



Virginia International Private School

ENGAGE INSPIRE INNOVATE

CREATING A BETTER WORLD THROUGH EDUCATION

Assessment Policy (2025-2026)



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NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

Rationale:

- Promotes the use of high-quality internal and external assessment methods to support effective, data-driven teaching and learning practices.
- Aims to raise student achievement by using assessment data to inform instructional planning and targeted interventions.
- Ensures compliance with ADEK regulations by specifying the use of mandated external assessments as key indicators of student progress and attainment.
- Supports consistent monitoring, analysis, and interpretation of assessment data to evaluate student and school-wide performance.
- Facilitates timely and purposeful sharing of assessment outcomes with all relevant stakeholders, including students, parents, teachers, school leaders, and regulatory bodies.
- Reinforces the role of assessment in fostering a culture of accountability, continuous improvement, and academic excellence across the school.

Aims

- Define expectations related to assessment: the evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisitions, and/or educational needs of students.
- Identify high-quality internal and external assessment methods that use data-driven decision-making processes to inform teaching and learning and raise the level of student achievement.
- Specify the ADEK-mandated external assessments which need to be used as an indicator of student progress and attainment in the Emirate of Abu Dhabi.
- Require that the assessment data is analyzed, monitored, and shared with relevant stakeholders.

Policy Review

ANNUAL REVIEW FORM

Virginia International Private School and all schools will review their Assessment Policy annually.

Approved by: The Principal

Definitions

Assessment	The wide variety of processes, methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.
Internal Assessment	An assessment designed by entities external to the school used to determine students' knowledge, skills, and the application of both at a specific moment in time. This includes standardized assessments and/or board exams and other pre-collegiate exams.
External Assessment	In-class assessments, which encompass an ongoing process to measure student learning, achievement, and skills development. Internal assessments include diagnostic, placement, screening, pre-, summative, formative, and interim assessments.

1. School Assessment Policy

1.1. Policy Requirements: VIPS shall develop, publish, implement, monitor, evaluate, and biennially review their Assessment Policy. The policy shall include the following elements:

- Approaches to utilizing assessment as a means to continuously improve the effectiveness of teaching and learning and student educational outcomes.
- Applicability to all grade levels (KG to Grade 12).
- Identification of the assessment methods to be used, appropriate to the age/stage of students.
- Alignment to quality assurance (inspection, accreditation, and/or authorization) standards.
- Implementation of ADEK-mandated external assessments, including a focus on achieving the school's individual PISA/TIMSS targets.
- Provision of adjustments and accommodations for Students of Determination aligned to their individual needs.
- Commitment to sustainable assessment practices (e.g., use of digital formats if appropriate, reduction of paper usage, etc.).
- Inclusion of all the areas identified in sections 2 to 4 inclusive.
- Approval by the school's Board of Trustees/Governing Board.

2. Internal Assessments

2.1 Use of Internal Assessments: VIPS shall implement different forms of internal assessments as required or deemed appropriate according to curriculum, age, purpose, and need, such as:

- Diagnostic assessments: Used to identify student strengths, weaknesses, knowledge, and skills.

- Placement assessments: Used 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.
- Screening assessments: Used 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.
- Pre-assessments: Used 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, course, or academic program.
- Formative assessments: Used as periodic evaluations of student learning to give educators in-process feedback about student learning so that instructional approaches, resources, and academic support can be modified.
- Summative assessments: 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.

2.2 Formative Assessments: School assessment policies shall include the following elements for formative assessments:

- How teachers will carry out regular, continuous assessments of all students.
- How teachers will share learning outcomes with students and the assessment criteria used to evaluate the students’ work.
- Opportunities provided for peer and self-assessment to enable students to think critically about their own work against success criteria and to inform next steps.
- How instructional planning includes a variety of means to assess student progress that may include: observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements.
- How teachers will ensure the provision of adjustments and accommodations for Students of Determination to enable the equitable participation of all students.
- How teachers will work with students to set challenging learning targets, monitor progress, and help them to continually improve.

2.3. Summative assessments: School assessment policies shall include the following elements for summative assessments:

- How teachers will assess student progress through a variety of methods including selected / constructed response, and performance tasks, aligned to the school’s curriculum standards.
- How teachers will adapt assessments to cater for students with different abilities, including appropriate adjustments and accommodations for Students of Determination aligned to their individual needs.

- How teachers will analyze and use the results of assessments to inform teaching and learning.
- Examples of rubrics and/or grading criteria used.
- Invigilation protocols and a commitment to ensuring assessment integrity.

2.4: Quality Assurance Mechanisms: VIPS shall adopt and implement a rigorous quality assurance process for internal assessments including regular reviews of assessment types, internal and external moderation of marking to ensure consistency and fairness, and calibration sessions to align their assessment practices with established standards and expectations to ensure validity and reliability.

Assessment Breakdown:

Each term the following assessment format is used to gather assessment information for each student.

A. Student Attainment

This represents the academic achievement which the student has made and consists of the following components:

In KG, Elementary, and Secondary ‘standards-based’ assessment trackers are followed for accurately tracking and monitoring students’ progress and attainment against the Virginia Standards of Learning (VSOL) and UAE’s Ministry of Education (MOE). Assessments are carried out throughout the year. Students’ progress and attainment levels are reported to parents once per term, based on the skills/objectives students meet.

KG Phase: Each Term, there are set VSOL objectives that are used for tracking students’ progress and attainment over the term. Below mentioned assessments help in arriving at a final grade using these ‘objective’ trackers.

Formative Assessment - 100%

Attainment marks are based on ongoing, continuous assessment of the students’ achievements, against authorized VSOL curriculum standards.

Teachers assess students’ levels of progress and attainment using a variety of sources of information, including:

- Activities
- Hands on activities
- Performance Tasks
- Work in Copy books
- Presentations (show and tell)
- Projects

Exceeding-	Ex-	4-
Exceeding	Ex	4
Exceeding+	Ex+	4+
Meeting-	M-	3-
Meeting	M	3
Meeting+	M+	3+
Developing-	D-	2-
Developing	D	2
Developing+	D+	2+
Emerging-	Em-	1-
Emerging	Em	1
Emerging+	Em+	1+
NH	NH	NH

Attainment Benchmark Table		
Curriculum Type	<p>Curriculum standards- Minimum Expectation</p> <p>Attainment is: Acceptable if the proportion of students attaining the minimum standards listed is 75% or more</p>	<p>Curriculum standards: Level Above</p> <p>Attainment is: Good if the proportion of students attaining levels above the minimum standards is 50% or more. Very Good if 61% or more students are above standards Outstanding if the 75% or more students are above standards</p>

Elementary Phase: Each Term, there are set VSOL objectives that are used for tracking students' progress and attainment over the term. Below-mentioned assessments help in arriving at a final grade.

Formative Assessment - 70%	Summative Assessment - 30%
<p>Attainment marks are based on ongoing, continuous assessment of the students' achievements, against authorized VSOL, Common Core, NGSS curriculum standards. Teachers assess students' levels of progress and attainment using a variety of sources of information, including:</p> <ul style="list-style-type: none"> • Classwork • Quizzes / Tests • Performance Tasks • Work in Copy books • Presentations • Projects 	<p>Standard-based 'end of unit' assessments which demonstrate the learning that has taken place throughout the unit.</p>

Grading Scale followed by Elementary school:

Grade	Min %	Max %	Descriptor
A	95	100	Mastery
A-	92	94	Sig Above+
B+	88	91	Sig Above
B	85	87	Sig Above-
B-	82	84	Above+
C+	78	81	Above
C	75	77	Above-
C-	72	74	Meeting+
D+	68	71	Meeting
D	65	67	Meeting-
D-	60	64	Below
F	0	59	Fail

Secondary Phase

The end of the academic year - Each term contributes to one third of the final grade at the end of the academic year.

Term 1 - 30%	Term 2- 40%	Term 3 - 30%
Both formative and summative assessment techniques are used.	Both formative and summative assessment techniques are used.	Both formative and summative assessment techniques are used.

Term Breakdown

Formative Assessment - 70%	Summative Assessment - 30%
Attainment marks are based on ongoing, continuous assessment of the students' achievements, against authorized VSOL/MOE curriculum standards. Additional standards to support the original VSOL standards are incorporated such as Common Core in English and Math and NGSS in Sciences.	Standards-based, end of unit or term assessments which demonstrate the learning which has taken place throughout the unit or term.
<p>Teachers assess students' levels of progress and attainment using a variety of sources of information, including:</p> <ul style="list-style-type: none"> ● Classwork ● Quizzes / Tests ● Performance Tasks ● Information from progress tests such as MAP assessments ● Work in Copy books ● Presentations 	<p>Summative assessments will mostly be at the end of unit, midterm or term internal examinations but may also include the following assessed pieces of work:</p> <ul style="list-style-type: none"> ● Projects ● Practical assessments ● Essays ● Presentations

Attainment Grades (Grades 6 - 12)

Grade	Min %	Max %	Descriptor
A	95	100	Mastery
A-	92	94	Sig Above+
B+	88	91	Sig Above
B	85	87	Sig Above-
B-	82	84	Above+
C+	78	81	Above
C	75	77	Above-
C-	72	74	Meeting+
D+	68	71	Meeting
D	65	67	Meeting-
D-	60	64	Below
F	0	59	Fail

Assessment Breakdown for MOE (Ministry of Education) subjects K-12I: This includes details for all MOE subjects, grade levels, skills and the mark allocations.

1. MOE Subjects:

- Arabic Language (for native and non-native speakers)
- Islamic Education (for native and non-native speakers)
- Social Studies

2. MOE Assessment by Grade Levels and Final Grade Calculation

Stage	Grades	Assessment Distribution	Final Grade Calculation
Cycle 1 (Lower Primary)	G1-G2 / Y2-Y3	Formative: 70%, Summative: 30%	Final Grade = 70% Formative + 30% Summative
Cycle 1 (Upper Primary)	G3-G4 / Y4-Y5	Formative: 50%, Summative: 50%	Final Grade = 50% Formative + 50% Summative
Cycle 2 (Middle School)	G5-G8 / Y6-Y9	Formative: 30%, Summative: 70%	Final Grade = 30% Formative + 70% Summative
Secondary Stage	G9-G12 / Y10-Y13	Formative: 30%, Summative: 70%	Final Grade = 30% Formative + 70% Summative

Passing Criteria:

- Grades 1 to 8: Minimum 50%
- Grades 9 to 12: Minimum 60%

3. Assessment of skills by Subject

Arabic Language

Formative Assessment:

- Grades 1–4: Listening (15%), Speaking (15%), Reading (50%), Writing (20%)
- Grades 5–12: Listening (10%), Speaking (10%), Reading (50%), Writing (30%)

Summative Assessment:

- Reading (60%), Writing (30%), Listening (10%)

Islamic Education

Formative (60 marks):

- Written Test (20)
- Performance Tasks: Qur'an & Hadith Memorization (20), Writing & Practical Skills (20)

Summative (40 marks):

- Qur'an & Hadith Recitation (20)
- Written Test (20)

Social Studies

Formative (100 marks):

- Written Test 1 (20), Written Test 2 (20), Writing Activities (15), Reading Activities (15), Performance Tasks (30)

Summative (100 marks):

- End-of-term test

4. Types of Assessment

1. Diagnostic: At the beginning of the year; not part of the final grade.
2. Formative: Ongoing during the term, supports learning progress.
3. Summative: Formal assessment at the end of each term.

5. Attainment Levels and Grading Scale

<u>Score Range</u>	<u>Grade</u>	<u>Description</u>
<u>90–100</u>	<u>A</u>	<u>Outstanding</u>
<u>80–89.9</u>	<u>B</u>	<u>Above expectations</u>
<u>70–79.9</u>	<u>C</u>	<u>Meets expectations</u>
<u>60–69.9</u>	<u>D</u>	<u>Needs improvement</u>
<u>50–59.9</u>	<u>E (up to G8)</u>	<u>Weak</u>
<u>0–49.9</u>	<u>F</u>	<u>Fail</u>

Student Progress

Student progress is measured by teachers throughout the terms to indicate improvement in students' knowledge, skills and understanding, measured against a starting point and/or against a learning objective, and sustained over a period of time (such as a lesson, unit of work, term, year of phase of schooling).

3. External Assessments

3.1 Use of External Assessments: VIPS shall implement different forms of external assessments as required or deemed appropriate according to curriculum, age, purpose, and need, such as:

- Standardized assessments are designed, administered, and scored in a standard or consistent manner. Standardized assessments can be administered to large student populations of the same age or grade level in a region or country, and results can be compared across individuals and groups of students in various contexts.
- Board exams and other pre-collegiate exams are formally designed, quality-assured, and marked by an exam board (or independent organization, e.g., ACT, AP, EmSAT, PSAT, SAT, etc.). These are high stakes standardized assessments used to inform the making of important decisions about students (e.g., obtaining one's secondary certificate completion or university admissions).

3.2. ADEK-Mandated External Assessments: ADEK has mandated the administration of specific standardized assessments for private schools. These assessments are identified in the Standardized Assessment Schedule.

Type of Assessment	Description
Standardized Benchmark Assessments (SBA)	Assessments (e.g., ACER-IBT, Ei-ASSET, GL-PTs, NWEA- MAP Growth) developed by an external assessment provider that are administered annually and used to determine student attainment and progress. These are mandated based on curriculum.
International Assessments	Assessments (e.g., PISA, TIMSS, PIRLS) developed by external assessment providers administered periodically that are used to compare student performance nationally and internationally.
Board exams (and other pre collegiate exams)	Formally designed, quality-assured assessments marked by an exam board or independent organization (e.g., ACT, AP, CBSE, EmSAT, IB DP/IB CP, GCSE/IGCSE, AS /A Level, SAT). These are high stakes standardized assessments that validate the completion of a secondary certificate or that are prerequisites for or enhance the prospect of university admissions.

- 3.3. Administration and Invigilation Protocol: VIPS shall follow the assessment administration and invigilation protocols set by specific assessment provider/ exam board.
- 3.4. Adjustments and Accommodations: To enable the equitable participation of all students, VIPS shall provide adjustments and accommodations for Students of Determination aligned to their individual needs and with the assessment provider/exam board guidelines.
- 3.5. Training: VIPS shall ensure that staff at all levels are engaged in training on assessment administration, analysis, and reporting. This training shall include a focus on the use of student-level data to inform instruction and enable staff to support parents in understanding students' results.
- 3.6. Cost: The responsibility for all costs associated with the administration of any ADEK-mandated external assessments, unless otherwise specified by ADEK, rests with each school, and schools shall determine their own funding arrangements.
- 3.7. Unique Student Identifiers: VIPS shall provide student eSIS numbers, to be used as unique student identifiers, to assessment providers. This will facilitate ease of data integration ADEK's systems for tracking trends over time.
- 3.8. Data Sharing: VIPS shall sign third-party data sharing agreements with assessment providers to enable ADEK to have direct access to the data generated from all Standardized Curriculum Assessments.
- 3.9. Sharing Results with Students and Parents: VIPS shall share student assessment results and/or assessment reports along with school report cards. Schools shall engage students and parents through direct communications, conferences, and training sessions in developing understanding of the assessment results and next steps for learning.
- 3.10. International Assessments (PISA, TIMSS, PIRLS): VIPS shall analyze assessment results and devise intervention strategies to achieve international assessment targets. Schools shall continually utilize assessment results to inform their curriculum design and teaching and learning practices.

4. Data Security and Compliance

- 4.1. Security and Integrity of Assessment Resources and Data: VIPS shall ensure the integrity and security of assessment resources (instruments, confidential assessment materials) and data (individual and school-level data and records) meet their own internal assessment requirements or those of external assessment service providers and exam boards.
- 4.2. Compliance: VIPS shall comply with this Assessment Policy, which will be verified as part of the compliance process in addition to the requirements set by the assessment providers, exam boards, and inspection, accreditation, and/or authorization bodies.

5. Roles and Responsibilities:

Students should:

- Be able to identify their own strengths and weaknesses and set learning targets/goals, in accordance to their own individual needs
- Ask questions about their learning
- Interact with teachers in the classroom to establish a learning partnership, allowing teachers to identify any areas which need addressing, whilst allowing the student to be able gain support and guidance, allowing them to take the next steps on their learning journey
- Take pride in their work and ensure that work in the copy books is of a high quality, allowing teachers to use it as a means of assessing the student's learning
- Complete all homework tasks. These contribute to both the effort and the attainment grades awarded
- Revise thoroughly for all tests and assessments
- Aspire to be the best that they can possibly be both academically, socially and morally
- Enjoy learning!

Teachers should:

- Be able to identify students' strengths and weaknesses and plan their work in accordance to individual needs.
- Provide a classroom environment where students are welcomed, personally valued and know that they would be accepted and helped to do their best, so that there is a strong emphasis on high expectation to lead to high achievement.
- Support students in setting their own targets and ensure clarity of aims and expected outcomes (success criteria) are discussed clearly at the outset.
- Ensure that effective use is made of curriculum standard descriptors, to demonstrate to students what they need to progress in their learning and attain higher standards.
- Ensure students are trained to assess samples of work against grade criteria and/or assessment rubrics
- Formally and regularly record student effort and attainment and keep detailed records of this in mark books
- Provide regular documentation and support materials for all students
- Ensure that a range of effective assessment procedures are delivered and that dialogue takes place with students to support effective assessment of the learning taking place
- Ensure homework follows school policy and that when work is returned, students are given written and/or oral comments that combine clear evaluation with sensible advice and manageable targets for improvement.

Parents should:

- Provide an effective learning environment at home where their child feels secure and supported.
- Attend any information meetings and parents evenings to discuss current performance of their child or use other communication channels e.g telephone interviews.
- Support targets that have been set and monitor progress that has been made or needs to be developed by supporting the school-home partnership to improve the learning environment.
- Take an interest in the social and academic progress of their child and support events where their child has an opportunity to participate.

Senior Leaders and Coordinators Should:

- Ensure high quality learning, teaching and assessment for all students
- Provide support for all students, teachers and parents to ensure that students make excellent academic progress
- Analyze and track assessment information to ensure that data is used to support student learning

The SGG (Strategic Governance Group) will:

- Review and approve the School's Assessment Policy and oversee the implementation of such policy.

Principals will:

- Implement an Assessment Policy that guides teachers and takes full account of the Council's regulations and policies on school-based assessments, including the weightings of assessments and the use of standardized assessments.
- Monitor the impact of this policy on students' achievement and progress. -
- Ensure that teachers are using a range of assessments to achieve optimal learning for each student.
- Implement a system that results in valid and reliable measuring and reporting of