

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



**ASSESSMENT
POLICY**

Effective date	Jan 2024
Scheduled review date	April annually

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PURPOSE:

This policy defines the expectations and principles related to assessment at SKBZAPS, covering the evaluation, measurement, and analysis of students' academic readiness, learning progress, skill acquisition, values and attitudes, and educational needs.

It aims to:

- **Identify and implement high-quality internal and external assessment methods** that support data-driven decision-making to inform teaching and learning, and raise student achievement levels.
- **Specify ADEK-mandated external assessments** that must be administered and utilized as indicators of student progress and attainment in the Emirate of Abu Dhabi.
- **Establish clear processes for grade-level promotion and retention**, ensuring that decisions are based on fair and transparent academic performance criteria.

Through this policy, SKBZAPS demonstrates its commitment to:

- Promoting high educational standards for all students.
- Ensuring equity and consistency in assessment and academic decision-making.
- Supporting continuous improvement in teaching practices and student learning outcomes.

INTERNAL ASSESSMENTS:

SKBZAPS incorporates a variety of internal assessment practices that are aligned with the curriculum, student age, and specific learning needs. These assessments are designed to support student growth, identify learning gaps, and inform effective teaching strategies.

Types of Internal Assessments

Assessment Type	Purpose
Cognitive Assessments	Focus on evaluating students' ability to think, reason, remember, and solve problems.
Diagnostic Assessments	Help identify students' strengths and areas for improvement to guide instructional planning.
Placement Assessments	Used to assign students to appropriate courses or programs based on their readiness.
Screening Assessments	Identify whether students need additional support or are prepared for a specific academic level. These may involve cognitive, developmental, physical, or academic checks.
Pre-Assessments	Conducted before instruction begins to establish a baseline for measuring progress.
Formative Assessments	Ongoing assessments used during the learning process to provide feedback and adjust instruction.
Summative Assessments	Conducted at the end of a unit, term, or year to measure overall achievement and progress.

Formative Assessment Practices

SKBZAPS includes the following key elements in its formative assessment approach:

- Regular and continuous checks on student learning.
- Sharing learning goals and evaluation criteria with both students and parents.
- Creating space for peer and self-assessment to encourage reflection and critical thinking.
- Using varied methods to monitor progress, such as observation, class discussions, quizzes, and tasks.
- Providing suitable accommodations to support students with additional learning needs.

- Guiding students in setting personal learning goals, tracking progress, and striving for improvement.

Summative Assessment Practices

For summative assessments, SKBZAPS follows these key practices:

- Using different methods such as written responses, projects, and performance tasks that align with curriculum goals.
- Adapting assessments to meet the needs of all learners, including those requiring accommodations.
- Analyzing assessment data to refine instruction and improve learning outcomes.
- Applying clear rubrics or grading criteria to ensure transparency and fairness.
- Implementing moderation protocols to support consistency in grading.
- Following proper invigilation procedures to maintain assessment integrity.

EXTERNAL ASSESSMENTS:

SKBZAPS includes the Federal Board of Intermediate and Secondary Education (FBISE) board examinations as a core part of its external assessment framework for students in **Grades 9 to 12**. These assessments validate academic achievement, fulfill high school equivalency requirements, and support university admissions.

Grade-Level Coverage and Subject Groupings

- **Grades 9 and 10:**
Students are enrolled in either the **Science Group** or the **Humanities Group**, depending on their academic interests and performance.
- **Grades 11 and 12:**
Students choose between the **Science Group** and the **Commerce Group**, selecting subject combinations aligned with future study or career plans.

Each group follows the official FBISE curriculum and assessment framework, with core subjects and elective options suited to the chosen academic pathway.

Key Features

- All eligible students in Grades 9–12 are registered for board exams in accordance with FBISE guidelines and ministerial equivalency requirements.
- These standardized, high-stakes exams are externally moderated, quality-assured, and essential for secondary certification.
- Students performing at high levels are encouraged to select advanced or more rigorous subjects within their group.
- The school communicates academic recommendations to parents and ensures documentation of all discussions and final choices.
- Parents are required to pay applicable examination and administrative fees, including charges related to registration and document processing.

Implementation Procedure

1. **Student Registration**
 - Eligible students from Grades 9 to 12 are identified and registered through the examination office based on the academic stream selected.
2. **Group and Subject Selection**

- o Students and parents receive guidance in selecting suitable groups and subjects (Science, Humanities, or Commerce) based on ability, interest, and career goals.
 - o Recommendations are shared, and written consent and final decisions are recorded.
3. **Curriculum Delivery and Preparation**
 - o Board-aligned syllabi are followed throughout the academic year.
 - o Teachers provide structured exam preparation, including past paper practice, internal assessments, and mock exams.
 4. **Accommodations**
 - o Students with learning support needs receive documented accommodations during internal exams, and support is aligned with FBlSE policies where applicable.
 5. **Exam Administration**
 - o Board exams are administered under strict adherence to FBlSE protocols, including trained invigilators, secure storage of materials, and standardized environments.
 6. **Result Analysis and Certification**
 - o Official result sheets and certificates are issued by FBlSE.
 - o The school conducts performance analysis by group, subject, and cohort to guide instructional planning and curriculum review.

INTERNATIONAL ASSESSMENTS:

SKBZAPS participates in international large-scale assessments to benchmark student performance against global and national standards. These assessments are part of ADEK's strategic educational priorities and are essential in evaluating school effectiveness and student readiness in key skill areas.

Key Assessments Include:

- **PISA** – Programme for International Student Assessment
- **TIMSS** – Trends in International Mathematics and Science Study
- **PIRLS** – Progress in International Reading Literacy Study

These assessments are designed to evaluate core competencies in mathematics, science, and reading literacy among students aged 10–15, allowing comparisons across schools, regions, and countries.

Implementation Procedure

1. **Adherence to ADEK Guidelines**
 - o SKBZAPS follows all ADEK directives regarding participation, scheduling, administration procedures, and reporting requirements.
2. **Preparation of Students**
 - o Students are familiarized with assessment formats and skills through curriculum-integrated practice activities focused on higher-order thinking, critical reasoning, and real-world problem-solving.
3. **Assessment Administration**
 - o Exams are conducted under strict supervision in secure environments, following standardized procedures issued by ADEK and international agencies.

- o School assessment coordinators and invigilators receive prior training to ensure smooth implementation.
4. **Data Analysis and Prioritization**
 - o International assessment results are **prioritized** in school-wide data reviews.
 - o The leadership team conducts in-depth analysis of performance by domain, grade level, and subgroup (e.g., gender, nationality, language learners).
 - o Identified trends and gaps are used to set measurable school improvement goals.
 5. **Targeted Interventions and Action Planning**
 - o Specific interventions are designed and implemented to address areas of underperformance highlighted by the assessment results. These may include:
 - Curriculum adjustments
 - Differentiated instruction
 - Focused support for literacy or numeracy
 - Enrichment for advanced learners
 - o Teachers collaborate in Professional Learning Communities (PLCs) to design responsive strategies.
 - o Progress is tracked over time to evaluate the effectiveness of interventions.
 6. **School Improvement Integration**
 - o Results and recommendations from international assessments are embedded in the school's annual improvement and strategic development plans.
 - o Data is used to guide decision-making related to teaching quality, curriculum planning, and resource allocation.
 7. **Stakeholder Engagement**
 - o Students, parents, and staff are engaged through briefings, training sessions, and progress discussions to build awareness of assessment results and next steps.
 - o Parent conferences include conversations about international benchmarking and student readiness skills.

STANDARDISED BENCHMARKING ASSESSMENTS:

SKBZAPS conducts Standardized Benchmark Assessments (SBAs) to measure student academic progress, support personalized instruction, and inform school-wide improvement planning. These assessments are aligned with ADEK directives and administered using internationally recognized tools.

Grade Levels and Subject Areas

SBAs are administered for students in **Grades 3 to 9** in the following core subjects:

- **Mathematics**
- **Science**
- **English Language**
- **English Reading**

Assessment Schedule

- **Administered Twice Annually:**
 - o **Fall Term** (Diagnostic baseline)
 - o **Spring Term** (Progress and growth measurement)

This biannual administration allows the school to monitor learning over time and make timely instructional adjustments.

Implementation Procedure

1. Annual Planning and Scheduling

- o An assessment calendar is established at the beginning of the academic year, aligning with ADEK testing windows.

- o Dates for Fall and Spring cycles are communicated to staff, students, and parents in advance.
2. **Student Participation**
 - o All students in Grades 3 to 9 are required to participate in both SBA sessions.
 - o Make-up assessments are scheduled for absent students.
 - o Any request for exemption must be submitted for ADEK approval.
 3. **Parent Communication**
 - o Information regarding the purpose, format, and benefits of SBA is shared with parents.
 - o Reports and follow-up discussions are arranged after each testing cycle to inform families about student growth and learning needs.
 4. **Staff Training**
 - o Teachers and coordinators are trained on:
 - SBA administration using the digital platform (e.g., MAP Growth)
 - Adhering to standardized conditions
 - Analyzing assessment data
 - Planning responsive instruction based on results
 5. **Equity and Accommodations**
 - o Students with additional learning needs are provided accommodations and modifications in line with their Individual Learning Plans (ILPs).
 - o The school ensures equitable access and support for all students.
 6. **Test Administration**
 - o The assessments are delivered in a secure, supportive, and quiet environment.
 - o Fall and Spring assessments are conducted in accordance with protocols from the external provider (e.g., NWEA).
 7. **Data Analysis and Instructional Planning**
 - o Teachers and leadership teams analyze results after each assessment cycle.
 - o Data is used to:
 - Identify academic gaps and strengths
 - Group students for targeted instruction or enrichment
 - Adjust curriculum pacing and strategies
 8. **Targeted Interventions and Action Plans**
 - o Based on SBA data, intervention programs are implemented for students performing below expected levels.
 - o Enrichment activities are offered to high-achieving students.
 - o PLCs (Professional Learning Communities) use data to drive collaborative planning.
 9. **Reporting**
 - o Individual student reports are shared with parents during report card issuance.
 - o School-wide and subject-specific analysis informs ADEK reporting and internal planning.
 10. **Monitoring and Review**
 - o Longitudinal tracking of student progress occurs from Fall to Spring and across academic years.
 - o Leadership monitors impact of instructional practices and interventions based on SBA trends.

ACCOMODATION AND MODIFICATION OF ASSESSMENTS

To ensure equitable access to assessments for all students—particularly those with additional learning needs—SKBZAPS is committed to providing accommodations and modifications that reflect each student’s normal way of working in the classroom, in line with the **ADEK Inclusion Policy** and relevant assessment provider regulations.

Identification and Documentation

- **Individual Needs Assessment**
 - Teachers, Inclusion Support staff, and SEN Coordinators identify students requiring accommodations based on diagnostic data, ILPs/IEPs, classroom performance, and support history.
 - Accommodations must be clearly aligned to the student’s typical instructional experience.
- **Record Keeping**
 - SKBZAPS maintains a central register of students eligible for accommodations/modifications, detailing:
 - Type of need or diagnosis
 - Recommended accommodations (e.g., extra time, reader/scribe support, enlarged text)
 - Evidence of need and approval status (internal/external)
 - These records are reviewed termly and stored securely.

Planning and Communication

- **Access for Staff**
 - Subject teachers, exam coordinators, and invigilators are provided access to accommodation records well before internal or external assessments.
 - Confidentiality is maintained while ensuring relevant staff can make informed adjustments.
- **Assessment Modifications**
 - Assessment formats are adapted where necessary (e.g., simplified language, additional breaks, alternate formats) without altering the intended assessment objectives.
 - Any modification must align with guidelines issued by the assessment provider (e.g., MAP, FBISE, ADEK-mandated exams).

Compliance with Assessment Provider Guidelines

- SKBZAPS ensures that all accommodations comply with the rules established by external assessment providers (e.g., NWEA, FBISE, ADEK).
- Any unauthorized accommodations that may create unfair advantage are strictly avoided.

Supporting Eligibility through Standardized Testing

- If eligibility for accommodations (e.g., extra time or use of a reader) requires supporting data from standardized tests:
 - a. Internal Testing**
 - SKBZAPS will conduct in-house assessments using standardized tools when available (e.g., processing speed, reading fluency).
 - Parents will be informed of the process, but may decline to pay additional fees for this service. If declined, parents will be made aware that accommodations may be limited as a result.
 - b. External Testing**
 - If necessary standardized tests are not available in school, the Inclusion Team will:
 - Inform parents about the criteria and requirements
 - Guide them through the process of accessing external testing services
 - Clearly explain that parents may choose not to pursue the external assessment, understanding this may limit eligibility for accommodations.

Implementation during Assessments

- **Training and Preparation**
 - Teachers and invigilators receive orientation before each major assessment session on:
 - How to implement accommodations (e.g., how to assist without prompting)
 - Adhering to ethical and procedural boundaries
 - Creating supportive test environments

- **Monitoring**
 - The Inclusion Coordinator or designated staff member oversees the implementation of accommodations during internal assessments.
 - For external exams, relevant authorities (e.g., board-appointed invigilators) are informed in advance of approved accommodations.

Review and Evaluation

- **Termly Review**
 - The effectiveness and appropriateness of accommodations are reviewed each term in collaboration with teachers, parents, and the Inclusion Team.
- **Annual Audit**
 - An internal audit of all accommodations and compliance with provider guidelines is conducted annually to inform future planning and professional development needs.

PROMOTION AND RETENTION

Kindergarten

- All students will generally be promoted to the next grade.
- Retention may occur only in rare cases due to unsatisfactory academic, social, or developmental progress.
- Decisions on retention are made by the **Academic Review Committee** according to **ADEK Policy 46 and Article 51 of the Organizing Regulations**.

Academic Review Committee Members:

- Principal (Chair)
- Section Supervisor
- I/C Examination Cell
- Teachers
- Social Psychologist
- SEN Coordinator
- Parent/Guardian

Primary (Grade 1 – 5)

- Students are promoted automatically except in rare cases of insufficient academic progress.
- Retention decisions are taken by the **Academic Review Committee** following ADEK Policy and applicable regulations.

Subjects and Promotion Criteria:

Category 1 – Ministry of Education Subjects

Subject (English)	Subject (Arabic)	Passing Marks	Retest Allowed	Remarks
Islamic Education (Non-Arabs)	التربية الإسلامية - لغير العرب	50	No	Compulsory Subject
Arabic Language (Non-Arabs)	اللغة العربية - لغير العرب	50	No	Compulsory Subject
UAE Social Studies (Non-Arabs)	الدراسات الاجتماعية - لغير العرب	50	No	Compulsory Subject

Category 2 – School Subjects

Subject	Passing Marks	Retest Allowed	Remarks
English Language	40	No	Compulsory Subject
Urdu Language	40	No	Compulsory Subject
Mathematics	40	No	Compulsory Subject
Science	40	No	Compulsory Subject

Computer Science	40	No	Compulsory Subject
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Lower Secondary (Grade 6 – 8)

- Promotion depends on meeting academic criteria; retention is possible if requirements are unmet.
- Students will not be retained in the same grade for more than two consecutive years or more than two different grades throughout schooling.

Subjects and Promotion Criteria:

Category 1 – Ministry of Education Subjects

Subject (English)	Subject (Arabic)	Passing Marks	Retest Allowed	Remarks
Islamic Education (Non-Arabs)	التربية الإسلامية - لغير العرب	50	No	Compulsory Subject
Arabic Language (Non-Arabs)	اللغة العربية - لغير العرب	50	No	Compulsory Subject
UAE Social Studies (Non-Arabs)	الدراسات الاجتماعية - لغير العرب	50	No	Compulsory Subject

Category 2 – School Subjects

Subject	Passing Marks	Retest Allowed	Remarks
English Language	40	No	Compulsory Subject
Urdu Language	40	No	Compulsory Subject
Mathematics	40	No	Compulsory Subject
Science	40	No	Compulsory Subject
Computer Science	40	No	Compulsory Subject

Retest Rules:

- Retests allowed only in failed Category 1 subjects if other criteria are met.

Higher Secondary (Grade 9 – 12)

- Promotion is governed by **FBISE Examination Rules**.
- Students in Grades 9 & 10 may be enrolled in Science or Humanities streams.
- Students in Grades 11 & 12 may choose Science or Commerce streams.
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COMPLIANCE

This Assessment Policy is effective immediately, and all stakeholders are expected to fully comply without delay.

- **ADEK** will actively monitor compliance with this policy. Any reports of potential violations will be investigated thoroughly.
- If intentional non-compliance is confirmed, appropriate actions will be taken, which may include:
 - o Revocation of appointment letters or contracts for responsible individuals.
 - o Issuance of formal warning letters to the school administration and governing bodies.
- Persistent failure to comply with this policy may result in further legal accountability as per ADEK regulations, federal laws, and related policies.

- **Security and Integrity of Assessment Resources and Data:**

SKBZAPS shall ensure the integrity and security of all assessment materials (including confidential instruments) and student data (both individual and school-wide). This shall be in strict accordance with **Federal Law No. (45) of 2021 Concerning the Protection of Personal Data** and the **ADEK Digital Policy**.

The school must not share any student assessment data with third parties without prior parental consent and ADEK approval.

MONITORING AND EVALUATION:

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

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:

Ms. Maryam Shahzadi, Exam Cell Incharge on January 4, 2024

Ms. Wafa Adeel, Vice Principal on April 1, 2025

PRINCIPAL

Policy Approved by: **Board of Trustees** on _____

This policy will be monitored and reviewed by the Board of Trustees on an annual basis and when the need arises.

VICE CHAIRMAN BOT

CHAIRMAN BOT

REFERENCES:

- ADEK’s Assessment Policy, 9 Jan 2024
- ADEK; s Inclusion Policy, April 2024
- ADEK’s SBA Guideline Manual

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., reading difficulties, hearing, or visually impaired, multilingual learners, twice exceptional or gifted and/or talented).

Assessment	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.
Assessment data	Any quantitative or qualitative information, scores, results, or indicators obtained through an assessment that forms the body of evidence to inform decision-making.
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 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.
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
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