subject areas.
Parents	**Individual report for parents**	• An explanation of the assessment, overview of why it is used and example questions to ensure parents are informed. • Parent-friendly overview of performance scores across the four batteries. • Profile description with written recommendations to help improve parent understanding of their child's learning preference, including practical suggestions for supporting learning at home. • Indicators of future attainment in UK national tests/examinations with supporting chart for ease of comparison across subject areas.

4.2.2   MAP

MAP is a computer-adaptive standardized assessment designed to measure student performance and growth in key areas such as Math, Reading, Language Usage, and Science. Aligned with curriculum standards, it uses the RIT (Rasch Unit) scale to provide precise, individualized insights into student attainment and progress over time.

By adapting to each student's responses, MAP identifies strengths, weaknesses, and instructional needs, enabling data-driven decisions and personalized learning. It supports differentiated instruction, monitors academic growth, and predicts future success, making it a valuable tool for fostering student achievement and guiding effective teaching strategies.

MAP Results Review and Action

Following the release of the latest MAP results, all student data must be downloaded and analyzed. Key findings and relevant results shall be shared with teaching staff, who must receive training to interpret and apply the data effectively. A comparative analysis with the previous testing cycle is required to identify progress trends and areas needing improvement. Teachers should be provided with structured opportunities to discuss these results with students and parents to inform students about learning strategies and support targeted interventions.

MAP	Report Name	Reports Include
Class Level Reports for Teachers	**Class Profile Report** 	• Scores for all subjects from one term • Summary data for the class, including RIT Score Status, Achievement Percentiles and National Comparisons • Contains Individual Student Test Detail: percentile, Lexile® (reading only), Quantile (math only), test duration, and grouping by instructional area performance (also known as goal performance), Rapid Guessing Percentage
	Achievement Status and Growth Report 	• This report is the best overview of your classes' growth • Scores and growth for all subjects, comparing two terms (e.g. fall to spring growth) • Growth data includes typical growth, conditional growth percentile, and whether the student met or exceeded their growth projection • Summary data for the class, including percentage of students who met or exceeded projected growth, and the median conditional growth percentile
Learning Continuum		• View the skills and concepts assessed by MAP Growth • Understand the relative difficulty of test contents • Gather content for how a student's RIT score aligns to the difficulty level of test content
Student Progress Report		• Print electronically and send it to parents; include the optional explanatory page • Scores for all subjects • Instructional area RIT range or descriptor • Comparisons to norms, grade level averages, and district averages • Historical test results displayed on a graph • Typical growth • Often printed out and sent to parents and contains an optional explanatory page

Student Level Reports	**Family Report**	• Print electronically and send it to parents; include the optional explanatory page • Scores for all subjects • Instructional area RIT range or descriptor • Comparisons to norms, grade level averages, and district averages • Historical test results displayed on a graph • Typical growth
	Student Profile Report	• Use for goal setting and for conversations with parents • Scores for all subjects • Scores for instructional areas (also known as goal areas) • Comparisons to norms, grade level averages, district averages, and state proficiency tests • Includes Instructional Area module with Learning Statements • Historical test results displayed on a graph • Typical growth and custom growth goal setting

4.2.3 IBT

The IBT is a standardized test that assesses students' proficiency in Arabic, focusing on reading, writing, and listening skills. It helps track and support students' Arabic language development. The test allows the school to compare students' performance to national and international standards, ensuring they meet expected learning outcomes. The data from IBT also aids in identifying areas for improvement and informing Arabic language teaching strategies.

Following receipt of any new assessment results after an examination cycle, the data should be downloaded and analyzed. A comparison of growth to the previous testing cycle is necessary to guide classroom teaching and target areas lacking improvement. Comparisons and actions for each report are outlined in the table below:

Report / Score	Comparisons and actions
IBT Scale Score	Teachers should read band score descriptors to understand Scale Scores Compare to National/International Mean Compare to others in class and year group
National/International Percentile	See where each student ranks in a National/International setting Compute the Median and Mean Percentiles of the class Compute the Median and Mean Percentiles of the year group
Component Score • **Reading** • **Grammar** • **Spelling** • **Vocabulary**	Compare the scores in each component to obtain strengths and weaknesses of • individual students • whole class • year group
Item Score	This is given per Year Group in the excel sheet and per student in the student performance report

Item Performance Report 	View item performance reports for Class and Year Group and reteach or provide additional learning support where required
Student Performance Report 	Print electronic student performance reports and share them with parents

4.2.4 International Benchmark Tests (PISA/PIRLS/TIMSS)

These assessments measure student proficiency in key areas such as Reading, Mathematics, and Science, offering valuable data for strategic planning and tracking performance trends over time. The results inform the development of action plans that target areas for improvement, including teacher development, curriculum enhancements, and focused student support. The School Leadership Team monitors progress closely to ensure continuous improvement. The description and purpose of each international assessment is shown in the table below:

International Assessment	Description and Purpose
PISA	PISA (Programme for International Student Assessment) is a global assessment conducted every three years by the OECD (Organisation for Economic Co-operation and Development). It evaluates the academic performance of 15-year-old students in reading, mathematics, and science literacy. Unlike traditional tests that assess knowledge based on school curricula, PISA focuses on how well students can apply their knowledge and skills to real-world challenges and problem-solving situations. The results provide insights into the effectiveness of educational systems worldwide and help countries identify areas for improvement in their education policies and practices.
PIRLS	PIRLS (Progress in International Reading Literacy Study) is an international assessment conducted every five years by the International Association for the Evaluation of Educational Achievement (IEA). It measures the reading comprehension abilities of students in Grade 4, focusing on how well they can understand, interpret, and reflect on various types of written texts, including literary and informational texts. PIRLS aims to provide insights into the reading skills of young students across different countries, offering valuable data to inform educational policies and practices aimed at improving reading literacy worldwide.

TIMMS	TIMSS (Trends in International Mathematics and Science Study) is a large-scale international assessment conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA). It measures the achievements of students in mathematics and science at the fourth and eighth grade levels. TIMSS evaluates students' knowledge, understanding, and skills in these subjects, providing data that allows for global comparisons of educational systems. The results help identify strengths and areas for improvement in mathematics and science education, guiding educational policies and practices worldwide.

Upon receipt of International Benchmark Test reports, schools must promptly conduct a comprehensive analysis of all results and develop an action plan aimed at achieving established international assessment targets. In support of this, schools are expected to fully utilize resources provided by relevant national teams, including practice questions and AI-generated items that mirror the style and rigor of international benchmark assessments. These materials must be used strategically, ensuring targeted deployment to the specific student groups being assessed.

4.3 Internal Assessment Data

Data analysis occurs after assessments to identify patterns in students' attainment and progress. Processes should be in place to ensure staff can effectively analyze and interpret data. Reflection and self-evaluation of student growth over time, as well as comparisons between individual classes, cohorts, and the wider system, are essential for informing and improving teaching and learning and sharing good practices.

All internal assessments such as projects or assignments, formative quizzes should be promptly graded soonest and no later than 5 days of students' completion. Constructive feedback should be provided for quizzes, projects, and assignments. An item analysis should be performed after all summative examinations (Mid and End Semester).

4.4 Metacognition, Feedback and Parental Involvement

Metacognition is the awareness and regulation of an individual's learning journey. Better academic outcomes will arise when teachers support students to understand how they should set goals, monitor their progress, and self-evaluate their learning activities adjusting as needed. Students should learn how to approach tasks and solve problems on their own by taking charge of their learning and becoming less dependent on the teacher's direction. Students should be taught how to reflect on their learning to develop skills that help them learn more effectively in the future and improve their critical thinking abilities.

While metacognition helps a student navigate their learning journey, feedback helps them understand where they are in their learning journey. Feedback should help students clearly

understand their current level of performance and guide them in the next steps to move forward. Good and constructive feedback should provide students with:

- a clear understanding of what they did well, where they went wrong and how to improve.
- an emphasis on progress focusing on learning strategies encouraging a growth mindset where students believe they can improve with effort and persistence.
- a clear identification addressing their misunderstandings and gaps in knowledge.

It is recognized that learning strategies which foster metacognition and effective feedback offer the greatest impact in a student's learning journey. Parental involvement also plays a significant role.

Effective feedback is timely, specific, actionable and focused on the learning process rather than simply an overall outcome in terms of a grade.

To integrate feedback and metacognition in the classroom teachers should:

- provide regular formative assessments and immediate feedback.
- ask students regularly to reflect on their learning processes, strategies, and outcomes to enhance metacognitive awareness.
- explicitly teach students how to plan, monitor and evaluate their own work as part of their learning routine.
- periodically provide peer feedback opportunities and group reflection sessions.

Parental involvement such as helping with homework, discussing school matters, and attending school events, can positively impact student grades and test scores. The active participation of parents further translates to benefits beyond academic performance influencing the child's emotional wellbeing and long term-outlook on learning. Building strong partnerships between schools and families is therefore paramount to foster an environment where students can thrive.

To empower parents to provide the right support at home, every opportunity should be sought to continually inform and involve them in all student matters and assessment outcomes, and every opportunity should be sought to share academic achievements and suggestions on how they can support their child.

4.5 Triangulation of External and Internal Assessment Data

Data from standardized tests should be cross-referenced with teacher assessments to identify discrepancies, such as a student performing well on cognitive ability tests but receiving lower evaluations from teachers, which may indicate underperformance.

To support data triangulation and track progress, each school is required to generate a comprehensive teacher data dashboard for every class. This dashboard should be organized chronologically, starting with CAT4 data, and continuously updated over time.

It should be color-coded for easy identification of student groups and, by the end of the year, include data from:

- CAT4
  - Scores for all four reasoning batteries: Verbal, Non-Verbal, Quantitative and Spatial
    - Highlight students with High Learning Potential (scores above SAS 120)
    - Highlight students in need of attention (scores below SAS 74)
  - Overall CAT4 score
  - Learning bias – (Extreme, Moderate or Mild Verbal or Spatial bias or No bias)
  - Verbal Deficit (Verbal *minus* Non-Verbal Score)
    - Group 1 – Verbal deficit 12 - 19 SAS points
    - Group 2 – Verbal deficit 20 SAS points or more
  - Math Car (The *Math Car* concept is used to identify areas where a child needs support)
- MAP Fall/Winter/Spring for each of Language Usage, Reading, Mathematics, Science and Life Sciences
  - RIT Score colored with Achievement Band
  - Percentile Rank
  - Conditional Growth Percentile colored with Growth Band
  - Lexile Score (highlight students with below and above average reading ages)
  - Quantile Score
- IBT: Schools must capture each student's IBT scale score and percentile rank by subject and provide Arabic teachers with full IBT data access.
- SAT: Maintain a running SAT Math record for every Grade 12 student and intervene for students below 450.
- School summative assessments: Record outcomes for Mid and End Semester assessments in Semester 1 and Semester 2.

V. Supporting Diverse Students

5.1 Identifying Groups of Students

The process of identifying different groups of students enables Al Ittihad Private Schools to target a supportive and responsive educational environment which nurtures the unique abilities and challenges of each student. Schools use a systematic and multifaceted approach that combines quantitative data from assessments with qualitative observations and insights from our teachers. The table below summarizes the identification process used.

Category	Identification Process	Our Aim
Highly Able Students (Gifted & Talented)	>125 in any one CAT4 battery or >120 in 2 or more CAT4 batteries Exceptional talent in a music, sport, or skill	We aim to provide tailored challenges and enrichment programs and foster motivation through interest-based learning.
High Achievers	>95th percentile in any one MAP exam and/or >90th percentile in at least 2 MAP exams >95% achievement in 2 or more core subject internal exams	We aim to provide a differentiated curriculum to maintain engagement, set high expectations to encourage continuous growth and recognize achievements to boost motivation.
Low Achievers	<5th percentile in MAP or <74 in 2 or more CAT batteries or <50% in 2 or more internal examinations	We aim to provide targeted support through tutoring and interventions to close the achievement gap and ensure the students meet their academic potential.
SEND	Refer to detailed SEND Policy	We aim to implement individualized plans to meet diverse needs by providing specialized resources and interventions whilst fostering an inclusive environment that values all abilities and ensures access to learning opportunities.

Students identified as *Highly Able* may not always achieve high grades; their abilities may not be fully reflected in standardized tests or in classroom performance. These students are recognized for their potential or unique abilities.

High achievers on the other hand are students who demonstrate through hard work and dedication, reliability in their academic performance across subjects and consistently perform well above academic levels. *High achievers* are often motivated by grades, recognition and achievement and thrive in structured environments.

Low Achievers are identified as those who consistently underperform in their academic work and examinations and may have exceptionally low cognitive abilities.

- **Identification and Support of Students with Special Educational Needs and Disabilities (SEND)**

  The identification of Students with Special Educational Needs and Disabilities (SEND) shall be carried out by the SEND Coordinator in accordance with the school's SEND Policy and relevant national regulations. For the purposes of this policy, SEND refers to students who have a learning difficulty, disability, or condition that necessitates additional or alternative provision beyond that made for the majority of their peers.

- **Administration of Standardized Tests for Accommodations and Modifications**

  Where a school determines that a student may benefit from accommodations and modifications, but the assessment provider requires evidence from standardized tests to confirm eligibility, the following shall apply:

  o The school shall administer the required standardized tests in-house wherever possible. If such tests are not available within the school, parents shall be informed of the eligibility criteria and the process for accessing these tests through an external provider.
  o Where the school can administer the standardized tests in-house, parents retain the right to decline payment of any additional fees for this service. Parents must be informed that refusal to access this service may affect the range of accommodations and modifications available to the student.
  o Where the standardized tests must be commissioned from an external provider, parents retain the right to decline this service. Parents must be informed that such a decision may impact on the accommodations and modifications that can be formally approved for the student.

- **Categories of SEND include**
  o *Cognitive and learning needs*: such as dyslexia, dyscalculia, moderate learning difficulties, or significantly below-average cognitive abilities.
  o *Communication and interaction needs:* such as speech, language, and communication difficulties, and autism spectrum conditions.
  o *Social, emotional, and mental health needs:* including anxiety, depression, and behavioural challenges that affect learning.
  o *Sensory and/or physical needs:* such as visual impairment, hearing impairment, mobility difficulties, or other physical disabilities requiring specific adaptations.

- **Responsibilities of the SEND Coordinator**

  The SEND Coordinator shall:
  o Keeping records of the accommodations and modifications required by individual students and ensuring that teachers and invigilators have access to these records.
  o Ensuring assessment arrangements are fully compliant with the school's SEND Policy and any applicable national assessment guidelines.
  o Ensuring that students with additional learning needs and others who receive support in lessons shall receive accommodations in and modifications to exams and tests to ensure their "normal way of working" in class mirrors how they will be assessed, in line with the ADEK, KHDA & DSIB School Inclusion Policies.
  o Ensuring that students with additional learning needs, as well as those receiving classroom support, are granted appropriate accommodations and modifications in all examinations and assessments. Such provisions must be consistent with the student's documented "normal way of working" during lessons and must comply with the requirements of the ADEK KHDA & DSIB School Inclusion Policies.
  o Advising teachers on appropriate modifications to assessments, including approved access arrangements, alternative formats, and differentiated tasks where appropriate.
  o Supporting staff in analysing and interpreting assessment data for SEND students to inform targeted instructional strategies and intervention planning.
  o Ensuring effective communication with parents and students regarding assessment expectations, accommodations, and results.

- **Policy Commitment**

  The school is committed to ensuring equitable access to all assessments for SEND students. All reasonable accommodations shall be made without compromising the integrity, fairness, or validity of the assessment process. This commitment supports inclusion, academic achievement, and the fulfilment of statutory obligations.

5.2 Interventions

At Al Ittihad Private Schools, we are committed to providing a learning environment that supports the diverse needs of all students. Our intervention strategies are designed to ensure that every student, regardless of their abilities or challenges, is given the opportunity to thrive academically, socially, and emotionally. By fostering a collaborative approach and utilizing data-driven strategies, we aim to deliver personalized support that empowers students to achieve their full potential.

These guidelines outline our approach to identifying and addressing the individual needs of students through effective, targeted interventions. This policy ensures that the school is proactive in addressing the diverse needs of its student population and

provides tailored, data-informed support for continuous improvement. The general approach and guidelines are shown below:

Approach	Guideline
Development and Implementation of Intervention Plans	Schools will create documented learning plans (DLPs) and put into practice targeted interventions that support teaching and learning for all students. These plans will align with the ADEK, KHDA and DSIB Inclusion and Educational Risk Policies to ensure that every student is provided with the opportunity to succeed.
Data-Driven, Tiered Interventions	Schools will analyze internal and external assessment data to design a tiered system of interventions. These interventions will address the varying needs of students, with a focus on specific groups such as high-achieving students, those at risk of falling behind, and students requiring additional support due to learning challenges.
Student Involvement in Intervention Planning	Students will be actively involved in the design and review of their individualized interventions. This encourages ownership of learning, fosters self-advocacy, and ensures support is tailored to personal needs and aspirations.
Collaboration with Stakeholders	Interventions will be developed in collaboration with key stakeholders, including parents, teachers, specialists, and external agencies when necessary. This collaborative approach ensures that the interventions are well-rounded and draw on diverse expertise to address the students' needs effectively.
Resource Allocation and Support	Schools will allocate appropriate resources to support both individual students and groups. Teachers will ensure that necessary accommodation is made, and they will manage and utilize the resources provided to optimize learning outcomes for all students.

Parents of students with additional learning needs are actively engaged in the development and review of accommodation. Ongoing communication keeps them updated on their child's progress and any adjustments made, ensuring support aligns with both the student's needs and the home environment.

5.3 Accommodation and Modifications for Examinations

Students with Individual Education Plans (IEPs) under *Adaptation* should take the same exam as their peers, with appropriate access arrangements in place to support their needs.

For students with IEPs based on *Learning Outcome/Curriculum Modification* or an *Alternative Curriculum*, customized exams should be designed to align with their individualized learning goals. The development of these specialized exams will be a collaborative effort involving the inclusion specialist, the subject teacher, and the Lead Teacher.

Accommodation or modifications will be determined on a case-by-case basis, considering each student's unique needs and abilities. These may include:

Modifications	Description
Extended Time	Students with certain learning or attention difficulties may be allocated appropriate additional time during written assessments and examinations.
Separate testing rooms and flexible seating	Students with attention difficulties, anxiety, or other conditions that may be exacerbated by a busy testing environment may be accommodated in a distraction free environment to help them focus.
Supervised breaks and prompting during exam	Students with attention disorders or other medical condition may be allowed short breaks to manage their wellbeing. A person may be informed to prompt the student at prescribed time intervals to focus attention.
Use of a reader	Students with reading difficulty may have their question paper read out to them The questions should not be explained further. If a student is used as a reader, they must be a student of a lower grade level.
Use of a scribe	May be permitted for students with motor or writing difficulty The scribe and student must practice working together at least once before the examination. If a student is used for a scribe, they must be a student of a lower grade level.
Clarification	Certain students may be allowed to have questions rephrased to clarify the content or context.
Alternative formats	Enlarged print or braille or electronic aids may be used for students with visual or writing difficulties. Alternative exam formats that may suit the needs of the student e.g. use of Multiple-Choice Questions in place of Free response writing questions.
Assistive Technologies Use of Calculator	Screen readers, speech-to-text software or specialized keyboards may be used. May be allowed for students with challenges in numeracy in all exams.
Use of Computer	May be allowed to complete written tasks for students with severe writing difficulty.
Other accommodations	Spelling errors not penalised in every instance. Reduction in the amount of written work required.

VI.   Reporting, Monitoring and Quality Assurance

6.1 Grade Recording and Reporting

Accurate grade recording and transparent reporting strengthens accountability at every level, ensuring that progress is tracked, shared, and used to improve learning outcomes.

6.1.1   Grade Recording

Recording data is a crucial process in tracking and evaluating student performance. Assessment results are entered into Schoology and then synced to PowerSchool. They serve as evidence of completed assessments, inform judgements on student performance, and assist in monitoring progress. This data also allows teachers to reflect on their practices and assess the reliability of the tasks used.

Teachers carefully input both formative and summative marks into the LMS. Using the specified assessment schemes, these marks contribute to calculating the final Year Course mark for each subject each semester. The system then computes an Overall Average by equally weighing the scores from all subjects, assigning a letter grade based on the predefined criteria. The GPA, however, is calculated as a weighted average, with courses assigned a weight of 1, and Advanced Placement (AP) based courses given a weight of 1.25.

6.1.2   Grade Reporting

To engage parents and foster a supportive learning environment, reporting is conducted through continuous informal reporting, formal reports, and Parent-Teacher Meetings.

Continuous informal reporting provides regular, immediate feedback through conversations, phone calls, emails, or class platforms, ensuring parents stay informed about day-to-day progress.

Report cards are issued at the end of each of the two semesters, offering structured insights into student progress at the end of each semester, based on assessments, observations, and student class work.

Parent-Teacher Conference (PTC) Meetings facilitate in-depth discussions on academic performance, learning behaviors, and social-emotional development, enabling thorough individualized dialogue between parents and teachers.

6.2 Roles and Responsibilities

Defining roles and responsibilities provides clarity, reduces inconsistencies, and ensures that all stakeholders contribute to reliable, data-driven assessment practices.

6.2.1 Subject and Homeroom Teachers

- Understand the school's assessment goals and targets and align teaching practices accordingly.
- Analyze CAT4 data at the beginning of the year to identify and support different student groups. Teachers must review all the data provided, including the Group Report for Teachers, and refer to it throughout the year.
- Maintain and update a teacher data dashboard to facilitate data triangulation and informed instructional decisions.
- Clearly communicate exam expectations and required material to students at least two weeks before the assessment.
- Prepare and submit three parallel versions of each assessment to the Lead Teacher at least one month in advance. These versions must align with the Table of Specifications (TOS) and maintain consistency in difficulty and content coverage.
- Ensure exams accurately reflect the taught curriculum and adhere to the Table of Specifications with strict curriculum alignment.
- Mark all assessments and progress tasks within two days and provide students with both written and verbal feedback that is constructive, timely and actionable.
- Enter student marks promptly into the SIS and verify score accuracy.
- Conduct an item analysis after each internal summative assessment to refine teaching strategies and differentiate instruction effectively.
- Identify and report at-risk students to line managers and propose action plans for intervention.
- Emphasize the importance of external assessment data and actively motivate students to engage in preparation and assessment activities.
- Foster parental involvement by sharing internal assessment results, CAT4, MAP, and IBT reports, and engaging in discussions on student progress.
- Ensure the accuracy and timely entry of formative and summative assessment data into the SIS.

6.2.2 Lead Teachers and Section Principals

- Implement policy guidelines and ensure assessment practices align with school standards.
- Review internal assessments and answer keys submitted by teachers and produce a final, modified version that remains confidential until the examination is administered.
- Monitor formative assessment practices to enhance classroom learning.

- Ensure internal assessments are curriculum-aligned, meet the assessment framework criteria, and follow the Table of Specifications. Questions should be appropriately rigorous with a range of Depth of Knowledge (DOK), reflecting international assessment standards, and designed to inform teaching and learning.
- Facilitate regular department meetings to encourage collaboration, share best practices, and assess the effectiveness of assessment strategies.
- Ensure that teacher feedback to students is timely, actionable, and supports learning.
- Provide guidance to teachers as needed.
- Promote metacognitive skills in students and strengthen parental involvement by sharing internal and external assessment data and keeping parents informed of their child's progress.
- Ensure teachers use assessment data effectively to inform and enhance their teaching and learning practices.
- Ensure that marking moderation takes place.
- Verify the accuracy of report card data in the SIS before publication, conducting a thorough review for discrepancies across subject groups within the same grade level.
- Ensure that all sections at the same grade level take identical summative assessments for a given subject.

6.2.3   Principals and Vice Principals

- Provide strategic leadership and oversight to ensure all assessment, grading, and reporting practices comply with school policy, curriculum standards, and regulatory requirements.
- Monitor the effective implementation of assessment frameworks, ensuring consistency, fairness, and accuracy across all grade levels and subjects.
- Oversee quality assurance processes, including moderation, data verification in the SIS/LMS, and review of report cards prior to release.
- Ensure timely communication of assessment schedules, results, and performance trends to parents, staff, and relevant authorities.
- Support Lead Teachers and Section Principals in enhancing teacher capacity to use assessment data for instructional improvement, intervention planning, and enrichment opportunities.
- Analyze whole-school assessment data, identify trends, and integrate findings into the School Improvement Plan and resource allocation decisions.

6.3 Monitoring and Tracking Student Progress

The following goals and objectives establish a comprehensive system for monitoring and evaluating student progress throughout the school year. By consistently collecting and analyzing data, we generate actionable insights into student achievement, teaching quality, and assessment effectiveness. Additionally, they foster a culture of continuous improvement in both student learning and instructional practices across the school.

The Goals are:

Goal	Statement
Data-Driven Evaluations	Collect and analyze quantitative data regularly to assess individual and group performance.
Ongoing Tracking	Monitor individual student progress across the academic year, ensuring timely identification of strengths and areas for improvement.
Teaching Quality Insight	Use data to reflect on the effectiveness of teaching practices, ensuring continuous enhancement.
Assessment Effectiveness	Evaluate the quality and impact of our assessment systems in providing accurate measures of student learning.
Stakeholder Communication	Ensure that student progress and achievements are communicated clearly to all relevant stakeholders, including parents, teachers, and school leadership.

The Objectives are:

Objective	Statement
Valuable and Timely Information	Establish assessment and reporting systems that provide relevant and timely data to support student progress.
Standardized Data Integration	Embed standardized assessments within the curriculum to provide consistency and meaningful data for evaluations.
Robust Tracking Systems	Develop and maintain effective tracking systems to monitor progress and ensure the reliability of data collection.
Continuous Improvement	Use data to regularly review and improve teaching methods and learning outcomes, ensuring students achieve their best potential.
Staff Expertise	Ensure that staff are trained to interpret data effectively, identify intervention needs, and implement strategies to support student progress.
Formative and Summative Assessments	Incorporate both formative and summative assessment practices within the curriculum to gather meaningful insights into student progress.
Opportunities for Progress Demonstration	Provide students with numerous and varied opportunities to demonstrate their learning and achievement through check-ins and evaluations.
Parent Engagement	Ensure that assessment data is presented to parents in a clear and understandable manner, helping them stay informed about their child's progress.

6.3.1 Roles of the Academic Staff in Monitoring and Tracking Student Progress

Academic Staff Role	Responsibilities in Monitoring and Tracking Progress
Subject and Class Teachers	**Standardized Data:** • Understand and utilize standardized data for their classes, adapting lessons to meet the needs of all students. **Formative Assessment:** • Implement and track formative assessment results, modifying teaching methods to ensure continuous progress for all students. **Summative Assessment:** • Administer summative assessments in line with the year group's curriculum. Ensure results are recorded and contribute to tracking student attainment.
Lead Teachers and Section Principals	**Standardized Data:** • Use standardized data to inform decisions on class grouping, assessments, and learning support. **Formative Assessment:** • Monitor formative assessment practices through team meetings, ensuring a central record is maintained and moderation takes place. **Summative Assessment:** • Design final summative assessments and monitor their execution. Ensure the results are analyzed, compared to standardized data, and appropriate interventions are planned for students.
Senior Leadership Team (SLT)	**Standardized Data:** • Oversee testing schedules and review year group patterns across subjects to ensure student needs are being addressed. • Review whole-school data patterns and provide the necessary resources for standardized testing. Ensure that stakeholders are informed and involved in student progress. **Formative Assessment:** • Evaluate the effectiveness of formative assessment methods through observations and ensure teachers have access to continuous professional development. • Analyze results from observations and take action to improve formative assessment practices school-wide. **Summative Assessment:** • Review summative assessments and their alignment with standardized data, focusing on key student groups and ensuring that all students receive the support they need. • Evaluate progress across key student groups, identifying patterns and areas for improvement, and ensuring that school-wide interventions are effective.
Principal and Vice Principal	**Standardized Data:** • Review and approve the actions related to standardized data to ensure alignment with school-wide goals and objectives. **Formative Assessment:** • Scrutinize and approve actions proposed by the SLT to enhance formative assessment practices and ensure consistency across the school. **Summative Assessment:** • Oversee the evaluation of summative assessment practices and approve interventions to ensure student success.

6.3.2 Roles of the Academic Staff in Assessment Reporting

Academic Staff Role	Responsibilities in Assessment Reporting
Subject and Class Teachers	**Underperformance:** • Identify and intervene in cases of student underperformance. Notify the Lead Teacher and contact parents if performance does not improve. **Interim Grades and Reports:** • Assign interim grades based on formative and summative assessments, ranking student attainment against standardized data. **Parents Teacher Conference (PTC):** • Discuss student progress, set targets for improvement, and share evidence of learning with parents during meetings.
Lead Teachers	**Underperformance:** • Guide teachers on appropriate interventions for underperformance and advise on communication with parents. **Interim Grades and Reports:** • Provide guidelines for assigning interim grades and ensure results are cross-referenced with standardized data. Analyze student progress and plan interventions. **Parents Teacher Conference (PTC):** • Support teachers in preparing for parental meetings and advise on which student data or evidence should be shared.
Senior Leadership Team (SLT)	**Underperformance:** • Monitor communications related to underperforming students and intervene when necessary. Ensure records of these interactions are centrally maintained. • Be aware of interventions in place for underperforming students and evaluate their effectiveness in supporting student progress. **Interim Grades and Reports:** • Review interim grades, ensuring they align with standardized data and address key student cohorts. Monitor interventions to ensure they meet student needs. • Analyze school-wide data from interim grades and ensure that all necessary actions are being taken to support students. **Parents Teacher Conference (PTC):** • Organize parent-teacher meetings and ensure elevated levels of attendance and engagement from both staff and parents. • Be available to address any questions from parents or staff during meetings and provide additional support where needed.
Principal and Vice Principal	**Underperformance:** • Regularly review the reporting structure and adjust as needed to ensure that underperformance is addressed and communicated effectively. **Interim Grades and Reports:** • Approve SLT actions regarding interim grades and ensure the school's reporting practices align with overall objectives. **Parents Teacher Conference (PTC):** • Oversee the general organization of parent-teacher communications and ensure the process runs smoothly.

6.4 Assessment Yearly Distribution

Assessment points are strategically aligned with the school calendar to maintain relevance and ensure appropriate timing. A well-structured assessment schedule supports student well-being and performance by balancing academic rigor with holistic development, reducing stress, and promoting effective preparation.

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, ensuring an even distribution throughout each semester.

Summative and standardized examinations follow a consistent yearly pattern, though specific dates may vary. These dates are unified across all IPS schools to ensure assessments are strategically scheduled, allowing students sufficient time to prepare and perform at their best.

The assessment distribution of a typical academic year of summative and standardized examinations is shown below.

ASSESSMENT TIMELINE AY2526

Assessment	Semester 1: Week numbers																						Semester 2: Week numbers																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	18	19	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Baseline Fall	▓	▓																																								
CAT4		▓	▓																																							
MAP Fall				▓	▓																																					
Mid Semester 1							▓																																			
Arabic IBT											▓	▓																														
End Semester 1														G6-12																												
Baseline Winter																▓	▓																									
MAP Winter																								▓	▓																	
SAT	▓		▓			▓				▓				▓														▓			▓				▓				▓			
Mid Semester 2																													▓													
Baseline Spring																																							▓	▓		
AP Exams																																			▓	▓						
MAP Spring																																	▓	▓								
End Semester 2																																								G12		G6-11

6.5 Alignment with Quality Assurance Standards

Student attainment is analyzed internally over time, with progress monitored in alignment with ADEK and KHDA quality assurance inspections. Schools must review and analyze attainment data after each exam cycle, evaluating student performance, identifying trends, and assessing overall progress.

The analysis of student performance data highlights both strengths and areas for improvement. Evidence-based action plans are implemented and continuously adjusted to drive ongoing development.

Student attainment and progress are categorized into performance levels, *aligned with* and *exceeding* expectations, in accordance with the UAE inspection framework outlined below.

6.5.1   Abu Dhabi Schools

Internal Exams Assessment Judgement	ADEK - Attainment Benchmark Table (Internal Exams)		
ATTAINMENT LEVEL	**Minimum Standard**	**Qualitative and % of Students**	**Description**
VERY WEAK	65%	Few	0 - 15%	Fewer than 15% of students score at or more than **65%**
WEAK	65%	Less than 3/4	15 - 75%	15 -75% of students score at or more than **65%**
ACCEPTABLE*	65%	Most	75-100%	75% or more of students score at or more than **65%**
GOOD	75%	Majority	50 - 60%	50 - 60% of students score at or more than **75%**
VERY GOOD	75%	Large Majority	61 - 74%	61 - 74% of students score at or more than **75%**
OUTSTANDING	75%	Most	75-100%	75% or more of students score at or more than **75%**

* The Acceptable benchmark must be met to place to the higher categories of Good, Very Good or Outstanding

MAP Assessment Judgement	ADEK - Attainment Benchmark Table (MAP & IBT)		
ATTAINMENT LEVEL	**Minimum Standard**	**Qualitative and % of Students**	**Description**
VERY WEAK	41st International %ile	Few	0 - 15%	Fewer than 15% of students score at or more than **41st** International %ile
WEAK	41st International %ile	Less than 3/4	15 - 75%	15 -75% of students score at or more than **41st** International %ile
ACCEPTABLE*	41st International %ile	Most	75-100%	75% or more of students score at or more than **41st** International %ile
GOOD	61st International %ile	Majority	50 - 60%	50 - 60% of students score at or more than **61st** International %ile
VERY GOOD	61st International %ile	Large Majority	61 - 74%	61 - 74% of students score at or more than **61st** International %ile
OUTSTANDING	61st International %ile	Most	75-100%	75% or more of students score at or more than **61st** International %ile

* The Acceptable benchmark must be met to place to the higher categories of Good, Very Good or Outstanding

MAP Assessment Judgement	ADEK - Attainment Benchmark Table (Advanced Placement - College Board)		
ATTAINMENT LEVEL	**Minimum Standard**	**Qualitative and % of Students**	**Description**
VERY WEAK	AP Mark 2	Few	0 - 15%	Fewer than 15% of students score at or more than **AP Mark 2**
WEAK	AP Mark 2	Less than 3/4	15 - 75%	15 -75% of students score at or more than **AP Mark 2**
ACCEPTABLE*	AP Mark 2	Most	75-100%	75% or more of students score at or more than **AP Mark 2**
GOOD	AP Mark 3	Majority	50 - 60%	50 - 60% of students score at or more than **AP Mark 3**
VERY GOOD	AP Mark 3	Large Majority	61 - 74%	61 - 74% of students score at or more than **AP Mark 3**
OUTSTANDING	AP Mark 3	Most	75-100%	75% or more of students score at or more than **AP Mark 3**

* The Acceptable benchmark must be met to place to the higher categories of Good, Very Good or Outstanding

Internal / External PROGRESS Judgement	ADEK - Progress Benchmark Table (Internal & External)		
ATTAINMENT LEVEL	**Minimum Standard**	**Qualitative and % of Students**	**Description**
VERY WEAK	Expected Progress*	Few	0 - 15%	Fewer than 15% of students make **expected** progress
WEAK	Expected Progress*	Less than 3/4	15 - 75%	15 -75% of students make **expected** progress
ACCEPTABLE*	Expected Progress*	Most	75-100%	75% or more of students make **expected** progress
GOOD	Better than expected Progress**	Majority	50 - 60%	50 - 60% of students make **better than expected** progress
VERY GOOD	Better than expected Progress**	Large Majority	61 - 74%	61 - 74% of students **better than expected** progress
OUTSTANDING	Better than expected Progress**	Most	75-100%	75 - 90% of students **better than expected** progress

* The Acceptable benchmark must be met to place to the higher categories of Good, Very Good or Outstanding

** **Expected** Progress - Attainment remains at the same level, e.g Stanine 5 to Stanine 5 or grade B to grade B*

*** **Better than expected** Progress - Attainment Increases, e.g Stanine 3 to Stanine 5 or grade B to grade A etc..*

6.5.2   Dubai Schools

Internal Exams Assessment Judgement	KHDA - Attainment Benchmark Table (Internal Exams)		
ATTAINMENT LEVEL	**Minimum Standard**	**Qualitative and % of Students**	**Description**
VERY WEAK	67%	Few	0 - 15%	Fewer than 15% of students score at or more than **67%**
WEAK	67%	Less than 3/4	15 - 75%	15 - 75% of students score at or more than **67%**
ACCEPTABLE*	67%	Most	75-100%	75% or more of students score at or more than **67%**
GOOD	77%	Majority	50 - 60%	50 - 60% of students score at or more than **77%**
VERY GOOD	77%	Large Majority	61 - 74%	61 - 74% of students score at or more than **77%**
OUTSTANDING	77%	Most	75-100%	75 - 90% of students score at or more than **77%**

* The Acceptable benchmark must be met to place to the higher categories of Good, Very Good or Outstanding

MAP Assessment Judgement	KHDA - Attainment Benchmark Table (MAP & IBT)		
ATTAINMENT LEVEL	**Minimum Standard**	**Qualitative and % of Students**	**Description**
VERY WEAK	41st International %ile	Few	0 - 15%	Fewer than 15% of students score at or more than **41st** International %ile
WEAK	41st International %ile	Less than 3/4	15 - 75%	15 - 75% of students score at or more than **41st** International %ile
ACCEPTABLE*	41st International %ile	Most	75-100%	75% or more of students score at or more than **41st** International %ile
GOOD	61st International %ile	Majority	50 - 60%	50 - 60% of students score at or more than **61st** International %ile
VERY GOOD	61st International %ile	Large Majority	61 - 74%	61 - 74% of students score at or more than **61st** International %ile
OUTSTANDING	61st International %ile	Most	75-100%	75% or more of students score at or more than **61st** International %ile

* The Acceptable benchmark must be met to place to the higher categories of Good, Very Good or Outstanding

MAP Assessment Judgement	KHDA - Attainment Benchmark Table (Advanced Placement - College Board)		
ATTAINMENT LEVEL	**Minimum Standard**	**Qualitative and % of Students**	**Description**
VEAK	AP Mark 2	Few	0 - 15%	Fewer than 15% of students score at or more than **AP Mark 2**
	AP Mark 2	Less than 3/4	15 - 75%	15 - 75% of students score at or more than **AP Mark 2**
ACCEPTABLE*	AP Mark 2	Most	75-100%	75% or more of students score at or more than **AP Mark 2**
GOOD	AP Mark 3	Majority	50 - 60%	50 - 60% of students score at or more than **AP Mark 3**
VERY GOOD	AP Mark 3	Large Majority	61 - 74%	61 - 74% of students score at or more than **AP Mark 3**
OUTSTANDING	AP Mark 3	Most	75-100%	75% or more of students score at or more than **AP Mark 3**

Internal / External PROGRESS Judgement	KHDA - Progress Benchmark Table (Internal & External)		
ATTAINMENT LEVEL	**Minimum Standard**	**Qualitative and % of Students**	**Description**
VERY WEAK	Expected Progress*	Few	0 - 15%	Fewer than 15% of students make **expected** progress
WEAK	Expected Progress*	Less than 3/4	15 - 75%	15 - 75% of students make **expected** progress
ACCEPTABLE*	Expected Progress*	Most	75-100%	75% or more of students make **expected** progress
GOOD	Better than expected Progress**	Majority	50 - 60%	50 - 60% of students make **better than expected** progress
VERY GOOD	Better than expected Progress**	Large Majority	61 - 74%	61 - 74% of students **better than expected** progress
OUTSTANDING	Better than expected Progress**	Most	75-100%	75 - 90% of students **better than expected** progress

* The Acceptable benchmark must be met to place to the higher categories of Good, Very Good or Outstanding

** **Expected** Progress - Attainment remains at the same level, e.g Stanine 5 to Stanine 5 or grade B to grade B*

*** **Better than expected** Progress - Attainment Increases, e.g Stanine 3 to Stanine 5 or grade B to grade A etc..*

VII. Promotion, Retention and Recognition

7.1 Age Requirements of Year Groups

Students should be educated with peers of the same age group. Below are the guidelines for the age requirements to be met by 31st August of the academic year the school starts in.

Cycle	Phase	Grade level	Age requirement by 31 August
Kindergarten	Phase 1 KG	Pre-KG	3 years old
		KG1	4 years old
		KG2	5 years old
Cycle 1	Phase 2 Elementary	Grade 1	6 years old
		Grade 2	7 years old
		Grade 3	8 years old
		Grade 4	9 years old
Cycle 2		Grade 5	10 years old
	Phase 3 Middle School	Grade 6	11 years old
		Grade 7	12 years old
		Grade 8	13 years old
Cycle 3	Phase 4 High School	Grade 9	14 years old
		Grade 10	15 years old
		Grade 11	16 years old
		Grade 12	17 years old

Research indicates that students who repeat a grade level do not generally show an improvement in their educational level, attainment or achievement. Every effort should be made to keep a student on track.

7.2 Promotion and Retention

Schools are responsible for ensuring that students remain on track throughout the academic year so that they may be promoted along with others of the same age sequentially from year to year. If a student is deemed not to be on track, the parents must be notified immediately, and a plan for further educational support must be put in place. The progress of the student following such a plan must be reported to the parents on a bi-weekly basis. If this procedure is not followed, the student cannot be retained in the same grade level.

7.2.1 Formation of an Academic Review Committee

The school's Principal will form and lead an Academic Review Committee (ARC) which will act in accordance with this policy in arriving at a final decision for the promotion or retention of students. The ARC is also responsible for monitoring the progress of students who perform below standards and ensure the action of appropriate

support and intervention programs. The final verdict to retain any student must arise from the collective judgement of:

- All teachers who have taught that student during the academic year
- The Special Education Needs Coordinator (SEND)
- The Parents/Guardians of that student

Upon deciding to retain a student, the ARC must provide a report that evidences the final decision by taking consideration of:

- Evidence measures taken by the school to support the student, progress reports provided to the parents during such support measures and details of meetings with parents to discuss progress.
- School reports of the lack of progress over two years and whether the student was previously retained.
- The capacity of the school to support previously retained students.
- Whether the student was assessed for special education needs.
- All potential alternatives to retention have been considered such as whether the student will benefit from an IEP that may better suit their learning needs.

This report must be submitted to the appropriate authorities for approval.

Below is the outline for the promotion and retention policy of the schools. For students with Special Educational Needs, refer to the School Inclusion Policy.

Course Pass mark

Grade level	Year-Round mark (compliance with **ADEK**)	Year-Round mark (compliance with **KHDA**)
Pre-KG - G5	Standards-Based Assessment	Standards-Based Assessment
G6 - G8	Pass mark: 50% for Arabic, Islamic, Social Studies Pass mark: 60% for all other subjects	Pass mark: 60% for all subjects
G9 - G12	Pass mark: 60% for all subjects	Pass mark: 60% for all subjects

Adjustment of Year-Round marks

Pass mark	Adjustment of Year-Round marks
50%	Marks of 48 & 49 to be converted to 50
60%	Marks of 57 - 59 to be converted to 60

7.2.2   Retention

- No student of Pre-KG to G5 shall be retained at their current grade level.
- If it is decided to retain a student to repeat the same academic year, the school will provide justification for the need to retain the student, obtain parental agreement and seek final approval from the regulatory bodies (as outlined in KHDA/ADEK).
- Under no circumstances should students be retained at the same grade level for more than two years in a row or more than twice during their schooling.
- Students with special needs cannot be retained at the same grade level.

7.2.3   Promotion

All students in Pre-KG to G5 are promoted from the current to the next grade level at the end of the academic year. Students in G6 - G11 are promoted to the next grade level if they pass all subjects by achieving a minimum Year-Round pass mark after either their first attempt or by utilizing their eligibility for a resit examination.

Students on an Individual Education Plan (IEP) are promoted upon meeting the objectives of their IEP.

7.2.4   Resit Examinations

Semester resit examinations allow students to demonstrate an improved understanding of a subject that was not passed and aim for a passing result. It is not an opportunity to improve marks in courses that have already been passed (unless special approval is granted).

- *Timing:* End of Semester (EoS) resit examinations shall be held at the end of each semester. If after the EoS resits, the student does not achieve a passing Year-Round score, a Year-Round resit shall be provided at the End of Year for G12 and in August for G6 to 11.
- *Eligibility:* Eligibility for a semester resit exam is given to all who did not obtain a passing semester mark in any given subject. Students who are not achieving the minimum passing Year-Round mark, in any subject are eligible for a Year-Round resit examination for the opportunity to obtain a passing result for the subject.
  Any student eligible for a resit examination shall also be entitled to receive a remedial study program consisting of revision sessions at the discretion of the school. Such a program may be conducted on school premises or online for a duration of two to five days at any time prior to the resit examination.
- *Passing Criteria for resit examinations:* The minimum passing grade for a resit examination is the pass mark for the subject. If a student has obtained a higher mark, the mark for the subject shall be capped to the pass mark.

- *Material Covered:* The material to be examined in the Year-Round resit examination is the same as the Semester 2 final examination.
- *Report Card Adjustments:* Any passing grade in a Year-Round resit examination shall award the student the minimum pass mark as the Year-Round mark for the subject. Semester 1 and Semester 2 grades shall remain unaltered. In such cases, the final Year-Round mark may not be the average of the two semester marks. The Semester marks will be considered irrelevant. The pass mark replaces the Year-Round mark. A column on the report card indicates subjects with a "Resit".

If any resit exam is failed, then the highest of the two marks shall be considered the mark for that examination.

7.2.5 End of Year Makeup Examinations

Any student who has a valid justification accepted by the school for missing any exam shall be entitled for a makeup examination to substitute the mark for the exam missed. The makeup exam must be a different exam but evaluate the same material as the original exam. If the exam missed was a Semester 2 exam, then the grade can be considered either towards substituting for the missed exam or counting as a resit mark, whichever benefits the student most.

Exam Category	Guidelines
Valid Excuse	A valid excuse for absence from a school examination shall be: • A note from a medical practitioner to confirm illness. • Proof of attendance at a national or international competition. • Any other excuse approved by school management.
Makeup Examination	A Makeup examination is an opportunity provided for the student to take an examination they have missed, and the mark will be used to substitute the missed examination. In cases where a student has a valid excuse for their absence from any examination, makeup examinations are given. This examination should be given within two school days of the student returning from absence or within two school days from the completion of the exam cycle. Only one makeup examination is permitted on any one day. Makeup exams should be conducted in such a manner that they do not disrupt the students' normal course of lessons. The makeup examination must be different to the original examination but based on the same Table of Specifications (pitched at the same difficulty level using the same study material).
End of Semester Resit	An End of Semester resit is an exam conducted for students who have not passed the End of Semester original examination for a subject.
Year-Round Resit	A Year-Round Resit is a resit exam conducted for students who have not achieved an overall passing grade for a subject.
Resit Examination	A Resit examination must be a parallel version of the original exam created using the same table of specifications but must be significantly different to the original examination.

	A Resit will be allowed at the end of Semester 1 and End of Semester 2. End of Semester 1 Resit examinations enable students to keep on track with their progress prior to continuing to term 2. In Semester 1 it will be possible to take a Resit in all subjects. No second Resit will be allowed. In Semester 2 it will be possible to take a Resit if the student has not passed up to 3 subjects.
Retake	A retake is an opportunity to repeat the original, makeup, resit or second resit examination should any of the following hold under the discretion of the school management: • Delivery of the examination: In cases where the conditions of conduct of the examination were considered disrupted for whatever reasons and in any way that the student's performance in that examination is impacted. • Content of the examination: In cases where the whole or a sizable portion of the examination is deemed inappropriate due to the items tested such as inappropriate or irrelevant items, errors in items, missing information or anything that impacted student performance.

7.2.6 Exam Versions

All versions of an examination must be parallel versions of the original exam, developed using the same Table of Specifications to ensure equivalent coverage of curriculum content, difficulty, and DOK distribution. Each version must be significantly different from the others, with no repeated questions to maintain academic integrity and fairness. The versions are described below:

- Version 1 (V1) - Original exam administered as scheduled.

- Version 2 (V2) - Resit or makeup examinations administered on the same day for students with approved absence or exceptional circumstances.

- Version 3 (V3) - Retake (Resit of the makeup exam), administered at a later date for students who failed the makeup.

VIII. Commendation and Recognition Awards

8.1 Commendations

Al Ittihad schools hold considerable pride in recognizing the dedication, efforts, and hard work of its students.

Basis of Commendation Awards:
- Awards are based on the overall Year-Round grade.
- Excludes students who took any Mid or End Semester makeup or resit.
- Conditions based on behavior points can be included at the discretion of the school.
- Commendations are granted annually for students in Grades 9 to 12, based on performance within that specific academic year. This recognition culminates in the below commendations and recognition awards.

Commendation	Max # of Awards	Minimum Score	Clarifications
Distinction	Top 5%	97%	• Awarded to a maximum of 5% of the cohort on condition they have a minimum score of 97. • If more than 5% have the minimum score only award to top 5% of scores. • If fewer than 5% have the minimum score award only to the lower percentage.
Honor	Next 10%	94%	• Awarded to a maximum of the next 10% of the cohort on condition they have a minimum score of 94. • If more than 10% have the minimum score only award to the next 10% of scores. • If fewer than 10% have the minimum score award only to the lower percentage.
Merit	Next 15%	90%	• Awarded to a maximum of the next 15% of the cohort on condition they have a minimum score of 90. • If more than 15% have the minimum score only award to the next 15% of scores. • If fewer than 15% have the minimum score award only to the lower percentage.

8.2 Recognition Awards

Recognition Awards		Subjects
G6 - G12	**Highest Subject Score**	Arabic, English, Mathematics, Science(s)
	Most Improved	Showed greatest improvement from previous year
	Perfect Attendance	Award to all who had no unjustified absences
G12 only	**Valedictorian**	Highest final percentage in G12
	Salutatorian	Second highest final percentage in Grade 12

In cases where students share the same top score, the following are to be considered in sequence to decide who the award should go to:

- Highest End-Semester exam average of S1 and S2
- Highest Mid-Semester exam averages
- Highest percentile rank in standardized exam(s) where applicable
- Highest average in the subject compared to the previous year

IX.   Professional Development in Relation to Assessment

To maintain and enhance assessment best practices, schools must invest in ongoing professional development. This should ensure that the entire school community of teachers, students, and parents, are aligned in their understanding and application of effective assessment practices, driving continuous improvement, and fostering academic excellence.

A culture of accountability and consistency should be instilled in the use of assessment data to enhance teaching, learning, and decision-making processes to build expertise amongst staff. This may be done through workshops, online courses, collaborative sessions to share best practices and direct hands-on activities.

Core Areas of Professional Development

The core areas of professional development are outlined in the table below:

Professional Development Area	Training Focus and Description
Innovative Assessment Practices	• Regular training in assessment administration, data analysis, triangulation, and reporting. • Emphasis on understanding assessment data, its purpose, and its application to improve instruction and support student success. • Training on effectively communicating assessment outcomes to students and parents. Equip staff with strategies to engage parents in understanding and supporting assessment outcomes.
Developing Assessment-Capable Students	• Training to promote metacognitive strategies, enabling students to understand learning objectives, monitor progress, set goals, and reflect on their achievement and areas of growth.
Embedding Critical Thinking Across the Curriculum	• Practical workshops on incorporating critical thinking and reasoning skills into both formative and summative assessments, as well as daily teaching practices.
Mastery of Feedback Techniques	• Professional development in delivering precise, actionable, and timely feedback, with an emphasis on sustaining these practices consistently throughout the academic year.
Digital Literacy and Technology Integration	• Comprehensive training on using digital tools to enhance classroom teaching, learning, and assessment activities seamlessly.
Designing Purposeful Assessments	• Guidance on creating assessments tailored for diverse needs and purposes, ensuring alignment with learning objectives and assessment criteria.

Evaluation mechanisms should be in place to measure the effectiveness of professional development initiatives on teaching practices and student outcomes, ensuring continuous improvement.

X. Leaving Certificate and Equivalency

The criteria below must be satisfied for obtaining a UAE MOE equivalency document of the G12 school leaving certificate from Al Ittihad Private Schools. Five approved subjects must be passed in addition to Islamic and Arabic and obtain a minimum 60% average per subject.

Requirement	Details
School graduation diploma	An original copy provided from the school
G12 Transcript	Original copy from school, signed and stamped Attested by ADEK for Abu Dhabi Schools or KHDA for Dubai Schools
G11 Transcript	Original copy from school, signed and stamped
G10 Transcript	Original copy from school, signed and stamped
English Test (minimum)	IELTS Academic: 5.0 TOEFL iBT: 61
Math Test	SAT Math: 450
Additional	• Muslim students are required to have taken Islamic Studies in their last three years of study • Students of Arab nationality are required to have taken Arabic in their last three years of study • The UAE Ministry of Education Arabic and Islamic Studies Exam must be passed in Grade 12.

Students are requested to apply for their own Equivalency Certificate from the MOE: https://www.moe.gov.ae/En/EServices/ServiceCard/pages/CertEquivalent.aspx#

XI.   Academic Record Retention - Duration

Schools are required to retain all student academic records for a minimum of 15 years. This includes, but is not limited to, report cards, academic transcripts, and student files. These records must be securely stored and made readily available upon request by the student at any point within the retention period.

XII. Assessment Policy Monitoring and Review

This section outlines how the school monitors, evaluates, and reviews its Assessment Policy to ensure that it remains effective, relevant, and aligned with ADEK/KHDA regulations and the school's strategic priorities.

12.1 Internal Indicators and Benchmarks

The school shall establish clear internal indicators and benchmarks to monitor and evaluate the effectiveness of its Assessment Policy. These indicators shall measure how well the policy is being implemented and whether it achieves its intended objectives.

12.2 Monitoring and Evidence Collection

Monitoring shall include the systematic collection and analysis of evidence that reflects the functioning of the Assessment Policy, such as:

- Student attainment and progress data, to determine if the policy supports valid and reliable assessment practices.
- Moderation outcomes, to evaluate whether the policy ensures fairness and consistency in grading.
- Feedback from teachers, students, and parents, to assess whether the policy is understood, accessible, and applied effectively.
- Audit findings, to check compliance with ADEK/KHDA regulations and with the requirements outlined in the Assessment Policy itself.

12.3 Evaluation and Policy Impact

Evaluation outcomes shall be used to measure the impact and effectiveness of the Assessment Policy and to:

- Identify strengths and gaps in the policy's design and implementation.
- Recommend revisions or enhancements to policy statements and procedures.
- Inform professional development priorities that strengthen staff capacity to implement the policy.
- Ensure that the Assessment Policy remains aligned with ADEK regulations, international standards, and the school's improvement plan.

12.4 Use of Findings and Continuous Improvement

Findings from the monitoring and evaluation cycle shall be systematically documented and used to:

- Inform annual policy review and update cycles, ensuring evidence directly drives revisions.
- Shape whole-school strategic priorities, including curriculum development, resource allocation, and assessment design.
- Provide data-driven evidence for ADEK/KHDA inspections and internal quality assurance audits.
- Ensure accountability by sharing outcomes and follow-up actions with relevant stakeholders.

12.5 Policy Review and Revision

This Assessment Policy shall undergo a formal review each academic year, with revisions made as necessary to ensure it remains current, effective, and responsive to the needs of students and staff.

XIII. Definitions

Term	Definition
Accommodations and Modifications of Assessments	Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.
Additional Learning Needs	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). 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., sitting in the front of the class to be able to lip read) to access learning.
Assessment	Any quantitative or qualitative information, scores, results, or indicators obtained through an assessment that forms the body of evidence to inform decision-making.
Documented Learning Plan	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
External Assessments	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.
Internal Assessments	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.
Multilingual Students	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.

Arabian Education Development
Al Ittihad Schools

ARABIAN
EDUCATION
DEVELOPMENT

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XIV.   Disclaimer

Disclaimer

This policy was developed by Arabian Education Development Company. It is intended for use exclusively by Al Ittihad Private School staff and/or 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.

Name of Policy: Assessment Policy

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