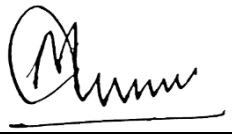
MODEL PRIVATE SCHOOL, ABU DHABI

P.B. No. **25723** Abu Dhabi, Tel. 02-5527200, 5521777

ASSESSMENT POLICY

Compliance From: Academic Year 2025-26 (Fall Term)

Aligned to: ADEK School Assessment Policy v1.2 (September 2025)

Review Date:	March 2026		
Next Review Date:	March 2027		
Acting Principal	Mr. I J Nasari		
Signature		***Date:***	31-March-2026
MPS Board of Governors	Haji. Meethalakath Mehmood		
Signature		***Date:***	05-April-2026

1. School Assessment Policy

1.1 Purpose

Assessment at MPS is a continuous process used to inform teaching, guide learning, and raise achievement. It helps create a culture of evidence-based decision-making to improve student outcomes.

The policy aims to:

- Define expectations for evaluating academic readiness, progress, and skill acquisition.
- Identify reliable internal and external assessment methods.
- Use assessment data to enhance teaching, learning, and curriculum planning.
- Ensure alignment with ADEK requirements and international benchmarks.
- Promote fair and consistent assessment practices across the school.

1.2 Scope

Applies to all grades KG to Grade 12 and covers internal, external, formative, and summative assessments.

1.3 Roles and Responsibilities

Vice Principal

- Prepares the annual assessment calendar and shares timelines with all leaders.
- Ensures a coherent strategy for managing performance data.
- Sets SMART targets for cohorts and key student groups.
- Provides training for staff on interpreting data and using it to inform planning.
- Reviews progress and identifies key actions to address underachievement.

Assessment Coordinator

- Monitors implementation of this policy.
- Tracks assessment standards across subjects and phases.
- Reports to the Vice Principal on progress trends and data analysis.

Heads of Departments (HODs)

- Analyse subject performance data and identify strengths and areas for support.
- Ensure assessments are aligned to curriculum standards.
- Lead moderation and ensure consistency in marking and feedback.

Teachers

- Use data to plan lessons that reflect students' needs.
- Conduct formative and summative assessments as per schedule.
- Maintain accurate trackers and provide regular feedback.
- Include peer / self-assessment in planning and make students aware of next-step targets.
- Communicate progress to parents as per the reporting calendar.

Students

- Participate actively in all assessments.
- Use teacher feedback to improve learning.
- Take responsibility for tracking their own progress.

Parents

- Review assessment reports and discuss progress with teachers.
- Support children in achieving agreed targets.
- Attend Open Houses and Student-Led Conferences.

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2. Internal Assessments

2.1 Types of Internal Assessments

MPS uses a variety of internal assessments suitable to each grade and purpose:

Type	Purpose
Cognitive	Measures reasoning and thinking ability.
Diagnostic	Identifies strengths, weaknesses, and gaps in learning.
Placement	Determines appropriate level or course before instruction begins.
Screening	Detects need for intervention or additional support.
Pre-Assessment	Establishes baseline understanding.
Formative (Assessment for Learning)	Provides in-process feedback to improve instruction and learning.
Summative (Assessment of Learning)	Evaluates attainment at the end of a term, unit, or academic year.

2.2 Formative Assessment Guidelines

- Conduct regular, continuous assessments for all students.
- Share learning outcomes and criteria with students and parents.
- Include varied assessment methods: questioning, observation, discussion, quizzes, presentations, practical tasks, etc.
- Provide opportunities for self and peer assessment.
- Use differentiation and accommodations to meet diverse needs.
- Help students set personal learning goals and monitor progress.
- Use assessment information to plan timely interventions.

2.3 Summative Assessment Guidelines

- Assess progress through quality-assured, standards-aligned tasks such as exams, projects, and performance assessments.

- Use varied question types to promote critical and higher-order thinking.
- Apply accommodations for students of determination in line with ADEK Inclusion Policy.
- Analyse assessment data to identify gaps and inform future teaching.
- Use rubrics and clearly defined marking criteria for consistency.
- Conduct moderation meetings to ensure fairness and prevent grade inflation.
- Establish benchmark thresholds that reflect minimum expected performance per curriculum standard.
- Follow proper invigilation and integrity procedures.

2.4 Quality Assurance and Moderation

- Subject leaders conduct regular moderation and calibration sessions.
- Sample student work is reviewed to ensure validity and reliability.
- Book-scrutiny rubrics are used to monitor feedback quality and target-setting.

2.5 Data Use and Analysis

- Teachers triangulate data from internal and external sources (CAT4, ASSET/IBT, etc.).
- Data informs lesson planning, intervention, and enrichment.
- Progress reports are shared with leaders and parents through eSIS.

2.6 Academic Grades and Grading System

- Final grades reflect achievement only, separate from behavior or attendance.
- MPS follows CBSE grade boundaries; pass criteria are as per ADEK and CBSE standards.
- Grade boundaries are reviewed annually and published to parents.

2.7 Promotion and Retention

- Minimum 75 % attendance required.
- Students must meet subject-wise pass marks (as per CBSE/ADEK guidelines).

- Promotion from Grade IX – XII follows CBSE and ADEK rules.

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3. External Assessments

3.1 Types

- **Standardized Benchmark Assessments (SBA):** ASSET or ACER IBT (Grades 3 – 9).
- **International Assessments:** PISA, TIMSS, PIRLS administered as per ADEK schedule.
- **Board Exams:** CBSE examinations (Grades X and XII).

3.2 Implementation Guidelines

- At least 97 % of eligible students complete mandatory SBAs.
- Parents are informed of the purpose and schedule of all external tests.
- Make-up sessions arranged for absentees; ADEK approval needed for exemptions.
- Accommodations provided for students with additional learning needs.
- School covers the cost of mandatory SBAs; board-exam fees are per CBSE quotation.
- Assessment data is uploaded to eSIS and analyzed to set improvement targets.
- Reports shared with students and parents, explaining next steps for learning.

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4. Accommodations and Modifications

- Students of Determination and those with additional learning needs receive necessary accommodations such as extended time, enlarged print, or a reader/scribe.
- All accommodations align with ADEK School Inclusion Policy and assessment-provider rules.
- Records of approved accommodations are maintained by the SEN department and shared with invigilators.

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5. Interventions

- Intervention strategies are based on data from internal and external assessments.
- Support programs include booster classes, peer tutoring, mentoring, and individualized support plans (IEPs / ILPs).
- Progress of intervention students is reviewed termly and discussed with parents.
- Teachers document impact and next steps.

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6. Assessment Integrity

- MPS upholds the Federal Decree Law No. 33 of 2023 (Combating Cheating and Violation of Examination Systems).
- Students are educated on academic honesty.
- Examination conditions (lighting, spacing, supervision) ensure fairness.
- Invigilators receive training in detecting and reporting malpractice.
- Any misconduct is handled as per the ADEK Student Behavior Policy and recorded in eSIS.

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7. Security of Assessment Data

- All assessment materials and data are treated as confidential and stored securely.
- Sharing of student data with third parties requires parental consent and ADEK approval.
- Compliance maintained with Federal Law No. 45 of 2021 (Protection of Personal Data) and the ADEK Digital Policy.

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8. Monitoring and Evaluation

- The Vice Principal and Assessment Coordinator monitor policy implementation through internal indicators such as moderation outcomes, data-review meetings, and student progress reports.

- The policy is reviewed annually and approved by the School Governing Board to ensure alignment with ADEK standards.

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9. Compliance

- Full compliance from AY 2025-26 (Fall Term).

APPENDIX A – STANDARDIZED BENCHMARK ASSESSMENTS (SBAs)

Mandatory SBAs for Indian Curriculum Schools

SBA Type	Subjects	Target Grades	Notes
ACER – IBT	English	03-09	Nov-Dec

Reviewed and modified on: Monday,31 March 2026
(to be implemented in the academic year 2026-2027)

Approved by: Principal – *Model Private School* **Effective**
Date: 5th April 2026
Review Cycle: Annual or upon new ADEK amendments