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Shining Star International School, Abu Dhabi

Our Vision

To be a school of innovation & creativity; preparing students for global challenges.

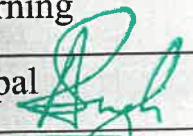

Our Mission

“Our mission is through the combined efforts of our staff, parents, students, and community to develop future leaders with active and creative minds. Our focus is on the holistic development of the individual, social, moral, intellectual, and physical growth, along with a strong sense of heritage and culture.”

Core Values

Care, Ownership, Togetherness, Honesty, Empathy, Gratitude
We ensure that the entire SSIS family follows these values.

Assessment Policy

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Authorised by	School Principal 
Authored by	Academic Coordinator 

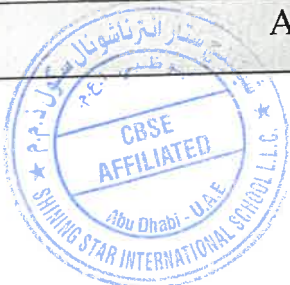




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1. Introduction
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Assessment plays a central role at Shining Star School. It serves as a tool to gather insights about students' academic progress, learning needs, and growth areas. Our aim is to ensure that assessments guide instruction, support every learner's journey, and align with ADEK's educational standards. A culture of data-informed decision-making is encouraged throughout the school.

2. Purpose & Objective
-

The objectives of this policy are:

- To define clear expectations for evaluating academic readiness, learning progression, skill acquisition, and values development.
- To promote evidence-based teaching through systematic collection and use of internal and external assessment data.

- To ensure compliance with ADEK's requirements for mandated standardized assessments.
- To enable transparent communication of assessment outcomes with students, teachers, and parents.

3. Definitions

- **Assessment:** The process of gathering information using various tools to evaluate student learning, skills, attitudes, and progress.
- **Internal Assessments:** Assessments developed and administered by the school, including diagnostic, formative, and summative assessments.
- **External Assessments:** Assessments provided by authorized external bodies to measure learning outcomes and compare performance nationally or internationally.
- **Cognitive Assessments:** Tools to evaluate a student's reasoning and general thinking skills.
- **Accommodation:** Adjustments in assessment conditions (e.g., extra time, enlarged text) that do not alter the test content, aimed at supporting students with additional needs.
- **Modification:** Changes made to test content or expectations to provide access for students with significant learning needs.
- **Formative Assessment:** Ongoing, low-stakes assessments used during learning to inform instruction.
- **Summative Assessment:** High-stakes assessments given at the end of an instructional period to measure achievement.
- **Benchmark Assessments:** Standardized tests that track progress and performance over time.
- **Students of Determination:** Learners who require additional support due to disabilities, giftedness, or other educational needs.
- **Multilingual Learners:** Students who are learning in a language other than their first language and may need language support.

4. Scope

This assessment policy applies to all staff and students at Shining Star School across all grades, from KG to Grade 12. It encompasses all forms of assessment—internal and external—and governs the planning, administration, monitoring, and reporting of assessments. The policy ensures:

- Consistency in assessment practices across subjects and grade levels.
- Alignment with the ADEK guidelines and curriculum standards.
- Inclusion of all students, including those with additional learning needs and multilingual learners.
- Collaboration among teachers, school leaders, students, and parents to enhance learning outcomes.

5. Guiding principles

Shining Star School's assessment policy is grounded in the following core principles:

- **Equity and Inclusion:** Every student, regardless of ability or background, has the right to fair and accessible assessment opportunities.
- **Holistic Development:** Assessments support the intellectual, emotional, and social growth of learners.
- **Data-Driven Improvement:** Assessment data is used meaningfully to enhance teaching, support students, and inform policy.
- **Integrity and Transparency:** Assessment processes are conducted ethically, and results are communicated clearly to all stakeholders.
- **Student-Centered Approach:** Assessments empower learners to take ownership of their progress and reflect on their learning journey.
- **Continuous Improvement:** The policy is reviewed regularly to ensure alignment with best practices and ADEK standards.

6. Responsibilities

To ensure effective implementation of this assessment policy, roles and responsibilities are clearly defined:

- **School Leadership:**
 - Oversee the development, review, and implementation of the assessment policy.
 - Ensure alignment with ADEK guidelines and curriculum standards.
 - Allocate resources and support professional development related to assessment.
- **Assessment Coordinator:**
 - Manage the administration and logistics of internal and external assessments.
 - Maintain accurate assessment data and ensure compliance with data security policies.
 - Facilitate training for staff on assessment practices and data analysis.
- **Teachers:**
 - Design and administer a range of internal assessments.
 - Use assessment data to inform instructional planning.
 - Provide timely, constructive feedback to students and communicate outcomes with parents.
 - Implement accommodations/modifications as per individual learning plans.
- **Inclusion Support Staff:**
 - Identify students requiring accommodations or modifications.
 - Collaborate with teachers and parents to implement and monitor support strategies.
 - Ensure alignment with the ADEK Inclusion Policy.
- **Students:**
 - Actively participate in the assessment process.
 - Set learning goals, reflect on their performance, and seek support where needed.
- **Parents:**
 - Support their child's learning and preparation for assessments.
 - Engage with the school to understand assessment practices and results.

7. Types of Assessments

7.1 Internal Assessments

These are assessments created and administered within the school. Types include:

- **Cognitive Assessments:** Evaluate a student's ability to reason, solve problems, and think critically.
- **Diagnostic Assessments:** Help identify students' existing knowledge, strengths, and gaps before instruction.
- **Placement Assessments:** Used to assign students to appropriate levels in courses or learning groups.
- **Screening Assessments:** Detects students who may need additional support or services.
- **Pre-assessments:** Establish a baseline of student knowledge prior to beginning a unit.
- **Formative Assessments:** Ongoing assessments (e.g., quizzes, class discussions) to monitor learning and provide feedback.
- **Summative Assessments:** Conducted at the end of units or terms to evaluate overall student learning.

These are standardized tests provided by external organizations:

- **Standardized Benchmark Assessments (SBA):** Administered annually to assess performance and track growth (e.g., IBT).
- **International Assessments:** Participation in assessments such as PISA, TIMSS, PIRLS for global benchmarking.
- **Board Exams:** High-stakes exams like CBSE for secondary school completion or university entry.

7.3 Alignment to ADEK protocols

- SSIS will ensure at least 97% participation in ADEK-mandated SBAs, with no fees charged to parents for these assessments.
- - Unique student identifiers (eSIS numbers) will be used for reporting results.
- - Data-sharing agreements with ADEK and external providers will be strictly followed.
- - Internal assessments will be aligned with PISA, TIMSS, and PIRLS frameworks to prepare students for international benchmarks.

8. Implementation Planning

8.1 Inclusive Assessments

Students with additional learning needs receive tailored accommodations (e.g., extended time, assistive technology) to support equitable access.

8.2 Formative Assessment Protocol

Formative assessments will be conducted continuously, with explicit success criteria and learning outcomes shared with students and parents.

- Regular formative assessments are embedded in teaching routines.
- Teachers share success criteria and learning goals with students and parents.
- Students engage in peer and self-assessments to develop critical thinking and self-reflection.
- Assessments include diverse formats like observations, oral questioning, and digital tasks.
- Differentiated strategies are used to support students with diverse needs.

8.3 Summative Assessment Protocol

- Summative assessments include multiple formats like tests, projects, and portfolios.
- Rubrics and marking schemes are shared to ensure transparency.
- Results are analysed to guide future teaching.
- Assessments are moderated to ensure grading consistency.
- Strict protocols are in place for invigilation and integrity of assessments.

9. Data Analysis & Use

- Data from assessments are analysed at the individual, class, and school levels.
- Results are used to design interventions, remedial programs, and enrichment opportunities.
- Curriculum and instruction are adjusted based on data trends.

10. Compliance with external assessments

- All ADEK-mandated SBAs are administered in relevant grades (e.g., Grades 3-9).
- Schools explain the purpose of assessments to parents and students.
- Exemptions require ADEK approval.
- Make-up sessions are arranged for students on leave.
- - Unique student IDs are used for tracking

11. Academic Integrity

To uphold credibility:

- **Students are educated on the importance of academic honesty.**
- **Exam conditions are structured to prevent cheating.**
- Misconduct is reported and addressed according to ADEK and school policies.
- **Assessment processes will comply with Federal Decree Law No. (33) of 2023 on combating cheating and violations in examinations.**
- **Assessment data handling will comply with Federal Law No. (45) of 2021 on personal data protection.**

12. Security & Privacy

- Assessment materials and data are stored securely.
- Data is not shared with third parties without parental consent and ADEK approval.

13. Monitoring / Evaluation & Review

- The SSIS Assessment Policy will be reviewed annually by the Academic Coordinator in consultation with section heads and assessment coordinators.
- Feedback from all stakeholders is considered in the review process.
- The revised policy will be formally approved by the Governing Board to ensure alignment with ADEK requirements and school-wide goals.

14. Retest Provision

Shining Star International School (SSIS) is committed to ensuring fairness and academic integrity in all forms of assessment. While students are expected to attend all scheduled assessments, the school recognizes that there may be valid reasons for absence. This section outlines the conditions under which re-tests or baseline scores may be awarded.

14.1 Term Examinations – Re-Test Provision

Re-tests for term examinations are permitted under the following conditions:

Eligible Circumstances:

1. **Medical Absence:**
 - Absence due to illness must be supported by an official medical certificate submitted within two (2) working days of the missed exam.
2. **Authorized Absence for Official Commitments:**
 - Participation in external events, exams, or competitions where the student officially represents SSIS.
 - Prior written approval from the Principal or Academic Head is required.
3. **Exceptional Family Emergencies or Bereavement:**
 - Written request from parent/guardian with appropriate documentation.
 - The final decision lies with the School Leadership Team.
4. **Academic Intervention-Based Re-Test (Optional):**
 - Students scoring below 40% in a subject may be allowed one re-test after academic counselling and with parental consent.
 - This is intended to support students at risk of underachievement and is not automatic.

Conditions for Re-Test:

- Must be conducted within two weeks of the original exam date.

- The re-test paper will be equivalent in rigor but not identical.
- Re-test marks are final and override the original grade (if any).
- Scheduled after school hours or on weekends if necessary.

14.2 Periodic Tests (PTs) – No Retest Policy

There is no retest provision for missed Periodic Tests (PTs). The following rules apply:

A. Authorized Absences:

- If a student misses a PT due to an authorized reason (e.g., pre-approved medical leave, family emergency, or school participation), a baseline mark may be awarded.
- Alternatively, the baseline will be derived from class performance and teacher judgment.
Use a Holistic Set of Class-Based Evidence

Select data from the following sources to form a clear picture of student ability:

Classwork & Notebooks: Completion, quality, accuracy, and presentation.

Homework & Assignments: Frequency, punctuality, level of understanding demonstrated.

Quizzes / Exit Tickets: Any short, informal assessments conducted in class.

Oral Responses: Participation in discussions, questioning, and reasoning ability.

Projects / Presentations: Application of knowledge and critical thinking.

Teacher Observations: Engagement, effort, and grasp of concepts during instruction.

Exception:

If a student is absent due to representing the school in an external academic, sports, or cultural competition, they may be allowed a make-up PT at the discretion of the subject head and academic coordinator.

B. Unauthorized Absences:

- If a student is absent from a PT without prior approval or valid documentation, the assessment will be recorded as **zero**.
- **No credit** will be given in such cases.

15. Reporting Unfair Means

Shining Star International School (SSIS) is committed to upholding the highest standards of academic honesty and integrity. All assessments must reflect the genuine work and abilities of students.

15.1 Definition of Unfair Means

Unfair means include, but are not limited to:

- Copying from or allowing others to copy during assessments
- Possessing unauthorized materials (e.g., written notes, electronic devices)
- Using AI, translators, or other software to generate answers during exams unless permitted
- Impersonation or facilitating impersonation
- Tampering with answer sheets or school records

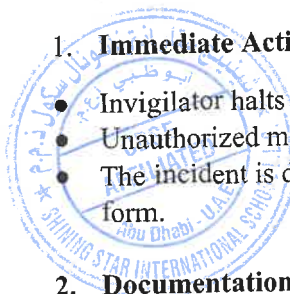
15.2 Detection and Reporting Process

1. Immediate Action

- Invigilator halts the exam for the involved student(s).
- Unauthorized materials or devices are confiscated.
- The incident is documented using the "Unfair Means in Examination – Letter of Confession" form.

2. Documentation

- The form includes student's written acknowledgment, invigilator remarks, and date of occurrence



- A copy is retained in the student's academic file.

3. Investigation and Decision

- A disciplinary committee reviews the case within 2 working days.
- The student and parent are invited to a formal meeting.
- Decisions may include warnings, grade penalties, disqualification from the exam, or suspension (based on severity and recurrence).

15.3 Preventive Measures

- All students receive a **briefing before each exam period** on acceptable behaviour.
- Class teachers conduct **ethics and academic honesty sessions** each term.
- Assessment integrity rules are **included in student diaries** and assessment schedules.

16. Follow-up of performance & Parent's Undertaking

At SSIS, students are supported to reach their full academic potential through differentiated instruction and targeted intervention. However, in cases where students consistently fail to meet academic expectations, the school will implement a formal follow-up and parental engagement process.

16.1 Identification of Underperformance

Students will be identified for follow-up if:

- They do not meet minimum grade-level benchmarks in internal and/or external assessments.
- Academic progress remains limited despite tiered interventions and support.
- There is a consistent lack of engagement or incomplete assessments across core subjects.

16.2 Parental Meeting and Documentation

1. Parents will be invited for a formal meeting with the class teacher, academic coordinator, and/or section supervisor.
2. The academic concerns, past performance data, and future expectations will be clearly communicated.
3. Parents will be required to sign an Academic Undertaking Form, acknowledging:
 - The student's current academic standing.
 - The school's conditional promotion (if applicable).
 - The parent's commitment to supporting the student's improvement.

16.3 Conditional Promotion Clause

If a student is conditionally promoted to the next grade level, the following applies:

- The promotion is contingent on improved academic performance in the subsequent term/year.
- Failure to meet improvement targets may result in grade retention in line with ADEK policies.
- A copy of the signed undertaking is kept in the student's official academic file.

17. Moderation

- Summative assessments will include moderation sessions, benchmark thresholds, and formal invigilation protocols to ensure fairness and prevent grade inflation.
- - Calibration sessions will be held to ensure validity, reliability, and consistency across subjects and grade levels.

18. Marking Criterion for the New Joiners & absences

New Joiners:

- Those who are new admission in the academic year will get average marks on attempted exams based on class performance and Term I mark.

Absentees:

- a) Informed leave (with medical certificate):
 - Students who have informed and submitted medical certificates will be awarded average marks based on class performance, multiple class tests and PT.
- b) Uninformed leave (without a medical certificate):
 - Students who have been absent on the day of the assessment/examination without information will award minimum marks.
 - Class teachers will send the undertaking form to the parents immediately after the exam and maintain a record in the student and teacher's file (the undertaking form duly filled and signed by both Form Tutor and parent).

Failing to secure minimum Academic Benchmarks

If a student score less than passing marks in exam:

- Re-test for MOE subjects
- Failing in one subject – GRACE MARKS (**subject to approval from Principal /SLT**)
- Failing in Two subjects – RE-TEST
- Failing in Three subject – DETAINED

Detaining Rules:

- Students detained will be considered on a case by case basis
- The students will be detained according to CBSE rules and regulations and as per ADEK guidelines.

18. Annual Assessment Calendar

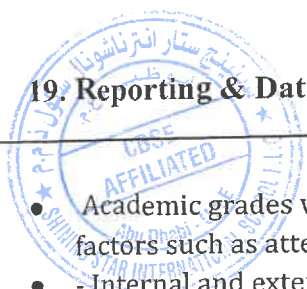
- An annual assessment calendar will be prepared, including internal assessments, ADEK-mandated SBAs, board exams, and international assessments.
- The calendar will be submitted to ADEK at least one week before the start of each academic year, as required.

19. Accommodations & Modifications

- A record of accommodations and modifications will be maintained for all eligible students.
- - Accommodations will reflect students' normal way of working and comply with ADEK Inclusion Policy and provider regulations.
- - Where providers require additional tests for eligibility, parents will be informed of their rights and responsibilities

19. Reporting & Data use

- Academic grades will reflect only achievement of curriculum standards. Non-academic factors such as attendance, behavior, and effort will be reported separately.
- - Internal and external assessment data will be triangulated to identify discrepancies, inform instruction, and guide interventions.



- All academic results will be reported on ADEK's eSIS platform in line with reporting requirements.