



School Assessment Policy 2026-27

The school's assessment policy is founded on the belief that meaningful evaluation is integral to the learning process. Guided by the Abu Dhabi Department of Education and Knowledge (ADEK) framework, this policy establishes a culture where assessment is not merely a measure of outcomes, but a continuous, supportive, and transparent practice that empowers every student. It commits us to using diverse and purposeful assessments to understand student progress, inform teaching, and foster a collaborative partnership between educators, learners, and parents in the pursuit of holistic growth and academic excellence.

Grading System: The academic year is divided into two terms:

1. January to May (1st Term)
2. June to December (2nd Term)

1. Non-Board Classes (Class 1 to 8):

- **Total Marks:** Each subject is graded out of 100 marks.
- **Weightage:** 80% for Summative Assessment and 20% for Formative Assessment.

2. Board Classes (Grade 9, 10, 11, & 12):

- **Dhaka Board Question Pattern:** Board classes will follow the Dhaka Board's question pattern and mark distribution for both Summative and Formative Assessments.

Standardized Tests:

- The school has registered with ASSET to conduct External Standardized Benchmark Tests for Grades 3 to 9.
- Administer the ASSET Standardized Benchmark Test for Grades 3 to 9 to assess the students' academic performance against external benchmarks.
- Utilize the results to identify areas of improvement and implement targeted interventions.

Assessment Practices and Guidelines:

1. Screening Assessment:

Identify students who need specialized assistance, interventions or services to determine if they are ready to begin an academic program.

2. Baseline Assessments:

Establish a baseline test at the beginning of an academic year for educators to measure learning progress over the duration of an academic year.

3. Formative Assessment (20%):

Breakdown of marks:

- 10% - Average of 3 Monthly Tests.
 1. Design assessments based on appropriate coverage of cognitive demands and applicability to curriculum standards.
 2. Effectively use assessment differentiation to meet the diverse needs of all students maintaining clear success criteria.
 3. Utilizing in depth assessment data to enable timely interventions to promote progress for all students including students with additional learning needs.
 4. Utilizing clearly defined rubrics and marking schemes to assess student work and collectively review students' grades during moderation sessions.
 5. Guide students to apply the same rubrics to evaluate their own work and that of their peers.
 - 10% - Average of 2 Project Works / Performance Task. (Based on creativity, content and presentation.)
- ### **4. Summative Assessment (80%):**

- We have End of Term Examinations after each term – Half-Yearly and Annual.
 1. Ensure assessment of student progress through quality assessment procedures and varied methods including selected response, constructed response, performance tasks and project-based assessments aligned to the curriculum standards.
 2. Use varied and appropriately challenging questions according to grade level aligned curriculum standards to promote higher order and critical thinking skills and provide reliable and valid measures of student attainment and progress.

3. Analyze and apply assessment data systematically to inform teaching and learning, skills-based breakdowns, group specific tracking and data driven decision making in order to provide targeted support, interventions and improved outcomes for all students.
 4. Establishing rigorous moderation protocols using clear criteria / descriptors of levels of students' performance for grading consistency.
 5. Demonstrate a clear understanding and application of benchmark thresholds to define minimum expected performance levels based on the standards of the school's licensed curriculum.
- Board Classes (Grades 10 & 12) will take external exams from the Dhaka Board.

Academic Grades:

Ensure that final grade or marks solely reflect student achievement towards standards and learning outcomes. Components such as behavior, attitude, participation, standardized benchmark assessment results and other nonacademic factors shall be reported separately.

Utilization of Assessment Data for Improvement:

Promote systematic use of assessment data for school development planning and instructional improvement.

- **Internal Assessment Data:**
 - Analyze the results of Summative and Formative Assessments to identify trends, strengths, and areas needing improvement.
 - Use this data to improve and modify teaching practices and curriculum. Employ targeted interventions to support student progress subject wise.
- **External Assessment Data:**
 - Review ASSET, PIRLS, PISA & TIMMS to compare student performance against external benchmarks to measure student learning, achievement skills development and values/attitudes.
 - Review BOARD EXAM results to measure student achievement and skills development to raise the level of student achievement.

- Develop specific strategies and action plans to address gaps in learning and enhance overall academic achievement.
- Ensure that staff at all levels are engaged in training on external assessment administration, analysis and reporting.
- Enable equitable participation of all students by providing accommodations for students with additional learning needs in line with the external assessment provider.
- Analyze and review international assessment school reports and utilize recommendations for school improvement planning and target setting.
- Align internal assessments with the framework of competencies evaluated in international assessments. (ASSET, PISA, TIMMS, PIRLS) to foster the development of relevant skills and maintain consistency between internal and external measures of student learning.

Quality Assurance:

- Question papers are initially checked by HODs and approved by the Principal before the exams.
- Review meetings are held before and after the publication of results to evaluate assessment results and plan for the next level.

Accommodations and Modifications:

- Students with additional learning needs will receive accommodations and modifications to exams and tests in line with the ADEK School Inclusion Policy.
- School will keep records of the accommodations and modifications for individual students and ensure that teachers and invigilators have access to these records.
- Accommodations and modifications are in line with guidelines provided by the respective assessment providers.
- Identify students requiring non-mandatory external assessments and administer ELL Assessments.

Interventions:

The school implements interventions to provide equal opportunities for all students to access learning and modified delivery of teaching.

Assessment Integrity:

- Educate students about the importance of not cheating and preserving academic honesty at all times.
- Provide conducive physical conditions with proper lighting, sufficient desk spacing and optimal temperature in the exam hall and conduct examinations in a credible and transparent manner.
- Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cases of cheating.
- Establish mechanisms and procedures to identify and manage instances of cheating and breaches within examination processes.
- Students found to commit examination misconduct shall be subject to the penalties stipulated in the ADEK School Student Behavior Policy.
- Ensure security and integrity of assessment resources and data in line with ADEK School Digital Policy.
- Monitor and evaluate the effectiveness of Assessment Policy through periodic review and internal indicators.

Active Engagement of Parents in the Assessment:

- Provide training sessions to parents to empower them to become actively involved and informed partners in supporting their child's success in both internal and external assessments.
- Sharing learning outcomes with parents as well as students in addition to the assessment criteria used to evaluate the students' work.

Review of Assessment Policy:

- Review Assessment Policy annually and formally obtain approval for the School's Assessment Policy from the Governing Body.

Grading Scale:

- Establish a clear grading scale to present students' performance, including percentage based, standards based, letter grades based and corresponding grade point averages (GPA) on a 5.0 scale descriptive grading system based on the requirements of the licensed curriculum standards.

Grade Conversion Chart

Letter Grade	GPA (5.0 Scale)	Percentage for Classes	
		I - IV	V - 12
A+	5	90 - 100	80 - 100
A	4	80 - 89	70 - 79
A-	3.5	70 - 79	60 - 69
B	3	55 - 69	50 - 59
C	2	40 - 54	40 - 49
D	1	35 - 39	33 - 39
F	0	00 - 34	00 - 32

Reviewed Date: 5th Jan 2027

A handwritten signature in green ink, appearing to read "Shawverna", with a stylized flourish at the end.

Principal