# ASSESSMENT POLICY

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| Approved by: Governing Board | Date: December 2022 |
| Last reviewed on: | Date: June 2026 |
| Next review due by June 2027 | |

All employees will read and understand this policy in conjunction with our Admission Policy and Student and Parent Handbook.

**MONITORING AND REVIEW**

This policy is subject to continuous monitoring, refinement, and audit by the School Management, who will undertake a complete annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. All staff will be informed of the updated/reviewed policy, which will be made available to them electronically, or by hard copy on request.

## Aims

This policy aims to provide more details about the well-established centralized examination system for assessing student learning in SABIS® Schools.

By using the SABIS® Student Management System (SSMS™), the school monitors student performance, knowledge, attendance, punctuality and behavior, and intervenes as needed. This is done by using the SSMS Reports that provide powerful tools at one's fingertips generated from a computerized database. Assessment information is used to guide future learning and assist teachers in their planning. Student performance is rigorously and systematically tracked and any gaps forming along the way are attended to in a prompt manner.

## Internal Assessments

**For new students:**

• Diagnostic tests identify any academic gap that would inhibit future growth.

• When needed, the school provides guidance on how students need to study to bridge their gaps, then retest.

• Diagnostic tests help place new students in the right grade level.

**For current students:**

In addition to diagnostic tests which are used at the beginning of every term to detect any learning gaps from the previous year / term, the following is a list of different types of assessments that students sit for throughout one academic year:

**1- Picture Projects and Continuous Assessment (CAs™) tests.**

I. Test the simplest units of information (SUI) weekly.
II. Computer-corrected assessments (multiple-choice, mix and match, fill in the blank…etc.)
III. Assess students' mastery of each concept taught.
IV. Continuous Assessments (CAs) start from Grade 1.
V. Picture Project tests are for PreKG to KG2 students.

**2- Periodic Assessments**

I. Assess multi-concept thinking.
II. Are administered periodically throughout the academic year according to a published timetable shared at the beginning of the year.
III. May consist of computer corrected assessments in addition to written parts.
IV. For Grades 2 and above

**3- Mid Term Assessment**

I. These assessments cover all subjects in one week, once a term.
II. Include varied question types.

III. They are offered to students from Pre-KG to Grade 1.

**4- End of Term exams**

I. Assess all material covered in one term.
II. For Pre-KG till Grade 12.

**5- End of Year exams**

I. Assess all material covered in one academic year.
II. For Pre-KG till Grade 12

Teachers will incorporate peer and self-assessment strategies, provide timely feedback, and support students in setting and monitoring learning goals. Formative assessments will include varied methods such as computer correctible assessments, digital quizzes, and Integrated Learning System (ILS).

Assessment practices will undergo regular moderation and calibration to ensure consistency and fairness. Teachers will participate in training and review sessions to align with best practices and standards.

**Inclusion and Accommodations**

SABIS® is committed to equitable access to assessments. Accommodations and modifications will be provided for students with additional learning needs, in line with their documented learning plans and in accordance with external assessment provider guidelines.

## External Assessments

Our school is fully aligned with the Abu Dhabi Department of Education and Knowledge (ADEK) requirements regarding external assessments. We implement a comprehensive range of standardized assessments to monitor student progress, benchmark performance, and support continuous improvement.

1. Standardized Benchmark Assessments (SBAs)

We administer the GL Progress Tests (GL PT series: PTE, PTM, PTS) annually for students in Grades 3 to 9, in accordance with ADEK's mandated SBA framework. These assessments provide valuable insights into student attainment in English, Mathematics, and Science, and are used to inform teaching strategies and intervention planning.

2. International Assessments

In compliance with ADEK directives, our school participates in all required international assessments, including:

- PISA (Programme for International Student Assessment)
- TIMSS (Trends in International Mathematics and Science Study)
- PIRLS (Progress in International Reading Literacy Study)

These assessments allow us to benchmark our students' performance against national and international standards and contribute to school-wide improvement planning.

3. Board and Pre-Collegiate Examinations

We offer a wide range of internationally recognized external examinations to support university admissions and global academic recognition. These include:

- Cambridge IGCSE, AS Level, and A-Level
- Advanced Placement (AP)
- SAT
- Language Proficiency:
    - TOEFL
    - IELTS

Based on course selections, students are registered for these exams in accordance with the UAE's equivalency and university requirements. High-performing students are encouraged to pursue the maximum number of options available, and parents are engaged in the decision-making process.

**Note:** Additional fees apply for board and pre-collegiate examinations. These fees are based on the official rates provided by the respective examination boards and may include an administrative fee in line with ADEK's School Fees Policy.

## Teachers' Continuous Evaluation

Teachers at our school undergo continuous assessment by various administrators, including Heads of Department (HODs), Academic Quality Controllers (AQCs), the School Deputy Director, and the School Director. An assessment form is provided during initial training for self-assessment and improvement. Feedback from classroom observations is shared during individual meetings to discuss strengths and areas for improvement. AQCs and HODs also use weekly teacher meetings to share SABIS® best practices with groups of teachers.

The SABIS® System's teaching methods emphasize the importance of observation and feedback as a crucial part of professional development. Teachers may also have the opportunity to observe more experienced teachers within the same department to enhance their teaching skills.

During the weekly meetings, teachers have the chance to exchange teaching methods and learn from both, their colleagues and the expertise of HODs and AQCs. These meetings also serve as a platform to review students' progress and the outcomes of weekly assessments. Furthermore, teachers address behavior issues and submit their concerns using a 'Weekly Meeting Form' for follow-up.

**Up-to-Date Data**

The SABIS® system is designed to ensure that concerned administrators have access to the most current and comprehensive data on each student. This enables informed decision-making and supports timely interventions. To maintain consistency and accuracy in communication, direct contact between individual teachers and parents is minimized. Instead, a designated professional—typically an Academic

Quality Controller (AQC) or another senior administrator—oversees the student's academic and behavioral profile using the SABIS® Student Management System (SSMS).

All parent meetings are carefully planned and documented in the SABIS® YBook, a digital record that captures the student's academic journey and is accessible through the SSMS. This ensures transparency and continuity in communication.

Student performance data is shared with parents and students through multiple channels, including the SABIS Parent App and the SABIS Digital Platform (SDP), which provides easy access to academic records and enhances school-home collaboration.

To further engage families, the school conducts regular updates, meetings, and training sessions. These initiatives help parents understand assessment outcomes and equip them to support their child's learning effectively. Students are also encouraged to reflect on their progress, set personal goals, and take ownership of their learning journey.

Assessment data is systematically analyzed at the individual, class, and school levels. This analysis informs instructional planning, curriculum development, and the design of targeted interventions. A tiered support system is implemented to address the needs of students requiring additional help or enrichment opportunities.

## School Wide and Individual Performance

The System of Student Learning Assessment: The Continuous Assessment, known as CA, is the weekly tool used to monitor the student's learning and is considered one of the most important assets of the SABIS® system. This point is considered as one of our strengths.

As a systematic procedure, it assesses the students' learning every week. This highly standardized and developed system allows immediate feedback to concerned administrators showing clearly the gaps of every single student in a given subject. Standardized documents can be provided for the elimination of gaps in the knowledge of the student. Students can retake the exam again if their assessment result is not up to standard in order to eliminate any existing gaps after the school provides help through organized study sessions for the students to "fill the gaps".

The subjects tested weekly through CA are Mathematics and Languages (beginning with Grade 1) and the number of subjects tested every year increases such that, in higher grades, almost all the subjects are tested through CA. Special attention is given to language classes that requires testing for different sub-domains like Composition, Grammar, Comprehension, etc.

The Periodic Exams cover all subjects and review knowledge over a period of several weeks. These exams are scheduled every week such that all subjects are covered twice or three times across the duration of each term. The Mid Term Assessments for levels A to D (PreK to Grade 1) are taken over a period of one week, once per term, around the middle of the term.

Every term, students take a Final Exam in every subject. The End of Year Exam tests the material of Term 3 and selected concepts from Terms 1 and 2. The external exams which the students take at school also provide feedback on student performance. These exams are IGCSE, GCSE, O-Level, GCE AS- & A- Level, AP,

SAT and TOEFL, and IELTS exams. In addition to external exams, Students will be asked to sit for International Standardized Exams in line with the National Agenda of the education authorities. These exams are compulsory and we expect all our students to sit for them as per the rules and the regulations of the educational authorities.

The behavior of the students is also monitored and assessed continuously which allows the SABIS Student Life Organization® to award points for participation in student activities. Merit points are awarded to students by AQCs, Grade Supervisors and the Student Life Coordinator for helping their fellow students.

School-wide and individual performance are examined weekly, every term and annually by the Director and each of the Academic Quality Controllers and Student Life Coordinator. Throughout every term the academic performance of students is reported to the Regional Director.

**Reporting Student's Performance to Parents:** Student's performance is accurately and regularly reported to parents. It can be interpreted through academic results, activities in the SLO®, merit points, infractions and attendance. These are all reported to parents through the SABIS® Digital Platform which contains all the information required for parents to monitor the activity and progress of their children on a daily or weekly basis. At the end of each term, an official Report Card is issued for parents. Parents may see a person designated by the Administration, usually the AQC or another Senior Administrator, who has a complete overall picture of the student's academic and behavioral status. They can request a meeting whenever they have a concern, or whenever they want to raise specific questions regarding their child. The issue is given full attention and is investigated thoroughly and objectively, and a solution is proposed. Counseling on educational progress is one of the main duties of an AQC.

Students are provided with school recommendations and transcripts to accompany their university applications. The feedback to the universities is carefully monitored by the school administration, mainly by the University Counselor.

## Assessment Integrity and Security

SABIS® upholds the highest standards of academic integrity. All assessments will follow strict invigilation protocols. Any misconduct will be addressed in accordance with national regulations and school behavior policies. Assessment data will be securely stored and shared only with authorized stakeholders.