



Assessment Policy

Grades 1 - 5

This policy shall be shared with all stakeholders at the beginning of the school year and reviewed every year.

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A. Introduction

The assessment of students' achievement is an integral part of the school curriculum and is aligned with the school's educational philosophy, goals, and objectives. Assessment is also linked to the professional development of staff and is embedded within a well-designed, systematic, and documented process.

The overall purpose of the assessment process is to ensure the quality, rigor, and reliability of students' performance data. Reliable assessment data is used to monitor students' progress, identify areas for improvement, inform teaching and learning practices, and support the enhancement of students' academic achievement.

B. Assessment System (Grades 1 – 5)

1- Subject Distribution

For Grades 1–5, the school follows a unified assessment system across all subject areas. The number of learning periods is also consistent across Grades 1–5, with 30 learning periods per week, as indicated in the table below.

1.1- School Subjects for grades 1-3

Subject	Grades 1-3
ARABIC	6
RELIGION	1
CITIZENSHIP	1
MATH	5
SCIENCE	3
ENGLISH	6
LIFE SKILLS	1
COMPUTER SCIENCE	2
M A M	2
P. E	2
ART	1
<i>Periods/W</i>	30

1.2- School Subjects for grades 4-5

Subject	Grades 4-5
ARABIC	6
RELIGION	1
SOCIAL & CITIZENSHIP	1
MATH	5
SCIENCE	3
ENGLISH	6
LIFE SKILLS	1
COMPUTER SCIENCE	2
M A M	2
P. E	2
ART	1
<i>Periods/W</i>	30

- The duration of each learning period is **50** minutes.

2.0- Report cards

2.1- Summary

The academic year is divided into **three terms**, as outlined in the table below:

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>
August- December	January- March	April- June

A Report Card is issued to each student at the end of every term.

2.2 Academic Achievement

The student's academic achievement in each discipline is assessed using four qualitative terms that describe their academic progress as **Emerging**, **Developing**, **Proficient**, or **Advanced** as shown in the table below:

Progress Towards Objectives
Emerging
Developing
Proficient
Advanced

- The indication of each of the above-mentioned terms are explained in the table below.

Level	Descriptor
Emerging	Student is beginning to grasp the foundational concepts but requires additional support to progress.
Developing	Student is making progress and demonstrating basic understanding of the material, meeting fundamental grade-level expectations.
Proficient	Student has solid understanding of the subject matter and can apply knowledge effectively, typically meeting proficiency level expectations.
Advanced	Student exceeds proficiency level expectations, demonstrating exceptional understanding and application of concepts.

- If a student's performance in any of the subject-specific Instructional Standards (competencies) is assessed as **Emerging**, the teacher must prepare a Targeted Support Plan (TSP) to address the identified area of need and support the student's improvement.

2.3 Grading System

- Students' overall academic achievement will be categorized using the international letter grading system **A, B, C, or D** according to their grade level, as indicated in the table above.
- Students' performance levels **Emerging, Developing, Proficient, and Advanced** will each correspond to a specific letter grade, as indicated in the table below.

Grade Level	Letter Grade
Emerging	D
Developing	C
Proficient	B
Advanced	A

2.4 Assessment Tools and Standards

- The school adopts a **continuous assessment system**, using various assessment tools to evaluate the students in the competencies and skills listed in the School Curriculum Document.
- Examples of continuous assessment tools:

- Design a product - Solve a real-life problem - Conduct an experiment - Argue a position - Create a visual / analogy - Create a digital product - Write a journal (reflection) - Ask complex questions / create a problem	- Interpret a visual - Create a photo / voice (pics – videos) - Write a song – prose or poem - Respond to a real/hypothetical situation - Create an image of a concept - Title for a content - Short quizzes - Unit tests
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- Each discipline has a number of Instructional Standards, which should be covered throughout the whole year. Each Instructional Standard is made up of detailed competencies and skills.
- Below are samples of students' progress & end of year report cards.

Progress Report Card

Term 1/2

A.Y. 2026-2027

Student		Grade	
CPR No		Date	

ENGLISH	T1
Listening	
Speaking	
Reading	
Writing	
Teacher's Feedback:	

ARABIC	T1
الاستماع	
التواصل الشفوي	
القراءة	
الإنتاج الكتابي	
Teacher's Feedback:	

SCIENCE	T1
Application of Scientific Knowledge	
Demonstration of Scientific Concepts	
Teacher's Feedback:	

MATH	T1
Numbers & Operations	
Geometry & Measurement	
Statistics & Probability	
Teacher's Feedback:	

Support Subjects	T1
RELIGION	
SOCIAL STUDIES & CITIZENSHIP	
ART	
PHYSICAL EDUCATION	
COMPUTER SCIENCE	
MENTAL ABACUS MAGIC	

Level	Level	Descriptor
A	Advanced	Student exceeds proficiency level expectations, demonstrating exceptional understanding and application of concepts.
B	Proficient	Student has solid understanding of the subject matter and can apply knowledge effectively, typically meeting proficiency level expectations.
C	Developing	Student is making progress and demonstrating basic understanding of the material, meeting fundamental grade-level expectations.
D	Emerging	Student is beginning to grasp the foundational concepts but requires additional support to progress.

School Principal Signature

School Stamp

End-of-Year Report Card A.Y. 2026-2027

Student		Grade	
CPR No		Date	

ENGLISH	T1	T2	T3
Listening			
Speaking			
Reading			
Writing			
Teacher's Feedback:			

ARABIC	T1	T2	T3
الاستماع			
التواصل الشفوي			
القراءة			
الإنتاج الكتابي			
Teacher's Feedback:			

SCIENCE	T1	T2	T3
Application of Scientific Knowledge			
Demonstration of Scientific Concepts			
Teacher's Feedback:			

MATH	T1	T2	T3
Numbers & Operations			
Geometry & Measurement			
Statistics & Probability			
Teacher's Feedback:			

Support Subjects	T1	T2	T3
RELIGION			
SOCIAL STUDIES & CITIZENSHIP			
ART			
PHYSICAL EDUCATION			
COMPUTER SCIENCE			
MENTAL ABACUS MAGIC			

Grade	Level	Descriptor
A	Advanced	Student exceeds proficiency level expectations, demonstrating exceptional understanding and application of concepts.
B	Proficient	Student has solid understanding of the subject matter and can apply knowledge effectively, typically meeting proficiency level expectations.
C	Developing	Student is making progress and demonstrating basic understanding of the material, meeting fundamental grade-level expectations.
D	Emerging	Student is beginning to grasp the foundational concepts but requires additional support to progress.

[Student's name] has successfully completed Grade 5 and will be promoted to Grade 6

School Principal Signature

School Stamp

C- Promotion to next level

Al Rawabi Private School's Assessment Policy ensures that students meet the required grade-level standards and competencies to be promoted to the next grade level.

The minimum requirement for promotion to the next grade level is for students to achieve the **Developing Level** in all competencies of **Numeracy and Literacy (Mathematics, English, and Arabic)** by the end of the academic year.

- Grades 1-3:
 - Students who achieve **below the Developing Level** in any competency in Mathematics, English, or Arabic may be **promoted with recommendations**.
 - Parents/guardians of students who are promoted with recommendations are required to **acknowledge and agree to the promotion recommendation** by signing an official written notice during a meeting with the school administration.

D-Awarding Policy

- **Ongoing Recognition:** An award system is implemented in each class, such as **"Star of the Week,"** to motivate, encourage, and recognize students' efforts and achievements. Certificates are presented during the **morning assembly** to acknowledge students' improvement and achievements in different areas.
- **End-of-Term:** Achievement Certificates are awarded to students who demonstrate consistent progress and improvement in any subject throughout the term.
- **Criteria:** Students may be recognized based on the following criteria:
 - Demonstrated progress on the Assessment Scale.
 - Demonstrated extra effort and active engagement in class.
 - Demonstrated positive learning attributes and attitudes towards learning.

E- Attendance Policy

- As per the Ministry of Education (MOE) requirements, any student who accumulates 10 or more days of absence due to unjustifiable reasons will be reported to the MOE for further investigation and appropriate action.
- All absences will be considered unjustified unless the parent/guardian provides a valid supporting document, such as a medical certificate, prescription, medical report, death certificate, accident report, or other official documentation.

Note: All other reasons for absence, including extended vacations, family events, or similar personal commitments, will be considered unjustified absences.

Educational measures Against Unjustifiable Absences		
S	Absence rate	Measures
1	1 day	Notification/phone call to the parent/guardian by the counsellor.
2	2 to 5 days	Notification to the parent/guardian, followed by a meeting with the parent/guardian and counsellor. A signed undertaking is required.
3	6 to 9 days	Student Concern Meeting with the parent/guardian and counsellor. A final warning will be issued.
4	10 days or more	A meeting will be held with the Discipline Committee, followed by notification to the parent/guardian. A report will also be submitted to the Ministry of Education (MOE).