



Assessment Policy

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Date:

12/11/2025



Effective Date:

17/11/2025

Revision History

Revision Date	Version Number	Revised By	Signature
30/05/2025	01	Eva Sanchez Castillo Principal	



School Vision, Mission, and Core Values

Our Vision

The Spanish School of Abu Dhabi offers a world-class education through an inspiring and culturally diverse learning environment.

Our Mission

Founded on the basis of strong cultural relations between Spain and the UAE, the Spanish School of Abu Dhabi is committed to providing quality education based on the Spanish curriculum. We believe a successful student is a happy child, and Spanish classes for kids are committed to providing a safe, positive, engaging and stimulating learning environment that prepares students to become life-long learners and global citizens.

Our Values

In fulfilling our mission and achieving our vision, we at the Spanish School of Abu Dhabi are guided by the following values: excellence, respect, honesty, creativity, ethics and tolerance.





ASSESSMENT POLICY

Introduction:

At the Spanish School of Abu Dhabi (SSAD), assessment is the most important element for continuous educational improvement. It is essential in creating a culture of using data and evidence to evaluate and enhance the performance of students, staff, and schools. The standardization of assessment data equally allows for the establishment of a common ground to drive change. This policy sets out the basic requirements for the creation of a culture of assessment in schools. This policy describes how SSAD assesses learning to ensure excellence, equity and continuous improvement and complies with:

- ADEK School Assessment Policy v1.1 2024.
- Order EFP/279/2022 and derived regulations (LOMLOE/ Spanish Ministry of Education)

Purpose:

Define expectations related to assessment: the evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisitions, values/attitudes, and the educational needs of students.

Identify high-quality internal and external assessment methods that use data-driven decision-making processes to inform teaching and learning and raise the level of student achievement.

Specify the ADEK-mandated external assessments which need to be implemented and used as indicators of student progress and attainment in the Emirate of Abu Dhabi.

Require that assessment data is analyzed, monitored, and shared with relevant stakeholders.

Guiding Principles

This policy applies to all students from Pre-KG to Grade 8 in the 25-26 academic year (2nd cycle of Infant to 2nd year of ESO), progressively extending in the following years to Grade 9-Grade 12 (3rd year of ESO to 2nd year of Baccalaureate), and to all teaching and support staff.

Guiding principles

1. Validity and reliability: All assessments must measure expected learning accurately and consistently.





2. Equity and inclusion: Accommodations and modifications are provided for students with additional needs or multilingual learners.
3. Formative-summative balance: Continuous formative assessment is the basis for improving learning; the summative certifies the achievements.
4. Ethical use of data: The results are used to improve teaching, design interventions and communicate progress to families, respecting Federal Law 45/2021 on data protection.

School Assessment Policy

1. Utilization of Internal and External Assessments

Approaches to utilizing internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes are integrated throughout the school year to ensure student progress.

2. Types of Internal Assessment

Quality internal assessment aligned to standards falls into three categories: Assessment FOR Learning (Formative Assessment), Assessment OF Learning (Summative Assessment), Assessment AS learning) Diagnostic Assessment.

2.1 Assessment FOR Learning (Formative Assessment)

Teachers must conduct regular, continuous assessments of all students. These should be used to give constructive feedback to students and when appropriate recorded in the shared class gradebook with the learning outcome and assessment criteria to be used to evaluate the students work.

Assessment for Learning should:

- Be part of effective planning of teaching and learning
- Focus on how pupils learn
- Be recognized as central to classroom practice
- Be regarded as a key professional skill for teachers
- Be sensitive and constructive because pupils learn better when they feel safe and secure
- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed (Objectives from the Scope and Sequence)
- Ensure learners receive constructive guidance about how to improve and are given the opportunity to do so





- Provide students will opportunities for peer and self-assessment to enable students to think critically and metacognitively about their own work in relation to success criteria and next steps for learning.
- Should include regular, continuous assessment of all students. These must be recorded in the shared class gradebook with the learning outcome and assessment criteria to be used to evaluate the students work.
- Should be included in weekly lesson plans and should encompass a variety of means to assess student progress. (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements).
- Provision of accommodations and modifications for students with additional learning needs to enable the equitable participation of all students.
- Must lead to students creating challenging learning targets with support of parents.

2.2 Summative Assessments

Summative assessments are associated more with judgements based on age-related expectations in line with testing records and recorded to inform parents of attainment and progress.

Assessment OF learning should (Summative Assessments)

- Provide information to support teaching and learning
- Provide summative judgements about what has been learned at a specific point in time
- Provide information to track progress and measure past performance.
- Inform the target setting process
- Be sensitive and constructive because any assessment has an emotional impact
- Show what pupils can do without support
- Provide clear information which can be used to evaluate teaching and learning
- Assessing student progress through a variety of methods, including selected/constructed response and performance tasks and project-based assessment aligned to the school's curriculum standards.
- Be adapted to cater to students with different abilities, including appropriate accommodations and modifications for students with additional learning needs aligned to their individual needs.
- Be analyzed and use of the results of assessments to inform teaching and learning. Examples of rubrics and/or grading criteria used.





- Be moderated using protocols and a commitment to ensuring grading consistency.

2.3 Assessment AS Learning

This occurs when pupils reflect on and monitor their progress to inform their future learning goals. Diagnostic assessment enables learning difficulties to be identified and classified so that appropriate support, challenge and strategies can be provided. This type of assessment also ensures teachers can identify misconceptions and address them with pupils.

3. External Exams

3.1 External Assessments in use:

NWEA MAP

SSAD shall implement the ADEK Mandated Standardized Benchmark Assessment (NWEA MAP) from grades 3 and above in addition to NWEA MAP Science, English Reading and Language Usage as well as English Reading, Spanish Reading and Math from grades K-2 to determine student attainment and progress.

The Diagnostic Assessment of Spain will be administered to students at grade 4 and grade 7 to benchmark achievement against the Spanish National Curriculum. The subjects are as follows:

Diagnostic Assessment- Spanish Ministry of Education

Grade 4:

Mathematics (Mathematical Competence and Problem Solving)

Spanish Language (Reading Comprehension and Written Expression)

Knowledge of the Natural and Social Environment (Natural Sciences and Social Sciences)

Grade 8:

Mathematics (Mathematical Competence and Problem Solving)

Spanish Language (Reading Comprehension and Written Expression)

Physics & Chemistry / Biology & Geology

International Assessments (e.g., PISA, TIMSS, PIRLS) will be used periodically to compare student performance nationally and internationally.





The ABT will be administered to measure Arabic progress for students taking Arabic and Arabic as a Foreign Language.

Cambridge English Qualifications (Selected Grades 1-8)

Diploma de Español como Lengua Extranjera/ Diploma of Spanish as Foreign Language (Grades 7-8)

- 3.2 The chosen assessments by the school will be submitted to ADEK for approval.
- 3.3 External Assessment Guide Requirements The External Assessment Guide provides additional guidance and specific requirements for the implementation of SBAs. Any requirements identified in the External Assessment Guide are an extension of this policy and schools shall ensure compliance with those requirements.
- 3.4 Student Participation All students shall be registered and administered the mandatory assessments to all students within the target grades.
- 3.5 The school will follow up with parents to ensure maximum participation in external assessments.
- 3.6 Make-up sessions will take place to cover any emergency leave.
- 3.7 Any exemption of a student from external assessments will occur only with ADEK approval.
- 3.8 Administration and Invigilation Protocol: SSAD will follow the assessment administration and invigilation protocols set by NWEA MAP and the Spanish Ministry of Education.
- 3.9 Accommodations and Modifications: To enable the equitable participation of all students, schools shall provide adjustments and accommodations for students with additional learning needs (aligned to their individual needs) and multilingual learners (where assessment providers allow for this), in line with the NWEA MAP and the Spanish Ministry of Education guidelines and in line with the ADEK School Inclusion Policy.
- 3.10 Training: SSAD shall ensure that staff at all levels are engaged in training on external assessment administration, analysis, and reporting. This training shall include a focus on the use of student-level data to inform instruction and enable staff to support parents and students in understanding results.
- 3.11 Unique Student Identifiers: SSAD shall provide school and student eSIS numbers, to be used as unique student identifiers, to external assessment providers to facilitate ease of data integration in ADEK's systems for tracking trends over time.
- 3.12 Data Sharing Agreements/Consents: All eligible student SBA data shall be shared with ADEK directly by external assessment providers, and schools shall sign third-party data-sharing agreements/consents with the providers for this purpose.





- 3.13 Data Analysis and Utilization: On a monthly basis interdisciplinary teams shall analyze assessment results, set student, subject, and whole-school targets, and devise intervention strategies to close learning gaps and challenge high-performing students. An analysis of assessment data will be shared with all stakeholders each term.
- 3.14 SLT and the Data Team shall continually utilize assessment results to inform their curriculum design and teaching and learning practices.
- 3.15 Sharing Results with Students and Parents: SSAD shall share student internal and external assessment results and/or assessment reports along with student performance reports, in line with the ADEK School Student Performance Report Policy and the ADEK School Reporting Policy. SSAD shall engage students and parents through direct communications, meetings, and/or training sessions in developing an understanding of assessment results and the next steps for learning.
- 3.16 International Assessments:
- A. SSAD shall adhere to all requirements issued by ADEK regarding the administration of international assessments.
 - B. SSAD shall analyze and review the international assessment school reports and utilize recommendations for school improvement planning and target setting.
 - C. SSAD S shall engage the whole school community in developing short- and long-term improvement strategies to meet their international assessment targets.

4. Examination Misconduct

- 4.1 Schools shall follow the requirements of the Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems.
- 4.2 Schools shall educate students about the importance of not always cheating and preserving academic honesty.
- 4.3 Schools shall make sure physical conditions (e.g., proper lighting, sufficient desk spacing) are set up to be conducive to conducting examinations in a credible and transparent manner.
- 4.4 Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cheating occurring.
- 4.5 Students found to commit examination misconduct shall be subject to the penalties stipulated in the ADEK School Student Behavior Policy.
- 4.6 Anyone other than a student who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems shall be subject to the penalties stipulated therein.





5. Alignment

Exams will be aligned to quality assurance (inspection, accreditation, affiliation, and/or authorization) standards.

6. Accommodations and Modifications

Provision of accommodations and modifications of assessments for students with additional learning needs, aligned to their individual needs.

6.1 Accommodations and Modifications for Assessments: Students with additional learning needs and others who receive support in lessons shall receive accommodations in and modifications to exams and tests to ensure their “normal way of working” in class mirrors how they will be assessed, in line with the ADEK School Inclusion Policy.

6.2 SSAD shall keep records of the accommodations and modifications required by individual students and ensure that teachers and invigilators have access to these records.

6.3 SSAD shall ensure that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.

7. Commitment to Sustainable Assessment Practices

Digital formats will be used where appropriate, reduction of paper usage.

8. Culture of Assessment

A culture of assessment and assessment best practices involving the entire school community by:

8.1 Requiring educators to be aware of the school’s assessment goals and targets, attend relevant training, and provide opportunities for students to:

A. Become familiar with different assessment practices and protocols.

B. Practice digital literacy skills.

C. Gain exposure to critical thinking and reasoning skills by embedding them across the curriculum in daily teaching and learning.

8.2 Promoting “assessment-capable learners” by ensuring that students understand what they should learn, monitor their own progress, set goals, and reflect on their learning.

8.3 Motivating students to engage fully throughout the duration of the assessments.

8.4 Engaging parents as active partners in promoting the success of their child on internal and external assessments.





9. Cognitive Assessments

A procedure to implement cognitive assessments of the school's choice for students in grades 3-9/year's 4-10.

10. Academic Grades

Final grade/marks only reflect student achievement towards standards and learning outcomes. Components such as attendance, behavior, and other non-academic factors should be reported separately, in line with the ADEK School Student Performance Reports Policy.

11. Interventions

Designing and Implementing Interventions: Schools shall develop documented learning plans (DLPs) and implement interventions (processes and strategies) that enable the delivery of teaching and learning to maximize opportunities for all students, in line with the ADEK School Inclusion Policy and the ADEK School Educational Risk Policy.

1. Schools shall analyze internal and external assessment results to develop tiered interventions that address all student needs and where appropriate, target different groups (e.g., gifted and talented, students at educational risk, and students with additional learning needs), or cater to individual needs.
2. When planning and reviewing any individualized intervention, schools shall involve the student in the process (particularly important for students in cycles 2 and 3).
3. Schools shall involve relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists) when planning interventions and when identifying appropriate external agencies where further specialist intervention is recommended.
4. Schools shall allocate resources to support individuals and groups of students, verifying that teaching staff provide the necessary teaching and learning accommodations and manage allocated resources.
5. Please reference the SSAD "Educational Risk" policy for more information.

12. Security

Security and Integrity of Assessment Resources and Data: Schools shall ensure the integrity and security of assessment resources (e.g., instruments, confidential assessment materials) and data (e.g., individual and school-level data and records) in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and in line with the ADEK School Digital Policy. 7.2 Schools are not authorized to share any student assessment data with third parties without the consent of parents and approval from ADEK.





13. Monitoring and Evaluation

Internal indicators to monitor and evaluate the effectiveness of their Assessment Policy.
This exercise shall inform the review of the policy.

14. Assessment Calendar (Dates Tentative)

Administration Window	Assessment	Grades	Type/ Purpose	Department/ Subject
August	Spanish Math subject baselines	1-7	Curriculum based assessment. Provide support for individual student needs	Math, Lectura, Science
September	Lexile Levels from RAZ	Pre-K - 8	Standardized Provide support individual student needs	English
September	MOE subject baselines	K-8	Curriculum based assessment. Provide support for individual student needs	MOE- Arabic, Islamic Studies, Social Studies
September	Aligned Cambridge style baseline	1-8	Standardized Provide support individual student needs	English
September	Spanish as a Second Language	K-8	Curriculum based assessment. Provide support for individual student needs	Spanish as a Second Language
October	ABT Round 1 Arabic, Islamic and Social Studies external assessments	K-8	External, standardized. Benchmark students against standards.	MOE- Arabic, Islamic, Social Studies, Arabic for Non Native Speakers
October	MAP Fall window	K-8	External, Normed, Adaptive Benchmark students against standards	Spanish Reading, Math
October	Cognitive ability assessment	K-8 based on MAP scores	External, Normed, Adaptive	Cognitive





October	Arabic Midterm Exams	1-8	Summative Assessment	MOE- Arabic, Islamic, Social Studies, Arabic for Non Native Speakers
November	DELE	7	External, standardized assessment of acquisition of Spanish Language	DELE only grade 7
December	Arabic End of term exams	1-8	Summative Assessment	MOE- Arabic, Islamic, Social Studies, Arabic for Non Native Speakers
January	MAP Winter Window	K-8	External, Normed, Adaptive Benchmark students against standards	Spanish Reading, Math
February	Lexile Levels from RAZ	Pre-K - 8	Standardized Provide support individual student needs	English
May	MAP Spring window	K-8	External, Normed, Adaptive	Spanish Reading, Math
May	National Diagnostic Test	4, 8	External, Standardized	Spanish Reading, Math, Science
June	ABT Round 1 Arabic, Islamic and Social Studies external assessments	K-8	External, Standardized. Benchmark students against standards.	MOE- Arabic, Islamic, Social Studies, Arabic for Non Native Speakers
June	Cambridge English Qualifications	1-8	External, Standardized.	English Qualification
June	Arabic End of Term Exams	1-8	Summative Assessment	MOE- Arabic, Islamic, Social Studies, Arabic for Non Native Speakers

Ongoing: Formative Assessment recorded in gradebooks.





15. Rubric Example practices with established standards and expectations to ensure validity and reliability.

Introduction:... 20 %	Clearly and precisely introduces a well-defined opinion with solid context and strong background information	Introduces a clear opinion with appropriate context and relevant background	Introduces an opinion with some context and basic background information	Introduces a somewhat vague opinion with minimal context	Attempts to introduce an opinion but lacks clarity	No discernible opinion or introduction
CCL CEC CPAA						
Support Opin... 20 %	Provides multiple strong, relevant textual evidence and quotes that directly support the opinion with exceptional analysis	Provides clear, relevant evidence with good supporting analysis	Includes some evidence that supports the claim with basic analysis	Provides limited evidence with weak connection to claim	Minimal evidence with little to no analysis	No supporting evidence
CCL CEC CPAA						
Organization... 20 %	Demonstrates exceptional logical organization with clear transitions and a sophisticated structure that enhances the argument	Uses clear organizational structure with effective transitions	Shows basic organizational structure with some logical transitions	Demonstrates inconsistent organizational structure	Minimal organization with confusing flow	No discernible organizational structure
CCL CEC CPAA						
Formal Lang... 20 %	Uses advanced, precise academic language consistently and appropriately	Uses formal language with minimal informal elements	Demonstrates mostly formal language with some informal phrases	Uses some formal language with frequent informal elements	Limited use of formal language	No formal language used
CCL CEC CPAA						
Concluding S... 10 %	Demonstrates exceptional use of writing process (prewriting, drafting, revising, editing) with multiple drafts and clear evidence of refinement	Offers a clear concluding statement that effectively restates the claim	Includes a basic concluding statement that somewhat relates to the claim	Provides a weak concluding statement	Minimal conclusion	No concluding statement
CCL CEC CPAA						
The Writing ... 10 %	Demonstrates exceptional use of writing process (prewriting, drafting, revising, editing) with	Shows clear evidence of writing process with multiple draft revisions	Demonstrates basic writing process with some revision	Minimal evidence of writing process	Limited writing process application	No evidence of writing process

16. Monitoring and Quality Assurance

Date	Item Being Monitored	Team
July 1, 2025	QA Baselines	Curriculum
September 22, 2025	Baseline Data Analysis	Data/ Curriculum
October 13, 2025	NWEA MAP Data Analysis	Data/ SLT
October 27, 2025	Formative Assessment Data Analysis	Curriculum
November 10, 2025	Book Review (Scrutiny)	Curriculum
December 7, 2025	Final Marks Analysis	SLT
January 19, 2026	Baseline Data Analysis	Data/ Curriculum
February 16, 2026	NWEA MAP Data Analysis	Data/ SLT
March 9, 2026	Book Review (Scrutiny)	Curriculum
April 6, 2026	Formative Assessment Data Analysis	Curriculum
May 4, 2026	Formative Assessment Data Analysis	Curriculum
June 2, 2026	NWEA MAP Data Analysis	Curriculum





17. Types of Assessments:

Type of assessment	Definition (EN)	Term (EN)	Key Purpose	Moment/Frequency
Diagnostic evaluations	Initial processes that establish a student's baseline before starting a unit, term, or course. These processes identify prior knowledge, strengths, and needs to inform planning and instruction. They are not graded and do not count towards the final grade.	Diagnostic / Baseline Assessments	Identify the starting point and detect learning gaps.	At the beginning of each course (internal prior knowledge tests: September);
Formative assessments	Continuous and systematic collection of evidence during the teaching-learning process; they provide immediate feedback to adjust instruction. They are considered "assessment for learning".	Formative Assessments	Improve real-time learning; Adjust teaching practice.	Daily or weekly (rubrics, questionnaires, portfolios, observations).
Summative assessments	Achievement judgments at the end of a period (unit, quarter or course). They certify the level achieved with respect to the curricular criteria. They are recorded in official reports and can determine promotion.	Summative Assessments	Certify the learning achieved.	Quarterly or final (exams, projects, evaluated presentations); Online Assessment Reports (quarterly and mid-term: 6 in total during the academic year)
Standardized assessments	External tests, developed and regulated by international organizations or by ADEK, which allow performance to be compared with national or international scales and to monitor the progress of the center.	Standardized Assessments	Benchmarking; trend analysis; accountability.	According to ADEK calendar (e.g. annual NWEA MAP G3-G9; PISA, TIMSS, PIRLS, MEC... (secan official periodicity). ABT (Arabic: KG2-G8) MEC External Diagnostic Tests (May): Grade 4 and Grade 8

