

SCHOOL ASSESSMENT POLICY

Introduction

At APS, we recognize the crucial role of assessment in driving educational improvement. By utilizing data and evidence to evaluate student performance, we aim to foster a culture of continuous growth. Our assessment policy aligns with the diverse needs of our students and ensures standardized practices to monitor progress, identify learning gaps, and enhance the overall educational experience. This policy establishes the foundational requirements for creating a robust assessment culture that supports academic success and development.

Vision

To create a culture of continuous improvement through meaningful assessment, where data-driven insights empower students, teachers, and stakeholders to achieve academic excellence and foster lifelong learning.

Purpose

The purpose is to ensure a clear and consistent assessment system that:

- Defines expectations for evaluating student learning and readiness.
- Uses high-quality internal and external assessments to support data-driven teaching and improve student achievement.
- Implements ADEK-required assessments to track student progress and attainment.
- Ensures assessment data is regularly analyzed, monitored, and shared with stakeholders.

I. School Assessment Policy

The school implements a comprehensive Assessment Policy that:

- Establishes a clear school-wide assessment framework including:
 - Purpose, structure, and types of assessments
 - Moderation and standardization procedures
 - Benchmarking and progress tracking against standards
 - Grading systems and performance descriptors
 - Feedback and reporting practices to support learning
- Provides guidelines for both formative and summative assessments.

- Uses internal and external assessment data to improve teaching, learning, and student outcomes.
- Applies to all grade levels from K to Grade 12.
- Selects assessment methods appropriate to each developmental stage.
- Ensures alignment with inspection, accreditation, and authorization standards (including ADEK curriculum requirements).
- Implements ADEK-mandated external assessments and works toward international targets.

- Provide suitable assessment accommodations and modifications for students with additional learning needs.
- Ensure academic integrity in assessment by establishing prevention, monitoring, and disciplinary measures.
- Promote sustainable assessment practices (e.g., using digital tools and reducing paper usage).
- Build a strong assessment culture school-wide by:
 - Ensuring teachers understand assessment expectations and receive relevant training.
 - Offering students opportunities to practice assessments, develop digital literacy, and think critically.

- Support teachers to:
 - Use a variety of assessment practices
 - Build students’ digital assessment skills
 - Embed critical thinking in learning and assessment
- Develop “assessment-capable learners” who:
 - Know their learning goals
 - Track their progress
 - Set goals and reflect on learning
- Encourage active student engagement in all assessments.
- Involve parents through training and engagement opportunities to help them support their child's assessment success, aligned with the ADEK Parent Engagement Policy.
- Use internal and external assessment data to plan interventions for students with additional learning needs.
- Schools may offer additional optional assessments (e.g., English language, cognitive, Arabic language) at no cost to parents.

Internal Assessments

Schools must use a range of internal assessments aligned to curriculum, purpose, and student needs. These assessments help identify student abilities, track progress, and guide instruction.

Types of Internal Assessments & Their Purpose

Assessment Type	Purpose
Cognitive	Measures general thinking ability (e.g., memory, reasoning, problem-solving).
Diagnostic	Identifies student strengths, weaknesses, and learning needs.

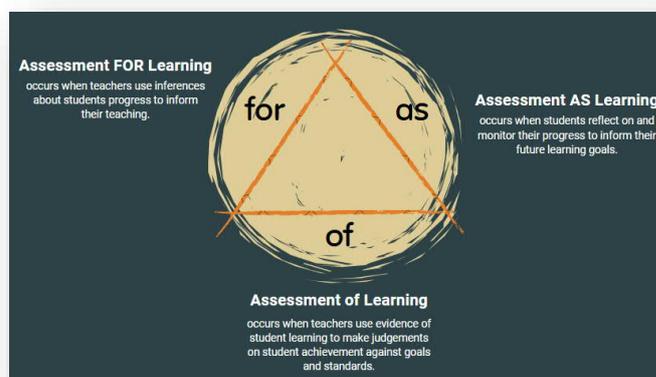
Placement	Places students in suitable programs or levels based on their skills.
Screening	Detects whether students require additional support or interventions.
Pre-Assessment	Establishes starting knowledge before teaching a new unit or course.
Formative	Provides ongoing feedback during learning to adjust teaching strategies.
Summative	Evaluates learning at the end of a unit or term to measure mastery.

Formative Assessments Requirements

- Conduct ongoing and continuous assessments for all students.
- Share learning goals and success criteria with students and parents.
- Design fair and balanced assessments that reflect curriculum standards and cognitive expectations.
- Provide opportunities for peer and self-assessment to build reflection and critical-thinking skills.
- Use a variety of assessment methods (e.g., observation, discussion, quizzes, problem-solving tasks).
- Offer appropriate accommodations and modifications to ensure equitable access for students with additional learning needs, aligned with the School Inclusion Policy.
- Use differentiated assessment strategies to meet the diverse needs of all learners, with clear success criteria aligned to curriculum standards and student ability.
- Support students in setting ambitious learning targets, tracking their progress, and striving for continuous improvement.
- Use detailed assessment data to provide timely interventions and close learning gaps, ensuring progress for all students — including those with additional learning needs — in alignment with ADEK Educational Risk and Inclusion policies.

For formative assessment to be effective, it should:

- Be integrated into lesson planning
- Focus on how students learn
- Be a core part of teaching practice
- Motivate and engage learners
- Provide constructive feedback with opportunities for improvement
- Support self-assessment and reflection
- Recognize and celebrate all student achievements



Summative Assessments Requirements

- Measure student progress using high-quality assessment methods such as tests, performance tasks, and projects aligned with curriculum standards.
- Include rigor-appropriate and varied question types that assess higher-order thinking skills and accurately reflect student mastery.
- Provide accommodations and modifications for students with additional learning needs, aligned with individual needs and the ADEK Inclusion Policy.
- Use assessment data systematically to guide teaching, monitor progress, and support data-driven interventions to improve student outcomes.
- Apply standardized rubrics, scoring criteria, and grade-distribution practices that align with school policy, ensuring fairness, consistency, and transparency.

Assessment AS Learning

Assessment as learning happens when students reflect on their progress and set future learning goals.

Diagnostic Assessment

plays a key role by identifying learning difficulties, misconceptions, and areas needing support. This allows teachers to provide targeted strategies, challenges, and interventions to enhance learning.

Teachers:

1. Use rubrics aligned with curriculum standards.
 2. Apply rubrics consistently and accurately when grading students.
 3. Participate in moderation processes to ensure fair and reliable scoring.
- Apply strict moderation processes with clear performance descriptors to ensure consistent and fair grading and avoid grade inflation.
 - Use benchmark expectations aligned to curriculum standards to define minimum performance levels and measure student attainment accurately.
 - Implement clear proctoring and invigilation procedures to maintain academic integrity and prevent cheating or misconduct during assessments.

Quality Assurance, Data Use, Academic Grades & Grading System

Quality Assurance

- Our quality assurance process for internal assessment include regular reviews by the middle leaders , vice principals and teachers , moderation of marking, and calibration sessions to ensure validity, reliability, and fairness.

Data Use & Analysis

- The school systematically analyze internal and external assessment data to:
 - Improve teaching practices
 - Identify learning gaps and address them
 - Support targeted student interventions
 - Compare internal results with external benchmarks

Academic Grades

- Final grades must reflect student achievement against curriculum standards and learning outcomes.
- Non-academic factors (attendance, behavior, participation, etc.) must be reported separately.

Grading System Requirements

- Formally defined and communicated to stakeholders
- Reflects performance against curriculum standards
- Ensures comparability of student performance across subjects and grade levels
- Use rubrics or marking schemes aligned with grade-level expectations of the approved curriculum.
- Provide clear guidance on converting raw scores to final grades when applicable.

External Assessments

Schools must implement appropriate external assessments based on curriculum, grade level, and purpose. These include:

Type of Assessment	Purpose
Standardized Benchmark Assessments (SBA)	Used annually to measure student attainment and progress; mandated based on curriculum (MAP Tests).
International Assessments	Used periodically to measure and compare student performance nationally and internationally (e.g., PISA, TIMSS, PIRLS).
Board / Pre-collegiate Exams	High-stakes exams that validate secondary completion or support university admissions (AP, SAT).

ADEK-Mandated Standardized Assessments (SBAs)

- Schools must administer all ADEK-required SBAs to the correct grades.
- **Minimum 97%** student participation required in Grades 3–9 (for relevant tests).
- Exemptions for SBA participation require ADEK approval.

Staff Training

- Staff involved in external assessments must receive proper training, including interpreting results and supporting students.

Data Sharing

- SBA data will be shared with ADEK; schools must sign agreements with providers as required.

Data Use

- Schools must analyze SBA data at student, subject, and school-wide levels to:
 - Address learning gaps
 - Improve curriculum and teaching practices
 - Plan targeted interventions

Reporting, Assessment Calendar & International Assessments

Sharing Results with Students & Parents

- The school reports internal and external assessment results to students and parents alongside performance progress.
- Communication must support understanding of results and next learning steps.
- Engagement may include meetings, emails, portals, or training sessions.

International Assessments (e.g., PISA, TIMSS, PIRLS)

- Follow all ADEK administration guidelines.
- Analyze results to support school improvement and goal setting.
- Engage the school community in improvement plans related to international test outcomes.
- Align internal assessments with competencies measured in international assessments.

Accommodations and Modifications for Assessments

- Students with additional learning needs must receive appropriate assessment accommodations and modifications (aligned to their normal learning support).
- Schools must:
 - Record and maintain documentation of accommodations
 - Ensure assessors and invigilators know and apply accommodations
 - Follow exam provider & ADEK Inclusion Policy rules
- Accommodations must not give unfair advantage—only equitable access.
- If standardized tests require performance without accommodations and a student normally receives them:
 - Schools should administer tests with accommodations when possible.

- If not available, parents must be informed of eligibility criteria and external test options.
- Parents may opt to commission private testing, understanding accommodations may differ.

5. Interventions

- Schools must implement intervention strategies to support all students' learning and maximize achievement.
- Interventions must align with:
 - ADEK School Inclusion Policy
 - ADEK School Educational Risk Policy

6. Assessment Integrity

Schools must ensure strict academic integrity by:

- Following Federal Law No. 33 of 2023 on exam cheating violations.
- Teaching students about academic honesty.
- Ensuring proper exam room setup (lighting, spacing, visibility).
- Training invigilators to follow correct exam procedures.
- Using systems to identify and address cheating or misconduct.
- Applying consequences for students violating assessment rules according to ADEK policy.

Security

- The school protects the security and confidentiality of assessment resources and student data, following:
 - Federal Data Protection Law No. 45 of 2021
 - ADEK School Digital Policy
- Assessment data cannot be shared with third parties without parent consent and ADEK approval.

Monitoring and Evaluation

- The school establishes internal measures to regularly monitor and evaluate the effectiveness of their Assessment Policy.
- Findings should guide policy updates and continuous improvement.

ADEK Mandatory SBA Requirements

Schools must administer standardized benchmark assessments (SBAs) based on curriculum type. Required subjects and grades include:

Type of Assessment	Description
Standardized Benchmark Assessments (SBA)	Annual assessments (e.g., NWEA-MAP Growth) to measure student progress.
International Assessments	Periodic assessments (e.g., PISA, TIMSS, PIRLS) to compare student performance globally.
Board Exams (Pre-collegiate exams)	High-stakes exams (e.g., SAT, AP) for secondary school certification and university admissions.

**Chosen SBA is subject to ADEK approval.*

Table 4. American High School Grade Conversion Chart

Letter Grade	Percent	GPA (4.0 Scale)
A+	97–100	4.0
A	93–96	4.0
A-	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B-	80–82	2.7
C+	75–79	2.3
C	70–74	2.0
C-	67–69	1.7
D+	65–66	1.3
D	60–64	1.0
E/F	Below 60	0.0

b. College Board Advanced Placement (AP) courses may be awarded additional ‘weighted’ grades upon completion of board exams due to the compacted curriculum, academic rigor, additional homework and the demands of college-level coursework. The school registers all eligible students for AP exams for high school equivalency as per universities and counties requirements.

c. Our school ensures that students at risk of not earning course credit are identified as being at educational risk and provided support as per the **ADEK School Educational Risk Policy**.

4. **Summative Assessments:** Schools that follow the American curriculum shall ensure that summative assessments constitute **60% of the total course grade** for the year, enabling academic grades to reflect student mastery of learning outcomes.

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 GAFER GORASH
APS Principal



Chairperson on behalf of the B.O.T

Dr. Ataa Al Juburi