مـــدرســـة الـشـارقـــة الأمريـكـيـة الـدولـيـة
Sharjah American International School

SHARJAH AMERICAN INTERNATIONAL SCHOOL - ABU DHABI

Assessment Policy

KINDERGARTEN TO GRADE 12

Last review: Sept. 2025

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1- Introduction

Welcome to SAIS-Abu Dhabi

Sharjah American International School provides an American-based curriculum within a framework of traditional Islamic values. It is SAIS's overriding belief that students learn to their optimum in a caring, nurturing environment that recognizes the importance of the local culture and traditions. We ensure a child's education is served best when his/her individual needs are met within a challenging and comprehensive curriculum. Our primary purpose is the development of responsible and well-rounded bilingual students who will be able to meet the challenges of the 21st century with confidence and anticipation.

We also recognize that a modern school program must be grounded in sound and current education practices. To this end, we make sure that staff development is an integral part of our school's success. We believe that children learn differently and ensure that instruction must be geared to the various learning styles in each classroom wherever possible. Also, we recognize the importance of the parent in the learning process and make sure to involve the parent in school life. Above all, we make sure that school should be a satisfying and enriching experience for each child.

Mission

The Mission of SAIS-AUH School is to ensure each student achieves personal goals, develops individual purpose, and becomes college and career-ready, by providing equitable access and experiences that build skills in literacy, creativity, critical thinking, and collaboration.

Vision

Our Vision of SAIS-AUH education is to ensure that all students:

- Actively engage students, staff, and the SAIS community in developing a sustainable environment that fosters and inspires best practices with the focus of preparing and empowering students to become responsible for contributing to a sustainable future.
- Develop responsibility and self-direction.
- Lead by example in academics and community service.
- Model individuality and embrace cultural diversity.
- Rely on critical thinking.

Values

S- Social responsibility A-Acceptance I-Integrity S-Self-confident

2- Assessment Policy Elements

1. Assessment Framework

SAIS implements a clear assessment framework to support effective teaching and learning across all grade levels. The framework outlines the purpose, types, and structure of assessments used in the school. Assessments include diagnostic, formative, summative, and external benchmark assessments to measure student attainment and progress.

Moderation and standardization practices are implemented across departments to ensure fairness, reliability, and consistency in marking. The school follows clear grading and marking guidelines, including defined grading systems, rubrics, and performance descriptors.

Students receive timely and constructive feedback to support improvement, and progress is communicated regularly to parents through reports, meetings, and school communication platforms.

2. Formative and Summative Assessments

SAIS uses both formative and summative assessments to monitor student learning.

- **Formative assessments** are conducted regularly through classwork, quizzes, projects, discussions, and observations to guide instruction and support learning.
- **Summative assessments** evaluate student learning at the end of a unit, term, or semester through exams, projects, and standardized assessments.

3. Use of Assessment Data

Assessment data from internal and external assessments is analyzed regularly to:

- Monitor student progress and attainment.
- Identify learning gaps.
- Inform teaching strategies and curriculum planning.
- Implement targeted interventions to improve student outcomes.

4. Applicability Across Grade Levels

The SAIS Assessment Policy applies to all students from **Pre-K to Grade 12**, ensuring developmentally appropriate assessment practices across all phases.

5. Age-Appropriate Assessment Methods

Assessment methods are appropriate to the developmental stage of students.

- **Early Years:** observations, portfolios, play-based assessments
- **Primary:** quizzes, classwork, projects, presentations

- **Secondary:** examinations, coursework, research projects, and performance tasks

6. Alignment with Quality Assurance Standards

Internal assessments at SAIS are aligned with the **ADEK School Curriculum Policy**, school curriculum standards, and requirements of inspection bodies, accreditation agencies, and affiliated boards.

7. External Assessments

SAIS implements all **ADEK-mandated external assessments** and works towards achieving the school's international benchmark targets.

8. Accommodations for Students with Additional Learning Needs

SAIS provides appropriate accommodations and modifications in assessments for students with additional learning needs according to their **Individual Education Plans (IEPs)** or support plans.

9. Assessment Integrity and Sustainability

SAIS promotes academic integrity by ensuring fair assessment practices, preventing malpractice, and implementing clear procedures for reporting and addressing violations.

The school also promotes sustainable practices by encouraging digital assessments and reducing unnecessary paper use.

10. Building a Culture of Assessment

SAIS promotes a strong culture of assessment by:

- Ensuring teachers understand assessment goals and participate in professional development.
- Helping students become **assessment-capable learners** who understand learning objectives, monitor their progress, and set academic goals.
- Encouraging critical thinking, reasoning, and digital literacy skills through daily teaching and learning.
- Engaging parents through communication and workshops to support their children's success in assessments.

11. Data-Informed Interventions

SAIS uses assessment data to identify students requiring additional support and to design appropriate interventions and support programs for students with additional learning needs.

12. Additional External Assessments

SAIS may administer additional external assessments such as **ELL assessments, cognitive assessments, and Arabic Language Assessments (ALA)** to support student learning. No additional fees are charged to parents for these assessments.

3-Assessment, Grading, and Reporting Defined

Assessment:

The information is used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students and to analyze the effectiveness of the instructional program at SAIS. Assessments at SAIS vary from commercial to standardized to teacher-made. Each assessment is an opportunity for students to demonstrate their understanding or application of concepts or skills.

Grading:

The judgment or evaluation, in numerical or letter form, of a student's performance related to their understanding or application of concepts or skills, as demonstrated through assessment. Grades at SAIS are one of the ways that teachers communicate with students and parents about both progress and achievement. Grades are given for both academics and non-academics at SAIS.

Reporting:

The communication of grades based on formal and informal assessments to both students and parents, through progress reports, report cards, parent-student-teacher conferences, and regular posting in the school Portal.

4-Purposes of Assessment:

At SAIS, we consider assessment to be an integral part of effective instruction. We ensure that teaching, learning, and assessing are interdependent. Our assessment practices are guided by the following principles:

• Assessment is a judgment about how well a student has attained the aims and objectives of a course

• Assessment are standards-based. Students are assessed against learning outcomes that are available to parents and students.

• Assessment are account for a variety of learning styles.

What are the purposes of assessment at SAIS?

• To enhance student learning. This is done through

- Providing descriptive feedback to students, highlighting strengths and areas for improvement

- Providing opportunities for self-assessment and reflection
- Providing opportunities for students to display their learning in a variety of ways

• To provide information about student progress towards meeting learning goals. This information is shared with students and parents.

• To assist teachers in reflecting upon and evaluating the effectiveness of their teaching.

For students:

• To inform and enable students to monitor their current skill/knowledge levels

• To empower students to develop as independent, self-reliant, and self-critical learners

• To help students set goals for their learning and develop learning strategies

• To build positive self-esteem and a sense of achievement

For teachers:

• To recognize students' academic strengths and areas of growth so that teachers can better design appropriate classroom instruction

• To ascertain students' prior knowledge and determine appropriate instruction in the classroom

• To gauge the effectiveness of teachers' classroom instruction

• To give students feedback to improve their performance and achieve learning goals

• To strive for consistent and reliable understanding of student work among subject area teachers

• To identify student support/learning needs

• To provide external confirmation of classroom practices through standardized assessments

For families:

• To communicate the strengths, weaknesses, progress, achievements, areas for growth and learning style(s) of their child

• To develop the partnership between home and school to support and enhance student learning

For teachers and administrators:

• To deliver longitudinal data to analyze and evaluate current programs and/or determine the introduction of new programs through the curriculum review process

• To generate information through constant internal research and analysis, to develop future school plans

• To plan appropriate staff-development programs

5-Type of Assessment

Assessment is used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students and to analyze the effectiveness of the instructional program at SAIS. There are 2 types of assessments that teachers at SAIS use to gather information: Internal and External Assessments.

Internal Assessments

Assessment of our student's academic progress takes many forms depending on the discipline, the teacher-based assessments (TBA), the grade level, and the individual. However, internal assessments will be formative and summative.

A. Formative

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need improvement
- Help teachers recognize where students are struggling and address problems immediately
- Students take a wide variety of formative assessments: classwork, homework, projects, presentations, research projects, class quizzes, teacher observation, etc. according to each department TBA.
- Formative assessment counts 50% of overall grade in elementary school, 40% in middle school, and 40% in high school.

B. Summative

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against curriculum standard or benchmark. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will normally:

- Take the form of a written test /exam or project with a clear rubric
- Be taken under controlled conditions
- Be graded by the teacher
- Be linked to the curriculum standards
- Contribute to a students' semester report grade
- Accounts for 60% of overall grade in high school, 60%in middle school and 50% in elementary.

External Assessments

External Assessments against international benchmarks is used to compare the attainment of SAIS-AUH students to other international American curriculum school students. The following tables illustrate in detail both internal and external assessments at SAIS-AUH.

SAIS Internal Assessments:

Internal Assessments	Purpose	Targeted Grades
Diagnostic assessment (Pre-test)	Diagnostic (pre-) assessment is used at the beginning of a new unit of study or before beginning a new topic. Teachers pre-test students to get a clear understanding of their prior knowledge. This allows teachers to plan instruction and differentiation before beginning a unit based on the needs of the students. Diagnostic assessment results are not included when reporting student grades.	Pre-KG – 12
Formative Assessments	Formative assessment is an assessment for learning and learning since it provides feedback for the teacher throughout the unit of study to determine if more attention needs to be given to a particular concept, if differentiation is needed, or if students are ready to move on. Formative assessment guides decisions about student grouping and provides timely, ongoing feedback to students to assist with goal setting. Exit cards/slip, quizzes, mini-conferences, and reflection journals are a few examples used often by teachers. In the Elementary School, teacher observation is a powerful tool used to make instructional decisions on a regular basis. Formative assessments reflect student growth and progress.	Gr1 – 12
DRDP	The letters DRDP stands for "Desired Results Developmental Profile". The DRDP is an assessment that teachers use to gather information to support children's learning and development across a range of domains and measures.	PreK- KG2
Summative Assessments	Summative assessment is assessment of learning or evaluation. It reflect the performance or achievement of students related to the curriculum standards and benchmarks addressed during the unit of study. Students are given multiple opportunities to show their understanding throughout a unit of study. Though summative assessments may be used formatively if teachers see a need for re-teaching, they are mainly used at the end of units of study. Tests,	G3 – 12

	projects, essays, performances and visual displays are just a few examples of summative assessments at SAIS. Summative assessment results are included when reporting student grades. Comments related to growth are included on report cards.	

SAIS External Assessments:

External Assessments	Purpose	Targeted Grades
NWEA MAP	NWEA Measures of Academic Progress (MAP) test measures what students know and informs what they're ready to learn next.	G3 – 9
CAT4	Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability can identify where a pupil's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers.	Gr3,5,7,9
IBT ACER	The Arabic Language Assessments of the International Benchmark Test (IBT) are a set of skill-based assessments that comprise of test items which assess a range of skills and concepts fundamental to language learning. It measures proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through a variety of texts and situations with multiple-choice questions and is aligned to the Arabic Curriculum provided by the Ministry of Education.	Gr3-10
Reading Fluency	Phonological and phonemic awareness: Phonological awareness. Phonics: Phonics and word recognition. Oral reading fluency: Oral reading fluency	Gr1(English) & Gr1&2 (Arabic)
PASS	Pupil Attitudes to Self and School (PASS)- survey is a short self-evaluation survey that you can use to gain insight into attitudes that could be hindering achievement.	Gr6-12
TIMSS	Trends in International Mathematics and Science Study (TIMSS)-has been a valuable vehicle for monitoring international trends in mathematics and science achievement in the fourth and eighth grades. 4 and 8	G4 and G8 (Every 4 Years)
PIRLS	The Progress in International Reading Literacy Study (PIRLS) is an international assessment and research project designed to measure reading achievement at the fourth-grade level, as well as school and teacher practices related to instruction. Fourth-grade students complete a reading assessment and questionnaire that	Grade 4 (Every 5 years)

	addresses students' attitudes toward reading and their reading habits.	
PISA	PISA is the OCED's Programme for International Student Assessment. PISA measures 15-years-olds'ability to use their reading, mathematics, and science knowledge and skills to meet real-life challenges.	Gr9,10,11(Every 3 years)
WIDA - Access Placement Test	WIDA Access is an English language proficiency "screener" test given to incoming students who may be designated as English language learners (EAL). It assists educators with programmatic placement decisions such as identification and placement of EALs	G1-12

Marks Distribution

Cycles	Formative assessments	Summative assessment
Elementary School	50%	50%
Middle School	40%	60%
High School	40%	60%

- Formative and summative assessment mark breakdowns are according to each department, Grade book/TBA.

Report Cards

Our SAIS report cards communicate in detail performance academically. We issue report cards 2 times a year/ end of semester report cards.

6- Grade Reporting and Scale

Reporting

At SAIS-AUH, we understand that an effective reporting process should provide accurate and honest information about student progress and achievement based on curriculum standards and an open two-way dialogue between teachers and parents. Parents should have the opportunity to discuss their children's progress with teachers and teachers/administrators should contact parents when they have a concern relating to progress.

Reporting of student progress to parents includes formal end-of-semester report cards, standards-based grading report cards, and Learning Journey reports in Pre-KG – G2, progress reports, portal updates, and parent-teacher meetings. Progress is measured against curriculum standards and formal report card grades are composed. Standards-Based Grading Reports for Pre-K-KG1, KG2, and Grades 1& 2. Progress reports are used to inform parents of concerns and will be available after mid-semester assessments to allow time for improvements.

Grading Scale

Grading Pre-KG-2

In Pre-KG to 2nd grade, a standards-based grading system is utilized. In a standards-based grading system, standards define what students should know and be able to do. Therefore, CONTENT KNOWLEDGE grades specifically and solely reflect students' performance on standards. KG to 2nd grade assessments will focus on the following:

❖ Developing mathematics skills by recognizing and using numerical concepts, understanding patterns and relationships, and problem-solving.

❖ Developing listening, speaking, reading, and writing skills

❖ Developing science skills by exploring, manipulating, and experimenting with objects in the physical environment.

❖ Developing the ability to move in ways that demonstrate control, balance, and coordination.

❖ Developing the ability to participate and function in a social environment.

The abovementioned skills and standards are assessed through multiple modes of assessment such as project-based learning, student centers, workbooks, checking for proficiency, learning journeys, and much more. There will be an impeccable focus on the development of literacy in the early years. Therefore, as part of our mixed assessment methodology and balanced literacy framework, students will partake in weekly assessments known as "Word Study". This will constitute a deep understanding of vocabulary terms and their correct usage within context.

Both summative and formative assessments are used in Pre-KG to 2nd grade. The tables below display the indicators and criteria used to assess summative and formative assessments.

Formative Assessment Scale:

Formative Assessment Indicators	Description
++	The student shows proficiency in the skill being assessed.
+	The student shows some evidence of the skill being assessed
-	The student shows little to no evidence of the skill being assessed

Summative Assessment Proficiency Scale:

Proficiency Scale	4.0 Scale	Description
Exemplary	4	The student consistently and independently demonstrates proficient and advanced understanding of the course

		concepts and skills in a variety of assessments. The knowledge is transferable into different contexts.
Proficient	3	The student independently demonstrates proficiency in the majority of the expectations for his/her grade. The student, with few errors, grasps and applies key concepts, processes, and essential skills for his/her grade level.
Progressing	2	The student is beginning to meet expectations for his/her grade with teacher and peer support. The student is beginning to grasp key concepts, processes, and essential skills for his/her grade level.
Developing	1	The student is not yet grasping the key concepts, processes, and essential skills for his/her grade level.
Emerging	0	No evidence on which to grade.

Grading Scale Gr3-12

Letter Grade	Percent	GPA (4.0 Scale)
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	75-79	2.3
C	73-74	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
D-	Below 65	0.5
E/F	Below 60	0.0

AP - 0.25 GPA will be awarded (for each AP Exam score of 3 or above)

Entrance Exam Policy

All parents of students seeking entry to Sharjah American International School- AUH must register their son/daughter for the entrance exam. Candidates will be required to sit on all elements of the SAIS entrance exam including the CAT4 test; success in this procedure is a basic requirement for a candidate to be considered for a place at Sharjah American International School. In order to better assist you in the admissions process, the following allocation categories will be applied in the sequential order A, B, C, & D. Certain entry categories will be subject to additional fees based on the student's necessary requirements. Such additional fees will be discussed during the admissions process.

Entry Category A

Category A entry candidates have met the entrance exam and academic requirements of SAIS. Therefore, category A candidates will not be enrolled in foundation or support courses.

Entry Category B

Category B entry candidates must take one foundation course either in math or literacy depending on their entrance exam results. If a candidate receives a lower score than the recommended grade level expectations in math, then they must be enrolled in math foundation/support courses; the same will apply to literacy. Candidates will be referred to the Head of Key Subjects and Assessment Coordinator for follow-up to monitor student progress and further actions to be taken.

Entry Category C

Category C entry candidates must take two foundation courses in math and literacy depending on the entrance exam results. Category C candidates have not met the school grade level of expectations on the math and literacy entrance exam (Behind by two years without any identified SOD evidence). Therefore, students will be enrolled in two foundation or support courses at the time of admission. They will also be referred to the Inclusion Lead for further follow-up.

Entry Category D

Category D entry candidates are likely identified as potential SOD students and will be referred directly to the Inclusion Lead for CAT4 assessment, WRAT5 assessment to support identification as part of the admission policy.

NWEA MAP Testing Policy

At SAIS, we administer the MAP Growth tests to determine students' instructional level and to measure academic growth throughout the school year (and from year to year) in Math, Science, Reading, and Language.

MAP Growth tests are unique in that they adapt to each student's level of learning. If a student answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This results in a detailed picture of what our students know and are ready to learn—whether it is on, above, or below their grade level.

Since MAP Growth tests provide immediate and accurate information about students' learning and academic performance, it's easy for our teachers to identify students with similar scores that are generally ready for instruction in similar skills and topics, and then plan instruction accordingly.

Since NWEA MAP tests are held for high-stakes purposes, restrictions and guidance are needed to protect the integrity of the testing process and the test results. Therefore, the guidelines below were established at SAIS to ensure successful testing experiences.

- Retesting is only done on rare occasions, where the situation impacts the validity of the test results. Some situation may include but are not limited to the following: a student becomes ill, student refuses to take or complete test, a student is rushing to complete test and a "disengaged icon" is flagged under NWEA administration window, etc.
- The assessment coordinator reviews all retesting decisions prior to the student retaking the test.
- Students do not get re-tested for a decline in their RIT score between two test administrations. Unless, there is a "substantial" decline in RIT score between two test events as a result of the above-mentioned circumstances. The term "substantial" decline will indicate a drop in RIT score by 10 or more points.
- If a student is retested, there must be a rationale documented in writing at the time it occurs.
- Testing conditions and time duration is consistent among all 2/3 testing windows within the academic school year.
- Accommodations must be assigned on a case-by-case basis. The SSS department will be in charge of providing the type of accommodation needed.
- Students with IEPs will be assigned accommodations depending on their needs based on their IEP.
- Students enlisted in the ELL program can be assigned accommodations as per the English and ELL Head of Department.

SAIS Assessment Triangulation

As part of tracking individual student progress, SAIS uses a tracking system to monitor student internal and external assessment results to accommodate students' individual needs and inform teaching and learning instruction. Curriculum modifications will be tailor-made based on data analysis per department. Refer to the table below for more details:

CAT4	MAP	Internal
<74	[0-10]	D-
[74-81]	[11-20]	D
[82-88]	[21-30]	D+
[89-96]	[31-40]	C-
[97-100]	[41-50]	C
[101-103]		C+
[104-107]	[51-60]	B-
[108-111]		B
[112-118]	[61-70]	B+
[119-122]	[71-80]	A-
[123-125]		A
>=126	>80	A+

Assessment	Meet	Exceed
MAP	41st percentile and above	61st percentile and above
Internal (English Subjects)	65% and above	75% and above
Internal (Arabic Subjects)	60% and above	70% and above

DMT	Did not Meet progress/Expected Target
MT	Meets Progress/Expected Targets
ET	Exceeds Progress/Expected Targets

Future Plan:

For low attaining students, i.e. students below 65%, design an internal accelerated progress target. The targets can be described as follows:

-An improvement that is less than 9 points means that the student did not meet the progress target. (DMT)

-An improvement that is between 9-12 points means that the student meets the progress target. (MT)

-An improvement that is more than 12 points means that the student exceeds the progress target. (ET)

SAIS Underlying Principles for Assessment

- ✓ Grades will include only academic achievement
- ✓ Grades will reflect the actual level of achievement. Academic dishonesty or cheating result in disciplinary consequences, not reduced grades
- ✓ Clear descriptions of achievement expectations are given to students in advance
- ✓ Individual achievement evidence is included in grades (*Group scores are not*).
- ✓ Grades are not reduced for "late" work
- ✓ Absences are not considered in determining grades. They are reported separately
- ✓ Zeros should not be included in grade determination when evidence is missing, except as a last resort. Nor should zeros be given as a punishment. Alternatives, including reassessing to determine true achievement, or "I" for insufficient evidence should be used until the work is completed
- ✓ Formative assessment should be used to promote success in summative assessments by providing feedback directly related to the achievement of the standards and benchmarks.
- ✓ Homework that is clearly formative will be used in grading when it is certain that the student completed the assignment. All homework are formative to evaluate students independent learning.
- ✓ All assessments set by a teacher must be completed by all students
- ✓ Questions which challenge students beyond the grade level curriculum standards/ benchmarks are encouraged because they provide enrichment. However, bonus points for this work are not appropriate because they distort the assessment of the student's knowledge, skills and understanding related to the course/grade level
- ✓ The creation of grades will not rely only on the mean when creating a grade; we will use professional judgment and consider other statistical measures (i.e. mode and median). Teachers will use their professional judgment when determining a report card grade.

7-Academic Roles and Responsibilities

Assessment practice and policy at the provincial and local levels must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values, and that educational practice and policy reflect this. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late. The roles and responsibilities are as follows:

Administration

It is the responsibility of the administration to:

- ➢ Share the assessment policy with students and parents.
- ➢ Explain the assessment guidelines to students.

- Orient the new teachers about the assessment policy and provide the necessary guidance and support for all teachers.
- Monitor the implementation of the policy.
- Foster the academic honesty guidelines as per the Student Handbook.

Teachers

Teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

- Establish clearly communicated expectations regarding assignments. Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations if necessary, by providing exemplars, and to provide timely and specific feedback to students.
- Set and communicate reasonable timelines for assignments and support students in meeting these timelines. The timelines teachers set should provide adequate time for students to complete the work while being mindful of other demands and of student strengths and challenges.
- Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students who do not take responsibility for their work through the use of a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support the timely completion of assignments. Other strategies may include the following:
    - Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
    - Share assignment timelines, rubrics, and reminders through many means, including classroom web pages, email, and course outlines.
    - Assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track.
    - Anticipate which students may require additional support to complete assigned tasks, and monitor those students more closely.
    - Choose, when appropriate, to extend the time for completing assignments, especially for students who communicate with the teacher in advance of the due date.
    - Contact parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.
- Establish, communicate, and apply consequences for late and missing work. Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and

communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers may apply the following strategies based on their professional judgment:

- Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of the reasons.
- Develop an agreement with the student to complete the work.
- Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.
- Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.
- Provide additional supports for students who are learning English or French as an additional language.
- Provide alternative assessment tasks that accommodate diverse learning needs.

➢ In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

Students

It is the responsibility of the student to:

- ✓ Strive to acquire and demonstrate the attributes of the learner profile.
- ✓ Be principled and behave ethically as outlined in the Student Handbook.
- ✓ Prepare for and participate in all formative assessments in order to grow in concept, skill, and knowledge strength.
- ✓ Make the necessary arrangements to retake assessments or submit late assignments in case of a legitimate absence.
- ✓ Meet all deadlines set by the teacher and/or by the school. In case of any concern about not meeting a certain deadline, the student must contact his/her teacher in advance.
- ✓ Reflect on task/progress for improvement and seek the teacher's help when needed.

8- Academic Integrity

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated. SAIS-AUH has zero tolerance to cheating (SAIS Cheating policy) and academic dishonesty.

Teachers, HOD's and Administrators have the following responsibilities:

- **Communicate and reinforce expectations of academic honesty with students**. Aspects of academic honesty include not cheating (e.g., copying others' work, using cheat notes), lying (e.g., misrepresenting contributions to group work, lying about circumstances to obtain extensions), and plagiarizing (submitting or representing someone else's work as one's own).
- **Respond appropriately to academic dishonesty**. School and divisional policies will specify a range of consequences for academic dishonesty and invoke these sanctions as appropriate.
- **Teachers should apply strategies to deal with academic dishonesty, such as the following:**
    - Contact parents
    - Document the incident in the student's file.
    - Enforce the loss of privileges for the student at the school (sports teams, extra-curricular activities etc.).
    - Enforce other disciplinary measures such as detention.
    - Have the student redo the work honestly.

Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students should honestly complete the work.

- Outstanding evidence of learning to receive the credit within a reasonable, agreed-upon timeframe.

Moderation of Marking and Standardization Practice

The processes of **moderation of marking** and **standardization practice** at SAIS are designed to ensure fair, consistent, and accurate assessment of student work. Standardization occurs **before marking** to align teachers' understanding of assessment criteria, while moderation takes place **after marking** to verify consistency and accuracy across student assessments. Together, these practices promote transparency, equity, and high academic standards across all subjects and grade levels.

Combating Examination Misconduct:

SAIS shall follow the requirements of the Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems.

1. SAIS shall educate students about the importance of not cheating and preserving academic honesty at all times.

2. SAIS shall make sure physical conditions (e.g., proper lighting, and sufficient desk spacing) are set up to be conducive to conducting examinations credibly and transparently.

3. Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cheating occurring.

4. Students found to commit examination misconduct shall be subject to the penalties stipulated in the ADEK Student Behavior Policy.

5. Anyone other than a student who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems shall be subject to the penalties stipulated therein.

6. SAIS shall ensure that any examination violations are logged and reported to ADEK.

Security

-Security and Integrity of Assessment Resources and Data: SAIS shall ensure the integrity and security of assessment resources (e.g., instruments, confidential assessment materials) and data (e.g., individual and school-level data and records) in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and in line with the ADEK Digital Policy.

- SAIS is not authorized to share any student assessment data with third parties without the consent of parents and approval from ADEK.

Assessment Accommodations and Modifications:

Schools shall ensure that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, in line with *ADEK inclusion policy*, schools shall:

Evaluate the needs of all students with additional learning needs to:

1. Ensure all accommodations and modifications reflect the student's normal way of working in the classroom.

2. Ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.

3. Develop an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments, in line with any external assessment provider requirements (if applicable).

Interventions

Designing and Implementing Interventions: SAIS shall develop documented learning plans (DLPs) and implement interventions (processes and strategies) that enable the delivery of teaching and learning to maximize opportunities for all students, in line with the *ADEK Inclusion Policy* and the *ADEK Educational Risk Policy*.

1. SAIS shall analyze internal and external assessment results to develop tiered interventions that address all student needs and where appropriate, target different groups (e.g., gifted and talented, students at educational risk, and students with additional learning needs), or cater to individual needs.

2. When planning and reviewing any individualized intervention, SAIS shall involve the student in the process (particularly important for students in cycles 2 and 3).

3. SAIS shall involve relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists/HODs) when planning interventions and when identifying appropriate external agencies where further specialist intervention is recommended.

4. SAIS shall allocate resources to support individuals and groups of students, verifying that teaching staff provide the necessary teaching and learning accommodations and manage allocated resources.

9. Guidelines for Moderation of Marking

To ensure fair, consistent, and reliable grading, moderation of marking should follow these detailed guidelines:

Planning the Moderation Session

- **Schedule Moderation Sessions:**
  - HODs plan these sessions after marking assessments but before results are released.
  - Ensure the participation of all teachers handling the same grade or subject.
- **Prepare Materials:**
  - Teachers provide a random sample of marked assessments (at least 15 of the total, covering low, medium, and high performers from each grade).
  - HODs review the marking rubric/Answer keys and grading guidelines with all participants/teachers.

Conducting the Moderation Session

- **Review Sample Papers:**
  - Select marked assessments without revealing the original grader to avoid bias.
  - Ensure the sample includes a range of performance levels to identify inconsistencies across the grade.
- **Cross-Check Grading:**

- Each participant independently reviews the sample papers using the provided rubric/answer key.
- Identify areas where marks vary significantly from the answer key/rubric's standards.

Resolving Discrepancies

- **Collaborative Discussion:**
  - Teachers compare their markings, discussing any deviations from the rubric/answer keys or inconsistencies.
  - Use specific examples from the sample papers to highlight and resolve differences in interpretation.
- **Recalibrate Understanding:**
  - Make adjustments to the rubric/answer key if needed, ensuring clarity in the document.
  - Share updated rubrics/answer keys with all teachers in the department for consistent application for the same subject/grade assessments.

10. Quality Assurance Mechanism

1. Regular Reviews of Assessment Types

- **Step 1:** Schedule a departmental meeting each semester to review assessment types (TBA e.g., quizzes, assignments, projects, exams).
- **Step 2:** Evaluate whether the assessment types align with curriculum goals, learning outcomes, and the required Depth of Knowledge (DOK) levels.
- **Step 3:** Compare the variety of assessments used across grade levels to ensure balanced coverage of skills (e.g., analytical, problem-solving, and creative skills).
- **Step 4:** Document suggestions for improving assessment design and share them with the team for implementation in upcoming assessments (Guidelines to prepare assessments).

2. Moderation of Marking

- **Step 1:** After marking an assessment, HODs conduct a moderation session with the teachers handling the same grade or subject.
- **Step 2:** Compare a random sample of marked papers to ensure consistency in applying marking schemes/answer keys or rubrics.
- **Step 3:** Discuss and resolve any discrepancies in scoring to ensure fairness.
- **Step 4:** Update rubrics, if necessary, to improve clarity and consistency for future assessments.

3. Maintaining Validity and Reliability

- **Step 1:** Ensure assessments are directly linked to curriculum standards and learning objectives.

- **Step 2:** Use a balance of question types, including higher-order questions, and incorporate external assessment standards (e.g., MAP, PISA, TIMSS).
- **Step 3:** Conduct an assessment review to evaluate question difficulty, and alignment with learning objectives curriculum standards.
- **Step 4:** Implement changes based on assessment feedback by HODs/AC.

4. Monitoring and Documentation

- **Step 1:** HODs maintain a centralized question bank categorized by topics and DOK levels.
- **Step 2:** HODs keep records of moderation outcomes for quality assurance and accountability.
- **Step 3:** Use these records to provide evidence of compliance with standards during audits or evaluations.

5. Training and Professional Development

- **Step 1:** Organize workshops or training sessions by HODs/SLTs on best practices for assessment design, marking, and moderation.
- **Step 2:** Provide continuous support by HODs for teachers unfamiliar with the quality assurance processes or external exam standards.

These steps will help SAIS to ensure that internal assessments are fair, consistent, and aligned with academic standards while promoting continuous improvement.

11. Feedback and Assessment Improvement Process

Sharjah American International School, Abu Dhabi Campus (SAIS Abu Dhabi) is committed to providing timely, meaningful, and actionable feedback that supports student progress and aligns with ADEK expectations for Assessment for Learning.

Expectations

Feedback will:

- Be aligned with learning objectives and success criteria.
- Highlight strengths and areas for improvement.
- Provide clear next steps for learning.
- Encourage student reflection and self-assessment.
- Inform teacher planning, intervention, and enrichment.

Timeline

- **Formative Assessments:** Feedback provided within 3–5 school days.
- **Projects and Performance Tasks:** Feedback provided within 5–7 school days.

- **Summative Assessments:** Feedback provided within 7 school days.
- **End-of-Semester Assessments:** Feedback provided within 10 school days following moderation and approval.

Procedures

1. Teachers review student work using approved rubrics and assessment criteria.
2. Feedback is provided through written comments, conferences, rubrics, or digital platforms.
3. Students review feedback, reflect on their performance, and complete improvement activities when required.
4. Teachers analyze assessment results to identify learning gaps and plan appropriate intervention or enrichment.
5. Heads of Department and the Assessment Coordinator monitor the quality, consistency, and timeliness of feedback through assessment reviews and moderation processes.

Evidence of feedback, student reflection, intervention, and progress monitoring will be maintained to support continuous improvement and compliance with ADEK requirements.

12. Balanced Assessment Practices & DOK

SAIS ensures that both formative and summative assessments are systematically implemented to support and measure student learning. Assessment tasks are designed with clearly defined success criteria and balanced cognitive demand, providing opportunities for students to demonstrate knowledge, understanding, application, analysis, evaluation, and creativity. Teachers incorporate regular peer-assessment and self-assessment practices to develop students' reflective skills, accountability, and ownership of learning. Assessment evidence is used to inform instruction, provide timely feedback, and support continuous student progress in alignment with ADEK requirements.

DOK distribution in assessments

DOK Level	Description	Percentage
DOK 1	Recall and Reproduction (basic recall of facts, terms, and simple procedures)	30%
DOK 2	Skills and Concepts (application of skills, basic reasoning, and understanding of relationships)	30%
DOK 3	Strategic Thinking (higher-order reasoning, problem-solving, analysis, and justification of responses)	35%
DOK 4	Extended Thinking (investigation, synthesis of information, real-world application, and multi-step reasoning)	5%

13. Data Tracking, Analysis, and Triangulation

SAIS implements a systematic process for assessment data collection, analysis, tracking, and triangulation to ensure accurate monitoring of student achievement and informed instructional decision-making.

Data Collection and Tracking

- Student performance data from formative assessments, summative assessments, classroom observations, projects, performance tasks, and external assessments are recorded and maintained through approved school data management systems/Mograsys.
- Departments and teachers are responsible for updating assessment records regularly and ensuring data accuracy.

Data Triangulation

- Student achievement is determined through triangulation of evidence from:
  - CAT4 assessments /teacher observations and classroom performance.
  - External assessment (MAP assessment /IBT)
  - Internal assessments (tests, quizzes, projects, assignments, presentations, and examinations)
- Multiple sources of evidence are used to validate achievement levels and support fair, reliable, and consistent assessment practices.

Data Analysis Process

1. Teachers analyze assessment data after each assessment cycle to identify strengths, learning gaps, and trends.
2. Departments conduct periodic data review meetings to evaluate student progress against curriculum standards and learning outcomes.
3. Assessment data is used to inform intervention plans, enrichment opportunities, differentiated instruction, and curriculum adjustments.
4. School leadership reviews assessment data regularly to monitor whole-school performance and support continuous improvement planning.
5. Data findings and action plans are documented and monitored for impact on student learning outcomes.

14. External Assessments and ADEK Compliance

SAIS fully complies with ADEK requirements regarding participation in mandated external assessments and reporting obligations.

MAP Growth Assessments

- All students (100%) in designated grade levels are required to participate in Measures of Academic Progress (MAP) Growth assessments as scheduled by the school and ADEK.
- MAP assessments are administered according to NWEA and ADEK guidelines to ensure validity, reliability, and standardized testing conditions.
- Student performance data from MAP assessments is analyzed alongside internal assessment data to support instructional planning, target setting, intervention programs, and school improvement initiatives.

ADEK Reporting and Compliance

- Assessment data, external assessment results, and related evidence are maintained and reported in accordance with ADEK requirements and timelines.
- The school ensures timely submission of assessment-related information, compliance documentation, and performance reports requested by ADEK.
- Departments and school leadership utilize assessment findings to monitor progress toward ADEK performance expectations and continuous school improvement goals.
- All assessment records are securely maintained and made available for ADEK review, monitoring, and inspection purposes when required.

ADEK-Mandated External Assessments (NWEA MAP)

- SAIS shall ensure full participation of all eligible students in ADEK-mandated external assessments in accordance with ADEK requirements. Student records, including eSIS IDs, must be accurate and maintained for assessment registration and reporting. Assessments shall be completed within ADEK-approved testing windows using approved testing platforms and security measures. Testing must take place on school premises during regular school hours unless otherwise authorized by ADEK. The school will comply with all ADEK assessment administration, scheduling, reporting, and data submission requirements

15. Assessment Accommodations: Record Maintenance and Monitoring Procedures

SAIS ensures that approved assessment accommodations for Students of Determination (SOD), English Language Learners (ELL), and other eligible students are implemented consistently across classroom, internal, and external assessments in accordance with ADEK regulations.

Accommodation Records

1. The Inclusion Department maintains a centralized accommodation register that identifies eligible students and their approved assessment accommodations as documented in IEPs, SSPs, ELL plans, or other approved support plans.
2. Accommodation plans are reviewed and updated at least annually or whenever student needs change.
3. Relevant accommodation information is shared with teachers, Heads of Department, examination personnel, and invigilators prior to assessment administration.

4. Records of accommodations provided during assessments, including modified papers, reader/scribe support, additional time, separate settings, and assistive technologies, are maintained as compliance evidence.

Implementation and Monitoring

1. Teachers must incorporate approved accommodations into formative, summative, and external assessment preparations.
2. Prior to each assessment cycle, the Assessment Coordinator and Inclusion Department verify that required accommodations are reflected in assessment plans, examination schedules, and seating arrangements.
3. Accommodation implementation logs and invigilation records are completed and retained for all major assessments.
4. The Assessment Coordinator, Inclusion Department, and School Leadership Team conduct periodic audits of assessment records and accommodation practices to ensure consistency and compliance.
5. Student achievement data, assessment outcomes, and stakeholder feedback are reviewed to evaluate the effectiveness of accommodations and identify areas for improvement.
6. Any identified gaps in implementation are documented, addressed through corrective action, and followed by monitoring to ensure compliance.
7. All accommodation records and monitoring evidence are securely maintained and made available during ADEK inspections, thematic reviews, and compliance visits.

16. Assessment Data Analysis, Intervention, and Provision Planning

SAIS implements a systematic assessment data analysis process to identify learning needs, monitor student progress, and provide targeted interventions. Assessment information is triangulated using multiple sources of evidence, including formative assessments, summative assessments, MAP assessment results, classroom observations, student work samples, attendance records, and teacher feedback.

Data Review Process

1. Teachers analyze assessment data after each assessment cycle and record identified strengths, gaps, and trends.
2. Department data meetings are conducted at least once per term to review individual, class, grade-level, and subject performance.
3. Student performance is compared against curriculum standards, expected learning outcomes, and external benchmark assessments where applicable.
4. Students requiring additional support are identified using established performance thresholds.

Intervention and Provision Framework

Tier	Performance Indicators	Provision and Intervention
Tier 1 – Universal Support	Students meeting or exceeding expected standards	Differentiated classroom instruction, regular feedback, enrichment opportunities, and ongoing monitoring.
Tier 2 – Targeted Support	Students achieving below expected standards or demonstrating learning gaps	Small-group instruction, targeted reteaching, intervention sessions, parent communication, and progress monitoring.
Tier 3 – Intensive Support	Students significantly below expected standards, showing limited progress despite interventions, or identified through inclusion screening	Individual intervention plans, Student Support Team referral, Inclusion Department support, accommodations, individualized targets, and regular parent meetings.

Monitoring and Evaluation

1. Intervention plans must identify specific learning targets, support strategies, responsible staff members, success criteria, and review dates.
2. Student progress is reviewed every 4–6 weeks using multiple assessment measures.
3. The effectiveness of interventions is evaluated through follow-up assessment data and documented during data review meetings.
4. Support provisions, accommodations, and intervention strategies are adjusted based on evidence of student progress.
5. Records of assessment outcomes, interventions, progress monitoring, and parent communication are maintained and available for quality assurance and ADEK compliance review.

Roles and Responsibilities

- Teachers: Analyze assessment data, implement interventions, and monitor progress.
- Heads of Department: Monitor implementation and evaluate department-wide trends.
- Assessment Coordinator: Oversees data analysis processes and assessment quality assurance.
- Inclusion Team/Student Support Team: Coordinate intensive interventions, accommodations, and individualized support plans.
- School Leadership: Monitor intervention effectiveness and ensure compliance with ADEK requirements.

Monitoring of this policy

The Senior Leadership Team and Heads of Departments will monitor the application and effectiveness of this policy. It will be regularly reviewed and updated as a working document.

Appendix A:

SAIS Summative Project Rubric (Cycle 3 – Core Subjects)

Grades 9–12 | Aligned with ADEK Assessment Requirements

The following rubric is used across core subjects (English, Math, Science, Arabic, Islamic Studies, and Social Studies) for summative projects, investigations, and performance tasks.

Standard:					
Criteria	**Weighting**	**Exceeding Expectations (4)**	**Meeting Expectations (3)**	**Approaching Expectations (2)**	**Beginning (1)**
Knowledge & Understanding	20%	Demonstrates comprehensive understanding of concepts and content with accurate application.	Demonstrates secure understanding of most concepts with minor errors.	Demonstrates partial understanding; some misconceptions evident.	Demonstrates limited understanding; significant misconceptions evident.
Application & Problem Solving	20%	Applies knowledge effectively to unfamiliar situations and solves complex problems independently.	Applies knowledge correctly to familiar situations and solves problems with minimal support.	Applies knowledge inconsistently; requires support to solve problems.	Struggles to apply knowledge even with support.
Critical Thinking & Analysis	20%	Analyzes, evaluates, and justifies ideas using strong evidence and reasoning.	Analyzes information and provides appropriate justification.	Demonstrates basic analysis with limited justification.	Demonstrates minimal analysis or reasoning.
Communication	20%	Communicates ideas clearly, accurately, and effectively using appropriate subject-specific language.	Communicates ideas clearly with minor errors.	Communication lacks clarity or contains frequent errors.	Communication is unclear and difficult to understand.

Performance Level Conversion

Level	Descriptor	Percentage Range
4	Exceeding Expectations	90–100%
3	Meeting Expectations	75–89%
2	Approaching Expectations	65–74%
1	Beginning	Below 65%

Teacher's Feedback:

Students' reflection:

References

- Federal Decree Law No. (18) of 2020 Concerning Private Education.

• Federal Decree Law No. (31) of 2021 Concerning the Penal Code.

• Federal Decree Law No. (45) of 2021 Concerning the Protection of Personal Data.

• Federal Decree Law. (33) of 2023 Concerning Cheating and Breach of Examination Systems.

• Organising Regulations of Private Schools in the Emirate of Abu Dhabi: The Chairman of the Executive Council Resolution No. (26) of 2013.

• United Arab Emirates School Inspection Framework 2015-2016.

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