



POLICY TITLE:	Assessment Policy
DEPARTMENT:	Academics

Policy Contact: School Counselor	Issue Date: 01/02/2015
School: Al Ain Juniors School	Revision Date: 01/07/2026
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Introduction

AL AIN JUNIORS SCHOOL is committed to providing high-quality education by offering **two distinct curricula**: the **CBSE (Central Board of Secondary Education)** and **Cambridge Assessment International Education (CAIE)**. This assessment policy ensures that both curricula are assessed in a manner that meets the learning objectives of each system while adhering to the **Abu Dhabi Department of Education and Knowledge (ADEK)** guidelines and the **UAE Ministry of Education (M.O.E.)** requirements.

The school runs **separate CBSE and Cambridge curricula for K-12 students**, with appropriate methods of assessment in place for each system. This policy also integrates the **mandatory M.O.E. subjects**, including **Islamic Studies, Arabic Language, and Social Studies** (UAE History and Civics), ensuring that our assessment processes comply with both the **UAE national standards** and the **international curriculum framework**.

Purpose of the Policy

This policy outlines the principles and practices that govern assessment at [Insert School Name] to:

- **Ensure alignment with ADEK and UAE M.O.E. standards.**
- **Promote student growth** by assessing progress in both CBSE and Cambridge curricula.
- **Provide fair, transparent, and consistent assessment** methods for all students, taking into account the diversity of the student body.
- **Monitor and evaluate learning outcomes** and inform instructional decisions.
- Ensure that both **formative and summative assessments** are well integrated into the teaching-learning process, with appropriate feedback mechanisms in place.

Assessment Framework

Dual Curriculum Assessment

The school offers **separate assessments** for **CBSE** and **Cambridge** pathways, ensuring that the **distinct curriculum requirements** of both systems are met while keeping a focus on overall student development.

CBSE Assessment:

The **CBSE** assessment approach follows the **Central Board of Secondary Education** guidelines, emphasizing theoretical knowledge, application of concepts, and standardized examinations at **Grade 10 and Grade 12**. The assessment tools include:

- **Formative assessments:** Quizzes, assignments, projects, and presentations.
- **Summative assessments:** Unit tests, term exams, and final board exams.



- **Co-curricular assessments:** Participation in sports, arts, and extracurricular activities.

Cambridge Assessment:

The **Cambridge** assessment approach follows the **Cambridge Assessment International Education (CAIE)** system, which emphasizes **critical thinking, problem-solving, and global perspective**.

Cambridge assessments are structured to include:

- **Formative assessments:** Ongoing assignments, projects, presentations, and class discussions.
- **Summative assessments:** IGCSE and A-Level exams (Grade 10, Grade 12).
- **Practical and research-based assessments:** Especially for Science subjects.

Integration of M.O.E. Subjects

In addition to the regular subject offerings in CBSE and Cambridge curricula, the school ensures the inclusion of **mandatory M.O.E. subjects**:

- **Islamic Studies** (for Muslim students)
- **Arabic Language**
- **Social Studies (UAE History, Civics, and National Identity)**

These subjects are assessed based on the standards prescribed by the **UAE Ministry of Education** and form part of the overall academic evaluation, ensuring that students meet national educational requirements. The assessment of M.O.E. subjects will be integrated into the assessment cycles for both curricula.

Types of Assessments

Formative Assessments

Formative assessments are designed to monitor student learning and provide ongoing feedback to students and teachers. These assessments help in identifying areas of improvement and adjusting teaching methods accordingly.

Examples:

- **Homework and assignments**
- **Class participation and discussions**
- **Projects and presentations**
- **Quizzes and small tests**
- **Peer and self-assessments**



Summative Assessments

Summative assessments are used to evaluate student learning at the end of an instructional period. These assessments are a major determinant of student grades and achievement.

Examples:

- **Unit exams**
- **Term-end exams**
- **Final Board Exams (CBSE Grade 10 & 12 and Cambridge IGCSE & A-Levels)**
- **End-of-term projects**

Continuous Assessments

Both CBSE and Cambridge curricula require ongoing assessment through a combination of **formative** and **summative** evaluations, ensuring that students' progress is consistently monitored over time.

Practical Assessments

For subjects that involve practical application (e.g., Science), students are assessed on their ability to conduct experiments, observe phenomena, and analyze results.

Examples:

- **Science practicals**
- **Physical Education skills**
- **Computer Science assignments**

Table 1: Types of Internal Assessments; Methods and applicability to Grade levels

Type of Assessment	Description	Curriculum Time line	Mandatory Subjects	All Students in Target Grades
Cognitive (CAT 4)	To evaluate a student's reasoning and general thinking ability (e.g., to learn, memorize, and judge).	Indian Curriculum Beginning of the AY(April) British Curriculum Beginning of the AY(September)	Non-Verbal Reasoning Verbal Reasoning Quantitative Reasoning Spatial Ability	Grade 3,5 and 8 & All New admissions



Diagnostic	To identify student strengths, weaknesses, knowledge, and skills.	Indian Curriculum On Going British Curriculum On Going	English, Maths, Science (including Physics, Chemistry, Biology), Social studies, 2nd Lang, ICT, Arabic, Islamic Studies, UAE Social Studies,	All Grades from KG to Grade 12
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Type of Assessment	Description	Curriculum Time line	Mandatory Subjects	All Students in Target Grades
Placement	To “place” students into a course or academic program. Placement assessments are administered before a course or program begins to match students with appropriate learning experiences.	Indian Curriculum Beginning of AY British Curriculum Beginning of AY	English, Math, Science, Arabic	All Grades from KG to Grade 12 In particular transition grades
Screening	To determine whether students need specialized assistance, interventions, or services, or whether they are ready to begin a course or academic program. Screening assessments take a wide variety of forms (e.g., developmental, physical, cognitive, or academic).	Indian Curriculum Beginning of AY British Curriculum Beginning of AY		All Grades from KG to Grade 12
Pre-assessments/ Baseline	To establish a baseline against which educators measure learning progress over the duration of a course or program. Pre-assessments are administered before students begin a unit,	Indian Curriculum Beginning of AY British Curriculum Beginning of AY	English, Maths, Science (including Physics, Chemistry, Biology), Social studies, 2nd Lang, ICT, Arabic, Islamic Studies, UAE Social Studies,	



	course, or academic program			
Formative	Used as periodic evaluations to give educators in-process feedback about student learning so that instructional approaches, resources, and academic support can be modified.	Indian Curriculum On Going British Curriculum On Going	English, Maths, Science (including Physics, Chemistry, Biology), Social studies, 2nd Lang, ICT, Arabic, Islamic Studies, UAE Social Studies,	All Grades from KG to Grade 12
Summative	Used to evaluate student learning at the conclusion of a unit, course, term/semester, program, or school year. Summative assessments are typically scored and graded to determine whether students have learned what they were expected to learn during the defined instructional period.	Indian Curriculum End of unit, End of term/end of year British Curriculum End of unit, End of term/end of year	English, Maths, Science (including Physics, Chemistry, Biology), Social studies, 2nd Lang, ICT, Arabic, Islamic Studies, UAE Social Studies	All Grades from KG to Grade 12

Assessment Criteria

CBSE Assessment Criteria

Knowledge and Understanding: Focus on the depth and breadth of the student's understanding of the subject.

Application of Concepts: Ability to apply theoretical knowledge to practical scenarios.

Creativity and Critical Thinking: Encouraging innovative and analytical thinking.

Accuracy and Presentation: Ensuring neat, error-free, and well-organized work.

Cambridge Assessment Criteria

Knowledge and Understanding: Assessing the breadth of understanding across subjects.

Skills and Abilities: Critical thinking, reasoning, and problem-solving abilities.



Global Perspective: Ability to connect local knowledge to global contexts.

Independent Work: Self-research, analysis, and conclusion drawing.

M.O.E. Subjects Criteria

Islamic Studies: Knowledge of Islamic principles, history, and values.

Arabic Language: Proficiency in reading, writing, speaking, and comprehension.

Social Studies: Understanding of UAE's history, culture, and national identity.

Feedback and Reporting

Feedback Process

Feedback is provided regularly, particularly after **formative assessments**, to guide students' academic growth.

Teachers will provide **actionable feedback**, helping students understand their strengths and areas for improvement.

Regular **parent-teacher meetings** will be conducted to discuss student progress, especially for both CBSE and Cambridge pathways.

Reporting

Report Cards: Academic progress will be communicated to parents through detailed **report cards** at the end of each term. These reports will include:

- **Grades/marks** for both CBSE and Cambridge subjects.
- **Comments on performance** in M.O.E. subjects.
- **Recommendations for improvement.**
- **Areas of achievement** and progress.

Parent Communication

Annual Parent-Teacher Conferences: These are opportunities for deeper discussion on student performance, including the performance in both CBSE and Cambridge tracks.

Online Platforms: Parents can monitor student progress through the school's online portal, providing real-time information on assessments and attendance.



Student Inclusivity and Support

Support for Students with Additional Learning Needs

The school will provide reasonable accommodations for students with **additional learning needs** to ensure they can succeed in assessments.

Modifications to assessments, such as extended deadlines, modified instructions, or alternative assessment methods, will be provided where appropriate.

Support for English and Arabic Language Learners

For students for whom English or Arabic is a second language, support will be provided in the form of **language-specific assignments** and **extended support during assessments**.

Professional Development for Teachers

Teachers will undergo ongoing professional development in line with **ADEK's guidelines** to enhance their skills in **assessment** practices. This includes:

- Workshops on **assessment strategies**, both for **CBSE** and **Cambridge** curricula.
- Continuous training on **differentiated assessments** to accommodate diverse learners.
- Participation in **ADEK-approved CPD programs** to stay current with best practices in assessment.

Monitoring and Review of Assessment Practices

Continuous Monitoring

The **Senior Leadership Team (SLT)** will monitor assessment practices to ensure that they are consistent, fair, and aligned with both the **CBSE** and **Cambridge** curricula.

Regular audits and reviews of assessment standards will be conducted to ensure compliance with **ADEK** and **M.O.E.** regulations.

Annual Policy Review

This policy will undergo an annual review to ensure its effectiveness in meeting the needs of both the **CBSE** and **Cambridge** curricula and the needs of the students. Feedback from teachers, parents, and students will be incorporated into the review process.



Conclusion

At **AL AIN JUNIORS SCHOOL**, we believe that a robust assessment policy is key to ensuring the academic growth and success of our students. By adhering to the guidelines outlined in this policy, we aim to create a learning environment that fosters **academic excellence, critical thinking, and personal growth** for all students, whether they follow the **CBSE** or **Cambridge** curricula. Additionally, by integrating **mandatory M.O.E. subjects** into our assessments, we ensure that our students receive a **well-rounded education** that meets national and international standards.

Specific Requirements for Formative Assessments:

Overview of five formative assessment strategies			Guidelines for educators:																
<table border="1"> <thead> <tr> <th colspan="2">Where the learner is going</th> <th>Where the learner is now</th> <th>How to get there</th> </tr> </thead> <tbody> <tr> <td>Teacher</td> <td></td> <td>2. Engineering effective discussions, tasks and activities that elicit evidence of learning.</td> <td>3. Providing feedback that moves learning forward.</td> </tr> <tr> <td>Peer</td> <td></td> <td>4. Activating students as learning resources for one another.</td> <td></td> </tr> <tr> <td>Learner</td> <td></td> <td>5. Activating students as owners of their own learning.</td> <td></td> </tr> </tbody> </table> <p>1. Clarifying, sharing and understanding learning intentions and success criteria.</p>	Where the learner is going		Where the learner is now	How to get there	Teacher		2. Engineering effective discussions, tasks and activities that elicit evidence of learning.	3. Providing feedback that moves learning forward.	Peer		4. Activating students as learning resources for one another.		Learner		5. Activating students as owners of their own learning.				<p>Regular and Continuous Assessments</p> <p>Transparent Communication of Learning Outcomes and Assessment Criteria</p> <p>Promotion of Peer and Self-Assessment</p> <p>Utilization of Varied Assessment Methods: observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other engaging learning experiences</p> <p>Accommodations and Modifications for Diverse Learning Needs</p> <p>Empowerment of Student Agency</p>
Where the learner is going		Where the learner is now	How to get there																
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Specific Requirements for Summative Assessments:

Grades	Assessment Tools
KG to Grade 2	<p>No written assessment</p> <p>Observation-based Assessments: Assess children's development across multiple domains (cognitive, socio-emotional, physical) through systematic observations in natural settings.</p> <p>Play-based Assessments: Evaluate children's learning through play activities that promote holistic development, creativity, and social skills.</p> <p>Portfolio Assessment: Document children's progress using portfolios that showcase their work, achievements, and developmental milestones in various areas of learning</p>
Grade 3 to 5	<p>Performance Tasks: Assign tasks that require students to apply foundational skills and knowledge in authentic contexts, such as problem-solving, project-based learning, or hands-on activities.</p> <p>Rubric-Based Assessments: Develop rubrics aligned with competency frameworks to evaluate student performance across different domains, providing clear criteria for assessment and feedback.</p>



	<ul style="list-style-type: none"> ☒ Self-Assessment and Peer-Assessment: Encourage students to reflect on their own learning and assess their peers' work based on established criteria, fostering metacognitive skills and collaboration
Grade 6 to 8	<ul style="list-style-type: none"> ☒ Project-Based Assessments: Assign interdisciplinary projects that require students to research, analyse, and present findings on complex topics, demonstrating critical thinking, communication, and creativity. ☒ Performance Assessments: Assess students' proficiency in subject-specific skills through performance assessments, such as experiments (science), debates (language arts), or simulations (social studies). ☒ Authentic Assessments: Design assessments that mirror real-world challenges and tasks, allowing students to apply knowledge and skills in meaningful contexts and showcasing their readiness for higher levels of learning.
Grade 9 to 12	<ul style="list-style-type: none"> ☒ Competency-Based Examinations: Design examinations that assess students' mastery of competencies outlined in the curriculum, focusing on higher-order thinking skills, application of knowledge, and problem-solving abilities. ☒ Portfolios of Learning: Require students to compile portfolios showcasing their achievements, projects, and reflections throughout their secondary education, providing evidence of their growth and readiness for further education or careers. ☒ Internship or Work-Based Assessments: Integrate work-based learning experiences into the curriculum and assess students' performance in real-world settings, evaluating their ability to apply academic knowledge in professional contexts and develop employability skills ☒ Board exams for Grade 10 and 12 in CBSE; IGCSE, AS and A Level in Cambridge

External Assessments: Mandatory international Assessments

INTERNATIONAL STUDIES		REQUIREMENTS	
		TARGETED GRADES/YEARS	NO.OF STUDENTS
1	INTERNATIONAL ASSESSMENTS PISA TIMS PIRLS	15 YEAR OLDS GRADES 4 AND 8(YEARS 5 & 9) GARDES 4 (YEAR 5)	SAMPLE AS INFORMED BY ADEK
2	PISA BASED TEST FOR SCHOOLS (PBTS)	GRADE 10/YEAR 11	ALL



External Assessments Standardized bench mark assessments

Curriculum	Standardized benchmark assessments (online version only)	Subjects	All students in targeted grades
British Curriculum(UK)	GLPT test series(PTE,PTM,PTS)	English Mathematics Science	Grade 3 to 9
Indian Curriculum	EI-ASSET	English Mathematics Science	Grade 3 to 9
Arabic language assessment	IBT	Arabic	All native Arabic speakers in grade 3 to 9

External Assessments: Board Exams

Curriculum	Grades	Exam Board	Time lines for registration	Remarks
Indian Curriculum	10 and 12	CBSE	September to November	Exam fee to be paid by parents Exam leave with support for students who are not taking leave
British Curriculum	10,11 and 12	CIE	December to January	

Teacher Assessments:

Teacher assessment is based on assessment of a much wider range of evidence than the assessments can cover. During the year teachers gather a detailed picture of children's achievements, building on evidence from previous years. This knowledge helps inform planning and teaching. It forms the basis of teacher assessment, which is a judgement independent of the tests. It covers some areas which are not tested, such as Speaking and Listening, and other areas where the tests only offer limited evidence, such as the range of reading and writing.

Opportunities for assessment are incorporated in both medium- and short-term curriculum planning. Examples of teacher assessments that we use are:

- Discussions with an individual or group of children
- Observation of a specific task
- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/ computation/ drawings etc.
- Listening as pupils report their findings and ideas e.g. in a plenary session.



Each student is assessed in relation to criteria linked to the milestones from the Early Learning Goals, or from the National Curriculum objectives or examination programmes of study. Evidence required for this assessment process is a selection of the following:

- Work in pupils' books
- Samples of work produced specifically for an assessment
- Records of observations/discussions etc.

Moderation

It is important to agree judgements if our decisions are to be given credence, and accurately reflect, where relevant, external assessment standards. Moderation takes place between relevant staff members continuously, informally and formally, through subject, year group or departmental meetings.

Moderation:

- Ensures that discussions are held between teachers to decide what constitutes evidence of attainment, including teachers from different year groups as relevant;
- Uses exemplification materials, clear criteria guidelines and pre-standardisation as relevant;
- Ensures accuracy and consistency of teachers' judgments about standards.
- Leads to a deeper understanding of success criteria which teachers use to inform their future approaches in the classroom.

Curriculum Planning and Assessment

The success of the learning process is measured by regular and ongoing assessment. Provision for assessment is built into planning, and adjustments to plans are made as a result of assessment. For more information on planning please see the AL AIN JUNIORS SCHOOL'S Curriculum Policy.

Tracking

We track pupils' progress so we can monitor that all children are making progress from their starting points, celebrate achievement, provide challenge and intervene to support as soon as difficulties become apparent. The systems we use are evaluated to ensure that it is manageable, clear and easy to understand. It is capable of being used effectively by teachers to inform planning for the class, groups and individuals. Our tracking systems are linked to contextual information e.g. EAL, SEN, AG&T, and nationality.



Micro Populations

Where relevant, the School will focus on the data of the following micro-populations:

- Boys
- Girls
- ELL and EAL
- G&T (mean SAS 130+)
- Emirati
- Arabic as First Language (Native Arabic)
- SEN

Targets

Tracking is integrated with end of year and end of Key Stage targets. This makes it easier to ensure that targets are informed by students' current attainment and past progress monitor progress towards targets.

Students in turn have personalised targets that are shared with them, these are written at the front of their workbooks and indicate what an achievable SMART target - specific, measurable, achievable, realistic will help them to make progress towards reaching and exceeding their potential.

We do not use tests alone to set targets, because some students perform less well in tests than in everyday teacher assessment and some are not working at the level of the tests. Consistent use of teacher assessment throughout the school helps to establish and track progress towards targets which are appropriately challenging.

Targets may be set for different group, for example:

- Individual Student Targets –They could form the basis of a student's IEP. They are informed and identified by analysis of
- GL PT/ASSET indicators,
- Baseline assessments,
- End of previous year data,
- Student profiles/IEPs
- Teacher judgements: Based on students' work, discussions with students, teacher assessments and test performance.
- Targets should be SMART - specific, measurable, achievable, realistic (but challenging) and time related. Targets are shared with parents
- Group Target Setting –students at similar levels of attainment may be set the same target. Often 'layered' targets are used where each group within a class works on a target linked to the same theme, e.g. Time, but at a number of different levels
- Cohort Target Setting –based on analysis of summative and evaluative assessment;
- School Target Setting –based on all the above.



- Student Progress meetings are held in different formats across the school with relevant members of staff. These support the tracking of students and inform target setting. They are also an opportunity for celebration.

Transfer and Transition

We have manageable systems and procedures to ensure that as far as possible, there is timely transfer of information between teachers within the school and between schools. We also work hard to support students in making successful transitions from class to class within our school.

Therefore, we ensure that teachers:

- Have opportunities to talk through the records together before the students transfer
- Have clear understanding of colleagues' judgements based on secure moderation procedures
- Share information about students' progress as they move from one class to the next or to a new school in order to support continuity of learning for all students
- Make good use of the information received at cohort, class and subject level as well as to help determine the provision for groups and individuals
- Share standardised assessment data comparative to previous and new classes.

Training for Invigilators

Training for invigilators is given before the commencement of any examination such as:

- Guidelines to conduct baseline assessments.
- Guidelines to run the formative assessments.
- Guidelines to run the End of term examinations.
- Guidelines to run the GL/ASSET examinations.
- Training for invigilators: How to run Cambridge Examinations.

Marking and Feedback

For more information on specific marking and feedback practices and expectations please see the separate guidelines produced by each school.

Associated Documents or links to other policies:

The following documents/policies should be referred to in consultation with this document:

- Teaching and Learning Policy
- Curriculum Policy
- Marking and feedback guidance
- Reporting guidance (individual schools)
- Universities, Careers and Futures Policy
- Inclusion Policy



- Separate school curriculum maps
- Exams Policies (various, including Cambridge/CBSE guidance and Appeals procedures)

Monitoring and Review:

This policy is to be reviewed and checked annually by the SLT and Assessment/Exam Coordinator.

Version no.	Description of change	Owner	Date of Issue
1.0	Adoption of Policy	Principal	Feb 2015
2.0	Revision of Policy	Principal	2017
3.0	Revision of Policy	Principal	2018
4.0	Revision of Policy	Assessment Coordinator	2022
5.0	Significant changes to align more closely with ADEK's School Policy On Assessment_AY 2024-2025	Assessment Coordinator	2024
5.1	Significant changes to align more closely with ADEK's School Policy On Assessment_AY 2024-2025/NEP 2020,NCF 2023	Assessment Coordinator	2025