



Pakistan Higher Secondary School, Ras Al Khaimah

Assessment Policy

Policy name	Assessment Policy				
Approval Authority	Principal	Date of Issue	March 2025	Reviewed	March 2026
Responsible Personnel	Assessment Coordinator				
Responsible Office	Academic	Available	School Website, Principal's office		

Introduction

✓ PHSS RAK's Assessment Philosophy:

At PHSS RAK, we believe that assessment is a vital component of the learning process, focusing on both knowledge and skills. Our assessment data is designed to be:

1. Clearly planned: Assessments are carefully designed to measure student learning outcomes.
2. Encouraging: Assessment data is used to motivate students and inform instruction.
3. Reliable and valid: Assessment results accurately reflect student attainment and progress.

✓ Purpose of Assessment

The primary aim of assessment at PHSS RAK is to:

1. Track student progress: Monitor students' growth and development over time.
2. Raise academic standards: Use assessment data to inform instruction and improve student learning outcomes.

✓ Guiding Principles

Our assessment policy is guided by the following principles:

1. Identify diverse student needs: Tailor support for different learner groups.
2. Pinpoint strengths and weaknesses: Inform targeted interventions for individual growth.
3. Categorize learners: Recognize Gifted & Talented (G&T), High Achievers, and Struggling Learners and SOD to ensure inclusive progression.

✓ Roles and Responsibilities

The following personnel are responsible for implementing and monitoring the assessment policy:

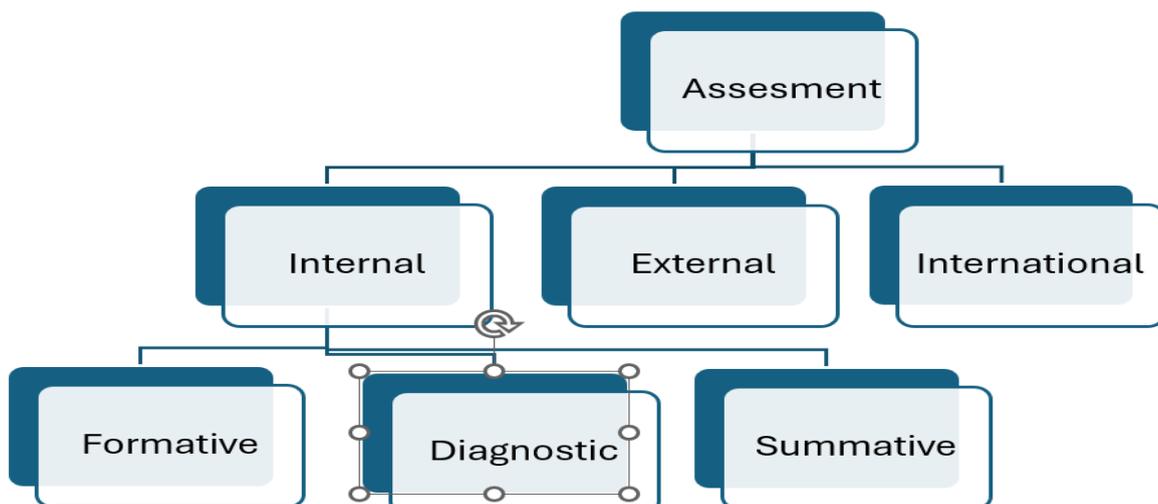
1. Teachers: Plan and conduct assessments.
2. Middle Leadership Team (MLT): Monitor assessments.
3. Senior Leadership Team (SLT): Oversee progression and regression.

✓ Expected Outcomes

By implementing this assessment policy, we aim to:

1. Promote academic excellence: Foster a culture of high achievement and continuous improvement.
2. Support student development: Use assessment data to inform instruction and support the unique needs of all students.

Types of Assessment at PHSS,RAK

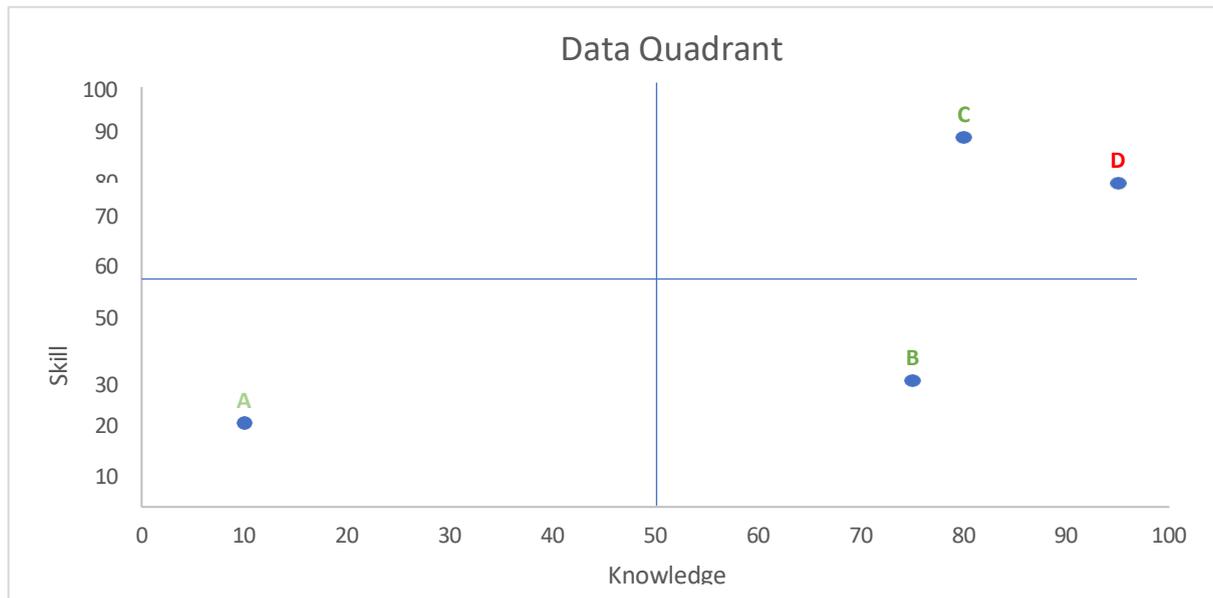


Internal Assessment

Summative Assessment Data in Class



Assessment Data Quadrants



Since the 2023–24 academic session, PHSS RAK has been consistently implementing the use of Data Quadrants as part of its assessment procedures. This ongoing practice was introduced to provide a clearer understanding of students' attainment and progress over time, with a specific focus on evaluating their knowledge, skills, and understanding.

Data-Driven Quadrants: A Triangulated Approach to Student

Assessment

The quadrants have been developed using a **data triangulation** methodology, integrating results from **internal assessments**, **ASSET**, and **CAT4**. This multi-source approach provides a **comprehensive and accurate evaluation** of student performance. By combining cognitive ability data, standardized benchmarks, and classroom achievements, the model offers a **nuanced understanding** of each student's strengths and areas for improvement. This triangulated insight supports more targeted instruction, informed decision-making, and tailored interventions.

Each Quadrant is ranging either from 0-50 – **Low** and 50-100 – **High**

The Quadrants are made as per the ratio of Knowledge and Skills and mean stanine from data triangulation.

Q1: 0-50 on X – axis and 0-50 on Y-axis suggests Low Knowledge Low Skill.

Q2: 0-50 on X – axis and 50-100 on Y-axis suggests High Skill Low Knowledge.

Q3: 50-100 on X – axis and 0-50 Y – axis suggest Low Skills High Knowledge.

Q4: 50-100 on X – axis and 50-100 on Y-axis suggests High skill High Knowledge.

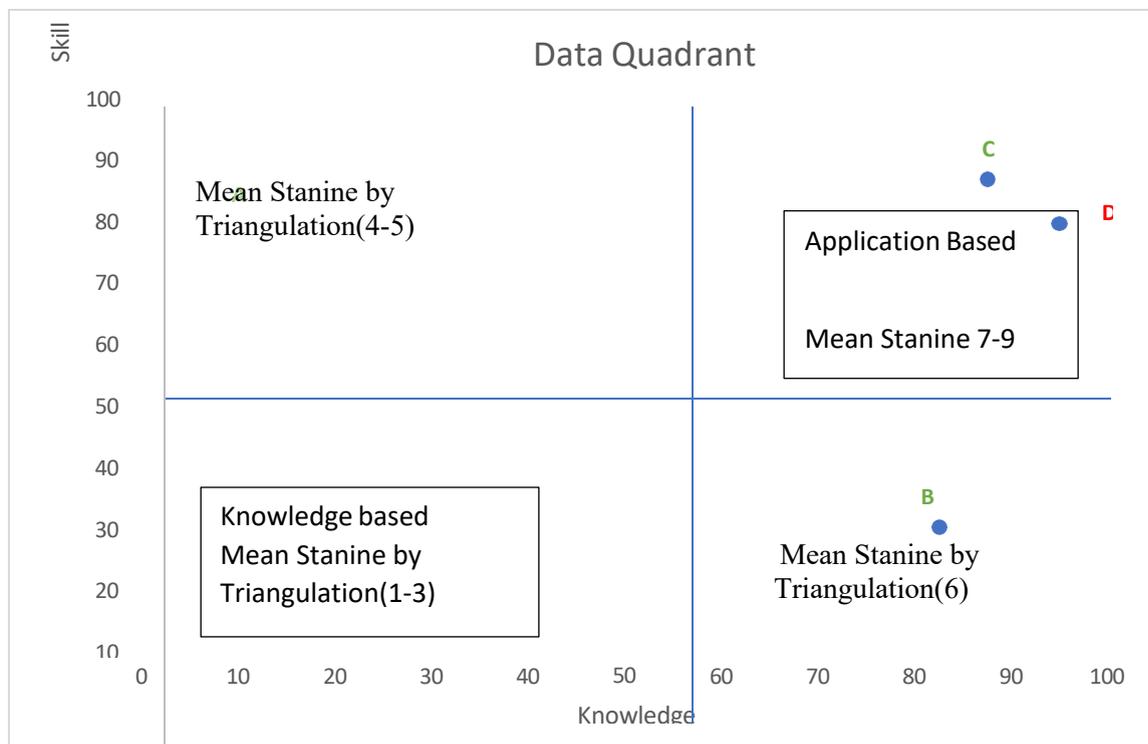
Students on Q4 are provided with reinforcement and Practical Implementation, while for the other 3 quadrants different strategies are applied that are aiming for Q4.

This helps in identifying the group of students, their strengths and weaknesses.

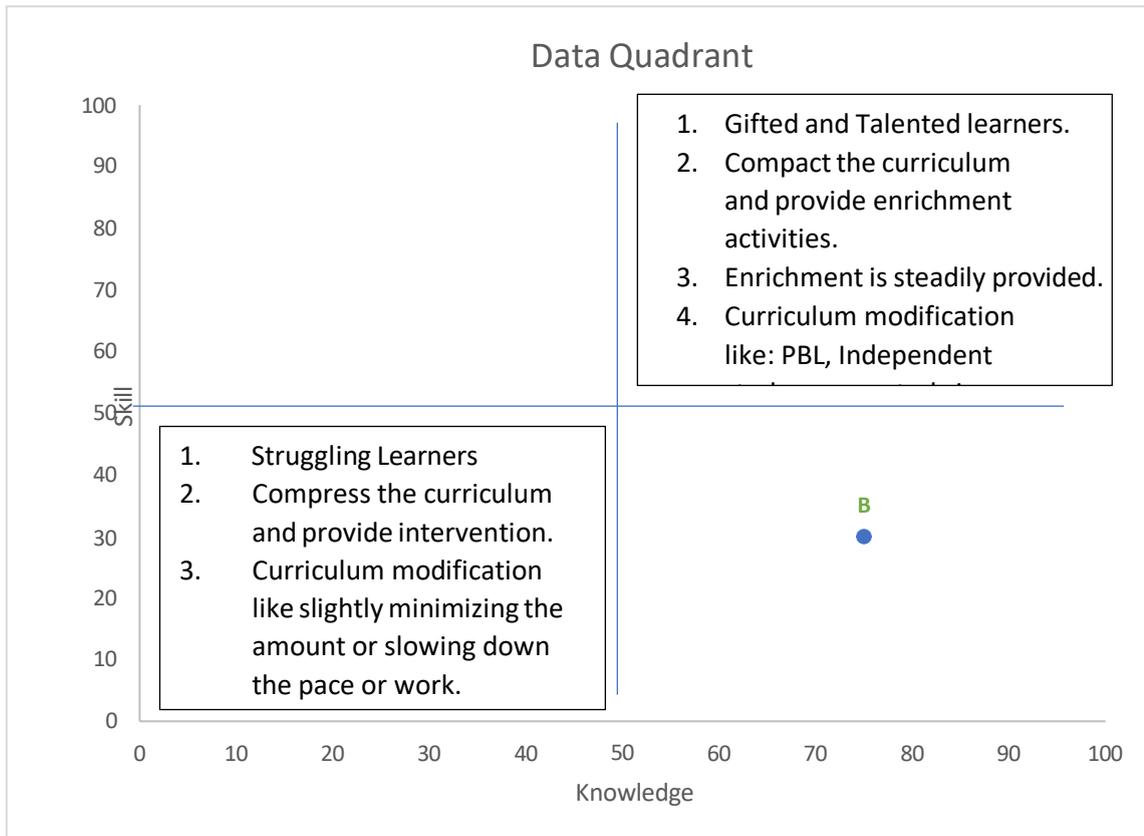
Personalizing (Using Data for

Planning)

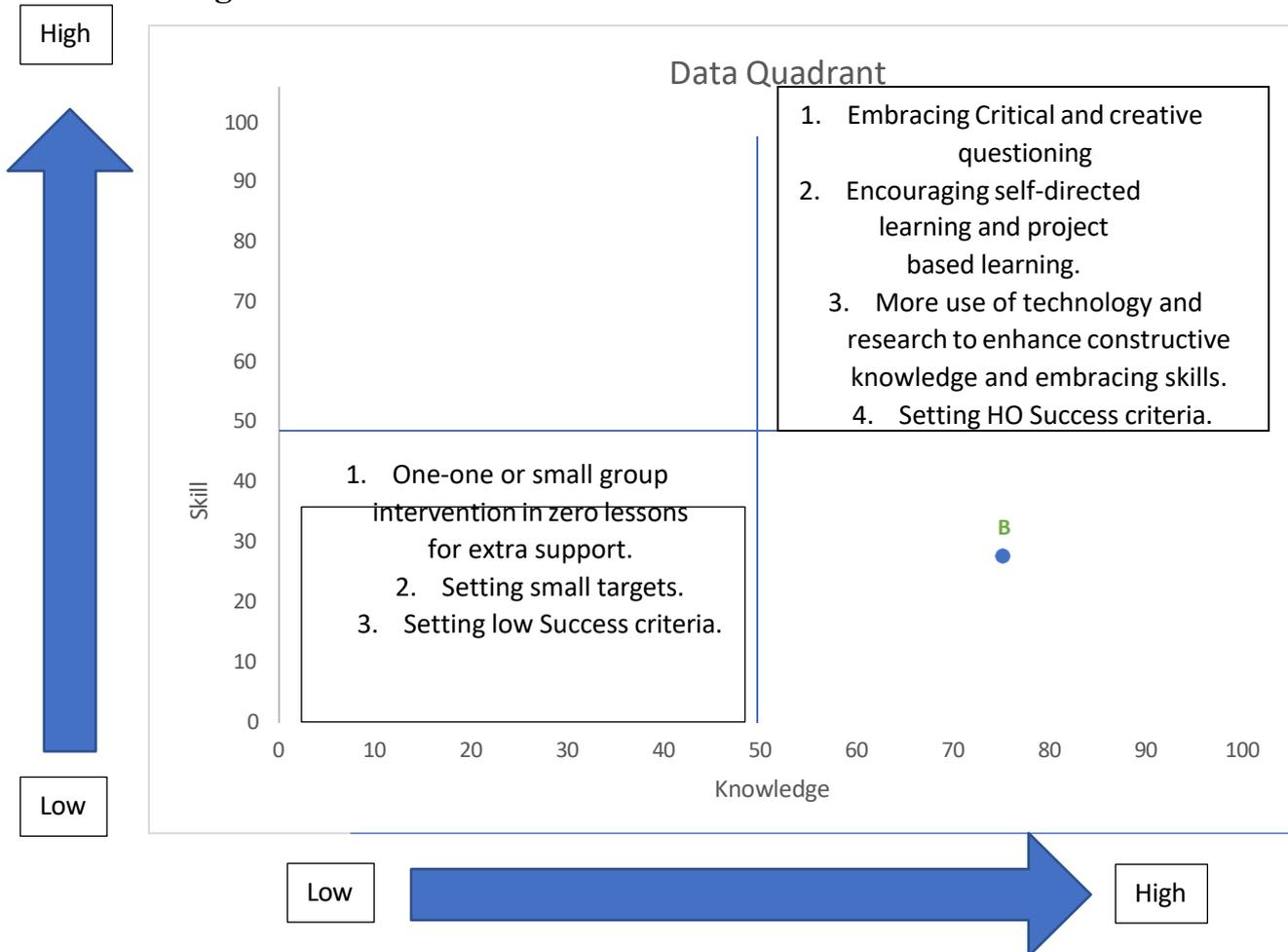
Using Assessment Data



Personalizing (Using Data for planning) Characterizing



Planning



How do we get data?

The school prepares an attainment sheet after each summative assessment, including Mid-Term and Annual Exams, aligned with the Pakistani curriculum standards.

<40%	40-100%	60-100%
Below curriculum	In line with curriculum	In line and above curriculum

Data-Informed Teaching:

The school utilizes data collection and analysis to inform and shape instructional practices, driving student learning and achievement. Every teacher maintains a **subject-specific portfolio**, containing comprehensive student assessment data, including internal assessments, ASSET and CAT4 scores, to inform instruction and target student support."

<p>Skill based Analysis</p> <p>Skill-Based Education</p>	<ul style="list-style-type: none"> - Implemented for core subjects - Aligned with UAE inspection framework's domains - Assessments evaluate student performance across domains - Data analysis informs instruction and drives improvement <p>This approach enables targeted teaching and enhances student learning outcomes.</p>
<p>Progress tracking sheet</p> 	<ul style="list-style-type: none"> - Maintained after each summative assessment - Tracks student progress over each term - Graphical representation of student improvement or regression - Implemented across all grades and subjects <p>This system enables educators to visualize student progress and identify areas for support.</p>
<p>Use of ASSET data</p> 	<ul style="list-style-type: none"> - Utilize ASSET data to identify weak and strong skills. - Inform teaching practices with data insights. - HODs create action plans to address weak skills. - Teachers use targeted strategies to support student learning. - Result: Improved student attainment in specific skills. <p>This approach enables the school to optimize student learning objectives and drive data-driven instruction.</p>

Internal ,external and international Assessment Profile (Diagnostic, Formative & Summative)

Regular marking, feedback and student’s follow up on student’s progress work in all subjects; evidence source supporting teacher judgements of attainment, progress and approaches to learning.

Progress Check each week is taken for core subjects – is a type of formative assessment taken to assess what student is learning during the learning process.

Mid way through each term- **Checkpoints**

Termly Reading assessment – **Reading & Literacy Assessment**

Term Exam twice a year – **Mid Term & Annual Exams**



Assessment Type	Name of Assessment	Subjects/Skills	Marking Scheme	Timeline	Content sharing	Reporting	Purpose
Diagnostic	Admission Test	Maths,Eng.Science, Urdu	25 marks for each subject	At the time of admission	×	×	Admission in school
	Baseline	Maths,Eng.science, Isl, Arb.MSCS	25 marks for each subject	At the commencement of Academic year	×	×	Assess the progress of students overtime
Formative	Progress Check	All Subjects	10 marks for all subjects	fortnightly	✓	✓	Assesmet & Intervention
	Project work	Science/Comp Sci e.t.c	Grading	once in a term	✓	✓	Assesmet & Intervention
	Online Quizzes	All Subjects		on going	✓	✓	Assesmet & Intervention
	Mental Math	Mathematics		twice in a term	✓	✓	Assesmet & Intervention
	Reading/Comprehension	Language subjects		ongoing	✓	✓	Assesmet & Intervention
Checkpoint -I	All Subjects	20		Mid way in Mid term*June	✓	✓	Evaluation
Summative	Checkpoint-II	All Subjects	20	Mid way in Final term*November	✓	✓	Evaluation
	Mid Term Exams	All Subjects	100	September	✓	✓	Evaluation
	Annual Exams	All Subjects	100	Feb-March	✓	✓	Evaluation
External	FBISE	All Subjects	According ot FBISE	FBISE timeline	✓	✓	Certification
International	ASSET	Maths,Eng.Science	According to International Assessments	Yearly	✓	✓	Intervention/Grouping identification of G&T and AEN
	CAT4	verbal,quantitative, spatial.non verbal		Yearly	×	✓	Grouping/Idetificati on of G&T and AEN
	PISA	Maths,Eng.Science		2025	×	×	
	IBT	Arabic		starting from 2025	×	×	
	TIMSS	Maths,Science			×	×	

Above provided schedule may face changes as per the circumstances.

KG-VII (NCP & MOE) VIII-XII KG-VII (NCP & MOE) VIII-XII (FBISE)

S/No	Subject	Grades / Marks					
		KG	I-VII	VIII-IX	X	XI	XII
1.	English (Reading and Literacy included)	50	100	75	75	100	100
2.	Urdu	50	100	75	75	100	100
3.	Arabic (MOE) (Reading and Literacy included)	-	100	100	100	100	100
4.	Computer Science	-	100	55	55+40	75	75+50
5.	Science	50 (V)	100	-	-	-	-
6.	Physics	-	-	65 + 20	65 + 20	85	85 + 30
7.	Chemistry	-	-	65 + 20	65 + 20	85	85 + 30
8.	Biology	-	-	65 + 20	65 + 20	85	85 + 30
9.	Islam Studies (MOE)	-	100	100	100	100	100
10.	Islamiat (Pakistan)	50 (V)	-	50	50	50	-
11.	Mathematics	50	100	75	75	100	100
12.	UAE Studies/G.K (KG)	50 (V)	100	100	-	-	-
13.	Pakistan Studies		100	50	50		50

KG-VII All Core and non-core subjects are assessed in both formative and summative assessment.

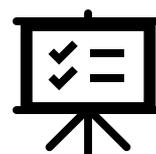
❖ Marks And Grades Criteria

Grades with reference to obtained marks are as under:-

Grades	Percentage
A+	90-100
A	80-89
B	70-79
C	60-69
D	40-59
U	<40

Assessment Grid

Knowledge based Questions	30%
Understanding based Questions	40%
Skill/Application based Questions	30%



More About Formative Assessment

Formative Assessment is the assessment for Learning, it is ongoing and provide the clear evidence of progression in learning.

It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. Examples

- ✓ Informing students of the learning objective for each lesson
- ✓ Class work o Homework
- ✓ Effective questioning
- ✓ Feedback (verbal or written)
- ✓ Self-assessment & peer assessment
- ✓ Oral Discussion
- ✓ Presentation
- ✓ Short Progress check or spot check

Self-Assessment is an integral way to assess students' ongoing learning progress in class, where student get to assess their own learning.

The school use rubrics like:

4	Mastery	✓ I can do it without mistakes ✓ I can help others.
3	Securing	✓ I can do it by myself. ✓ I make little mistakes.
2	Developing	✓ Sometimes I need help. ✓ I am starting to understand.
1	Emerging	✓ I can't do it by myself. ✓ I don't understand yet.

The school believes that allowing students to contribute to the assessment criteria can transfer ownership for them, fostering deeper engagement with assessment and learning.

Feedback & Work Scrutiny:

School has adopted the SIR procedure for self-assessment since session 2024-25.

Next Step:

Self-Assessment /Peer assessment has been initiated to encourage active participation, critical thinking, and reflection among students, promoting autonomy and collaborative learning.

This approach helps students develop essential skills like self-evaluation, feedback, and teamwork.

Feedback/work scrutiny is intended to measure the pupil's work matches the intended curriculum standard or not.

Statements carried out with “**what is missing and what should be done next time**” is considered as constructive feedback and is implied to be stated twice in a lesson for ongoing **intervention**.

Correction codes also have been introduced to:

1. Enhance feedback quality and consistency
2. Promote student self-assessment and reflection
3. Foster peer review and collaboration
4. Improve student understanding of assessment criteria
5. Support personalized learning and improvement

"The purpose of introducing correction codes in our school is to provide constructive feedback, promote student self-assessment, and enhance peer review, ultimately supporting student growth and academic achievement."

External Assessments

❖ External Standardized Assessments Calendar

1. CAT4 Biennial
2. ASSET Annually
3. IBT Arabic (initiating from this year 2025)
4. TIMSS
5. PISA

"Our school actively participates in external standardized assessments to align with the National Agenda and foster student skill development. Although unforeseen circumstances may impact our ability to conduct every assessment annually, we utilize the insights gained from these reports to identify areas for improvement and implement targeted enhancements across all phases. This informs our curriculum modifications and prepares our students for future success."