



United International Private School

Assessment Policy **2025-2026**

Justification

United School believes that assessment is a fundamental practice to support and enhance the learning experiences of our students. Therefore, assessment (the evaluation of progress and attainment) is an integral component of teaching and learning. Assessment practices are designed to promote individual excellence and account for a variety of learning styles. Assessment also enables on-going collaborative reflection between the students, teachers, and parents, enabling each to become a partner in the learning process.

Aims

The aims of US-Baniyas Assessment Policy are:

- To establish the importance of ongoing and meaningful assessment as a means of determining students' academic proficiency
- To set targets for continued growth.
- To collect data through assessments that helps to identify students who have additional learning needs.

Policy

1. Internal Assessment at US-Baniyas is continuous, student centered and impacts upon student learning. Assessment practices in US-Baniyas include:
Diagnostic assessments are administered at the beginning of each term to determine students' current levels and are administered again during each term to see the value added over time. They are also one of the determining factors in identifying students who have additional learning needs.
2. Formative assessments (Assessment for Learning) take place during every lesson through observations and interactions between students and teachers. Teachers use a variety of tools to collect and document evidence about individuals, groups and the whole class. Authentic assessments focuses on students using and applying knowledge and skills in real life settings. This assessment depends on the subject, students' age and application. For example,

performance-based tasks, interviews, projects, classroom participation, handwriting, oral presentations, group projects and portfolio for each student.

3. Summative assessments (Assessment of Learning) include quizzes, tests and examinations to determine students' ability to retain and apply knowledge. All forms of assessment are used to help the teacher provide the necessary support to meet the needs of each student.
4. The data collected through assessments also helps to identify students who have additional learning needs. These students may be underperforming, have Special Education Needs, second language needs, or be considered Gifted and Talented. In each instance, early detection and intervention is critical for optimum success. This is supported by teacher feedback.

Assessment Calendar

An internal assessment calendar is created to indicate key dates for submission of summative assessment tasks grades or examination results. All students are informed of summative assessment dates.

(Will be Provided before 2 weeks ahead of exam)

Recording Students' Progress

All assessment data is recorded for reporting and analysis purposes. All teachers are required to maintain clear and accurate records.

Teachers provide regular feedback to parents via the annual reporting cycle as follows:

- First Term parent – teacher conference
- First Term Reports
- Second Term Parent - Teacher Conferences
- End-of-year reports
- Student portfolio

IT Department

ICT plays an integral role in assessment of and for learning, the collection, documentation and analysis of students' progress. ICT plays a crucial role in preparation of external and internal assessments.

External Assessments

United Private School administers external assessments in order to compare our progress with international standards. The data obtained through these examinations is used to further our

understanding of our current level of achievement, while supporting us with planning for continued progress.

Responsibilities:

Senior Leadership Team will:

- administer this policy and monitor its effective implementation
- assist teachers in developing authentic tasks and conducting meaningful assessments
- ensure external assessments are administered and collected data is used to inform planning for continuous student progress
- Conduct rich analysis of the assessment data to inform the next steps in teaching and learning.

Teachers will:

- ensure they provide ample and varied opportunities for students to demonstrate their knowledge and abilities to apply that knowledge
- routinely use assessment criteria to engage, involve, challenge and inspire all learners to take responsibility for their learning and progress
- engage students through questioning, discussion and peer and self-assessment
- use the quality of student responses to inform planning for ongoing learning
- provide meaningful feedback to help students understand what they are doing well and to challenge them to take the next steps required to extend their growth and development as life-long learners
- provide authentic assessment results to parents
- Conduct weekly quizzes to monitor students' attainment and progress.

Students will:

- reflect on and take responsibility for their learning by listening to teacher feedback and through peer and self-assessment
- Continuously set targets with their teachers and work towards successful completion of targets.

Parents will:

- provide teachers with all relevant information about their child
- support student progress by making every effort to understand their child's strengths and needs by carefully reading reports, communicating, asking questions and meeting with teachers.
- Support teachers in assisting with their child's progress by demonstrating to their child that they are working cooperatively with their teachers, thereby modeling respect and acknowledging teacher expertise.

Absentees

Students are responsible for completing all assignments missed during their absence (refer: Policy (55).

Marks Distribution

	Term 1				Term 2				Term 3			
Summative 40%	❖ Diagnostic /Baseline ❖ End of Term 1 (December) ❖ MAP for English/Math/Science (Grade 3-8)				❖ End of Term 2 (March)				❖ MAP for English/Math/Science (Grade 3-8) ❖ End of Term 3 (June) ❖ Post Diagnostic / Post Baseline			
Formative 60% Formative Assessment forms	Literary Subjects		Scientific Subjects		Literary Subjects		Scientific Subjects		Literary Subjects		Scientific Subjects	
	Classwork	5	Classwork	5	Classwork		Classwork		Classwork		Classwork	
	Homework	5	Homework	5	Homework	5	Homework	5	Homework	5	Homework	5
	Project	5	Project	5	Project	5	Project	5	Project	5	Project	5
	Speaking	5	Mental Math / Research	10	Speaking	5	Mental Math / Research	10	Speaking	5	Speaking	5
	Listening	5	Presentation	10	Listening	5	Presentation	10	Listening	5	Listening	5
	Reading	10	Quiz / Practical	10	Reading	10	Quiz / Practical	10	Reading	10	Reading	10
	Writing	10	Behavior	5	Writing	10	Behavior	5	Writing	10	Writing	10
	Behavior	5	Mid Term Quiz	10	Behavior	5	Mid Term Quiz	10	Behavior	5	Behavior	5
	Mid Term Quiz	10			Mid Term Quiz	10			Mid Term Quiz	10	Mid Term Quiz	10

Attainment and Progress:

Performance indicators to measure attainment and progress internally.

Indicators	Range	Progress
Outstanding	90-100	Acceptable or Expected if students has difference but stay in the same range.
Very good	80-89	
Good	67-79	Outstanding if the student make progress and shift into the next range.
Acceptable	65 and less	

Introduction of Digital Assessment

To enhance assessment efficiency and align with modern educational practices, the school is introducing **Digital Assessments**.

- **Term 1 Implementation:** Digital assessments will be conducted for **Islamic Studies** and **UAE Social Studies**.
- **From Term 2 Onwards:** Digital assessments will be expanded and implemented across **all subjects and grade cycles**.

This initiative aims to promote interactive learning, streamline assessment procedures, and familiarize students with digital testing environments.

Breach of Assessment Policy

In accordance with **ADEK Assessment Policy**, any breach of assessment regulations will be treated seriously. This includes, but is not limited to, **cheating, plagiarism, unauthorized assistance, or tampering with assessment materials.**

- Incidents of breach will be documented and reported to the **Assessment Committee** and **School Leadership Team.**
- Appropriate disciplinary actions will be taken, following ADEK's guidelines and school procedures.
- Reassessment or penalty decisions will be determined based on the nature and severity of the violation.