

ASSESSMENT POLICY

Rationale

In line with the School's Vision Statement, to create a safe, pleasant and respectable learning environment where all students are motivated and believed in their power to realize their full potential. Al Adhwa School utilizes assessments to prepare students for their next stage of life to discover where they are excelling and how they can improve.

Aim

The policy aims to establish and evaluate the school-wide systems of assessment to:

- Develop and execute assessments that are uniform, cohesive, and reliable.
- Examine assessment information to guide curriculum and instructional strategies.
- Track student learning results to offer appropriate support whenever needed.
- Provide feedback for further improvements.

Assessment Guidelines

Assessment practices at Al Adhwa School are aligned to:

- American Curriculum Standard
- MOE Subjects (Arabic, Islamic, UAE Social Studies, and Moral)
- UAE's National Agenda
- ADEK related Policies

Philosophy of Assessment

At APS, we believe that assessments should be:

- enhancing student learning by developing their skills and fostering personal and social growth.
- preparing students for the 21st century by cultivating essential skills.

Assessment should also be:

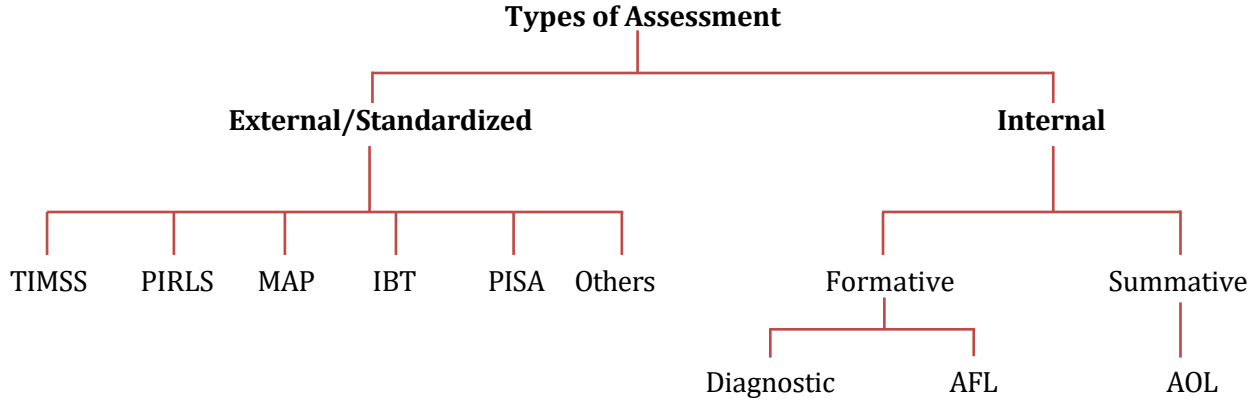
- valid, reliable, fair and transparent.
- continuous and comprehensive.
- designed to meet the individual needs of students.

Purpose of Assessment is to:

- Identify learners' prior knowledge.
- Evaluate Depths of Knowledge (DOK)
- Set clear learning objectives.
- Provide information on students' learning.
- Identify students' strengths and areas of improvement.
- Promote students' self- reflection.
- Inform teaching and learning to meet the individual needs of students.
- Integrate feedback into curriculum development and design.
- Provide feedback on students' attainment and progress to parents and other stakeholders.

Types of Assessment

The chart below provides an overview of the Types of Assessments held at APS:



Internal Assessments:

Internal assessment is provided in the table below:

	Purpose	Strategy
Diagnostic tests	Help both teachers and students to understand the current level of learning	Teachers at the same Grade level design the exam paper that provide them an insight into the preparedness and prior knowledge of the student.

Assessment for Learning (AFL)	<ul style="list-style-type: none">• Evaluate the content, subject-specific skills, and 21st-century skills of students.• Provide students with feedback on their progress throughout a study unit.• Encourage students to take initiative in enhancing their performance.• Facilitate learning experiences that enable students to advance at their own speed and engage in reinforcement activities when needed.• Enable teachers to grasp students' learning processes and adjust teaching strategies and plan accordingly.	<p>Subject teachers, at the grade level:</p> <ul style="list-style-type: none">• Clarify and share the learning objectives and criteria for success.• Collaboratively design tasks that align with the goals of Assessment for Learning (AFL).• Analyze data from AFLs to inform teaching learning.• Track students' progress and set individual targets.
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<p>Assessment of Learning (AOL)</p>	<ul style="list-style-type: none"> • Check each student's progress against set standards. • Encourage students to take initiative and responsibility of their own learning. 	<p>Teachers, at the same Grade level:</p> <ul style="list-style-type: none"> • Design differentiated exam papers at the appropriate level of challenge. • Exam paper is based on standards and skills. • Ensure the marking scheme for accuracy and consistency.
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Standardized/External Assessments:

Assessment	Description	Targeted Students	Administration	Approaches to Utilize Assessments
<ul style="list-style-type: none"> • PISA (Program for International Student Assessment) • TIMSS (Trends in International Mathematics and Science Study) • PIRLS (Progress in International Reading Literacy) 	<p>International Assessments</p>	<p>PISA: 15 Years-old students (Reading, Math and Science)</p> <p>TIMSS: Grade 4 and 8 (Science and Math)</p> <p>PIRLS: Grade 4 students (English Reading)</p>	<p>PISA: Every 3 years</p> <p>TIMSS: Every 4 Years</p> <p>PIRLS: Every 5 Years</p>	<p>Alignment with Curriculum Standards:</p> <ul style="list-style-type: none"> • Ensure that curriculum standards align with external assessments objectives. • Integrate external assessment objectives into lesson plans to reinforce curriculum alignment.

Study)				
<ul style="list-style-type: none"> MAP (Measures of Academic Progress) 	<p>Standardized Benchmark Assessment</p>	<p>Grade 3 to 9 (Reading, language usage, Science and Mathematics).</p>	<p>Twice per Year Fall Round (term 1) Spring Round (Term 2)</p>	<ul style="list-style-type: none"> Use external assessments as diagnostic tools to identify students' strengths and areas for improvement. Use assessment data to inform instruction and provide targeted support to students. Utilize external assessments to benchmark student performance against national and international standards.
<p>Others (AP, SAT, EmSAT)</p>	<p>As per the Equivalency requirements</p>	<p>Cycle 3 (Grade 10, 11 and 12)</p>		<ul style="list-style-type: none"> Adjust curriculum and instructional practices based on external assessment feedback. Implement evidence- based interventions and strategies to address identified learning gaps.

Implementation of ADEK Mandated External Assessments:

Preparation and Planning:

- **Assessment Schedule:** Establish a clear timeline for administering external assessments, ensuring alignment with ADEK guidelines.
- **Training:** Provide comprehensive training for teachers and staff on the administration and importance of external assessments.
- **Resources:** Ensure availability of necessary resources, including testing materials, technology, and accommodations for students with special needs.

Communication:

- **Informing Stakeholders:** Communicate assessment data/results, procedures, and objectives to students, parents, and staff.
- **Guidelines and Expectations:** Share ADEK guidelines and expectations regarding external assessments with all stakeholders.

Student Preparation:

- **Practice Tests:** Conduct practice tests to build student confidence and reduce test anxiety.
- **Curriculum Integration:** Ensure that regular teaching and learning activities incorporate skills and knowledge areas covered by the external assessments.

Administration:

- **Proctoring:** Assign trained proctors/invigilators to oversee the administration of assessments, ensuring adherence to ADEK protocols.
- **Environment:** Create a conducive testing environment that minimizes distractions and ensures academic integrity.
- **Accommodations:** Provide necessary accommodations for students with special needs, as per ADEK regulations.

Analysis and Reporting:

- **Data Analysis:** Analyze assessment results to identify strengths, and areas for improvement at both individual and school levels.
- **Reporting:** Generate comprehensive reports to share with stakeholders while maintaining the security and integrity of assessment resources and data.
- **Feedback Sessions/workshops:** Conduct feedback sessions with teachers to discuss assessment outcomes and implications for teaching and learning.

Action Planning:

- **Targeted Interventions:** Develop and implement targeted interventions and support plans based on assessment results to address identified learning gaps.
- **Professional Development:** Plan and execute professional development programs for teachers focused on areas of need highlighted by assessment data.

Quality Assurance

Moderation of Marking Procedure:

- Make marking moderation a key part of ensuring assessment quality.
- Promote fair and consistent marking by setting clear criteria and letting teachers work together on their marking methods.
- Make sure marking practices match curriculum standards for accuracy and assessment reliability.
- Continue to ensure high educational standards through fair assessment methods.
- Ensure all assessments help support students' learning effectively.

Annual Assessment Review:

- Implement a scheduled review of all assessment types at the end of each academic year to evaluate their effectiveness and alignment with curriculum goals.

Procedures for Academic Grades

- Report not only the academic progress but also attendance, behavior, and non-academic factors, following ADEK guidelines.
- Create clear guidelines for calculating grades, doing data analysis for students' performance.
- Train teachers to continuously monitor students' progress and conducting data analysis to inform planning.
- Regularly review grading practices to ensure policy compliance and make adjustments as needed.

Monitoring and Evaluation:

- **Progress Tracking:** Continuously monitor and evaluate the effectiveness of interventions and instructional adjustments made in response to assessment data.
- **Review and Adjust:** Regularly review and adjust implementation procedures to enhance the effectiveness of future assessments.

Parental and Community Engagement:

- **Results Communication:** Share assessment results with parents in a clear and understandable manner, highlighting student achievements and areas for improvement.
- **Support Resources:** Provide parents with resources and strategies to support their child's learning at home based on assessment outcomes.

Reporting (Internal Assessment)

APS reports assessment results continuously to parents. This includes:

- Term 1 and Term 2 Assessment/Exam Results
- Continuous Assessment
- Progress Report
- Formative assessment and Students' Targets
- Skilled-based assessments
- Report cards for K to 12
- Setting students' Targets

The school also conducts parents-teachers' meeting at the end of each term to discuss the students' academic performance. Students' progress report is sent two times a year to inform parents about students' progress.

Monitoring

All teachers and admin staff are accountable for implementing the assessment policy efficiently. The School's Leadership Team, subject coordinators and section supervisors are tasked with guaranteeing that classroom assessment and exam methods adhere to the school assessment policy. The SLT will oversee the efficacy of assessment procedures school wide, utilizing lesson observations, assessment data, book/notebook evaluations, scrutiny of student work samples, quality of assessment of exam and assessment paper, and invigilation during final exams.

Roles and Responsibilities

Teachers

All teachers should:

- Use various methods and tools to accurately assess students' learning and progress across lessons, units of study, terms, and the academic year.
- Guide students in setting personalized learning goals, monitoring their own progress, and reflecting on their learning experiences.
- Develop formative assessment tasks that are based on the 21st century skills.
- Utilize assessments to enhance student confidence, motivation, and self-esteem in academic pursuits.
- Provide students with productive feedback for improvements.
- Foster student ownership of learning through self and peer assessment.
- Utilize assessment data to tailor teaching methods and offer additional support to students who may be at risk of falling behind.
- Analyze students' assessment/exams data to inform teaching strategies.
- Develop appropriate assessments aligned with curriculum standards to gauge student achievement.
- Record students' marks properly.
- Evaluate data from both internal and external assessments to inform curriculum development.
- Communicate assessment outcomes and provide feedback to both students and parents.

(See "Procedures for Preserving Student's Academic Achievement Records" attachment.)

Middle Leaders/Subject Coordinators should:

- Demonstrate to teachers' effective implementation of formative assessments within their classrooms.
- Suggest adjustments to tasks as needed throughout the term to address learning gaps at the respective grade levels.
- Promote regular feedback from teachers and review assessment tasks when necessary.
- Support teachers in analyzing their assessment data and devising intervention strategies.
- Utilize assessment data to inform the teaching-learning process, providing guidance and additional support to teachers as required.
- Analyze results from external exams to contribute to departmental development plans.
- Evaluate data from internal and external assessments to inform curriculum planning.

Section Supervisors should:

- Be responsible for the implementation of assessment policy in their section.
- Ensure that arrangements are in place for the identification and support of students of all needs.

Standardized Assessment Policy

Introduction

At Al Adhwa Private School, we are committed to enhancing student learning and achievement through effective assessment practices. To ensure clarity and facilitate meaningful comparisons, all standardized assessments will be reported using a consistent measuring system aligned with the ADEK assessment benchmark.

Purpose of Assessments Administration

The purpose of administering standardized assessments is to evaluate student learning, inform instructional practices, and provide data for accountability and improvement, all in alignment with ADEK framework.

Consistency in Reporting Assessment Results

Consistency in reporting assessment results is crucial for effective educational practice. By adhering to the ADEK Assessment benchmark, we ensure clarity and facilitate informed decision-making, enabling educators to evaluate student performance comprehensively.

Types of Assessments

Mandatory International Assessments for Abu Dhabi Private Schools

1. Standardized Assessments

- PIRLS (Progress in International Reading Literacy Study)
- TIMSS (Trends in International Mathematics and Science Study)
- PISA (Programme for International Student Assessment)
- SAT (Scholastic Assessment Test)

2. Curriculum-Based Assessments – Standardized Benchmark Assessment

- NWEA - MAP (Measures of Academic Progress) Growth

3. International Benchmark Test (IBT) Arabic Assessment for Grades 3 to 9

Data Presentation

• Presentation of Data to Teachers

Assessment data will be presented using the ADEK Framework Rubric to facilitate effective instructional strategies.

• Presentation of Results to Parents and Stakeholders

Assessment results, both internal and external, will be communicated using a uniform scale (percentage, numeric, letter grades). Standardized test results will be used for benchmarking purposes only and cannot generate interpretations. Curriculum-based assessments (e.g., MAP NWEA) will guide teachers on actionable insights.

Consolidation and Analysis of Results

• Consolidating International Test Results

A rubric will be developed to justify the overall judgment of international test results, ensuring clarity and consistency in evaluations.

• Data Analysis

Teachers will use a standardized template to input summative test results, differentiating between regular and identified SEN/GTS scores. Results will be grouped by subject, cycle, grade, gender (boys/girls), nationality (Emirati/non-Emirati), and ethnicity (Arabs/non-Arabs).

Measure of Attainment and Progress

- **Measure of Attainment**
Attainment will be measured against authorized curriculum standards (MAP, EmSAT) and national/international standards (TIMSS, PISA, PIRLS), focusing on knowledge, skills, and understanding, particularly in key subjects.
- **Measure of Progress**
Progress will be tracked for all students, including those with special educational needs, by comparing termly or yearly individual scores (e.g., Diagnostic, MAP). Data will be presented longitudinally to analyze trends over time and assess the

Methods of Measuring Student Progress

- **Within the Year:** Termly comparisons of student performance.
- **Over the Years:** Yearly comparisons of the same group to track longitudinal progress.

Data Analysis Report

- Attainment
 - National and International Assessments: Latest results of MAP, EmSAT, PISA, TIMSS, PIRLS.
 - Internal Assessments: Trends from Diagnostic and Internal Summative Test Results.
- Progress
 - Longitudinal data presentations for Diagnostic Test Results, MAP, and termly or yearly results indicating student achievement of lesson objectives.

Examination Procedures:

STEP 1 - Before the exam (For teachers, Students and Parents)

The school communicates to parents informing them about the dates of the assessment/examination together with the timetable and the portions to be studied. Students revised with their teachers and parents are requested to assist their children in the revision.

1. a. Teachers submit their exam papers plus the Answer Keys to the middle leaders to be checked then forward to the Vice Principal, within a dedicated deadline, for final checking, approval and printing.

1.b. Assessment papers are printed before the assessment date/s. After printing, the subject teacher is required to count the papers to make sure that the pages are stapled correctly then placed inside the brown envelopes.

1.c. The teacher fills up the required information on the envelope then affix his/her signature signifying that the contents of the envelope were checked.

1.d. For safe keeping of the assessment envelopes are kept intact and locked until the day of the assessment; final exams are kept in the principal's office along with the answer keys.

Step 2 – (During the Assessment/Examination Day)

2.a. On the assessment day, the envelopes are collected by the supervisors from the vice principal office and distributed to the corresponding invigilators.

2.b. Invigilators' role is to monitor exam process.

2.c. The following information must be written on the board of each examination rooms: the date and the subject, time duration of the assessment, the number of students present and the number of student absentee/s.

2.d. Students are only allowed to bring their own stationary and a bottled water.

2.e. Official sheet of papers are provided by the invigilators if the student needs draft paper (this draft paper is stamped and signed by the invigilator). Calculators are allowed only from grade 9 onwards.

2.f. Students are repeatedly reminded that CHEATING IS STRICTLY PROHIBITED. If caught cheating, or caught in the act to cheat, the student's paper will be confiscated and shall not be allowed to take the assessment anymore. The case will be transferred to the exam committee for action to be taken per case.

Step 3 (After the assessment/examination)

3.1. After the assessment/examination, the invigilators count the papers, and place inside the envelope. Absentee is reported to the supervisor.

3.2. The supervisors will submit the assessment's envelope to the Vice- Principal's office, together with the names of the absent students.

3.3. The students' academic achievements are stored for at least 5 years for reference.

IMPORTANT REMINDERS

1. If a student has missed the test, for whatever reason, the student or the parent should inform the supervisor/the teacher who will inform the office. Absence during examination is not allowed unless the reason/s is acceptable.
2. In case of illness, a medical report is required.
3. Re-sit exam dates will be determined. Students who will take the re-sit exam will be informed.

Marks Distribution

Marks distribution varies. See Promotion and Retention Policy

Recording Students' Progress

All assessment/examination data is recorded in our school system for future references and analysis. Teachers keep and maintain accurate records of their students' results.

Supporting Diverse Learning Needs

Equal learning opportunities for all students by providing necessary accommodations and modifications for students with additional learning needs and multilingual learners. These adjustments include:

1. Offering extra time for students who need it.
2. Providing assessments in formats like large print (e.g., using fonts suitable for students with dyslexia).
3. Simplifying language or providing additional explanations for low ability students.
4. Ensuring that testing environment is quiet and calm.
5. Appropriate in-between breaks during assessments.
6. Providing support for those who need assistance with reading or writing.

Academic Integrity in Examinations

To keep academic standards, the school follows the Federal Decree Law No. (33) of 2023 concerning cheating and breach of examination systems:

1. Regularly educate students on the importance of academic honesty and continuously remind them of the consequences of misconducts during exams.
2. Maintain proper conditions (e.g., lighting, desk spacing) for testing classrooms.
3. Train invigilators to oversee exams and identify misconduct.
4. Enforce both ADEK Student Behavior Policy and School Behavior Policy penalties for students committing misconduct.
5. Penalize non-students involved in misconduct as per the Federal Decree Law.
6. Report any misconduct or cheating case/incident to the office and the case is referred to the behavior committee for appropriate actions.

For Online Classes (Whenever Applicable)

PROCEDURES

STEP 1 - Before the exam (For teachers, Students and Parents)

FOR ONLINE CLASS - Students and parents are advised

- a) to choose a comfortable and distractions-free area in the house where to take the test.
- b) to check gadgets or devices are charged and internet connections are working.
IMPORTANT: Students using tablet, iPad or mobile have to provide a separate camera (not the camera of the mobile, tablet or iPad). Parents have to understand that these gadgets do not provide a visual image when used with MST forms and that monitoring while the test is going on is not possible.

Step 2 – (During the Assessment/Examination Day)

FOR ONLINE CLASS During the exam -

- a) Parents are advised to allow their child/ren to take the test by themselves and NOT to interfere.
- b) For most classes, exams will be using the MS Teams/Forms platforms and links will be sent on the exam time.
- c) Be punctual and start the exam on time with your classmates.
- d) Follow test instructions.
- e) Cameras and audios shall be opened by the students during exam for purposes.
- f) Sharing invitation links or leaking exam papers and questions or cheating of any kind is not allowed at all.
- g) Students are required to finish their exam and NOT to leave the exam session until answers are submitted and the teacher has received it.
- h) Technical issues like Internet connection; the student has to contact the teacher immediately.

This policy is reviewed and monitored on a yearly basis by the Principal and Review Committee. This policy has been updated and agreed for implementation.

Approved By:

School Principal

MS. AMIRA GAFFER GORAISH
APS Principal



Chairperson on behalf of the B.O.T

Dr. Alaa Al Juburi

October 14, 20204