

SHEIKH KHALIFA BIN ZAYED ARAB  
PAKISTAN PRIVATE SCHOOL  
ABU DHABI, UAE



ASSESSMENT  
POLICY  
AY (2023-2024)

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## Purpose

- ✦ Define expectations related to assessment: the evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisitions, values/attitudes, and/or educational needs of students.
- ✦ Identify high-quality internal and external assessment methods that use data-driven decision-making processes to inform teaching and learning and raise the level of student achievement.
- ✦ Specify the ADEK-mandated external assessments which need to be implemented and used as indicators of student progress and attainment in the Emirate of Abu Dhabi.
- ✦ This policy establishes the process and considerations that will guide decisions about grade level promotion and retention for students in the School. Providing these guidelines, SKBZAPS demonstrates its commitment to several key objectives:
- ✦ Promoting high educational standards for its students , ensuring that there is consistency in the educational opportunities provided to all students .

## Key Points

|  |   |
|--|---|
| <b>Accommodations and Modifications of Assessments</b> | 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.   |
| <b>Additional Learning Needs</b>                       | 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., reading difficulties, hearing, or visually impaired, multilingual learners, twice exceptional or gifted and/or talented). |

|                                 |  |
|---------------------------------|--|
| <b>Assessment</b>               | The wide variety of processes, methods, or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skills acquisition, and/or educational needs of students.  |
| <b>Assessment data</b>          | Any quantitative or qualitative information, scores, results, or indicators obtained through an assessment that forms the body of evidence to inform decision-making.  |
| <b>Documented learning plan</b> | 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 Plan (IEP), Individual Support Plan (ISP), Individual Learning Plan (ILP), Behavior Support Plan (BSP), Advanced Learning Plan (ALP) etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need. |
| <b>Internal Assessments</b>     | 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  |
| <b>External Assessments</b>     | . An assessment designed by an external provider used to measure student learning, achievement, skills development, and/or values/attitudes. This includes standardized benchmark assessments, international assessments, and/or board exams and other pre-collegiate exams  |

**Internal Assessments:**

SKBZAPS shall implement different forms of internal assessments as required or deemed appropriate according to curriculum, age, purpose, and need.

**Types of Internal Assessments**

| Type of Assessment            | Description  |
|-------------------------------|--|
| <b>Cognitive Assessments</b>  | Used to evaluate a student’s reasoning and general thinking ability (e.g., to learn, memorize, and judge). |
| <b>Diagnostic Assessments</b> | Used to identify student strengths, weaknesses, knowledge, and skills.                                     |

|                              |  |
|------------------------------|--|
| <b>Placement Assessments</b> | Used to “place” students into a course or academic program. Placement assessments are administered before a course or program begins to match students with appropriate learning experiences.  |
| <b>Screening Assessments</b> | Used to determine whether students need specialized assistance, interventions, or services, or whether they are ready to begin a course or academic program. Screening assessments take a wide variety of forms (e.g., developmental, physical, cognitive, or academic). |

|                              |   |
|------------------------------|---|
| <b>Pre-assessments</b>       | 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.  |
| <b>Formative Assessments</b> | Used as periodic evaluations to give educators in-process feedback about student learning so that instructional approaches, resources, and academic support can be modified.  |
| <b>Summative Assessments</b> | 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. |

**Specific Requirements for Formative Assessments:**

It includes following points ;

- i. Carrying out regular, continuous assessments of all students.
- ii. Sharing learning outcomes with students and parents in addition to the assessment criteria used to evaluate the student’s work.
- iii. Creating opportunities for peer and self-assessment to enable students to think critically and metacognitively about their own work in relation to success criteria and next steps for learning.

- iv. 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).
- v. Provision of accommodations and modifications for students with additional learning needs to enable the equitable participation of all students.
- vi. Working with students to help them set challenging learning targets for themselves, monitor their own progress, and continuously improve.

**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. Adapting assessments to cater for students with different abilities, including appropriate accommodations and modifications for students with additional learning needs aligned to their individual needs.
3. Analysis and use of the results of assessments to inform teaching and learning.
4. Examples of rubrics and/or grading criteria used.
5. Moderation protocols and a commitment to ensuring grading consistency.
6. Invigilation protocols and a commitment to ensuring assessment integrity.

## External Assessments

SKBZAPS shall implement different forms of external assessments as required or deemed appropriate according to curriculum, age, purpose, and need

### Types of External Assessments

| Type of Assessment                              | Description  |
|---|--|
| <b>Standardized Benchmark Assessments (SBA)</b> | Assessments ( <b>NWEA- MAP Growth</b> ) developed by an external assessment provider that are administered annually and used to determine student attainment and progress. These are mandated based on curriculum. Every student's participation is compulsory in it.  |
| <b>International Assessments</b>                | Assessments (PISA, TIMSS, PIRLS, etc.) developed by external assessment providers administered periodically that are used to compare student performance nationally and internationally.   |
| <b>Board Exams</b>                              | Formally designed, quality-assured assessments marked by F.BISE (FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION , PAKISTAN ) . 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. |

| MoE Mandatory Subjects |   |
|------------------------|---|
| <b>MoE Assessments</b> | <p>The school adheres to teaching of</p> <ul style="list-style-type: none"><li>• <b>ARABIC</b></li><li>• <b>MSCS</b></li><li>• <b>ISLAMIC STUDIES</b></li><li>• <b>MORAL EDUCATION</b></li></ul> <p>curriculum allocated to native Arabic Muslim students. The school uses MoE approved textbooks for the MoE mandatory subjects , MoE Assessments are standardized and conducted on the allotted date and time .</p> |

**Board Exams (FBISE)** School shall register all eligible students for board exams, as required, to obtain high school equivalency in accordance with Ministerial)

1. Schools 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. Schools shall document the communication, recommendation, and final decision taken by the student and their parents.
2. Schools are permitted to charge parents the fees for board exams for which a student is registered (including an admin fee that covers the processing of document).

### **External Assessment Guide Requirements:**

The *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 SKBZAPS shall ensure compliance to those requirements

- 1- **Student Participation:** Schools shall register and administer the mandatory assessments to all students within the target grades as indicated in SBA by Curriculum.
  - a. SKBZAPS 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 will take place to cover any emergency leave.
  - c. Exemption of a student from external assessments requires ADEK approval.
2. **Administration and Invigilation Protocol:** SKBZAPS shall follow the assessment administration and invigilation protocols set by the specific external assessment provider/exam board.
3. **Accommodations and Modifications:** To enable the equitable participation of all students, SKBZAPS shall provide adjustments and accommodations for students with additional learning needs (aligned to their individual needs) .
4. **Training:** SKBZAPS 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

5. **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. Schools shall continually utilize assessment results to inform their curriculum design and teaching and learning practices.
6. **Sharing Results with Students and Parents**: Schools shall share student internal and external assessment results and/or assessment reports along with school report cards, in line with the *ADEK Reporting Policy*. Schools shall engage students and parents through direct communications, conferences, and training sessions in developing understanding of assessment results and next steps for learning.

### **International Assessments**:

School shall administer all international assessments required by ADEK (such as **PISA, TIMSS, and PIRLS**).

3. School shall adhere to all requirements issued by ADEK regarding the administration of international assessments.
4. School shall analyze and review the international assessment school reports and utilize recommendations for school improvement planning and target setting.
5. School shall engage the whole school community in developing short- and long-term improvement strategies to meet their international assessment targets.

### **Accommodations and modifications for assessments**

**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 Inclusion Policy*.

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

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

## Interventions

**Designing and Implementing Interventions:** SKBZAPS shall develop documented learning plans and implement interventions (processes, and strategies) that enable the delivery of teaching and learning to maximize opportunities for all students, including students with additional learning needs, in line with the [ADEK Inclusion Policy](#).

1. SKBZAPS shall analyze internal and external assessment results to develop tiered interventions that address all student needs and where appropriate, target different groups (e.g., gifted and talented, students at educational risk, students with additional learning needs), or cater to individual needs.
2. When planning and reviewing any individualized intervention, SKBZAPS shall involve the student in the process (particularly important for students in cycles 2 and 3).
3. Schools shall involve relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists) when planning interventions and when identifying appropriate external agencies where further specialist intervention is recommended.

4. Schools shall allocate resources to support individuals and groups of students, verifying that teaching staff provide the necessary teaching and learning accommodations and manage allocated resources.
5. **Security and Integrity of Assessment Resources and Data:** SKBZAPS shall ensure the integrity and security of assessment resources (instruments, confidential assessment materials) and data (individual and school-level data and records) in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and the *ADEK Digital Policy*. Schools are not authorized to share any student assessment data with third parties without the consent of parents and approval from ADEK.

## **PROMOTION AND RETENTION**

### **Kindergarten Stage (KG-1 & KG-2)**

All students in KG will be promoted to the next grade, except in rare circumstances. On the basis of unsatisfactory academic progress of a student, the decision to retain him/her in the same grade will be taken by the Academic Review Committee as per ADEK's Policy Guidelines (Policy 46) and Article 51 of the Organizing Regulations. This committee will be headed by the Principal and members of this committee may include Section Supervisors, I/C Exam Cell, Teachers, Social Psychologist, SENCO, Parent/Guardian.

### **Primary Stage (Grade 1 TO 5)**

All students in KG will be promoted to the next grade, except in rare circumstances. On the basis of unsatisfactory academic progress of a student, the decision to retain him/her in the same grade will be taken by the Academic Review Committee as per ADEK's Policy Guidelines (Policy 46) and Article 51 of the Organizing Regulations. This committee will be headed by the Principal and members of this committee may include Section Supervisors, I/C Exam Cell, Teachers, Social Psychologist, SENCO, Parent/Guardian

- The students will be assessed in the following Subjects:

| Category 1 - Ministry of Education Subjects |                               |  |                    |               |                    |
|---|-------------------------------|--|--------------------|---------------|--------------------|
| S. No                                       | Subjects (English)            | Subjects (Arabic)                      | Performance Scales | Retest Yes/No | Remarks            |
| 1   | Islamic Education - Non Arabs | التربية الإسلامية -<br>لغير العرب      | 50-100             | No            | Compulsory Subject |
| 2   | Arabic Language - Non Arabs   | اللغة العربية - لغير<br>العرب          | 50-100             | No            | Compulsory Subject |
| 3   | UAE Social Studies- Non Arabs | الدراسات<br>الاجتماعية - لغير<br>العرب | 50-100             | No            | Compulsory Subject |
| 4   | Moral Education               | التربية الأخلاقية                      | 0                  | No            | Compulsory Subject |
| Category 2 - School Subjects                |                               |  |                    |               |                    |
| 5   | English Language              | اللغة الإنجليزية                       | 40-100             | No            | Compulsory Subject |
| 6   | Urdu Language                 | اللغة الأوردو                          | 40-100             | No            | Compulsory Subject |
| 7   | Mathematics                   | الرياضيات                              | 40-100             | No            | Compulsory Subject |
| 8   | Science                       | العلوم                                 | 40-100             | No            | Compulsory Subject |
| 9   | Computer Science              | علم الحاسب                             | 40-100             | No            | Compulsory Subject |

### Middle Stage (Grade 6 TO 8)

All students in grades 6 to 8 will be promoted to the next grade except when they do not meet the promotion requirements. A student will not be retained in a certain grade for more than two consecutive academic years as a maximum, and no more than two different grades during the entirety of his School education.

## **PROMOTION REQUIREMENTS FOR GRADE 6 TO 8**

1. **Criteria 1:** To be eligible for promotion in to the next grade level, a student must pass the following subjects:

| <b>Category 1 - Ministry of Education Subjects</b> |                               |  |                           |                      |                    |
|--|-------------------------------|--|---------------------------|----------------------|--------------------|
| <b>S. No</b>                                       | <b>Subjects (English)</b>     | <b>Subjects (Arabic)</b>               | <b>Performance Scales</b> | <b>Retest Yes/No</b> | <b>Remarks</b>     |
| 1  | Islamic Education - Non Arabs | التربية الإسلامية -<br>لغير العرب      | 50-100                    | Yes                  | Compulsory Subject |
| 2  | Arabic Language - Non Arabs   | اللغة العربية - لغير<br>العرب          | 50-100                    | Yes                  | Compulsory Subject |
| 3  | UAE Social Studies- Non Arabs | الدراسات<br>الاجتماعية - لغير<br>العرب | 50-100                    | Yes                  | Compulsory Subject |
| 4  | Moral Education               | التربية الأخلاقية                      | 0                         | No                   | Compulsory Subject |
| <b>Category 2 - School Subjects</b>                |                               |  |                           |                      |                    |
| 5  | English Language              | اللغة الإنجليزية                       | 40-100                    | No                   | Compulsory Subject |
| 6  | Urdu Language                 | اللغة الاوردو                          | 40-100                    | No                   | Compulsory Subject |
| 7  | Mathematics                   | الرياضيات                              | 40-100                    | No                   | Compulsory Subject |
| 8  | Science                       | العلوم                                 | 40-100                    | No                   | Compulsory Subject |
| 9  | Computer Science              | علم الحاسب                             | 40-100                    | No                   | Compulsory Subject |

3. **Criteria 2:** A student will be promoted to next grade if he/she achieves pass percentage in all **Category 1** Subjects and;

- i) fails to achieve pass percentage in one subject but secure at least 20 percent marks in the same subject,

- ii) fails to achieve pass percentage in two subjects but secure at least 25 percent marks in the failed subjects,
- iii) fails to achieve pass percentage in three subjects but secure at least 30 percent marks in the failed subject.

4. **Retest Examination Rule:** Students will be allowed to reappear in the **Category 1** failed subjects in these grades if they fail to achieve pass percentage in **Category 1** subject(s) & achieved **Pass Percentage/Criteria 2 (i, ii, iii)** in all subjects of **Category 2**.

## **SECONDARY STAGE (GRADE 9 & 10) AND HIGHER SECONDARY STAGE (GRADE 11 & 12) – BOARD CLASSES**

Students will be promoted to next Grade as per FBISE promotion criteria (FBISE Examination Rules).

### **Monitoring and Evaluation:**

The effectiveness of this policy will be regularly monitored by the Principal, Vice Principals and Senior Leadership Team (SLT).

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

### **Review:**

The policy will be reviewed in line with the school's review cycle. However, the Board of Trustees may review the policy earlier if the Board of Trustees receives recommendations on how the policy might be improved.

Policy Prepared / Revised by:

**Mrs . Maryam Shahzadi , Incharge Exam Cell** on February 4 , 2024

**VICE PRINCIPAL**

**PRINCIPAL**

### **REFERENCES:**

- ADEK's Private Schools Policy and Guidance Manual 2014-2015
- ADEK's Organising Regulations of Private Schools 2013
- FBISE Examination Volume .2

