



SCHOOL ASSESSMENT POLICY (AY 2024-26)

Introduction

At Bright Riders School, assessment is a major force behind educational progress, which makes data-driven choices to improve staff, student, and school performance possible. Standardized evaluation promotes uniformity and common standards for advancement in Abu Dhabi's heterogeneous academic environment. This policy lays out fundamental standards for creating an assessment culture that promotes excellence, equity, and ongoing development.

Purpose

This policy aims to:

- Clearly define expectations for assessing students' learning needs, values, skills, readiness, and progress.
- Encourage top-notch internal and external evaluations that help with data-driven instruction and better results.
- Establish ADEK-mandated tests as standards for student development and achievement.
- Ascertain that assessment data is shared with stakeholders, tracked, and analysed methodically.

Policy

1. School Assessment Policy

- 1.1 Policy Requirements: Bright Riders School has an Assessment Policy which is aligned with the ADEK and CBSE guidelines.
- 1.2 The policy shall include the following elements:
 1. Approaches to utilizing internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes.

2. Applicability to all grade levels (K-12).
3. Identification of the assessment methods to be used, appropriate to the age/stage of students.
4. Alignment to quality assurance (inspection, accreditation, affiliation, and/or authorization) standards.
5. Implementation of ADEK-mandated external assessments, including a focus on achieving the school's international assessment targets.
6. Provision of accommodations and modifications of assessments for students with additional learning needs, aligned to their individual needs.
7. Commitment to sustainable assessment practices (e.g., use of digital formats where appropriate, reduction of paper usage, etc.).
8. Fostering a culture of assessment and assessment best practices involving the entire school community by:
 - a. Requiring educators to be aware of the school's assessment goals and targets, attend relevant training, and provide opportunities for students to:
 - Become familiar with different assessment practices and protocols.
 - Practice digital literacy skills.
 - Gain exposure to critical thinking and reasoning skills by embedding them across the curriculum in daily teaching and learning.
 - b. Promoting "assessment-capable learners" by ensuring that students understand what they should learn, monitor their own progress, set goals, and reflect on their learning.
 - c. Motivating students to engage fully throughout the duration of the assessments.
 - d. Engaging parents as active partners in promoting the success of their child on internal and external assessments.
9. Expectation to implement cognitive assessments of the school's choice for students in grades 3-9/years 4-10.
10. Analysis and utilization of internal and external assessment data to develop interventions and plan provision for students with additional learning needs.
11. Inclusion of all the areas identified in the remainder of this policy.
12. Approval of the School Assessment Policy by the school's Governing Board.

2. Internal Assessments

- 2.1 Use of Internal Assessments: Bright Riders School implements different forms of internal assessments appropriate according to curriculum, age, purpose, and need. The following table indicate some of them.

Table 1. Types of Internal Assessments

Type of Assessment	Description
Cognitive	Used to evaluate a student's reasoning and general thinking ability (e.g., to learn, memorize, and judge).
Diagnostic	Used to identify student strengths, weaknesses, knowledge, and skills.
Placement	Used to “place” students into a course or academic program. Placement assessments are administered before a course or program begins to match students with appropriate learning experiences.
Screening	Used to determine whether students need specialized assistance, interventions, or services, or whether they are ready to begin a course or academic program. Screening assessments take a wide variety of forms (e.g., developmental, physical, cognitive, or academic).
Pre-assessments	Used to establish a baseline against which educators measure learning progress over the duration of a course or program. Pre- assessments are administered before students begin a unit, course, or academic program.
Formative	Used as periodic evaluations to give educators in-process feedback about student learning so that instructional approaches, resources, and academic support can be modified.
Summative	Used to evaluate student learning at the conclusion of a unit, course, term/semester, program, or school year. Summative assessments are typically scored and graded to determine whether students have learned what they were expected to learn during the defined instructional period.

2.2 Specific Requirements for Formative Assessments:

Our Assessment Policy includes specific requirements on formative assessments with guidelines for educators on:

1. Carrying out regular, continuous assessments of all students.
2. Sharing learning outcomes with students and parents in addition to the assessment criteria used to evaluate the student's work.
3. Creating opportunities for peer and self-assessment to enable students to think critically and metacognitively about their own work in relation to success criteria and next steps for learning.
4. Ensuring instructional planning includes a variety of means to assess student progress (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements).
5. Provision of accommodations and modifications for students with additional learning needs to enable the equitable participation of all students.
6. Working with students to help them set challenging learning targets for themselves, monitor their own progress, and continuously improve.

2.3 Specific Requirements for Summative Assessments:

Specific requirements for summative assessments have been included in the school's assessment policy, along with recommendations for teachers on:

1. Assessing student progress through a variety of methods, including selected/constructed response and performance tasks and project-based assessment aligned to the school's curriculum standards.
2. Adapting assessments to cater to students with different abilities, including appropriate accommodations and modifications for students with additional learning needs aligned to their individual needs.
3. Analysis and use of the results of assessments to inform teaching and learning.
4. Examples of rubrics and/or grading criteria used.

5. Moderation protocols and a commitment to ensuring grading consistency.
6. Invigilation protocols and a commitment to ensuring assessment integrity.

3. External Assessments

- 3.1 Use of External Assessments: We at Bright Riders School implement different forms of external assessments as required or deemed appropriate according to curriculum, grade, purpose, and need, such as those indicated in Table 2. Types of External Assessments:

Table 2. Types of External Assessments

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

- 3.2 Board Exams: Bright Riders School ensures that all eligible students are registered for board examinations in compliance with the latest UAE ministerial resolution on school certificate equivalency, thereby facilitating the attainment of recognized school qualifications.
1. School encourages high-performing students to sit for the highest-level options for their board exams.
 - a. School communicates this recommendation to parents and engages with them to encourage students to choose this option.

- b. School also documents the communication, recommendation, and final decision taken by the student and their parents.
 2. School charges parents the fees for board exams for which a student is registered (including an admin fee that covers the processing of documents).
- 3.3 Study Leaves: Bright Riders School is authorized to grant study leave for students to prepare for board examination when approved by ADEK. Study leave days are marked on the Enterprise Student Information System (eSIS) as online attendance.
1. In this case, remains open for learning during study leave and ensures that adequate support is provided to students who are not taking leave.
- 3.4 Examination Leaves: Schools are authorized to grant examination leave for board examinations (when approved by ADEK) if a student is unable to undertake the examination on school premises.
- 3.5 ADEK-Mandated SBAs: School administers all the ADEK-mandated SBAs as indicated in Table 3. Mandatory SBA by Curriculum (see appendix).
1. External Assessment Guide Requirements: The External Assessment Guide provides additional guidance and specific requirements for the implementation of SBAs. Any requirements identified in the External Assessment Guide are an extension of this policy and schools shall ensure compliance to those requirements.
 2. Student Participation: BRS registers and administers the mandatory assessments to all students within the target grades as indicated in Table 3. Mandatory SBA by Curriculum.
 - a. BRS explains to parents the purpose of assessments utilized and how they will be used to inform their child's future learning.
 - b. It also follows up with parents to ensure maximum participation in external assessments. Make-up sessions shall take place to cover any emergency leave.
 - c. Exemption of a student from external assessments requires ADEK approval.
 3. Administration and Invigilation Protocol: We at BRS follow the assessment administration and invigilation protocols set by the

specific external assessment provider/exam board.

4. Accommodations and Modifications: To enable the equitable participation of all students, we also provide adjustments and accommodations for students with additional learning needs (aligned to their individual needs) and multilingual learners (where assessment providers allow for this), in line with the external assessment provider/exam board guidelines and in line with the [*School Inclusion Policy*](#).
5. Training: BRS ensures that staff at all levels are engaged in training on external assessment administration, analysis, and reporting. This training shall include a focus on the use of student-level data to inform instruction and enable staff to support parents and students in understanding results.
6. Fund Sourcing: BRS bears all costs associated with the administration of any ADEK-mandated external assessments (SBAs). No separate assessment fee is charged from parents.
7. Unique Student Identifiers: School provides school and student eSIS numbers, to be used as unique student identifiers, to external assessment providers. This will facilitate ease of data integration in ADEK's systems for tracking trends over time.
8. Data Sharing Agreements/ Consents: All eligible student SBA data is shared with ADEK directly by external assessment providers, and school signs third-party data-sharing agreements/consents with the providers for this purpose.
9. Data Analysis and Utilization: School analyzes assessment results, set student, subject, and whole-school targets, and devise intervention strategies to close learning gaps and challenge high-performing students. We continually utilize assessment results to update our curriculum design and teaching and learning practices.
10. Sharing Results with Students and Parents: School also shares student internal and external assessment results and/or assessment reports along with school report cards, in line with the [*ADEK Reporting Policy*](#). School engages students and parents through direct communications, meetings, and/or training sessions in developing an understanding of assessment results and the next steps for learning.

3.6 International Assessments: BRS administers all international assessments required by ADEK (e.g., PISA, TIMSS, and PIRLS).

1. School adheres to all requirements issued by ADEK regarding the administration of international assessments.
2. School analyzes and reviews the international assessment school reports and utilizes recommendations for school improvement planning and target setting.
3. School engages the whole school community in developing short- and long-term improvement strategies to meet its international assessment targets.

4. Accommodations and Modifications for Assessments

4.1 Accommodations and Modifications for Assessments: Students with additional learning needs and others who receive support in lessons receive accommodations in and modifications to exams and tests to ensure their “normal way of working” in class mirrors how they will be assessed, in line with the *School Inclusion Policy*.

1. School keeps records of the accommodations and modifications required by individual students and ensures that teachers and invigilators have access to these records.
2. BRS ensures that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.
3. If the school considers that a student would benefit from accommodations and modifications, but the assessment provider states that these are subject to performance on standardized tests, it administers such tests in-house whenever possible. If the required tests are not available in the school, it advises the student’s parents of the eligibility criteria and the process for accessing the tests from an external provider.
 - a. If the school is able to administer standardized tests to confirm eligibility in-house, the parents have the right to decline to pay additional fees for this service, on the understanding that this may impact the accommodations and modifications available to the student.
 - b. Where the standardized tests are sourced from an external provider, parents have the right to decline to commission this service, on the understanding that this may impact the accommodations and modifications available to the student.

5. Interventions

5.1 Designing and Implementing Interventions: BRS has formulated documented learning plans (DLPs) and implements interventions (processes and strategies) that enable the delivery of teaching and learning to maximize opportunities for all students, in line with the *School Inclusion Policy* and the *School Educational Risk Policy*.

1. School also analyzes internal and external assessment results to develop tiered interventions that address all student needs and where appropriate, target different groups (e.g., gifted and talented, students at educational risk, and students with additional learning needs), or cater to individual needs.
2. When planning and reviewing any individualized intervention, school involves the student in the process (particularly students in cycles 2 and 3).
3. School involves relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists) when planning interventions and when identifying appropriate external agencies where further specialist intervention is recommended.
4. School allocates resources to support individuals and groups of students, verifying that teaching staff provide the necessary teaching and learning accommodations and manage allocated resources.

6. Examination Misconduct

6.1 Combating Examination Misconduct: We at Bright Riders School, follow the requirements of the Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems.

1. The school educates students about the importance of not cheating and preserving academic honesty at all times.
2. The school ensures physical conditions (e.g., proper lighting, sufficient desk spacing) are set up to be conducive to conducting examinations in a credible and transparent manner.
3. Exam invigilators are trained to carry out their duties professionally and to be able to identify potential cheating occurring.

4. Students found to commit examination misconduct are subject to the penalties stipulated in the *School Student Behavior Policy*.
5. Anyone other than a student who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems is subject to the penalties stipulated therein.
6. BRS ensures that any examination violations are logged and reported to ADEK.

7. Security

- 7.1 Security and Integrity of Assessment Resources and Data: BRS ensures the integrity and security of assessment resources (e.g., instruments, confidential assessment materials) and data (e.g., individual and school-level data and records) in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and in line with the *School Digital Policy*.
- 7.2 BRS does not share any student assessment data with third parties without the consent of parents and approval from ADEK.

8. Monitoring and Evaluation

- 8.1 Monitoring and Evaluation: The school has established internal metrics to assess the effectiveness of its Assessment Policy, with findings informing its biennial review and continuous improvement.

9. Compliance

- 9.1 This policy is effective from the start of the Academic Year 2024/2025 (Fall term). BRS is fully compliant with this policy since the start of the Academic Year 2025/2026 (Fall term).

Approved By:

Rachna Prakash
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Bright Riders School-Abu Dhabi



Next Review: AY 2026-2027