

Assessment Policy

Created on	September 2018
Last Review date	January 2026
Reviewed by	Nadin Bouchamseddine: Vice Principal Heads of Sections Heads of Departments
Approved by	Suheir Salah Hussein: Principal

Disclaimer:

1. This policy has been developed in accordance with the school's national identity policy.
2. This policy is reviewed annually and has been approved by the Governing Board, in accordance with the ADEK School Governance Policy.
3. Any significant changes to this policy—including the addition or cancellation of subjects or changes to examination or assessment frameworks—will be implemented only after obtaining prior approval from ADEK

1. School Vision:

To be a leading private school in Al-Ain provides an exemplary learning environment in line with the vision of ADEK.

2. School Mission:

To provide an exemplary learning environment which

- Develops student abilities.
- Augment self-confidence.
- Prepares world-class learners.
- Enables students to meet the challenges of the 21st century.
- Increases productivity and self-esteem.
- Inculcates values required to become responsible members of society.

3. Introduction

This policy outlines the school's approach to assessment in alignment with the ADEK Assessment Policy, emphasizing fair, inclusive, consistent, and data-informed practices from Pre-K to Grade 12. It serves as a framework to guide the design, implementation, monitoring, and evaluation of assessments across all subjects and grade levels.

Assessments at Future International Academy are an integral part of the teaching and learning process. They are designed to measure not only attainment—what a student knows and can do at a given point—but also progress—how much a student has improved over time. The policy ensures that all assessments are aligned to learning outcomes and curriculum standards and support the development of students' cognitive skills across three domains: Knowing, Applying, and Reasoning.

It covers both formative (ongoing) and summative (endpoint) assessments, as well as internal and external measures, ensuring that all students, including Students of Determination (SODs), EAL, and Gifted and Talented learners, are given equitable opportunities to demonstrate their learning. The school may choose to administer non-mandatory assessments (like cognitive or ELL tools), associated fees shall not be charged to parents.

Rationale

Assessment is a cornerstone of quality education, serving as a key driver in the enhancement of student learning, the development of effective teaching strategies, and the continuous improvement of school performance. At FIA, we recognize that assessment is not an isolated activity, but a comprehensive process that involves gathering, recording, analyzing, and interpreting information to inform educational decisions that support student success.

We believe that meaningful, varied, and authentic assessments provide students with opportunities to demonstrate their learning progress, skills, values, and competencies in ways that reflect both academic excellence and a strong sense of identity and citizenship.

FIA's assessment policy is built on the following principles:

- **Promotion of student engagement and responsibility**, where learners are active participants in the assessment process through reflection, self-assessment, and goal setting.
- **Use of assessment data to inform teaching and learning**, enabling teachers to personalize instruction, identify learning gaps, and design targeted interventions.
- **Ensure equitable and inclusive assessment practices that accommodate the diverse needs of all students**, including students of determination and gifted learners, by providing appropriate modifications, support mechanisms, and differentiated assessment tools to promote fairness and access for every learner.
- **Transparent and consistent assessment procedures**, ensuring fairness, reliability, and validity across all grade levels and subjects.

Assessment Principles

The assessment system at FIA is built upon the guiding principles outlined in ADEK's Assessment Policy, ensuring that assessment is a purposeful, equitable, and integral part of teaching and learning. These principles include:

- **Assessment is central to teaching and learning**, driving planning, instruction, and student progress.
- **Assessment is fair, transparent, and inclusive**, meeting the needs of all learners, including students of determination and gifted students.
- **Assessment is valid and reliable**, accurately measuring intended outcomes across all subjects and phases.
- **Assessment is ambitious**, challenging students to demonstrate deep understanding and application of knowledge.
- **Assessment is appropriate**, using age- and level-appropriate methods that align with curriculum standards.
- **Assessment is consistent**, following standardized practices across the school to ensure comparability and equity.
- **Assessment outcomes are meaningful**, providing actionable insights to students, parents, educators, leaders, and ADEK.
- **Assessment feedback is constructive and motivational**, promoting reflection, effort, and continuous improvement.

Purpose and Scope

This policy applies to all students from Pre-K through Grade 12 at FIA and establishes a comprehensive framework for assessment, evaluation, and reporting practices across the school.

The purpose of this policy is to:

- **Enhance teaching and learning** through the effective use of both internal and external assessments.
- **Recognize and celebrate student achievement** while effectively tracking and monitoring academic progress across all grade levels.
- **Identify students' strengths and areas for growth**, ensuring targeted support to help every learner meet or exceed curriculum expectations.
- **Provide timely, constructive feedback** to students, teachers, and parents to promote continuous learning and improvement.
- **Promote high yet achievable expectations**, motivating students to reach their full academic potential through a culture of excellence.
- **Systematically collect and analyze learning outcomes**, using the data to inform instructional practice, school improvement planning, and educational policy decisions at all levels.

4. Internal Assessments

4.1. Types of Internal Assessments

At FIA, assessment of our students' academic progress takes many forms depending on the discipline, the teacher, the grade level, and the students. Several types of internal assessments are used to evaluate and support student learning. These can be either assessment for learning or assessment of learning. Each type of assessment serves a unique role in the learning process, helping educators tailor their instruction to meet the needs of their students and gauge the effectiveness of their teaching strategies, curricular resources, and academic support. These types are listed below.

4.1.1. Assessment for Learning (AfL)

"**Assessment for Learning**" (AfL) is a **formative, continuous process, an interactive process** essential for adjusting instruction and improving student outcomes. It uses assessment as a tool to support and enhance student learning, rather than simply measure it. Its primary goal is to provide meaningful feedback that informs both teaching and learning, enabling students to understand where they are in their learning, where they need to go, and how best to get there.

AfL empowers both teachers and students by identifying current levels of understanding, revealing misconceptions, and guiding instructional adjustments. It fosters a reflective and responsive learning environment where students are active participants in their progress.

Types of AfL used at FIA include:

- **Diagnostic Assessments**
Purpose: To assess prior knowledge, skills, and learning needs before instruction begins..
Examples: Pre-tests, diagnostic quizzes, and initial writing samples.
- **Formative Assessment**
Purpose: to monitor learning and provide ongoing feedback for instructional refinement and student improvement.
Examples: Quizzes, class discussions, exit tickets, peer reviews, think-pair-share, thumbs up/down, questioning, observations, drafts, and learning journals
- **Observational Assessment**
Purpose: To observe students during learning activities to gather evidence about their understanding, skills, and behaviors.
Examples: Observational checklists, anecdotal notes, group work observation, and monitoring student engagement, teachers' notes.
- **Learning Targets and Success Criteria**
Purpose: To communicate learning objectives and criteria for success to students so they understand what is expected and how they can achieve it.
Examples: Displaying learning goals, co-creating success criteria with students, and using exemplars to illustrate high-quality work.
- **Self-Assessment**
Purpose: To help students reflect on their learning and take ownership of their progress.
Examples: Self-reflection journals, checklists, rubrics for self-evaluation, and self-scoring tools.
- **Peer Assessment**
Purpose: To promote collaborative learning through constructive feedback among peers.
Examples: Peer reviews, group work evaluations, and peer feedback on assignments.
- **Screening Assessments**
Purpose: to identify students who may need additional support, specialized interventions, or further diagnostic evaluation.
Examples: language screeners, literacy screeners, numeracy screeners, behavioral assessments, cognitive or developmental screeners, and academic baseline assessments.

4.1.2. Assessment of Learning (AoL)

Assessment of learning (AoL) is used to evaluate and report student progress, often in summative formats like tests or projects, with specific timelines for feedback and grade reporting.

It is a summative process that evaluates what a student knows, understands, and can do, measuring their achievement against grade-level standards across subject areas and providing a clear basis for reporting progress to all stakeholders.

AoL plays a crucial role in:

- Reporting academic progress and outcomes.
- Informing final grades and school-level evaluations.

Types of AoL used at FIA include:

- **Summative Assessment**
Purpose: To evaluate student learning at the end of an instructional period by comparing it against some standard or benchmark.
Examples: End of Term Exams, Mid-Term Exams, Quizzes, End-of-Unit Tests, and Final exams.
- **Performance-Based Assessment**
Purpose: To assess students' ability to apply skills and knowledge to real-world tasks.
Examples: Presentations, science experiments, projects, performances, and portfolios.
- **Portfolio Assessment**
Purpose: To collect a variety of student work over time to show growth, reflect on learning, and demonstrate skills.
Examples: Collection of writing samples, art projects, multimedia presentations, and any student work that shows progress.
- **Criterion-Referenced Assessment**
Purpose: To measure student performance against a set standard or specific learning objectives.
Examples: Rubric-based assessments, standards-based assessments, and any assessment tied to specific learning goals.

4.2 Assessment Structure Per Cycle

Pre-Kindergarten and Kindergarten

At Future International Academy, we believe assessment in early childhood should be continuous, skill-based, and developmentally appropriate. Our approach balances formal assessments with observation and hands-on evidence, ensuring alignment with **NGSS, Common Core, MOE, and ADEK Kindergarten Framework** expectations.

Assessments at this level focus on key developmental domains, including:

- Language and literacy skills
- Numeracy awareness
- Phonological development
- Social and emotional growth
- Fine and gross motor skills
- Exploratory and inquiry-based thinking

Assessment is ongoing, informal, and woven into daily classroom experiences. Through continuous observations, documentation, and reflective conversations, educators gather evidence to guide planning, support individualized learning, and engage families in their child's development journey.

The goal is to support every child's growth and provide timely, personalized feedback.

Assessment Type	Grade Level	Description
Baseline Diagnostic Assessments (twice a year)	PreK	Rubric-based developmental readiness observations focus on literacy, numeracy, phonological awareness, fine/gross motor skills, and inquiry skills.
	KG1	Performance-based rubrics (no formal written tests) assessing foundational skills in literacy, numeracy, phonological awareness, fine/gross motor development, and inquiry.
	KG2	Written diagnostics in English, Math, and Science supported by rubrics, targeting foundational academic skills and developmental indicators.
Formative / Continuous Assessment	PreK - KG2	Ongoing learning progress Anecdotal records, observation checklists, interactive class tasks, rubric-based evaluations, learning journals and portfolios, digital media (photos/videos)
Reading and Phonics Assessments	PreK - KG2	Monitor reading development; adjust instruction, and plan interventions throughout the year Tools used: Running records, phonics knowledge checks, fluency and comprehension observations, letter-sound correspondence tracking
Final Assessments	PreK	Rubric-based assessment measuring holistic development and readiness for KG1.
	KG1	Summative assessments supported by rubrics evaluate mastery of curriculum outcomes in core areas.
	KG2	Written assessments across core subjects, using standards-based rubrics to assess curriculum mastery and readiness for Grade 1.

Teachers use performance-based rubrics and learning stories to capture each child's progress. The emphasis is on fostering a joyful, inclusive, and stimulating environment where every child is encouraged to grow at their own pace.

Rubric Proficiency Levels

Level	Descriptor
Below Level	The student's body of work has not met most standards assessed and depends on the teacher for assistance.
Beginner	Student demonstrates that they are working toward readiness for the standard but lack independence.
Developer	Students demonstrate evidence that they are approaching or occasionally showing potential for independence toward meeting the standard.
Proficient	Student demonstrates mastery and independence in meeting the standards.
Advanced Proficient	Students demonstrate the skill or understanding at a level exceeding expectations.

Cycles 1,2, and 3: Elementary, Middle, and High Sections

At Future International Academy (FIA), continuous assessment across the Elementary, Middle, and High School Sections is aligned with key curriculum standards, including the California Common Core State Standards (CACCSS), Next Generation Science Standards (NGSS), and the UAE MOE Framework.

- In the Elementary Section, student progress is monitored using objective trackers, performance-based tasks, and curriculum-aligned rubrics that support formative assessment and individualized growth.
- In the Middle School Section, assessments include a blend of formative and summative tools such as projects, written tasks, skill-based activities, and checkpoint quizzes to reinforce concept mastery and academic accountability.
- In the High School Section, assessment practices emphasize college and career readiness by integrating standards-based evaluations, extended research tasks, and project-based learning to measure deeper understanding and subject proficiency.

Across all phases, summative assessments are conducted at least twice per subject per semester, through structured checkpoints to evaluate key learning outcomes.

Recognizing that a student's academic journey goes beyond numerical grades, FIA adopts a Proficiency Scale that provides descriptive feedback on the attainment of grade-level standards.

This system ensures clarity for students and parents, enhances personalized learning, and supports a smooth transition between grade levels and reporting phases.

Assessment Structure and Weight

Cycles 1 & 2: Elementary and Middle School (Grades 1–8)		
Assessment Type	Component	Weight
Formative (60%)	Assignments	20%
	Pop Quizzes	10%
	Work Scrutiny	10%
	Project / Skills-based Assessments	20%
Summative (40%)	Tests	10%
	Final Exam / End of Unit Test	30%
Cycle 3 (High School: Grades 9-12)		
Assessment Type	Component	Weight
Formative (40%)	Assignments	10%
	Pop Quizzes	10%
	Work Scrutiny	5%
	Project / Skills-based Assessments	15%
Summative (60%)	Tests	20%
	Final Exam	40%

Formative Assessments

Assignments (Reinforces recent instruction)

Assignments are structured learning tasks given to students to reinforce, apply, and extend the concepts taught during classroom instruction.

The assignments: (Reinforces recent instruction)

- Promote independent learning and self-regulation.
- Provide opportunities for differentiated instruction.
- Are aligned with curriculum standards and cognitive demands.
- Encourage consistency, responsibility, and academic growth.

Assignments aim to:

- Encourage responsibility, respect, and positive learning behavior.
- Promote a collaborative and organized learning environment.
- Evaluate completion, quality, neatness, and accuracy of in-class and home tasks.
- Reinforce skills, time management, and application of concepts.
- Prepare students for upcoming lessons and long-term assessments.

Assignments Examples (including but not limited to):

- **Worksheets** – Grammar practice, math problems, labelling diagrams, matching, fill-in-the-blank, etc.
- **Entry/Exit Tickets:** Brief, regular classroom activities designed for students to reflect on what they have learned or preview what they will learn.
- **Writing Tasks** – Stories, reflections, informational reports, letters, journaling, persuasive writing
- **Simple Visuals** – Diagrams, charts, posters, labelled drawings, comic strips, timelines
- **Comprehension Questions** – Story/text response (literal, inferential, vocabulary, prediction)
- **Creative Projects** – Model making, crafts, STEAM challenges, diorama creation
- **Graphic Organizers** – Venn diagrams, story maps, sequencing charts, KWL charts
- **Digital Assignments** – PowerPoint slides, Canva posters, recorded presentations, Padlet boards
- **Performance/Role-Play** – Act out a scene, moral education skits, storytelling with props
- **Research-Based Tasks** – Fact files, mini-reports, topic brochures, country passports
- **Observation Logs** – Weather journals, plant growth tracking, behavior monitoring
- **Math in Real Life** – Surveys with graphs, budget planning, measuring objects, home shapes hunt
- **Reflection Logs** – “What I learned today,” weekly self-assessment, effort tracking
- **Classroom Jobs/Checklists** – Responsibility charts, collaborative checklists with reflections
- **Digital Storybooks** – Story writing with visuals using tools like Book Creator or Google Slides
- **Video Submissions** – Reading fluency, oral storytelling, and experiment results explanation
- **Map Activities** – Directional maps, community design, country features labelling

Cycle 1 and 2 Performance-Based Assignments Rubric – 20 Marks with Proficiency Descriptors

Criteria	Max Marks	Description	16-20 (Exceeding/ Meeting Expectations)	11-15 (Developing/ Approaching)	6-10 (Approaching/ Fair)	1-5 (Below Expectations/ Poor)	0 (Missing)
Timely Submission	4	Submitted on time or with minimal delay	On or before the deadline	Within 1 day late	2–3 days late	More than 3 days late	Not submitted
Accuracy & Effort	4	Accuracy of content and effort invested	Fully accurate, thorough, excellent effort	Mostly accurate, minor errors, good effort	Some accuracy, inconsistent effort	Many errors, limited effort	No effort / incorrect work
Neatness & Organization	4	Neatness, clarity, and organization	Very neat, well-organized	Neat with minor issues	Somewhat neat, occasionally disorganized	Messy and hard to follow	Very messy or incomplete
Relevance to Objective	4	Alignment with learning objectives	Fully relevant, meets objectives	Mostly relevant, some deviations	Partially relevant, misses key objectives	Mostly irrelevant or off-topic	Not relevant
Creativity & Critical Thinking	4	Originality, problem-solving, and innovation	Highly original ideas; deep insight; goes beyond expectations	Some originality shows good reasoning	Minimal creativity; limited critical thinking	Mostly copied or lacks insight	No attempt
Total Marks	20		16–20: Exceeds or fully meets expectations	11–15: Developing; meets some expectations	6–10: Approaching expectations with gaps	1–5: Below expectations; incomplete/poor quality	0: Missing or Not Assessed

Cycle 3 Performance-Based Assignments Rubric – 10 Marks with Proficiency Descriptors

Criteria	Max Marks	Description	9-10 (Exceeding/ Meeting Expectations)	6-8 (Developing/ Approaching)	3-5 (Approaching/ Fair)	1-2 (Below Expectations/ Poor)	0 (Missing)
Timely Submission	2	Submitted on time or with minimal delay	On or before the deadline	Within 1 day late	2–3 days late	More than 3 days late	Not submitted
Accuracy & Effort	3	Accuracy of content and effort invested	Fully accurate, thorough, excellent effort	Mostly accurate, minor errors, good effort	Some accuracy, inconsistent effort	Many errors, limited effort	No effort / incorrect work
Neatness & Organization	1	Neatness, clarity, and organization	Very neat, well-organized	Neat with minor issues	Somewhat neat, occasionally disorganized	Messy and hard to follow	Very messy or incomplete
Relevance to Objective	2	Alignment with learning objectives	Fully relevant, meets objectives	Mostly relevant, some deviations	Partially relevant, misses key objectives	Mostly irrelevant or off-topic	Not relevant
Creativity & Critical Thinking	2	Originality, problem-solving, and innovation	Highly original ideas; deep insight; goes beyond expectations	Some originality shows good reasoning	Minimal creativity; limited critical thinking	Mostly copied or lacks insight	No attempt
Total Marks	10		16–20: Exceeds or fully meets expectations	11–15: Developing; meets some expectations	6–10: Approaching expectations with gaps	1–5: Below expectations; incomplete/poor quality	0: Missing or Not Assessed

Pop Quiz (10%)

The Pop Quiz is a low-stakes, formative assessment designed to gauge a student's grasp of recent content and skills in real time. The formative assessments:

- Promote ongoing learning,
- Are aligned with curriculum standards,
- Provide timely feedback,
- Are fair, inclusive, and data-informed.

Pop quizzes are administered spontaneously during instruction and help track ongoing progress using age-appropriate methods that focus on both content and cognitive development.

Key Features of the Pop Quiz

Feature	Details
Weight	10% of the total formative grade
Format	Short response, multiple choice, drawing/labelling, matching, or sorting
Timing	10–15 minutes
Frequency	At the teacher's discretion (1–2 times per unit recommended)
Skills Assessed	Recall, comprehension, classification, and simple application
Differentiation	Visual aids, word banks, sentence starters as needed
Feedback	Immediate written or verbal feedback to guide improvement

Pop Quiz Rubric and Performance Levels

Total Marks	Performance Level	Descriptor
9 – 10	Exceeding Expectations Meets/Exceeds Standards	Student shows advanced understanding with detailed, insightful answers. Goes beyond expectations with clarity and extended thinking.
7 – 8	Meeting Expectations Approaching Standards	The student demonstrates an accurate and organized understanding. Shows age-appropriate skills independently.
5 – 6	Developing Partially Meeting Standards	Student shows a basic understanding with mostly correct answers. Minor errors or lack of depth in explanation.
3 – 4	Approaching Below Standards	The student shows partial understanding. Responses may be incomplete or unclear. Needs teacher guidance.
1 – 2	Below Expectations Significantly Below Standards	The student cannot demonstrate basic understanding. Needs reteaching and individual support.
0	Missing / No Attempt	—

Work Scrutiny

This assessment evaluates students' organization, completeness, and consistent notetaking in their copybooks, notebooks, or journals. It also considers thoughtful reflection entries (where applicable) and adherence to subject-specific expectations. The key focus areas include:

- Organization and completeness
- Consistent notetaking
- Reflection entries (where applicable)
- Adherence to subject-specific expectations

The goal is to promote good study habits, reinforce learning, and encourage student responsibility and engagement with the curriculum. This rubric provides clear criteria for meaningful feedback and supports students in developing effective academic skills

Cycles 1 and 2 Work Scrutiny - 10 Marks with Proficiency Descriptors

Criteria	Max Marks	4 - Meets/Exceeds Expectations:	3 - Approaching Expectations:	2 - Developing	1- Below Expectations:	0 - Significantly Below Expectations
Organization & Completeness	4	Notes are very well-organized, complete, and easy to follow.	Mostly organized and complete.	Some gaps; occasionally unclear or incomplete.	Disorganized, incomplete notes.	No or very poor notes submitted.
Consistent Notetaking	3	Notes are regularly taken, accurate, and reflect class instruction.	Notes are mostly regular and mostly accurate.	Notes are irregular or sometimes inaccurate.	Rarely takes notes, or notes are mostly inaccurate.	No notes taken.
Reflection Entries	2	Thoughtful, relevant reflections included.	Reflections included but lack depth or clarity.	Minimal or inconsistent reflections.	Reflections are missing or irrelevant.	No reflections included.
Subject-Specific Expectations	1	Meets all subject-specific requirements (diagrams, vocab, etc.)	Meets most subject-specific requirements.	Meets some but incomplete subject requirements.	Does not meet subject-specific requirements.	No adherence to subject expectations.

Cycles 3 Work Scrutiny - 5 Marks with Proficiency Descriptors

Criteria	Max Marks	4 - Meets/Exceeds Expectations:	3 - Approaching Expectations:	2 - Developing	1- Below Expectations:	0 - Significantly Below Expectations
Organization & Completeness	2	Very well-organized, complete, and clear notes	Well-organized and mostly complete	Some gaps, occasional lack of clarity	Disorganized or incomplete notes	No notes submitted
Consistent Notetaking	1	Regular, accurate, and reflects instruction	Mostly regular and accurate	Inconsistent or partially inaccurate	Rarely takes notes or is inaccurate	No notes submitted
Reflection & Insight	1	Thoughtful, detailed, relevant reflections	Relevant reflections included	Minimal or inconsistent reflections	Missing or irrelevant reflections	No reflections
Subject-Specific Requirements	1	Fully meets all subject-specific requirements	Meets most subject-specific requirements	Meets some but incomplete requirements	Does not meet requirements	No evidence

Project / Skills-based Assessments

Assessing students' practical and applied skills over time through in-class activities that reflect curriculum standards and real-world application. It emphasizes the development of critical thinking, communication, collaboration, and creativity across subjects.

Purpose:

- To build essential skills like observation, communication, presentation, and collaboration.
- To help students apply what they learn in real-life or practical ways.
- To assess not just content knowledge but the application of learning in meaningful, hands-on contexts.

Assessment design:

- Completed during class time under teacher supervision.
- Tasks result in a tangible product or performance.
- Clear rubrics or checklists are used to assess each task, and as per grade-level standards.
- It can be **individual or group-based**, depending on the task and subject.

Examples by Subject: (including but not limited to):

- **Science:** Lab reports, simple experiments, scientific models, observation journals, and 3D model projects
- **English:** Speeches, creative writing portfolios, Storybook creation, oral retelling, character puppet show
- **Math:** Shape hunt collage, pattern creation, measuring real objects, Real-world problem-solving tasks
- **Social Studies:** community helper role play, map drawings, and family trees.
- **Islamic:** Quran recitation fluency, presentations, mosque craft.
- **Arabic:** Oral storytelling, Vocabulary posters, Formal letter or paragraph writing, Poetry recitation or original composition, Reading comprehension with reflection tasks, research
- **ICT/Design/Art:** Digital presentations, prototype development, multimedia design
- **Moral Education/National Identity:** Reflective journals, role-playing scenarios, campaign design, thank-you card creation, and sharing journal

Cycle 1 and 2 Performance-Based Assessment Rubric - 20 Marks with Proficiency Descriptors

Criteria	Max Marks	Meets/Exceeds Expectations (18–20)	Approaching Expectations (14–17)	Developing (10–13)	Below Expectations (5–9)	Missing / No Attempt (0)
Application of Skills	6	Thorough and effective application of skills in real-world or practical contexts.	Appropriate application with minor gaps; mostly relevant to context.	Basic application with noticeable gaps; inconsistent relevance.	Minimal application; limited or inappropriate.	No attempt or submission.
Creativity & Innovation	4	Highly creative and original; innovative problem-solving beyond expectations.	Shows creativity and some innovation.	Limited creativity; mostly conventional approaches.	Rarely creative; lacks original ideas.	No attempt or submission.
Collaboration & Communication	4	Works effectively with others; clear, respectful, and confident communication.	Generally, collaborates and communicates well with minor issues.	Collaboration and communication are inconsistent or limited.	Poor collaboration; communication often unclear or ineffective.	No attempt or submission.
Quality of Product/Performance	4	Product/performance is clear, complete, polished, and fully meets/exceeds requirements.	Product meets most requirements; minor quality or completeness issues.	The product is partially complete or lacks polish; some unmet requirements.	Product is incomplete, low quality, or barely meets requirements.	No attempt or submission.
Timeliness & Effort	2	Submitted on time with strong, consistent effort and engagement evident.	Generally on time with good effort.	Some delays or inconsistent effort.	Frequently late or shows low effort.	No attempt or submission.

Cycle 3 Performance-Based Assessment Rubric -15 Marks with Proficiency Descriptors

Criteria	Max Marks	Meets/Exceeds Expectations 13 – 15	Approaching Expectations 9 – 12	Below Expectations 1 – 8	Missing (0)
Application of Skills	3	Effectively applies concepts in real/practical contexts.	Applies concepts with minor gaps.	Limited or weak application.	—
Creativity & Innovation	3	Demonstrates originality and deep insight.	Some creativity and thoughtful effort.	Repetitive or lacks originality.	—
Communication & Collaboration	3	Clear communication; active peer interaction.	Mostly clear and cooperative.	Weak or unclear communication.	—
Product Quality	3	Well-presented, complete, and meets all expectations.	Mostly complete; minor gaps.	Incomplete or lacks polish.	—
Timeliness & Effort	3	On time with high effort and engagement.	Slightly delayed or inconsistent effort.	Very late or minimal effort.	Not submitted / 0

Summative Assessments

Quizzes

Summative quizzes are targeted assessments designed to evaluate students' mastery of recently taught chapters and instructional content. Typically administered during weeks 3 to 5 of a unit, these quizzes play a crucial role in contributing to the final grade by measuring students' knowledge retention and conceptual understanding. The quiz questions are thoughtfully constructed to assess three core cognitive domains:

- **Knowing:** Recall and comprehension of factual information and key concepts.
- **Applying:** Ability to use learned concepts and procedures in familiar contexts.
- **Reasoning:** Engagement in problem-solving and critical thinking that requires analysis and interpretation of information.

End of Unit Test/Final Exam

The End of Unit Test or Final Exam serves as a comprehensive benchmark evaluation, designed to assess students' mastery of all standards and objectives covered throughout the unit or course. This exam typically includes a diverse range of question types such as multiple choice, short answer, extended response, and performance-based tasks. The varied formats allow for a robust evaluation of students:

- **Knowing:** Accurate recall and deep understanding of facts, concepts, and procedures.
- **Applying:** Skilful use of knowledge and strategies in practical, real-world, or novel contexts.
- **Reasoning:** Higher-order thinking demonstrated through critical analysis, problem-solving, synthesis, and extended written responses.

Summative Assessment Exams Specification (Cognitive Levels & Assessment Breakdown)

Cycle 1 (Elementary Section)

Cognitive Level	Description	Quiz (10 Marks) Allocation	End of Unit Test (30 Marks) Allocation	Example Question Types
Knowing	Remember facts, names, labels, and simple ideas.	5 marks (50%)	10 marks (50%)	<ul style="list-style-type: none"> - Multiple Choice Questions (MCQs) - Fill in the blanks - Matching exercises - True/False questions - Labelling diagrams - Recall definitions or facts
Applying	Use what they've learned in easy, guided tasks.	3 marks (30%)	7 marks (35%)	<ul style="list-style-type: none"> - Complete a chart or table - Solve simple word problems - Use grammar in sentences - Put events in order (sequencing) - Read short passages and answer questions
Reasoning	Think about ideas, explain, compare, or give reasons.	2 marks (20%)	3 marks (15%)	<ul style="list-style-type: none"> - Explain "Why" or "How" questions - Make a prediction and explain why - Compare two things - Give an opinion with a reason - Analyze a simple story or situation

Cycle 2 (Middle School)

Cognitive Level	Description	Quiz (10 Marks) Allocation	Final Exam (30 Marks) Allocation	Example Question Types
Knowing	Recall and understanding of facts and concepts	5 marks (50%)	15 marks (50%)	<ul style="list-style-type: none"> - MCQs - True/False - Label diagrams - Short answer recall questions
Applying	Use concepts and skills in familiar contexts	4 marks (40%)	12 marks (40%)	<ul style="list-style-type: none"> - Solve problems - Complete charts/graphs - Apply formulas - Interpret data or passages
Reasoning	Analyze, explain, justify, and evaluate	2 marks (20%)	6 marks (20%)	<ul style="list-style-type: none"> - Explain “why” or “how” - Predict and justify - Compare and contrast - Analyze scenarios

Cycle 3 (High School)

Cognitive Level	Description	Quiz (10 Marks)	Final Exams (40 Marks)	Example Question Types
Knowing	Recall and understand detailed facts, theories, and concepts aligned with curriculum standards.	4 marks (40%)	16 marks (40%)	<ul style="list-style-type: none"> - Multiple Choice Questions (MCQs) - Definitions - True/False - Label diagrams - Short answer recall
Applying	Use and implement concepts and procedures in familiar and new contexts, including real-world applications.	4 marks (40%)	16 marks (40%)	<ul style="list-style-type: none"> - Solve complex problems - Data interpretation and analysis - Experimental design - Case study evaluation
Reasoning	Analyze, evaluate, synthesize information, construct arguments, and solve extended problems requiring critical thinking.	2 marks (20%)	8 marks (20%)	<ul style="list-style-type: none"> - Justify and explain answers - Compare and contrast - Critique arguments - Extended essay/project responses

5. External Assessment Types

FIA ensures that at least 97% of eligible students in Grades 3–9 complete the mandated SBAs (MAP and IBT)

External Assessments	Purpose	Targeted Grades
NWEA MAP	The NWEA Measure of Academic Progress (MAP) test measures what students know and informs what they are ready to learn next. It is administered twice a year as per the Window shared from ADEK: <ul style="list-style-type: none"> ● Fall Window: October 7th to Nov 15th ● Spring Window: May 5th to June 13th If you need to know more about this assessment, please Click Here .	Grades 3 - 9
PISA	The Program for International Student Assessment (PISA) is a school-level assessment designed for grade 10 students. Only students who are 15 years old take the assessment. Students are selected randomly, and it is taken every 3 years. If you need to know more about this assessment, please Click Here .	Grade 10/11
IBT	The iBT Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling, and Vocabulary through multiple-choice questions in response to a variety of texts and situations. It is administered once every year. If you need to know more about this assessment, please Click Here . The test window: Nov 1st - Nov 30th.	Grade 3 to 9
TIMSS	Trends in International Mathematics and Science Study has been a valuable vehicle for monitoring international trends in mathematics and science achievement at the fourth and eighth grades. Students are selected randomly, and it is taken every 4 years. If you need to know more about this assessment, please Click Here .	Grades 4 and 8
SAT	Scholastic Assessment Test - is a standardized test widely used for college and university admissions.	11, 12
IELTS	It is an international standardized test of English Language proficiency	11, 12
AP Exams	Advanced Placement (AP) Exams are college-level tests administered by the College Board.	11, 12
PIRLS	PIRLS is one of the international assessments, one of the long-term indicators that measure performance outcomes in each of the national priorities, and generally compare the UAE against global benchmarks. Only students in Grade 4 take the assessment. Students are selected randomly and it is taken every 5 years. If you need to know more about this assessment, please Click Here .	

Table 1 provides more information about different types of assessment in FIA.

Table 1: Assessment of types and information

Assessment name	Assessment type	Frequency	Weight
Diagnostic Test	Formative/internal	2 times throughout the year	NA
Test	Summative/internal	Twice in a semester	10%
Project and Skill Continuous Assessment	Formative /internal	Ongoing	20% (ES and MS) 15% (HS)
End of Unit Test / Final Exam	Summative/internal	Once in a semester	30% (ES and MS) 40% (HS)
MAP	Standardized Benchmark Assessment	2 times a year (grades 3-9)	NA
IBT	Arabic Language Assessment	Once a year (grades 3-9)	NA
TIMSS	International Assessment	Once every 4 years	NA
PISA	International Assessment	Once every 4 years	NA
SAT	External	Only for Grade 12	NA
IELTS and SAT	External	Only for Grade 12	NA
AP Exams	Board Exams	AP Courses	

6. Implementation of Assessment Data - Data Analysis

At Future International Academy (FIA), measuring **attainment** and **progress** is fundamental to providing high-quality, equitable education to ensure a holistic understanding of student learning outcomes. FIA adopts a systematic, inclusive, and data-driven approach—leveraging internal and external sources, disaggregated group analysis, and triangulated data to inform planning, intervention, and continuous improvement.

Attainment

Attainment refers to the extent to which a student has achieved age-related and curriculum-related expectations at a specific point in time. In alignment with ADEK's Assessment Policy, internal and external attainment data are systematically analyzed by the Data Team in collaboration with academic and inclusion staff. This analysis follows ADEK's approved performance benchmarks and comparative measures.

Triangulated data from internal assessments, external standardized assessments (such as CAT4, PISA, TIMSS, etc.), and teacher judgments are presented to Support Teachers, Subject Teachers, Middle Leaders, and Senior Leadership Team (SLT) members. The findings are disseminated per class, grade, and phase level to guide data-driven planning, targeted interventions, and curriculum modifications.

Data analysis is grouped to include:

- Gender (Male/Female)
- Nationality (Emirati/Non-Emirati)
- Students of Determination (SOD) / Students with Special Educational Needs and Disabilities (SEND)
- English as an Additional Language (EAL) learners
- Gifted and Talented (G&T) students

Progress

Progress refers to the measurable learning gains a student makes over time, typically between two or more assessment points. In line with ADEK's Assessment Policy, teachers focus on both attainment (current achievement) and progress (growth over time) to ensure a holistic understanding of student development. Baseline data is systematically collected at the beginning of each academic year or term to establish starting points. This data serves as a reference for evaluating progress in knowledge, skills, and understanding across subjects.

Both internal progress data (from classroom assessments, performance tasks, and teacher observations) and external progress data (from standardized assessments and benchmarking tools) are analyzed regularly in accordance with ADEK requirements.

These insights are used to:

- Inform lesson planning and curriculum adjustments
- Identify gaps in learning for specific groups or individuals
- Support differentiated instruction and intervention strategies
- Monitor the impact of teaching and learning practices

Progress analysis includes a focus on priority groups such as Emirati students, Non-Emirati students, Students of Determination (SEND/SOD), EAL learners, Gifted and Talented students, and by gender. It also considers individual starting points, language needs, and support requirements, ensuring all students are supported to make meaningful and equitable progress.

7. Approaches to Utilizing Internal and External Assessments

At Future International Academy (FIA), assessment is an integral component of the learning process. Guided by the ADEK Assessment Policy 2025–2026, FIA implements a balanced approach that integrates both internal and external assessments to support student growth, instructional planning, and overall school improvement. These assessments are designed to be inclusive, purposeful, and data-driven, ensuring that teaching and learning remain responsive to the needs of all learners. The effective use of assessment results enables educators to monitor progress, close learning gaps, and make evidence-based decisions that enhance academic achievement and equity across all grade levels.

Category	Key Features	Purpose & Impact	Alignment with Regulatory Expectations
Assessment of Learning (AoL)	<ul style="list-style-type: none"> - Summative - Includes quizzes, exit cards, reflections, and end-of-unit tasks, teacher observations 	<ul style="list-style-type: none"> - Measures achievement at key points - Identifies gaps, readiness, and support needs - Informs groupings and progression - Drives improvement and curriculum review 	<ul style="list-style-type: none"> - Supports standardized evaluation of achievement - Emphasizes outcome-based planning - Reinforces validity and reliability of assessment tools
AoL Utilization	<ul style="list-style-type: none"> - Consolidates learning - Supports differentiation- Maps skills and knowledge- Evaluates assessment tools- Benchmarks performance 	<ul style="list-style-type: none"> - Informs teaching strategies and curriculum design - Identifies learning gaps and redundancy - Allocates resources effectively 	<ul style="list-style-type: none"> - Ensures curriculum-aligned planning and performance tracking - Promotes evidence-based decisions - Addresses underperformance through structured interventions
Assessment for Learning (AfL)	<ul style="list-style-type: none"> - Formative and continuous- Embedded in daily lessons - Success criteria, feedback, peer/self-assessment 	<ul style="list-style-type: none"> - Promotes ownership, reflection, and student accountability - Adjusts instruction in real time - Encourages dialogue and metacognition 	<ul style="list-style-type: none"> - Fosters an inclusive learning culture- Encourages active learner engagement - Meets expectations for differentiated instruction
AfL Strategies	<ul style="list-style-type: none"> - Success criteria & WWW/EBI feedback- Exit tickets, mini-conferences, observations- Verbal/written feedback 	<ul style="list-style-type: none"> - Clarifies expectations - Builds a growth mindset - Enhances self-monitoring and learning outcomes 	<ul style="list-style-type: none"> - Ensures formative assessment is embedded in lesson planning - Encourages reflection and self-evaluation - Focus on learner-centered practices
Utilization of Internal & External Data	<ul style="list-style-type: none"> - MAP, IBT, IXL, Achieve 3000, etc.- Internal assessments and item-standard analysis 	<ul style="list-style-type: none"> - Sets personalized goals- Guides interventions and planning- Supports program evaluation and comparison 	<ul style="list-style-type: none"> - Complies with ADEK benchmarking requirements - Drives school improvement initiatives- Enables longitudinal data analysis and trend tracking
Documentation & Accountability	<ul style="list-style-type: none"> - Attainment and Progress Tracker - Includes MAP, internal data, groupings - Reviewed by SLT & MLT during observations 	<ul style="list-style-type: none"> - Ensures transparency and consistency - Provides data for reflection and planning- Prepares for i 	

8. Records and Record Keeping

At Future International Academy (FIA), comprehensive and systematic **record-keeping** is essential to ensure effective teaching, informed decision-making, and ongoing student support. Teachers are expected to maintain up-to-date, organized, and accurate records that provide a clear picture of student progress, attainment, and learning needs over time.

These records serve multiple purposes, including:

- Monitoring the academic and personal development of each student
- Informing lesson planning, differentiation, and intervention
- Guiding goal setting and parent communication
- Supporting the accuracy of the semesterly and annual reports
- Providing evidence of learning during inspections and reviews

Types of Records Maintained by Teachers

Record Type	Description and Purpose
Lesson Plans and Curriculum Documentation	Includes planned learning objectives, instructional strategies, differentiation approaches, and integration of assessment opportunities. Demonstrates alignment with curriculum standards and data-driven planning.
Observational Notes	Anecdotal records capture key moments of student performance, behavior, participation, and engagement. Used to track informal progress and provide timely feedback.
Student Work Samples	Includes workbooks, written assignments, target-setting worksheets, project-based tasks, and classroom activities. Used to monitor progression and skill development.
Assessment Records	Tracks student performance in formative and summative assessments. Includes results from internal assessments, quizzes, exit tickets, as well as external assessments like MAP, TIMSS, PIRLS, PISA, and IBT.
Progress and Attainment Trackers	Digital or physical trackers that consolidate student data across subjects and timeframes. Used to highlight growth, identify trends, and support planning and intervention.
Student Portfolios	Curated collections of student work that showcase progress over time. Includes reflections, self-assessments, teacher feedback, and performance evidence across various areas of learning.
Communication Logs	Records of interactions with parents, inclusion staff, and other stakeholders related to student development. Ensures transparency and accountability.

Record Review and Oversight

Effective oversight ensures that record-keeping practices are consistent, accurate, and aligned with school expectations and ADEK inspection requirements. At Future International Academy (FIA), the Middle Leadership Team (MLT) and Senior Leadership Team (SLT) play an essential role in maintaining high standards of accountability in documentation and student data management.

Monitoring and Quality Assurance

- **Regular Review Schedule:** Records are reviewed on a scheduled basis through lesson observations, planning evaluations, data analysis meetings, and internal audits to ensure compliance with curriculum standards and school policy.
- **Cross-checking with Assessment Data:** Record entries are verified against assessment outcomes, student portfolios, and tracker data to ensure reliability and alignment with student performance.

Teacher Responsibilities

- **Ongoing Updates:** Teachers are expected to maintain records weekly or after assessments to reflect student attainment, progress, and emerging needs accurately.
- **Integration with Planning:** Records must inform future lesson planning, differentiation, and individual learning plans (ILPs) where applicable.
- **Evidence of Learning:** Teachers should be prepared to present records as evidence of learning during leadership walkthroughs, peer reviews, and ADEK inspection visits.

Confidentiality and Accessibility

- **Secure Storage:** All records, whether physical or digital, must be stored securely to maintain student confidentiality in line with UAE data protection regulations.
- **Readily Accessible:** Records should be organized and easily retrievable during lesson inspections, parent-teacher meetings, and academic reviews.
- **Cloud-Based Systems:** platforms like iCampus, Schoology, or cloud drives must be used to ensure consistency, backup, and accessibility by authorized staff.

Leadership Responsibilities

- **Audit and Feedback:** MLT and SLT conduct periodic audits and provide constructive feedback to ensure teachers are using records effectively to drive student progress.
- **Professional Development:** Support is provided through training sessions and collaborative planning workshops to improve staff competencies in data collection, usage, and interpretation.

9. Reporting

Reporting plays a vital role in fostering effective communication and collaboration between teachers and parents. It provides clear and timely feedback on student progress, enabling parents to stay informed and actively participate in their child’s learning journey. Reporting also establishes a structured agenda for parent-teacher meetings.

The following reports are shared with parents and students:

- **End-of-semester report cards:** Detailed reports including teacher comments on every subject area.
- **End-of-year report cards:** Comprehensive summaries of student achievement and progress throughout the academic year.
- **Summary transcripts:** Provided for Grade 12 students to summarize overall academic performance.

In addition to formal reports, parents and students have continuous access to the school’s **Learning Management System (LMS)**, which offers real-time feedback on student performance and learning activities.

Parent-Teacher Conferences (PTCs) are held four times annually (twice per semester), providing opportunities for parents to meet with teachers, review student work samples, discuss progress, and collaboratively plan for further development.

10. Grading Assessments

Assessment grading is done according to the US letter grade system as explained in Table 2 (“Academic Grading in the United States,” 2023):

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	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

Table 2: US Grading Scale

11. Inclusion policy for SODs

FIA is committed to providing equitable educational opportunities for Students of Determination (SODs), ensuring their assessments are accessible, fair, and adapted to meet their individual needs while maintaining curriculum standards in line with ADEK Assessment Policy.

Examination Procedures for SODs:

- The subject teacher prepares the exam, adapting content and format as necessary to accommodate the specific needs of SOD students, ensuring alignment with curriculum learning outcomes.
- The exam is submitted to the Head of Department (HOD) for initial review and approval, verifying the appropriateness and fairness of modifications.
- Upon HOD approval, the exam is forwarded to the SOD Coordinator for final authorization, ensuring compliance with inclusion guidelines and ADEK requirements.
- Following final approval, the exam is prepared for printing and distribution, guaranteeing secure handling and confidentiality.
- On the exam day, all SOD students are escorted to the designated SOD Coordinator's room, where the assessment is administered under suitable conditions tailored to individual accommodations.
- During the examination, a subject-specialist invigilator works alongside the SOD Coordinator to provide necessary clarification and support, ensuring that students fully understand the exam content and can demonstrate their knowledge effectively.

12. Adherence to Cultural Consideration Policy

At FIA, all examination content and procedures are developed in strict accordance with the Cultural Consideration Policy to ensure respect for the cultural values and sensitivities of our diverse student community. Exam materials undergo a thorough review before administration to eliminate any content, language, or practices that may be culturally insensitive or inappropriate. This review process ensures alignment with ADEK Assessment Policy, which mandates culturally responsive and inclusive assessment practices.

13. Exam Submission and Administration

Exams submission

To ensure consistency and quality, the following exam submission process must be strictly followed:

- The **Head of Department (HOD)** must notify all subject teachers at least **three weeks before** the scheduled exam date to initiate the preparation of exam guidelines and assessment materials.

Step 1:

The subject teacher prepares detailed **exam guidelines** and submits them to the HOD for verification. The HOD reviews and uploads the approved guidelines to the shared drive for transparency and accessibility.

Step 2:

Based on the approved guidelines and directions from the head of department (HOD), the subject teacher prepares the exam paper and submits it by the deadline set by the HOD.

Step 3:

The HOD reviews the exam, requests any necessary modifications, and, upon finalization, submits the exam to the School Principal for final approval at least one week before the scheduled exam date.

Step 4:

Once the School Principal approves the exam, the HOD instructs the subject teacher to prepare the exam cover page and upload the digital exam on Schoology (if needed). The HOD is responsible for sending the paper exam, along with the cover page, to the printing department.

Important Notes:

- All assessments must use the official school template.
- Include a cognitive level breakdown (Knowing, Applying, Reasoning).
- Submit assessments in editable format to facilitate review and feedback.
- Attach a detailed answer key and marking scheme for every question.
- Ensure strict alignment with ADEK assessment framework and internal quality assurance protocols.
- Only the HOD is authorized to send exam papers for printing; teachers must not send exam papers directly to printing or any other coordinator.
- Exams must only be shared with the HOD throughout the preparation and approval process to maintain security and consistency.
- For Students of Determination (SOD) exams, the procedure is as follows: teachers submit the exam to the HOD; upon HOD approval, the exam is forwarded to the SOD Coordinator for final approval. The SOD Coordinator then coordinates printing and must CC the HOD. Under no circumstances should teachers send SOD exams directly for printing.

Rubric for Summative Assessment Evaluation

Domain & Criteria	Indicators of Quality
<p>1. Alignment with Curriculum Standards</p> <ul style="list-style-type: none"> - The assessment aligns directly with school curriculum standards - It follows the approved Table of Specifications, ensuring comprehensive coverage of content and cognitive domains. 	<ul style="list-style-type: none"> - Questions reflect the grade-level standards. - All required outcomes and strands are addressed. - Cognitive levels (Knowing, Applying, Reasoning) are balanced and appropriate.
<p>2. Reliability & Validity</p> <ul style="list-style-type: none"> - The assessment is consistent and replicable across student groups (reliable). - It accurately measures what it intends to assess (valid). <p>Assessment Design Considerations:</p> <ul style="list-style-type: none"> ● Provide well-organized instructions. ● Utilize developmentally appropriate and linguistically accessible language. ● Structure items in a coherent sequence, ensuring alignment with learning standards and cognitive demands. <p>Learner-Centered Considerations:</p> <ul style="list-style-type: none"> ● Foster a low-stress assessment environment to minimize test-related anxiety. ● Ensure accessibility and adaptability to accommodate diverse learning profiles and needs. ● Design items that discourage random guessing and eliminate reliance on answer patterns. 	<ul style="list-style-type: none"> - Items are worded and appropriate for the student level. - The time allocated is realistic for task complexity. - Validated against standards and objectives.
<p>3. Appropriateness and Implementation Ability</p> <ul style="list-style-type: none"> - The assessment is trusted by stakeholders (students, teachers, leaders) for being objective and fair. - It is feasible to administer, monitor, and score reliably. <p>Violations of Assessment Protocols:</p> <ul style="list-style-type: none"> ● Assisting without supervision or showing favoritism ● Conducting assessments under inadequate or inconsistent testing conditions. ● Applying subjective or inconsistent criteria when marking open-ended responses. 	<ul style="list-style-type: none"> - Rubrics are used for consistency. - Time limits and conditions are clearly defined. - Integrity is maintained during administration. - Scoring tools are provided for subjective items.
<p>4. Document Design and Presentation</p> <ul style="list-style-type: none"> - The assessment is free from spelling, grammar, or layout errors. - It follows official school formatting and includes necessary support documents (rubrics, mark schemes, etc.). - Instructions are clear and matched to the student's level. 	<ul style="list-style-type: none"> - Professionally presented and complete. - Uses the school-approved format/template. - Includes a rubric or marking scheme. - Instructions are age-appropriate and task-specific.
<p>5. Submission Protocols and Record-Keeping</p> <ul style="list-style-type: none"> - Submitted within the deadlines set by academic leadership. - Accompanied by a full answer key and cognitive level mapping. 	<ul style="list-style-type: none"> - Submitted on time with all required attachments. - Answer key includes mark allocation and cognitive demand. - Clearly shows Knowing, Applying, and Reasoning levels

Exam Preparation and Administration

Stage I: Preparation

1. Communicate the Examination Policy clearly to all stakeholders: students, parents, and teachers, to ensure shared understanding of roles and expectations.
2. All assessment details (including coordinator info and testing dates) to be submitted in the School Assessment module of the ADEK Activity System at least one week before the start of the academic year
3. Ensure the Schoology system is configured properly to handle digital exam submissions, marking, and approval workflows. (if needed)
4. Prepare students positively for examinations, reinforcing guidelines and promoting academic integrity.
5. Obtain signed commitment letters from Heads of Department (HODs) and staff pledging to maintain exam secrecy and security; Human Resources must facilitate this process at the start of the academic year.
6. Publish and circulate exam schedules in a timely manner to all relevant parties.
7. Identify students with critical medical conditions, Students of Determination, and members of external committees; assess their needs and establish clear communication and support plans.
8. Arrange exam halls and classrooms per guidelines, providing clear maps indicating room locations.
9. Ensure classrooms are free from academic materials such as posters or wall charts to maintain exam integrity.
10. Distribute desks in exam rooms, ensuring no more than 25 students per room to comply with spacing guidelines.
11. Verify that exam hall standards meet quality requirements, including lighting, ventilation, seating comfort, and reliable internet connectivity.
12. Designate and prepare a secure room for exam paper delivery and storage, adhering to safety and confidentiality protocols.
13. Appoint members of the Exam Control Committee and support team, clearly defining their responsibilities.
14. Develop and disseminate a detailed invigilation schedule, aligning with ADEK regulations and school policies.

Stage II: Exam Administration

1. Monitor and record daily attendance and departure of students and invigilators. Responsibility lies with the Assessment Coordinator, Head of Section (HOS), Section Supervisor, and Invigilators.
2. Open the Exam Committee Room and distribute sealed exam envelopes to invigilators, coordinated by the Assessment Coordinator, HOS, and Exam Section Coordinator.
3. Organize students into exam rooms and ensure all communication devices (e.g., cell phones) are confiscated or prohibited. This is managed by the HOS and Section Supervisor.
4. Distribute exam paper envelopes to invigilators 10 minutes before the exam start time, overseen by the Exam Section Coordinator.
5. Maintain discipline inside and outside exam rooms through cooperation between invigilators, Section Supervisors, and the Exam Section Coordinator.

6. Monitor and document any exam violations, applying disciplinary procedures as per regulations, led by the Exam Section Coordinator, HOS, and Assessment Coordinator.
7. Collect exam papers from invigilators at the end of exams, verify the number of submissions against attendance records, and complete delivery and submission logs. This task is carried out by the Exam Section Coordinator and HOS.
8. Accurately record student attendance and absences during exams, managed by invigilators and Section Supervisors.

Administrative Testing Committee Key Personnel and Invigilation Responsibilities

Person In Charge	Roles and Responsibilities
Control Room Lead	<ul style="list-style-type: none"> - Verify envelopes contain the correct number of papers. - Count and verify papers before and after distribution. - Report any discrepancies immediately.
Head Invigilator	<ul style="list-style-type: none"> - Receive exam papers and deliver to halls; collect completed exams. - Supervise all exam rooms during invigilation. - Liaise between invigilators. - Ensure invigilators remain throughout the exam. - Confirm all papers/envelopes are completed before collection. - Count and organize papers by class groups.
Backup Head Invigilator	<ul style="list-style-type: none"> - Assist with student misbehaviour and cheating cases. - Support supervisors during dismissal. - Ensure no mobile phones, smartwatches, or tablets are with students before exams.
Floor Supervisor	<ul style="list-style-type: none"> - Ensure communication with parents for late students or excused absences - Oversee floor order. - Do not leave the floor during mornings and dismissal. - Direct the staff children to the waiting areas after exams
Backup Rooms Supervisor	<ul style="list-style-type: none"> - Handle misbehaviour or cheating cases under social worker supervision.
Principal Assistant	<ul style="list-style-type: none"> - Use the invigilation schedule to manage staff absences with Vice-Principal coordination.
Invigilators	<p>Before Test: prepare materials, seat students per chart, allow restroom use, and prevent movement between rooms.</p> <p>During Test: Maintain silence, verify attendance and student information, distribute scratch paper only if needed, respond to questions with raised hands, monitor seating, use a visible timer, collect all papers simultaneously.</p> <p>Rules: No phones or smartwatches, no cheating (report any attempts immediately using forms). Keep phones silent.</p> <p>Post-Test: Ensure silence until all leave.</p>

Stage III: Post-Exam Administration

Collection and Submission of Exam Papers

- At the end of each exam, only the Head of Department (HoD) is responsible for collecting the exam paper envelopes from the respective teachers and delivering them control room lead.
- All exam papers will be securely stored in the Control Room.
- Before handing over or collecting any envelopes, ensure all papers are properly counted and accounted for.

Envelope Signatures & Cross-Checking

- All 1st and 2nd, as well as 1st and 2nd cross-checkers, must sign the exam envelope to confirm that cross-checking has been completed. This procedure ensures accuracy, transparency, and accountability.
- Correction on exam papers must be done using any colored pen except red.
- The exam cover page must be signed by both the first and second checker to confirm accuracy and transparency.

Marking Procedures for Summative Assessments

To ensure consistency, fairness, and academic integrity, all marking must adhere to the following protocols:

- 1. Distribution of Papers**
Subject teachers receive exam scripts directly from the Head of Section (HoS) in accordance with the marking schedule outlined by the Head of Department (HoD).
- 2. On-Site Marking Requirement**
Marking must take place within the school premises only. Teachers are strictly prohibited from taking exam papers off-campus to maintain the security and confidentiality of assessment materials.
- 3. Standardized Marking Tools**
All assessments must be marked using the official answer key provided by the HoD to ensure alignment with expectations and promote marking consistency across all sections.
- 4. Dual-Marking for Accuracy**
Each paper must be checked and cross-verified by two different teachers. This double-marking process minimizes errors and ensures fairness in awarding marks.
- 5. Collaborative Marking Support**
Department members may be assigned marking responsibilities under the direct supervision and coordination of the HoD.
- 6. Progress Monitoring and Tracking**
The HoD must monitor and document the status of marking and assigned responsibilities using the official marking tracker Excel sheet (provided separately).

Timeframes and Deadlines for Marking & Submission

To maintain the integrity and efficiency of the assessment cycle, all staff must adhere to the following timelines:

1. Total Time Allocation

- A maximum of 48 hours is allocated for the complete marking process.
- This includes first marking, second marking (cross-checking), and entry of final marks into iCampus.

2. Collection of Exam Envelopes

- On the day following the exam, the Head of Department (HoD) must collect the sealed exam envelopes from Ms. Bibiana to initiate the marking process.

3. Marking & Verification Deadline

- Marking and peer verification (cross-checking) must be completed within 24 hours from the time of paper distribution to ensure timely review.

4. Marks Entry

- Final marks must be accurately and promptly entered into iCampus within the allocated 48-hour timeframe.

5. Submission

- Strict adherence to deadlines is mandatory. Any delay may affect academic reporting, quality assurance checks, and institutional compliance timelines.

Quality Assurance

Summative Assessment & Mark Entry

1. Purpose

To ensure the accuracy, consistency, and fairness of summative assessment marking, and to maintain data integrity across all grade levels

2. Quality Assurance Procedure

Step	Action
Assessment Marking	Teachers use the approved marking schemes/rubrics to grade all assessments.
Cross-Checking	A second reviewer (colleague or HoD) samples marked papers to verify grading consistency.
QA Sampling	HoD conducts random checks from each section or class to ensure reliability and rubric alignment.
Marks Entry	Teachers input marks into iCampus. Entries are reviewed and verified by the HoD.
Final Verification	HoD confirms the marks with the IT department to lock records. Any updates after this point require documentation.

3. Marking Scheme Template (General) (Example)

Adjust according to subject requirements and cognitive levels defined in the Exam Specification for each assessment cycle.

Section	Total Marks	Cognitive Domain	Weighting
Knowing	12	Recall & Understanding	40%
Applying	12	Conceptual Application	40%
Reasoning	6	Critical Thinking	20%
Total	30		100%

4. Rubric for Evaluating Marking Consistency & Reliability

Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Below Expectations (1)
1. Rubric Use	Rubric used consistently across all answers; scores reflect descriptors accurately.	Mostly consistent; minor variances in application.	Rubric applied inconsistently; needs guidance.	Rubric not used or ignored; subjective scoring.
2. Score Accuracy	Marks align perfectly with the marking guide.	Minor discrepancies; does not affect the total outcome.	Frequent small errors in mark allocation.	Major or repeated miscalculations in scores.
3. Question-Level Justification	Clear annotation and feedback justify each score.	Some annotation or reasoning provided.	Limited annotation; scores unclear.	No explanation or feedback is visible.
4. Inter-Rater Consistency	Second reviewer agrees with 90%+ of original scores.	Minor differences were identified in the sample.	Multiple inconsistencies noted.	Clear mismatch between the original and the QA reviewer.
5. Completion & Submission	All marks were submitted on time with complete supporting evidence.	Submitted on time, but the evidence is incomplete.	Submitted late or requires clarification.	Not submitted or lacks documentation.

5. Final Quality Assurance

This section ensures that all summative assessments undergo thorough review, approval, and documentation before final submission and grade reporting. Completion of all the steps below is essential to uphold academic integrity and compliance with the school.

Task	Person in Charge
Marks reviewed and verified for accuracy and completeness	Subject Teacher
Cross-check conducted for consistency in marking and rubric application	Peer Reviewer / QA Team
Final approval granted based on QA review and school policy	Head of Department (HoD)
Marks confirmed and locked in the Student Information System (SIS)	IT / Data Administrator
Supporting documentation archived (rubrics, answer keys, scripts, QA checklists)	HoD / Academic Admin

Post-Marking Analysis and Follow-Up

- Subject teachers analyze student results to identify strengths and areas for improvement.
- This analysis informs targeted teaching strategies.
- Based on the analysis, teachers are assigned to develop remedial and enrichment plans tailored to student needs to support continuous progress.

Post-Exam Surveys

Post-exam surveys are an essential component of FIA's quality assurance process, providing valuable feedback to enhance exam practices and overall assessment effectiveness.

Data Collection and Review Process:

- Upon completing their exams, students are prompted to complete the post-exam survey, which is accessible on all student iPads for ease of use and timely feedback.
- The School IT team collects and analyzes the survey data, ensuring accuracy and confidentiality, and forwards the summarized findings to the Assessment Coordinator for further review.
- The Assessment Coordinator distributes the post-exam survey results to the Heads of Department (HODs) and Heads of Section (HOS), who collaboratively reflect on the feedback and develop necessary action plans to address any identified issues or areas for improvement.

Exam Administration Tasks and Responsibilities

The Exam Committees are entrusted with the following key responsibilities to ensure the integrity, security, and smooth operation of all examination processes:

- Handle all exam documents and data confidentially and securely, safeguarding the integrity of the examination and related procedures. Exam materials and results must not be disclosed or released until officially authorized.
- All staff involved in the examination process must sign a commitment form, facilitated by Human Resources (HR), acknowledging their roles, duties, and obligations regarding exam administration.
- Any breach of duties, failure to uphold responsibilities, or violation of exam rules and regulations will result in appropriate disciplinary and legal actions as per school policy and ADEK guidelines.

Misconduct in Examinations:

FIA maintains a **zero-tolerance policy** regarding any form of academic dishonesty, including cheating, plagiarism, and unauthorized use of electronic devices during examinations, consistent with ADEK Assessment Policy. All instances of cheating or violation of examination procedures will be addressed in accordance with internal disciplinary measures. This policy is aligned with Federal Decree Law No. (33) of 2023 on Combating Cheating and Violation of Examination Systems and complies with ADEK's legal and regulatory framework.

Key Provisions:

- Students are strictly prohibited from carrying or using mobile phones, smart devices, or any electronic communication tools during exams. This includes all forms of wireless or wired communication applications.
- Academic honesty is a shared responsibility between students, teachers, and all school staff. Staff must promote a culture of integrity and educate students on the importance of ethical conduct.
- If a teacher suspects or observes any breach of academic honesty during an exam, they are required to immediately report the incident to the Exam Section Coordinator or Head of Section (HOS).
- The reported incident must be documented with clear evidence, including witness statements and any supporting material.
- All cases of academic misconduct are escalated to the school social worker and relevant disciplinary bodies for appropriate investigation and action, following the school's Academic Honesty and Behavior Policy.
- Permissions for confirmed misconduct may include, but are not limited to, nullification of exam results, re-examination under supervision, suspension, or further disciplinary measures consistent with ADEK regulations and school policy.
- Preventative measures include thorough exam environment monitoring, invigilator training, and clear communication of the academic honesty expectations to students and parents before examinations.
- Continuous review and improvement of exam procedures are undertaken to minimize opportunities for misconduct and uphold assessment integrity.

References

ADEK Assessment Policy

https://www.adek.gov.ae/-/media/Project/TAMM/ADEK/Policies/School-Policies/Teaching-and-Learning/ADEK_S_Assessment-Policy_EN_v1_2.pdf

Academic grading in the United States. (2023). In Wikipedia.

https://en.wikipedia.org/w/index.php?title=Academic_grading_in_the_United_States&oldid=1154984371

Assessment of learning. (n.d.). Retrieved April 10, 2023, from <https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/aspects-of-assessment/assessment-of-learning>

Guskey, T. (2005). *Formative classroom assessment and Benjamin S. Bloom: Theory, research, and implications. Private-Schools-Policy-and-Guidance-Manual.pdf*. (n.d.). Retrieved April 11, 2023, from <https://adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policy-and-Guidance-Manual.pdf>

Summative Assessment and Feedback | Teaching Commons. (n.d.). Retrieved April 10, 2023, from <https://teachingcommons.stanford.edu/teaching-guides/foundations-course-design/feedback-and-assessment/summative-assessment-and-feedback>

What is Summative Assessment? | A Guide to Summative Assessment. (n.d.). Study.Com. Retrieved April 10, 2023, from <https://study.com/teach/summative-assessments.html>