Assessment and Reporting Policy

2026-2027

1. Policy Purpose

Assessment is the purposeful and systematic process of gathering, analysing, interpreting and reporting information about a student's progress and achievement overtime. All forms of assessment are used to support teachers in gathering information and using appropriate data to drive decisions about atudents, learning and pedagogy. A coherent, systamatic approach to assessment is an integral part of the teaching and learning process.

Applicability This policy applies for all students from Pre-K to Grade 12

Alignment with Quality Assurance Standards

At FLIS-Rabdan, our assessment policy is aligned with recognized quality assurance standards to ensure consistency, rigor, and accountability across all academic and non-academic domains. All internal and external assessments are grounded in internationally recognized frameworks, including the Common Core State Standards (CCSS) for English, Mathematics, Art, Physical Education, ICT, and Music, the Next Generation Science Standards (NGSS) for Science, and the AERO standards for Social Studies. For Ministry subjects—Arabic, Islamic Education, Social Studies, and Moral Education—we follow the UAE Ministry of Education curriculum standards. Our assessment practices are also informed by the UAE School Inspection Framework, the UAE Student Competency Framework, and the New England Association of Schools and Colleges (NEASC) accreditation standards. This alignment ensures that assessment at FLIS-Rabdan is purposeful, valid, and capable of supporting continuous school improvement and high-quality student outcomes.

Assessment Goals

- To define what the students knowledge, application and reasoning.
- To identify students' strengths and weaknesses.
- To inform currciulum and planning.
- To identify students' educational needs and support them.
- To ensure attainment and progress.
- To create clear student's learning profile that is useful for students, parents and teachers.
- To align all assessments with ADEK's Learning and Assessment Framework domains — Knowledge, Application, and Reasoning — in order to promote higher-order cognitive skills and ensure rigor and coherence across all grade levels

Effective Assessment

Assessment is ensured to be effective and appropriate processes are in place for the following purposes:

- Identifying the students' level at different learning targets such as knowledge, application and reasoning.
- Identifying an individual learners' needs
- Identifying starting points and setting expectations for all students and tracking the students' achievement and progress overtime
- Diagnosing individual student's strengths and difficulties
- Applying appropriate intervention strategies
- Promoting deep learning by helping the students to develop self-regulation skills and involving them in their learning process
- Reflecting the cognitive rigor identified in the grade level standards
- Reflecting continuously on assessment data to inform teaching and learning process
- Reporting student achievement based on evidence and shared understanding

2. Aims

At FLIS-Rabdan through the assessment policy we aim to:

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

3. External Assessment- Mandated External Assessment

FLIS-Rabdan is fully committed to the implementation of all ADEK-mandated external assessments across the designated target grades, in full compliance with regulatory requirements. These assessments are essential for monitoring student progress, measuring achievement against national and international benchmarks, and informing ongoing instructional improvement. The school uses assessment data effectively to track learning outcomes and to meet or exceed ADEK's expected performance targets.

FLIS-Rabdan also ensures full participation of all students in these assessments. A clear process is in place to monitor student attendance during testing periods and to organize make-up sessions for students absent due to valid reasons. No student will be exempt from participating in required external assessments without prior written approval from ADEK.

In line with ADEK policy, the school covers all costs associated with the administration of mandated external assessments, including standardized benchmark exams and international assessments. Parents are not required to pay any additional fees related to these assessments. All external assessments (e.g., MAP, ABT) are conducted in accordance with the test providers' administration and invigilation protocols to ensure integrity, consistency, and fairness. In compliance with ADEK requirements, the school submits the complete annual assessment calendar to the ADEK Assessment Module at least one week prior to the start of each academic year.

Furthermore, FLIS-Rabdan is fully committed to participating in any ADEK-mandated international studies such as PISA, TIMSS, PIRLS, or similar initiatives. If selected, the school will fully cooperate with all administration requirements, provide appropriate support for students and staff, and ensure secure and accurate implementation. After the administration of such assessments, the school will thoroughly analyze the results and engage relevant stakeholders—including staff, students, and parents—in developing school-wide improvement strategies aligned with the targets and recommendations of these international benchmarks
The following external assessments are administered:

- **Standardized Benchmark Assessments (SBA)**
  - **Measure of Academic Progress**, **NWEA MAP**: Administered to all students in grade 3-9 in English (Reading and Language), Math and Science)

MAP, or the Measure of Academic Progress, is a US curriculum-based assessment, it is used to compare students' attainment with international standards (common core and NGSS standards. The MAP test is a computerized adaptive test which provide essential information for teachers, parents, and administrators about what each student knows and make informed decisions to promote each student academic growth. The MAP tests are

offered in Reading, Language Usage, Science, and Mathematics and it is administered twice a year in Fall (October/November) and spring (April/May).

- **ABT-ACER**: Administered in Arabic to all students in Grade 3-9, including both native and non-native Arabic speakers.
  FLIS - Rabdan has introduced the ABT in Arabic as a benchmark test for all students in Grades 3 and above during the 2024-2025 academic year. This assessment aims to evaluate students' proficiency in Arabic language skills and identify areas of strength and improvement for each student. Using the ABT results, teachers will be able to provide targeted instructional support, helping students enhance their language skills and achieve sustainable progress in their Arabic learning journey.

- **International Assessment:** Participation in international assessments such as *PIRLS, TIMSS, PISA & IELS* is ensured in alignment with ADEK directives and cycles.
- **Board Exams:** The school registers eligible students for external board exams such as *Advanced Placement (AP), SAT ,and IELTS, ,* in accordance with university admission requirements and equivalency guidelines
- **Cognitive Ability Tests**: FLIS-Rabdan administers the*CAT4 cognitive ability test* to all students in Grade 3 to 9.

FLIS – Rabdan has introduced the CAT4 assessment in the 2024-2025 academic year to better support students' needs and provide teachers with insights into each student's learning and thinking styles. This assessment also assists in identifying students with potential additional learning needs, as well as those who are gifted and talented. The CAT4 is administered to all students in Grades 3 and above.

The results of these assessments are systematically analyzed and used to inform curriculum planning, instructional strategies, and targeted interventions, ensuring high levels of student achievement and alignment with national priorities.

Non-Mandated External Exam

- **Pupil Attitude to Self and School "PASS"**

PASS is a survey tool used to Identify fragile learners and discover hidden barriers to learning PASS helps identify reasons behind low attainment, challenging behavior and poor attendance, helping to build a complete picture of a student's motivation, attitude and engagement in learning. PASS acts as a simple screener that identifies issues across classes, grades and the whole school.

4. Internal Assessments:

- **Baseline Assessment**

Baseline assessment will be done at the beginning of the year within the first three weeks. These assessment data will be used as starting point to measure students' attainment and progress. The results will be analyzed to information teaching and referrals to support programs.

- **Diagnostic Assessment**

Assessment data is analyzed for diagnostic purposes to identify strengths, areas of improvements for each student, support students, create individual improvement plans and for referrals to support programs.

- **Formative Assessment**

Formative assessment at FLIS-Rabdan is a continuous, integral process used to monitor and support students' progress and attainment throughout their learning journey. It serves as a foundation for *assessment for learning*, *assessment as learning*, and *assessment of learning*, allowing educators to make informed, timely adjustments to teaching strategies and learning activities.
Educators are expected to carry out regular and ongoing formative assessments for all students to ensure accurate insight into their current level of understanding and skills. These assessments are aligned with

curriculum standards and learning objectives and take a variety of forms, including direct observation, questioning, classroom discussions, digital quizzes, exit tickets, performance tasks, peer and self-assessments, and home learning tasks.

To promote a reflective learning environment, teachers share learning outcomes and assessment criteria with students and parents, ensuring clarity in what is being evaluated. Students are actively engaged in the process by being provided opportunities for peer and self-assessment, enabling them to develop critical thinking and metacognitive skills as they reflect on their progress and identify next steps in their learning.

Teachers work collaboratively with students to set challenging yet achievable learning targets, encouraging students to monitor their own progress and take ownership of their learning. Instructional planning incorporates a variety of assessment methods tailored to students' needs and aligned with diverse learning styles.

Formative assessment data is used not only to monitor learning progress but also to identify students who may be at educational risk. Teachers and section heads implement timely interventions based on this data to support learning needs, in full alignment with ADEK's *Educational Risk Policy (FS2.D).* Documentation of these interventions is maintained and reviewed as part of the school's monitoring cycle.

- **Summative Assessment**

Summative assessments at FLIS-Rabdan are conducted at the conclusion of instructional units, chapters, or terms to evaluate students' academic progress and mastery of curriculum standards. These assessments are designed to measure learning against prior attainment and are administered using a variety of formats, including selected and constructed response items, written tests, performance tasks, and project-based assessments. All summative assessments are carefully aligned with the school's curriculum standards and learning outcomes. Benchmark thresholds are defined for each grade level and subject to establish the minimum expected performance levels in alignment with curriculum standards and ADEK expectations. These thresholds guide instructional planning, targeted intervention, and student promotion decisions.

Performance tasks serve as essential summative tools that simulate real-world challenges, encouraging students to apply their knowledge and skills in meaningful contexts. These tasks promote deep conceptual understanding and foster higher-order thinking, creativity, collaboration, communication, presentation skills, and digital literacy—providing a comprehensive view of student learning beyond conventional testing methods.

In addition, portfolios are utilized as authentic assessment tools—curated collections of student work compiled over time that demonstrate individual progress, effort, and achievement. Portfolios encourage student self-reflection and allow for the demonstration of growth across multiple areas of learning.

Assessment outcomes are analyzed to inform future instruction, support curriculum refinement, and identify areas for individual or group intervention. Teachers use clearly defined rubrics and grading criteria to assess student work consistently and transparently. Rigorous moderation protocols are in place to validate grading practices and ensure accuracy and consistency across subjects and grade levels.

To ensure validity and fairness, all summative assessment results are reviewed and verified through moderation to prevent grade inflation and to maintain alignment with curriculum performance expectations. Assessment outcomes are benchmarked against each grade and subject curriculum standards and analyzed to confirm that they meet ADEK's minimum expected performance levels.

Internal summative assessments are designed to reflect the cognitive domains of international assessments such as PISA, TIMSS, and PIRLS, promoting application, reasoning, and problem-solving in line with global benchmarks.

FLIS-Rabdan maintains strict invigilation procedures during formal assessments to uphold academic integrity:

Invigilation Procedures

FLIS-Rabdan is committed to maintaining the highest standards of academic integrity during all internal and external assessments. To ensure credibility, fairness, and transparency in the assessment process, the following invigilation protocols are in place:

- Trained staff are assigned as invigilators for each assessment session. A clear invigilation schedule is created in advance and monitored by the Head of Section or Lead teacher.
- All invigilators receive a pre-assessment briefing to review their roles, responsibilities, exam protocols, and any accommodations required for students with Additional Learning Needs (ALN).
- Examination rooms are prepared in advance with adequate spacing, lighting, and seating arrangements to minimize distractions and prevent cheating. All learning materials must be removed from desks and walls.
- Take student attendance promptly at the start of each assessment session. The completed attendance list must be submitted immediately to the Head of Section
- Invigilators must read exam instructions clearly and ensure students understand the time allocation and expectations before distributing the papers.
- Invigilators remain alert and attentive throughout the assessment, maintaining a visible presence and actively monitoring for any signs of academic dishonesty or misconduct.
- Invigilators are informed in advance of students who require accommodations (e.g., extra time, reader, scribe) and ensure these are implemented as per the student's documented learning plan.
- Students arriving more than 10 minutes late are not allowed to sit for the exam without prior approval, unless exceptional circumstances (e.g., fog days) apply. All absences and incidents are reported immediately to the Head of Section.
- Students are only allowed to bring approved materials (e.g., pens, calculators). Mobile phones, smart watches, or any unauthorized digital devices are strictly prohibited.
- For online assessments, students must log in using their official school credentials and turn on video cameras using a second device. Those who fail to comply must complete the exam on campus.
- Any suspected cheating or misconduct is documented in detail using an incident report form and escalated to school leadership in accordance with the FLIS Behavior Policy and ADEK Student Behavior Policy.
- Students are expected to answer all questions and review their responses before submitting. They may only submit their paper after three-quarters of the exam duration has passed. all exam papers are collected, verified, and handed over to the designated staff for secure storage.

Moderation Protocols

Rigorous moderation protocols are in place to validate grading practices and ensure accuracy and consistency across subjects and grade levels. These include:

- Pre-Assessment Review Meetings: Subject leaders/Head of Section and teachers collaboratively review assessment tasks and rubrics before administration to ensure alignment with curriculum standards, clarity of language, and appropriate level of challenge.

- Blind Marking and Cross-Checking: Selected assessments are marked anonymously and then cross-checked by a second teacher or subject lead to ensure objectivity and fairness.
- Use of Exemplars: Teachers use exemplars that represent various levels of student performance to guide and calibrate marking.
- Rubrics: Teachers at FLIS-Rabdan use clearly defined rubrics to assess and mark student work across subjects and assessment types. These rubrics provide transparent criteria that describe varying levels of performance and are aligned with learning objectives and curriculum standards. To ensure fairness and consistency in applying rubrics, teachers also participate in training and standardization sessions**.** These sessions help calibrate understanding of assessment criteria, allow for collaborative interpretation of performance descriptors, and promote alignment in grading practices across grade levels and departments.
- Digital Assessment Tools and AI Grading: AI tools are used responsibly to support assessment creation, grading, and analytics—particularly in subjects such as English, Math and Science—that are aligned with curriculum standards and feature automatic grading powered by artificial intelligence. These tools enhance objectivity, streamline correction processes, and provide immediate feedback to students. In other subjects, tools such as Microsoft Forms are used to administer assessments with built-in answer validation and analytics features that support data-driven moderation. The school ensures transparency, teacher oversight, and ethical use of AI
- Random Sampling Checks: Lead Teachers or Section Heads randomly select samples of student assessments across classes to review for grading accuracy and adherence to standards.
- Documentation and Feedback: All moderation activities are documented, and constructive feedback is provided to ensure continuous improvement in assessment practices

5. Accommodations and Modifications for Assessments

FLIS-Rabdan is committed to promoting equity and inclusion by ensuring fair access to all assessments for students with Additional Learning Needs (ALN) and multilingual learners. All accommodations and modifications are implemented in accordance with each student's documented learning plan and the ADEK Inclusion Policy. These measures reflect the student's typical learning environment and are aligned with curriculum expectations and assessment guidelines.

External Assessments
For standardized and international assessments, FLIS-Rabdan provides accommodations such as extended time, assistive technology, readers or scribes, and simplified instructions, as permitted by the assessment provider or exam board. These adjustments are made in line with the student's individual learning plan and ADEK's regulatory requirements. All accommodations are documented and shared with relevant staff and invigilators to ensure proper implementation and support.

Internal Assessments (Formative and Summative)
FLIS-Rabdan ensures that all internal assessments—including both formative and summative—are adapted as needed to support students with ALN and multilingual learners. Common accommodations include, but are not limited to:

- Extra time
- Use of a reader or scribe
- Assistive technology
- Simplified instructions or language
- Chunked or scaffolded tasks

These adaptations are aligned with students' learning plans and reflect their regular classroom supports. The school maintains detailed records of all accommodations, and relevant staff are informed to ensure consistency and fairness throughout the assessment process

6. Sustainable and Digitally-Enabled Assessment Practices

In alignment with ADEK's commitment to environmental sustainability and digital innovation, FLIS-Rabdan is dedicated to implementing sustainable assessment practices that reduce environmental impact and enhance the efficiency of teaching and learning. The school actively prioritizes online and digital assessment methods—such as Microsoft Forms and other adaptive learning platforms—that minimize paper usage, streamline data collection, and provide timely, personalized feedback to support student growth. These practices are implemented in accordance with ADEK's Digital and Online Learning Policy (2025) and the Green Schools Framework to minimize paper use and promote sustainability

FLIS-Rabdan uses a variety of technology-driven platforms that embed formative and summative assessments, aligned with curriculum standards, and offer real-time progress tracking. While performance tasks are assessed using detailed rubrics, most core subject assessments are conducted on the Ed platform (English, Math, Science), which allows for automated grading and real-time feedback. For other subjects, digital tools such as Microsoft Forms are used, and efforts are underway to enhance the complexity and reliability of these assessments in line with MAP /iBT and other international assessment-style rigor.

The platforms include:

- Ed Platform (HMH): Used across English, Math, and Science, the Ed platform supports baseline and continuous assessments. It integrates with MAP data to give teachers deep insights into individual student performance, enabling personalized learning paths and targeted instruction that foster ongoing academic progress.
- Arabic Language Programs – *Nahla wa Nahel and Bravo Bravo:* These blended learning programs enhance Arabic literacy by combining engaging digital content with standards-aligned instructional resources. They support differentiated instruction for students at various proficiency levels and are particularly effective in strengthening reading fluency, comprehension, and creativity.
- IXL: A comprehensive, adaptive online learning platform used in Math and English, IXL tailors tasks to each student's ability level and provides immediate feedback to correct misconceptions and reinforce skills. It also offers detailed analytics for teachers to guide data-driven instruction and targeted interventions.

7. Teacher Training and a Culture of Assessment

At FLIS-Rabdan, we are committed to fostering a strong, data-informed assessment culture that involves the entire school community. All educators are expected to be fully aware of the school's assessment goals, targets, and practices. To support this, teachers receive regular professional development on key assessment competencies, including:

- Interpreting and analyzing student-level assessment data
- Designing and implementing high-quality assessment instruments aligned with curriculum standards
- Standardizing grading practices through rubric calibration and moderation protocols
- Administering internal and external assessments in compliance with provider and ADEK regulations

Training also supports teachers in guiding students to become assessment-capable learners. This includes helping students become familiar with different assessment formats, developing digital literacy skills, and strengthening critical thinking and reasoning by embedding these competencies into daily instruction.

Staff at all levels are also trained in how to communicate assessment results clearly and constructively to both students and parents, ensuring that assessment data is used effectively to guide next steps in learning and support student growth. Teachers are required to document instructional adjustments based on assessment data and share outcomes during termly review meetings.

8. Parent Communication and Engagement in Assessment

At FLIS-Rabdan, we recognize that parents are essential partners in the educational process and play a critical role in supporting their child's academic and personal development. The school is committed to fostering transparent, timely, and meaningful communication with parents regarding assessment practices, student progress, and future learning goals.

Purpose of Reporting

Reporting serves to keep parents well-informed about their child's academic achievement, learning behaviors, and overall progress against curriculum expectations. It also provides a collaborative platform for teachers and families to align efforts in supporting every student's success.

Forms of Reporting

FLIS-Rabdan communicates with parents using a variety of methods:

- **Informal Updates:** Shared through digital platforms (e.g., Seesaw, email, meetings) and daily communication.
- **Written Reports:** Issued three times per year, including mid-term progress reports and detailed end-of-term report cards.
- **Parent-Teacher Conferences:** Scheduled at least three times per year, with additional meetings arranged as needed to address specific student needs.

Transparent Communication of Assessment Purpose and Schedule

The school proactively shares information about internal and external assessments, including:

- Assessment purposes, dates, and formats
- Learning outcomes and evaluation criteria
- How assessment results inform instruction, interventions, and enrichment

Workshops and information sessions are held throughout the year to help parents interpret assessment data, including MAP, IBT, and board exam results, empowering them to support learning at home.

Parental Engagement in External Exams and Board Exam Registration

FLIS-Rabdan ensures that all eligible students are registered for external and board exams in line with UAE regulations. High-achieving students are encouraged to pursue the most rigorous options (e.g., AP, SAT, IELTS), and recommendations are discussed collaboratively with parents. All communication and decisions regarding exam registration, preparation, and associated documentation are documented by the school.

The school follows up on student absences during assessments, arranges make-up sessions when necessary, and emphasizes that no student is exempted from required external tests without ADEK's prior approval. As mandated by ADEK, all costs related to standardized and external assessments are covered by the school, with no fees charged to parents.

Engaging Parents in Intervention Planning

Parents are actively involved in designing and reviewing intervention strategies and support plans—particularly for students requiring accommodations or referrals. Their involvement ensures that learning support is well-informed, consistent, and aligned with the student's individual needs.

9. Using Data to Improve Learning

At FLIS-Rabdan, assessment data is central to driving continuous improvement in teaching, learning, and student outcomes. Information collected from a variety of internal and external assessment instruments—both quantitative and qualitative—is systematically analyzed to build a comprehensive picture of each student's progress, strengths, and areas for development.
After each assessment cycle, school leaders, teachers, and subject teams engage in structured data review meetings to:

- Identify trends and performance gaps across grade levels, subjects, and individual student groups
- Set measurable improvement targets at the student, class, and school level
- Develop and implement tiered interventions to support students at all levels, including those who are gifted and talented, those at educational risk, and those with Additional Learning Needs (ALN)

Formal Data Review Meetings are conducted at least once per term to analyze internal and external assessment results, ensuring consistent monitoring and documentation of student progress and intervention impact.

These interventions may include individualized learning plans, targeted remediation, or enrichment strategies tailored to each student's needs. Interventions are documented and aligned with the ADEK Inclusion Policy and Educational Risk Policy, ensuring equitable and inclusive support.

Students—particularly in upper grades—are encouraged to take an active role in reviewing their performance data, setting personal learning goals, and reflecting on progress. Parents are also considered key partners in this process and are involved in intervention planning, review meetings, and follow-up strategies where appropriate. This collaborative approach ensures that support is holistic, student-centered, and responsive to individual learning needs.

Furthermore, assessment data is used not only to support students but also to evaluate the effectiveness of academic programs, inform curriculum refinement, and guide school improvement planning. The school systematically triangulates evidence from internal assessments, external benchmarks (MAP, ABT, CAT4), and well-being indicators (PASS, attendance, and behavioral data) to ensure validity, equity, and reliability of results, and to guide curriculum review, instructional planning, and differentiated support.

Process of using student performance data to meet students' learning needs
Teachers are expected to use their scheduled planning and/or data analysis periods to meet students' learning needs:

1. Use formative and summative data collected from various sources (HMH platform, Seesaw, NWEA MAP, International exams…).
2. Interpret data and develop hypotheses about factors contributing to students' performance. Take actions to meet students' needs by implementing changes to instructional practices. Teachers are expected to train students on using self-assessment strategies, teachers' feedback, rubrics, exemplars … to identify their strengths and weaknesses and enhance their learning.
3. Modify instructions and examine evidence from multiple data sources to evaluate the impact of instructional changes.

Feedback
The focus is on individual needs along with curriculum expectations. Appropriate assessment is essential to ensure teachers knowledge of their students' level and how they can plan and implement appropriate strategies to improve learning. Individual plans or relevant intervention are required to promote student's attainment and progress. We believe that students learn best when they are involved

in their learning process. Regular, 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 lead to effective learning. For more details, please refer to the school correction and feedback policy.

10. Reporting of Student Progress and Grade Distribution

In addition to ongoing communication, FLIS-Rabdan provides formal reports that detail student progress in line with curriculum expectations and ADEK guidelines. These reports aim to provide a comprehensive view of student learning over time.

Reporting Cycles

The academic year is divided into three terms. Parents receive:

- End-of-Term Report Cards (3 times per year)
- Mid-Term Progress Reports (1 per term)

Teachers and parents discuss students' achievement based on these reports during parent-teacher conferences or additional meetings when needed.

Assessment and Reporting Tools

- All subjects are continuously assessed throughout the academic year.
- The school uses *Orison* to generate detailed, standards-based report cards, showing progress by skill and subject area.
- Reports also include performance in competencies, behaviour, social skills, participation in school activities.

Subject-Specific Grading for ADEK-Regulated Subjects

Arabic, Islamic Education, Social Studies, and Moral Education are graded based on ADEK's guidelines and are included in the school's official academic reporting

Table 1 shows how the marks calculation and grades distribution for students

Grade boundaries and assessment weightings are reviewed annually. Updated criteria are communicated to parents through the Family Handbook and school website.

Academic Subject Weight Model

Component	Grades 1–2	Grades 3–5	Grades 6–7
Quizzes	20%	10%	20%
Checkpoint (Unit Tests)	-	10%	10%
Summative (Final Exam)	-	10%	10%
Classwork	70%	60%	50%
Performance Task (Project)	10%	10%	10%
Total	**100%**	**100%**	**100%**

Each Term 100%		**End of year grade is the average of three terms**		
Evidence category	**Components**	**G1–2**	**G3–5**	**G6–7**
Summative (Mastery)	**Assessments** (Quizzes + Unit Tests + Final Exam) *	20%	30%	40%
	Performance Tasks (Project, Presentation, Research, Portfolio, Report)	10%	10%	10%
Formative (Ongoing Checks)	Classwork	70%	60%	50%
Standardized Tests	MAP Tests for Grades 3 and above (English, Math and Science) IBT – ACER Arabic Test for Grades 3 and above			

* Final Exams and Unit Tests are from Grades 3 and above. Grades 1 and 2 will be doing small quizzes only.

Table 1

The above weighting model is approved by the School Principal and communicated to parents at the beginning of the academic year through official channels. Reported grades are moderated to ensure fairness, reliability, and consistency across subjects and grade levels. Termly reporting outcomes feed into data review meetings to evaluate curriculum effectiveness and student progress

In compliance with ADEK's Assessment Policy, grades in official reports reflect only academic achievement, while attendance, behavior, and social-emotional indicators are reported separately to provide a holistic overview of student development

11. Monitoring and Tracking Progress

Regular focused monitoring and tracking of student progress is essential. Teachers, Head of Inclusion, ALN teacher, meet regularly to monitor student progress and set appropriate plans to identified students. Tracking procedure and timelines are implemented to ensure all assessment information is up-to-date, accurate and accessible to all stakeholders.

12. Responsibilities

- **Homeroom teachers and subject teachers** have the ultimate responsibility for the assessment of students' work. Teachers are expected to:

- Assessment papers should be corrected and submitted to Subject Lead / Head of Section within 48 hours of doing the assessment.
- Corrected assessment papers and the corresponding marks should be revised, checked, finalized, and approved of by the Subject Leads / Head of Section prior to submitting them to entering them on the Orison.
- Share with parents on "Seesaw" the approved exams' dates and deadlines along with the material included.

- **Middle Leadership Team** are responsible for ensuring that appropriate assessments take place and follow the policy guidelines. They are responsible for the quality of assessment questions and they are based on the standards. They are responsible of regularly reviewing and monitoring the effectiveness of assessment practice. Providing advice and support to staff on assessment strategies and quality of assessment. The MLT supervise the entire assessment process to ensure accuracy, fairness, and consistency, including leading assessment moderation procedures.
- **Senior Leadership Team** are responsible for monitoring assessment processes and ensuring validity and readability of the assessment through monitoring, analysis of school management system data and reports, moderation, learning walks and class observations.

13. Assessment Guidelines

1. The FLIS-Rabdan follows a continuous assessment model with a focus on strengths. Embrace a student-centered perspective that goes beyond mere information delivery, considering how assessment information can enhance and support student learning.
2. Customize learning activities to ensure progress against identified learning objectives for all students. Employ a variety of teaching resources and methods, collaborating with parents and school administration to provide support to struggling students.
3. All performance-based tasks, including projects and presentations, are expected to be conducted in school. Clearly communicate expectations, allow multiple drafts or checkpoints, and discuss rubrics with students in advance.
4. All exam papers (digital or hardcopy), assignments, and performance task evidence must be securely stored in your cabinets and submit them to the Head of Section before the term's end.
5. Enter all marks on Orison by the dates identified by the school administration. All Marks must be checked reviewed and signed by the teacher and the Lead Teacher.
6. Use rubrics for assessment in areas such as reading, writing, performance tasks…etc.

14. Re-Assessment Guidelines

1. In alignment with ADEK guidelines, students in grades K-5 cannot receive a failing grade. To support this, a pre-assessment check should be conducted to identify and address any learning gaps or misunderstandings before the official assessment.
2. Under our assessment policy, reassessment is allowed to give opportunity for students to improve their performance. At FLIS-Rabdan, we see reassessment as a valuable opportunity for students to learn and grow. If a student scores below 50% on an assessment, they will be given another chance to review the material and retake the test to demonstrate their learning.
3. Before any reassessment takes place, teachers must:
   - Return the original assessment to students with clear feedback on each incorrect response.
   - Ask students to analyze their mistakes (independently, in pairs, or guided by the teacher).
   - Use error analysis templates or reflection sheets to identify whether errors were due to misunderstanding the concept, misreading the question or carelessness or gaps in vocabulary/math operations.
   - Ensure targeted reteaching is provided before any reassessment takes place.

4. If 25% or more of students score below 65% (6.5/10) on an assessment, it is recommended to reteach the material and reassess either all students or only those who scored below 65%. This approach is especially encouraged if the assessment results indicate difficulties among average and above-average students.
5. Reassessment is considered a privilege, and students may lose this privilege if it is abused. If the school observes that certain students are not taking assessments seriously, a meeting with the student and their parent will be conducted. In such cases, the student may lose the opportunity for reassessment.

15. Examination Guidelines for Students:

To uphold the integrity and fairness of all assessments, FLIS-Rabdan has established clear expectations for student conduct during examinations. These guidelines apply to all internal, external, and online assessments and are aligned with the school's behavior policy and ADEK's Student Behavior Policy.

1. All students are expected to arrive for examinations well-prepared and on time. They must bring their own required stationery and materials. The use of mobile phones, smartwatches, and any unauthorized electronic devices is strictly prohibited during examinations.
2. In the case of absence due to illness or emergency, students must provide a certified medical report or a valid excuse accepted by the school administration. If approved, the student will be scheduled for a reassessment on a designated date. In cases where the excuse is not accepted or deemed invalid, the school will apply the appropriate consequences in accordance with the FLIS-Rabdan Behavior Policy.
3. Silence must be observed from the moment exam papers are distributed. Talking, whispering, or any form of communication during the exam is not permitted. Any attempt to cheat or engage in dishonest behavior will result in immediate disciplinary action as per the school's behavior policy and ADEK regulations.
4. Copying or using another person's words, ideas, or work without proper citation is considered plagiarism and intellectual theft. Such actions are treated as serious academic violations and are subject to the same disciplinary procedures as cheating.
5. To ensure academic integrity during online assessments, all students are required to use a second device (e.g., phone, tablet, laptop) with the camera turned on for the entire duration of the exam. Students who fail to comply with this requirement must complete the exam on school premises under supervision.
6. Students who arrive 10 minutes or more after the scheduled exam start time will not be permitted to sit for the exam, except in special cases such as fog delays. The school will apply appropriate measures in accordance with its behavior policy.
7. Students are expected to answer all questions and review their responses before submitting. They may only submit their paper after three-quarters of the exam duration has passed. Students who refuse or fail to submit their exam papers by the end of the allotted time will be subject to disciplinary action, including receiving a mark of zero and behavior sanctions as outlined in the school policy.
8. FLIS-Rabdan enforces strict anti-cheating protocols, including student education on academic honesty, proper training of invigilators, and the maintenance of secure and controlled exam environments. Any exam violation—whether committed by a student, staff member, or external party—will be recorded, investigated, and reported to ADEK, in line with Federal Decree Law No. (33) of 2023. Violations may result in legal penalties and sanctions per ADEK's and the school's behavior policies.

16. Academic Honesty and Examination Integrity Education

FLIS – Rabdan is committed not only to enforcing high standards of academic integrity during all assessments, but also to actively educating students and staff about the importance of ethical academic behavior**.**

To promote a culture of honesty and responsibility, the school implements the following:

- Academic Honesty Training for Students: Students in Grades 2 and above receive age-appropriate training prior to each major assessment period (e.g., MAP, ABT, summative exams). These sessions include discussions on plagiarism, cheating, and the value of honest learning.
- Staff Training and Reinforcement: All teachers and invigilators receive training on exam integrity, invigilation procedures, and how to model and promote academic honesty in daily classroom practice.
- Student Pledge of Academic Integrity: Students sign an academic honesty agreement or take a verbal pledge before major internal and external assessments.
- Integration in Curriculum and Advisory: Homeroom and moral education sessions reinforce ethical behavior, personal accountability, and responsible digital practices.

17. Assessment Security and Data Protection

FLIS-Rabdan ensures the security and confidentiality of all assessment materials and student data in compliance with Federal Law No. (45) of 2021 and the ADEK Digital Policy. All physical and digital assessment resources are securely stored and accessed only by authorized staff. Student assessment data is never shared with third parties without parental consent and ADEK's prior approval. The school provides required student identifiers (e.g., eSIS numbers) to external test providers only under secure data-sharing agreements, ensuring full protection of student information.

18. End of the Year results - Promotion and Retention

All K-5 students must be promoted. A student cannot be retained in a certain grade more than two consecutive times and no more than two different grades during the entirety of his/her school education. The school must provide such student with the necessary learning support. For more details, please check the promotion and retention policy.

The student has re-sit exams if he/she fails maximum of three subjects (end of the year).

Grade 6-12 student who fails four exams (end of the year average) or more will not be promoted to the next grade level.

A student cannot be retained in a certain grade more than two consecutive times and no more than two different grades during the entirety of his/her school education. The school must provide such student with the necessary learning support. For more details, please check the promotion and retention policy.

Monitoring and Review of the Assessment Policy

FLIS-Rabdan is committed to regularly evaluating the effectiveness of its assessment practices to ensure they support student learning and align with curriculum standards and ADEK expectations. The policy's implementation is monitored through defined indicators, such as

- Improvement in student attainment on internal and external assessments
- Consistency and quality of assessment design across grade levels
- Student, teacher, and parent feedback on assessment practices
- Alignment of interventions to student needs and resulting impact on progress
- Analysis of Internal vs. External Assessment Gaps

As part of ongoing quality assurance, FLIS-Rabdan systematically compares student performance on internal assessments with external benchmarks such as MAP and ABT. Trends

have shown a discrepancy in some grade levels and subjects, particularly where internal grades appear inflated due to reassessment practices. In accordance with ADEK guidelines, students in Grades K–5 do not receive failing marks, and reassessment opportunities are provided. To address this, the school has introduced the following measures:

- Emphasizing mastery-based reassessment rather than grade recovery
- Reviewing and adjusting internal assessment rigor to better align with MAP/ international assessment -style questioning
- Moderating assessments to ensure consistent application of rubrics
- Using formative MAP / international -style mini-assessments to increase familiarity
- Training staff on designing high-quality assessments with comparable cognitive demand.

Governance and Policy Approval

This policy is reviewed annually by the School Leadership Team and formally approved by the Governing Board to ensure alignment with ADEK's Assessment Policy (v1.2,3 2026) and related quality assurance standards.