



INPS-KH Assessment Policy

Al Ittihad National Private School – Khalifa

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Policy Purpose

Assessment

Assessment is the purposeful and systematic process of gathering, analysing, interpreting and reporting information about a student's progress and achievement overtime. All forms of assessment are used to support teachers in gathering information and using appropriate data to drive decisions about students, learning and pedagogy. A coherent, systematic approach to assessment is an integral part of the teaching and learning process.

Reporting

Reporting is intended to keep parents well informed about the academic and pastoral welfare of the students. It's essential to involve and engage the parents in the educational process. Reporting takes three forms: informal, written, and in parent and teacher meetings.

Assessment Goals

- To define the students' knowledge, application, and reasoning.
- To identify students' strengths and weaknesses.
- To inform curriculum and planning.
- To identify students' educational needs and support them.
- To ensure attainment and progress.
- To create a clear student learning profile that is useful for students, parents, and teachers.
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Effective Assessment

Assessment is ensured to be effective and appropriate processes are in place for the following purposes:

- Identifying the students' level at different learning targets such as knowledge, application and reasoning.
- Identifying an individual learners' needs
- Identifying starting points and setting expectations for all students and tracking the students' achievement and progress overtime
- Diagnosing individual student's strengths and difficulties
- Applying appropriate intervention strategies
- Promoting deep learning by helping the students to develop self-regulation skills and involving them in their learning process
- Reflecting continuously on assessment data to inform teaching and learning process
- Reporting student achievement based on evidence and shared understanding

Aims

At INPS-AD through the assessment policy, we aim to:

- Use several types of assessment information and triangulate the data from multiple resources to inform and drive teaching and learning. Ensure best practice is implemented through discussion and review.
- Internal and international assessments data are used to ensure the validity and reliability of internal assessment
- Monitor closely students' attainment and progress to inform the curriculum review process.
- Ensure that assessment enables all students to develop their potential.
- Ensure parents and students have a clear understanding about curriculum expectations. Provide opportunities for parents, students and teachers to work collaboratively and to understand accountabilities.

Procedures

Baseline Assessment

A baseline assessment will be done at the beginning of the year within the first three weeks. These assessment data will be used as a starting point to measure students' attainment and progress. The results will be analyzed for information teaching and referrals to support programs.

Diagnostic Assessment

Assessment data is analyzed for diagnostic purposes to identify strengths, and areas of improvements for each student, support students, create individual improvement plans, and for referrals to support programs.

Students with Additional Learning Needs

Where necessary, teachers may seek more specific diagnostic assessments to be conducted on an individual basis for the Students with Additional Learning Needs.

- Aston Index
- Early literacy Test (ELT)- Bill Gillham
- Easy CBM
- CAT4

We also provide modified assessments for students with ALN. For more details, please check the INPS Inclusion Policy.

Formative Assessment

Formative assessment data is an ongoing means of evaluating students' progress and attainment. Formative assessment is used as a tool of "assessment for learning", "assessment as learning" and "assessment of



learning" which will impact the teaching process and strategies. Comparing students' results to curriculum expectations is effective for the next step to be planned. The formative assessment can be in the form of quizzes, questioning, end of lesson assessment, exit pass, through applications or online tools such as Nearpod, peer and self-assessment, home learning tasks as well as some performance tasks and portfolio.

Summative Assessment

Summative assessment refers to an assessment conducted at the end of each semester or end of unit and/or cycle assessment, which is two assessment cycles per semester. The purpose of the assessment is to determine progress against initial attainment. Summative assessment can be in the form of a digital written test or performance task. The validity of the results is ensured by assessment moderation. Feedback should be given to the students within a maximum of two working days from the date of the assessment.

Standardized Tests

- **Measure of Academic Progress, NWEA MAP,**

MAP, or the Measure of Academic Progress, is a US curriculum-based assessment, it is used to compare students' attainment with international standards (Common Core and NGSS standards). The MAP test is a computerized adaptive test that provides essential information for teachers, parents, and administrators about what each student knows and makes informed decisions to promote academic growth. The MAP tests are offered in Reading, Language Usage, Science, and Mathematics and it is administered twice a year in Fall (October/November) and spring (April/May) for Grade 3 to Grade 9.

- **Arabic Assessment Benchmark Test (IBT)**

At INPS-AD, we administer the Arabic Benchmark Test for students in Grades 3 to 9. This test is used to evaluate students' proficiency in the Arabic language and compare it with international standards.

- **Cognitive Ability Test (CAT4)**

The INPS-AD has started using the CAT4 test from the academic year 2017-2018 to further support students and to identify students with special needs, and learning difficulties as well as gifted and talented students. The CAT4 is also conducted for all grade 3, 5, 7 & 9 students as well as for all new students

Digital and online Assessment Tools and Applications

The school uses a variety of online and digital platforms, programs, and applications for enrichment purposes with embedded assessment and tracking tools such as:

- **IXL**

A Standards-based Learning website students love! For Math & English Language Arts, skills online. Adaptive & Individualized. Immediate feedback for students and teachers.

- **Reading A-Z (English) and “I READ Arabic” & “BravoBravo” (Arabic) programs**

Reading A-Z, BravoBravo & I Read Arabic programs are blended reading programs that allow teachers to blend instruction using varied resources and tools. The program helps teachers address

various curriculum standards with quality correlated and aligned resources, ideal tools for supporting the development of struggling students and allows for meaningful differentiated instruction. The programs meet all students' needs, improve students' reading rate strengthens students' literacy skills, and foster creativity.

International Exams

- **Trends in International Mathematics and Science Study(TIMSS)**

TIMSS assesses students' understanding of mathematics and science. Conducted every four years, it provides important data on the effectiveness of teaching these subjects and how students' achievements evolve over time.

- **Programme for International Student Assessment (PISA)**

PISA evaluates 15-year-old students' ability to use their reading, mathematics, and science knowledge to meet real-world challenges. This test helps measure the quality and equity of learning outcomes across countries

- **Progress in International Reading Literacy Study (PIRLS)**

PIRLS measures trends in reading comprehension of fourth-grade students every five years. It focuses on how well students can read to understand and use information from a variety of texts

External Exams

- **SAT**

The SAT is a standardized test administered by the College Board. The SAT is an entrance exam used by most colleges and universities to make admissions decisions. The purpose of the SAT is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. It is a graduation requirement for American curriculum (Minimum score: 450)

- **IELTS**

The International English Language Testing System, or IELTSTM, is an international standardized test of English language proficiency for non-native English language speakers. (Minimum score: 5.5)

- **Advance Placement (AP)**

Advanced Placement (AP) exams are college-level tests administered by the College Board. AP Exams are standardized exams designed to measure how well students mastered the content and skills of a specific AP course

AP courses offer college-level curricula and examinations to high school students. Colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

Using Data to Improve Learning

Using information collected from various assessment instruments over time to help the teachers create a detailed picture of student's progress and achievement. The data provides the teachers with information that informs teaching and learning processes. Data and evidence gathering are continuous throughout the learning process.

Assessment data, both quantitative and qualitative, is used to set goals and target learning improvement for individual students. Teachers look at the student reading results, running records, and formative assessments based on grade-level standards. For grades 3-9, MAP data becomes an important data point in addition to summative assessment results. In High school, data from Pre-AP, AP, SAT, and EmSAT are utilized for improvement purposes and goal setting. Summative assessment results and formative assessments are equally important as assessments are linked to grade-level expectations. Data is also used to evaluate programs and refine curriculum.

Process of using student performance data to meet students' learning needs

Teachers are expected to use their scheduled planning and/or data analysis periods to meet students' learning needs:

1. Use formative and summative data collected from various sources (PowerSchool, Schoology, Seesaw, platforms, applications, NWEA, GL, International exams...).
2. Interpret data and develop hypotheses about factors contributing to students' performance. Take action to meet students' needs by implementing changes to instructional practices. Teachers are expected to train students on using self-assessment strategies, teachers' feedback, rubrics, exemplars ... to identify their strengths and weaknesses and enhance their learning.
3. Modify instructions and examine evidence from multiple data sources to evaluate the impact of instructional changes.

Feedback

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

process. Regular, constructive feedback promotes students' self-regulation therefore they learn how to learn better, improve the quality of their learning, and set goals for themselves. Reflection tasks help the students to improve metacognitive awareness which leads to effective learning.

Reporting of Student Progress

Reporting refers to communicating information on student's attainment and progress in different forms and for various purposes. Reports are used to inform parents about students' attainment and progress over time and against curriculum expectations. The PowerSchool generates report cards for grades 6-12 students and detailed standard/skill-based report cards for K-5 students. Parents and teachers discuss the students' achievement based on the report card. The INPS-AD issues detailed reports twice a year at the end of each semester. There are also a number of opportunities for scheduled parent-teacher conferences twice a year or whenever is needed throughout the year.

The academic year is divided into two equal semesters. The INPS-AD issues a detailed report twice yearly at the end of each semester. Other areas such as competencies, social skills and behavior are included in the report.

Table 1 shows how the marks calculation and distribution for grades 6-12

Year-Round 100%														
Semester 1 50%							Semester 2 50%							
Formative				Summa tive			Formative				Summa tive			
Assig nment	Q uiz	M AP / EmSAT	Perfor mance Task + Lab reports +IBT	M id- Semest er	E nd of Semes ter	Assig nment	Q uiz	M AP / EmSAT	Perfor mance Task + Lab reports +IBT	M id- Semest er	E nd of Semes ter			
10%	1 0%	5%	15%	0%	2 0%	4 0%	10%	1 0%	5%	15%	2 0%	4 0%		
Quizzes weight is 15% for the subjects/grades that don't have MAP or EmSAT														

Table 1

Monitoring and Tracking Progress

Regular focused monitoring and tracking of student progress is essential. Subject teachers, Head of Inclusion, and School Support Team members meet regularly to monitor student progress and set appropriate plans for identified students. Tracking procedures and timelines are implemented to ensure all assessment information is up-to-date, accurate, and accessible to all stakeholders.

Responsibilities

- **Homeroom teachers and subject teachers** have the ultimate responsibility for the assessment of students' work.
- **The Middle Leadership Team** is responsible for ensuring that appropriate assessments take place and follow the policy guidelines. They are responsible for the quality of assessment questions and they are based on standards. They are responsible for regularly reviewing and monitoring the effectiveness of assessment practice. Providing advice and support to staff on assessment strategies and quality of assessment.
- **The Senior Leadership Team** is responsible for monitoring assessment processes and ensuring validity and readability of the assessment through monitoring, analysis of school management system data and reports, moderation, learning walks and class observations.
- **Invigilators'** responsibilities are to ensure the smooth running of the examinations; all invigilators are expected to abide by regulations and guidelines. This means that invigilators do the following:
 - Respect the examination schedule by beginning the examination on time.
 - Do not allow students to leave the examination room until $\frac{3}{4}$ of the set duration has elapsed.
 - Register absent students' names on the PowerSchool and Shared Excel Sheet.
 - Make sure that each student submitted the test for the teachers' account.
 - Refrain from reading or doing corrections.
 - Move around the room; Invigilators are expected to watch students' screens all the time and to make sure that only the Schoology tab is open.
 - Make sure that the students have airdrop disabled
 - Report any cheating or attempt to cheating incidents. The administration will take the appropriate action against disruptive or cheating behavior in the exam

As for all teachers, it is expected that:

- Teachers are not allowed to enter examination halls on the day of their subject examination. Only, Coordinators can enter the examination halls.
- Examination results should not be given to students or their parents without prior permission from the Vice Principal / School Principal.

- Cycled Assessment exams should be corrected and submitted to Subject Coordinators within 48 hours of doing the assessment.
- Corrected assessment exams and the corresponding marks should be revised, checked, finalized, and approved by the Subject Coordinators before entering or synching them to the PowerSchool.

Assessment and Re-Assessment Guidelines for Students

- Students must use the devices purchased through the school or personal that are added to the system. Students will not be allowed to take the exam if they use their devices. Students must inform the section administration if they have any technical problems/malfunctions in their device to secure another device from the school.
- Students must make sure that their iPad/device is fully charged. The student will not be given another chance if he misses some questions due to insufficient battery.
- Students must bring their devices and stationery. The school will not provide any student with a device, pen/pencil if they do not have.
- Phones, smart watches, hats, and hoodies are not allowed.
- Students are expected to be present on the assessment days. If a student is absent then it is his/her responsibility to submit a medical report within 24 hours. If the absent student submits an unacceptable medical report or invalid reason, he/she will receive zero marks on the subject missed.
- Talking is not allowed once the exams are distributed/ started. Any cheating attempt or cheating will result in strict disciplinary procedures based on the school behavior policy and students will get a “zero”. If students are caught cheating, their names will be removed from the honor list even if his/her averages qualify them.
- Using the personal device during the exam without the approval of the administration is considered an attempt to cheat, and the student will be subjected to school discipline procedures, according to the school behavior policy and students will get “zero.”
- Copying and using the ideas, words, and information of another person without documenting the source is regarded as plagiarism and/or intellectual theft and will be considered as a type of cheating.
- Remember to submit your exam before the end of the exam time. Students will not be able to access the exam links and submit their exams once the exam time is over. If students deliberately fail to submit their exam papers by the end of the time, they will be subject to a behavioral discipline procedure according to the school’s discipline policy and will be given a “zero” on the exam.
- To maintain the academic integrity of the online examination, all online students are obliged to use an additional device (phone, laptop, desktop, iPad) and operate “switch on their video cameras on this device throughout the exam. Students who fail to operate the online video during the time of the assessment will receive a zero grade for that assessment.
- Students are required to be present in the exam hall at least 20 minutes before the scheduled exam time. Students who arrive up to 15 minutes after the designated start time can take the exam but will

not receive additional time. However, students arriving after the 15-minute grace period will not be permitted to take the exam.

- If a reassessment is to be considered due to technical issues experienced during an exam, it is the student's responsibility to provide the admin with a screenshot or picture clearly showing the error and time. Students are also expected to share the screenshot immediately with the teacher through Schoology.
- Students will not be allowed to enter the “Re-assessment exam hall “unless they have a valid medical report /valid reason submitted before the reassessment day.
- Reassessment is a privilege, and students will lose that privilege if they try to abuse it. If the school noticed that certain students are not taking assessment seriously or their names were included in the reassessment list twice or more, then a meeting with the student and his/her parent must be conducted and the student might lose his/her reassessment opportunity.

End of Semester Test Protocol

End-of-semester tests are scheduled according to a schedule created by the school administration. A copy of the schedule is posted on the school's communication channels three weeks in advance. The components of the end-of-semester test are:

The Exam

The subject teacher and/or the Lead Teacher prepare the test paper per the specifications and guidelines for each subject. The Lead Teacher then reviews and approves it.

The Test Schedule

Issued and distributed by the school administration

The Test Material

The parents and students are informed ahead of time about the test material.

The Marking/Control Committee



Lead Teachers are responsible for appointing marking committees tasked with correcting and revising assessment questions. They oversee the entire process to ensure both accuracy and consistency.

Passing Percentage

The minimum passing score for students in grades 9-12 is 60%. However, for students in grades 1-8, the passing score is 60% for all subjects except for MOE subjects (Arabic, Islamic, Arabic Social Studies, and Moral Education), where the passing percentage for all subjects is 50%.

The Absence Policy for End of Semester Exams

- Regular attendance is the basic condition for assessing the student's performance. Students can be absent only under medical or acceptable excuse.
- If the absent students submit a certified medical report or any other valid reason accepted by the administration, he/she is given the chance to re-sit the test on a fixed date assigned by the administration.
- If the absent student submits an unacceptable medical report or invalid reason, he/she will receive zero marks on the subject missed.

Test Day Procedures:

The following should be observed:

- Students should be at school before the beginning of the exam.
- A calm and safe atmosphere at the test hall.
- Late students should report to the administration first. The student is only allowed to enter the test hall if the administration is convinced by the reason given.
- The administration will take the appropriate action when the student is absent.
- The administration will take appropriate action against disruptive or cheating behavior in the exam.
- No student can leave the examination hall before the 3/4 of the test time.

End of the Year results - Promotion and Retention

- The student has to re-sit exams if he/she fails up to three subjects (end of the year).



- Grade 6-12 students who fail four exams (end-of-the-year average) or more will not be promoted to the next grade level.
- A student cannot be retained in a certain grade more than two consecutive times and no more than two different grades during the entirety of his/her school education. The school must provide such students with the necessary learning support. For more details, please check the promotion and retention policy.

