



ASSESSMENT POLICY

Purpose and Scope

Merryland School is committed to providing a comprehensive and equitable assessment framework that supports student learning, promotes academic excellence, and ensures fairness and integrity in all assessment practices. This policy outlines the principles, procedures, and responsibilities governing assessments conducted within the school.

Introduction:

Merryland International School provides the following curricula at various stages of the school.

Kindergarten- Cambridge Early Years

Grade 1 to 6- Cambridge Primary Curriculum

Grade 7 to 8- Cambridge Lower Secondary Curriculum

Grades 9 & 10- IGCSE Curriculum

Grades 11 & 12- Advanced Curriculum

We believe a child's education is served best when his/her individual needs are met within a challenging and comprehensive structured curriculum. Our main goal is to create a generation of highly productive global citizens who respect diversity and will relentlessly pursue excellence in their intellectual, moral, and social spheres. We believe that children learn differently and that instruction must be geared to the various learning styles in each classroom wherever possible.

Education: The UAE Vision

At MIS, we have designed our curriculum to raise the standard of teaching and learning to meet the expectations of the UAE's education vision.

1. To be the highest performing school in PISA in the UAE
2. To be the highest performer in TIMSS
3. To ensure that 100% of children in pre-primary education attain the target in literacy, numeracy, scientific application, and technological skills.
4. To ensure every Emirati student completes their high school education.
5. To ensure that almost all students in grade 9 develop high skills in Arabic
6. To ensure 100% university admission to all students after Grade 12.



The Principles of Assessment:

- **Fairness:** Assessments will be fair and unbiased, giving all students an equal opportunity to demonstrate their knowledge and skills.
- **Validity:** Assessment tasks will align with curriculum objectives and accurately measure students' attainment of learning outcomes.
- **Reliability:** Assessment procedures will be consistent and reliable, yielding consistent results.
- **Transparency:** Assessment criteria, expectations, and feedback mechanisms will be transparently communicated to students, parents, and staff.
- **Continuous Improvement:** Assessment practices will be regularly reviewed and refined to enhance effectiveness and relevance.

1. Students:

- To inform and enable students to be accountable for their skills/knowledge levels.
- To empower students to develop as independent, self-reliant, and self-critical learners.
- To help students set goals for their learning and develop learning strategies.
- To build positive self-esteem and a sense of achievement.

2. School:

- To identify each learner and ascertain academic strengths and areas of growth so that teachers can better design appropriate classroom instruction.
- To monitor the progress made by each student and achieve the learning goals.
- To carefully plan lessons, catering to all learners and creating an inclusive learning environment.
- To celebrate the success of each student.
- To support students with diverse needs.

3. Parents:

- To provide opportunities to understand and appreciate their children's efforts.
- To support and appreciate the efforts taken at school.
- To build a partnership with the school, working towards the students' progress is the common goal.
- To assist the students, increase the outcomes, and motivate them to perform on an accelerating scale.



Key features: Assessment, Grading, and Reporting:

1. Assessment:

The information is used to guide instruction, help teachers make instructional decisions to meet the needs of individual students better and analyse the effectiveness of the instructional program at Merryland International School. Each assessment allows students to demonstrate their understanding or application of concepts or skills.

2. Grading:

The assessment or evaluation of a student's performance related to their understanding or application of concepts or skills is demonstrated through numerical or letter form. It is one of the ways in which teachers communicate with students and parents about the progress and achievement achieved over the academic year and is used to monitor the progress they make throughout their learning journey.

3. Reporting:

Grades based on formal and informal assessments are communicated to students and parents through school report cards, parent-student-teacher conferences, and reports, all available at all times at the school ORISON portal.

Types of Assessment:

A. Internal Assessments:

Assessments will cover a range of formats appropriate to students' age/stage, including observation, questioning, classroom discussions, digital quizzes, problem-solving activities, written exams, projects, presentations, practical assessments, and peer and self-assessment. Internal assessments will be conducted periodically throughout the academic year for all students from KG to grade 12(A-Level) to gauge their understanding of the curriculum. Internal assessments take many forms but are mainly categorized as formative and summative.

1. Formative Assessment:

Through formative assessment, teachers provide timely feedback to students to facilitate their learning and growth. It is a collaborative assessment process that involves students also to support them to become self-directed learners. Teachers make continuous assessments for learning (AFL) during the lessons through questions and also from students' work, such as journals, essays, task sheets, projects, and peer and self-assessment. It is an ongoing evaluation from KG to Grade 12.



2. Summative Assessment:

The summative assessment is a formal assessment carried out under disciplined conditions and a prescribed time limit to evaluate students' knowledge and skills at the middle and end of every term. These assessments have increased content coverage as the academic year progresses.

Summative Assessments conducted at Merryland School are:

- Mid Term exams: Mid-term 1 and Mid-term 2
- Term Exams: Term 1, Term 2 and Term 3

Cambridge Progression Test:

Cambridge Progression Tests are internal assessments that help to check learners' knowledge, skills, and understanding of English, Mathematics, and Science. Teachers at school mark these tests.

B. External Assessments:

External assessments, such as those conducted by examination boards (e.g., CAIE—IGCSE, AS and A Level exams, and MoE Board Exams), will follow the guidelines provided by the respective examination bodies.

External Assessments	Purpose	Targeted Grades
CEM Entry & Exit	Centre for Evaluation and Monitoring is an early years assessment that is a diagnostic and progress analysis at kindergarten's entry and exit stages. It is assessed in PSED, Literacy, And Numeracy.	Entry and exit stage of KG2
PISA	The program for international student assessment is an international benchmark assessment conducted every three years. This digital test is based on mathematics, reading, and science literacy.	15 year old students
TIMSS	Trends in International Math and Science is a designed international benchmark examination for grades 4 and 8 in Math and Science and is conducted every four years. It is a digital-based examination.	Grades 4 and 8
PIRLS	Progress in International Reading and Literacy Studies is conducted every five years. This international assessment and research project measures reading achievements at the grade 4 level. It is also a digital-based assessment.	Grade 4
GL	Granada Learning is an international benchmark examination, which is conducted every year, and evaluates students' progress in English literacy, Numeracy, and Scientific inquiry at every stage.	Grade 3 to Grade 9



Arabic IBT and ABT	Arabic IBT and ABT are provided to all learners to assess language proficiency in four strands: reading, writing, speaking, and listening.	Grade 4 to Grade 9
CAIE Checkpoint	Cambridge Checkpoint is for students at the key stages, grade 8, and it serves as a preparatory assessment externally evaluated by the CAIE in English, Mathematics, and Science.	Grade 8
CAIE IGCSE	International General Certificate of Secondary Education is the qualifying examination for Grade 10.	Grade 10
CAIE Advanced Level	It is the graduating examination that qualifies the student for the university placement.	Grades 11 & 12
EMSAT	The Emirates Standardised Test is a national system used for university admissions for those pursuing higher education in the UAE.	Grade 12
MOE Examination	Graduating Arabic and Islamic examinations conducted by the UAE Ministry of Education.	Grade 12

Internal Accommodations and Modifications for Assessments:

- Students with special needs or disabilities will receive appropriate accommodations and modifications to ensure equitable assessment access.
- Individualized education plans (IEPs) outlining specific accommodations and modifications will be developed for students requiring additional support.

Interventions:

- Intervention strategies will be implemented for students who require additional support to meet assessment standards.
- This may include targeted tutoring, remedial classes, or personalized learning plans.
- The school will involve relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists) when planning interventions.

Promoting Digital Assessments:

- The school embraces digital technologies to streamline assessment processes and reduce paper consumption.
- Digital assessments minimize waste and offer greater flexibility, accessibility, and efficiency for students and educators.



Examination Misconduct:

- The school has a zero-tolerance policy towards examination misconduct, including cheating, plagiarism, and unauthorized communication during assessments.
- Clear guidelines on academic integrity will be communicated to students, and any instances of misconduct will be thoroughly investigated and addressed as per ADEK Student Behaviour Policy.
- 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 shall be subject to the penalties stipulated.

Security and Integrity of Assessment Resources and Data:

- Assessment materials will be securely stored and handled to prevent unauthorized access or tampering.
- Data about assessments will be treated with confidentiality and stored in compliance with data protection regulations.

Monitoring and Evaluation:

Setting Question Papers

All question papers must:

- Be mapped directly to the **Cambridge curriculum objectives** for the subject and grade.
- Include a range of **question types** (structured, extended, problem-solving, application).
- Address different **cognitive levels** in line with Bloom's Taxonomy.

Every question paper must be accompanied by a **Cambridge-style mark scheme or rubric**.

Tracking Student Progress

- Teachers must use both **formative and summative assessments** to track learning.
- **Checkpoint assessments** will be conducted and analyzed systematically to monitor trends.
- Each department must maintain **records of student achievement**.
- Constructive and timely **feedback** must be shared with students and parents to support progress.

Preparing Assessments

- Assessments must demonstrate a balance between **knowledge, understanding, skills, and application**.
- Differentiation must be embedded to cater for students of all abilities.
- Time allocation for assessments must reflect Cambridge guidelines.



- Draft assessments must undergo **departmental review** prior to approval.
- Teachers must ensure strict **confidentiality** in the preparation, storage, and distribution of assessments.

Moderation

- Moderation will ensure fairness, consistency, and adherence to **Cambridge curriculum standards**.
- HODs will:
 - Review draft question papers for curriculum alignment and difficulty balance.
 - Oversee sample checking of marked scripts for consistency with mark schemes.
- Moderation records will be documented and submitted to academic leadership.

Validation

- Validation confirms that assessments accurately measure the **intended Cambridge curriculum objectives**.
- Validation will involve:
 - Cross-checking assessment items with Cambridge schemes of work.
 - Peer review by subject coordinators or HODs.
 - Verification that higher-order skills (analysis, reasoning, problem-solving) are included.

Standardization

- Standardization ensures uniformity across classes and grade levels. This will be achieved through:
 - Use of **common assessment frameworks and rubrics** aligned with Cambridge standards.
 - Agreement on **grading benchmarks** across parallel sections.
 - Periodic **inter-departmental calibration meetings**.

Roles and Responsibilities

- **Teachers:** Prepare assessments, track progress, and apply policy guidelines.
- **Heads of Department:** Moderate, validate, and standardize assessments within their subject area.
- **Academic Leadership:** Oversee compliance, provide training, and review assessment quality.



Monitoring and Review

- This policy will be reviewed annually to ensure alignment with **Cambridge curriculum updates** and ADEK inspection framework requirements.
- Feedback from teachers, HODs, and inspection reports will inform policy improvements.

Administration and Invigilation Protocol:

- Trained invigilators will oversee the conduct of assessments to ensure fairness and adherence to established procedures.
- Clear protocols will be in place for administering assessments, including seating arrangements, distributing and collecting materials, and handling emergencies.

Staff Training to Conduct External Exams:

- Staff responsible for conducting external exams will undergo comprehensive training to familiarize themselves with the examination protocols and procedures.
- This training will cover aspects such as invigilation guidelines, handling of examination materials, and protocols for managing exam day logistics.

Engaging parents as active partners:

- The school will provide parents with regular updates and feedback on their child's academic progress, including assessment results, strengths, areas for improvement, and strategies for support.
- The school will conduct informational sessions to educate parents about the assessment procedures, curriculum standards, and effective strategies for supporting their child's learning.

By implementing this assessment policy, Merryland International School aims to uphold high academic excellence, integrity, and equity standards in assessment practices. Regularly reviewing and refining the policy will ensure its effectiveness in meeting students' evolving needs and the broader educational landscape. This policy has been approved by the school governing board and will be reviewed yearly.

Official Supporting Documents:

ADEK_School_Assessment Policy_v.1.0 2024 (January), Department of Education and Knowledge, Abu Dhabi (ADEK)



Principal