FUTURE LEADERS
International Private School
Madinat Zayed, Muroor Road - Branch 2

Assessment Policy

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1-Introduction

Assessment plays a vital role in supporting high-quality teaching and learning across the school. It provides clear insight into students' performance and helps ensure that instructional practices align with curriculum expectations and academic standards.

This policy establishes a unified and consistent approach to assessment at Future Leaders International School – Branch 2 by outlining the principles, processes, and responsibilities that govern how assessment is designed, implemented, and monitored. It ensures that all stakeholders—teachers, leaders, students, and parents—share a common understanding of assessment expectations and how assessment contributes to student success and school improvement.

2-Purpose

Assessment is a deliberate and structured process of collecting, analyzing, interpreting, and reporting data regarding a student's progress and achievement over time. Various forms of assessment assist educators in gathering relevant information and utilizing appropriate data to inform decisions about students, learning outcomes, and instructional practices. A coherent and systematic approach to assessment is fundamental to the teaching and learning process.

3- Aims

At Future Leaders International School, through this policy, we aim to:

- Use several types of assessment information and triangulate data from multiple resources to inform and drive teaching and learning, ensuring that best practices are implemented through discussion and review.
- Use internal and international assessment data to ensure the validity and reliability of internal assessments.
- Monitor students' attainment and progress closely to inform curriculum review and refinement.
- Ensure that assessment enables all students to develop their potential.
- Ensure parents and students have a clear understanding of curriculum expectations.
- Provide opportunities for parents, students, and teachers to work collaboratively and understand shared accountabilities.

4– Effective Assessment

Assessment is ensured to be effective through appropriate processes that serve the following purposes:

- Identifying students' levels across different learning targets, such as knowledge, application, and reasoning.
- Identifying individual learners' needs.
- Determining starting points and setting expectations for all students, while tracking their achievement and progress over time.
- Diagnosing individual students' strengths and areas for improvement.
- Applying appropriate intervention strategies.
- Promoting deep learning by helping students develop self-regulation skills and actively involving them in their learning process.
- Continuously reflecting on assessment data to inform teaching and learning.
- Reporting student achievement based on evidence and shared understanding.

5– Assessment Goals

- To define students' knowledge, application, and reasoning.
- To identify students' strengths and areas for improvement.
- To inform curriculum design and planning.
- To identify students' educational needs and support them.
- To ensure attainment and progress.
- To create a clear learning profile that is useful for students, parents, and teachers.

II- Assessment Framework & Design (The What and How Much)

6– Assessment Framework:
The assessment framework at FLIS Branch 2 guarantees a consistent, rigorous, and inclusive approach to tracking students' progress. All assessments are aligned with curriculum standards and are based on the Knowledge, Application, and Reasoning (KAR) model to foster high levels of cognitive engagement. Through both formative and summative assessments—supported by regular moderation and data-driven interventions—we aim to continually improve student outcomes in alignment with ADEK and UAE National Agenda priorities.

6.1 Cognitive Demand Frameworks
To ensure that formative assessment design aligns with curriculum standards, the school mandates the use of established cognitive demand frameworks. These frameworks ensure that assessments measure the intended depth of learning.

6.1.1 KAR (Knowledge, Application, Reasoning):
This framework classifies the type of thinking required to complete a task,

ensuring that assessments progress students from simple knowledge recall to complex problem-solving and reasoning.

6.1.2 DOK (Depth of Knowledge):
This framework, developed by Norman Webb, describes the complexity of content engagement across four levels (DOK 1 to DOK 4), ensuring that tasks move beyond basic recall (DOK 1) to strategic thinking (DOK 3) and extended application (DOK 4), as appropriate for the learning outcome.

6.2 Assessment Design Structure (KAR/DOK Breakdown)
The assessment design is structured to ensure comprehensive coverage of all taught standards and adheres to the Knowledge, Application, and Reasoning (KAR) framework. Assessment items are distributed across varying levels of cognitive demand, aligned with Depth of Knowledge (DOK) levels, to promote rigor and higher-order thinking.

6.2.1 Knowledge-Based Questions (DOK Levels 1 and 2)
These questions account for 40% of the assessment. They focus on recall, foundational skills, and conceptual understanding. A variety of question formats are used, including multiple-choice questions (MCQs), matching questions (MQs), and labelling questions (LQs). Knowledge-based items may also include ordering (OQ), classification (CQ), completion and fill-in-the-blank (FIB), and true/false (T/F) question types.

6.2.2 Application-Based Questions (DOK Level 3)
These questions constitute 40% of the assessment. They require students to demonstrate deeper understanding through short-response formats, where they are expected to explain concepts, provide examples, analyze relationships, perform calculations, and interpret information using graphs or data sets.

6.2.3 Reasoning-Based Questions (DOK Level 4)
These questions represent 20% of the assessment and are designed to assess advanced cognitive skills. They include extended response questions (ERQs), structured essay questions, and problem-solving scenarios that require synthesis, justification, and critical analysis.

7– Grade Descriptors
7.1 At FLIS Branch 2, we use clearly defined grade descriptors to ensure objective and consistent evaluation of student performance. These descriptors are aligned with curriculum standards and are used to inform summative assessment grading, feedback, and reporting. The grading process is skill-based, where critical thinking, analysis, and the application of knowledge are measured using clearly defined criteria and rubrics. Teachers

use these descriptors during moderation to calibrate expectations and support fair and consistent assessment across all departments.

below level	A student performing at a lower level demonstrates limited understanding and struggles to apply concepts effectively, often making frequent errors and relying heavily on support with minimal independence. At the lowest performance level, the student fails to meet minimum standards, showing little or no understanding, with responses that are typically incomplete, inaccurate, or irrelevant.	below 65%
on level	A student showing a good understanding and application of concepts, with mostly accurate responses, occasional errors, and evidence of originality and effective communication. They can apply knowledge in familiar contexts; some gaps or inconsistencies are evident but meets requirements	65% to 74%
above level	A student performing at a high level demonstrates a thorough and in-depth understanding of concepts, applying knowledge creatively and independently while consistently producing accurate, well-structured, and insightful responses.	75% and above

7.3 This scale is used in all formative and summative assessments and serves as a guide for determining students' mastery of standards, which is directly linked to final grades. It provides the qualitative criteria used to determine the level of performance each student has achieved. Grade descriptors serve as the benchmark against which student work is assessed, ensuring that final grades are fair, consistent, and aligned with curriculum standards and with ADEK requirements and the school's assessment policy.

III– Assessment Types, Tools, and Scheduling

7– Types of Assessments at Future Leaders International School:

1. **Assessment for Learning:**
   This occurs throughout the learning process. It is designed to make each student's understanding visible so that teachers can determine what they need to do to help students progress.
2. **Assessment as Learning:**
   This focuses on students and emphasizes assessment as a process of

metacognition. Assessment as learning is based on the idea that learning is not simply the transfer of information from someone knowledgeable to someone who is not; rather, it is an active process of cognitive restructuring that occurs when individuals interact with new ideas.

3. **Assessment of Learning:**
   This refers to strategies designed to confirm what students know, demonstrate whether they have met the curriculum outcomes or the goals of their individualized programs, or certify proficiency and inform decisions about students' future pathways or placements.

All types of assessments aim to enhance students' achievement, self-efficacy, and personal responsibility. Assessment evaluates subject mastery through a variety of methods applied in a reflective context and involves teachers, students, and parents.

8.1 – Baseline Assessment

The purpose of baseline assessments is to establish a starting point or initial understanding of a student's knowledge, skills, and abilities at the beginning of the academic year. At FLIS Branch 2, these assessments are administered at the beginning of Terms 1 and 3 within the first three weeks. They are used to:

a. **Identify prior knowledge** to determine what students already know and where gaps exist.
b. **Inform instruction** by helping teachers plan and differentiate teaching strategies based on students' needs.
c. **Measure and track progress** and evaluate the effectiveness of instruction.
d. **Set benchmarks** to establish academic goals and provide a reference point for future performance.
e. **Personalize learning** by using collected data to create tailored learning plans that address individual student needs and maximize learning potential.

8.2 – Diagnostic Assessment

Assessment data is analyzed for diagnostic purposes to identify individual students' strengths and areas for improvement. When necessary, teachers may request more specific diagnostic assessments or a detailed analysis of needs from the SEN department. Additional assessments may be conducted on an individual basis.

8.3 – Cognitive Ability Test (CAT4)

The Cognitive Abilities Test (CAT4) is a standardized cognitive assessment mandated by the school and integrated into the standardized assessment schedule. It provides objective, validated data on students' cognitive abilities and learning potential, supporting the school's commitment to inclusive education. CAT4 results form a primary component in the proactive, evidence-based identification of students who require differentiated educational provision, including ALN students, documented learning difficulties, and students identified as candidates for the Gifted and Talented (G&T) program.

8.4 – Summative Assessment

(For grading guidelines, please refer to Appendix 3.)

Summative assessments serve as checkpoints administered at the end of a unit, chapter, or sequence of lessons. Their purpose is to determine students' progress relative to their initial attainment. The school uses several checkpoints and methods to help teachers create a detailed picture of students' attainment and achievement. Data and evidence collection is continuous throughout the learning process.

Summative assessments constitute **60%** of the total course grade for the year, ensuring that academic grades reflect students' mastery of learning outcomes.

Summative assessments may include:

- Written tests or quizzes
- Virtual lab reports
- Self-recorded tasks (e.g., reading or reciting)
- Performance tasks requiring students to construct a multi-faceted response, create a product, or deliver a demonstration

8.5 – Formative / Summative Quizzes

Types of Formative Assessments:

Type	Purpose	Timing	Example	Comments
Diagnostic Quizzes	Identify students' prior knowledge, misconceptions, or skill gaps before	At the start of a new unit or topic	A pre-lesson multiple-choice quiz on algebra basics.	

	instruction begins.			• **Not graded heavily** (if at all) • **Provide immediate feedback** • **Inform instructional decisions** • **Encourage student reflection** • **Target specific learning objectives**
Entry/Starter Quizzes	Activate prior knowledge and set the tone for learning.	At the beginning of a lesson	A short quiz on vocabulary words before reading a new text.	
Exit Ticket quizzes	Quickly check understanding of the day's learning objectives.	At the end of a class session.	A 3-question quiz assessing a newly taught math concept	
Online Interactive Quizzes	Engage students in learning while providing immediate feedback.	all times tools: Kahoot, Quizizz, Google Forms, Socrative.	A timed vocabulary matching game using an app.	
Peer-Assessment Quizzes	Help students evaluate each other's responses based on criteria or rubrics.	After completion of a quiz.	Students swap papers and use a checklist to give feedback.	
Self-Assessment Quizzes	Allow students to reflect on their own understanding.	Any time during the learning process.	Students mark their own answers using a rubric or answer key.	
Mini-Quizzes During Instruction	Monitor understanding in real-time.	Embedded within the lesson.	A two-question quiz after a video segment or	

			reading passage.	

Types of Summative Assessments

type	Purpose
End-of-Unit Quiz	Evaluate unit mastery
Midterm/End-of-Term Quiz	Assess long-term knowledge retention
Benchmark Quiz	Measure against grade-level standards
Final Review Quiz	Summarize and review content for final grading

8.6 – Assignments at FLIS Branch 2

Assignments are tasks or activities given by a teacher to students for the purpose of:

- Reinforcing learning
- Practicing new skills
- Assessing understanding
- Promoting independent thinking and creativity

Assignments at FLIS Branch 2 are designed to help students apply what they have learned, develop subject-specific skills, and demonstrate progress toward learning objectives or academic standards.

Students complete assignments by engaging with the task, applying what they have learned, and following the instructions provided by the teacher. This process helps them develop essential academic skills, including research, critical thinking, organization, time management, and self-assessment.

8.6.1 – Expected Steps Students Typically Follow to Complete Assignments

1. **Understand the Task**
    - Read or listen carefully to the instructions.
    - Identify the purpose (e.g., to inform, analyze, or solve a problem).
    - Ask questions if anything is unclear.
2. **Plan the Work**
    - Break the task into smaller steps.
    - Set goals and manage time.
    - Gather any needed materials (books, tools, devices).

3. **Research or Review Information**
    - Read class notes or textbooks, or use reliable online resources.
    - Organize relevant facts, data, or arguments.
4. **Complete the Task**
    - Write, solve, design, or present according to the assignment type.
    - Follow any formatting or structural requirements (e.g., essay format, word count).
5. **Review and Edit**
    - Check for accuracy, completeness, grammar, and clarity.
    - Ensure the assignment meets all criteria or rubric expectations.
6. **Submit the Assignment**
    - Submit the work on time, either as a printed document, physical project, or digital upload (e.g., class folder).
7. **Reflect and Respond to Feedback**
    - Review teacher comments and grades.
    - Identify what was done well and areas for improvement.

8.6.2 – Tools and Resources Students May Use

- Textbooks, notebooks, or class materials
- Digital tools (Microsoft Teams, PowerPoint, educational apps)
- Group collaboration tools (Zoom, Padlet, etc.)

8.7 – Performance Skills at FLIS Branch 2

Performance skills encompass the competencies students demonstrate when applying acquired knowledge in real-world, practical, or task-oriented contexts. These skills extend beyond the recall of information; they reflect a student's ability to perform, create, communicate, and solve problems effectively using their understanding of the subject matter.

As part of the learning process, students are provided with a selection of topics to research and develop. They are expected to work within a clearly defined timeline under the guidance of the teacher. Throughout the process, students are encouraged to consistently refer to the assessment rubric to ensure their work aligns with the specified criteria and performance expectations.

Skill	Description
Communication	Clearly expressing ideas through speaking, writing, or visual media
Collaboration	Working effectively with others to complete a task or solve a problem
Critical Thinking	Analyzing, evaluating, and reasoning to make decisions or solve problems

Skill	Description
Creativity	Using imagination and innovation to produce original work or ideas
Presentation Skills	Organizing and delivering information confidently in front of an audience
Time Management	Planning and organizing time efficiently to complete tasks
Adaptability	Responding flexibly to new challenges, situations, or feedback
Self-Reflection	Evaluating one's own work and learning process to improve performance

8.7.1- Students Use Performance Skills When They:

- Give an oral or multimedia presentation
- Perform in a debate, skit, or speech
- Complete a science experiment or STEM task
- Engage in group projects or role-plays
- Write and present a research report
- Solve real-life problem-solving tasks.

8.8- External and Standardized Tests (The "Benchmarks")

8.8.1- Standardized Tests

- SAT-I tests and TOEFL/IELTS test data will be used to measure the student's achievement by the end of grade 12.
- All grade 12 arab students are required to take the Ministry of Education test in Arabic to measure the student's competency.
- All grade 12 muslim students are required to take the Ministry of Education Common examination for Islamic studies.

8.8.2- External Examinations

1. Measure of Academic Progress, NWEA MAP, a US curriculum-based assessment, is conducted to provide essential information about what each student knows and is ready to learn. It measures individual student progress and growth. MAP will be administered a minimum of two times for Grades 3 to 9 within an academic year –Fall and Spring. The test is conducted yearly; the analysis of the data serves as a guiding line for planning and paths for growth.
2. PISA Exam: The Programme for International Student Assessment (PISA) is a global study conducted by the Organization for Economic Co-operation and Development (OECD) that evaluates the academic performance of 15-year-old students across various countries. PISA assesses students' abilities in reading, mathematics, and science,

focusing on how effectively they can apply their knowledge to real-world situations.

3. PIRLS: The Progress in International Reading Literacy Study (PIRLS) is a global assessment conducted every five years by the International Association for the Evaluation of Educational Achievement (IEA) to evaluate the reading comprehension skills of fourth-grade students. It gathers data on students' reading abilities, their attitudes, and the educational practices that influence their literacy development.
4. TIMSS: The Trends in International Mathematics and Science Study (TIMSS) is a global assessment conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA). It assesses the mathematics and science knowledge of students in grades 4 and 8, offering valuable insights into educational practices and student achievement among participating countries.

9-Assessment Calendar

The school is committed to developing and publishing a comprehensive annual Assessment Calendar at the beginning of each academic year, outlining all scheduled internal and external assessments across all grades and phases. The calendar must be communicated to all relevant stakeholders, including students, parents, and both academic and administrative staff, through the school's approved official communication channels.

The Assessment Calendar must include the following:

- The dates of formative and summative assessments for each term.
- Schedules for standardized and external assessments (e.g., MAP, CAT4, PIRLS, TIMSS, and others as applicable).
- Reporting periods for academic progress updates and grade issuance to parents.
- Any significant changes or updates to assessments, which must be communicated clearly and in advance to ensure student readiness and continuity of learning.

All academic departments are responsible for adhering to the approved calendar when conducting assessments, and for reviewing any proposed changes in coordination with the school leadership prior to approval and communication.

10- Collaborative Dialogue and Moderation

10.1- Collaborative Dialogue

At FLIS Branch 2, all PreKg-12 departments should actively engage in collaborative dialogue and establish essential agreements to define key terms and discuss effective assessment practices, thereby ensuring consistent inter-

rater reliability across the school. These discussions should prioritize student progress and achievement, equitable assessment practices, the importance of formative assessments, and clear communication with both parents and students. Subject Leads are encouraged to participate in collegial conversations about student learning outcomes to identify and address areas needing additional support. K-12 subject leads are responsible for ensuring that all assessments align with the required standards of rigor, depth of knowledge, and cognitive complexity. Additionally, assessments should go through a moderation process to improve inter-rater reliability and ensure that predicted grades are justified and accurately reflect the students' cumulative body of work.

10.2- Assessment Review and Alignment Check for Quality Assurance

- **Teachers' Responsibility**
  It is the responsibility of the teacher, in collaboration with parallel teachers, to complete the *Assessment Alignment Framework Grid* before its submission to the subject lead for review and improvement. This process is critical to ensuring coherent alignment between learning standards, assessment categories, Depth of Knowledge (DOK) levels, and the degrees of difficulty. *(Refer to Appendix 1).*
- **Subject Lead's Responsibility**
  The subject lead is responsible for completing the *Assessment Review and Alignment Check Report* to ensure full alignment and to uphold quality assurance standards across all assessment components. *(Refer to Appendix 2)*

10.3- Standardization and Moderation Guidelines

Standardization and moderation are ongoing processes. All departments are required to standardize tasks from creation to grading. Teachers must use standardized Rubrics and marking criteria during all documented moderation sessions to collectively ensure the consistency, validity, and reliability of grading judgments across parallel classes and grade levels.

Leads ask teachers and peers to select examples of high, medium, and low grades to check for consistency. For instance, after grading a few completed tasks, parallel teachers receive three leveled samples of exams to grade side by side and compare results. Teachers will then discuss grading issues and use the outcomes to standardize an ongoing, consistent approach to grading.

The lead teacher selects additional assessments to be moderated, as well as the moderators for these assessments. To facilitate this process, all assessments should be marked within two days of completion.

- The class teacher collects and grades their students` work using the criterion objectives selected using the standardization process.
- For formative and summative assessments, grading with feedback should occur within 2 days of the assessment completion.

- The lead teacher checks the exam correction validity and assigns teachers a selection of assessments to be moderated.
- Teachers who have received the assessments for moderation have 2 days (unless a longer time is mutually agreed in special cases) to grade and comment on the work they have been given, ready to discuss at a moderation meeting.
- All teachers meet in a department meeting, or at a mutually agreed upon different time if there are report deadlines to be met or national holidays, and go through the grades they have given, justifying their reasons.

11. Data and Evidence Collection

- At FLIS Branch 2, using information collected from a variety of assessment instruments over time helps the teachers to create a detailed picture of students' progress and achievement.
- The data is plugged into the school management system. The data provides the teachers with information that informs teaching and learning processes. Data and evidence gathering are continuous throughout the learning process. The evidence is kept in the form of assessment files for individual students, teachers' records, samples of assessments, assessment results, DLPs, students' journals/books, teacher feedback, and target tracker forms.

12- Recording Data

Recording data is a vital process. The data is plugged into the school management system. Records of assessment are evidence that assessment has taken place. Records provide the basis for forming judgments about student performance, assessing the reliability of the tasks, and monitoring student progress. Recording helps teachers reflect on their practices.

13-Data Analysis

The data analysis process takes place after the assessment to create a pattern about the student's attainment and progress. Processes are in place in FLIS Branch 2 to ensure that staff can effectively analyze and interpret data. Data reflection and self-evaluation processes on students' growth over time, class against cohort information, and cohort against the system are essential to inform teaching and learning.

The focus is on individual needs along with curriculum expectations. Appropriate assessment is essential to ensure teachers' knowledge of their students' levels and how they can plan and implement appropriate strategies to improve learning. Individual plans or relevant interventions are required to promote student's attainment and progress.

We believe that students learn best when they are involved in their learning process.
Regular positive constructive feedback promotes students' self-regulation. Therefore, they learn how to learn better, improve the quality of their learning, and set goals for themselves. Reflection tasks help the students to improve metacognitive awareness which leads to effective learning.

14- Monitoring and Tracking Progress

Regular focused monitoring and tracking of student progress is essential. Subject teachers, learning support teachers, and administration meet regularly to monitor students' progress and set appropriate plans to identify students. Tracking procedures using color- coded reports and timelines are implemented to ensure all assessment information is up-to-date, accurate, and accessible to all stakeholders.

15- Executive Assessment Procedures

15.1- Grading Guidelines

Grading guidelines are clearly defined for each component of the assessment to ensure consistency, transparency, and alignment with academic standards.

- Each component is evaluated based on a rubric or scoring scheme that specifies key indicators of success, while considering the cognitive demands of the task (recall, application, reasoning).
- The marking process is standardized across grade levels and subject areas to ensure fairness and reliability.
- Exclusion of Non-Academic Elements: Final academic grades must solely reflect student achievement and mastery of curriculum standards. Non-academic factors (such as effort and participation) are excluded from the final grade calculation and must be reported separately.
- Assessment Components in each subject include: Defined components (homework, projects, tests), subject-specific rubrics, and clear grade descriptors (A, B, C, D, F).

15.2- The Test-Reteach-Retest Policy

This policy is implemented to ensure that all students achieve mastery of academic standards, following these steps:

1. Reporting Results: Teachers are required to evaluate and return results within 48 hours of the assessment administration to provide immediate feedback.
2. Targeted Reteaching: If a student does not achieve the expected proficiency level, a structured reteaching phase is initiated, extending

for five instructional days. This intervention focuses on addressing identified areas of difficulty.
3. Retest Administration: Following the reteaching period, a retest is administered to assess the student's progress.

The full Test-Reteach-Retest cycle must be completed within seven school days from the initial test administration date.

15.3- Cycle 3 Grading Requirements (Grades 9-12)
The following requirements are mandatory for the reporting and management of academic achievement for students in Cycle 3 (Grades 9-12) to support post-secondary planning and university admissions:

1. Credit Accumulation System: The school must maintain a comprehensive Credit Accumulation System that accurately tracks course completion and credits earned by each student, in accordance with US Curriculum graduation requirements.
2. Transcripts and Reporting: All official student transcripts and academic reports must clearly present grades using both the percentage scale and the equivalent 4.0 Grade Point Average (GPA) scale to meet external reporting standards.

16 – Student Progress Reporting
FLIS Branch 2 is committed to issuing regular, accurate, and comprehensive reports that clearly communicate each student's academic progress and personal development. Reporting practices are aligned with ADEK requirements and ensure transparent communication between the school and families.

The reporting process includes:

- **Term Reports:** One official report is issued each term (three per academic year). These reports outline academic achievement, examination results, progress over time, and detailed teacher feedback.
- **Progress Reports:** Subject teachers prepare and share progress reports to provide ongoing communication about students' performance between formal reporting periods.
- **Secure Distribution of Reports:** All reports are shared with parents through safe, confidential, and approved school communication channels.
- **Parent–Teacher Meetings:** Meetings are held twice each term to review students' progress, discuss strengths and areas for improvement, and address any concerns collaboratively.
- **Individual Meetings:** Depending upon teacher's or parent's request.

Each report provides clear information on:

- Academic performance
- Strengths and areas for improvement
- Behavior and values
- Attendance records
- Adherence to UAE core subject grading requirements

Requirements for UAE Core Subjects:
This includes adherence to UAE Ministry requirements for Arabic, Islamic Education, Social Studies and Moral Education, as well as the proper documentation of accommodations provided to students with additional learning needs.

The school is committed to strengthening communication with parents and ensuring the provision of accurate, reliable data that supports student learning and informs educational decision-making.

17- Marks Breakdown
All assessments that are completed in school and not sent off for external marking are considered internal assessments. These consist of formative and summative assessments and help inform teaching and learning, they also allow the school to communicate to parents about student progress and attainment.

17.1- Passing Marks
- In Grades 1-8, the passing mark is 50%
- In grades 9 -12, the passing mark is 60%.

18 – Assessment for Students with Additional Learning Needs (ALN)
FLIS Branch 2 is committed to ensuring that students with Additional Learning Needs (ALN) are provided with equitable, fair, and fully accessible assessment opportunities. Assessment practices for ALN students adhere to ADEK's Inclusion Framework and ensure that all learners are able to demonstrate their knowledge, skills, and progress under appropriate conditions.

The implementation of inclusive assessment practices is a shared responsibility involving department heads, classroom teachers, the ALN team, and school leadership. The following provisions are applied based on the student's individualized plan (DLP) and documented evidence of need:

• Accommodations
Adjustments to the assessment environment or process that do not change the learning expectations, including:

- Extended time
- Small-group or separate testing room
- Frequent supervised breaks
- Assistive technology (text-to-speech tools, enlarged print, digital devices)
- Provision of a reader or scribe where appropriate
- Modified seating or environment to reduce sensory overload

• Modifications

When required, assessment content or expectations may be adjusted to align with the student's current learning level while maintaining academic rigor. Examples include:

- Simplified questions or reduced number of items
- Adjusted language complexity
- Alternative formats such as oral responses, visual supports, or project-based tasks

• Collaboration with the ALN Team

Teachers coordinate with the ALN department to:

- Confirm approved accommodations
- Prepare modified or assisted assessments
- Monitor compliance with the student's plan
- Ensure that all provisions are recorded and applied consistently

• Documentation and Compliance

All accommodations and modifications must be:

- Specified in the Documented Learning Plan (DLP)
- Documented before assessment administration
- Communicated to invigilators and relevant staff
- Reviewed regularly through student progress meetings

• Inclusive Assessment Principles

The school ensures that ALN students:

- Are assessed in a fair, supportive, and inclusive manner
- Receive equal opportunities to demonstrate their learning
- Are provided conditions that reflect their learning needs
- Are assessed in accordance with ADEK policies and UAE legal requirements

These provisions ensure that assessment practices at FLIS Branch 2 uphold equity, access, and fairness, enabling every student to succeed and participate meaningfully in their educational journey.

19 – Academic Integrity

FLIS Branch 2 is committed to maintaining the highest standards of academic integrity across all assessment practices. The school implements comprehensive measures to ensure the security, fairness, and credibility of all assessments.

To uphold academic honesty:

- **Assessment Security:** All examination materials are securely stored, handled, and distributed in accordance with school protocols. Teachers and invigilators follow strict procedures to maintain confidentiality and prevent unauthorized access to exam papers.
- **Supervised Testing Environments:** All assessments are conducted under controlled and supervised conditions. Invigilators ensure that students follow examination rules and maintain appropriate behavior throughout the session.
- **Integrity Awareness:** Students receive regular training on academic integrity, including clear definitions of plagiarism, collusion, cheating, fabrication, and misuse of digital tools.
- **Misconduct Procedures:** Any breach of academic integrity is addressed through transparent disciplinary procedures. Violations are documented, reported to leadership, and handled consistently across departments. Consequences may include score invalidation, resubmission requirements, or further disciplinary action depending on severity.
- **Absence and Retest Protocols:** Students who miss assessments must follow the school's retest and absence policy, which requires valid justification and approval from school leadership. Retests follow the same integrity and supervision standards as original assessments.
- **Late Submission Guidelines:** Late submission of assignments or coursework is managed according to school-wide expectations to ensure fairness and accountability, with consequences clearly communicated to students and parents.

These measures ensure that all assessment results accurately reflect students' true performance and uphold the principles of fairness, consistency, and equity in alignment with ADEK standards.

20- Responsibilities

- **Homeroom teachers and subject teachers** have the ultimate responsibility for the assessment of students' work.
- **Subject Lead Teachers and Head of Sections** are responsible for ensuring that all assessments are conducted appropriately and following policy guidelines. This includes overseeing the quality of assessment questions and ensuring they align with the established assessment framework criteria. Additionally, they are tasked with

regularly reviewing and monitoring the effectiveness of assessment practices. One of their primary responsibilities is to provide advice and support to staff on effective assessment strategies and maintaining high standards of assessment quality

- **Head of Sections and Senior Leaders** are responsible for maintaining assessment standards through various activities, including analyzing data and reports from the school management system, moderating assessments, providing guidance to students, conducting learning walks, and observing classroom practices.
- **Invigilators'** responsibilities are to ensure smooth running of the examinations; all invigilators are expected to abide by regulations and guidelines. This means that invigilators do the following:
    - Respect the examination schedule by starting the exam on time.
    - Ensure that no student leaves the examination room until three-quarters of the allotted time has passed.
    - Record the names of absent students on the designated forms and examination envelopes.
    - Ensure that each student signs their name when submitting their test paper.
    - Refrain from engaging in personal activities such as reading or grading during the examination.
    - Move around the room to actively monitor students, avoiding remaining seated for prolonged periods.
    - Submit all completed test papers to the Test Coordinator immediately after the exam concludes.
- **As for all teachers, it is expected that:**
    - Teachers are not permitted to enter the examination halls on the day their subject is being examined. Only Coordinators are authorized to enter the examination halls.
    - Examination results must not be disclosed to students or parents without prior approval from the Principal.
    - All test papers must be graded at school on the same day the exam is administered. Therefore, teachers responsible for the exam are required to remain at school until grading is completed.
    - Exams must be graded and submitted to the Subject Coordinators within 24 hours of the exam.
    - Corrected exams and their corresponding marks must be reviewed, verified, and finalized by the Subject Coordinators before being submitted to the administration

21- Guidelines

1. Final Tests Guidelines for Students

- Students are required to arrive at school by 7:30 a.m., and the prescribed school uniform must be worn.

- In cases of tardiness up to a maximum of 10 minutes, approval from the administration is necessary for the student to be granted entry into the examination hall.
- Students must ensure they bring all required materials for the examination, such as pens, calculators, and geometric sets.
- Books, notebooks, or any other materials related to the exam are strictly prohibited in the examination hall.
- The use of mobile phones is strictly forbidden within the examination hall.
- Food and beverages are not permitted in the examination hall.
- Students must sit in their designated seats according to the seating plan. Changes in seating are only allowed with the permission of the Invigilator or Academic Supervisor.
- A quiet and peaceful environment must be maintained in the examination hall at all times.
- Upon receiving the test booklet, students must complete all personal information on the cover page and verify the number of pages in the booklet.
- Only blue or black ink pens are allowed for students in grades 6–12.
- Students must remain in the examination hall and review their test papers until three-quarters of the allotted time has passed.
- Questions may only be directed to the subject coordinator or their appointed replacement. Students are not permitted to ask questions of invigilators or converse with peers.
- Any form of cheating or attempt to cheat will result in disciplinary action taken by the administration

2. The Absence Policy:

- Regular attendance is a fundamental requirement for evaluating a student's academic performance. Absences are permitted only with a valid medical reason or another acceptable excuse.
- Students are eligible to sit for the end-of-term examination if they attend punctually.
- In cases where a student misses one of the three end-of-term examinations, their final mark will be calculated based on the average of the two completed examinations, provided that their reason for absence is accepted by the administration.
- A student will not be permitted to take the end-of-term examination if they have been absent without an approved excuse for more than 15 days in a term. Only the grades from terms with valid attendance will be considered.

3. End of Term Test Protocol

Exams that are scheduled at the end of each term are issued by the school administration.
A copy of the schedule is shared with parents along with a study guide two weeks in advance.

4. **Test Day Procedures:**

The following should be observed:

- Students are required to arrive at the school prior to the commencement of the examination.
- A calm and secure environment must be maintained within the examination hall.
- Appropriate support should be provided to ensure that students can complete the examination comfortably.
- Students who arrive late must first report to the administration. Entry to the examination hall will only be granted if the administration deems the reason for tardiness acceptable.
- The administration reserves the right to take suitable action in cases of student absenteeism.
- The administration retains the authority to address instances of disruptive behavior or academic dishonesty during the examination.
- Students are not permitted to leave the examination hall until three-quarters of the allotted examination time has passed

22-Financing and Fees for External Assessments

The School is committed to providing equitable access to diagnostic and cognitive profiling tools for all eligible students. Accordingly, Future Leaders International School shall bear all costs associated with the administration of school-selected, non-mandatory external assessments, including, but not limited to, the Cognitive Ability Test (CAT4) and the ACER-IBT or Ei-ASSET standardized assessments. The school is committed not to levy any fees upon parents or guardians for the registration or administration of these specific school-mandated external assessments.

23- Policy Review and Approval

This policy is subject to an annual and systematic review and governance process. The Assessment Policy must be reviewed at least once every academic year to ensure continued alignment with the requirements of the Abu Dhabi Department of Education and Knowledge (ADEK) and the school's educational objectives. The policy must be formally approved by the School Governing Board to ensure adherence to high standards of governance and alignment with the school's expected educational outcomes.

To ensure consistency, validity, and reliability of grading a moderation log will be kept with the Vice Principal for tracking purposes.

Moderation Log Form

Date	Subject	Assessment Title	Teacher(s)	Moderation Type	Findings/Comments	Action Taken	Signatures

Appendices

Appendix 1 - Assessment Template

Student Name:	eSIS Number:
Teacher:	Section:

Instructions to candidates:

- Do not open this examination paper until instructed to do so.
- When told to do so, count the number of pages, and match it to the number given below.
- The number of marks is given in brackets ( ) at the end of each question.
- Answer all the questions.
- The maximum mark for this examination paper is **() points.**
- The duration of this examination is **() minutes.**

Standards

The work on this exam is my own and I will not use any outside sources or people to help me, nor will I assist anyone else.

Student Signature

Question Number	**Standard Code**	**Exam Item Type Categories**				**Depth of Knowledge (DOK) Level**				**Time (min)**	**Grade**	**Achieved Grade**
		1 MCQ LQ MQ	**2 OQ CQ FIB T& F**	**3 SRQ**	**4 ERQ EQ PSQ**	**1**	**2**	**3**	**4**			

Appendix 2 - Assessment Review and Alignment Check

School Name	Term	Grade	Subject	Review Date	Reviewer

Section I: Assessment Item Analysis and Standards Alignment

Question Number	Standard (CCSS/NGSS)	Exam Item Type	DOK	Difficulty Level	Estimated time (min)	Points/Score

Section II: Comprehensive Assessment Evaluation

Domain	Met	Not Met	Items	comments
Alignment With Curriculum Sandards			Assessment covers priority learning targets	
			Sufficient number of items to measure each learning target	
			Sequencing of items aligns with learning progression	
			Success criteria are clear and specific for each target	
Variety of questions And Content			Balance Between selected response and constructed response items	
			Appropriate range of difficulty level levels	
			Variety of cognitive levels Remember, understand, apply, analyze, evaluate, create	
			Balance distribution of points across items and targets	
Construction And Technical Quality			Items written in clear, age-appropriate language	

			Directions and instructions are specific and clear	
			Free from grammatical and typographical Errors	
			correct Use of academic terminology	
			Visuals And graphics are clear(If applicable)	
Answer Keys And Scoring Guides			Model answers provided for all items	
			Detailed scoring rubric for constructive response items	
			Clear evaluation criteria for tasks	
Inclusivity And Student Accommodations			Assessment accounts for individual differences	
			Free from cultural Or social bias	
			Accommodations available for students with special needs	
			Appropriate time and location	

Section III: Findings and Recommendations

Strengths	Opportunities for Improvement

Appendix 3 – Accommodations and Modification

	Accommodations	Modifications
Definition	Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do. Accommodations can include changes in the following: • presentation of a lesson • instructional strategies • student response format and • procedures • time/scheduling • environment • equipment • assignment structure • paper/pencil	Modifications are changes in what a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences. Modifications include changes in the following: • instructional level • content/curriculum • performance criteria • assignment structure • paper/pencil
Classroom instruction	Accommodations can help students learn the same material as their peers. This allows them to meet the same expectations. A student with dyslexia, for example, might listen to an audio version of a book. But it's still the same book that the rest of the class is reading. Likewise, a student who has trouble focusing might get seated next to the teacher, but still has to do all the regular class assignments.	Students who are far behind their peers may need changes to the curriculum they're learning. These are called modifications. For example, a student could be assigned shorter or easier reading assignments, or homework that's different from the rest of the class. In addition, some students on DLPs may have environmental needs such as calm space or sensory balls. Students who receive modifications are not expected to learn the same material as their classmates
Classroom Assessments	Classroom Assessments Accommodations for testing can be different from those used for teaching. For example, using spellcheck might help a student with writing difficulties take notes during class. However, it wouldn't be appropriate during a weekly spelling test. At the same time, this student might benefit from having extra time to complete the spelling test or using a keyboard if the physical act of writing is difficult.	Modifications in testing often mean that a student covers less material—or material that is less complex. For example, a spelling test may require the class to study 20 words. However, a student with modifications might only have to study 10 of them. Or there might be two different lists of spelling words. With a modification, what the student is tested on is different.

Appendix 5 – Moderation Form

Moderation Form

Date:	Subject:
Teacher:	Grade:
Moderator:	
Type of Assessment:	

Steps				
Check Tasks	Authentic	Relevant	Aligned to Standards	Designed to allow opportunities

				for all levels to be awarded
Check Rubric	Correct year level rubric		Includes task specific clarification	
Moderate	Moderate leveled samples and reflect on how achievement levels are being awarded – standardization of assessment.			
Reflect	What are the next steps?			

Sample	Teacher (Granted Level and justification)	Moderator (Granted Level and justification)	Notes
Sample 1: Failing to meet Standards			• Generous • Appropriate • Rigid
Sample 2: Approaching Standards			• Generous • Appropriate • Rigid
Sample 3: Meeting Standards			• Generous • Appropriate • Rigid
Sample 4: Exceeding Standards			• Generous • Appropriate • Rigid

Appendix 6 – Grading Scale

Significantly Above Standards	
US Curriculum 85-100%	**MOE Curriculum 90-100%**
Above Standards	
US Curriculum 75-84%	**MOE Curriculum 80-89%**
Meeting Standards	
US Curriculum 65-74%	**MOE Curriculum 70-79%**
Approaching Standards	
US Curriculum 60-64%	**MOE Curriculum 50-69%**
Emerging	
US Curriculum 0-59%	**MOE Curriculum 0-49%**

Grade	Min %	Max %	Descriptor	What does this mean?	Grade Point Value
A+	97	100	Significantly above	Students at this level consistently demonstrate understanding above the grade expected standards	4.00
A	94	96			4.00
A-	90	93			3.70
B+	87	89	Above	Students at this level consistently demonstrate mastery of all of the grade expected standards and occasionally work above.	3.30
B	84	86			3.00
B-	80	83			2.70
C+	77	79	Meeting	Students at this level demonstrate mastery of most of the grade expected standards.	2.30
C	74	76			2.00
C-	70	73			1.70
D+	67	69	Approaching	Students at this level demonstrate an understanding of some of the grade expected standards.	1.30
D	64	66			1.00
D-	60	63			1.00
F	0	59	Emerging	Students at this level have not shown evidence of meeting the grade expected standards.	0.00

This is informed by the ADEK requirements for all US Curriculum Schools to set 65% as the benchmark for students considered to be 'meeting' grade expectations and 75% as the benchmark for students to be considered 'above' grade expectations

Appendix 7 – MAP normative data

2025 reading student achievement norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	138	9	146	11	152	13
1	155	13	163	14	168	16
2	170	17	177	17	182	17
3	185	18	190	18	194	18
4	196	18	199	18	202	18
5	204	17	206	17	208	17
6	209	17	211	17	212	17
7	212	17	214	17	215	17
8	216	17	217	17	218	17
9	216	18	217	18	217	18
10	218	18	218	18	218	18
11	218	18	218	18	218	19
12	218	19	217	19	216	19

2025 mathematics student achievement norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141	12	151	13	158	13
1	159	13	168	14	175	14
2	173	15	181	16	187	16
3	184	16	193	16	199	17
4	197	16	204	17	210	18
5	206	16	212	17	216	18
6	210	16	216	17	220	18
7	217	17	221	18	224	19
8	222	18	226	19	229	20
9	225	18	227	19	229	21
10	227	19	229	20	231	22
11	229	20	231	22	233	23
12	228	21	230	22	231	23

2025 language usage student achievement norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	170	17	178	16	183	17
3	184	17	190	17	193	17
4	195	17	198	16	201	16
5	202	16	205	16	207	16
6	206	16	209	16	210	16
7	210	16	212	16	213	16
8	214	16	215	16	217	16
9	214	17	215	17	216	17
10	216	17	217	17	217	17
11	218	17	218	17	218	18

2025 general science student achievement norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	176	14	181	13	185	13
3	187	13	191	13	194	13
4	195	13	198	13	200	13
5	201	13	204	13	207	14
6	204	13	206	13	207	14
7	207	14	209	14	210	14
8	210	14	211	15	213	15
9	212	13	213	14	213	15
10	213	13	214	14	215	15