

# Dubai Schools Assessment and Reporting Policy



مدارس دبي  
DUBAI SCHOOLS



## Policy Details

|                              |                                 |
|------------------------------|---------------------------------|
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## Table of Contents

| Section No. | Section Title                                | Page No |
|-------------|----------------------------------------------|---------|
| 1           | Purpose                                      | 4       |
| 2           | Scope                                        | 4       |
| 3           | The Dubai Schools Mission, Vision and Values | 5       |
| 4           | Key Definition(s)                            | 6       |
| 5           | Roles and Responsibilities                   | 8       |
| 6           | Guiding Principles                           | 10      |
| 7           | Inclusion                                    | 12      |
| 8           | Academic Integrity and Responsible Learning  | 13      |
| 9           | Types of Assessment                          | 14      |
| 10          | Assessment Journey of the Year               | 16      |
| 11          | Feedback Practices                           | 17      |
| 12          | Grading System                               | 18      |
| 13          | Report Cards                                 | 20      |
| 14          | Tracking Growth Development                  | 21      |
| 15          | High School Assessments and Reporting        | 23      |
| 16          | Monitoring and Review                        | 26      |
| 17          | Implementation Timeline                      | 28      |
| 18          | Non-Compliance                               | 29      |
| 19          | Appendix A                                   | 30      |
| 20          | Appendix B                                   | 31      |

## 1. Purpose

This policy establishes the principles and approach to assessment at Dubai Schools, in alignment with the School's Vision, Mission, Values, and the Dubai Government's Education 33 (E33) Strategy. It exists to ensure a consistent, valid, and inclusive approach to assessment that supports high quality teaching, accurate understanding of student progress, and improved learning outcomes for all students.

The policy is designed to mitigate risks associated with inconsistent, inaccurate, or inequitable assessment practices, including unreliable data, misinformed instructional decisions, gaps in student progress, and lack of clarity for students and parents. It also addresses the risk of over-reliance on summative assessment by promoting a balanced approach that integrates formative and summative practices effectively.

Through a whole school approach, the policy establishes a structured and coherent framework in which assessment is integral to teaching and learning. It ensures that assessment information is accurate, meaningful, and timely, enabling staff to adapt instruction, monitor progress, and provide targeted support, while empowering students to engage actively in their learning through reflection, self-assessment, and responsive action to feedback.

The policy supports the holistic development of students by valuing both disciplinary and transdisciplinary knowledge and skills. It promotes assessment practices that are valid, reliable, fair, and transparent, and which contribute to the development of self-awareness, resilience, and a growth mindset. This policy supports the development of learners who are academically capable, reflective, and adaptable, equipped with the skills required for lifelong learning and success in a rapidly changing global context. This policy should be read in conjunction with other relevant school policies, including the School's *Curriculum, Learning and Teaching, and Inclusion Policies*.

## 2. Scope

This policy applies to all students, teachers, and academic leaders across all grade levels and subject areas at Dubai Schools. It applies to all contexts in which assessment takes place, including classroom practice, digital learning environments, internal assessments, and externally benchmarked assessments.

The policy covers all aspects of assessment practice, including:

- **Baseline assessment** – identifying students’ starting points, strengths, and learning needs.
- **Formative assessment** – ongoing assessment for learning to inform teaching and support student progress.
- **Summative assessment** – assessment of learning at key points to evaluate attainment
- **Standardized and external assessments** – including MAP, NGRT, CAT4, IBT, PASS, IXL, and other benchmark tools.

It also includes:

- The design, administration, and moderation of assessments.
- Recording, analysis, and use of assessment data to inform teaching and intervention.
- Feedback practices, including student reflection and self-assessment.
- Reporting to students and parents on progress, attainment, and next steps.
- The use of assessment to support inclusion, differentiation, and personalized learning.

This policy defines a whole school approach to assessment, ensuring consistency, accuracy, and fairness in practice, while recognizing the importance of individual student needs, developmental stages, and cultural contexts. This policy does not replace, or duplicate procedures outlined in other key policies. Matters relating specifically to curriculum design, teaching strategies, safeguarding, or inclusion are addressed in the School’s *Curriculum, Learning and Teaching, and Inclusion Policies*, which should be read in conjunction with this document.

### 3. The Dubai Schools Vision, Mission and Values

#### School Mission

Combining an inquisitive teaching approach and future-focused skillset delivery, we work hand-in-hand with the community to nurture students to become independent and empathetic students. We offer an American education that is guided by Arabic principles and Islamic values, and fosters future-ready graduates, driven by pride and tolerance.

#### School Vision

Dubai Schools align with Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum’s vision of a School Model that enriches Dubai’s educational system by developing individuals who are both nationally rooted and globally competent.

## School Values

### Future-ready:

Equipping students with the necessary life skills to face future challenges, both national and global, with resilience, while encouraging them to be ambitious, self-directed students.

### Academic Excellence:

A strong international curriculum that prepares and inspires students to contribute positively towards the future in a caring and inclusive environment. High- quality innovative education will be delivered to equip students with essential problem solving, critical thinking, and life skills, so that they graduate with a thorough understanding of the world they will inhabit and lead in their future.

### Trust & Empathy:

Developing a home-school relationship based on trust and respect, while fostering a welcoming school environment in order for every student to flourish and every parent to feel reassured. Bringing empathy into our classrooms and embedding it as a core value.

### Collaboration & Inclusion:

Working together with education partners, parents, and the wider community to achieve shared goals, making every member of the school community feel valued. Cultivating an inclusive culture that recognizes and honors an individual's strengths and abilities.

### Cultural Preservation:

A dynamic and forward-thinking learning system that is rooted in the Emirati culture. Guided by Arabic and Islamic values to further foster a culture of strong identity and tolerance, while maintaining a global outlook.

## 4. Key Definition(s)

### Assessment

Systematic process to measure student learning, growth, and mastery.

**Formative Assessment** – Ongoing assessment used to monitor progress and guide instruction.

**Summative Assessment** – Evaluation at the end of a unit or term to measure mastery of learning objectives.

**Baseline Assessment** – Initial assessment to identify prior knowledge, strengths, and learning needs.

**Performance-Based Assessment** – Assessment of student ability to apply knowledge in real-world contexts.

**Holistic Assessment** – Evaluation across multiple domains: academic, social, and personal development.

**External/Standardized Assessment** – Tests developed by external organizations to benchmark learning (e.g., MAP, NGRT, CAT4, ABT, PASS).

**Academic Integrity** – Honest, ethical, and responsible engagement in learning, including original work and proper use of resources.

**Inclusive Assessment** – Assessment designed to provide equitable access, accommodations, and multiple ways to demonstrate learning.

**Feedback** – Timely, constructive, and actionable guidance to support student growth and reflection.

**Mastery** – Demonstrated understanding and application of learning objectives, prioritized over numeric scores.

**Reliability** – Consistency in assessment design, procedures, and scoring across teachers and grade levels.

**Validity** – Assessment accurately measures the intended learning objectives and aligns with curriculum standards.

**Transparency** – Clear communication of assessment criteria, grading methods, and reporting processes.

**Fairness** – Assessments free from bias and accessible to all students, with appropriate accommodations.

**Student-Centered Assessment** – Focus on student growth, reflection, and ownership of learning.

## 5. Roles and Responsibilities

### Policy Governance and Accountability

- **Policy Owner:** Associate Principal for Curriculum and Data and Assessment Lead  
*Responsible for overall approval, strategic direction, and ensuring alignment with the school's Vision, Mission, and Values.*
- **Implementation Leads:** Phase Principals, Associate Principal (Curriculum) and the Data and Assessment Lead.  
*Responsible for the day-to-day implementation, monitoring consistency of practice, staff support, and ensuring the policy is embedded across the school.*
- **Oversight:** Superintendent and Governors.  
*Responsible for monitoring the effectiveness of the policy, ensuring compliance with safeguarding and inclusion expectations, and reviewing impact on student outcomes and wellbeing.*

Effective assessment relies on a collaborative approach involving teachers, students, parents, and school leaders. Each member of the school community has a defined role in supporting students' learning, growth, and holistic development.

### Teachers

Teachers are responsible for designing and implementing assessment practices that promote learning, reflection, and mastery. Key responsibilities include:

- Designing and implementing diverse assessment strategies that are valid, reliable, fair, and aligned with curriculum standards.
- Providing timely, constructive, and actionable feedback to guide student learning and growth.
- Facilitating student reflection, self-assessment, and goal setting to promote self-awareness, motivation, and a growth mindset.
- Using assessment data to inform instructional planning, differentiate learning, and identify students requiring additional support.
- Collaborating with colleagues to ensure consistency, fairness, and best practices in assessment across subjects and grade levels.
- Supporting students in understanding the purpose of assessments and how to leverage feedback for continuous improvement.

### Students

Students are active participants in their learning and are expected to take ownership of their progress and development. They are encouraged to:

- Engage fully with feedback from teachers, peers, and assessments to understand strengths and areas for improvement.
- Participate in self-assessment and peer-assessment activities to develop reflection, critical thinking, and collaborative skills.
- Reflect regularly on progress, set meaningful learning goals, and act on strategies to improve.
- Apply feedback to improve learning practices and demonstrate growth over time.
- Demonstrate integrity, honesty, and responsibility in all assessment activities.
- Develop resilience and adaptability by evaluating feedback and revising learning strategies as needed.

### Parents

Parents play a vital supportive and collaborative role in the assessment process. They are encouraged to:

- Support their children in reflecting on feedback and setting achievable learning goals.
- Collaborate with teachers to understand assessment outcomes and reinforce learning strategies at home.
- Encourage positive attitudes toward assessment as a tool for growth, not only for grades.
- Engage in school-led workshops, parent-teacher meetings, or communications to better support their child's academic and personal development.
- Foster a home environment that values reflection, curiosity, self-improvement, and lifelong learning.

### School Leaders

School leaders are responsible for creating conditions that enable effective and consistent assessment practices across the school. Responsibilities include:

- Ensuring assessment practices are aligned horizontally across subjects and vertically across grade levels.
- Providing professional development for teachers on effective assessment strategies, including formative, summative, and standardized assessments.
- Creating and facilitating opportunities to review and discuss student outcomes through Professional Learning Communities (PLCs) and Student Progress Meetings.
- Monitoring, evaluating, and reporting on the implementation and impact of the assessment policy to support school improvement.
- Fostering a school-wide culture that values assessment as a tool for learning, growth, and holistic student development.
- Ensuring equitable access to assessments and supporting students with diverse needs

or accommodation.

## 6. Guiding Principles

All assessment practices at Dubai Schools are guided by the following principles, ensuring that assessment supports learning, growth, and holistic student development:

### Fairness

- Assessments are free from bias and provide equal opportunities for all students, including those with identified learning needs.
- Appropriate accommodation and modifications are provided to ensure equitable access to assessment.
- Teachers are trained to apply assessment practices consistently and inclusively.

### Validity

- Assessments measure the intended learning objectives and accurately reflect curriculum standards.
- Tasks are meaningful, age-appropriate, and aligned with expected learning outcomes.
- Assessment design considers both knowledge and skills, including disciplinary and transdisciplinary learning.

### Reliability

- Assessment procedures and scoring practices are consistent across subjects, grade levels, and teachers.
- Standardized tools, rubrics, and clear marking guidelines are used to ensure accuracy, comparability, and fairness.
- Teachers collaborate to moderate assessments and maintain consistency in judgment.

### Transparency

- Assessment criteria, grading scales, and reporting methods are clearly communicated to students and parents.
- Feedback is timely, constructive, actionable, and focused on improvement.
- Students understand the purpose of each assessment and how results will be used.

### Balance

- A variety of assessment types—including formative, summative, diagnostic, and external assessments—are triangulated to capture a holistic picture of student learning.
- Both academic achievement and approaches to learning (e.g., critical thinking, collaboration, self-management) are valued equally.
- Assessment practices reflect the school's commitment to holistic development and growth mindset principles.

### Student-Centeredness

- The focus is on progress, growth, and mastery, not only on scores.
- Students regularly document their learning through collected work samples, reflections, and projects, including Reading for Pleasure initiatives.
- Student-Led Conferences are held annually to encourage ownership of learning and progress.
- Reflection and goal-setting are embedded throughout the assessment process to help students identify next steps and celebrate growth.

### Accountability

- Assessment results are used responsibly to inform instruction, track progress, and evaluate school effectiveness.
- Shared accountability is promoted through Professional Learning Communities (PLCs) and Student Progress Meetings.
- Student data is safeguarded and reported in accordance with ethical, professional, and legal standards.

### Mastery Over Scores

- **Redo/Retake Policy:** Students may reattempt assessments to demonstrate mastery of learning objectives.
- **No Zeroes Policy:** Incomplete or unsatisfactory work is marked as "Not Yet Mastered" with actionable next steps for improvement.
- Emphasis is placed on learning, growth, and achieving mastery, rather than solely on numerical scores.

## 7. Inclusion

Dubai Schools is committed to inclusive education that ensures all students, regardless of background, ability, or need, have access to meaningful assessment opportunities and can demonstrate their growth in diverse ways. We recognize that evidence of learning must reflect

progress, mastery, and actionable feedback through inclusive and equitable practices.

This commitment is supported through:

- **Individualized Accommodations:** Providing appropriate accommodations and modifications as outlined in student learning plans (e.g., IEPs, ELL plans).
- **Multiple Demonstration Formats:** Offering varied ways for students to demonstrate understanding, skills, and growth, including alternative assessments, projects, and presentations.
- **Ongoing Feedback:** Using continuous formative assessment to guide instruction, inform interventions, and support personalized learning goals.
- **Progress Tracking:** Monitoring individual student progress over time through tools such as the Learner Passport and Assessment Tracker.
- **Student Ownership:** Promoting reflection and ownership of learning through self-assessment and peer-assessment opportunities.
- **Adaptable Assessments:** Designing tasks that allow flexibility in process and product to meet diverse learner needs.
- **Cultural Relevance:** Ensuring assessment tasks reflect the cultural context of the school community and are meaningful for all students.
- **Equity in Assessment:** Guaranteeing all students have access to the tools, supports, and accommodations necessary to succeed.

Through these practices, the school ensures that assessment is inclusive, equitable, and supportive of all students' growth, fostering confidence, agency, and a sense of achievement. Detailed assessment practices, accommodations, and exemptions are provided in Appendix B.

## 8. Academic Integrity and Responsible Learning

At Dubai Schools, we are committed to fostering a culture of academic integrity, where students engage honestly, ethically, and responsibly in all aspects of their educational journey. Academic integrity is essential for personal growth, self-awareness, and mastery of knowledge, and it underpins trust within our learning community.

Students are expected to demonstrate honesty and responsibility in all academic work. This includes producing original work, appropriately acknowledging sources, and adhering to guidelines on collaboration, resource use, and technology, including responsible use of AI tools. Upholding academic integrity enables meaningful feedback, supports continuous improvement, and cultivates ethical and reflective students.

## Guidelines and Expectations

- All submitted work must be the student's own, with proper citation of references and sources.
- Teachers provide clear instructions regarding acceptable collaboration, use of resources, and responsible application of digital tools for each assessment.
- Students receive timely, constructive feedback that encourages reflection, improvement, and mastery of subject knowledge and skills.
- Students are encouraged to seek clarification and support when uncertain about expectations related to academic integrity.

## Addressing Academic Dishonesty

- Instances of academic dishonesty—including plagiarism, cheating, falsification of work, or irresponsible use of AI—will be addressed fairly, consistently, and transparently.
- Consequences are educational in nature, focusing on helping students understand the importance of integrity and supporting their ethical and personal development.
- Processes are designed to maintain accountability while fostering reflection, learning, and growth.

## Support and Education

- The school provides ongoing education and resources to raise awareness about academic honesty, including workshops, guidance on citation practices, proper use of resources, and ethical scholarship.
- Support systems are available to assist students in meeting academic expectations with integrity, ensuring all students can engage responsibly in their educational journey.

By upholding academic integrity, students demonstrate their commitment to responsible learning, personal growth, ethical decision-making, and academic excellence.

# 9. Types of Assessment

Student learning at Dubai Schools is measured through a balanced system of assessments that provides multiple sources of evidence to monitor growth, inform instruction, and support holistic development. These include:

## Baseline Assessments

Administered at the beginning of a year or unit to identify prior knowledge, strengths, and

learning needs.

- **Purpose:** To inform targeted instruction, interventions, and support to enhance student learning outcomes.
- **Examples:** Baseline tests, screening tools, placement assessments.

### Formative Assessments

Ongoing assessments conducted during the learning process. Each unit must include 1–4 formative assessments to ensure frequent feedback and guidance.

- **Purpose:** To monitor progress, provide timely feedback, and guide instructional planning.
- **Examples:** Class discussions, quizzes, exit tickets, draft submissions.

### Summative Assessments

Conducted at the end of a unit, semester, or academic year.

- **Purpose:** To evaluate mastery of learning objectives.
- **Examples:** End-of-unit tests, final projects, standardized semester exams.

### Performance-Based Assessments

- **Purpose:** To assess students' ability to apply knowledge and skills in real-world contexts.
- **Examples:** Presentations, experiments, debates, and community projects.

### Self and Peer Assessments

- **Purpose:** To develop self-awareness, reflection, and collaborative learning skills.
- **Examples:** Reflection journals, peer reviews, self-evaluation checklists.

### Holistic Assessments

- **Purpose:** To measure growth across multiple domains, including academic, social, and personal development.
- **Examples:** Portfolios, interdisciplinary projects, Learner Passports, well-being surveys, approaches to learning, and rubrics.

### External/Standardized Assessments

Developed and administered by external organizations, these assessments provide benchmark data for monitoring student progress against national and international

standards.

- **Purpose:** To measure performance comparatively, inform instruction, and support school-wide improvement.
- **Examples:** MAP, NGRT, CAT4, IBT, PASS.

### Key External Assessments:

#### MAP (Measures of Academic Progress)

- Adaptive assessment measuring achievement in Mathematics, Reading, Language, and Science.
- Provides RIT scores to track growth over time and set individualized learning goals.
- Administered three times per year to monitor progress and inform instruction.

#### NGRT (New Group Reading Test)

- Standardized reading assessment evaluating comprehension, vocabulary, and decoding skills.
- Produces age-standardized scores for benchmarking against national norms.
- Helps identify students needing targeted reading support.
- Administered three times per year to monitor progress and inform instruction.

#### CAT4 (Cognitive Abilities Test, Fourth Edition)

- Assesses verbal, non-verbal, quantitative, and spatial reasoning abilities.
- Provides insight into student potential and predicts academic performance.
- Supports differentiated instruction and identification of gifted or high-potential students.
- Administered once every other year.

#### IBT (International Benchmark Test)

- Standardized assessment measuring Arabic language skills, including reading, writing, listening, and speaking.
- Provides actionable data for instructional planning and interventions in Arabic.
- Monitors student progress and supports language development across grades.

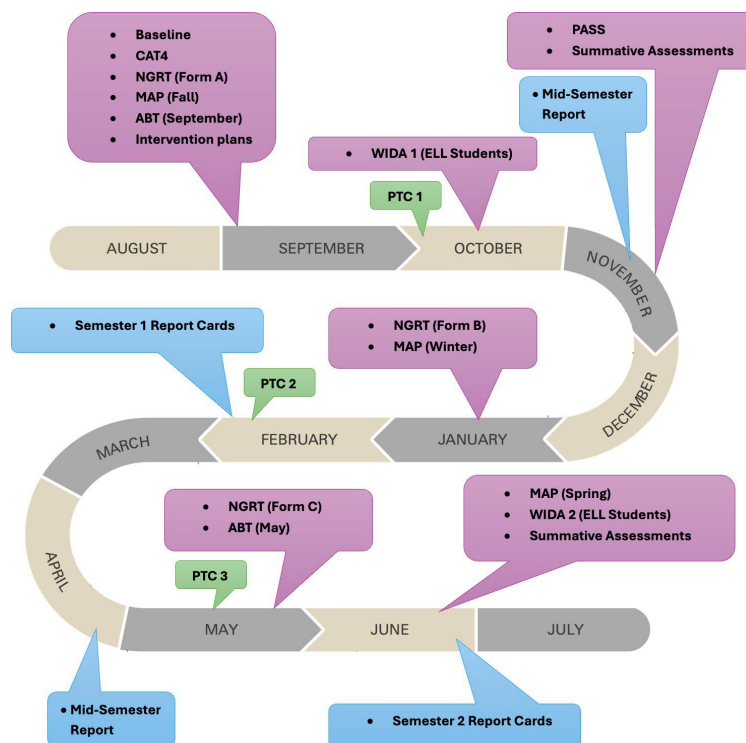
#### PASS (Pupil Attitudes to Self and School)

- Psychometric assessment measuring students' attitudes, motivation, and engagement in school.
- Evaluates factors such as self-concept, learning attitudes, and well-being.
- Supports targeted pastoral interventions and holistic development planning.

#### Notes:

- Results from external assessments are combined with internal assessments to provide a holistic understanding of student performance.
- Assessment data informs instructional planning, interventions, and parent communication.
- Administration and reporting follow standardized procedures to ensure validity, reliability, and comparability.

## 10. Assessment Journey of the Year



## 11. Feedback Practices

Feedback at Dubai Schools is an essential component of the learning process, designed to guide student growth, promote self-awareness, and support mastery of knowledge and skills. Our feedback practices are grounded in principles of timeliness, constructiveness, and alignment with learning goals.

### Timely Feedback

- Feedback is provided promptly to ensure it is relevant and actionable, allowing students to make improvements.

### Constructive and Specific

- Feedback highlights strengths, identifies areas for improvement, and provides clear, actionable next steps.
- Feedback encourages reflection, fosters a growth mindset, and supports continuous learning.

### Aligned with Quality Indicators

- Feedback is anchored to clear, shared criteria that align with learning objectives, curriculum standards, and assessment rubrics.
- Students understand the purpose of the feedback and how it connects to their learning goals.

### Engagement with Feedback

- Students are provided structured opportunities to act on feedback by revising and improving their work.
- Feedback is integrated into ongoing learning cycles, supporting student ownership, self-assessment, and collaborative learning practice.

## 12. Grading System

The grading system ensures fairness, transparency, and consistency in evaluating student performance across all subjects. Student achievement is reported using percentages, letter grades, performance levels, domain-level evaluations, and Approaches to Learning (ATL) scores as follows:

### Letter Grades and Percentages

Student performance is reported using the following letter grades and corresponding percentage ranges. The tables showing how assessment components are weighted for each subject and phase are given in Appendix A. Student performance is described using levels aligned to curriculum expectations.

| Performance Descriptors |                                                                                                                                                                                  |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mastery</b>          | The student demonstrates a comprehensive and in-depth understanding of the subject matter. They consistently apply knowledge and skills at a high level across various contexts. |
| <b>Exceeding</b>        | The student exceeds expectations by demonstrating advanced understanding, creativity, and the ability to apply knowledge in new and complex ways.                                |
| <b>Meeting</b>          | The student meets the learning objectives and consistently demonstrates the ability to apply knowledge and skills independently and effectively.                                 |
| <b>Developing</b>       | The student is making consistent progress and demonstrates partial mastery of the learning objectives. They are building confidence and skills with growing independence.        |
| <b>Emerging</b>         | The student is beginning to develop foundational knowledge, skills, and dispositions. With targeted support, they show potential for progress.                                   |

### Domain-Level Assessment

- Students are evaluated on **individual domains within each subject**, in addition to overall subject performance.
- Domain evaluation** is calculated as the **average of all assessments within that domain**.
- Overall subject evaluation** is calculated based on the **weighted distribution of domains**.
- End-of-year cumulative subject evaluation is the average of the overall subject evaluations from Semester 1 and Semester 2.
- Domain-level evaluation provides detailed insight into student strengths and areas for growth, informing instruction and targeted support.

## Approaches to Learning (ATL)

- Student growth is evaluated through ATL, reflecting essential skills for lifelong learning.
- Each ATL domain includes clearly defined descriptors specifying expectations for each level.
- ATL is assessed on a **scale of 1 (Emerging) to 5 (Mastery)** across the following domains:

| Approaches to Learning Descriptors                                                                   |                                                                                                  |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Communication: Developing oral, listening, speaking, and writing skills to be successful in learning | الاتصال: تطوير مهارات الكلام والاستماع والتحدث والكتابة لتكون ناجحاً في التعلم                   |
| Responsible Decision Making: Making decisions based on ethics, safety, and social norms              | اتخاذ القرار المسؤول: اتخاذ القرارات مع الأخذ بعين الاعتبار الأخلاق والسلامة والأعراف الاجتماعية |
| Thinking: Developing the critical thinking and analysis skills to become agents of change            | التفكير: تنمية مهارات التفكير النقدي والتحليل لتصبح عامل تغيير                                   |
| Self-awareness: Recognizing emotions and their effect on behavior                                    | الوعي الذاتي: التعرف على العواطف وتأثيرها على السلوك                                             |
| Relationship skills: Developing positive relationships with diverse groups of individuals            | مهارات العلاقات العامة: تطوير علاقات إيجابية مع مجموعات متنوعة من الأفراد                        |
| Research: Formulating opinions and knowledge based on factual and historical evidence                | البحث: صياغة الآراء والمعرفة بناءً على الأدلة الواقعية والتاريخية                                |
| Self-Management: Regulating emotions, managing stress, and staying motivated                         | إدارة الذات: تنظيم العواطف وإدارة التوتر وعدم فقدان الحافز                                       |
| Social awareness: Empathizing and understanding the views of others                                  | الوعي الاجتماعي: التعاطف مع الآخرين، واستماع آرائهم                                              |

## Growth-Oriented Grading Practices

- Grades will emphasize effort and improvement alongside mastery of content.
- Reflection journals and goal-setting activities will be factored into grading where appropriate.
- Individual progress will be highlighted over comparisons to peers.

## 13. Report Cards

Dubai Schools provides structured reporting to communicate student progress, celebrate achievements, and support continuous learning formally at the end of the semester. Shorter mid-semester reports offer timely updates on student performance, while semester report cards provide a comprehensive overview of academic and holistic development.

### Academic Performance

- Grades for each subject including a breakdown of formative, summative, and project-based components.
- Overall semester percentage and grade, reflecting mastery of learning objectives.

### Holistic Development

- Comments on participation, behavior, interpersonal skills, and engagement.
- Progress in creative, ethical, interpersonal, and entrepreneurial goals, reflecting growth beyond academic achievement.

### Reflection and Goal-Setting

- Highlights of student reflections on learning experiences and goals for the next semester.
- Teacher recommendations to guide improvement and support future learning.

### Attendance Record

- Summary of attendance and punctuality, recognizing their impact on academic achievement and overall growth.

### Approaches to Learning (ATL)

- Indicators to assess development of key skills that support effective learning, including thinking, communication, research, self-management, and social skills.

### Personalized Feedback

- Narrative sections detail student strengths, areas for growth, and specific strategies to support improvement.
- Feedback encourages self-awareness, reflection, and a growth mindset.

### Parent-Teacher Conferences

- Parents are invited to discuss report cards or the Learner Passport with teachers.
- Conferences provide opportunities to review progress, clarify expectations, and collaboratively set goals to support student growth.

## 14. Tracking Growth and Development

At Dubai Schools, students' learning, growth, and progress are systematically documented and tracked through a variety of tools, enabling personalized instruction, reflection, and data-informed interventions.

### Work Samples

- Students regularly collect and document work samples to showcase learning, skill development, and mastery over time.

### Goal-Setting

- Students, teachers, and parents collaborate to set, monitor, and review learning goals, fostering ownership and accountability for progress.

### Reflection

- Structured opportunities are provided for students to reflect on their learning journey, achievements, and areas for growth, promoting a growth mindset and self-awareness.

### Data Analysis

- Assessment data is systematically analyzed to identify trends, monitor progress, inform instructional planning, and support targeted interventions.

### Dashboard and Assessment Tracker

- Provides a clear, visual overview of each student's progress and attainment across key assessments, including MAP, NGRT, ABT, and CAT4.
- Enables leaders and teachers to monitor growth over time, identify learning gaps, and implement data-driven instruction and interventions.
- Color-coded indicators highlight achievement levels and progress, ensuring targeted support for all student groups.

### Learner Passport

- A personalized student profile that consolidates key assessment data, academic performance, language proficiency, and intervention records.
- Offers a holistic view of each learner's progress and needs, supporting teachers in planning targeted instruction and monitoring growth across the year.

### Reading Profile

- A personalized reading profile for each student that provides visual, color-coded representations of cumulative reading performance in internal and external assessments over time.

- Supports teachers and students in tracking reading development, identifying strengths and areas for improvement, and planning targeted reading strategies.

## 15. High School Assessments and Reporting

### Course Repetition and Credit Recovery

A student may not repeat a class that he or she has failed. To recover the credit, the student may either:

- Enroll in an approved online course with prior approval from the school counselor, or
- Complete make-up coursework provided by Dubai Schools.

Both the original and the make-up course grades will appear on the student's transcript. However, only the higher grade will be counted toward the GPA calculation and earned credit.

### Incomplete / Pass-Fail Grades

An Incomplete (I) may be issued when a student is unable to complete the required coursework due to a justifiable reason. Any "Incomplete" grade must be resolved within two weeks after the grading period ends. If not completed within this timeframe, and unless special permission is granted by the principal, the "Incomplete" will automatically convert to an "F."

Seminar/Pathway to Success and Capstone courses are assessed on a Pass-Fail basis. No letter grades are assigned for these courses; however, they are credit-bearing and appear on the student's transcript.

### High-school assessment types

Learning demonstrated through summative and formative assessments is the primary factor in determining each student's semester grade. Summative assessment due dates are clearly communicated and published in advance to ensure students have adequate time to prepare. Formative assessments are included in the calculated grade. Both assessments serve as a means for providing targeted, narrative feedback that helps students reflect, adjust, and develop their understanding over time.

Each course grade will be determined by a combination of formative and summative assessments:

- Formative Assessments: 30 %
- Summative Assessments: 60 %
- Class Participation / Homework / Engagement: 10 %

Teachers use rubrics and published criteria to ensure fairness and transparency. Students are encouraged to seek feedback, reflect, and take responsibility for their academic progress.

Students should not be scheduled for more than two major assessments on the same day. Long-term projects or assignments may be an exception.

### Grade Weighting

Advanced Placement (AP) courses are weighted to reflect the rigor, commitment, and dedication required for success. While this weighting impacts the internal Grade Point Average (GPA) at Dubai Schools, universities may use their own evaluation systems. Students must take the corresponding course examination for AP subjects.

### Grade Point Average (GPA)

Full year grades determine a student's cumulative GPA. Colleges and universities place significant emphasis on GPA as part of the admissions process. Since U.S. institutions typically review all four years of high school performance, students should begin building a strong academic record starting in Grade 9.

### Grading

Course grades are reported as letter grades on report cards according to the following scale:

| Letter Grade | Percentage | GPA | AP  |
|--------------|------------|-----|-----|
| A+           | 97-100     | 4.0 | 4.5 |
| A            | 93-96      | 4.0 | 4.3 |
| A-           | 90-92      | 3.7 | 4.0 |
| B+           | 87-89      | 3.3 | 3.6 |
| B            | 83-86      | 3.0 | 3.3 |
| B-           | 80-82      | 2.7 | 3.0 |
| C+           | 77-79      | 2.3 | 2.6 |
| C            | 73-76      | 2.0 | 2.3 |
| C-           | 70-72      | 1.7 | 2.0 |
| D+           | 67-69      | 1.3 | 1.6 |
| D            | 65-66      | 1.0 | 1.3 |
| D-           | 60-64      | 0.7 | 1.0 |

|   |      |   |     |
|---|------|---|-----|
| F | 0-59 | 0 | 0.0 |
|---|------|---|-----|

### Reporting and Report Cards

High School students will receive report cards at the end of each semester. Quarterly progress reports will provide formative insights. Conferences and digital platforms will support continuous communication between teachers, students, and parents.

Students who complete three AP courses and the AP Capstone program, and who earn a score of 3 or higher on all required AP examinations, will graduate with a Dubai School Advanced Diploma.

### Honors and High Honors Distinction

Honors distinctions are determined based on a student's cumulative GPA at the end of the first semester of their senior year.

- Honors: Students who achieve a cumulative GPA between 2.7 and 3.3 will receive Honors distinction at the end of the school year.
- High Honors: Students who achieve a cumulative GPA of 3.7 or higher will receive High Honors distinction at the end of the school year.

### Final Transcript

A final transcript will be given with a final School Diploma at the end of Grade 12.



This process ensures that assessment and reporting practices provide meaningful, accurate, and actionable insights into student learning, progress, and development.

## Monitoring of Impact

The school will evaluate the effectiveness of the *Assessment and Reporting Policy* through the systematic analysis of both qualitative and quantitative data, including:

- **Student outcome data** – attainment, progress, and mastery across subjects and grade levels.
- **Progression and subject pathway data** – course selections, retention rates, and achievement trends.
- **Student, parent, and staff feedback** – surveys, focus groups, and reflections on assessment practices and reporting effectiveness.
- **Equity and inclusion data** – ensuring fair access to assessments, accommodations, and enrichment opportunities for all student groups.
- **Engagement with external benchmarks** – performance on standardized assessments (e.g., MAP, NGRT, CAT4) and comparisons to national/international norms.
- **Effectiveness of reporting and feedback** – how assessment results, progress reports, and teacher comments support student growth, goal setting, and reflective learning.

This data will be used to identify trends, evaluate the effectiveness of assessment and reporting practices, and inform strategic planning and continuous improvement of teaching, learning, and student development.

## Reporting Processes

- Assessment data and student progress reports will be reviewed termly by the Academic Committee, with attention to student outcomes, equity, and engagement.
- The Academic Committee will provide termly reports to the Governing Board, including:
  - Analysis of student achievement, growth, and trends.
  - Evaluation of the quality and impact of assessment and reporting practices.
  - Identification of risks, such as gaps in access, inconsistencies in reporting, or inequities across student groups.
  - Recommendations for strategic improvements, resource allocation, and professional development.
- Implementation Leads will provide regular updates to the Superintendent to ensure ongoing oversight, timely interventions, and responsive action.

## Review Cycle

The policy will undergo a formal annual review by the Academic Committee and will be approved by the Governing Board. The review will ensure that the policy:

- Continue to meet the evolving academic, personal, and developmental needs of students.
- Remains aligned with the School's Vision, Mission, Values, and E33 Strategy.
- Reflects current best practices in assessment, reporting, and student development.
- Incorporates feedback from students, parents, and staff to strengthen assessment provision and outcomes.

## Early Review Triggers

An earlier review of the policy may be initiated if:

- National or local guidance changes significantly (e.g., KHDA regulations, UAE Ministry updates, E33 Strategy revisions).
- Data indicates emerging concerns, such as declining achievement, inequitable assessment access, or inconsistent reporting.
- Gaps in assessment practices or reporting processes are identified.
- Stakeholder feedback highlights significant concerns regarding the clarity, fairness, or usefulness of assessment and reporting.
- Strategic priorities of the school or Governing Board evolve, requiring adjustment of assessment practices or reporting structures.

## 17. Implementation Timeline

This policy shall be implemented within thirty (30) days from the Effective Date indicated on the cover page, allowing adequate time for communication, training, and adoption across all relevant Taaleem entities. Where any requirement in this policy is dependent on a system functionality, configuration, or tool that is not yet implemented, such requirement shall take effect only once the relevant functionality is operational. Until such time, existing processes shall continue to apply.

## 18. Non-Compliance

Non-compliance with any established corporate policies may result in disciplinary action.

## Appendix A.

| Letter Grade  | F        | D-         | D       | D+        | C-      | C     | C+    | B-    | B     | B+    | A-    | A     | A+     |
|---------------|----------|------------|---------|-----------|---------|-------|-------|-------|-------|-------|-------|-------|--------|
| Percent Grade | 0-5G     | 60-64      | 65-66   | 67-69     | 70-72   | 73-76 | 77-79 | 80-82 | 83-86 | 87-89 | 90-92 | 93-96 | 97-100 |
| Level         | Emerging | Developing | Meeting | Exceeding | Mastery |       |       |       |       |       |       |       |        |

| English |         |         |          |                      |
|---------|---------|---------|----------|----------------------|
| Phase   | Reading | Writing | Language | Speaking & Listening |
| Phase 1 | 30%     | 30%     | 20%      | 20%                  |
| Phase 2 | 35%     | 35%     | 15%      | 15%                  |
| Phase 3 | 35%     | 35%     | 15%      | 15%                  |
| Phase 4 | 40%     | 40%     | 10%      | 10%                  |

| Mathematics |                                       |                                   |                                          |          |                            |           |                        |
|-------------|---------------------------------------|-----------------------------------|------------------------------------------|----------|----------------------------|-----------|------------------------|
| Phase 1     | Counting and Cardinality              | Operations and Algebraic Thinking | Measurement and Data                     | Geometry | Mathematical Practices     |           |                        |
|             | 25%                                   | 25%                               | 20%                                      | 20%      | 10%                        |           |                        |
| Phase 2     | Operations and Algebraic Thinking     | Number and Operations             | Measurement and Data                     | Geometry | Mathematical Practices     |           |                        |
|             | 25%                                   | 25%                               | 20%                                      | 20%      | 10%                        |           |                        |
| Phase 3     | Ratios and Proportional Relationships | The Number System                 | Expressions, Equations, and Inequalities | Geometry | Statistics and Probability | Functions | Mathematical Practices |
|             | 20%                                   | 20%                               | 20%                                      | 15%      | 10%                        | 10%       | 5%                     |
| Phase 4     |                                       |                                   |                                          |          |                            |           |                        |

| Science |              |                  |                         |                    |
|---------|--------------|------------------|-------------------------|--------------------|
|         | Life Science | Physical Science | Earth and Space Science | Engineering Design |
| Phase 1 | 30%          | 30%              | 30%                     | 10%                |
| Phase 2 | 30%          | 30%              | 30%                     | 10%                |
| Phase 3 | 30%          | 30%              | 30%                     | 10%                |
| Phase 4 | 30%          | 30%              | 30%                     | 10%                |

| Arabic  |         |         |          |                      |
|---------|---------|---------|----------|----------------------|
| Phase   | Reading | Writing | Language | Speaking & Listening |
| Phase 1 | 30%     | 30%     | 20%      | 20%                  |
| Phase 2 | 35%     | 35%     | 15%      | 15%                  |
| Phase 3 | 40%     | 40%     | 10%      | 10%                  |
| Phase 4 | 40%     | 40%     | 10%      | 10%                  |

| Islamic Education |                            |                               |                            |                            |       |                        |
|-------------------|----------------------------|-------------------------------|----------------------------|----------------------------|-------|------------------------|
|                   | The Holy Quran and Hadeeth | Islamic Values and Principles | Islamic Law and Etiquettes | Seerah and Islamic Figures | Faith | Identity and Belonging |
| Phase 1           | 20%                        | 10%                           | 20%                        | 10%                        | 20%   | 20%                    |
| Phase 2           | 20%                        | 10%                           | 20%                        | 10%                        | 20%   | 20%                    |

|         |     |     |     |     |     |     |
|---------|-----|-----|-----|-----|-----|-----|
| Phase 3 | 25% | 20% | 15% | 15% | 15% | 10% |
| Phase 4 | 25% | 20% | 15% | 15% | 15% | 10% |

## Appendix B.

### Assessment of Students with Special Educational Needs and Disabilities (SEND)

#### 1. Purpose

Dubai Schools is committed to ensuring that assessment practices are inclusive, equitable, and aligned with the principles of high-quality inclusive education as outlined by the Knowledge and Human Development Authority (KHDA) and the UAE Inclusive Education Policy Framework.

This section outlines how assessment is adapted to ensure that all students with SEND can access, participate in, and demonstrate their learning in a fair and meaningful way.

#### 2. Principles of Inclusive Assessment

Assessment for students with SEND at Dubai Schools is guided by the following principles:

- Equity and fairness: Assessment approaches are adapted to meet individual needs without compromising learning expectations
- Meaningful participation: All students are included in assessment processes wherever appropriate
- Focus on progress: Emphasis is placed on individual progress from baseline rather than comparison to age-related expectations alone
- Validity and reliability: Assessment methods used are appropriate to the student's profile and learning pathway
- Transparency: Decisions regarding adaptations, exemptions, and pathways are clearly documented and communicated

#### 3. Types of Assessment for Students with SEND

Assessment of students with SEND may include:

##### 3.1 Standard and Mainstream Assessments

- Participation in whole-school formative and summative assessments,

- with appropriate access arrangements
- Use of internal and external benchmark assessments where appropriate

### 3.2 Adapted and Alternative Assessments

- Modified assessment materials (e.g., simplified language, reduced content, visual supports)
- Curriculum-based assessments aligned with individual learning goals
- Functional and life-skills-based assessment for students on alternative pathways

### 3.3 Diagnostic and Specialist Assessments

- Screening and diagnostic tools to identify needs and inform intervention
- Use of specialist reports (e.g., educational psychologist, speech and language) where applicable

## 4. Testing Accommodations for Internal and External Assessments

Students with SEND are entitled to reasonable accommodations to ensure equitable access to assessment.

### 4.1 Examples of Testing Accommodations

- Additional time
- Reader and/or scribe support
- Use of assistive technology
- Modified or enlarged papers
- Rest breaks
- Alternative formats

### 4.2 Approval and Monitoring

- Testing Accommodations are determined by the Inclusion Team and approved by the Head of Inclusion
- Accommodations must reflect the student's normal way of working and be evidenced through classroom practice
- All accommodations are documented within the student's Individual Education Plan (IEP) and assessment records

## 5. Participation in External and National Assessments

### 5.1 General Expectation

Students with SEND are expected to participate in external and national assessments

wherever this is meaningful and appropriate.

## 5.2 Exemptions and Modifications

Exemptions or modifications are considered only in exceptional cases

Decisions are based on:

- Robust evidence of need (e.g., specialist reports, attainment data)
- The student's ability to access the assessment meaningfully

All exemptions must:

Follow KHDA and regulatory guidance

Be formally documented and approved

Be communicated clearly with parents

## 5.3 Alternative Evidence of Progress

Where a student is exempt from an external assessment, the school will provide alternative evidence of progress through:

- Internal and SEND assessments
- IEP progress data
- Portfolio-based evidence where relevant

## 6. Pathways to Certification and Graduation

Dubai Schools recognizes that students with SEND may follow different pathways towards graduation.

### 6.1 Standard Diploma Pathway

- Students follow the full curriculum and meet standard assessment requirements
- Testing accommodations are provided as needed

### 6.2 Modified Diploma Pathway

- Curriculum expectations and assessment criteria are adapted
- Students may work towards modified outcomes aligned with their abilities

Eligibility is determined through a formal review process involving the Inclusion Team and Senior Leadership

### 6.3 Alternative Provision Pathway (Complex Needs)

For students with significant and complex needs:

A personalized curriculum is implemented, focusing on:

- Functional academics
- Life and independence skills
- Communication and social development
- Vocational readiness (where appropriate)

Assessment is based on:

- Small-step progress
- Individualized learning outcomes
- Evidence collected through observation, work samples, and portfolios

Students may not access a standard diploma but will receive a school-based certificate of achievement, where appropriate

## 7. Documentation and Evidence

7.1 For Students with SEND accessing level 2, 3 or 3+ support, the following documentation is maintained:

- Individual Education Plans (IEPs) or Pupil Passport with measurable targets
- Records of assessment accommodations
- Progress tracking data linked to interventions

7.2 For Students on Alternative Pathways

Additional documentation includes:

- Personalized learning pathway plans
- Baseline assessments
- Termly progress reviews
- Multi-disciplinary reports (where applicable)
- Evidence portfolios demonstrating progress over time

## 8. Monitoring and Reporting Progress

8.1 Internal Monitoring

Student progress is reviewed regularly through:

- IEP/PP reviews
- Data tracking cycles
- Inclusion team meetings

## 8.2 Reporting to Parents

Reports for students with SEND will:

- Reflect progress against individual targets and learning goals
- Include information on effort, engagement, and development
- Avoid inappropriate comparison with age-related expectations where not relevant
- Clearly explain any modifications to assessment or curriculum

## 9. Roles and Responsibilities

Inclusion Head:

Oversees implementation of SEND assessment practices, approves access arrangements, and ensures compliance

Teachers:

Implement assessment adaptations, monitor progress, and provide evidence of learning

Senior Leadership Team (SLT):

Ensures consistency, quality assurance, and alignment with KHDA expectations

## 10. Quality Assurance and Review

The school will:

- Regularly review the effectiveness of SEND assessment practices
- Ensure moderation of adapted assessments
- Align SEND assessment with whole-school priorities, including raising attainment and student progress
- Ensure compliance with KHDA inspection frameworks and national expectations

## Disclaimer:

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