



Effective From	AY 2024/25 (Fall term)
Compliance From	AY 2025/26 (Fall term)

## SCHOOL POLICY

on

# ASSESSMENT



### Introduction

Assessment is one of the most important tools for educational improvement as it helps create a culture of using data and evidence to evaluate and enhance the performance of students, staff, and schools. In a school environment as diverse as Abu Dhabi's, the standardization of assessment data equally allows for the establishment of a common ground to drive change. This policy sets out the basic requirements for the creation of a culture of assessment in schools.

### Purpose

- Define expectations related to assessment: the evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisitions, values/attitudes, and the educational needs of students.
- Identify high-quality internal and external assessment methods that use data-driven decision-making processes to inform continuous improvement in teaching and learning practices and raise the level of student achievement.
- Specify the ADEK-mandated external assessments which need to be implemented and used as indicators of student progress and attainment in the Emirate of Abu Dhabi.
- Require that assessment data is analyzed, monitored, and shared with relevant stakeholders.

## Definitions

<b>Accommodations and Modifications of Assessments</b>	<p>Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment.</p> <p>Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.</p>
<b>Additional Learning Needs</b>	<p>Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p> <p>For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.</p>
<b>Assessment</b>	<p>Any quantitative or qualitative information, scores, results, or indicators obtained through an evaluation that forms the body of evidence to inform decision-making.</p>
<b>Credit System</b>	<p>A framework that American curriculum schools use to set clear requirements for student progression, course completion, and graduation, based on their licensed curriculum. It includes how schools track completed subjects or credits, manage credit recovery or support, and report academic performance. In other curricula, this is reflected through terms like subject pass requirements, program completion criteria, or academic progression frameworks.</p>
<b>Curriculum Standards</b>	<p>Clear, structured statements that define the essential knowledge, skills, and understanding students are expected to achieve at specific grade/year levels. They serve as a foundation for curriculum design, instruction, and assessment, ensuring consistency, coherence, and progression in student learning across subjects and educational key stages or cycles.</p>
<b>Cycle</b>	<p>A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9) and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8) and Cycle 3 (G9-G12).</p>

<b>Documented Learning Plan</b>	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
<b>English Language Learners (ELLs)</b>	Students who face challenges in accessing English due to limited proficiency in listening, speaking, reading, and/or writing. ELLs are identified as requiring additional language support to participate meaningfully in the school curriculum and achieve expected academic outcomes. Their proficiency level affects their ability to engage with instruction delivered in English.
<b>External Assessments</b>	An assessment designed by an external provider used to measure student learning, achievement, skills development, and/or values/attitudes. This includes standardized benchmark assessments, international assessments, and/or board exams and other pre-collegiate exams.
<b>Governing Board</b>	The governing body of a school, appointed by the school owners, and including qualified representatives and parents. The Governing Board is the senior authority of the school, with responsibility for the overall governance of its activities.
<b>High Stake Assessments</b>	Standardized tests developed and marked by recognized organizations, such as official exam boards or independent institutions, designed to verify the completion of secondary education or to support university admissions.
<b>Internal Assessments</b>	Ongoing school-based assessments that measure student learning, achievement, skills development, and/or values/attitudes. Internal assessments include diagnostic, placement, screening, pre-, formative, and summative assessments. This also includes any interim assessments that may use external instruments.
<b>Learning Outcomes</b>	Clear and measurable statements that describe what students are expected to know, understand, and be able to do after completing a lesson, unit, or course. They guide teaching and assessment by explicitly outlining the desired learning outcomes, emphasizing student achievement and mastery of knowledge or skills.
<b>Multilingual Learners</b>	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
<b>Quality Assessment Procedures</b>	Well-designed, consistent, and reliable processes used to evaluate student learning. These procedures ensure that assessments are fair, valid, and aligned with the intended learning outcomes and curriculum

	standards, involving clear criteria, appropriate task design, accurate scoring methods, and standardized administration to produce meaningful and actionable results.
<b>Rubrics</b>	An assessment tool that outlines clear criteria and levels of quality for evaluating student work. Rubrics help both teachers and students understand expectations by aligning with curriculum standards or learning objectives. Rubrics promote fair and consistent grading, support self- and peer-assessment, and clarify performance levels, such as "progressing" to "exceeds expectations", through detailed descriptors for each level. During moderation, rubrics serve as a guide for collaborative review, ensuring accuracy and fairness of grading.



## Policy

### 1. School Assessment Policy

1.1 Policy Requirements: Schools shall develop and implement an Assessment Policy which includes the following elements:

1. Establishment of a clearly defined and articulated assessment framework that outlines:
  - a. Purpose, types, and structure of assessments implemented across the school.
  - b. Moderation and standardization practices.
  - c. Measures of attainment and progress against benchmark thresholds.
  - d. Marking/grading guidelines and/or procedures (including grading system, grading/marking schemes and distribution, grade bands, and performance descriptors).
  - e. Feedback and reporting guidelines and/or procedures to support student learning.
2. Specific requirements and guidelines on using formative and summative assessments as per [Sections 2.2](#) and [2.3](#).
3. Approaches to analyzing and utilizing internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes.
4. Applicability to all grade levels (Pre-K/FS1 to Grade 12/Year 13).
5. Identification of the assessment methods to be used, appropriate to the age/stage of students.
6. Alignment of internal assessments with quality assurance standards, such as those set by inspection bodies, accreditation agencies, affiliating boards, and/or authorizing organizations, in line with the [ADEK School Curriculum Policy](#).
7. Implementation of ADEK-mandated external assessments, including a focus on achieving the school's international assessment targets.
8. Provision of accommodation and modifications of assessments for students with additional learning needs, aligned to their individual needs.
9. Commitment and strategies to building assessment integrity (e.g., prevention and mitigation measures, disciplinary action, reporting, etc.) and sustainable assessment practices (e.g., use of digital formats where appropriate, reduction of paper usage, etc.).
10. Strategies to foster a culture of assessment and assessment best practices involving the entire school community by:
  - a. Requiring educators to be aware of the school's assessment goals and targets, attend relevant training, and provide opportunities for students to:

- 1) Become familiar with different assessment practices and protocols.
  - 2) Practice digital literacy skills.
  - 3) Gain exposure to critical thinking and reasoning skills by embedding them across the curriculum in daily teaching and learning.
  - b. Promoting “assessment-capable learners” by ensuring that students understand what they should learn, monitor their own progress, set internal and external assessment goals and targets, and reflect on their learning journey.
  - c. Motivating students to engage fully throughout the duration of the assessments.
  - d. Actively involving parents through training sessions and engagement opportunities, empowering them to become informed partners in supporting their child’s success in both internal and external assessments, in line with the [ADEK School Parent Engagement Policy](#).
- 11.** Analysis and utilization of internal and external assessment data to develop interventions and plan provision for students with additional learning needs.
- 12.** Identification of non-mandatory external assessments of the school’s choice: Schools are authorized and encouraged to administer English Language Learners (ELLs) assessments, cognitive assessments, and Arabic language assessment (ALA) of the school’s choice, however, associated fees shall not be charged to parents.

**1.2** Policy Review and Approval: Schools shall, at a minimum:

1. Ensure that their Assessment Policy is reviewed at least once annually, using internal indicators (see [Section 8. Monitoring and Evaluation](#)).
2. Formally review and seek approval for the school’s Assessment Policy from their Governing Board to ensure alignment with school-wide goals and expected educational outcomes, in line with the [ADEK School Governance Policy](#).

## 2. Internal Assessments

- 2.1** Use of Internal Assessments: Schools shall implement different forms of internal assessments as required or deemed appropriate according to curriculum, age, purpose, and need, such as those indicated in [Table 1. Types of Internal Assessments](#):

[Table 1. Types of Internal Assessments](#)

Types of Assessment	Description
Cognitive	Used to evaluate a student’s reasoning and general thinking ability (e.g., to learn, memorize, and judge).
Diagnostic	Used to identify student strengths, weaknesses, knowledge, and skills.

Types of Assessment	Description
Placement	Used to “place” students into a course or academic program. Placement assessments are administered before a course or program begins to match students with appropriate learning experiences.
Screening	Used to determine whether students need specialized assistance, interventions, or services, or whether they are ready to begin a course or academic program. Screening assessments take a wide variety of forms (e.g., developmental, physical, cognitive, or academic).
Pre-assessments	Used to establish a baseline against which educators measure learning progress over the duration of a course or program. Pre-assessments are administered before students begin a unit, course, or academic program.
Formative	Used as periodic evaluations to give educators in-process feedback about student learning so that instructional approaches, resources, and academic support can be modified.
Summative	Used to evaluate student learning at the conclusion of a unit, course, term/semester, program, or school year. Summative assessments are typically scored and graded to determine whether students have learned what they were expected to learn during the defined instructional period.

**2.2 Specific Requirements for Formative Assessments:** A school’s Assessment Policy shall include specific requirements for formative assessments with guidelines on:

1. Carrying out regular, continuous assessments of all students.
2. Sharing learning outcomes with students and parents in addition to the assessment criteria used to evaluate the student’s work.
3. Designing assessments balancing equitable weighting with appropriate coverage of cognitive demands, in alignment with the applicable curriculum standards, as per the school’s licensed curriculum.
4. Creating opportunities for peer and self-assessment to enable students to think critically and metacognitively about their own work in relation to success criteria and next steps for learning.
5. Ensuring instructional planning includes a variety of means to assess student progress (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements).
6. Providing accommodations and modifications for students with additional learning needs to enable equitable access for all students, in line with the [ADEK School Inclusion Policy](#).

7. Promoting the effective use of assessment differentiation to cater to the diverse needs of all students, maintaining clear success criteria reflecting curriculum expectations and students' ability.
8. Working with students to help them set challenging learning targets for themselves, monitor their own progress, and continuously improve.
9. Utilizing in-depth assessment data in the classroom to enable timely interventions and address gaps between student performance and curriculum standards to promote progress for all students, including students with additional learning needs, in accordance with the school's licensed curriculum, in line with the [ADEK School Educational Risk Policy](#) and [ADEK School Inclusion Policy](#).

**2.3 Specific Requirements for Summative Assessments:** The school's Assessment Policy shall include specific requirements for summative assessments with guidelines on:

1. Assessing student progress through quality assessment procedures and a variety of methods, including selected response, constructed response, performance tasks, and project-based assessments aligned to the school's curriculum standards.
2. Utilizing varied and appropriately challenging questions that increase in rigor to meet grade level-aligned curriculum standards, promote higher order/critical thinking and provide accurate measures of student attainment and progress, ensuring both reliability and validity.
3. Adapting assessments to cater to students with different abilities, including appropriate accommodations and modifications for students with additional learning needs, aligned to their individual needs, in line with the [ADEK School Inclusion Policy](#).
4. Analyzing and applying assessment data systematically to inform teaching and learning, including skills-based breakdowns and group-specific tracking, ensuring data-driven decision-making leading to targeted support, effective interventions, and improved outcomes for all students.
5. Utilizing clearly defined rubrics, grading criteria, distribution, and/or marking schemes that align with the school's internal marking or grading guidelines and/or procedures and accurately reflect the weightings established in the grade book/mark book or student progress records to ensuring grading practices remain consistent, transparent, and aligned with curriculum expectations.
  - a. Schools shall ensure that:
    - 1) Teachers use rubrics clearly aligned with curriculum standards to assess student work consistently and fairly.
    - 2) Students are guided to apply these same rubrics when evaluating their own work and that of their peers, thereby promoting self-reflection, constructive peer feedback, and a clear understanding of performance expectations.
    - 3) Teachers use rubrics during moderation sessions to collectively review, compare, and agree upon student grades. These sessions shall be conducted regularly and thoroughly documented to uphold



fairness, accuracy, and consistency in grading practices across the school.

6. Establishing rigorous moderation protocols, including clear criteria/descriptors defining levels of student performance for grading consistency, to prevent grade inflation that could misrepresent the accurate representation of student achievement.
7. Demonstrating a clear understanding and application of benchmark thresholds, which define the minimum expected performance levels based on the standards of the school's licensed curriculum.
8. Establishing clear proctoring/invigilation protocols and a commitment to ensuring academic and assessment integrity, to uphold fairness and prevent misconduct.

**2.4** Quality Assurance Mechanisms: Schools shall adopt and implement a rigorous quality assurance process for internal assessments including regular reviews of assessment types, moderation of marking to ensure consistency and fairness, and calibration sessions to align their assessment practices with established standards and expectations to ensure validity and reliability.

**2.5** Data Use and Analysis: Schools shall systematically analyze, interpret, and triangulate both internal and external assessment data to inform instructional planning, refine teaching strategies, identify and address performance gaps (particularly discrepancies between internal and external assessments), allowing for the design and implementation of targeted interventions. The use of assessment data shall support continuous improvement in teaching practices and enhance overall student learning outcomes.

**2.6** Academic Grades: Schools shall ensure that final grade/marks solely reflect student achievement towards standards and learning outcomes. Components such as attendance, behavior, attitude, participation/engagement, standardized benchmark assessment results (see [Table 3. Mandatory SBAs by Curriculum](#) of [Appendix A. Standardized Benchmark Assessments \(SBAs\)](#)), and other non-academic factors, shall be reported separately, in line with the [ADEK School Student Performance Reports Policy](#).

**2.7** Grading System Requirements: Schools shall adopt a percentage-based, standards-based, letter grade-based, point-based, descriptive, and/or hybrid grading system following the requirements of the licensed curriculum.

1. Schools shall ensure that the grading system:
  - a. Is clearly defined, published, and communicated to all parents, students, and other relevant stakeholders.
  - b. Reflects the level of student achievement in relation to the licensed curriculum standards.
  - c. Allows for comparability of performance across subjects and grade levels.
2. All grading systems shall include:
  - a. Marking schemes or rubrics aligned to grade-level learning expectations of the licensed curriculum.
  - b. Guidance on the conversion of raw scores to grades, where applicable.

- c. Grade descriptors and/or performance bands with clear definitions.
  - d. Additional requirements for American curriculum schools are outlined in [Appendix B. American Curriculum Grading Requirements](#).
3. Grade boundaries and/or benchmark thresholds, weighting of assessment components (e.g., formative vs. summative), and criteria for pass/fail decisions shall be established and reviewed annually in line with the licensed curriculum.
- a. MoE subjects shall follow the MoE grading requirements.
4. Promotion and Retention: Schools shall follow the promotion and retention requirements in line with the [ADEK School Student Administrative Affairs Policy](#).
- 2.8 Reporting to eSIS: Schools shall ensure that the academic grades (see [Section 2.6. Academic Grades](#)) reported in the Enterprise Student Information System (eSIS) are consistent, accurate, and aligned with the benchmark thresholds, in line with the [ADEK School Reporting Policy](#).

### 3. External Assessments

- 3.1 Use of External Assessments: Schools shall implement different forms of external assessments as required or deemed appropriate according to curriculum, grade, purpose, and need, such as those indicated in [Table 2. Types of External Assessments](#):

Table 2. Types of External Assessments

Types of Assessment	Description
Standardized Benchmark Assessments (SBA)	Assessments (e.g., ACER-IBT, Ei-ASSET, GL-PTs, NWEA- MAP Growth) developed by an external assessment provider that are administered annually and used to determine student attainment and progress. These are mandated based on curriculum.
International Assessments	Assessments (e.g., PISA, TIMSS, PIRLS) developed by external assessment providers administered periodically that are used to compare student performance nationally and internationally.
Board exams (and other pre-collegiate exams)	Formally designed, quality-assured assessments marked by an exam board or independent organization (e.g., ACT, AP, CBSE, EmSAT, IB DP/IB CP, GCSE/IGCSE, AS /A Level, SAT). These are high stakes standardized assessments that validate the completion of a secondary certificate or that are prerequisites for or enhance the prospect of university admissions.

- 3.2 Board Exams:** Schools shall register all eligible Cycle 3 students for board exams in line with applicable curriculum requirements.
1. Schools shall encourage high-performing students to sit for the highest-level options for their board exams.
    - a. Schools shall communicate this recommendation to parents and engage with them to encourage students to choose this option.
    - b. Schools shall document the communication, recommendation, and final decision taken by the student and their parents.
  2. Schools are permitted to charge parents fees for board exams for which a student is registered.
    - a. Schools shall publish, on their website, their board exam fees as per the quotations from the assessment provider for that year.
    - b. Schools may charge an administrative fee in line with the [ADEK School Fees Policy](#).
- 3.3 Study Leaves:** Schools are authorized to grant study leave for eligible Cycle 3 students to prepare for board/pre-collegiate examinations for a maximum of 4 weeks annually when approved by ADEK. Study leave days shall be marked on the eSIS as authorized absence, in line with the [ADEK School Student Administrative Affairs Policy](#).
1. Schools shall remain open for learning during study leave and shall ensure that adequate support is provided to students who are not taking leave.
- 3.4 Examination Leaves:** Schools are authorized to grant examination leave for board and pre-collegiate examinations (when approved by ADEK) if an eligible Cycle 3 student is unable to undertake the examination on school premises.
- 3.5 ADEK-Mandated Standardized Benchmark Assessments (SBAs):** Schools shall administer the ADEK-mandated SBAs as indicated in [Table 3. Mandatory SBAs by Curriculum](#) of [Appendix A. Standardized Benchmark Assessments \(SBAs\)](#).
1. New schools must adhere to the policy starting from year 1 of operation if students are being admitted to the applicable grades/years.
  2. Schools shall ensure that at least 97% of eligible students in grades 3-9/years 4-10 complete the required tests.
  3. Non-Arabic/English Medium Schools: Schools where the language of instruction is another language (e.g., French, German, Japanese, Russian, and Spanish) shall administer an annual SBA appropriate to their language and curricula or their national exams, if available.
    - a. Student performance on these assessments shall be reported to ADEK annually for tracking on eSIS and monitoring of progress.
    - b. The chosen assessments by the school (whether SBAs or national exams) require ADEK approval.
  4. ADEK External Assessment Guide Requirements: The ADEK External Assessment Guide provides additional guidance and specific requirements for the implementation of SBAs. Any requirements identified in the External Assessment Guide are an extension of this policy and schools shall ensure compliance with those requirements.

5. **Student Participation:** Schools shall register and administer the mandatory assessments to all students within the target grades as indicated in [Table 3. Mandatory SBAs by Curriculum of Appendix A. Standardized Benchmark Assessments \(SBAs\)](#).
  - a. Schools with multiple curricula shall choose their SBA from the list provided in [Table 3. Mandatory SBAs by Curriculum of Appendix A. Standardized Benchmark Assessments \(SBAs\)](#) and obtain ADEK approval.
  - b. Schools shall explain to parents the purpose of assessments utilized and how they will be used to inform their child's future learning.
  - c. Schools shall follow up with parents to ensure maximum participation in external assessments. Make-up sessions shall take place to cover any emergency leave.
  - d. Exemption of a student from external assessments requires ADEK approval.
6. **Administration and Invigilation Protocol:** Schools shall follow the assessment administration and invigilation protocols set by the specific external assessment provider/exam board.
7. **Accommodations and Modifications:** To enable the equitable participation of all students, schools shall provide adjustments and accommodations for students with additional learning needs (aligned to their individual needs) and multilingual learners (where assessment providers allow for this), in line with the external assessment provider/exam board guidelines and in line with the [ADEK School Inclusion Policy](#).
8. **Training:** Schools shall ensure that staff at all levels are engaged in training on external assessment administration, analysis, and reporting. This training shall include a focus on the use of student-level data to inform instruction and enable staff to support parents and students in understanding results.
9. **Fund Sourcing:** Schools shall be responsible for all costs associated with the administration of any ADEK-mandated external assessments (SBAs). Schools are not authorized to charge separate assessment fees to parents.
10. **Unique Student Identifiers:** Schools shall provide school and student eSIS numbers, to be used as unique student identifiers, to external assessment providers to facilitate ease of data integration in ADEK's systems for tracking trends over time.
11. **Data Sharing Agreements/Consents:** All eligible student SBA data shall be shared with ADEK directly by external assessment providers, and schools shall sign third-party data-sharing agreements/consents with the providers for this purpose.
12. **Data Analysis and Utilization:** Schools shall analyze assessment results, set student, subject, and whole-school targets, and devise intervention strategies to close learning gaps and challenge high-performing students. Schools shall continually utilize assessment results to inform their curriculum design and teaching and learning practices.

13. **Sharing Results with Students and Parents:** Schools shall share student internal and external assessment results and/or assessment reports along with student performance reports, in line with the [ADEK School Student Performance Report Policy](#) and the [ADEK School Reporting Policy](#). Schools shall engage students and parents through direct communications, meetings, and/or training sessions in developing an understanding of assessment results and the next steps for learning.
14. **Assessment Calendar:** Schools shall submit all assessment details (e.g., coordinator details, testing days, grade levels involved etc.) and schedules to the School Assessment module of the ADEK Activity System at least one week before the start of their academic year.
  - a. This submission shall include details of internal assessments, SBAs, board exams, national exams, and any other assessments required by ADEK and independently administered by the school.

**3.6 International Assessments:** Schools with English or Arabic as their language of instruction shall administer all international assessments (e.g., PISA, TIMSS, and PIRLS) required by ADEK.

1. Schools shall adhere to all requirements issued by ADEK regarding the administration of international assessments.
2. Schools shall analyze and review the international assessment school reports and utilize recommendations for school improvement planning and target setting.
3. Schools shall engage the whole school community in developing short- and long-term improvement strategies to meet their international assessment targets.
4. Schools shall align internal assessments with the frameworks and competencies evaluated in international assessments (e.g., PISA, TIMSS, PIRLS) to foster the development of relevant skills and maintain consistency between internal and external measures of student learning.

## **4. Accommodations and Modifications for Assessments**

**4.1 Accommodations and Modifications for Assessments:** Students with additional learning needs and others who receive support in lessons shall receive accommodations in and modifications to exams and tests to ensure their “normal way of working” in class mirrors how they will be assessed in line with the [ADEK School Inclusion Policy](#).

1. Schools shall keep records of the accommodations and modifications required by individual students and ensure that teachers and invigilators have access to these records.
2. Schools shall ensure that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.

3. Where a school considers that a student would benefit from accommodations and modifications, but the assessment provider states that these are subject to performance on standardized tests, schools shall administer such tests in-house whenever possible. If the required tests are not available in the school, the school shall advise the student's parents of the eligibility criteria and the process for accessing the tests from an external provider.
  - a. Where the school is able to administer standardized tests to confirm eligibility in-house, the parents have the right to decline to pay additional fees for this service, on the understanding that this may impact the accommodations and modifications available to the student.
  - b. Where the standardized tests are sourced from an external provider, parents have the right to decline to commission this service, on the understanding that this may impact the accommodations and modifications available to the student.

## 5. Interventions

- 5.1 Designing and Implementing Interventions: School shall implement interventions (processes and strategies) that enable the delivery of teaching and to maximize opportunities for all students, with reference to the requirements stipulated in the [ADEK School Inclusion Policy](#) and the [ADEK School Educational Risk Policy](#).

## 6. Assessment Integrity

- 6.1 Maintaining Assessment Integrity: Schools shall follow the requirements of the Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems.
  1. Schools shall educate students about the importance of not cheating and preserving academic honesty at all times.
  2. Schools shall make sure physical conditions (e.g., proper lighting, sufficient desk spacing) are set up to be conducive to conducting examinations in a credible and transparent manner.
  3. Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cheating occurring.
  4. Establish mechanisms and procedures to identify and manage instances of cheating and breaches within examination processes.
  5. Students found to commit examination misconduct shall be subject to the penalties stipulated in the [ADEK School Student Behavior Policy](#).
  6. Anyone other than a student who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems shall be subject to the penalties stipulated therein.

7. Schools shall ensure that any examination violations are logged and reported to ADEK.

## 7. Security

- 7.1 Security and Integrity of Assessment Resources and Data: Schools shall ensure the integrity and security of assessment resources (e.g., instruments, confidential assessment materials) and data (e.g., individual and school-level data and records) in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and in line with the [ADEK School Digital Policy](#).
- 7.2 Schools are not authorized to share any student assessment data with third parties without the consent of parents and approval from ADEK

## 8. Monitoring and Evaluation

- 8.1 Schools shall develop internal indicators to monitor and evaluate the effectiveness of their Assessment Policy. This exercise shall inform the review of the policy.

## 9. Compliance

- 9.1 This policy shall be effective as of the start of the Academic Year 2024/2025 (Fall term). Schools are expected to be fully compliant with this policy by the start of the Academic Year 2025/2026 (Fall term).
- 9.2 Schools shall comply with this Assessment Policy, which will be verified as part of the compliance process, in addition to the requirements set by the assessment providers, exam boards, and inspection, accreditation, and/or authorization bodies. Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.



## APPENDICES

### Appendix A. Standardized Benchmark Assessments (SBAs)

Table 3. Mandatory SBAs by Curriculum

Curriculum	SBA Type	Mandatory Subjects	All Students in Target Grades
American (Charter Schools)	NWEA – MAP Growth	<ul style="list-style-type: none"> <li>English (Reading &amp; Language Usage)</li> <li>Mathematics</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten 2 to Grade 11</li> </ul>
American	NWEA – MAP Growth	<ul style="list-style-type: none"> <li>English (Reading &amp; Language Usage)</li> <li>Mathematics</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3 to 9</li> </ul>
British	GL – PT Series (PTE, PTM, PTS)	<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Years 4 to 10</li> </ul>
Indian*	Ei – ASSET	<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3 to 9</li> </ul>
	OR ACER – IBT	<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3 to 9</li> </ul>
International Baccalaureate*	NWEA – MAP Growth	<ul style="list-style-type: none"> <li>English (Reading &amp; Language Usage)</li> <li>Mathematics</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3 to 9</li> </ul>
	OR GL – PT Series (PTE, PTM, PTS)	<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Years 4 to 10</li> </ul>
	OR ACER-IBT	<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3 to 9</li> </ul>
MoE	ACER – IBT	<ul style="list-style-type: none"> <li>Arabic</li> <li>Mathematics (Arabic version)</li> <li>Science (Arabic version)</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3 to 9</li> </ul>
SABIS*	NWEA – MAP Growth	<ul style="list-style-type: none"> <li>English (Reading &amp; Language Usage)</li> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3 to 9</li> </ul>



Curriculum	SBA Type	Mandatory Subjects	All Students in Target Grades
	OR GL – PT Series (PTE, PTM, PTS) OR ACER-IBT	<ul style="list-style-type: none"> <li>Science</li> <li>English</li> <li>Mathematics</li> <li>Science</li> <li>English</li> <li>Mathematics</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Years 4 to 10</li> <li>Grades 3 to 9</li> </ul>
Other English Medium Schools*  (Bangladeshi, Canadian, Pakistani, Philippine, etc.)	NWEA – MAP Growth OR GL – PT Series (PTE, PTM, PTS) OR Ei – ASSET OR ACER – IBT	<ul style="list-style-type: none"> <li>English (Reading &amp; Language Usage)</li> <li>Mathematics</li> <li>Science</li> <li>English</li> <li>Mathematics</li> <li>Science</li> <li>English</li> <li>Mathematics</li> <li>Science</li> <li>English</li> <li>Mathematics</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3 to 9</li> <li>Years 4 to 10</li> <li>Grades 3 to 9</li> <li>Grades 3 to 9</li> </ul>
Spanish	NWEA – MAP Growth Spanish	<ul style="list-style-type: none"> <li>Matemáticas (Mathematics)</li> <li>Lectura (Reading)</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3 to 9</li> </ul>
Non-Arabic/English Medium Schools	SBAs appropriate to their language of instruction OR Ministry of Education (or Other National Authority for Education) Exams	<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> </ul> (Exams may cover multiple subjects but only performance on the above subjects are required to be reported to ADEK, if available)	<ul style="list-style-type: none"> <li>Grades 3 to 9 (if available)</li> </ul>

\*Chosen SBA is subject to ADEK approval.

## Appendix B. American Curriculum Grading Requirements

### 1. Cycle 3 Grading Requirements

1.1 American curriculum schools shall meet the following grading requirements for Cycle 3:

1. Schools shall maintain a comprehensive credit accumulation system that measures student academic achievement through credits and grade point averages (GPA), serving as the basis for promotion, graduation, and university admission readiness.
2. Credit Accumulation: Schools shall ensure that:
  - a. Students accumulate a specified number of credits across all core subjects to meet graduation requirements. Specific credit requirements are outlined in the [ADEK School Curriculum Policy](#).
  - b. The credit system offers multiple credit recovery opportunities for students to earn the required credits.
3. Grade Conversion and Grade Point Average (GPA) Calculation:
  - a. Schools shall ensure that transcripts and end-of-year student performance reports present the GPA on both the percentage-based and the 4.0 scales, at a minimum, as indicated in [Table 4. American High School Grade Conversion Chart](#).

Table 4. American High School Grade Conversion Chart

Letter Grade	Percent	GPA (4.0 Scale)
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	75-79	2.3
C	73-74	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
D-	Below 65	0.5
E/F	Below 60	0.0

- b. College Board Advanced Placement (AP)/International Baccalaureate (IB) Diploma Programme (DP) courses may be awarded additional 'weighted' grades upon completion of board exams due to the compacted curriculum, academic rigor, additional homework and the demands of college-level coursework.
    - c. Schools shall ensure that students at risk of not earning course credit are identified as being at educational risk and provided support as per the [ADEK School Educational Risk Policy](#).
4. Summative Assessments: Schools that follow the American curriculum shall ensure that summative assessments constitute 60% of the total course grade for

the year, enabling academic grades to reflect student mastery of learning outcomes.



## References

- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and Its Amendments.
- Federal Decree Law No. (45) of 2021 Concerning the Protection of Personal Data.
- Federal Decree Law. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems.

### Publication

2025 (September) ADEK\_School\_Assessment Policy\_v1.2

Department of Education and Knowledge, Abu Dhabi (ADEK)

This policy applies to Private and Charter Schools in Abu Dhabi. However, any circular issued prior to this policy or issued specifically for Charter Schools thereafter supersedes the requirements of this policy.

### Current version:

*Updated to reinforce the need to uphold assessment integrity, by emphasizing the use of challenging, standards-aligned assessment questions, ensuring consistent grading practices through clear moderation criteria, and promoting systematic use of assessment data for school development planning and instructional improvement. Additionally, the update introduces a new section detailing the Assessment Calendar requirements, and a requirement for the identification of non-mandatory external assessments, including tools for ELL identification, cognitive assessments, and Arabic language proficiency assessments. The policy updates also require schools to not charge parents fees for these non-mandatory external assessments. Lastly, the policy details Cycle 3 grading requirements for American curriculum schools.*

### Past versions:

- 2024 (September) ADEK\_School\_Assessment Policy\_v1.1  
*First published*
- 2024 (January) ADEK\_School\_Assessment Policy\_v1.0  
*First circulated to schools*

