STUDENT ASSESSMENT POLICY

Academic Year 2026 – 2027

Document code	Reference	Applies to
QM-114	KHDA School Inspection Report 2023-2024	All subjects, Grades 1–12 and Kindergarten

1. Purpose and Rationale

Al Rashid Al Saleh Private School is committed to high-quality assessment practices that support student learning, ensure accurate tracking of student progress, and guide teaching and the improvement of school performance. This policy is aligned with:

- The Ministry of Education (MOE) curriculum frameworks and assessment regulations.
- The KHDA School Inspection Framework.
- The National Agenda requirements and the UAE School Inspection and Evaluation Framework.
- The recommendations of the School Inspection Report 2023-2024 (see Appendix).

Assessment is used to:

- Support teaching and learning (Assessment **for** Learning).
- Track student progress (Assessment **as** Learning).
- Measure attainment (Assessment **of** Learning).
- Guide curriculum planning, interventions and reporting.
- Identify learning gaps early and address them through targeted remedial and enrichment plans.

Governing Principle
No assessment without analysis — no analysis without a plan — no plan without measuring its impact.

2. Principles of Effective Assessment

Principle	Meaning
Validity and reliability	Linked to curriculum objectives and learning outcomes, and built on a table of specifications.
Fairness and inclusion	Considers all students, including students of determination, and challenges gifted and talented students.
Continuity and variety	Combines diagnostic, formative and summative assessment.
Transparency	Clear criteria shared with students and parents.
Data-informed	Used to improve teaching, learning and leadership decisions.

Principle	Meaning
Accuracy and moderation of judgements	Internal judgements are compared with external results to avoid grade inflation.
Turning assessment into action	Every assessment ends with a documented decision: remediation, enrichment or follow-up.

3. Types of Assessment

3.1 Diagnostic Assessment

Used to identify learning gaps and the baseline level of attainment:

- Baseline assessments at the beginning of the academic year.
- Subject-specific diagnostic tests: Arabic, English and Mathematics (Grades 1–12), and the core subjects for KG2.
- Results are analysed by skill, and students are classified into attainment levels (Section 5).
- In subjects with no diagnostic test (e.g. Science and Islamic Education), the first formative test is the starting point, and the previous year's final grade is used only to review the accuracy of grading.

3.2 Formative Assessment (Assessment for Learning)

Daily, within the lesson

- Questioning and class discussion, exit tickets and short quizzes.
- Observation and checklists, self-assessment and peer assessment.
- Learning logs and portfolios, and cooperative learning assessments (Kagan).
- Differentiated booklets by level, task maps and learning stations.

Formal and continuous

- Two formal formative tests per term in each subject (6 per year), each analysed by skill in one unified annual analysis file.
- Homework, textbooks and exercise books.
- Digital platforms: Alef, Abjadiyat and LMS (assignments, practice and mastery reports).
- Performance tasks in all grades and all terms.
- Projects as an assessment tool according to each subject's policy (Cycle 2, Term 2: Mathematics, Arabic, English and Science).
- Remedial worksheets followed by re-assessment of the targeted skills.

3.3 Summative Assessment (Assessment of Learning)

- **School-based Summative Assessment (SSA):** through observation in all three terms for Grades 1 and 2; for Grades 3–12 in Term 2 only (during the last two weeks).
- **Central end-of-term assessment (Ministry):** Grades 3–12 in Terms 1 and 3.
- **Ministry national assessments.**

- **External standardised assessments** (IBT, ABA, EmSAT) and international studies (TIMSS, PISA and PIRLS).

3.4 Kindergarten Assessment

- A diagnostic test in the core subjects (Arabic, Mathematics, English) in KG2.
- Interim assessment every 3 weeks on learning outcomes in the core subjects, and checklists in other subjects.
- An end-of-term test in Terms 1 and 3.

4. Assessment Framework and Timeline

The school follows the Ministry's academic calendar and assessment regulations. The annual assessment cycle runs as follows:

Stage	Timing	Action
0. Starting point	Before the diagnostic	Review each student's final grade from the previous year in the Academic Achievement Record.
1. Diagnostic test	First two weeks	Analysis by skill, student classification, remedial and enrichment plans, and comparison with the previous year's grade.
2. First formative test	Mid-term	Analysis by skill, remedial plans with student names, re-assessment, and measuring the impact of the diagnostic plans.
3. Second formative test	Before end of term	The same procedures, and measuring the impact of the first formative test plans.
4. End-of-term exam	End of each term	Analysis by skill and student group, operational plans, and updating the Achievement and Progress Records.
5. External assessments	When results are released	Analysis of IBT, Ministry and international results by domain and group, and comparison with internal results.
Kindergarten	Every 3 weeks	Interim assessments on learning outcomes in core subjects, checklists in other subjects, and an end-of-term test in Terms 1 and 3.

4.1 Assessment Weightings and Grade Distribution

In line with the MOE Student Assessment Policy Guide 2026-2027, the final grade for Group A subjects (Grades 3–12) is distributed as **50% school-based assessment** and **50% central (Ministry) assessment**. Term weightings: **Term 1 – 35%**, **Term 2 – 30%**, **Term 3 – 35%**.

Category	Term 1 (35%)	Term 2 (30%)	Term 3 (35%)	Final Grade
Group A – Grades 1 and 2	Recorded formative 25% + School summative 10%	Recorded formative 20% + School summative 10%	Recorded formative 25% + School summative 10%	100% school-based

Category	Term 1 (35%)	Term 2 (30%)	Term 3 (35%)	Final Grade
Group A – Grades 3–12	Recorded formative 10% + Central 25%	Recorded formative 15% + School summative 15%	Recorded formative 10% + Central 25%	50% school-based + 50% central
Cycle 2: Arabic, English, Mathematics, Science	Recorded formative 10% + Central 25%	Recorded formative 10% + School summative 10% + Projects 10%	Recorded formative 10% + Central 25%	40% school-based + 50% central + 10% projects
Group B – All grades	Recorded formative 35%	Recorded formative 30%	Recorded formative 35%	100% school-based

- **Not counted in the student's average:** the diagnostic test, non-recorded formative assessment, national tests (ABA and SPA) and international tests; these are used as a reference to support educational decisions.
- **Group A subjects:** Arabic, English, Mathematics, Science (and Chemistry, Physics and Biology in Cycle 3), Islamic Education, Social Studies and Moral Education. **Group B subjects** are graded with letters and are not included in the average.
- The letter grading scale (A+ to F) set out in the Ministry's guide is adopted.

5. Assessment Standards and Levels

- All assessments are linked to learning outcomes, subject standards and the Ministry's grade-level expectations.
- Grading rubrics and success criteria are shared with students.
- Teachers use Bloom's Taxonomy and higher-order thinking frameworks to ensure cognitive challenge.
- Every test includes a **table of specifications**: domain, thinking level, question number, question mark, student mark and total.
- Each question is classified by what it actually measures, not by the verb it starts with.
- Higher-order thinking questions (analysis, evaluation, creation) make up **no less than 20%** of the total mark.
- The subject coordinator reviews every test, its table of specifications and its answer key before administration.

Classification and Mastery Levels

Level	Score (out of 100)	Action
Advanced	90 – 100	Enrichment plan and higher-level challenge
Very Good	75 – 89	Follow-up on non-mastered skills
Good	60 – 74	Remedial plan
Remedial Support	Below 60	Intensive remedial plan and individual follow-up

A skill is considered mastered at **80% or above**. IBT scores are converted to a score out of 100 using unified bands for all years: **below 41**, **41–60** and **61–100**.

6. Feedback and Reporting

6.1 Feedback to Students

- Timely, constructive and specific feedback.
- Encouraging students to reflect on their learning and set improvement targets.

6.2 Reports to Parents

- Termly report cards according to Ministry systems, including next steps in learning.
- Parent meetings and learning conferences.
- Ongoing communication through digital platforms and school communication channels.
- Informing parents when their child is placed on a remedial or enrichment plan, and of the re-assessment result.

7. Use of Assessment Data

Assessment data is used to:

- Track student progress and attainment.
- Identify students who need intervention or enrichment.
- Guide lesson planning and differentiation.
- Evaluate the effectiveness of teaching.
- Support the school's self-evaluation and improvement planning.

7.1 Identifying and Addressing Learning Gaps

Type of gap	How it is identified
Skill gaps	Skills below 80% mastery for each student.
Previous-year gaps	Comparing the previous year's final grade with the diagnostic result.
Internal–external gap	Comparing internal results with Ministry and IBT results.
Gaps between groups	Emirati students, students of determination, gifted and talented students, low attainers, and boys and girls.

7.2 Measuring Progress

- **Academic Achievement Record** for each subject and cycle: the previous year's final grade, then the diagnostic, then the term grades.
- **Academic Progress Record:** each student's progress from their starting point, for each section, grade, cycle and group, with comparison to the previous year.

- **IBT progress:** comparison with the previous year for the same cohort and the same grade, and movement between knowledge levels.

8. Inclusion and Students of Determination

- Individual Education Plans (IEPs) guide assessment accommodations.
- Modified assessments and access arrangements are provided according to the Ministry's inclusion guidelines.
- Progress is tracked against individual goals and reference levels.
- Gifted and talented students are identified using data and provided with enrichment activities and higher-level challenge.

9. Academic Integrity and Assessment Ethics

- Clear test procedures.
- Protocols to prevent cheating.
- Ethical behavioural expectations for students and staff.
- Secure storage of assessment materials and data.

10. Roles and Responsibilities

Party	Responsibilities
10.1 School Leadership	▪ Ensure compliance with Ministry and KHDA regulations. ▪ Monitor the quality and consistency of assessment. ▪ Use data in strategic improvement and self-evaluation.
10.2 Assessment Lead	▪ Prepare the unified analysis files and the Achievement and Progress Records for all subjects. ▪ Analyse IBT, Ministry and international results. ▪ Prepare impact, progress and student-group reports. ▪ Train teachers in data analysis.
10.3 Heads of Department and Coordinators	▪ Prepare assessment plans and moderation processes. ▪ Ensure alignment with curriculum standards. ▪ Review tests and tables of specifications before administration. ▪ Follow up remedial plans and re-assessment. ▪ Train teachers in assessment practices.
10.4 Teachers	▪ Prepare and administer high-quality assessments. ▪ Analyse results and implement remedial and enrichment plans. ▪ Provide timely feedback. ▪ Keep accurate records and data.
10.5 Students	▪ Participate actively in assessment and feedback. ▪ Reflect on their learning and set goals.

Party	Responsibilities
10.6 Parents	▪ Support learning at home. ▪ Engage with reports, feedback, and remedial and enrichment plans.

11. Moderation and Quality Assurance

- Internal moderation of assessments across grades and subjects.
- Shared marking and standardisation meetings.
- External benchmarking when available.
- Comparing the previous year's final grades with diagnostic results to verify grading accuracy.
- Comparing internal results with Ministry results after Terms 1 and 3, and with IBT results annually when released.
- Annual review of assessment practices.

12. Data Protection and Confidentiality

- Student assessment data is confidential and stored securely.
- Access is restricted to authorised staff and parents.
- The school complies with UAE data protection legislation.

13. Professional Development

- Assessment for Learning strategies.
- Data analysis and follow-up, including the unified analysis files.
- Building tests with tables of specifications and a balance of thinking levels.
- Differentiation and inclusive assessment.
- Digital assessment tools and AI-supported assessment.

14. Policy Review and Monitoring

- The policy is reviewed annually, or when updates are issued by the Ministry or KHDA.
- Implementation is monitored through lesson observations, work scrutiny and data review.
- **Review dates:** 15 December 2026, end of Term 2, and end of Term 3.
- Results feed into self-evaluation and improvement priorities.

Appendix: Response to the Inspection Report Recommendations 2023-2024

KHDA Recommendation	Policy Response	Sections
1. Improve attainment by making more effective use of assessment data to identify and address learning gaps	Diagnostic as a starting point, skill-based analysis of every test, remedial and enrichment plans, re-assessment, impact reports and gap analysis	3, 4, 7.1
2. Develop more accurate systems for measuring student progress	Achievement and Progress Records, unified levels and a mastery threshold, tracking of student groups, and moderation against external results	5, 7.2, 11
3. Accurate self-evaluation based on internal and external data	Analysis and comparison of internal and external results, and review dates that feed self-evaluation and improvement priorities	7, 11, 14