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## Introduction

Assessment is a vital tool for driving educational improvement by using evidence-based data to enhance student learning, teaching practices, and overall school performance. In a culturally diverse environment such as Abu Dhabi, a standardized assessment framework provides a common ground for evaluation and continuous improvement. This policy establishes the framework for internal and external assessments at the Russian School of Abu Dhabi while respecting the supportive, formative approach inherent in the Russian curriculum for early grades.

## Purpose

The purpose of this policy is to

**Define Expectations:** Clarify the evaluation, measurement, and analysis of student academic readiness, progress, skills, and educational needs.

**Ensure Compliance:** Fully incorporate ADEK's mandatory requirements for both internal and external assessments.

**Promote Best Practices:** Identify high-quality assessment methods and data-driven decision-making processes to raise student achievement.

**Foster Transparency:** Guarantee that assessment data is analyzed, monitored, and communicated effectively to students, parents, and relevant stakeholders.

**Integrate Local and International Standards:** Align Russian educational traditions with ADEK mandates through clear guidelines for modular, formative, and summative assessments.

## Terminology

Accommodations and Modifications of Assessments	Adjustments made to the administration of assessments (e.g., extended time, assistive technology) without altering the assessment's content, to meet the needs of individual students.
Additional Learning Needs	Specific requirements for students who require extra support or modifications (temporary or permanent) to access the curriculum effectively.
Assessment	The process of collecting quantitative or qualitative data (scores, results, indicators) to evaluate student learning and inform decision-making.
Documented Learning Plan (DLP)	A personalized plan outlining learning targets, necessary accommodations, and support strategies agreed upon by school staff, parents, and, where appropriate, the student.
External Assessments	Standardized assessments designed and administered by external bodies (e.g., ACER-IBT, Cambridge, All-Russian VPR, Board Exams) that serve as benchmarks for student achievement.
Internal Assessments	Ongoing school-based evaluations (diagnostic, formative, summative) are conducted to monitor student progress and guide instructional practices.
Multilingual Learners	Students acquiring the language of instruction who require additional support to overcome language barriers.

## Policy

### 1. School Assessment Policy Requirements

Schools shall develop and implement an Assessment Policy that:

1.1 Utilizes both internal and external assessments to continuously improve teaching and learning.

1.2 Applies uniformly to all grade levels, from Kindergarten to Grade 12.

1.3 Identifies and employs appropriate assessment methods based on student age, subject, and curriculum.

1.4 Aligns with quality assurance, inspection, and accreditation standards.

1.5 Implements ADEK-mandated external assessments, ensuring achievement of international benchmarks.

1.6 Provides necessary accommodations and modifications for students with additional learning needs.

1.7 Embraces sustainable assessment practices (e.g., digital formats to reduce paper usage).



1.8 Engages the entire school community (educators, students, and parents) in establishing and reviewing assessment practices.

## 2 Internal Assessments

### 2.1 General Guidelines

2.1.1. Purpose: To monitor student progress continuously and provide timely, constructive feedback.

2.1.2 Documentation: All formative feedback is recorded in student notebooks or digital records, accessible to both students and parents.

### 2.2 Formative Assessments

2.2.1 Conducted daily or near-daily through oral or written feedback.

2.2.2 Utilize a variety of methods (classroom observations, digital quizzes, problem-solving activities) to assess learning.

2.2.3 Allow for criteria-based evaluation with clear rubrics and, where applicable, weighted averages (as approved by the Principal).

### 2.3 Summative Assessments

2.3.1 Objective: To evaluate overall learning at the end of a unit, term, or academic year.

2.3.2 Assessment Methods: May include tests, essays, projects, and presentations.

2.3.3 Mandatory Term-End Tests: Applied in core subjects (Russian, Mathematics, English, Science, and MoE subjects). Absences require valid documentation with make-up arrangements.

### 2.4 Minimum Marks Requirement:

2.4.1 Subjects with a 1–2 hour weekly academic load: at least 3 marks must be recorded per term.

2.4.2 Subjects with more than 2 hours per week: at least 5–7 marks are required.

### 2.5 Final Marks Calculation:

2.5.1 Term Mark: Average of all summative assessments and significant formative marks.

2.5.2 Year Mark: Average of final term marks.

2.5.3 Conversion to Five-Point Scale:

2.00–2.49 = “2”

2.50–3.49 = “3”

3.50–4.49 = “4”

4.50–5.00 = “5”

### 2.6 Kindergarten Assessments

2.6.1 Diagnostic Assessment: Within the first two weeks, all Kindergarten students complete a diagnostic assessment to evaluate early literacy, numeracy, and foundational skills.

2.6.2 Module Assessments: At the end of Modules 1, 2, and 3, students complete brief assessments to measure progress against key learning objectives.

2.6.3 Purpose: To identify individual learning needs early, inform instructional planning, and support tailored interventions.

## 3 External Assessments

### 3.1 General Requirements

3.1.1 Serve to benchmark student performance against national and international standards.

3.1.2 Support curriculum refinement, accountability, and data-driven decision-making.

3.1.3 All external assessment results shall be integrated into the overall school improvement process.

### 3.2 Types of External Assessments

3.2.1 International Benchmark Test (IBT): Administered by ACER. Covers English, Mathematics, Science, and Arabic (Levels A and B). Conducted annually for Grades 3–10.



## **Assessment Policy**

3.2.2 Cambridge Assessment English/IELTS: Evaluates reading, writing, listening, and speaking skills. Available for Grades 1–12 based on teacher recommendations from mock exam outcomes.

3.2.3 All-Russian Tests (VPR): Used as a diagnostic tool in Grades 5–9 and 11. Results do not affect final grades or promotion decisions.

3.2.4 Board Exams (Mandatory State Final Certification):

3.2.4.1 Grade 10: Students sit for compulsory Basic State Exams in Russian and Mathematics plus two additional subject exams.

3.2.4.2 Grade 12: Students take Unified State Exams in Russian and Mathematics (basic or advanced) and any additional subjects required for university admission.

3.2.4.3 Study Leave Provision: Students in Grades 10 and 12 are granted study leave during the official exam period (in accordance with ADEK guidelines, up to four weeks as permitted). During study leave, academic support remains available, and attendance is recorded per ADEK regulations.

### **4 Accommodations, Adaptive Assessments, and Special Provisions**

#### **4.1 Accommodations and Modifications**

4.1.1 Adjustments in assessments (e.g., extended time, assistive technology) must be provided for students with additional learning needs in line with ADEK and inclusion policies.

#### **4.2 Adaptive Assessments for Transfer and International Students**

4.2.1 Students entering from other curricula or international schools may undergo adaptive or bridging assessments.

4.2.2 Diagnostic or placement tests are used to determine their current skill levels.

4.2.3 A short-term Documented Learning Plan (DLP) will be developed as needed to facilitate a smooth transition into the Russian School's curriculum and assessment system.

### **5. Interventions**

5.1 Develop and implement Documented Learning Plans (DLPs) and tiered interventions based on internal and external assessment data.

5.2 Engage relevant stakeholders (teachers, parents, specialists) in designing individualized and group interventions.

5.3 Allocate resources to support targeted instructional and remedial programs.

### **6. Examination Misconduct**

6.1 Educate students on academic honesty and the importance of maintaining integrity during assessments.

6.2 Ensure physical examination environments (e.g., lighting, desk spacing) are set up to prevent misconduct.

6.3 Enforce penalties for any instances of cheating as stipulated in the relevant student behavior and Federal Decree Laws.

### **7. Security and Data Integrity**

7.1 Secure all assessment materials and confidential student data in line with Federal Law No. (45) of 2021 and the ADEK School Digital Policy.

7.2 Assessment data shall be accessible only to authorized personnel, parents/guardians, and ADEK representatives.

7.3 Data sharing with third parties requires explicit parental consent and ADEK approval.

### **8. Monitoring, Evaluation, and Compliance**

#### **8.1 Monitoring and Evaluation**

8.1.1 Establish internal indicators to continuously monitor and evaluate the effectiveness of assessment practices.

8.1.2 Regular reviews and calibration sessions are mandatory to ensure consistency, fairness, and alignment with both Russian and ADEK standards.

#### **8.2 Compliance**

**Assessment Policy**

8.2.1 This policy is fully aligned with the ADEK School Assessment Policy (Version 1.1, September 2024) and all relevant regulations.

8.2.2 Full compliance is required by the start of AY 2025/26 (Fall term).

8.2.3 Failure to comply may result in legal or administrative penalties as per ADEK and applicable Federal Laws.

**Appendix****Table 1. Summary of Key Assessment Components**

Component	Description
Modular Assessments (Grades 1–2)	Average of two interim assessments and one final assessment; percentage scores converted to a 5-point scale.
Minimum Requirement Kindergarten Assessments	3 marks for subjects (1–2 hours/week) and 5–7 marks for subjects (>2 hours/week). Diagnostic (first 2 weeks) and module assessments (end of Modules 1–3) to monitor early learning.
External Assessments	IBT (Grades 3–10), Cambridge/IELTS (Grades 1–12), All-Russian VPR (Grades 5–9 & 11), Board Exams with study leave provisions (Grades 10 & 12).
Adaptive Assessments	For transfer and international students, with tailored DLPs if needed.

**References:**

Federal Decree Law No. (18) of 2020 on Private Education and its amendments.

Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments.

Federal Decree Law No. (45) of 2021 Concerning the Protection of Personal Data.

Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems.