Approved by: Principal	Date: 30 January 2026

Last reviewed on:	Date: 26 January 2026

Next review due:	Date:22 June 2026

#	Description of Changes	Rev. No	Date of Issue
1	First Issue	00	21 June 2024

ICS Vision
The "School of Choice" inspiring, challenging and empowering a 21st century learning community through an ethical and innovative education system.

ICS Mission
Provide a safe, friendly learning environment where lifelong learners follow an international curriculum which promotes academic excellence and nurtures key values and competencies in our global minded, future leaders.

Definitions

- **Assessment:** Any tool or method used to evaluate student learning, skills, and understanding.
- **Moderation:** A process to ensure consistency and fairness in assessment grading across teachers and sections.
- **Review:** The evaluation of assessments to ensure they meet quality standards and alignment with learning outcomes.

Responsibilities

- **Teachers:** Design assessments, participate in moderation meetings, and implement feedback.

- **Department Heads:** Review and approve assessments, facilitate moderation meetings, and ensure adherence to the ICS Assessment Policy.
- **Head of Section:** Oversee the review and moderation process and address unresolved discrepancies.
- **SLT (Senior Leadership Team):** Ensure the process aligns with the ICS Assessment Policy and broader school goals.

Introduction & Philosophy

At International Community School (ICS), assessment is an integral part of the teaching and learning process, designed to promote academic excellence and the development of lifelong learners. Assessment at ICS is aligned with the curriculum standards and ADEK requirements, ensuring that all students achieve the learning objectives set out in the school's curriculum.

Purpose of the Policy

This policy aims to ensure that all students experience a consistent, school-wide approach to assessment, which promotes high standards of learning and achievement. The policy is designed to:

- Provide a framework for the effective use of assessment data to inform teaching and learning.
- Ensure that assessment practices are fair, consistent, and aligned with ADEK standards.
- Foster a culture of continuous improvement through the use of formative and summative assessments.
- Support the development of key competencies and values in students, preparing them for success in a global society.

Philosophy of Assessment at ICS

Assessment at ICS is guided by the belief that every student can achieve success when provided with the appropriate support and opportunities. Assessment is not only a tool for measuring student achievement but also a means of enhancing the learning process. It provides valuable feedback to students, teachers, and parents, helping to identify strengths and areas for improvement.

Principles of Effective Assessment & Evaluation

Assessment and evaluation at ICS are guided by several key principles, which are aligned with ADEK's guidelines:

Alignment with Curriculum Standards

All assessments at ICS are aligned with the intended learning outcomes of the curriculum. This ensures that assessments are relevant, meaningful, and directly related to what students are expected to learn.

Variety of Assessment Methods

A wide range of assessment methods is used at ICS to ensure that all aspects of student learning are evaluated. These methods include formative assessments (such as quizzes, classwork, and homework), summative assessments (such as end-of-term exams and final projects), and standardized external assessments (such as the NWEA MAP and ABT).

Reflective and Formative Feedback
Feedback is an essential part of the formative assessment process at ICS. It is provided in a timely manner and is designed to help students reflect on their learning and make improvements. Teachers at ICS provide feedback that is constructive, specific, and focused on helping students achieve their learning goals.

Professional Judgment
The professional judgment of teachers is central to the assessment process at ICS. Teachers use their expertise to evaluate student performance and make informed decisions about grading and reporting. This judgment is supported by a range of assessment data and is used to ensure that grades are fair, accurate, and reflective of student achievement.

Continuous Improvement
Assessment at ICS is part of a continuous cycle of student improvement plan. Data from assessments are used to inform teaching practices, identify areas where students need additional support, and make adjustments to the curriculum as needed. This ensures that the teaching and learning process is always evolving and improving.

Inclusive Assessment Practices
ICS is committed to ensuring that all students, including those with additional learning needs, have access to fair and equitable assessment opportunities. Accommodations and modifications are made as needed to ensure that all students can demonstrate their knowledge and skills effectively.

Administrative and Writing Procedures

ICS has established clear administrative and writing procedures to ensure that all assessments are designed, administered, and graded in a fair and consistent manner. These procedures are aligned with ADEK's guidelines and are designed to maintain the integrity of the assessment process.

Design of Assessments
All summative assessments at ICS are carefully designed to align with the curriculum standards and learning objectives. Teachers are responsible for creating assessment items that cover the full range of content, skills, and competencies taught during the term or unit. Assessments are reviewed by the Coordinator to ensure they meet the required standards and are fair and appropriate for all students.

Administration of Assessments
Summative assessments are administered under strict conditions to ensure fairness and consistency. All assessments are conducted within a specified time frame, and students are provided with clear instructions on how to complete the assessment. Teachers are responsible for ensuring that all students have the necessary materials and understand the assessment requirements and follow the Academic Honesty Policy.

Security of Assessments
The security of assessment materials is of utmost importance at ICS. All assessments are stored in a secure location before and after administration. Only authorized personnel have access to these materials. After the assessment has been administered, all completed assessments are collected, sealed, and stored securely until they are graded.

Marking and Grading
Teachers at ICS are required to mark all assessments within a maximum of one week after they have been completed. Marking is done according to a common mark scheme, which ensures consistency across all subjects and grade levels. The mark scheme includes criteria for evaluating the attainment level, effort, presentation, and creativity of student work. Written feedback is provided to help students understand their performance and how they can improve.

Recording and Reporting
All grades and assessment results are recorded by teachers in their mark books and are made available to Coordinators and administrators for monitoring purposes. These records are also used to provide feedback to parents during Parent-Teacher Conferences and through the school's Orison Web-Based System.

Assessment Methods

ICS employs a comprehensive range of assessment methods to evaluate student learning and achievement. These methods are designed to provide a complete picture of student progress and are aligned with ADEK's guidelines for assessment.

Formative Assessments:
Formative assessments are used on an ongoing basis to monitor student progress and provide feedback that helps students improve their learning. These assessments include:

- **Classwork/Homework:** Regular assignments that help students practice and reinforce what they have learned in class. Classwork and homework are evaluated for both content and effort.
- **Quizzes:** Short assessments that focus on specific sections of the curriculum. Quizzes are used to check for understanding and provide immediate feedback to students.
- **Participation:** Student engagement in class discussions, group work, and other learning activities is also assessed as part of their overall performance.

Summative Assessments:
Summative assessments are used to evaluate student learning at the end of a unit, term, or academic year. These assessments are more comprehensive and are used to determine whether students have achieved the learning objectives set out in the curriculum. Summative assessments at ICS include:

- **Tests:** Formal assessments that cover one or more chapters or units of study. Tests are scheduled in advance and are designed to evaluate students' understanding of the content.
- **Final Exams:** End-of-term or end-of-year exams that assess student learning in core subjects. Final exams are a major component of the overall grade and are conducted under strict examination conditions.
- **Projects and Presentations:** Assessments that allow students to demonstrate their learning through creative and practical work. Projects may be cross-curricular and involve multiple subjects.

Standardized External Assessments:
ICS administers a range of standardized external assessments, as required by ADEK. These assessments provide benchmarks for student performance against international standards and are used to monitor progress and inform instructional practices. The key standardized assessments used at ICS include:

- **NWEA MAP Growth:** Administered to students in Grades 3-9 to assess their progress in English (Reading & Language Usage), Mathematics, and Science. The MAP Growth tests provide valuable data that helps teachers identify areas where students need additional support.
- **ABT:** Administered to students in Grades 3-9 to assess their progress in Arabic language.

Diagnostic Assessments:
Diagnostic assessments are used at the beginning of the academic year or before starting a new unit to identify students' strengths and weaknesses. These assessments help teachers tailor their instruction to meet the needs of all students.

Self-Assessment and Peer Assessment:
Students at ICS are encouraged to engage in self-assessment and peer assessment as part of their learning process. These assessments help students develop critical thinking skills and take ownership of their learning. Teachers guide students in setting their own learning goals and reflecting on their progress.

Grading and Marking Breakdown

Grading at ICS is designed to be fair, consistent, and reflective of students' achievement against the curriculum standards. The grading system is aligned with ADEK's requirements and is applied consistently across all grade levels and subjects.

Grades Scale 1-5

	Assessment	Frequency	Core Subjects	All Other Subjects
Formative	UOI/STEAM/Integrated Projects	1-2/term	10%	10%
	Other: Library(Reading), Lab Essays,Mental Math Skills	ongoing	5%	5%
	Subject Project/Presentation (with rubric)	Up to 1 (each)/term	10%	10%
	Coursework	Ongoing	25%	25%
	Quizzes /checkpoint assessment	2-4 /term	30%	30%
Summative	End of Term Assessment	1-2 / term	20%	20%

GRADES 6 TO 12 (Grade 6 -12 report card)

	Assessment	Frequency	Core Subjects	All Other Subjects
Formative	Quizzes	Ongoing	10%	10%
	Practical application	Ongoing	10%	10%
	Project/Presentation	Up to 1 (each)/term	10%	10%
	Checkpoint assessment	Ongoing	10%	10%
Summative	Test,Mid-term, Final	1/ term	60%	60%

IB (Grade 11 -12 report card)

	Assessment	Frequency	Core Subjects	All Other Subjects
Formative	Quizzes	Ongoing	20%	20%
	Lab/Project/Presentation/IA*(DP2)/IO* (DP2)/Essays	Ongoing	20%	20%
Summative	Summative Assessment (Mid-term, Final, Mocks)	1/ term	60%	60%

**I0: Individual oral assessments for languages (English, French and Arabic)*
**IA: Internal assessment for other subjects*
**DP2: 12IB*

AP (AP SUBJECTS) (Grade 11 -12 report card)

	Assessment	Frequency	Core Subjects	All Other Subjects
Formative	AP-Style Practice Quizzes	Ongoing	20%	20%
	Practical application:Lab/Research/Case Study/Project/Presentation	Ongoing	10%	10%
	Checkpoint assessment (Mid-unit short assessment)	2-3 per term	10%	10%
Summative	Summative Assessment (Unit Test, Mid-term, Final, Mocks)	1-3 per term	60%	60%

Marking Procedures:
Marking at ICS follows a common mark scheme that includes criteria for evaluating different aspects of student work, including:

Attainment Level: The extent to which the student has achieved the learning objectives.

Presentation: The quality and organization of the student's work.

Effort: The level of effort the student has put into the assignment.

Originality/Creativity: The degree of originality and creativity shown in the student's work.

Feedback:
Written feedback is provided for all marked work, offering students specific guidance on how they can improve. Teachers use the following format for feedback: "In order to improve your work even further, you should try to…"

- Examples might be:
  - Justify your comments using appropriate evidence
  - Develop your ideas more fully
  - Show that you understand there are different viewpoints or opinions
  - Show the method you used to arrive at your answer

Reporting:
Student progress and grades are reported to parents and students through the school's Orison Web-Based System and during Parent-Teacher Conferences. Reports include a breakdown of grades for each subject, along with comments from teachers. Student Improvement Plan and Formative Assessments

Promotion and Honors Criteria:

Passing Grade: The passing grade is 60% for all subjects for Grades 9 -12. For Grades 1-8, the passing grade is 50%.

High Honors With Distinction: Overall average greater than or equal to 97.5%.

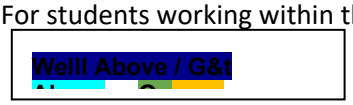
High Honors: Overall average greater than or equal to 95-97.4%.

Honors: Overall average greater than or equal to 93-94.9%.

GRADING / MARKING BREAKDOWN – For report card use only

KG1 – Grade 12 Report Card %

For students working within their Grade



KG1 - Grade 8 report card will only reflect the color

Grade 9-12 will show the exact % achieved.

Percentage	Attainment*	Code
96 – 100%	Mastered	M
90-95%	Proficient +	P+
86-89%	Proficient	P
80-85%	Proficient -	P-
75-79%	Developing +	D+
70-74%	Developing	D
65-69%	Developing -	D-
<64%	Emerging	E

AP Grading Scale

Percentage	Grade
75%-100%	5
50%-74%	4
40%-49%	3
30%-39%	2
1%-29%	1

IBDP1 Grading System

Percentage	Grade
96%-100%	7
83%-95%	6
70%-82%	5
56%-69%	4
41%-55%	3
21%-40%	2
1%-20%	1

*Application of Grade Boundaries for IBDP Year 2 Mock Examinations

For all IBDP Year 2 official Mock Examinations, the grade boundaries published for the previous International Baccalaureate May examination session for each subject shall be utilized. This procedure ensures consistency with current IB assessment standards, supports accurate benchmarking of student performance, and provides a reliable indicator of expected outcomes in the final external examinations.

*Students working at a different grade level will be measured against their appropriate working grade. For example, a Grade 5 student working at Grade 3 Level. This will be represented on the report card with an asterisk (*). Progress will be measured against the appropriate Grade in which the student is working at.

**Students working at 99-100% will be identified as exemplary/potential gifted and additional support to stretch and challenge them will be put in place through their Individual Learning Plan (ILP).

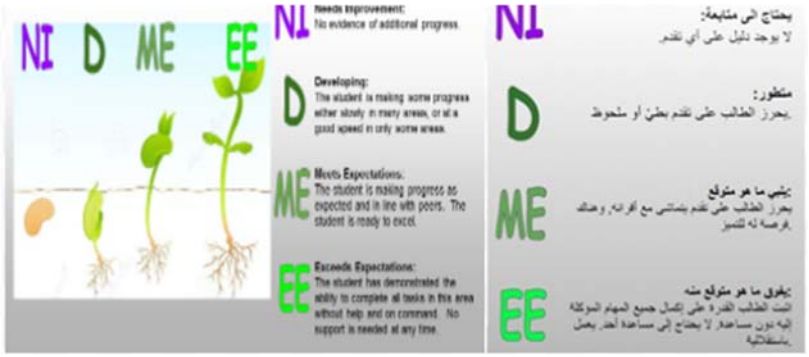
Progress for Internal monitoring and report cards / MARKING

Students make expected progress when maintaining the same grade with a margin of 2% either side. Students who improve their grade above the margin will be making better than expected progress.

KG1 AND KG2 ASSESSMENT

Above at Below
Curriculum Standard

Exceeding Expectations	**EE (4)**	The student has demonstrated the ability to complete tasks in this area without help and on command. No support is needed at any time.
Meeting Expectations	**ME (3)**	The student is making progress as expected and in line with peers. The student is ready to excel!
Developing	**D (2)**	The student is making some progress either slowly in many areas, or at a good speed in only some areas.
Needs Improvement	**NI (1)**	No evidence of additional progress.
Formative Assessment	• Daily (various tools) • Facilitators record evidence in the form of formative assessment sheets, kid-watching notes, pictures and videos	
Summative Assessment	• End of each term (per subject)	



The judgements are based on different Formative and Summative Assessment methods. Formative assessment is administered on a daily basis via different formative assessment tools. Summative assessment is based on a subject test conducted at the end of each term. Special mark schemes are always designed and revised for formative and summative assessment tools.

Accommodations and Modifications

ICS is committed to providing equitable assessment opportunities for all students, including those with additional learning needs. The school follows ADEK's guidelines for accommodations and modifications to ensure that all students can participate fully in the assessment process.

Accommodations:
Accommodations are adjustments to the way assessments are conducted to ensure that students with additional learning needs can access the assessment. These may include:

- **Extended Time:** Providing additional time to complete assessments.
- **Assistive Technology:** Using technology such as screen readers or scribe services.
- **Modified Test Formats:** Enlarged text, simplified language, or alternative response formats.
- **Modifications:**
  Modifications involve changes to the content or format of the assessment to better align with the student's abilities. These are used when a student's learning needs require a different approach to demonstrate their understanding.
- **Implementation:**
  Teachers are responsible for implementing accommodations and modifications as needed. These adjustments are made in line with the student's documented learning plan (DLP), and teachers receive training on how to apply these adjustments effectively.

Documentation and Review:
All accommodations and modifications are documented in the student's DLP and are reviewed regularly by SENCO and the Inclusion Team to ensure they continue to meet the student's needs. Teachers and support staff collaborate with the Inclusion team to monitor the effectiveness of these adjustments and make changes as necessary.

Integrity and Security of Assessments

ICS takes the integrity and security of assessments seriously. The school has established strict protocols to ensure that all assessments are administered fairly and securely, in compliance with ADEK's guidelines.

Security of Assessment Materials:
All assessment materials, including test papers and answer sheets, are stored securely before and after administration. Access to these materials is restricted to authorized personnel only.

Invigilation Protocols:
Assessments, particularly summative and standardized external assessments, are conducted under strict invigilation conditions to prevent academic dishonesty. Teachers and invigilators are trained to monitor students during assessments and to identify and address any potential issues.

Academic Honesty:
Students are educated about the importance of academic honesty and the consequences of cheating. Any instances of academic dishonesty are taken seriously and are addressed in accordance with the school's behavior policy Students sign the Academic Honesty document.

Data Security:
Student assessment data is handled with the utmost care and is stored securely in line with ADEK's guidelines. Access to this data is restricted to authorized personnel, and all data is protected against unauthorized access or breaches.

Non- academic Monitoring

At ICS, attitudes for learning are considered an important aspect of student development. Students' attitudes towards their learning, including their engagement, attendance, responsibility, and behavior, are monitored but do not contribute to their overall grade.

Assessment Criteria:
Attitudes for learning are assessed based on several key criteria:

Punctuality: The student's timeliness in attending classes and submitting assignments.

Responsibility: The student's preparedness for class and completion of assignments.

Participation: The student's active engagement in class discussions and learning activities.

Behavior and Discipline: The student's adherence to classroom routines and school rules.

Documentation:
Teachers are required to document their observations of students' attitudes for learning throughout the term. These observations are used to provide feedback to students and parents and to guide discussions during Parent-Teacher Conferences.

Continuous Review and Improvement

The ICS Assessment Policy is regularly reviewed to ensure it remains relevant and effective. The review process involves input from all stakeholders, including teachers, students, parents, and administrators, SLT and is aligned with ADEK's guidelines for continuous improvement.

Annual Review Process:
The ICS Assessment Policy is reviewed annually by the Assessment Policy Steering Committee, which includes representatives from the teaching staff, administration, SLT, and parent community. The review process involves:

Collecting Feedback: Gathering feedback from students, teachers, and parents on the effectiveness of the assessment policy.

Data Analysis: Analyzing assessment data to identify trends and areas for improvement.

Updating the Policy: Making necessary updates to the policy to reflect changes in ADEK guidelines, curriculum standards, or school needs.

Stakeholder Involvement:
Stakeholders are actively involved in the review process. Regular meetings are held to discuss assessment practices and gather input on potential improvements. The school also provides opportunities for parents and students to share their perspectives through surveys and focus groups.

Professional Development:
Ongoing professional development is provided to teachers to ensure they are equipped with the latest knowledge and skills in assessment practices. This includes training on the implementation of ADEK guidelines, the use of assessment data, and strategies for inclusive assessment practices.

Communication and Stakeholder Engagement

Effective communication is essential to the successful implementation of the ICS Assessment Policy. The school is committed to ensuring that all stakeholders are informed and engaged in the assessment process.

Parent Communication:
Parents are kept informed of their children's progress through regular reports, Parent-Teacher Conferences, and access to the school's Orison Web-Based System. The school also provides workshops and information sessions to help parents understand the assessment process and how they can support their children's learning.

Student Engagement:
Students are encouraged to take an active role in their assessment. This includes setting their own learning goals, engaging in self-assessment, and reflecting on their progress. Teachers work with students to help them understand the assessment criteria and what is expected of them, holding high expectations for all students.

Teacher Collaboration:
Teachers at ICS collaborate regularly to discuss assessment practices, share best practices, and ensure consistency across subjects and grade levels. This collaboration is supported by regular meetings, professional learning communities, and access to professional development resources.

Reporting to ADEK:
ICS complies with all ADEK requirements for reporting assessment data. This includes submitting data on standardized external assessments, as well as providing regular updates on the implementation of the assessment policy and adding marks to ESIS.

Assessment Validation Procedure

1. Planning Stage

- Teachers design assessments based on ICS curriculum standards and learning objectives.
- Assessments must align with the ICS Assessment Policy, catering to various learning styles and levels of ability.

2. Submission and Initial Review

- Teachers submit assessments to their respective department heads two weeks before administration.
- Department heads review assessments for:
    - Alignment with learning objectives.
    - Clarity and fairness of questions.
    - Inclusion of higher-order thinking tasks.
    - Compliance with ICS Assessment Policy guidelines.

3. Feedback and Revisions

- Department heads provide constructive feedback within three working days of submission.
- Teachers revise assessments based on feedback and resubmit them for final approval.

4. Final Approval

- The Head of Department (HoD) signs off on the final version of the assessment.
- A copy of the approved assessment is stored in the central academic repository.

Moderation Process

1. Pre-Moderation(Calibration)

- Prior to marking, all teachers involved in assessing a particular subject meet to:
    - Review the marking scheme.
    - Standardize expectations for answers and scoring.

2. Marking Stage

- Teachers mark their assigned assessments independently, adhering to the agreed-upon marking scheme.

3. Moderation Meeting

- Once marking is completed, the department conducts a moderation meeting to:
    - Compare samples of marked assessments.
    - Address discrepancies in scoring.
    - Ensure alignment with the ICS Assessment Policy.

4. Final Adjustments

- Any required adjustments to grades are made based on the consensus reached during the moderation meeting.

5. Documentation

- A moderation report is prepared, highlighting key findings and any adjustments made.
- This report is submitted to the Head of Section and stored for future reference.

Progress Procedure

Monitoring Student Progress

- Student progress is evaluated based on assessment results and ongoing class performance.
- A universal marking scheme is followed to ensure consistency in grading.

Identifying Students Not Progressing

- If a student does not show progress from Term 1 to Term 2 and has not met the set targets, they will be placed on a Student Intervention Plan (SIP).
- A parent meeting will be conducted to discuss concerns and outline intervention strategies.
- The student's progress will be monitored closely through additional support and targeted interventions.

Expected and Better-Than-Expected Progress

- A student is considered to have made expected progress if they remain within the same band as per the ICS Assessment Policy.
- A student is considered to have made better-than-expected progress if they move to the next level in the assessment framework.
- If a student maintains 87% and above (P and above) over two or more terms, they will be classified as having made better-than-expected progress.

Validation of Report Cards and Marks

- Report cards and marks are validated through a review process involving:
    - Teachers verifying grades before submission.
    - Department heads ensuring consistency in marking.
    - The Senior Leadership Team (SLT) conducting a final validation to confirm alignment with the assessment policy.

Linked Policies

This Assessment and Moderation Review Process and Procedure Policy is interconnected with several other ICS and ADEK policies, ensuring a comprehensive approach to student education and school operations:

- ICS Curriculum Standards
- ICS Teaching and Learning Policy
  ICS Student Development Policy
  ICS Assessment Handbook