St. Joseph's School

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SJS Assessment Policy

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Introduction

This Assessment Policy establishes a clear and structured framework to guide assessment practices across all grade levels (Grade 1 to Grade 12). It defines the purpose, types, and structure of assessments, along with moderation and standardization practices, grading procedures, and feedback guidelines to support student learning. The policy outlines the balanced use of formative and summative assessments, specifies age-appropriate methods, and ensures alignment with ADEK's School Curriculum Policy and other quality assurance standards. It also emphasizes the effective use of both internal and external assessments to monitor attainment and progress, inform teaching, and enhance overall student outcomes.

Aims and objectives

The aims and objectives of this policy are to:

- Raise standards of achievement across the school.
- Maintain accurate records of individual and cohort progress and attainment.
- Ensure consistency in assessing achievement and setting realistic yet challenging targets for every pupil.
- Encourage active involvement of pupils in their own learning.
- Enable teachers and professionals to use assessment outcomes to plan learning that meets individual needs.
- Provide parents with regular information to help them support their child's learning.
- Supply school leaders and governors with data to evaluate the school's effectiveness and measure performance against set goals.

Purpose of the Policy:

Assessment is viewed as a critical tool to improve education, helping monitor and enhance learning, skills, attitudes and values that aligns with the school's vision of nurturing mindful global citizens.

Legislation & Alignment

- Assessment practices follow the UAE's National Agenda parameters.
- It also aligns with India's CBSE (Central Board of Secondary Education) rules and the UAE's education regulatory requirements (ADEK).

Definitions	
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., sit 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 evaluation that forms the body of evidence to inform
Credit System	A framework that American curriculum schools use to set clear requirements for student progression, course completion, and graduation, based on their licensed curriculum. It includes how schools track completed subjects or credits, manage credit recovery or support, and report academic performance. In other curricula, this is reflected through terms like subject pass requirements, program completion criteria, or academic progression frameworks
Curriculum Standards	Clear, structured statements that define the essential knowledge, skills, and understanding students are expected to achieve at specific grade/year levels. They serve as a foundation for curriculum design, instruction, and assessment, ensuring consistency, coherence, and progression in student learning across subjects and educational key stages or cycles.

Cycle	A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y 1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9) and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8) and Cycle 3 (G9-G12).
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.
English Language Learners (ELLs)	Students who face challenges in accessing English due to limited proficiency in listening, speaking, reading, and/or writing. ELLs are identified as requiring additional language support to participate meaningfully in the school curriculum and achieve expected academic outcomes. Their proficiency level affects their ability to engage with instruction delivered in English.
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.
Governing Board	The governing body of a school, appointed by the school owners, and including qualified representatives and parents. The Governing Board is the senior authority of the school, with responsibility for the overall governance of its activities.
High Stake Assessments	Standardized tests developed and marked by recognized organizations, such as official exam boards or independent institutions, designed to verify the completion of secondary education or to support university admissions.
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.
Learning	

Outcomes	Clear and measurable statements that describe what students are expected to know, understand, and be able to do after completing a lesson, unit, or course. They guide teaching and assessment by explicitly outlining the desired learning outcomes, emphasizing student achievement and mastery of knowledge or skills.
Multilingual Learners	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
Quality Assessment Procedures	Well-designed, consistent, and reliable processes used to evaluate student learning. These procedures ensure that assessments are fair, valid, and aligned with the intended learning outcomes and curriculum standards, involving clear criteria, appropriate task design, accurate scoring methods, and standardized administration to produce meaningful and actionable results.
Rubrics	An assessment tool that outlines clear criteria and levels of quality for evaluating student work. Rubrics help both teachers and students understand expectations by aligning with curriculum standards or learning objectives. Rubrics promote fair and consistent grading, support self- and peer-assessment, and clarify performance levels, such as "progressing" to "exceeds expectations", through detailed descriptors for each level. During moderation, rubrics serve as a guide for collaborative review, ensuring accuracy and fairness of grading.

1. School Assessment Policy

Policy Requirements: School shall develop and implement an Assessment Policy which includes the following elements:

1. Establishment of a clearly defined and articulated assessment framework that outlines:
   a. Purpose, types, and structure of assessments implemented across the school.
   b. Moderation and standardization practices.
   c. Measures of attainment and progress against benchmark thresholds.
   d. Marking/grading guidelines and/or procedures (including grading system, grading/marking schemes and distribution, grade bands, and performance descriptors).
   e. Feedback and reporting guidelines and/or procedures to support student learning.
2. Specific requirements and guidelines on using formative and summative assessments as per Sections 2.2 and 2.3.
3. Approaches to analyzing and utilizing internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes.
4. Applicability to all grade levels (Pre-K/FS1 to Grade 12/Year 13).
5. Identification of the assessment methods to be used, appropriate to the age/stage of students.
6. Alignment of internal assessments with quality assurance standards, such as those set by inspection bodies, accreditation agencies, affiliating boards, and/or authorizing organizations, in line with the ADEK School Curriculum Policy.

7. Implementation of ADEK-mandated external assessments, including a focus on achieving the school's international assessment targets.
8. Provision of accommodation and modifications of assessments for students with additional learning needs, aligned to their individual needs.
9. Commitment and strategies to building assessment integrity (e.g., prevention and mitigation measures, disciplinary action, reporting, etc.) and sustainable assessment practices (e.g., use of digital formats where appropriate, reduction of paper usage, etc.).
10. Strategies to foster a culture of assessment and assessment best practices involving the entire school community by:
a. Requiring educators to be aware of the school's assessment goals and targets, attend relevant training, and provide opportunities for students.
1) Become familiar with different assessment practices and protocols.
2) Practice digital literacy skills.
3) Gain exposure to critical thinking and reasoning skills by embedding them across the curriculum in daily teaching and learning.
b. Promoting "assessment-capable learners" by ensuring that students understand what they should learn, monitor their own progress, set internal and external assessment goals and targets, and reflect on their learning journey.

My Portfolio

As part of the school's continuous improvement process, students are guided to systematically reflect on their performance after each examination. This reflection involves analyzing their strengths and weaknesses, identifying the specific challenges or barriers that may have affected their results, and recognizing areas that require additional focus. Based on this self-analysis, students are encouraged to develop a clear and realistic action plan outlining the steps they will take to enhance their learning outcomes. This practice fosters self-awareness, accountability, and independent learning skills, enabling students to take ownership of their academic progress.

c. Motivating students to engage fully throughout the duration of the assessments.

d. Actively involving parents through training sessions and engagement opportunities, empowering them to become informed partners in supporting their child's success in both internal and external assessments, in line with the ADEK School Parent Engagement Policy.

11. Analysis and utilization of internal and external assessment data to develop interventions and plan provision for students with additional learning needs.

12. Identification of non-mandatory external assessments of the school's choice:

Schools are authorized and encouraged to administer English Language Learners (ELLs) assessments, cognitive assessments, and Arabic language assessment (ALA) of the school's choice, however, associated fees shall not be charged to parents.

1.2 Policy Review and Approval: Schools shall, at a minimum:

1.Ensure that their Assessment Policy is reviewed at least once annually, using internal indicators (see Section 8. Monitoring and Evaluation).

2. Formally review and seek approval for the school's Assessment Policy from their Governing Board to ensure alignment with school-wide goals and expected educational outcomes, in line with the ADEK School Governance policy.

2. Internal Assessments

A clear, published assessment calendar will be produced each academic year, showing dates for major summative assessments, standardized external tests and benchmarking windows.

2.1 Use of Internal Assessments: School shall implement different forms of internal assessments as required or deemed appropriate according to curriculum, age, purpose, and need, such as those indicated in Table 1. Types of Internal Assessments.

TABLE 1 TYPES OF INTERNAL ASSESSMENTS

TYPES OF ASSESSMENTS	DESCRIPTION
Diagnostic	Used to identify student strengths, weaknesses, knowledge, and skills.
Pre-assessments (Class Tests)	Used to establish a baseline against which educators measure learning progress over the duration of a course or program. Pre-assessments are administered before students begin a unit, course, or academic program.
Formative	Used as periodic evaluations to give educators in-process feedback about student learning so that instructional approaches, resources, and academic support can be modified.
Summative	Used to evaluate student learning at the conclusion of a unit, course, term/semester, program, or school year. Summative assessments are typically scored and graded to determine whether students have learned what they were expected to learn during the defined instructional period.

INTERNAL ASSESSMENT STRUCTURE -CBSE SUBJECTS

GRADES 1 to 5

SCHOLASTIC TERM 1 (100)			SCHOLASTIC TERM 2 (100)		
MIDTERM 1 (Duration 1 hour)	TERM 1 EXAMINATION (Duration 2 hours)	PORTFOLIO, SUBJECT ENRICHMENT ACTIVITY	MIDTERM 2 (Duration 1 hour)	TERM 2 EXAMINATION (Duration 2 hours)	PORTFOLIO, SUBJECT ENRICHMENT ACTIVITY
20	40	40	20	40	40

GRADES 6 to 8

SCHOLASTIC TERM 1 (100)			SCHOLASTIC TERM 2(100)		
MIDTERM 1 (Duration 1 hour)	TERM 1 EXAMINATION (Duration 3 hours)	PORTFOLIO, SUBJECT ENRICHMENT ACTIVITY	MIDTERM 2 (Duration 1 hour)	TERM 2 EXAMINATION (Duration 3 hours)	PORTFOLIO, SUBJECT ENRICHMENT ACTIVITY
20→10	80	10	20→10	80	10

GRADES 9

PERIODIC TESTS			FINAL MARKS (100)		
MID TERM 1 (Duration 1 hour)	TERM 1 (Duration 3 hours)	MID TERM 2 (Duration 3 hours)	TERM 2 EXAMINATION	PORTFOLIO, SUBJECT ENRICHMENT ACTIVITY, MULTIPLE ASSESSMENT	PERIODIC TEST (Average of the Best two of 3 Periodic tests)
20→5	80→5	40 →5	80	15	5

GRADE 10

PERIODIC TESTS			FINAL MARKS (100)		
MID TERM 1 (Duration 1 hour)	TERM 1 (Duration 3 hours)	PRE BOARD (Duration 3 hours)	BOARD EXAMINATION	PORTFOLIO, SUBJECT ENRICHMENT ACTIVITY, MULTIPLE ASSESSMENT	PERIODIC TEST (Average of the Best two of 3 Periodic tests)
20→5	80→5	80→5	80	15	5

GRADE 11

SCHOLASTIC TERM 1 (150→100)			SCHOLASTIC TERM 2 (150 →100)		
MID TERM 1 EXAMINATION (Duration 2 hours)	TERM 1 EXAMINATION (Duration 3 hours)	PRACTICAL	MIDTERM 2 (Duration 2 hours)	TERM 2 EXAMINATION (Duration 3 hours)	PRACTICAL
50	80 or 70	20 or 30	50	80 or 70	20 or 30

GRADE 12

SCHOLASTIC TERM 1 (150→100)			TERM 2 (180 or 170→100)			FINAL MARKS (100)	
MID TERM 1 EXAMINATI ON (Duration 2 hours)	TERM 1 EXAMINATION (Duration 3 hours)	PRACTICAL	PRE BOARD 1 EXAMINATION (Duration 3 hours)	PRE BOARD 2 EXAMINATION (Duration 3 hours)	PRACTICAL	CBSE BOARD EXAMINATION	CBSE BOARD PRACTICAL
50	80 or 70	20 or 30	80 or 70	80 or 70	20 or 30	80 or 70	20 or 30

MINISTRY OF EDUCATION (MoE) SUBJECTS 1TO 10

ARABIC

SCHOLASTIC TERM 1 (50→ 100)			SCHOLASTIC TERM 2 (50→ 100)	
MIDTERM 1	TERM 1 EXAMINATION	ACTIVITY	TERM 2 EXAMINATION	ACTIVITY
20	40→ 20	10	40	10

MSCS (GRADES 1 TO 9)

TERM 1 (100)				TERM 2(100)			
UAE(50)		MORAL EDUCATION(50)		UAE(50)		MORAL EDUCATION(50)	
WRITTEN EXAM	ACTIVITY	WRITTEN TEST	ACTIVITY	WRITTEN EXAM	ACTIVITY	WRITTEN TEST	ACTIVITY
40	10	10	40	40	10	10	40

MORAL EDUCATION (GRADES 10)

TERM 1(50)		TERM 2 (50)	
WRITTEN TEST	ACTIVITY	WRITTEN TEST	ACTIVITY
10	40	10	40

ISLAMIC STUDIES

TERM 1(50)		TERM 2 (50)	
WRITTEN TEST	ACTIVITY	WRITTEN TEST	ACTIVITY
40	10	40	10

PASS MARK CRITERIA

GRADES	SUBJECTS	MIN. MARKS REQUIRED OUT OF 100
1 - 8	**ARABIC, MSCS , M.EDN, ISLAMIC ST**	**50**
9 - 12	**ARABIC, ISLAMIC STUDIES**	**60**
1 - 12	**V.ED, & ALL OTHER SUBJECTS**	**33**

GRADING SCALE FOR SCHOLASTIC AREAS

(School will award grades as per the following grading scale)

MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & below	E (Needs improvement)

CO-SCHOLASTIC ASSESSMENT

The students shall be assessed in three areas i.e. Art Education, Health and Physical Education (Work Experience is subsumed in the Physical and Health Education) and Discipline.

In the existing scheme of assessment, Co-Scholastic activities will be graded on a 3-point grading scale (A to C) for classes 1 to 5 and will have no descriptive indicators.

2.2 Specific Requirements for Formative Assessments:

School Assessment Policy shall include specific requirements on formative assessments with guidelines for educators on:

1. Carrying out regular, continuous assessments of all students.

2. Sharing learning outcomes with students and parents in addition to the assessment criteria used to evaluate the student's work.

3. Designing assessments balancing equitable weighting with appropriate coverage of cognitive demands, in alignment with the applicable curriculum standards, as per the school’s licensed curriculum.

4. Creating opportunities for peer and self-assessment to enable students to think critically and metacognitive about their own work in relation to success criteria and next steps for learning.

5. Ensuring instructional planning includes a variety of means to assess student progress (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements).

6. Provision of accommodations and modifications for students with additional learning needs to enable the equitable participation.

7. Working with students to help them set challenging learning targets for themselves, monitor their own progress, and continuously improve.

2.3 Specific Requirements for Summative Assessments:

The School's Assessment Policy shall include specific requirements on summative assessments with guidelines for educators on:

1. Assessing student progress through a variety of methods, including selected/constructed response and performance tasks and project-based assessment aligned to the school's curriculum standards.

2. Utilizing varied and appropriately challenging questions that increase in rigor to meet grade level-aligned curriculum standards, promote higher order/critical thinking and provide accurate measures of student attainment and progress, ensuring both reliability and validity.

3. Adapting assessments to cater to students with different abilities, including appropriate accommodations and modifications for students with additional learning needs aligned to their individual needs.

4. Analyzing and applying assessment data systematically to inform teaching and learning, including skills-based breakdowns and group-specific tracking, ensuring data-driven decision-making leading to targeted support, effective interventions, and improved outcomes for all students.

5. Utilizing clearly defined rubrics, grading criteria, distribution, and/or marking schemes that align with the school's internal marking or grading guidelines and/or procedures and accurately reflect the weightings established in the grade book/mark book or student progress records to ensuring grading practices remain consistent, transparent, and aligned with curriculum expectations.

a. Schools shall ensure that:

1) Teachers use rubrics clearly aligned with curriculum standards to assess student work consistently and fairly.

2) Students are guided to apply these same rubrics when evaluating fairness, accuracy, and consistency in grading practices across the school.

6. Establishing rigorous moderation protocols, including clear criteria/descriptors defining levels of student performance for grading consistency, to prevent grade inflation that could misrepresent the accurate

representation of student achievement.

7. Demonstrating a clear understanding and application of benchmark thresholds, which define the minimum expected performance levels based on the standards of the school's licensed curriculum.

8. Establishing clear proctoring/invigilation protocols and a commitment to ensuring academic and assessment integrity, to uphold fairness and prevent misconduct.

2.4 Quality Assurance Mechanisms:

School shall adopt and implement a rigorous quality assurance process for internal assessments including regular reviews of assessment types, moderation of marking to ensure consistency and fairness, and calibration sessions to align their assessment practices with established standards and expectations to ensure validity and reliability.

2.5 Data Use and Analysis:

School shall systematically analyze, interpret, and triangulate both internal and external assessment data to inform instructional planning, refine teaching strategies, identify and address performance gaps (particularly discrepancies between internal and external assessments), allowing for the design

and implementation of targeted interventions. The use of assessment data shall support continuous improvement in teaching practices and enhance overall student learning outcomes.

2.6 Academic Grades:

School shall ensure that final grade/marks solely reflect student achievement towards standards and learning outcomes. Components such as attendance, behavior, attitude, participation/engagement, standardized benchmark assessment results (see Table 3. Mandatory SBAs by Curriculum of Appendix A.

Standardized Benchmark Assessments (SBAs)), and other non-academic factors, shall be reported separately, in line with the ADEK School Student Performance Reports Policy.

2.7 Grading System Requirements:

School shall adopt a percentage-based, standards-based, letter grade-based, point-based, descriptive, and/or hybrid grading system following the requirements of the licensed curriculum.

1. Schools shall ensure that the grading system:

a. Is clearly defined, published, and communicated to all parents, students, and other relevant stakeholders.

b. Reflects the level of student achievement in relation to the licensed curriculum standards.

c. Allows for comparability of performance across subjects and grade levels.

2. All grading systems shall include:

a. Marking schemes or rubrics aligned to grade-level learning expectations of the licensed curriculum.

b. Guidance on the conversion of raw scores to grades, where applicable.

c. Grade descriptors and/or performance bands with clear definitions.

d. Additional requirements for American curriculum schools are outlined in Appendix B. American Curriculum Grading Requirements.

3. Grade boundaries and/or benchmark thresholds, weighting of assessment components (e.g., formative vs. summative), and criteria for pass/fail decisions shall be established and reviewed annually in line with the licensed curriculum.

a. MoE subjects shall follow the MoE grading requirements.

4. Promotion and Retention: Schools shall follow the promotion and retention requirements in line with the ADEK School Student Administrative Affairs Policy.

2.8 Reporting to eSIS:

School shall ensure that the academic grades (see Section 2.6.Academic Grades) reported in the Enterprise Student Information System (eSIS) are consistent, accurate, and aligned with the benchmark thresholds, in line with the ADEK School Reporting Policy.

3. External Assessments

3.1 Use of External Assessments: School shall implement different forms of external assessments as required or deemed appropriate according to curriculum, grade, purpose, and need, such as those indicated in Table 2. Types of External Assessments:

TABLE 2. TYPES OF EXTERNAL ASSESSMENTS

Type of Assessment	Description
Standardized Benchmark Assessments	Assessments like ACER-IBT developed by an external Assessments assessment provider that are administered annually and used to determine student attainment and progress. These are mandated based on curriculum.
International Assessments	Assessments (e.g., PISA, TIMSS, and PIRLS) developed by external assessment providers administered periodically that are used to compare student performance nationally and internationally.

Board exams.	Formally designed, quality-assured assessments marked by an exam board or independent organization (e.g. CBSE). These are high stakes standardized assessments that validate the completion of a secondary certificate or that are prerequisites for or enhance the prospect of university admissions.

3.2 Board Exams:

Schools shall register all eligible Cycle 3 students for board exams in line with applicable curriculum requirements.

1. School shall encourage high-performing students to sit for the highest-level options for their board exams.

a. Schools shall communicate this recommendation to parents and engage with them to encourage students to choose this option.

b. School shall document the communication, recommendation, and final decision taken by the student and their parents.

2. School are permitted to charge parents fees for board exams for which a student is registered.

a. School shall publish, on their website, their board exam fees as per the quotations from the assessment provider for that year.

b. School may charge an administrative fee in line with the ADEK School Fees Policy.

3.3 Study Leaves:

School is authorized to grant study leave for eligible Cycle 3 students to prepare for board/pre-collegiate examinations for a maximum of 4 weeks annually when approved by ADEK. Study leave days shall be marked on the eSIS as authorized absence, in line with the ADEK School Student Administrative Affairs Policy.

1. School shall remain open for learning during study leave and shall ensure that adequate support is provided to students who are not taking leave.

3.4 Examination Leaves:

School are authorized to grant examination leave for board and pre-collegiate examinations (when approved by ADEK) if an eligible Cycle 3 student is unable to undertake the examination on school premises.

3.5 ADEK-Mandated Standardized Benchmark Assessments (SBAs):

School shall administer the ADEK-mandated SBAs as indicated in Table 3. Mandatory SBAs by Curriculum of Appendix A. Standardized Benchmark Assessments (SBAs). ADEK-Mandated SBAs: School shall administer the ADEK-mandated SBAS as indicated in Table 3. (Mandatory SBA)

TABLE 3 MANDATORY SBA

Curriculum	**SBA Type**	**Mandatory Subjects**	**All Students in Target Grades**
Indian	ACER-IBT	English Mathematics Science	Grades 3 to 9

1. New schools must adhere to the policy starting from year 1 of operation if students are being admitted to the applicable grades/years.

2. Schools shall ensure that at least 97% of eligible students in grades 3-9/years 4-10 complete the required tests.

3. Non-Arabic/English Medium Schools: Schools where the language of instruction is another language (e.g., French, German, Japanese, Russian, and Spanish) shall administer an annual SBA appropriate to their language and curricula or their national exams, if available.

a. Student performance on these assessments shall be reported to ADEK annually for tracking on eSIS and monitoring of progress.

b. The chosen assessments by the school ACER require ADEK approval.

4. ADEK External Assessment Guide Requirements: The ADEK External Assessment Guide provides additional guidance and specific requirements for the implementation of SBAs. Any requirements identified in the External Assessment Guide are an extension of this policy and schools shall ensure compliance with those requirements.

5. Student Participation: School shall register and administer the mandatory assessments to all students within the target grades as indicated in Table 3. (a) Mandatory SBA by Curriculum and obtain ADEK approval.

a. School shall explain to parents the purpose of assessments utilized and how they will be used to inform their child's future learning.

b. School shall follow up with parents to ensure maximum participation in external assessments. Make-up sessions shall take place to cover any emergency leave.

c. Exemption of a student from external assessments requires ADEK approval.

6. Administration and Invigilation Protocol: School shall follow the assessment administration and invigilation protocols set by the specific external assessment provider/exam board.

7. Accommodations and Modifications**:** To enable the equitable participation of all students, school shall provide adjustments and accommodations for students with additional learning needs (aligned to their individual needs) and multilingual learners (where assessment providers allow for this), in line with the external assessment provider/exam board guidelines and in line with the School Inclusion Policy.

8. Training**:** School 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

9. Fund Sourcing**:** Schools shall be responsible for all costs associated with the administration of any ADEK-mandated external assessments (SBAs).

10. Unique Student Identifiers: School shall provide school and student eSIS numbers, to be used as unique student identifiers, to external assessment providers. This will facilitate ease of data integration in ADEK's systems for tracking trends over time.

11. Data Sharing Agreements/Consents**:** All eligible student SBA data shall be shared with ADEK directly by external assessment providers, and school shall sign third-party data-sharing agreements/consents with the providers for this purpose.

12. Data Analysis and Utilization**:** School shall analyze assessment results, set student, subject, and whole-school targets, and devise intervention strategies to close learning gaps and challenge high-performing students. School shall continually utilize assessment results to inform their curriculum design and teaching and learning practices.

13. Sharing Results with Students and Parents: School shall share student School shall share internal and external assessment results and/or assessment reports along with school report cards, in line with the School Reporting Policy, School shall engage students and parents through direct communications, meetings, and/or training sessions in developing an understanding of assessment results and the next steps for learning.

14. Assessment Calendar: Schools shall submit all assessment details (e.g. coordinator details, testing days, grade levels involved etc.) and schedules to the School Assessment module of the ADEK Activity System at least one week before the start of their academic year.

a. This submission shall include details of internal assessments, SBAs, board exams, national exams, and any other assessments required by ADEK and independently administered by the school.

3.6 International Assessments**:** School with English or Arabic as their language of instruction shall administer all international assessments required by ADEK (e.g., PISA, TIMSS, and PIRLS).

1. The School shall adhere to all requirements issued by ADEK regarding the administration of international assessment.

2. The School shall analyze and review the international assessment school reports and utilize recommendations for school improvement planning and target setting.

3. School shall engage the whole school community in developing short-and long-term improvement strategies to meet their international assessment targets.

4. Schools shall align internal assessments with the frameworks and competencies evaluated in international assessments (e.g., PISA, TIMSS, PIRLS) to foster the development of relevant skills and maintain consistency between internal and external measures of student learning.

4. Accommodations and Modifications for Assessments

4.1 Accommodations and Modifications for Assessments: 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 School Inclusion Policy.

1. Schools shall keep records of the accommodations and modifications required by individual students and ensure that teachers and invigilators have access to these records.

2. Schools shall ensure that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.

3. Where a school considers that a student would benefit from accommodations and modifications, but the assessment provider states that these are subject to performance on standardized tests, schools shall administer such tests in-house whenever possible. If the required tests are not available in the school, the school shall advise the student's parents of the eligibility criteria and the process for accessing the tests from an external provider.

a. Where the school is able to administer standardized tests to confirm eligibility in-house, the parents have the right to decline to pay additional fees for this service, on the understanding that this may impact the accommodations and modifications available to the student.

b. Where the standardized tests are sourced from an external provider, parents have the right to decline to commission this service, on the understanding that this may impact the accommodations and modifications available to the student.

5. Interventions

5.1 Designing and Implementing Interventions: School shall implement interventions (processes and strategies) that enable the delivery of teaching and to maximize opportunities for all students, with reference to the requirements stipulated in the ADEK School Inclusion Policy and the ADEK School Educational Risk Policy.

6. Assessment Integrity

6.1Maintaining Assessment Integrity: Schools shall follow the requirements of the Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems.

1. Schools shall educate students about the importance of not cheating and preserving academic honesty at all times.

2. Schools shall make sure physical conditions (e.g., proper lighting, sufficient desk spacing) are set up to be conducive to conducting examinations in a credible and transparent manner.

3. Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cheating occurring.

4. Establish mechanisms and procedures to identify and manage instances of cheating and breaches within examination processes.

5. Students found to commit examination misconduct shall be subject to the penalties stipulated in the ADEK School Student Behavior Policy.

6. Anyone other than a student who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems shall be subject to the penalties stipulated therein.

7. Schools shall ensure that any examination violations are logged and reported to ADEK.

7. Security

7.1 Security and Integrity of Assessment Resources and Data: Schools shall ensure the integrity and security of assessment resources (e.g., instruments, confidential assessment materials) and data (e.g., individual and school-level data and records) in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and in line with the ADEK School Digital Policy.

7.2 Schools are not authorized to share any student assessment data with third parties without the consent of parents and approval from ADEK.

8. Monitoring and Evaluation

8.1 Schools shall develop internal indicators to monitor and evaluate the effectiveness of their Assessment Policy. This exercise shall inform the review of the policy.

9. Compliance

9.1 This policy shall be effective as of the start of the Academic Year 2024/2025 (Fall term). Schools are expected to be fully compliant with this policy by the start of the Academic Year 2025/2026 (Fall term).

9.2 Schools shall comply with this Assessment Policy, which will be verified as part of the compliance process, in addition to the requirements set by the assessment providers, exam boards, and inspection, accreditation, and/or authorization bodies. Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.

Approved by:

Principal
St. Joseph's School



20th May , 2026