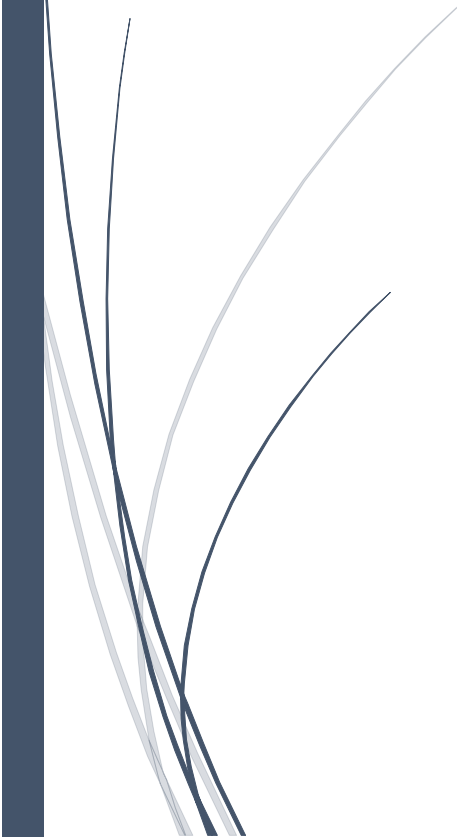# Assessment Policy

Al Mawakeb Al Khawaneej

1. Introduction

Assessment is a generic term for a set of processes that measure the outcome of students' learning in terms of acquired knowledge, developed understanding and gained skills or abilities. Assessment is designed and planned as part of the whole curriculum experience, so that it is aligned with the learning outcomes and the adopted teaching/learning methods. Assessment guides instruction and is a powerful driver for change. Effective assessment includes assessment *for* learning (formative), *of* learning (summative) and *as* learning (self). Students are assessed both internally and externally.

2. Rationale

This policy was developed to establish ground rules for assessment, evaluation, and reporting within Al Mawakeb Al Khawaneej (AMK). By assessing students accurately and consistently and recording key information, we:

- build a clear picture of each student's knowledge, understanding, skills and approaches to learning.
- identify each student's strengths and the priorities and "next steps" for their future learning.
- identify the progress made in an individual lesson or series of lessons.
- track the progress that each student is making over time.
- evaluate and improve the teaching strategies used.
- support students to monitor their own learning.
- identify and celebrate achievement.

3. Aims and Objectives

This policy aims to provide a framework and serves to guide teachers and staff in the provision of various assessments and feedback and on how to integrate them in the teaching and learning process. The objective is to provide information to improve instruction in order to cater for the educational needs of different groups of students to ensure optimum progress for all.

4. Values

Assessment becomes effective because we value the following:

- **Respect for individual differences:** Each student possesses unique abilities and talents, which require differentiated tasks and assessments to cater for their respective needs.
- **Honesty:** We value the honesty of each student in performing tasks and assessments provided to them. We also value the honesty of teachers in providing meaningful reports on student progress so that they are

better able to address the strengths and weaknesses of their students after reflecting on the assessment results.

- **Responsibility and accountability:** Students are held responsible and accountable for their own learning by using the assessment results to create learning targets and participate in self-assessment.
- **Cooperation and collaboration:** We value cooperation and collaboration among all stakeholders to improve student learning through the use of assessment information to impact the ongoing process of teaching and learning.

5. Principles

The school upholds the following principles in the development of this policy:

1. *Assessment aims to improve students' learning and achievements.*
   - Assessment is a tool that measures the attainment and progress of students. It is not meant to address only their successes but to improve achievement in and out of school.
   - Through assessment, students receive information about what they should have learned.
   - Students are involved in the assessment process through self-reflection and setting learning targets with their teachers.
2. *Assessment provides complete information about student achievement.*
   - Assessment provides information about how much students know and what they can do with what they know.
   - Assessment is used to evaluate student knowledge and skills, as well as the values, attitudes, and habits, which influence their performance in and out of the school.
   - Assessment provides information about student strengths and areas for improvement, which is pertinent to drive progress in their achievements.
3. *Assessment is a complementary part of teaching and learning.*
   - There is a clear relationship between what is taught, what is learned, and what is assessed.
   - Assessments are aligned with U.S. curriculum standards (MA) and reflected in the scope and sequence for each subject and the MoE standards for Arabic and English.
   - Assessment outcomes determine how the instruction will be conducted and what goals direct it.
   - Teachers discuss and review assessment data with leadership both vertically and horizontally.

4. *Assessment is a continuous process.*
- Assessment entails monitoring and evaluation of student performance and achievements throughout the entire academic year.
- Assessment is used to control the ongoing progress of student achievement.

5. *Assessment is transparent.*
- Students are familiar with the instructional goals and the standards that they are required to meet, and they are aware of how the achievements are assessed (what they are expected to learn, how and when they are going to be assessed).
- Students and parents are familiar with assessment expectations and methods that are used and their outcomes.

6. *Assessment is valid, reliable, and usable.*
- Assessment provides information that is relevant to the goals and content of the curriculum.
- Assessment is consistent from one student to another and from one teacher to another.
- The interpretation of the assessment results does not include judgments on student behavior, skills, and abilities that are not related to the particular assessment.
- Assessment data is used to evaluate the overall school program and inform school planning for improvement.

6. Types of Assessments

Assessment comes in multiple forms that are significant processes for student success in the 21st century. Assessment, evaluation, and reporting practices shall be embedded within the instruction. Assessment is construed as being formative, summative, self, baseline, or diagnostic:

6.1 Formative Assessment (Assessment for Learning – AFL)

Formative assessment (assessment for learning) is intended to raise student achievement. It is a "regular oral or written evaluation of students' learning, including oral or written feedback on how to improve."[1] It is based on the principle that students will improve most if they understand the aim of their learning, progress towards this aim and know how they can achieve it. Formative assessments are used to:
- identify a student's strengths as well as the gaps in his/her skills/ knowledge.
- identify next steps for learning.
- inform future planning including teaching and learning strategies.
- enable appropriate learning strategies to be employed.

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[1] UAE School Inspection Framework 2015-2016, p. 121

- facilitate setting appropriate targets for the class, group, and individual.
- track the student's progress.
- facilitate the evaluation of the effectiveness of teaching and learning.
- identify individuals and groups for specific intervention support.

6.2 Summative Assessment (Assessment of Learning – AOL)

Summative assessment (assessment of learning) is important for informing both parents and teachers of student attainment and progress. It is a "formal process at the end of a unit of work, term or school year, often taking the form of examinations or internal tests, after which a number, letter or adjective is used to designate how well students have achieved the curriculum expectations."[2] Results from summative assessments also provide information about school-wide target setting and prediction of a cohort's future attainment. Summative assessments are used to:

- compare attainment with standardized tests such as MAP.
- record performance in specific logs.
- provide end of grade test data to support the school's teaching and learning plan for the following year.

6.3 Self-Assessment (Assessment As Learning – AAL)

In self-assessment, the teacher guides students giving them the tools to undertake their own learning. Students learn to monitor their own learning and make adaptations as required. In addition to monitoring learning and guiding instruction through assessment for learning, the teacher is assessing the students' ability to assess themselves as they learn how to assess their own learning.

6.4 Baseline Assessment

A baseline exam is administered at the beginning of every academic year to establish what students already know. The results shall inform instruction and shall be used to plan challenging learning activities suitable for different groups of students. The exam is repeated two to three times a year.

6.5 Diagnostic Assessment

A diagnostic assessment is used to identify, scrutinize, and classify learning difficulties so that appropriate remedial help and guidance is provided. It is administered at different times during the academic year

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[2] UAE School Inspection Framework 2015-2016, p. 121

for specific groups of students to assess them in specific learning outcomes.

7. Roles and Responsibilities

7.1 Senior Leadership Team

The role of the Senior Leadership Team is to:

- Ensure that school procedures are applied accurately, and effective assessment, grading, and reporting reflect the academic achievements of students.
- Ensure completion of report cards to standards established in the Assessment Policy.
- Review all report cards before distribution to students/parents.
- Advise parents on ways to encourage and support student progress and achievement.

7.2 Subject Coordinators/Lead Teachers

The role of the Subject Coordinators is to:

- Ensure that assessments are well-aligned with the curriculum standards and directly related to stated learning outcomes.
- Deploy procedures that ensure consistency of standards is maintained in the marking of assessments.
- Monitor the teachers' use of assessment results to improve teaching.
- Monitor the students' use of self-and peer-assessments to inform their learning.
- Ensure the effective use of formative assessments to facilitate and support student learning.
- Rigorously analyze the assessment results of students to check their progress in the subject.
- Use the results of external assessments as benchmarks for aligning students' outcomes against international expectations and to develop action plans to improve students' achievement.
- Facilitate communication and coordination among departments, school branches, grade levels, and parents concerning exam requirements and results.

7.3 Teachers

The role of the teachers is to:

- Provide all students with opportunities to demonstrate, in a variety of ways, their proficiency to meet curriculum expectations and reflect on the effectiveness of different learning styles.

- Apply sound assessment, evaluation, and reporting practices in their classrooms to promote validity, reliability and fairness towards all students.
- Develop classroom-based assessments in relation to the outcomes stated in the curriculum.
- Advise students about subject area expectations and review assessments and scoring criteria with them.
- Provide regular feedback to students about individual achievement.
- Maintain accurate records of each student's performance and progress for each subject for which they are responsible.

7.4 Students

The role of the students is to:
- Be accountable for their own learning, and put forth the consistent effort required for success.
- Be actively involved in the assessment process through peer assessments and self-assessments.
- Submit all assessment tasks by the due date.
- Ensure all assessment tasks submitted are their own original work.
- Submit items to be assessed in a timely manner.

7.5 Parents

The role of the parents is to:
- Inform the appropriate school staff of any difficulties related to the completion of assessment items.
- Encourage their children to be responsible and to put forth the consistent effort required to be successful.
- Attend parent-teacher meetings and consult with the teacher about progress and achievement of their child in school.

8. Strategies and Practices of Assessment

Students in all subjects are regularly assessed, using different methods. A broad range of approaches and tools are selected to provide a balanced view of the student. Nevertheless, it is expected that some departments will have individual requirements to assess student growth specific to their subject. The following are the common strategies of assessment to support learning of students:
- Test, exam, quizzes
- Skills Assessments
- Performance assessment / problem solving test
- Mock exams (formal internal examination)
- Externally set assessments

- Homework (Home Learning)
- Observation/ small group assessment
- Teacher-student conferences
- Trans-disciplinary skills assessment
- Student Portfolio

All teachers are required to assess students before the unit/topic, during the course of the unit/topic, and at the end or near the end of the topic/unit. The following tools help teachers put their assessment in practice.

- **Rubrics:** Rubrics are established sets of criteria used for grading student assessments. The descriptors tell the students, the parents and the teacher what characteristics or signs to look for in the work and how to rate that work on a predetermined scale. Teachers share the rubrics with students prior to the time of the test/assessment.
- **Checklists:** Checklists are lists of information, data, attributes, or elements that should be present.

9. Effective Marking
9.1 Purpose
The purpose of effective marking is to:
- Motivate students in a meaningful way.
- Encourage interaction between the student and the teacher.
- Increase a student's understanding of his or her level.
- Make students feel valued and confident about their learning.
- Promote interaction between students (e.g., peer-assessment).
- Raise achievement to meet or exceed expectations.

9.2 Expectations
The role of the academic team is to:
- Understand the learning needs of individual students and match and mark work appropriately.
- Set written targets that can be fairly achieved by students.
- Train students to set targets for themselves and their peers.
- Encourage students by acknowledging when they have achieved a target set for them in the assigned time frame.
- Ensure that marking is directly linked to the success criteria.
- Provide students with positive and constructive comments, which highlight the things that they are able to do.
- Use marking keys that focus on positive aspects of student work.

9.3 Moderation
Regular moderation of exams takes place each term to ensure consistency of marking. Teachers of the same grade are placed in committees to mark their own papers and to check each other's consistency in correction. Subject Coordinators conduct regular

moderation for quizzes and term exams. The process of moderation, review and, if appropriate, adjustment of assessment contributes to the fulfillment of the above stated principles.

10. Evaluation, Grading and Reporting

Evaluation refers to the process of judging the quality of student learning, assigning a value or a grade to represent that quality of student learning, and summarizing student achievement to communicate it to parents, other teachers, Senior Leadership Team, and other stakeholders. Although each teacher evaluates students independently, AMK encourages its staff to cross views on each student to determine his/her growth and his/her needs.

In G1 through G12, students will be graded using a standard based system. In PreK – KG2, students' grades will be reported using a standard based report card. A standards-based report card emphasizes "learning" over "earning". Each term students are provided with multiple opportunities to practice, attain, and demonstrate proficiency on the adopted standards.

Through the identification of clear benchmarks, a student's knowledge and skills are measured on a continual basis, motivating students to perform at their highest level of potential. Teachers collect evidence of a child's achievement through careful observations, the examination of the student's work, discussions, projects, performance tasks, quizzes, and tests. Teachers record information about each child's progress on a frequent basis, analyze and compile that information, and finally use the data to evaluate each child's progress.

10.1 Grades 1-12

In G1-12, students will be graded based on standard based performance task (evaluations) and exam marks. Teachers will create and evaluate performance tasks using the criteria's listed below.

1. Learning goals and performance standards that are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
2. Selected assessments (tests, quizzes, projects, etc.) that are used for grading purposes.

Grade distribution will be as follows:

Assessment Type	Value
Semester 1 Evaluation	30%
Semester 1 Exam	20%
Semester 2 Evaluation	30%
Semester 2 Exam	20%

For high school, the school will use the following standard conversion chart to convert percentage grades to letter grades. This chart will also be used to calculate cumulative grade point averages (GPA).

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
D-	Below 65	0.5
E/F	Below 60	0.0
AP/ IB courses	An addition of 0.25 to the standard weighting	

10.2 KHDA Requirements for Assessment

Internal assessments shall be aligned with the Massachusetts State Standards. All high school students shall take recognized standardized tests in compliance with KHDA requirements stated for American Authorized Schools[3]. The list of these tests is as follows:

Acronym	Description	Grade level appropriateness
PSAT	Preliminary Scholastic Assessment Test	Grades 10 and 11
SAT I	Scholastic Assessment Test (English and mathematics)	Grades 11 and 12
SAT II	SAT Subject Tests	Grade 12
TOEFL	Test of English as a Foreign Language	Grades 11 and 12
IELTS	International English Language Testing System	Grades 11 and 12
AP	Advanced Placement Test	Grade 12

The other KHDA-approved international benchmark/baseline tests adopted by the school are:
- o Measures of Academic Progress (MAP)
- o Cognitive Ability Test 4 (CAT 4)
- o Trends in International Mathematics and Science Study (TIMSS)
- o Progress in International Reading Literacy Study (PIRLS)
- o Program for International Student Assessment (PISA)
- o EMSAT for Gr.12
- o NGRT and IBT

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[3] KHDA and NEASC: KHDA requirements, p.14

10.3 Reporting

Report cards are generated every semester for each grade level. They are available as digital copies on the portal and school App (ICampus). Grades reported on the report card reflect, per semester and per subject, the average of all the grades a student has received during the respective term. Average grades are not rounded and are not curved.

10.4 Determining a Report Card Grade

Teachers shall take various considerations into account before making a decision about the grade to be entered on the report card. The teacher shall consider all evidence collected through observations, conversations, and student work. The teacher shall consider the evidence for all the exams and assignments for evaluation that the student has submitted. Some evidence carries greater weight than others. Teachers shall weigh all evidence of student achievement according to the fixed criteria set by the Subject Coordinator.

10.5 Grade Promotion and Retention of students of determination

The school implements the rules and regulations specified in UAE MOE-General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)[4] regarding the grade promotion and retention of students of determination. Students of determination will not be retained or failed in any specific grade level. Rather, the learning targets set forth in the IEP shall be adjusted and revised according to the ability level of students of determination to obtain satisfactory progress.

10.6 Missed work

Teachers, in consultation with the HoS and SC, shall use their judgment to determine the impact of missing assignments on a student's grade. Absent students with a valid excuse, shall be given the opportunity to make up for missed summative assignments without penalty.

11. Feedback

Teachers provide timely and ongoing feedback to students and parents that enables students to monitor their own learning and develop achievable learning goals, and allows parents to follow up on their children's performance. This feedback:

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[4] UAE MoE (SFA) General Rules for the Provision of Special Education Programs and Services (Public & Private Schools), p.34.

- is specific to the individual student.
- focuses on the quality of the student's response and how to improve it.
- is directly relevant to the learning outcomes and gives students a clear picture of how well they have met these learning outcomes.
- recognizes and rewards students' effort and achievement and celebrates success over time.
- reinforces high expectations.
- provides an accessible dialogue between the teacher and students about the strengths of their work and areas for development.
- improves students' self-regulation, self-confidence in self-assessment and helps them to set future targets for the 'next steps' in their learning.
- involves parents more directly in reviewing their child(ren)'s progress.
- informs teachers' future planning.

11.1 Principle of Feedback

The greatest motivational benefits and improvements come from focusing feedback on:

- the qualities of the student's own work in relation to the learning outcomes and not in comparison with other students.
- specific ways in which the student's work could be improved, and crucially, being given the opportunity to do so.
- improvements that the student has made compared to his/her earlier work.

Descriptive feedback enables students to develop as independent learners with an awareness of their own strengths as well as being skilled and able to tackle areas for development; therefore, it is essential that:

- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forward.
- the students are made aware of learning outcomes and of the criteria that their work will be assessed against, in age-related vocabulary.
- feedback is given sensitively, and teachers are aware that self-esteem is the most significant factor in encouraging successful learners.

11.2 Practice

Feedback takes place with the student and is shared as immediately as possible. Verbal and written feedback is equally valued in moving learning forward.

11.2.1 Verbal Feedback

Verbal feedback means discussion with the student about learning. It is the most valuable form of feedback for all students (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the student and the teacher and, where appropriate, between peers.

It may take place during focused group work, in a learning/reading conference or review, and be either spontaneous or planned.

12. Special Provisions in the Conditions of Assessment

Special provisions in the conditions of assessment incorporate accommodations, differentiation, or adjustments made in curriculum and teaching and learning. They are applied consistently across the school. Any student who has a specific educational need is considered for special provision. This includes students:

- With disabilities such as those of a sensory, motor or neurological nature.
- With educational needs arising primarily from socio-economic, cultural and/or linguistic factors, with language backgrounds other than English.
- With short-term impairments such as fractured limbs.
- Who are gifted and/or talented.
- With life circumstances that impact assessment.

Types of special provisions/accommodations in assessments may include:

- **Presentation:** changing the format of how an assessment appears or is communicated to a student from. For example, being read to rather than reading unless reading itself is what is being assessed.
- **Response:** allowing students to complete assessments in different ways such as using assistive devices (iPads, laptops, calculators, and dictionaries) to solve and organize problems when this does not compromise what is specifically being assessed.
- **Setting:** changing location including the physical or social conditions in which the assessment is completed.
- **Timing:** allowing the student a longer time to complete the assessment, or change the schedule or the way the time is organized.

13. Assessment during Distance Learning (When needed):

The ability to conduct consistent formative and summative assessments on a regular basis through Distance Learning provides valuable data to inform instruction and adapt the curriculum according to the students' needs and

the pace of their progress. It helps create responsible learners who are able to evaluate meeting their learning objectives with their teachers privately without peer pressure.

- Summative assessments during DL shall be valid and reliable; comprehensible by teachers, learners and parents; able to deal with a range of achievement levels; and free from adverse emotional impact on the learner.
- The learning platform shall provide real-time data reporting for assessments and shall provide tools to develop and deliver valid and reliable summative assessments.
- Through Learn Online, teachers shall be able to track, record, and assess student assignments, quizzes and exams. The system shall support the delivery of customized assessments (multiple choice, short answer, long answer, etc.) that are specifically designed to cater for every student, subject and grade.
- The platform also allows teachers to grade and add feedback to all their classwork activities/assignments/assessments and students are able to see the grade and feedback and can even add their comments and reply to the feedback of the teacher.
- Parents shall be able to access their children's activities and have a complete report (grades & feedback) for each subject so they follow up on their children's commitment and progress.
- The evaluation activities and tools shall be well constructed and contain a lot of features that the teacher and students can benefit from like timing, shuffling questions, weights, number of attempts, feedback, penalty feature, restriction, etc.
- Assignment and assessment calendars shall be structured to ensure that workload for students is manageable.
- The Grading book shall be divided in such a way that helps clarify a distinct evaluation of students' skills and not only content. This gives the opportunity to have an authentic evaluation that reflects each student's level especially in the Capstone Project described below:

12.1 Capstone Project

a) Definition:

The Capstone Project is a multidimensional assignment that targets G4-12 students. It is a way for our students to demonstrate the interpretation of skills, standards, and knowledge that they gained throughout the academic year by doing their own investigations and extending their understanding of the curriculum standards they have worked on during the year. The purpose of the project is to give students the opportunity to research, apply, analyze, synthesize, and evaluate knowledge and to demonstrate that knowledge in a project. The project

does not require any additional material or media. Students, however, are given the option to be innovative and creative with their presented material.

b) Rationale:

Capstone Project shall replace the regular end of semester summative assessment during the distance-learning period. This will allow students to acquire more research skills and media literacy than they do during their presence in the physical classroom.

Students will be asked to do research, submit assignments using different formats, use the information they find and apply it in different situations, and use their presentations skills to explain their work. As a final assessment, it will help them further develop these skills to critically assess how they would solve problems and present them in a culminating project that demonstrates their academic and intellectual experiences. This would also allow for a more advantageous and thorough testing of a student's acquisition of skills and knowledge than the standard exams.

In order to arrive at a more accurate and solid evaluation of student work, teachers would conduct interviews with their students of G5 –12 whereby they have a chance to present and defend their work. The interviews not only afford the students the opportunity to authenticate their work but also to elaborate and provide valuable insight and clear knowledge about their projects.

c) Structure:

The capstone projects shall be designed so that different structures exist. The following options shall be available:

- Single subject capstone: In this model, students would prepare a project for every subject separately. These subjects include Math, Science, English, Arabic and Social Studies. A list shall be created of topics from which the students can select and produce a project. All the selected topics shall relate to curriculum standards, the UAE culture and values, and 21st century skills that students learned throughout the year.
- Interdisciplinary capstone: In this model, students would prepare a project that integrates the three main English medium subjects. A list of topics shall be created that allow this integration to happen without compromising the standards learned throughout the year for each individual subject. In this model, students would prepare an Arabic capstone separately.

The project is divided into four parts:

- Introduction: In this part, students highlight to the reader what their project is about. They supply enough background information that helps the reader understand the nature and scope of the topic being investigated.
- Research: In this part, students present and interpret the data that they gathered through research after a thorough investigation.
- Reflection: In this part, students express how the capstone experience shaped their thinking and added to their learning
- Interview: In this part, students have the opportunity to defend and explain their work to their teachers in a live interview.

In all four parts, students are expected to use the following 21st Century Skills: Problem solving, communication and writing, critical thinking, creative and innovative, and information, media, and technology.

d) Implementation:

- The capstone projects topics and requirements shall be posted during the third week of May, to give students a window of 2 to 3 weeks to start submitting their assignments.
- "Advisory Sessions" will be scheduled during which teachers meet with the students to explain the project guidelines and rubrics that will be used to evaluate students' work.
- Schedules for submission and interview dates will be created and shared with students and parents.
- During the period of project preparation, live sessions will be dedicated for students of grades 4 to 12 with their teachers, to allow them the opportunity to ask questions related to their projects. Teachers also guide the students on how to submit quality work (for G4-12) and how to handle the interview (for G5-12).
- The interview: After each submission, students of grades 5 to 12 will sit for the scheduled individual interview with the teacher(s). This interview will usually be recorded for filing and quality assurance.

e) Grading:

Graded the capstone project shall be as follows:

- For grade 4 the project will be out of 100%.
- For grades 5-12, the submission will be out of 75% and the interview will be out of 25%. Combined together, they produced the grade of the capstone project.

A rubric for evaluating the projects shall be created in each subject. These rubrics will be shared with the students as a guideline to allow them to:

- know what is expected of them
- understand how they will be graded
- reflect on their work before submitting their projects

13 Definition of Terms

- **Accommodations:** an adjustment in the learning environment, strategies, or tools to allow students of determination to be engaged in a regular curriculum of the same grade level, in a different format or approach
- **Advanced Learning Plan (ALP):** an individual education plan that consists of extended learning targets designed to challenge gifted and talented students
- **Assessment – external:** evaluative tests given by an independent organization other than the school, intended to measure students' achievement and to externally validate their performance levels
- **Assessment – internal:** formative and summative assessment tasks and tools created by the school and its teachers
- **Assessment - self/ peer:** a process whereby students evaluate the quality of their own and others' work
- **Cognitive Abilities Test 4 (CAT4):** test of reasoning ability, not curriculum content
- **Individual Education Program (IEP):** an education plan consisting of learning outcomes, learning targets, set goals, checkpoints, and benchmark assessment results that meet the learning requirements and intervention for students of determination
- **Measures of Academic Progress (MAP):** a standardized testing program from the USA
- **Program for International Student Assessment (PISA):** a test of knowledge and skills for 15-year old students in reading, mathematics and science
- **Progress in International Reading Literacy Study (PIRLS):** a test of knowledge and skills for students in G4
- **Scholastic Assessment Test (SAT):** a curriculum-neutral, standardized test of reading, writing and mathematics for students in G11 or 12 in US curriculum schools
- **Trends in Mathematics and Science Study (TIMSS):** a test of mathematics and science for students in G4 and 8 conducted every four years

- **The New Group Reading Test (NGRT)** is a standardized, termly assessment that reliably measures reading skills against the national average to help you get to the root of any problems precisely and quickly.
- **International Benchmark Test (IBT)** is an internationally administered program of assessments to compare student performance globally. IBT allows individual performance to be tracked against international standards. The tests cover English, Mathematics, Reasoning, Science and Arabic Language.
- **EmSAT** is a national standardized computer- based testing system called the Emirates Standardized Test. The (EmSAT) is considered the first national computer – based benchmarking test built to measure skills independently of curriculum for grades (1-4-6-8-10-12).

Revision History:

Revision	Date	Description of changes	Requested By
0	20/06/2017	Initial Release	CAO
1	25/06/2018	General Review	School Principal
2	28/08/2019	General review, added Curriculum Coordinator's feedback, inclusion of Feedback, Grading and Reporting Procedures, Assessment Conflict Resolution moved to Communication Policy	School Principal
3	01/10/2020	Included a section titled "Assessment during Distance Learning"	E&C