International Community School Al Falah Branch Assessment Policy 2025-2026

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INTERNATIONAL
COMMUNITY SCHOOLS
مدارس انترناشونال كوميونتي

ICS AL FALAH

Approved by Principal: Mrs. Samia Abidi	Date: 01/11/2025

Last reviewed on	Date:01/11/2025

Next review due	Date:01/11/2026

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 competences in our global minded, future leaders.

Introduction

At International Community School (ICS) Al Falah, 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.

Philosophy of Assessment at ICS Al Falah

At ICS Al Falah, assessment is guided by the belief that every student can succeed when given the right support, challenge, and opportunities. We see assessment not as a judgment, but as a learning tool—one that empowers students, informs teaching, and strengthens the partnership between school and home. Building on John Hattie's research, we recognize that *effective feedback*, when timely and targeted, has one of the highest impacts on student achievement. Assessment at ICS is embedded in daily practice and designed to reveal not just what students know, but what they understand, where they struggle, and how they can grow. Inspired by Sam Day's view of assessment as *a reflective dialogue*, we aim to make students active participants—engaging with feedback, setting goals, and owning their progress. Our assessment practices avoid misleading proxies like busyness or coverage, and instead prioritize clarity, purpose, and continuous improvement. Ultimately, assessment at ICS enhances learning for every student, every day.

Purpose of the Policy

Assessment and evaluation at ICS are anchored in the belief that effective teaching starts with knowing what students know—and what they don't. Our principles ensure assessment is not just a compliance task but a strategic tool for improving learning, teaching, and outcomes.

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.

Assessment Policy Framework

1. Alignment with Curriculum and Purpose

Assessment practices at ICS are aligned with curriculum outcomes and quality assurance standards, including those mandated by ADEK and external accreditation or inspection frameworks. All assessment at ICS is directly tied to the intended learning outcomes of the curriculum. We assess what we value—core knowledge, critical skills, and learner attitudes—not what's easiest to test. Assessment is built into curriculum planning from the outset, not retrofitted after teaching has occurred. Each subject has a published curriculum map from Grade 1 to Grade 12, with assessments clearly embedded and shared with students and parents to ensure transparency and support.

2. Multiple Methods, One Purpose: Learning

ICS uses a range of assessment types—formative, summative, standardized, diagnostic, peer, and selfassessment—to build a rounded picture of student progress. This multi-layered approach helps avoid the traps of misleading indicators (e.g. student busyness or engagement) and ensures learning, not activity, is the focus.

Formative assessments are embedded daily. Summative assessments are carefully designed and moderated. External assessments provide benchmarking and insight beyond the classroom.

3. Feedback That Drives Progress

Effective feedback is precise, actionable, and timely. It moves students forward—not just tells them how they did. Teachers are trained in feedback techniques that avoid generic praise or judgment and instead provide concrete next steps.

Assessment is not complete until students have had time to respond to and reflect on feedback. Peer and self-assessment are promoted to build learner autonomy and metacognition.

4. Professional Judgment + Data Literacy

Teachers' professional judgment is central to the assessment process. But it is sharpened through evidence: assessment data, student work, moderation, and collaborative dialogue.

Teachers are trained to interpret and triangulate assessment data, reducing bias and ensuring that judgments are based on understanding, not assumptions.

5. Inclusive and Equitable Assessment

Assessment is designed to be fair and accessible to all students. Adjustments are made where necessary to accommodate learning differences, without compromising standards. Assessment design avoids linguistic, cultural, or cognitive barriers that could distort student performance.

6. Strategic Leadership of Assessment

At ICS, assessment quality is a shared leadership responsibility. Our senior leadership team meets fortnightly with curriculum leaders to review assessment practices, data accuracy, teacher workload, and policy alignment.

These meetings provide a space for reflective, evidence-led conversations about the quality and impact of assessment. Leaders examine patterns over time, identify strengths and outliers, and use that insight to inform CPD, guidance, and improvement planning.

ICS is developing a school-wide *ASK Framework* (Attitudes, Skills, Knowledge) inspired by best practice at Shenley. This allows us to have more holistic conversations about student development—what they know, what they can do, and how they approach learning.

7. Quality Assurance of Summative Assessment Through Collaboration

Assessment is quality-assured through moderation, observation, and professional dialogue. Teachers work together to design, mark, and review assessments. Coordinators ensure assessments meet curriculum standards and are free from bias (see Appendix 1). We also benchmark our assessment practices against trusted external frameworks (MAP, PISA) to ensure that our internal systems meet or exceed external expectations.

ICS ensures that all internal assessments are not only aligned with curriculum outcomes but also meet recognized quality assurance standards. This includes adherence to the guidelines and benchmarks set by accreditation bodies, inspection frameworks, authorizing organizations, and affiliating boards. Internal assessments are regularly reviewed and refined to ensure compliance with ADEK's School Curriculum Policy, guaranteeing that the quality of assessment practices reflects both internal priorities and external expectations.

At ICS, internal assessments are explicitly aligned with quality assurance standards through a multi-tiered process that ensures compliance with both internal expectations and external requirements. This includes:

- **Mapping assessments to curriculum standards** mandated by ADEK and any applicable authorizing or accrediting organizations. All assessment tasks are cross-checked against curriculum objectives and ADEK's learning outcomes to ensure relevance and coverage.

- **Moderation protocols** (outlined in Appendix 2) that guarantee consistent marking practices within and across departments, ensuring fairness and reliability of results. Internal moderation is conducted regularly, and external moderation across ICS network schools supports crossacademy consistency.

- **Use of standard exam templates** (see Appendix 4) that are aligned with Bloom's taxonomy and depth-of-knowledge levels as outlined by ADEK's School Curriculum Policy. Exams are reviewed by heads of department and subject leaders to confirm cognitive balance and accessibility.

- **Annual review and benchmarking** of assessments against external inspection frameworks (e.g., ADEK's Irtiqa'a framework) and international benchmarks such as MAP and PISA. This ensures our assessments remain valid, reliable, and globally competitive.

- **Alignment of assessment categories and weightings** with those outlined in ADEK policy and USA curriculum requirements, including required GPA thresholds and attainment descriptors (see Sections 12 and 13).

- **Documentation and audit trails** for every major internal assessment, including assessment blueprints, moderation records, and exam contracts, to ensure transparency and traceability in line with inspection and accreditation standards.

Through these systems, ICS ensures that its internal assessment practices not only measure student learning effectively, but also stand up to rigorous external evaluation and meet the high standards set by regulatory and accrediting bodies.

7.1 Performance Descriptors and Grading Accuracy in Summative Assessments

ICS maintains high standards for grading accuracy by embedding clear performance level descriptors into all summative assessment rubrics. These descriptors are designed to differentiate levels of mastery and ensure that assigned grades reflect students' actual performance in relation to curriculum standards.

To ensure consistency and reliability:

- Each summative assessment rubric includes explicit, tiered descriptors that define what student achievement looks like at each level of performance.

- These descriptors are aligned with curriculum standards and internal grading policies to ensure expectations are consistent across subjects and grade levels.

- Rubric-based grading is formally reviewed during internal moderation sessions, where teachers compare student work samples and calibrate grading judgments using shared criteria.

- The moderation process includes checks for grade inflation, ensuring that awarded grades are evidence-based and reflect the student's actual attainment rather than overly generous interpretations.

These procedures protect the integrity and validity of assessment data, reinforce consistent grading practices across departments, and ensure that report grades provide an accurate representation of student progress.

7.2 Quality Assessment Procedures and Methods

ICS ensures that all student progress is measured using quality-assured assessment procedures, aligned with curriculum standards and designed to reflect a wide range of cognitive skills and learning styles. To achieve this:

- A variety of assessment methods are used across subjects, including:
    - Selected response (e.g., multiple choice, matching)
    - Constructed response (e.g., short and long answers)
    - Performance tasks (e.g., lab investigations, oral presentations, simulations)
    - Project-based assessments (e.g., cross-disciplinary projects, research tasks)
    - Designs summative assessments that increase in cognitive demand and promote higherorder thinking
    - Aligns assessments with DOK weighting based on ADEK attainment benchmarks, referencing your standardized QA checklist
- All assessments—whether formative or summative—are developed, reviewed, and implemented following standardized quality assurance protocols, including:
    - Pre-assessment design reviews conducted by subject leads or heads of department to ensure alignment with curriculum objectives and Bloom's taxonomy levels.
    - Rubric calibration for projects, lab investigations, and performance tasks to ensure reliability and consistency across teachers.

i. **Teachers use rubrics aligned with curriculum standards** when assessing student work in projects, performance tasks, and extended written responses. Rubrics include clearly described criteria and levels of achievement aligned to the attainment standard (below, meeting, above, significantly above, mastery) that match internal grading expectations and weighting as recorded in Orison. (see example Appendix 3).

ii. **Students are guided to use these rubrics** to evaluate their own work and that of peers. This practice strengthens student metacognition, encourages constructive feedback, and promotes clarity around what quality performance looks like.

iii. Rubrics are central to ICS's internal moderation process.

During moderation sessions, subject teams collectively review samples of student work using shared rubrics to ensure accuracy, fairness, and standardization in grading. These sessions are formally scheduled, and their outcomes are documented as part of the school's quality assurance procedures (see Moderation Process – Appendix 2).

- Moderation processes for unit tests and summative exams, both at the internal department level and across ICS academies (as outlined in Appendix 2).
- Exam templates and assessment blueprints (Appendix 4) used school-wide to ensure balanced cognitive coverage and structural consistency.

These procedures are designed to uphold fairness, rigor, and comparability across classrooms and year levels, ensuring that assessment outcomes genuinely reflect student understanding and performance.

8. Clear Systems and Shared Expectations

ICS has clear administrative procedures for assessment design, delivery, and marking. All summative assessments are:

- Planned in advance and aligned to curriculum objectives
- Reviewed and signed off by subject leaders
- Administered under standard conditions
- Collected and stored securely

Assessments are marked using shared mark schemes within one week. Feedback is written and structured to support learning. All data is entered in the Orison system and reviewed by senior leaders to support tracking, intervention, and reporting.

9. Data That Informs, Not Overloads

Assessment data is only collected when it serves a clear educational purpose. Leaders monitor the frequency and type of data collection to avoid overloading staff or creating data for data's sake.

Assessment data is used to:

- Identify learning gaps
- Plan interventions
- Track progress against school and national expectations
- Inform parent reporting

- Evaluate teaching and curriculum effectiveness

ICS is committed to reducing unnecessary workload. We constantly review our assessment cycle and adapt it to be efficient, meaningful, and sustainable.

9.1 Assessment Data Analysis and Triangulation at ICS Al Falah

At ICS Al Falah, assessment practices are grounded in the use of both internal and external data to inform teaching and improve student outcomes. Data analysis is ongoing, collaborative, and strategically embedded within the teaching and learning cycle. It aims to identify performance gaps and ensure that learning is personalised, targeted, and inclusive.

Teachers and middle leaders triangulate data from MAP Growth assessments (external), internal assessments (e.g., baseline, mid-year, end-of-term exams), and student work samples. This includes early triangulation of baseline attainment using diagnostic tests, MAP fall data, and the analysis of learning skills evident in students' copybooks. These combined sources allow teachers to build a complete and contextualised picture of each learner's starting point. Triangulation helps identify discrepancies in performance across data sources, particularly where external and internal assessments do not align. These insights allow teachers to re-evaluate their planning and provide tailored support. The process is structured around scheduled data reflection points throughout the year, with findings recorded and shared with curriculum coordinators and SLT.

MAP RIT scores are used as benchmarks to measure student growth and skill development. Teachers analyse learning statements in the MAP Learning Continuum to group students according to specific learning needs. They then plan differentiated instruction and set individual growth targets. Students showing limited or no RIT growth over time are flagged for further support.

Triangulated data is also used to identify students in need of targeted intervention. Based on clearly defined entry and exit criteria, students are supported through focused small-group sessions, scaffolded tasks, or specific literacy and numeracy interventions. These plans are time-bound, measurable, and monitored regularly to ensure impact. Intervention planning and documentation were strengthened through whole-school training on data triangulation and action planning.

To support consistency and accountability, all departments engage in regular moderation of internal assessments using MAP reports, sample student work, and exam scripts. Teachers ensure alignment between internal tasks and externally benchmarked expectations. Where internal performance is significantly higher or lower than MAP outcomes, subject teams investigate underlying causes and adjust instruction accordingly.

Performance analysis documents are produced each term. These include MAP analysis spreadsheets, triangulation templates comparing multiple data sources, targeted student support lists, and action plans per class. These documents guide curriculum team discussions and inform classroom-level decisionmaking.

All staff receive ongoing professional learning in MAP data literacy, analysis protocols, and adaptive teaching strategies. These are delivered through workshops such as "Using MAP Data to Personalize

Learning", "Data Triangulation Training", and "MAP Implementation PD". This ensures that assessment remains a tool for growth, equity, and excellence.

9.2 Data-Informed Interventions for Student Progress

ICS uses in-depth formative assessment data to drive targeted, timely interventions and to close gaps between student performance and curriculum standards. This is a key part of ensuring that every student—including those with additional learning needs—can make sustained academic progress.

Teachers are expected to:

- Analyze formative data (e.g., exit tickets, quizzes, performance tasks, self-assessments) on a weekly and half-termly basis to identify students who are below expected levels of attainment.
- Use this data to inform intervention groups, differentiation strategies, and one-on-one support—whether inside the classroom or through additional support sessions.
- Collaborate with coordinators, SLT, and the Inclusion Team to ensure that all interventions are aligned with documented learning goals and follow appropriate escalation procedures if limited progress is observed.

For students with additional learning needs, interventions are explicitly linked to their Documented Learning Plans (DLPs), which outline specific accommodations, learning targets, and monitoring processes. These DLPs are created and maintained under the ICS Inclusion Policy and reviewed regularly with input from class teachers, parents, and the Inclusion Team.

All intervention efforts are tracked through Orison and internal data systems to ensure accountability and impact monitoring, in alignment with ADEK's School Educational Risk Policy and School Inclusion Policy.

9.2 Use of Summative Assessment Data for Targeted Intervention

ICS systematically analyzes and applies in-depth summative assessment data to inform teaching, guide intervention planning, and improve student outcomes. This process ensures that instructional decisions are grounded in accurate evidence of student performance and aligned with curriculum standards.

Key practices include:

- Conducting skills-based breakdowns of summative assessment results to identify strengths, gaps, and misconceptions at individual, group, and class levels.
- Using group-specific tracking tools to monitor patterns in achievement across key demographics, learning profiles, and academic tiers.
- Collaboratively reviewing assessment data through Professional Learning Communities (PLCs) to generate targeted action plans, adjust instructional strategies, and align support interventions.

- Linking summative data insights with ongoing formative assessments to reinforce learning loops and ensure progress monitoring is continuous and responsive.

This process promotes data-driven decision-making and ensures that intervention strategies—including reteaching, differentiated tasks, or focused support sessions—are timely, appropriate, and aligned with the needs of all learners.

9.3 Instructional Planning Informed by Assessment Data

ICS systematically uses both internal and external assessment data to refine instructional planning, improve teaching practices, and close student performance gaps. This is a continuous, collaborative process that ensures data is not only collected, but meaningfully applied to support student achievement.

Key expectations include:

- **Triangulation of Data:** Teachers and academic leaders analyze and compare results across multiple sources—formative assessments, summative tasks, MAP RIT scores, CAT4 diagnostics, and ABT benchmarks—to form a complete picture of student learning.

- **Instructional Adjustments:** Assessment data is used to inform lesson planning, reteaching strategies, scaffolding, and grouping decisions. Teachers adjust the pace, depth, or approach of instruction based on observed student needs, strengths, and gaps.

- **Discrepancy Analysis:** Coordinators and PLCs examine mismatches between internal and external assessment results (e.g., MAP vs. teacher-led tasks) to identify whether gaps are due to curriculum misalignment, instructional delivery, or assessment design.

- **Data-Driven Intervention Design:** Targeted interventions are implemented based on this analysis, particularly for students below expected proficiency, students with DLPs, and those identified for academic support. These interventions are monitored and adjusted regularly.

- **Planning Collaboration through PLCs:** Weekly or bi-weekly PLC meetings are dedicated to reviewing assessment data, sharing strategies, and coordinating next steps. Teachers bring samples of student work, review shared rubrics, and align next-step planning as a team.

- **Teacher Reflection and Growth:** Teachers are expected to reflect on data trends to identify professional learning needs and improve assessment literacy. Coordinators support this through coaching, moderation, and CPD sessions.

This approach supports a cycle of continuous instructional improvement, grounded in evidence and aligned with ICS's vision for high-impact teaching and learning.

10. Transparent Communication with Stakeholders

We are transparent with students and parents about the role of assessment, how it works, and what it tells us. Parents have access to curriculum maps, assessment calendars, and guidance on how to support learning at home.

When results are reported, particularly high-stakes or externally moderated ones, we follow a clear communication protocol. Students and parents are informed of the process and its limitations—including how appeals work and what outcomes are possible.

11. 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.

All formative assessments at ICS are purposefully designed to reflect the cognitive demands of the applicable curriculum standards, ensuring that assessment tasks:

- Are curriculum-aligned, addressing the specific knowledge, skills, and competencies outlined in ADEK and licensed curriculum frameworks (e.g., Common Core, NGSS, MOE standards).
- Cover a range of Depth of Knowledge (DOK) levels—moving beyond recall toward application, analysis, and evaluation where appropriate.
- Include differentiated questions and tasks that provide all students with equitable access to demonstrate understanding and growth.
- Are structured with balanced weighting, ensuring that no single type of task disproportionately influences overall performance, and that the assessment reflects the full scope of intended learning.

Teachers use assessment blueprints and planning templates to design these tasks, which are reviewed by subject leaders to ensure consistency, fairness, and intellectual rigor. Regular collaboration within departments supports the ongoing development of high-quality, cognitively rich formative assessments.

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:

Students' Portfolio: Based on ongoing teacher evaluation of classwork, notebooks, and lesson contributions. This covers aspects such as learning skills during lessons, critical thinking, peer and self-assessment, innovation. Students should demonstrate responsibility, independent learning, collaboration, and practical application of knowledge. Students are expected to show consistent effort, clear understanding, and steady improvement throughout the term.

Project-Based Learning (PBL): Assigned up to once per term, these tasks may involve research, group work, or individual presentations. Students are expected to explore topics in depth, present confidently, and apply their subject knowledge in real-world or creative contexts. PBL tasks are assessed against a clear rubric and set criteria and are fully aligned with the targeted standards.

Performance tasks: are tailored to the specific skills taught during instruction and may include science lab investigations, math problem-solving inquiries, or other practical, hands-on

demonstrations of learning. These tasks assess students' ability to apply concepts, think critically, and execute subject-specific processes in authentic learning situations.

Unit tests: Conducted once per term, these assess student understanding of key concepts taught during the unit. Students should prepare to demonstrate retention, problem-solving skills, and subject-specific accuracy.

Quizzes: Quizzes are used to check for understanding throughout the learning process. These short assessments help teachers determine whether students are ready for further challenge or require re-teaching. While formative in purpose, quizzes are graded to ensure students take them seriously. They are aligned with curriculum standards, designed to assess specific learning objectives, and are often differentiated to meet diverse student needs.

The percentage breakdown and rubrics for each department is outlined in the Appendix.

ICS promotes the differentiation of formative assessment as a core strategy to ensure all students are supported in achieving curriculum expectations, regardless of their starting point. Teachers are expected to:

- Design formative tasks that reflect varied ability levels, learning styles, and support needs—while remaining aligned to curriculum objectives and standards.
- Use tiered questioning, scaffolded tasks, and flexible response formats to gather meaningful evidence of learning across diverse learner profiles.
- Establish clear success criteria tailored to specific objectives and share these with students to ensure transparency and alignment with intended learning outcomes.
- Adapt assessments based on diagnostic insights (e.g., MAP scores, prior attainment) to stretch higher achievers and support those requiring reinforcement.

To support consistency, the use of differentiated formative assessment strategies is explicitly embedded in ICS's Mandatory Standardized Learning PowerPoint, which all teachers are required to follow. This ensures that expectations around differentiation, success criteria, and curriculum coverage are clearly communicated and implemented across the school.

Summative Assessments:
Summative assessments are used to evaluate student learning at the end of term final exams. 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:

Midterm Exams: Formal assessments administered at the midpoint of the term to measure students' progress and understanding of the standards taught so far.

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.

11.1 Internal and External Moderation Process:
At ICS Al Falah, internal moderation is a quality assurance process led at the school level to ensure consistency and fairness in assessment. Heads of department (or designated subject leads) review samples of student work across the mark range—top, middle, and bottom—from each teacher within a department. They compare these against standardized rubrics or marking schemes to confirm that all students have been assessed consistently. If inconsistencies are found, the moderator may expand the sample and adjust marks accordingly. The outcome is a final, ranked list of moderated marks that reflects a fair and standardized evaluation across the school.

External moderation takes this a step further by involving collaboration across schools within the ICS network. Designated moderators from different academies review submitted folders of student evidence, organized by subject and grade level. These folders include completed moderation sheets and supporting materials. Representatives from each school discuss the samples, compare assessment decisions, and reach an agreed judgment on final grades. This process ensures cross-academy alignment and produces exemplars that reinforce consistent standards, which are ultimately approved by the ICS senior leadership team (See Appendix 2 for Moderation Policy and Process).

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 3-10 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 Al Falah 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.

Non-Mandatory External Assessments

In addition to mandatory standardized assessments required by ADEK, ICS identifies and administers selected **non-mandatory external assessments** to support targeted student needs and academic enrichment. These assessments are fully funded by the school, and **no fees are charged to parents**, in full compliance with ADEK's guidelines on equity and access.

Current Non-Mandatory External Assessments Include:

- **CAT4 (Cognitive Abilities Test – Level C & D):**
  Administered to selected students in Grades 3–11, primarily those identified as **Gifted and Talented (G&T)** or **POD (Possible Other Diagnoses)**. CAT4 provides insight into students' reasoning abilities across verbal, non-verbal, quantitative, and spatial domains. The results are used to inform differentiation, enrichment programs, and targeted interventions.

- **ABT (Arabic Benchmark Test):**
  Used for Arabic language learners in Grades 3–12. While it supplements required Arabic assessments, ABT is selected by ICS to gain additional diagnostic insight into student proficiency. Results are used to tailor Arabic instruction and monitor progress.

ICS ensures that all non-mandatory assessments are **aligned with learning goals**, **curriculum expectations**, and **student support frameworks**, and are reviewed annually for effectiveness and relevance. At no point are parents asked to contribute financially to the administration or reporting of these assessments.

12. Grading and Assessment Categories Weightings

Grading at ICS Al Falah 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 across all grade levels and subjects.

12.1 Assessment Weighting

Grade	T1 30%		T2 30%	T3 40%	
	CA	E1	CA	CA	E3
1-5	80	20	100% CA	80	20
6-8	40	60	100% CA	40	60
9-12	40	60	100% CA	40	60

12.2 Assessment Categories

English		
Assessment Categories	**HS/MS Percentage**	**Elem Percentage**
Project Based Learning	30	30
Practical Application (Library Reading Reports)	-	5
Quizzes targeting the standards of Reading Writing Speaking Listening	10	35
Unit Test targeting the standards of Reading Writing Speaking Listening	10	-
Mid-term Exam targeting the standards of Reading	30	-

Writing Speaking Listening		
End of Term Exam targeting the standards of Reading Writing Speaking Listening	20	20

Math		
Assessment Categories	**HS/MS Percentage**	**Elem Percentage**
Project Based Learning	30	30
Integrated Projects- STEAM	-	5
Quizzes	10	35
Unit Test	10	-
Mid-term Exam	30	-
End of Term Exam	20	20

Science		
Assessment Categories	**HS/MS Percentage**	**Elem Percentage**
Project Based Learning	30	30
Practical Application -Lab./ STEAM	-	5
Quizzes	10	35
Unit Test	10	-
Mid-term Exam	30	-
End of Term Exam	20	20

English Social Studies, History, Geography, Sociology, Psychology, Business, French	Assessment Categories	Percentage
	Project Based Learning	30
	Quizzes	10
	Unit Test 1	30
	Unit Test 2	30

ICT	Assessment Categories	Percentage
	Project	30
	Practical Application Lab Work	10
	Test Theory	20
	End of Term Exam Practical Lab	40

Art	Assessment Categories	Percentage
	Project	30
	Practical Application Lab Work	10
	Test Theoretical	20
	End of Term Exam Practical Lab	40

PE	Assessment Categories	Percentage
	Skill Performance	30
	Skills Proficiency	30%
	Active Morning Activities	10%
	Test 1(Teamwork Skills)	(15%)
	Test 2(Competitive Performance)	(15%)

Arabic	Assessment Categories	Percentage
	Project	30
	Reading	30
	Writing	20
	Listening	10
	Speaking	10

Arabic Social Studies	Assessment Categories	Percentage
	Project	30
	Performance Tasks	40
	Unit Test	20
	Quizzes	10

Islamic	Assessment Categories	Percentage
	Project	30
	Performance Tasks	30
	Unit Test	20
	Quizzes	10
	Memorization	10

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…" (See Feedback Policy for more detailed student feedback expectations and processes).

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

12.3 Academic Grading Boundaries and Non-Academic Factors

ICS ensures that final student grades accurately reflect academic achievement as measured against curriculum standards and learning objectives. In accordance with the ADEK Student Performance Reports Policy, only evidence of student mastery of academic content shall be used to calculate final grades.

The following factors shall NOT be included in final academic grade calculations:

- Attendance or punctuality
- Behavior, attitude, or conduct
- Participation or engagement in class

- Effort or homework completion (unless tied directly to assessed learning outcomes)
- Scores from standardized benchmark assessments (e.g., MAP, CAT4, ABT) — these are to be reported separately and used for diagnostic and planning purposes only

These non-academic indicators are important for understanding the whole child and are reported separately in the behavior and performance sections of student report cards, in line with At ICS Al Falah reporting protocols and ADEK requirements.

All departments are responsible for ensuring that mark books, report templates, and grade weighting reflect this distinction clearly. Coordinators and SLT review grade components termly to ensure compliance.

12.4 Standards-Based Grading System Requirements

ICS has adopted a standards-based, percentage-based, and letter grade-based grading system aligned with the requirements of its licensed American curriculum and ADEK policies. The grading system ensures clarity, comparability, and accuracy in reporting student achievement.

i. Grading System Characteristics

At ICS Al Falah has a grading system that:

- Is clearly defined, documented, and communicated to students, parents, and staff through curriculum guides, assessment policies, report card explanations, and academic meetings.
- Has grading practices that reflect each student's attainment of curriculum standards, not effort, behavior, or participation.
- Has consistent grading procedures across subjects and grade levels, supporting comparability and fairness.

ii. Grading Tools and Components

The At ICS Al Falah grading system includes:

- Rubrics and marking schemes aligned with the grade-level expectations of the American curriculum
- Clear grade descriptors and performance bands (e.g., A–F scale), with shared definitions across all departments
- Guidance on converting raw scores to final grades, supported by moderation to ensure accuracy
- Assessment component weightings (e.g., formative vs. summative) that are defined by department and reviewed annually

For Arabic, Islamic Studies, and other Ministry of Education (MoE) subjects, ICS has grading procedures aligned with official MoE requirements as mandated by ADEK.

iii. Grade Boundaries and Review

- ICS has published grade boundaries and thresholds that guide grade calculation and GPA alignment across subjects and terms.
- These boundaries are reviewed annually by academic coordinators and SLT to ensure continued alignment with curriculum expectations and student performance trends.

iv. Promotion and Retention

- ICS follows promotion and retention procedures in full alignment with the ADEK School Student Administrative Affairs Policy.
- Decisions are based on academic achievement and standards attainment; behavior, effort, and attendance are reported separately and do not influence academic promotion unless explicitly required by ADEK.

13. Reporting Grades, Percent, and GPA:

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.

13.1 Reporting Accurate Grades in eSIS

ICS has a process in place to ensure that all academic grades reported in the Enterprise Student Information System (eSIS) are accurate, consistent, and aligned with ADEK benchmark thresholds.

- Final grades submitted to eSIS reflect only student achievement against standards, in accordance with Section 12.3 of this policy.
- Grade data is cross-checked before submission to verify alignment with internal grade books and ADEK reporting expectations, as outlined in the ADEK School Reporting Policy.

13.2 Board Examination Eligibility for Cycle 3 Students

ICS has a clear protocol to ensure that only Cycle 3 students (Grades 10–12) who are eligible under the school's licensed curriculum are registered for board examinations.

- These requirements apply to American curriculum exit assessments, such as SATs or AP exams, and are aligned with ADEK's curriculum-specific expectations.

13.3 Study Leave for Cycle 3 Students

At ICS Al Falah has procedures that allow for study leave of up to four weeks annually for Cycle 3 students only, in preparation for board or pre-collegiate exams.

- This leave is granted only when formally approved by ADEK and is not applicable to students in Cycles 1 or 2.

13.4 Examination Leave for Cycle 3 Students

At ICS Al Falah has provisions in place to grant examination leave to eligible Cycle 3 students who are unable to take board or pre-collegiate examinations on school premises.

- Such leave is granted in accordance with ADEK approval and applies exclusively to students in Grades 10–12.

13.5 Completion of ADEK-Mandated SBAs

At ICS Al Falah has a compliance framework to ensure that at least 97% of eligible students in Grades 3–9 (Years 4– 10) complete all ADEK-mandated Standardized Benchmark Assessments (SBAs).

- Completion rates are monitored and reported to ADEK to meet required performance and accountability standards.

13.6 Assessment Calendar Submission

At ICS Al Falah has an internal process for submitting all required assessment information to the ADEK Activity System via the School Assessment module.

- The full assessment calendar, including internal and external assessments (e.g., SBAs, board exams, national tests), along with coordinator contact details and testing schedules, is submitted at least one week prior to the start of each academic year.
- This submission ensures full transparency and alignment with ADEK's annual oversight and planning requirements.

Promotion and Honors Criteria:

Passing Grade: The passing grade is 60% for all subjects for Grades 10-12 and Grade 9 for Arabic and Islamic Studies. For Grades 1-9, 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%.

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

14. Carnegie Units

Carnegie Units are a standardized measure of instructional time used to quantify student achievement in high school coursework. One Carnegie Unit traditionally represents 130 hours of instruction, or one yearlong course. At ICS Al Falah, we plan to meet the following graduation requirements:

1. **Medium of Instruction:**
   At ICS Al Falah, we ensure that English is the primary medium of instruction for all subjects and courses related to the American curriculum, except for World Language courses and Ministry of Education (MoE) subjects.
2. **Academic Instructional Time Requirements:**
   Schools shall follow a credit system aligned with the instructional time requirements below:
   a. Full Credit (1.0): 120 to 180 clock hours of instructional time within the ADEK-approved academic year.
   b. Half Credit (0.5): 60 to 90 clock hours of instructional time within the ADEK-approved semester or academic year.
3. **Credit Requirements:**
   Students in Grades 9–12 must earn 6.0–7.0 credits per year to maintain steady progress toward graduation, with a total of 24–28 credits required over four years. The minimum credit distribution is shown in the table below.

Table 1. Credit Requirements for American Curriculum Schools at ICS Al Falah

Subject	Minimum Credits	Additional MoE Subject Credits
English	4.0	–
Science	4.0	–
Mathematics	4.0	–
World Language (including Arabic)	2.0	2.0 for Arabic Language – Arabs
Social Studies (including 0.5 UAE SS)	2.0*	–
Islamic Education	–	2.0 for Muslims
Physical and Health Education	2.0	–
Visual and Performing Arts	0.5	–
Core-related Electives	2.0	–
Core/non-core-related Electives	3.5**	–
Total Required Credits	24	28

* Or as per the school's adopted state course credit requirements.
** Or 2.5 if the school's adopted state course credit requirement for Social Studies is 3.0 credits.

ADEK Attainment Descriptors

According to the ADEK framework, student attainment is evaluated against curriculum-specific benchmarks. For the UAE MOE Curriculum, students in Grades 1–8 must achieve a minimum of 50% on MOE exams to be considered "inline" and 70% or above to be "above" expectations. In Grades 9–12, the minimum threshold for "inline" rises to 60%, with the same 70% benchmark for "above." For schools offering the USA Curriculum, internal assessments are used, with 65% marking the "inline" standard and 75% or higher qualifying as "above" expectations. This framework ensures that attainment levels are clearly defined and curriculum-appropriate.

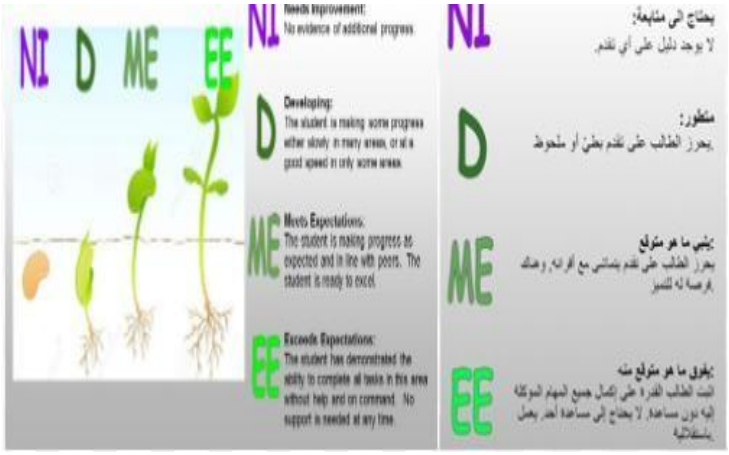
Curriculum		Inline	Above
UAE MOE Curriculum	**MOE Exam G1G8**	**Minimum 50%**	**70%**
	MOE Exam G9G12	**Minimum 60%**	**70%**
USA Curriculum	**Internal Assessment**	**65%**	**75%**

15. 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.

15.1 KG1 and KG2 Assessment

		Above On Below Curriculum Standard
Exceeding Expectations	**EE**	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**	The student is making progress as expected and in line with peers. The student is ready to excel!
Developing	**D**	The student is making some progress either slowly in many areas, or at a good speed in only some areas.
Needs Improvement	**NI**	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.

16. 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.

17. 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.

18. 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.

18.1 Assessment Integrity and Sustainability

At ICS Al Falah, assessment integrity is not just a stated commitment—it is a strategic priority actively supported through preventive, procedural, and disciplinary measures. The school adopts a proactive approach to maintaining the credibility of all internal and external assessments through the following strategies:

Prevention Measures

- All assessments are designed to reduce opportunities for malpractice by including varied question types, higher-order thinking tasks, and individualized components (e.g., oral presentations, project work).

- Teachers rotate versions of tests across terms or sections to avoid reuse and leakage.

- Assessment environments are standardized, and students are educated on academic honesty from Grade 1 onwards.

18.2 Proctoring and Academic Integrity Protocols

ICS enforces strict proctoring and invigilation protocols to ensure the **integrity, fairness, and security** of all summative and standardized assessments. These protocols apply before, during, and after every highstakes assessment and are embedded in the school's overall commitment to academic honesty and compliance with ADEK guidelines.

Before the Exam: Student and Room Preparation

- Students are informed of assessment expectations in advance, including **prohibited items**, academic honesty requirements, and behavior protocols.
- Seating plans are created and approved by the subject coordinator in advance to ensure **strategic distribution** and minimize potential collusion.
- Exam rooms are prepared with clear signage, a visible clock, and spacing that supports individual work and reduces distractions.
- Students must leave bags, mobile phones, smartwatches, and any unauthorized materials in a designated holding area before entering the room.
- Each student is checked for compliance with academic honesty expectations before being seated.

During the Exam: Invigilation and Monitoring Protocols

- **At least one trained invigilator** is assigned per exam room (with a recommended ratio of 1:20), and all invigilators are briefed prior to the session using a standardized protocol guide/checklist.
- Invigilators are required to:
    - Arrive 15–20 minutes early to receive papers and instructions
    - Follow the official script when starting the assessment ○ Monitor the room continuously, actively walking the space
    - Refrain from grading, using mobile phones, or engaging in unrelated activity during supervision
    - Respond immediately to any student raising a hand for clarification or support
- Restroom breaks, if allowed, are strictly monitored and recorded, with one student allowed out at a time and accompanied by a support staff member where possible.

- Any suspected academic dishonesty or misconduct (e.g., cheating, talking, unauthorized notes) must be reported **immediately and discreetly**, with incident details logged on an **Assessment Misconduct Form**.

Misconduct Procedures

- If a student is suspected of cheating or violating exam protocols:
    - The invigilator collects evidence (e.g., unauthorized materials, behavior notes) and continues supervising the assessment while **minimizing disruption** to others.
    - The incident is immediately reported to the **Assessment Coordinator or SLT**, who determines whether the student may continue or be removed from the session.
    - Parents are informed within 24 hours, and an **investigation is conducted** by the designated academic integrity lead.
    - Depending on the severity, consequences may include:
        - A zero for the assessment
        - Re-sitting under supervised conditions
        - Disciplinary action as outlined in the Academic Honesty and Behavior Policies
- Repeat offenders may be placed on **academic probation** or have external reporting implications (for example, flagging with college counsellors or in reports).

Post-Assessment Procedures

- Completed assessments are collected and cross-checked against attendance and seating plans.
- All papers are stored in a **secure, locked location** until marking begins.
- Incident reports are filed and included in the post-assessment review.
- Patterns of misconduct, if identified across subjects or groups, are analyzed and used to inform policy updates or staff/student training.

These protocols ensure that **assessment outcomes are valid**, reflect genuine student performance, and are protected from malpractice. Regular training is provided for all staff involved in assessment administration to uphold consistent, high-integrity practice across the school.

2. Mitigation Measures

- In cases where breaches of integrity occur, assessments are reviewed, and a moderation process is initiated to validate results.

- Students found using unauthorized assistance during assessments may be required to redo the task under supervision, with marks withheld until resolution.

3. Disciplinary Action

- Academic dishonesty is addressed through clear sanctions outlined in the school's behavior policy. These range from written warnings and parental involvement to invalidation of grades and, in severe cases, suspension.

- All students sign an Academic Honesty Agreement at the start of each year, acknowledging awareness of the policy and consequences.

4. Reporting Procedures

- Teachers report suspected breaches to academic coordinators and SLT, who document and investigate the incident transparently.

- Repeat violations are flagged in the student's academic record, and interventions (e.g., mentoring, counseling) are offered alongside sanctions.

5. Sustainable Assessment Practices

- At ICS Al Falah integrates digital platforms (e.g., Orison, online rubrics, and digital quizzes) to reduce paper use and streamline assessment workflows.

- When printed assessments are required, they follow a print-on-demand model, and surplus materials are shredded securely post-assessment.

- Teachers are encouraged to use e-portfolios, digital project submissions, and online peer reviews where appropriate.

- Professional development includes training on designing sustainable and tech-integrated assessments aligned with curriculum outcomes.

These strategies ensure that ICS assessments are fair, secure, and environmentally responsible, in line with ADEK's policies and international quality standards.

19. 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.

20. 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.

21. **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.

22. **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:

22.1: Policy Review and Governing Board Approval

In alignment with the ADEK School Governance Policy, ICS is committed to a transparent and accountable process for reviewing and approving its Assessment Policy.

i. Annual Internal Review

- The Assessment Policy is formally reviewed **once per academic year** by the Assessment Policy Steering Committee.
- This review uses both **internal performance indicators** (e.g., assessment outcomes, moderation quality, MAP data trends) and stakeholder feedback (from teachers, students, and parents) as outlined in Section 8: Monitoring and Evaluation.

ii. Submission to Governing Board

- Following internal review and revision, the updated Assessment Policy is submitted to the At ICS Al Falah **Governing Board** for formal evaluation and approval.
- The Governing Board reviews the policy for alignment with school-wide strategic goals, curriculum outcomes, and ADEK directives.
- Minutes of the board meeting approving the policy are recorded and archived as part of the school's governance documentation.

iii. Alignment with Strategic Objectives

- This process ensures the Assessment Policy remains a **living document** that reflects the evolving academic needs of the school, regulatory compliance, and strategic planning.
- Any significant changes to assessment practices, weightings, or quality assurance processes are presented to the Governing Board with rationale and supporting data.

This formalized review and approval cycle promotes accountability, transparency, and continuous improvement across the school's assessment ecosystem.

23. 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.

24. 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.

25. 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.

26. Parent Engagement in Assessment

ICS recognizes that parental engagement is critical to student success in both internal and external assessments. In line with the **ADEK Parent Engagement Policy**, we actively empower parents to become informed, supportive partners through structured training sessions, transparent communication, and interactive goal-setting opportunities.

i. Parent Training and Awareness Sessions

- Throughout the academic year, At ICS Al Falah hosts dedicated training sessions and workshops to help parents understand assessment types, grading criteria, and how to support learning at home.
- Special sessions are offered to explain standardized assessments (such as MAP Growth) and how to interpret MAP Family Reports, including what RIT scores mean and how they connect to student growth targets.

ii. Communication of Assessment Results

- After each MAP testing cycle, parents receive MAP score summaries via email, along with guides explaining how to read and act on the results.
- Internal assessment results are shared regularly via the Orison platform, along with teacher comments and suggested areas for improvement.

iii. Parent-Teacher Conferences

- At ICS Al Falah hosts formal Parent-Teacher Conferences at key points in the academic year, where teachers and parents jointly:
    - Review student assessment data
    - Set academic and personal learning goals
    - Discuss progress toward university graduation requirements

- Plan support strategies for both home and school

iv. Continuous Engagement

- Parents are invited to attend learning exhibitions, student-led goal review sessions, and openhouse events where students share their academic progress and assessment reflections.

- Feedback from parents is actively sought after major assessment reporting periods and used to refine communication and engagement practices.

These practices ensure that parents are not passive recipients of grades, but active participants in their child's academic journey—reinforcing assessment goals at home and fostering a unified support system between school and family.

27. 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.

27.1 Developing Assessment-Capable Learners

At ICS Al Falah, developing "assessment-capable learners" means equipping students not just to participate in assessment but to actively understand, engage with, and shape their own assessment journey—across both internal and external assessments.

To do this, we embed structured goal-setting, tracking, and reflection strategies into daily and termly routines:

i. Goal Setting for Internal and External Assessments

- Students set personalized goals each half term, tied directly to upcoming internal assessments (quizzes, projects, summative tasks) and, where applicable, to standardized external assessments such as MAP Growth.

- For MAP, students review their RIT scores with teachers, identify target areas for improvement, and set quantitative goals for the next testing cycle. These are documented, reviewed mid-cycle, and reflected upon after the next test window.

ii. Ongoing Self-Monitoring and Evaluation

- At the end of each lesson, students participate in peer and self-assessment activities—such as exit slips, reflective rubrics, or success criteria checklists—to evaluate their understanding and progress toward objectives.

- These daily micro-reflections are collected and used by teachers to guide future instruction and by students to revise goals.

iii. Mid-Term (Half Term) Evaluations

- Every student completes a half-term academic reflection and evaluation, where they assess progress toward their internal and external goals.
- This includes a review of effort, performance, areas for improvement, and strategies for the next half term. These evaluations are discussed during mentoring check-ins or during pastoral sessions.

iv. Student Ownership

- Students are explicitly taught how to interpret assessment rubrics, use success criteria, and analyze their own feedback in order to make informed decisions about how to improve.
- They track their assessment data (formative, summative, and external) using tools such as tracking sheets, personal portfolios, or digital dashboards where available.

These practices foster independent learners who understand what they are learning, why they are learning it, and how to improve—making them active agents in both their internal and external assessment journeys. This supports the ICS vision of nurturing reflective, self-directed learners aligned with ADEK's standards for student engagement and ownership.

28. 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.

Appendices

Appendix 1: Example of Quality Assurance Measures of Summative Assessments

Subject Test _____

Grade _____ **Date** _____

List of Test Parameters Required	HOD	HOS
Exam title included in the Header.		
Question Font Size 12, Times New Roman, Heading Font Size 14, Name, Grade, Mark Allocations using the whole school standardized exam template.		
65% of the exam are basic order questions using DOK 1 and DOK 2.		
35% of the exam are higher order questions using DOK 3 and DOK 4.		
Sections are split into appropriate sections - 1: Multiple choice/matching/closed reading/short open questions. 2: Short answers 3: Long answers.		
Marks are awarded for each question along with the DOK terms in each section.		
Test content aligned with concepts taught during the trimester.		
Time length appropriate for time allocation.		
Making scheme and rubrics is provided.		

Depth of Knowledge (DOK) Levels – Exam Moderation Reference Chart

Level	Description	Question Characteristics
DOK 1 – Recall	Recall of facts, definitions, or simple procedures.	Direct, factual responses; no reasoning required.
DOK 2 – Skills & Concepts	Application of skills and understanding of relationships.	Requires explanation, interpretation, or organization of ideas.
DOK 3 – Strategic Thinking	Use of reasoning and evidence to support ideas.	Involves analysis, justification, and deeper interpretation.

DOK 4 – Extended Thinking	Synthesis and evaluation across contexts or texts.	Requires complex reasoning, planning, or connecting multiple ideas.

Appendix 2: Internal and External Moderation Processes

Context

To align with ADEK assessment policy, and to ensure the integrity of our assessment, it is vital that ICS Al Falah, can present reliable data as part of our evidence base. In order to be able to validate the data we need to initiate a process called 'Moderation'.

Purpose/Aims

- To ensure that all our assessments are valid. This means that they are fair and accurately reflect performance when measured against the respective curriculum standard for the appropriate age range.
- To ensure that assessments do not prejudice individuals and/or groups of students with regards to accessibility of assessments.
- To ensure that marking policy is accurate and consistently applied and related to a standardised marking framework, rubric and/or mark scheme.
- To ensure that standards are regularly reviewed within and between schools (by subject) to maintain consistency of assessment standards across the school.
- To provide a series of exemplar work that can be circulated as evidence to justify specific grade levels in each subject (initially core subject areas).

Definitions

Internal moderation is a process initiated at school level whereby middle leaders (heads of department) would take a sample of students' work and check that all teachers within their department are marking consistently to the same standard.

Internal moderation ensures ALL students in each teacher's class have been judged in the same way, against the same marking criteria for that component/unit of work.

External moderation is very similar to internal moderation; however, the process is carried out across a group of schools. Typically, a representative from each school would work collaboratively with teachers of the same subject area to compare students' work alongside curriculum standards and/or rubrics. Colleagues would make comparisons and discuss expectations, marking standards and so on to arrive at an agreement or a best fit in some cases as to what would constitute specific grades and/or scores. **The Process**

Internal Moderation

Individual schools will determine their own internal moderation process for each subject area bearing in mind the following guidelines:

- Each school selects one teacher per theme/topic/subject as an internal moderator. The internal moderator is usually a head of department but can be a subject teacher. It is their responsibility to check that all teachers for each qualification/subject are marking consistently to the same standard. Typically, this will be assessed against a formal rubric or mark scheme. An internal moderator ensures that ALL students in each class have been judged in the same way, against the same marking criteria for that theme/topic/subject.

How does internal moderation work?

- The internal moderator looks at **all** students' marks for that subject. Each subject teacher marks their own students' work. The internal moderator then checks the marking of each of these teachers at the top, middle and bottom of the mark range to see if they agree with the marks. At this stage some marks may change.
- If the internal moderator needs to change marks for the marking they have reviewed, they should expand the range of marks they are checking by looking at other students' work. If the internal moderator finds a consistent trend or pattern in a teacher's marking, they may adjust the marks of other students' work, marked by the same teacher, in line with this trend or pattern.
- By internally moderating the marks, the internal moderator produces a final list of all the school's marks for that qualification/subject. The marks are listed in descending order - with the highest marks at the top and the lowest marks at the bottom. This is called a rank order. These the internally moderated marks and used as part of the external moderation process.
- External moderation checks the marks that have been submitted by all schools for each qualification.

External Moderation

External moderation is carried out under the guidance of the external moderator, which for ICS is a current member of the respective network along with representatives of each school. The membership of the

"moderation groups" will vary based on subject and phase being moderated. **How does external moderation work?**

- The external moderator (a member of the ICS Assessment Group) creates a ICS Moderation TEAM and invites HoYs, HoD's and HoS from each academy as appropriate.
- Shared files can be created for each subject eg Reading, Writing, Maths and Science. Within each channel/subject, folders will be created and labelled according to the grading eg for primary NME, Below, Below +, In-Line, Above, Above +, Sig Above and for secondary in accordance to common core grades.
- Each school should save a folder of evidence within each graded folder and name it after their academy. For example, in the Reading channel in the 'Below' folder, ICS Al Falah will save a folder of evidence called 'ICS Al Falah_Reading_Below'. That folder of evidence will contain the moderation sheet already completed at school level as well as any supporting evidence (video, comments, marking, assessment info.)
- The external moderator will coordinate with relevant members of the ICS Moderation Team who will submit a folder of evidence for selected 'levels' and subject.
- The respective ICS Moderation Team members meet to discuss the range of evidence submitted for the subject area and "level" they have been nominated to moderate with colleagues that have submitted evidence. Moderated level will be agreed upon and noted at the bottom of the original moderation sheet submitted as part of the evidence file. They should draft any questions/points to consider and complete the moderation form below. (MFv1).
- The ICS Moderation Team members responsible for each subject area to meet with External Moderator to finalise all subjects and levels and discuss any issues arising across the subjects.
- Exemplars to be agreed and finalised at External Moderator meeting ahead of publication and approval by nominated ICS SLT.

ICS: Moderation Form (MF.1)

Contextual Information	
School:	
Year Group:	

Teacher:	
Class:	
Subject:	

Teacher Assessment Information	
Date marked	
Teacher Level/Grade awarded	
Basis of assessment grade eg rubric	
Context of pieces of work: **(A brief description of background and lead up. Any support or prompts that may have been given.)**	

Internal Moderation Process		
Date of internal moderation		
Internally Moderated by: **(at school level):**	Name	Position
Agreed level after internal (schoollevel) moderation	Grade	Comments

External Moderation Process		
Date of External Moderation		
Externally Moderated by: **(cross-academy level)**	Name	Position
Agreed level at cross-academy moderation:	Grade	Comments

Signed	**External Moderator**	**Date**

ICS: Moderation Form (MF.2): List of Moderated Scripts (For use with internal and external moderation process)

Course Title	
Course Code	
Department/phase Name(s)	
Scripts marked by	

Please list below the student names and e-SIS ID for the scripts to be reviewed

E-SIS Number	***Student Name***	***Original Teacher Mark/Grade***	***Internally moderated Grade***	***Externally moderated Grade***

Interna/External* Moderator to complete following information ****(Delete as applicable)***

Overall, are the grades fair and consistent across the sample provided?	
Recommendations (i.e. grades to be increased or decreased by (amount) because (…))	
Print Name	Signed/Date

Appendix 3: Formative Assessment Examples and Grading Criteria

Rubric

Grade 9–12 Project-Based Learning (PBL) Portfolio Assessment Rubric

Total: 100 Marks

Criterion	Description	5 – Mastering (95+)	4 – Significantly Above (85–94)	3 – Above (75–84)	2 – Meeting (65–74)	1 – Below Expected (≤64)	Max Score
1. Identification of Relevant Theory(ies) or Concepts	Selection and relevance of theories or concepts aligned with the research topic.	**10 marks** – Theories are exceptionall y wellchosen, highly relevant, and demonstrate deep conceptual insight.	**9 marks** – Strongly relevant and clearly connected to the research topic.	**8 marks** – Appropriate and relevant, though depth or precision could improve.	**6–7 marks** – Somewhat relevant but lacks strong alignment or clarity.	**≤5 marks** – Theories are weak, unclear, or missing.	**10**
2. Clarity and Comprehensiveness in Explaining Theories or Concepts	Depth, clarity, and completeness in explanation of chosen theories or concepts.	**30 marks** – Thorough, insightful, and comprehensi ve explanation showing advanced mastery and clarity.	**27–29 marks** – Clear, wellorganized, and demonstrates solid understanding .	**24–26 marks** – Generally clear but lacks full depth or synthesis.	**20–23 marks** – Basic explanation with limited detail or connection.	**≤19 marks** – Incomplete, vague, or poorly explained concepts.	**30**
3. Application, Integration, and Justification of the Theoretical/Conceptual Framework	Integration and justification of the chosen framework within the proposed study.	**30 marks** – Framework is excellently applied, seamlessly integrated, and justified with exceptional reasoning.	**27–29 marks** – Wellapplied and logically justified; minor improvement areas.	**24–26 marks** – Application is clear but lacks strong integration or depth.	**20–23 marks** – Limited or uneven application of framework.	**≤19 marks** – Weak or missing integration and justification.	**30**

4. Logical Flow and Structure of Argument	Organization, coherence, and logical	**10 marks** – Exceptionall y coherent and wellstructured;	**9 marks** – Strong and clear organization;	**8 marks** – Generally clear and logical with occasional	**6–7 marks** – Some logical flow but lacks	**≤5 marks** – Disorganized and difficult to follow.	**10**
	progression of ideas.	ideas flow logically and convincingly .	minor lapses in transitions.	inconsistenc ies.	full coherence.		
5. Technical Aspects (Headings, Word Count, Format, etc.)	Adherence to formatting, structure, and submission requirements.	**10 marks** – Fully compliant; presentation is polished, consistent, and professional.	**9 marks** – Mostly compliant; minor formatting errors.	**8 marks** – Generally meets requirement s with small inconsistenc ies.	**6–7 marks** – Several formatting or technical lapses.	**≤5 marks** – Poorly formatted or noncompliant submission.	**10**
6. Reference List (Completeness and Consistency)	Accuracy, consistency, and completeness of referencing according to required style.	**10 marks** – Fully accurate and consistent referencing using correct format; wide range of credible sources.	**9 marks** – Mostly accurate and consistent; minor formatting issues.	**8 marks** – Some inconsistenc ies but mostly correct.	**6–7 marks** – Incomplete or inconsistent ly formatted references.	**≤5 marks** – Multiple missing or inaccurate references.	**10**

Total: 100 Marks

Appendix 4: Student Notebook Scrutiny Rubric

Item	Description	Marks Gained	Maximum Marks
Presentation: Compliance with Teacher Guidelines	The notebook is free from scribbles, doodles, and untidy marks. The notebook follows the required format and guidelines set by the teacher. • The student uses either blue or black pen. • Lines/graphs/charts are neatly drawn. • No pages skipped or spaces wasted.		3
Organization	Date and learning objectives are consistently written for each lesson.		1
Writing Quality	The student's handwriting is legible. There is evidence of effort to maintain neatness throughout the notebook.		1
Content Quality	All notes and assignments are complete. Student's answers and notes demonstrate understanding of the topics covered. Student's choice of tasks reflects an acceptance of challenge and a desire for improvement.		3
Response to Feedback	There is evidence of corrections or revisions based on teacher's feedback.		2
Total			10
Teacher's Notes			
Student's Comments			

Appendix 5: Summative Exam Template

Student Name **Mark**

Grade | **Date** / / 2025

Section Marks

Section 1 / Marks
Section 2 / Marks
Section 3 / Marks

Section I – DOK1: Multiple choice/Matching/: Remembering/Understanding _____Marks. Allocate 60% to this section using multiple choice, matching, close reading, or short openended questions.

Section II – DOK1&2: Short Answers: Analysing/Applying _____Marks. Allocate 20% to this section using short questions that ask them to anaylze or apply concepts and skills.

Section III – DOK3&4: Long Answers: Evaluating/Creating _____Marks. Allocate 20% to this section using short questions that ask them to evaluate or create concepts and skills.

Rubric Section III – Long Answers
Include a rubric to explain what skills and concepts need to be met to achieve allocated marks.