ليـــوا للتعليم
Liwa Education

مدرســـة لـــيـــوا الـــدولـــيـــة
Liwa International School
الـقـطـارة Al Qattara

2026-2027

Assessment Policy
Policy Document

August 2026

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Liwa Education School Assessment Policy

1. Introduction

Liwa International School Al Qattara – LISQ is committed to an assessment approach that is supportive, transparent, and grounded in promoting continuous improvement in learning. This policy sets out the assessment standards and practices for LE schools in alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) requirements. It aims to provide a framework for evaluating student progress and achieving the highest standards of academic integrity and inclusivity.

2. Purpose of the Policy

- To set clear expectations for assessments that reflect both ADEK requirements and LE's commitment to student development.
- To outline standardized approaches for both internal and external assessments, emphasizing transparency and equity.
- To utilize assessment data effectively to guide teaching, learning, and curriculum adjustments, supporting all students in reaching their full potential.

3. Scope

This policy applies to all grade levels, from KG1 through Grade 12, in **LISQ.** It includes guidelines for formative and summative assessments, standardized testing, and accommodations for students with special educational needs and multilingual learners.

4. Assessment Principles

4.1 **Inclusivity and Equity**

- **LISQ** values fair access to assessments for all students. Each student is provided with accommodations suited to their specific learning needs, ensuring an inclusive approach to evaluating academic progress.

4.2 **Transparency and Consistency**

- Criteria and standards for assessments are communicated clearly, ensuring students, parents, and educators have a shared understanding of expectations.

Consistency in assessment practices is supported by structured moderation processes.

4.3 **Data-Informed Instruction**

- **LISQ** uses assessment data not only to track student progress but also as a basis for enhancing teaching practices and curriculum design. This data-driven approach ensures each student receives tailored support based on their individual performance.

4.4 **Fostering a Culture of Assessment**

- The school shall promote 'assessment-capable learners' by ensuring students understand learning intentions, monitor their own progress, and set personal internal and external assessment goals and targets. Educators will provide students with regular opportunities to practice digital literacy skills and embed critical thinking and reasoning skills across the curriculum in daily teaching and learning.

5. Types of Assessments

5.1 **Internal Assessments**

LISQ incorporate a range of internal assessments to monitor student progress and provide actionable feedback:

- **Formative Assessments**: Conducted regularly throughout instructional periods to help educators adjust their teaching strategies and support students in achieving specific learning objectives.
- **Summative Assessments**: End-of-term or end-of-unit assessments that evaluate student mastery of curriculum standards and inform overall achievement levels.
- **Diagnostic Assessments**: Used at the beginning of a course or school year to identify student strengths, areas for improvement, and readiness for learning.
- **Placement and Screening Assessments**: Administered as necessary to align students with suitable learning paths and interventions.

5.2 **External Assessments**

In accordance with ADEK guidelines, LE schools participate in various standardized assessments that provide benchmarks for student attainment:

- **Benchmark Assessments**: Administered to measure student progress in core subjects, ensuring alignment with ADEK-mandated benchmarks. **LISQ** currently utilizes NWEA MAP Growth to track progress over time.
- **CAT4 Assessments** are conducted on a 2 year cycle, or on entry to the school if no CAT4 data can be shared by a student's previous school.
- **International Assessments**: **LISQ** students participate in international evaluations (e.g., PISA, TIMSS, PIRLS) that benchmark learning against global standards.
- **Graduation requirements: LISQ** supports students in the preparation for IELTS and Math SAT1 as per the latest Ministry graduation mandates
- **Certification Examinations**: High-stakes exams (e.g., AP) provide qualifications for post-secondary pursuits. **LISQ** supports students in preparing for these examinations to maximize opportunities for academic success and university admissions.
- The school will identify and administer non-mandatory external assessments (e.g., ELL, cognitive assessments like CAT4, and Arabic language assessments). However, associated fees for these school-selected assessments shall not be charged to parents.

6. Implementation of Assessments

6.1 **Internal Assessment Practices**

LISQ educators implement formative assessments to foster a dynamic learning environment where students receive frequent feedback. Summative assessments, designed to reflect curriculum standards, are conducted with consistency and integrity. **LISQ's** internal assessments include varied methods such as written tests, performance tasks, and projects to accommodate diverse learning styles. At the end of term 1 and term 3, Liwa Education standardized assessments are conducted across all LE schools.

LISQ is committed to the use of digital formats for internal assessments, where practical, in alignment with ADEK's sustainability goals. This approach both streamlines the assessment process and reduces paper usage.

Before all formal summative assessment sessions, students are reminded of LE's Integrity and Anti-Plagiarism Guidelines which are shared with students and parents each academic year.

6.2 **Grading Requirements for Cycle 3 (Grades 9–12)**

In line with the ADEK School Assessment Policy (v1.2), summative assessments in Cycle 3 (Grades 9–12) shall constitute **60% of the total course grade** for each subject. Formative and other ongoing assessments shall account for the remaining 40%. This ensures that academic grades accurately reflect student mastery of learning outcomes, while still recognizing the importance of continuous progress monitoring.

The weighting shall be:

- **Summative Assessments (60%)** – end-of-unit, end-of-term, and final course examinations or equivalent measures of mastery.
- **Formative Assessments and Coursework (40%)** – classroom tasks, projects, portfolios, oral presentations, and other teacher-assessed evidence of progress.

Schools shall ensure that:

1. Rubrics and grading criteria are clearly aligned with curriculum standards and communicated to students and parents.
2. Grade boundaries and benchmark thresholds are reviewed annually in line with ADEK and licensed curriculum requirements.

6.2 (i) For all cycles, non-academic factors such as attendance and behavior are reported separately and shall not contribute to academic grades.

6.3 **Quality Assurance and Moderation**

To maintain fairness and accuracy, LE uses structured moderation and quality assurance processes. This includes reviewing assessment types, criteria, and grading standards to ensure reliability and adherence to LE's educational goals.

Internal assessment practices must align with quality assurance standards set by ADEK, as well as those defined by inspection bodies, accreditation agencies, and authorizing organizations (e.g., College Board, IB, etc.).

6.4 **External Assessment Procedures**

LISQ administers all ADEK-mandated external assessments, which serve as key indicators for student learning and school performance. **LISQ** evaluates and analyzes results to set meaningful goals, inform instruction, and enhance overall school improvement strategies.

7. Accommodations and Modifications

7.1 **For Students of Determination (SoD)**

LISQ provides necessary accommodations such as extended testing time, alternate formats, or assistive technology to support students of determination. Assessment adjustments are made based on documented learning plans, ensuring that assessments measure each student's abilities fairly and accurately.

8. Confidentiality and Data Protection

LISQ is dedicated to maintaining the privacy and confidentiality of student data. All assessment data is handled in compliance with ADEK's data privacy guidelines and applicable federal laws. Assessment results are securely stored and accessed only by authorized personnel for educational purposes.

To facilitate data integration with ADEK's systems, the school will provide eSIS numbers as unique student identifiers to external assessment providers and sign third-party data-sharing agreements to allow results to be shared directly with ADEK

9. Communication of Assessment Outcomes

- **LISQ** communicates assessment results and feedback regularly to students and parents, fostering a collaborative approach to setting goals and identifying areas for improvement.
- Summative and standardized assessment results are shared transparently, with individualized feedback to support student progress.
- **LISQ** hosts informational sessions to help parents understand assessment practices, data interpretation, and ways to support student learning.
- **LISQ** ensures that final grade/marks are solely reflecting student achievement towards standards and learning outcomes. Components such as attendance, behavior, and other non-academic factors, are be reported separately, in line with the ADEK School Student Performance Reports Policy. The Attitude to Learning Rubric, which covers such components, can be found in the Appendix.

10. Monitoring and Policy Review

The Assessment Policy will undergo an annual review to ensure compliance with ADEK requirements and alignment with Liwa Education's objectives for teaching and learning

excellence. Any updates or changes to the policy will be promptly communicated to all stakeholders.

10.1 **Assessment Calendar:** At least one week before the start of the academic year, the School Assessment Coordinator shall submit the full assessment schedule—including internal tests, SBAs, and board exams—to the ADEK Activity System.

11. Compliance

Compliance with this policy is mandatory across all LE schools and will be regularly monitored as part of LE's quality assurance framework. Any deviations from this policy may be addressed through further training or adjustments to maintain alignment with ADEK and LE standards.

Appendix A

The following tools of assessment provide students with a full range of opportunities to demonstrate the quality of their learning across identified knowledge, skills and understanding outcomes. Together, these assessment tools yield a robust and balanced view of each learner.

Assessment Strategies includes, but are not limited to:

Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non-participant (observing from without) to participant (observing from within).
Performance Assessments	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process-focused assessment	Students are observed often and regularly, and noting the typical as well as non-typical behaviors, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity, record the observations. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Selected responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

Open-ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Internal Assessment	Formal summative IA activities, written and oral, recorded or otherwise.
Formal Examination	In class examination and testing, in line with course requirements.

Assessment Tools include, but are limited to:

Rubrics	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
Exemplars	Samples of students' work that serve as concrete standards against which other samples are judged. Generally, there is one benchmark for each achievement level in a scoring rubric.
Checklists	Lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
Anecdotal Records	Brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analyzed later. These records need to be systematically compiled and organized.
Continua Trackers	Visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.
Examinations	Formal examinations in line with course requirements.

Appendix B

	Attendance per term	Punctuality per term	Behavior per term	Attitude to Learning per term	Homework per term
H	Attendance is between 98% and 100%	The student is never late to school or class.	The student has no behavioral issues in class or out. The student is a positive example to their peers.	The student follows instructions and completes work without prompting. The student takes initiative and completes all work 96%-100% of the time.	All homework is completed and submitted on time.
G	Attendance is between 95% and 97%	The student has been late 1-3 times.	The student has had no behavioral issues in class or out.	The student pays attention and completes all work 95% of the time.	1-2 pieces of homework have been submitted late, incomplete or are missing.
S	Attendance is between 92% and 94%	The student has been late 4-5 times.	The student does not fully comply with the rules, resulting in 1-2 behavior referrals.	The student pays attention and completes all work, 85-95% of the time.	3-4 pieces of homework have been submitted late, incomplete or are missing.
NI	Attendance is between 90-92%	The student has been late 6-7 times.	The students' behavior has a negative impact on their attainment and progress. The student has been referred for their behavior 3 times or more.	The student does not give their learning their full attention all of the time. They complete all of their work 75-84% of the time	5-6 pieces of homework have been submitted late, incomplete or are missing.
U	Attendance is less than 90%.	The student has been late 8 times or more.	The student has received multiple written warnings throughout the term	The student does not follow instructions or completes their work 74% or less of the time.	7+ pieces of homework have been submitted late, incomplete or are missing.

Appendix C – Assessment and Grading in Non-Core Subjects

Grading in non-core subjects such as Physical Education, Music, Art and Moral Education must be as rigorous, evidence-based, and consistent as in core subjects. All assessments must be grounded in approved mark schemes, rubrics and demonstrable student performance.

For example, if a student is absent and does not participate in the practical components of a PE lesson, they must not be awarded marks for those elements—regardless of whether the absence was excused, or the student later completes written tasks. Practical skills must be assessed through direct observation and participation; written work alone cannot substitute for missed experiential learning.

Similarly, Moral Education grades must reflect the expectations set out in the official framework. Moral Education and Citizenship grades (see rubric in Appendix B) should also take into account the student's attendance, as this is a key indicator of their reliability, engagement, and commitment to the values being taught.

School leaders and teachers are expected to apply grading criteria consistently in Non-Core Subjects and therefore ensure that student outcomes are a valid and fair reflection of their actual performance and participation.

Appendix D – Approved Summative Assessment Question Types and Cognitive Depth

Purpose:

To ensure consistency, fairness, and alignment with ADEK directives and Liwa Education's standards of academic challenge, this appendix outlines the permitted question types and corresponding Depth of Knowledge (DoK) levels for all summative assessments across core subjects (Arabic, Islamic, English, Math, Science, UAE Social Studies, and ICT). This framework supports the development of students' higher-order thinking, conceptual mastery, and real-world application of knowledge.

1. Cognitive Rigor and DoK Alignment

All summative assessment items must be designed in line with Norman Webb's Depth of Knowledge (DoK) framework:

DoK Level	Cognitive Demand	Student Expectations
Level 1	Recall and Reproduction	Recall facts, terms, perform simple procedures
Level 2	Skills and Concepts	Apply skills, interpret data, explain relationships
Level 3	Strategic Thinking	Justify, analyze, draw conclusions, revise thinking
Level 4	Extended Thinking	Investigate, synthesize, critique, develop models or solutions

ADEK Expectation: At least 60% of items in summative assessments must be DoK Level 2 and above, with 20% or more at Level 3 and 4 for Grades 6–12.

2. Approved Question Types by DoK Level

Question Type	Examples	Recommended DoK	Guidance
Multiple Choice	Select correct grammar use, identify correct method	Level 1–2	Must go beyond recall (e.g., apply rules or concepts, interpret visuals)
Short Answer / Constructed Response	Explain a process, summarize a text, solve and justify a math problem	Level 2–3	Requires explanation or reasoning, not just a single-word answer
Matching Items	Match terms with definitions, diagrams with functions	Level 1–2	Limit use to no more than 15% of paper
Cloze/Fill in the Blank	Fill vocabulary gaps, equation steps	Level 1	Use only when contextualized (e.g., within a paragraph)
Extended Response / Essay	Analyze character motivation, evaluate experiment outcomes	Level 3–4	Rubrics must align to specific criteria (e.g., coherence, analysis, depth)
Diagram Labeling / Annotation	Label scientific diagrams, historical maps	Level 2	Should include a follow-up explanation question
Scenario-Based Questions	Interpret case study, respond to real-life problem	Level 2–3	Encouraged in Grades 4+; must include multiple steps or judgment

Data Interpretation	Analyze graphs, identify patterns	Level 2–3	Require reasoning, not just data recall
Project-Based Component (Optional)	Design a sustainable product, plan a digital solution	Level 4	Use for STEM, ICT, or interdisciplinary subjects in upper grades

3. Subject-Specific Recommendations

Subject	DoK Emphasis
English	Reading: Levels 2–3; Writing: Levels 3–4; Speaking (oral exams): Level 2–3
Math	Problem-solving: Level 2; Reasoning/Justification: Level 3+
Science	Experimental design and analysis: Level 3–4
Arabic (A & B)	Grammar: Level 1–2; Comprehension/Writing: Level 2–4
Islamic Studies	Understanding Hadith/Quran: Level 2; Application/Reflection: Level 3–4
UAE SS	Source analysis, historical reasoning: Level 2–3
ICT	Practical tasks: Level 2; Design/Programming solutions: Level 3–4

4. Design and Balance Guidelines

Grades 1–5:

- At least 50% DoK Level 2 questions.
- Avoid purely recall-based assessments.

Grades 6–12:

- 60% or more at Level 2+.
- Minimum 20% at Level 3–4 (extended thinking required).

All assessments must include:

- Clear instructions and scaffolding where needed
- Rubrics for open-ended responses
- A mix of question types within each assessment

Monitoring & Compliance:

Heads of Department (HoDs), Subject Leads, and School Assessment Coordinators are responsible for verifying alignment with this framework during the paper moderation process.

Policy Owner Department

Education Department

Key Stakeholders		
Policy Owner:	School Principals	LE Schools
Reviewed by:	Margaret Haynes	Director of Schools
	Kevin Wallis	Deputy CEO
Approved by:	Dr. Shereen Gobran	Chief Executive Officer