مدرسة الروابي
Al Rawabi School

Assessment Policy

Elementary School

Grades 1 – 5

S.Y 2026 - 2027

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

Updated September 08, 2026

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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.

Purposes and Principles of Assessment

Assessment at Al Rawabi serves two complementary purposes:

- Assessment for learning (formative): used throughout every lesson and unit to share learning intentions and success criteria, check understanding, give students timely and actionable feedback, involve students in self- and peer-assessment, and adjust teaching to meet students' needs.
- Assessment of learning (summative): used at planned points in each term to judge each student's level of achievement against the Instructional Standards *(Scope & Sequence LOs)* and to report it to parents.

All assessment at the Al Rawabi school is guided by the following principles:

- Aligned: every assessment task is linked to the Instructional Standards, competencies and skills in the School Curriculum Document.
- Valid and varied: students show what they know, understand and can do through a range of assessment tools, not a single test.
- Reliable and consistent: judgments are based on sufficient evidence and are moderated, so that the same work receives the same level in every class.
- Fair and inclusive: all students, including those with additional learning needs, have an equal opportunity to demonstrate their learning. *(A variety of tools to meet individual needs.)*
- Transparent: students and parents understand what is being assessed, how it is assessed, and what the results mean.

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 tables below.

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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
MENTAL ABACUS MAGIC (MAM)	2
P. E	2
ART	1
Periods/W	**30**

1.2 - School Subjects for Grades 4-5

Subject	Grades 4-5
ARABIC	6
RELIGION	1
SOCIAL STUDIES & CITIZENSHIP	1
MATH	5
SCIENCE	3
ENGLISH	6
LIFE SKILLS	1
COMPUTER SCIENCE	2
MENTAL ABACUS MAGIC (MAM)	2
P. E	2
ART	1
Periods/W	**30**

- The duration of each learning period is 50 minutes.
- The subject names above are used consistently on all report cards. “Life Skills” is assessed and reported as a support subject.

2. Report Cards

2.1. Summary

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

Term 1	Term 2	Term 3
August – December	January – March	April – June

A Report Card is issued to each student at the end of every term. A Progress Report Card is issued at the end of Term 1 and Term 2, and an End-of-Year Report Card is issued at the end of Term 3, showing the student’s levels for all three terms and the promotion decision.

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. The meaning of each term is explained in the table below.

Level	Descriptor
Emerging	Student is beginning to grasp the foundational concepts, does not yet meet the essential grade-level expectations, and requires additional support to progress.
Developing	Student is making progress and demonstrating basic understanding of the material, meeting the essential (minimum) grade-level expectations, but is not yet consistent or independent in applying knowledge and skills. This is the minimum level required for promotion in Mathematics, English and Arabic (see Section C).
Proficient	Student has solid understanding of the subject matter and can apply knowledge and skills accurately and independently, fully meeting grade-level expectations.
Advanced	Student exceeds grade-level expectations, demonstrating exceptional understanding and application of concepts in new, unfamiliar or complex situations.

- 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 (see Section 2.6).

2.3. Grading System

- Students' academic achievement in each strand and subject will be reported using the international letter grading system A, B, C, or D.
- Students' performance levels Emerging, Developing, Proficient, and Advanced will each correspond to a specific letter grade, as indicated in the table below.

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

- No percentages, averages or single overall grade are calculated. Each letter grade describes the student's level against the Instructional Standards; it is not a ranking against other students.

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	– Interpret a visual
– Solve a real-life problem	– Create a photo, audio or video recording
– Conduct an experiment	– Write a song, prose or poem
– Argue a position	– Respond to a real/hypothetical situation
– Create a visual / analogy	– Create an image of a concept
– Create a digital product	– Create a title for a piece of content
– Write a journal (reflection)	– Short quizzes
– Ask complex questions / create a problem	– Unit tests

- Short quizzes and unit tests are used alongside performance tasks; no single test determines a student's level.
- 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.
- Samples of the Progress Report Card and the End-of-Year Report Card are provided at the end of Section B.

2.5. Report Card Grades

- Teachers record a performance level for each competency assessed during the term, based on evidence from more than one assessment tool (a minimum of two pieces of evidence per competency per term).
- The grade for each strand on the report card (e.g., English – Reading; Math – Geometry & Measurement) is determined by the teacher's best-fit professional judgment of the student's competency levels within that strand. Greater weight is given to the most recent and most consistent evidence. Levels are not averaged.
- Each support subject receives one best-fit grade for the subject as a whole.
- If a student is at "Emerging" in any competency within a strand, this must be stated in the Teacher's Feedback, even if the overall strand grade is higher, and a Targeted Support Plan must be in place.
- The Term 3 (End-of-Year) grade reflects the student's level at the end of the year in all competencies taught during the year. It is not an average of Terms 1–3, and it is the grade used for promotion decisions (Section C).
- Teacher's Feedback identifies at least one strength and one specific next step for the student.

2.6. Targeted Support Plans (TSP)

- A TSP is required whenever a student is assessed at “Emerging” in any competency in any subject.
- The subject teacher prepares the TSP within 10 school days of the judgment. The TSP states the competency concerned, the specific learning gap, the support actions and resources, who is responsible, the review date, and the success criteria for closing the plan.
- The subject coordinator reviews and approves each TSP and monitors its implementation.
- Parents/guardians are informed when a TSP is opened and are given suggestions for supporting their child at home.
- Progress against each TSP is reviewed at least twice per term. A TSP is closed when the student reaches the Developing level in the competency, and the evidence is recorded.
- TSPs still open at the end of the year are passed on to the student’s next teacher.

2.7. Assessment Quality: Planning, Evidence and Moderation

- *Assessment planning:* at the start of each term, each subject department prepares an assessment plan showing the key assessment tasks and unit tests for each grade, mapped to the Instructional Standards. The plan is approved by the Principal and shared with parents. A class should have no more than one unit test on the same day.
- *Record keeping:* teachers record competency levels on the school’s assessment tracker throughout the term and keep samples of student work as evidence (e.g., in a student portfolio).
- *Moderation:* each subject coordinator leads at least one moderation meeting per term, in which teachers jointly assess a sample of student work from different classes and levels to agree on consistent judgments. Outcomes and any agreed upon adjustments are recorded.
- *Data review:* after each term, the Principal and subject coordinators analyze assessment results by grade, class, subject and student group to identify patterns, set improvement priorities, and plan staff professional development.
- *Missed assessments:* a student who misses an assessment because of a justified absence is given an alternative opportunity. Where the absence is unjustified, the teacher judges the student’s level using other available evidence.

2.8. Inclusion and Assessment Accommodations

- Students with special educational needs or identified learning difficulties may receive access arrangements that remove barriers without changing what is being assessed, such as extra time, a reader or scribe, simplified instructions, enlarged print, a separate room, or responding orally.
- Accommodations are agreed upon by the school's learning support team or counsellor with the subject coordinator, recorded in the student's individual support plan, and used consistently in class assessments.
- Where a student is assessed against modified expectations, this is stated in the Teacher's Feedback on the report card and discussed with parents.

2.9. Communication with Parents

- Report cards are issued at the end of each term (Section 2.1) and are signed by the School Principal.
- A parent–teacher meeting is held after the Term 1 and Term 2 report cards to discuss each student's progress and next steps.
- Parents are informed promptly, not only at report card time, when their child is at Emerging in any competency, when a TSP is opened or closed, or when promotion may be at risk.
- This policy, the performance levels and their descriptors are shared with parents at the beginning of the school year and published on the school's official website.

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Progress Report Card

Term 1/2

S.Y. 2026-2027

Student		**Grade**	
CPR No		**Date**	

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

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

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

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

Support Subjects	T1	T2
RELIGION		
CITIZENSHIP (G1–3) / SOCIAL STUDIES & CITIZENSHIP (G4–5)		
ART		
PHYSICAL EDUCATION		
COMPUTER SCIENCE		
MENTAL ABACUS MAGIC (MAM)		
LIFE SKILLS		

Grade	Level	Descriptor
A	**Advanced**	Student exceeds grade-level expectations, demonstrating exceptional understanding and application of concepts in new, unfamiliar or complex situations.
B	**Proficient**	Student has solid understanding of the subject matter and can apply knowledge and skills accurately and independently, fully meeting grade-level expectations.
C	**Developing**	Student is making progress and demonstrating basic understanding of the material, meeting the essential (minimum) grade-level expectations, but is not yet consistent or independent.
D	**Emerging**	Student is beginning to grasp the foundational concepts, does not yet meet the essential grade-level expectations, and requires additional support to progress.

The T2 column is completed on the Term 2 Progress Report Card.

School Principal Signature: _____ **School Stamp:** _____

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End-of-Year Report Card

S.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			
CITIZENSHIP (G1–3) / SOCIAL STUDIES & CITIZENSHIP (G4–5)			
ART			
PHYSICAL EDUCATION			
COMPUTER SCIENCE			
MENTAL ABACUS MAGIC (MAM)			
LIFE SKILLS			

Grade	Level	Descriptor
A	**Advanced**	Student exceeds grade-level expectations, demonstrating exceptional understanding and application of concepts in new, unfamiliar or complex situations.
B	**Proficient**	Student has solid understanding of the subject matter and can apply knowledge and skills accurately and independently, fully meeting grade-level expectations.
C	**Developing**	Student is making progress and demonstrating basic understanding of the material, meeting the essential (minimum) grade-level expectations, but is not yet consistent or independent.
D	**Emerging**	Student is beginning to grasp the foundational concepts, does not yet meet the essential grade-level expectations, and requires additional support to progress.

[Student's name] has successfully completed Grade [X] and will be promoted to Grade [X+1]

For students promoted with recommendations: "[Student's name] has completed Grade [X] and will be promoted to Grade [X+1] with recommendations. Please refer to the attached Targeted Support Plan(s)."

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 school year. Promotion decisions are based on the student's end-of-year competency levels recorded on the school's assessment tracker and reflected in the End-of-Year (Term 3) Report Card.

Parents/guardians of any student whose promotion may be at risk are informed no later than the end of Term 2, and the student's TSPs are reviewed with them.

- **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.
  - A TSP for each competency below the Developing Level is carried into the next grade and reviewed within the first month of the new school year.

- **Grades 4-5:**
  - Students who achieve below the Developing Level in any competency in Mathematics, English, or Arabic are referred to the Promotion Committee (Principal, Assistant Principal, relevant Subject Coordinators and Counsellor).
  - The Committee reviews the student's assessment evidence, TSP records, attendance and wellbeing, and decides either

    (a) promotion with recommendations, with TSPs carried into the next grade and the same parent/guardian sign-off as for Grades 1-3; or

    (b) retention in the current grade, in line with Ministry of Education regulations, where the evidence shows the student would not be able to access the next grade's curriculum.
  - The Committee's decision and its reasons are documented and communicated to parents/guardians in a meeting before the end of the academic year.

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.

- Absences are counted cumulatively across the school year.
- Supporting documents must be submitted to the school within three school days of the student's return.
- Assessments missed due to absence are handled as described in Section 2.7.

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).

F. Roles and Responsibilities

Role	Responsibilities
Teachers	Plan and carry out assessment aligned to the Instructional Standards; record evidence and competency levels; determine report card grades and write feedback; prepare and implement TSPs; communicate with parents.
Subject Coordinators	Approve department assessment plans; lead termly moderation; review and approve TSPs; quality-assure report card grades and feedback before issue; analyze subject data.
Principal / Assistant Principals	Ensure the policy is implemented consistently; approve assessment plans; lead the termly data review; chair the Promotion Committee; sign report cards.
Counsellor / Learning Support	Support students on TSPs and accommodations; lead attendance follow-up; contribute to promotion decisions.
Parents / Guardians	Support learning at home; attend parent–teacher meetings; respond to TSP and attendance communications; ensure regular attendance.
Students	Understand learning intentions and success criteria; act on feedback; take part in self- and peer-assessment.

G. Policy Review

- This policy is shared with all stakeholders at the beginning of the school year and reviewed annually by the school leadership team with the subject coordinators, taking account of assessment data, moderation outcomes, staff and parent feedback, and any changes to Ministry of Education requirements.
- Next review: September 2027.