



# Ain Al Khaleej Private School Assessment Procedure Plan

## **SENIOR LEADERSHIP TEAM:**

**PRINCIPAL: RAED AL QASRAWI**

**VICE PRINCIPAL: SAMAR ELHAMALAWY**

**HEAD OF SECTIONS: SUHAD SAMARA AND MARCIA HARKER**

Reference: ADEK School Assessment Policy v.1.2 (September 2025)

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## Assessment Monitoring and Evaluation Team (AMET)

AAKPS has formed a dedicated team to ensure consistent assessment and feedback school-wide, meeting monthly to establish goals and address any issues in the assessment process.

### Team Members:

**Principal:** Raed Al Qasrawi

**VP:** Samar Elhamalawy

**Head of Section (Arabic Subjects both American and MOE section):** Suhad Samara

**Head of Section (KG and Primary American Section and Lead supervisor for MOE English section):** Marcia Harker

**Lead English (American Sections):** Bronwyn David

**Lead English (MOE Sections):** Elham Hassan

**Lead Math (American Section):** Alaa Rashwan

**Lead Science (American Section):** Dr. Vikram Awate

**Lead Math (MOE Section):** Hasan Alrishani

**Lead Science (MOE Section):** Rawia Salem

## AAKPS STUDENT ASSESSMENT AND FEEDBACK POLICY 2024 – 2026

### Purpose:

This policy establishes assessment as an integral component of teaching and learning in Ain Al Khaleej Private School. AAKPS use multiple types of assessments to provide students with the best opportunities to demonstrate their learning.

Assessment is central to teaching and learning. Successful implementation of the California Common Core Curriculum and The Ministry of Education Curriculum will require an understanding of the purpose of student assessment and a specific approach to how assessment is conducted and utilized in the classroom:

-  The purpose of assessment is to enable more effective teaching and learning by providing ongoing, authentic measures of what students have learned and which attitudes, skills and understanding required improvement.
-  All assessments are linked to learning outcomes that AAKPS for each subject area and grade.
-  Continuous Assessment will focus on students demonstrating achievement of the learning outcomes in their daily work.

- AAKPS has developed a set of CA tasks for all subjects in Grades KG-12 (outcome based).
- SLT have developed an Assessment Gradebook for all subjects from Grades KG-12 for both the American and MOE Sections that reflect the required assessment weights per cycle/per curriculum.

## SECTION 1. ASSESSMENT POLICY SCOPE AND REQUIREMENTS (ADEK MANDATE)

According to the ADEK Assessment Policy, Ain Al Khaleej Private School (AAKPS) shall develop and implement an Assessment Policy that aligns with the requirements set forth by the Department of Education and Knowledge (ADEK).

The AAKPS Assessment Policy includes the following core elements:

1. Approaches to Data Utilization: Utilizing internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes.
2. Applicability: Applies to all grade levels (Pre-K/FS1 to Grade 12/Year 13).
3. Assessment Methods & Integrity: Identification of assessment methods appropriate to the age/stage of students, ensuring high quality and integrity.
4. Quality Assurance Alignment: Alignment to quality assurance (inspection, accreditation, affiliation, and/or authorization) standards.
5. Implementation of Assessments: Implementation of all ADEK-mandated external assessments and the effective management of required non-mandatory external assessments, focusing on achieving the school's international assessment targets.
6. Accommodations: Provision of accommodations and modifications of assessments for students with additional learning needs, aligned to their Individual Education Plans (IEPs).
7. Sustainable Practices: Commitment to sustainable assessment practices (e.g., use of digital formats, reduction of paper usage, etc.).
8. Culture of Assessment: Fostering a culture of assessment and assessment best practices involving the entire school community.

## SECTION 2. ASSESSMENT INTEGRITY, MODERATION, AND QUALITY:

AAKPS is committed to upholding the integrity of the assessment process to ensure fairness and reliability in student outcomes.

### 2.1 Assessment Design and Quality:

- All internal assessments must be **standards-aligned, challenging, and age-appropriate**.
- Assessments must be designed to measure the full scope of student learning (e.g., reading, speaking, and writing) and link content knowledge with 21st Century Skills (critical thinking, creativity, collaboration, communication, and technology use).
- Performance Tasks will be utilized to provide authentic application of skills and knowledge.

### 2.2 Grading and Moderation:

- AAKPS will implement clear **moderation criteria and standardization processes** across grade levels and departments to ensure consistency and transparency in grading practices.

- Internal moderation (review of marked work) will be conducted regularly, and results will be documented to ensure all teachers apply grading standards uniformly.
- Grade-level and subject-specific calibration sessions will be mandatory for all relevant teaching staff.

## 2.3 Types of Assessments Collected at AAKPS:

 **Continuous Assessments (CA)/ Formative Assessments:** is regular evaluations that provide timely feedback for educators to adjust teaching methods, resources, and support to enhance student learning outcomes (like Assessment for Learning and Assessment of Learning tools/exit cards/observative checklist/how students respond to verbal feedback...)

- CA is a pedagogical approach that uses a variety of techniques to assess how students are learning.
- CA activities may include assignments, research, presentations, reports, quizzes, tests, and practical activities.
- CA provides teachers with data to guide their planning.

 **Diagnostic Assessments:** At AAKPS diagnostic is done 3 times per year (once a term). This data is used to identify areas of strength, weaknesses and starting points at points. AAKPS teachers are to use this data to create differentiated tasks that align with students starting points. This aligns with AAKPS “Students First” slogan. Diagnostic Assessments are conducted during the following:

- **Term 1** (September): Growth Measure for American Section and Internal Diagnostic Assessments for MOE
- **Term 2** (January): Growth Measure for American Section and Internal Diagnostic Assessments for MOE
- **Term 3** (May): Growth Measure for American Section and Internal Diagnostic Assessments for MOE

**\*NOTE:** Diagnostic assessment is conducted alongside Standardized Benchmark Assessments.

 **Standardized Benchmark Assessments:**

- MAP assessments are used to provide a common baseline for measuring student understanding of California Common Core State Standards (International benchmark)
- IBT assessments are used to provide a common baseline for measuring student understanding of national standards.

 **Summative Assessment:** is used to measure student learning over a period (end of unit/term).

 **Pre-Assessment:** Pre-assessments are done at the beginning of each unit in both Science and Mathematics for all grades from Grades 1 to 12 in the MOE section and Grades 1 to 9 in the American section. The pre-assessment scores are **NOT** included in the student’s final score. They are only used to inform the teacher of students’ starting points so they can plan accordingly.

 **Post Assessments:** Post-assessments are done at the end of each unit in both Science and Mathematics for all grades from Grades 1 to 12 in the MOE section and Grades 1 to 9 in the American section. The post-assessment scores are included in the student’s final score. AAKPS want to see at least a 50% increase in progress.

 **Level Plus 3 Assessments:** At AAKPS, students already meeting 100% of curricular expectations may not show a 50% increase in assessments, obscuring their true potential. Our Bonus assessment, offering questions up to three grades higher, aims to reveal and nurture early signs of giftedness.

 **Trends in Progress Data:** is a collection of data collected over the past 2 to 3 years. This includes, but not limited to, weekly summative assessments, diagnostic, per/post assessments, growth measure, MAP/IBT, progress checks data analysis....

 **DOK Breakdown for all Assessments:**

- **DOK 1 (6 marks) (30%)**
- **DOK 2 (6 marks) (30%)**
- **DOK 3 (6 marks) (30%)**
- **DOK 4 (2 marks) (10%)**
- Total (20 Marks) (100%)**

## 2.4 American and MOE Benchmarks:

### American Curriculum Benchmarks:

#### KG1 and KG2:

| Number Level | Percentage    | Common Meaning             | Grade Description                                        |
|--------------|---------------|----------------------------|----------------------------------------------------------|
| 4            | 90%-100%      | Very good                  | Well above grade level                                   |
| 3            | 75% - 89%     | Good                       | Above level                                              |
| 2            | 65% - 74%     | Minimal score (Acceptable) | Meeting grade level standard                             |
| 1            | 64% and below | Unsatisfactory             | Needing significant support to achieve expected standard |

#### Grades 1-12:

| Letter Grade | Percent | GPA (4.0 Scale) | Grade Description                                                          |
|--------------|---------|-----------------|----------------------------------------------------------------------------|
| A+           | 97-100  | 4.0             | Exceeding grade level standards by demonstrating mastery of the content    |
| A            | 93-96   | 4.0             | Exceeding grade level standards by demonstrating mastery of the content    |
| A-           | 90-92   | 3.7             | Exceeding grade level standards by demonstrating mastery of the content    |
| B+           | 87-89   | 3.3             | Exceeding grade level standard by demonstrating proficiency of the content |
| B            | 83-86   | 3.0             | Exceeding grade level standard by demonstrating proficiency of the content |
| B-           | 80-82   | 2.7             | Exceeding grade level standard by demonstrating proficiency of the content |
| C+           | 75-79   | 2.3             | Making progress towards exceeding grade level standard                     |
| C            | 73-74   | 2.0             | Making progress towards exceeding grade level standard                     |
| C-           | 70-72   | 1.7             | Making progress towards exceeding grade level standard                     |
| D+           | 67-69   | 1.3             | Meeting grade level standard                                               |

|            |                 |            |                                                          |
|------------|-----------------|------------|----------------------------------------------------------|
| <b>D</b>   | <b>65-66</b>    | <b>1.0</b> | Meeting grade level standard                             |
| <b>D-</b>  | <b>Below 65</b> | <b>0.5</b> | Meeting grade level standard                             |
| <b>E/F</b> | <b>Below 60</b> | <b>0.0</b> | Needing significant support to achieve expected standard |

## MOE Curriculum Benchmarks:

### Grades 1-8

| <b>Letter Grade</b> | <b>Percentage</b> | <b>Common Meaning</b> | <b>Grade Description</b>                                                   |
|---------------------|-------------------|-----------------------|----------------------------------------------------------------------------|
| A                   | 90%-100%          | Excellent             | Exceeding grade level standards by demonstrating mastery of the content    |
| B                   | 80%-89%           | Very good             | Exceeding grade level standard by demonstrating proficiency of the content |
| C                   | 70%-79%           | Good                  | Making progress towards exceeding grade level standard (exceeding at C+)   |
| D                   | 65% - 69%         | Acceptable            | Meeting grade level standard                                               |
| E                   | 50% - 59%         | Minimal score         | Making progress towards meeting grade level standard                       |
| F                   | 49% and below     | Unsatisfactory        | Needing significant support to achieve expected standard                   |

### Grades 9-12

| <b>Letter Grade</b> | <b>Percentage</b> | <b>Common Meaning</b>      | <b>Grade Description</b>                                                   |
|---------------------|-------------------|----------------------------|----------------------------------------------------------------------------|
| A                   | 90%-100%          | Excellent                  | Exceeding grade level standards by demonstrating mastery of the content    |
| B                   | 80%-89%           | Very good                  | Exceeding grade level standard by demonstrating proficiency of the content |
| C                   | 70% -79%          | Good                       | Making progress towards exceeding grade level standard (exceeding at C+)   |
| D                   | 60% - 69%         | Minimal score (Acceptable) | Meeting grade level standard                                               |
| F                   | 59% and below     | Unsatisfactory             | Needing significant support to achieve expected standard                   |

**\*NOTE:** Any student that falls below the minimal benchmark score **MUST** be supported with an RTI plan to address their learning needs. **Refer to AAKPS RTI Support Plan Framework**

- Teachers are responsible for developing additional tasks and conducting continuous assessment, with the support of the Principal, Vice Principal and Heads of Section.
- Assessing student progress and planning instructional strategies linked to assessments are core responsibilities of teachers.
- Schools use assessment data to help evaluate the effectiveness of their overall teaching and learning program.

- Teachers use assessment data to develop differentiated instructional strategies that lead to more effective student learning.
- Refer to appendix 1.0 for sample CA Schedule

## 2.5 AAKPS Assessment process plan:

- Continuous assessment data (formative)** - Gradebook updated weekly based on completed outcomes and is populated into gradebook and summative assessments are added during mid-term and end of term.
- Diagnostic Data** – completed 3 times per year (once per term) for both language and math. Running Records of fluency assessment are done for language and Math complete placement from KG to Algebra 2
- Pre/Post data** – Science and Math at the beginning and end of each unit
- Growth Measure Data** – 2 times per year – goes alongside MAP testing.
- MAP testing Data** – 2 times per year (October and May)
- Trends in Progress Data:** is a collection from data collected above over the past 2 years. (which includes weekly summative assessments), diagnostic, per/post, growth measure (once a term), progress checks data analysis

## Performance/Assessment Tasks:

A performance base assignment is a learning activity or assessment task that requires students to **DO/ILLUSTRATE** their knowledge, understanding and thinking process. Performance tasks are measurable products that ask students to apply their knowledge to complete their task.

## Characteristics of Performance/CA Tasks:

| Characteristics                                                                                       | Description of Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Performance tasks call for the application of knowledge and skills, not just recall or recognition | In other words, the learner must actually use their learning to <i>perform</i> . These tasks typically yield a tangible product (e.g., graphic display, blog post) or performance (e.g., oral presentation, debate) that serve as evidence of their understanding and proficiency.                                                                                                                                                                                                                                                                                      |
| 2. Performance tasks are open-ended and typically do not yield a single, correct answer.              | Unlike selected- or brief constructed- response items that seek a “right” answer, performance tasks are open-ended. Thus, there can be different responses to the task that still meet success criteria. These tasks are also open in terms of process, i.e., there is typically not a single way of accomplishing the task.                                                                                                                                                                                                                                            |
| 3.. Performance tasks establish novel and authentic contexts for performance.                         | These tasks present realistic conditions and constraints for students to navigate. For example, a mathematics task would present students with a never-before-seen problem that cannot be solved by simply “plugging in” numbers into a memorized algorithm. In an authentic task, students need to consider goals, audience, obstacles, and options to achieve a successful product or performance. Authentic tasks have a side benefit — they convey purpose and relevance to students, helping learners see a reason for putting forth effort in preparing for them. |
| 4. Performance tasks provide evidence of understanding via transfer.                                  | Understanding is revealed when students can transfer their learning to new and “messy” situations. Note that not all performances require transfer. For example, playing a musical instrument by following the notes or conducting a step-by-step science lab require minimal transfer. In contrast, rich performance tasks are open-ended and call “higher-order thinking” and the thoughtful application of knowledge and skills in context, rather than a scripted or formulaic performance.                                                                         |

|                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5. Performance tasks are multi-faceted. E.g., <b><i>Inquiry-based learning (done weekly in Math and Science)</i></b> | Unlike traditional test “items” that typically assess a single skill or fact, performance tasks are more complex. <b>They involve multiple steps and thus can be used to assess several standards or outcomes.</b>                                                                                                                                                                                                                                                                                                     |
| 6. Performance tasks can <b><i>integrate two or more subjects as well as 21st century skills. STEM Projects</i></b>  | In the wider world beyond the school, most issues and problems do not present themselves neatly within subject area “silos.” While performance tasks can certainly be content-specific (e.g., mathematics, science, social studies), they also provide a vehicle for integrating two or more subjects and/or weaving in 21st century skills and Habits of Mind. One natural way of integrating subjects is to include a reading, research, and/or communication component (e.g., writing, graphics, oral or technology |
| 7. Performances on open-ended tasks are evaluated with established <b><i>criteria and rubrics.</i></b>               | Since these tasks do not yield a single answer, student products and performances should be judged against appropriate criteria aligned to the goals being assessed. <b>Clearly defined and aligned criteria enable defensible, judgment-based evaluation. More detailed scoring rubrics, based on criteria, are used to profile varying levels of understanding and proficiency</b>                                                                                                                                   |

### Conclusion:

When used as assessments, performance tasks enable teachers to gauge student understanding and proficiency with complex processes (e.g., research, problem solving, and writing), not just measure discrete knowledge. They are well suited to integrating subject areas and linking content knowledge with the 21st Century Skills such as critical thinking, creativity, collaboration, communication, and technology use.

**\*NOTE: (Red highlight means it is a school-wide initiative)**

-  **Inquiry-based learning** – must be done once per week in Math and Science classes
-  **Rubrics** with detailed criteria for students’ self-assessment and goal setting must be provided with every performance task.
-  **STEM Projects** – cross-curricular (English/Math and Science) projects that are done once per term. Students are put into groups and provided time to research, plan and create an innovative project that is presented at the end of their project time. Once 1 project pre class is selected to present to the SLT where 1 winning group per cycle will win 200 Dhr. monetary award per term.

## SECTION 3. ASSESSMENT CALENDAR REQUIREMENTS (NEW ADEK MANDATE)

AAKPS shall maintain and implement a detailed **Annual Assessment Calendar** which must be shared with all relevant stakeholders, including students, staff, and parents.

- The Calendar shall clearly outline all internal, ADEK-mandated, and identified non-mandatory external assessments scheduled for the academic year.

The Calendar will be reviewed and approved by the School Leadership Team prior to the start of the academic year.

## SECTION 4. EXTERNAL ASSESSMENTS AND FINANCIAL COMPLIANCE

### 4.1 ADEK-Mandated External Assessments:

- AAKPS complies with all ADEK-mandated external assessments (including but not limited to international benchmarks like PISA, TIMSS, and PIRLS, where applicable).
- Data from these assessments is used as key indicators of student progress and attainment in the Emirate of Abu Dhabi.

### 4.2 Non-Mandatory External Assessments (New Financial Compliance Requirement):

- AAKPS shall identify and list any non-mandatory external assessments used for specific educational purposes, including:
  - Tools for English Language Learner (ELL) identification and placement.
  - Cognitive assessments.
  - Arabic language proficiency assessments not mandated by ADEK.
- **AAKPS commits that the school shall not charge parents any fees for any non-mandatory external assessments implemented for the purpose of student identification, placement, or progress tracking.**

## SECTION 5. DATA ANALYSIS AND INSTRUCTIONAL IMPROVEMENT

The AAKPS Data Analysis Procedure ensures the systematic and effective use of assessment data for continuous improvement.

### Data Analysis Process:

1. Gradebook/Data Entry: Gradebook is updated weekly and compiled on the AAKPS Template.
2. Analysis: Data analysis is performed by gradebook criteria; teachers record Continuous Assessment (CA) scores and identify learning outcomes requiring re-teaching or extension.
3. Action Plan (Instructional Improvement): Action plans are created to address identified learning GAPS and define differentiated teaching strategies tailored to student needs.
4. Curriculum Linkage: Curriculum mapping and Scope and Sequence documents are modified based on assessment data to track curriculum progress and accommodate student learning pace and needs.
5. School Development Planning (SDP): Assessment data summaries and trends are systematically used by the School Leadership Team to inform and validate priorities within the **School Development Plan**, ensuring data-driven strategic planning.
6. Parent Communication: Student progress tracking sheets and communication forms are used to keep parents regularly informed of student progress.

***NOTE: All steps are monitored by the Assessment Monitoring and Evaluation Team (AMET).***

## SECTION 6. REVIEW AND COMPLIANCE

- This policy is effective for the academic years 2024–2026.

- The policy is subject to annual review and revision based on changes in ADEK regulations and internal school needs.
- Compliance with all aspects of this policy is mandatory for all teaching and leadership staff.
- (Note for American Curriculum Schools: The school leadership must ensure strict adherence to the new Cycle 3 grading requirements as detailed in the full ADEK policy v.1.2).

## References:

Article originally posted: URL: <http://performancetask.com/what-is-a-performance-task> | Article Title: What is a Performance Task? | Website Title: PerformanceTask.com | Publication date: 2015–04–12. Retrieved from: <https://blog.performancetask.com/what-is-a-performance-task-part-1-9fa0d99ead3b>

### 1.1 Sample CA Schedule:

## Ain Al Khaleej Private School Assessment Policy