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THE PHILIPPINE SCHOOL
"LEADER IN ACADEMIC EXCELLENCE AND VALUES FORMATION"

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SCHOOL ASSESSMENT POLICY

Assessment Department

(S.Y. 2026 – 2027)

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RATIONALE:

In line with the School's Mission and Vision Statement, to provide an affordable education while developing and nurturing the whole child in a God-centered environment, envisioning being the leader in academic excellence and values formation through respect, self-discipline, nationalism, and tolerance. The Philippine School Abu Dhabi consistently adopts the highest standards of teaching and assessment to facilitate excellent progress in learning for all students.

GOALS:

The policy aims to establish and evaluate the school-wide systems and processes to:

- ✓ Create and use an accurate, valid, and consistent assessment.
- ✓ Analyze assessment data to guide curriculum development and classroom instruction.
- ✓ Follow student learning progress to make the necessary corrections.
- ✓ Provide detailed student outcomes to all parties.

LEGISLATION AND GUIDANCE:

At The Philippine School – Abu Dhabi, our assessment practices are guided by two key education authorities — the Department of Education in the Philippines **(DepEd)** and the Abu Dhabi Department of Education and Knowledge **(ADEK)**.

This means that the way we design, conduct, and evaluate assessments follows both Philippine and Abu Dhabi education standards.

PHILOSOPHY OF ASSESSMENT:

At The Philippine School Abu Dhabi, we believe that assessments should:

- ✓ Enhance the learning of the students in
  - o 21st Century Skills
  - o Content and Subject Specific Skills
  - o Personal, Social, and Emotional Learning
- ✓ Be continuous and comprehensive.
- ✓ Be fair, reliable, valid, and transparent.
- ✓ Design to meet the individual needs of the students.

PURPOSE OF ASSESSMENT:

The purpose of assessment is to:

- Determine the students' prior knowledge.
- Share data on the education of our learners.
- Recognize the areas of strength and growth for each learners.
- Customize instruction and learning to each student's unique needs.
- Set learning objectives and contribute to the development and planning of curricula.

- Work closely with the ALN Team, Heads of Department, and subject teachers to look at these results together and plan any interventions that can better support our students.
- Inform parents and stakeholders on the achievement and development of the learners

1. TYPES OF ASSESSMENTS

At TPS, our learners undertake the following assessments

1.a INTERNAL ASSESSMENTS:

✓ **Summative Assessment**

*TPS relies on assessing written works, performance tasks, and termly examinations, using an **electronic-Class Record (ECR)** which are the basis for computing the grades per term (aligning on DepEd Order 015 s. 2026):*

- ***Student's Written Works***
  Tasks that require learners to demonstrate understanding through written and spoken responses (e.g. essays, journals, written reports, structured presentations, etc.) These cover a range of cognitive processes and serve as foundational tasks that scaffold and contribute to PTs.

- ***Performance Tasks***
  Tasks that measure learners' ability to apply knowledge and skills in authentic contexts (e.g. projects, portfolios, investigations, culminating presentations, etc.). These emphasize integration of concepts and higher-order thinking.

- ***Examinations***
  Assessment administered at key points within the term, namely summative test (STs) and Term Examination (TE), with coverage distributed progressively to support the cumulative evaluation of learning. These shall not be used as the sole basis for determining learner achievement.

Summative Assessment	Recommendations for Grades 1-3	Recommendations for Grades 4-12
WWs	Teachers have the discretion on the quantity of sufficient assessments needed to gather evidence while ensuring a manageable amount to avoid assessment overload	3-5 WWs (per learning area, per term)
PTs		2-3 PTs (per learning area, per term)
EXs		2 STs and 1 TE (per learning area, per term)

✓ **Subject's Pre and Post Tests**

These are the exams given by the subjects (e.g. Mathematics, Science, English, Filipino, Araling Panlipunan, Values Education, MSCS/UAE Social Studies, etc.) at the beginning and end of the school year.

✓ **i-Ready (Mathematics and English)**
This diagnostic assessment platform is designed with teachers in mind, to work on its own or with other i-Ready programs. The Grades KG to 10 diagnostic testing assessments manifests our core belief that all students can grow and achieve grade-level expectations. Use these diagnostic assessment tools to help educators see where students are, set high but achievable expectations for growth, and connect the right instructional tools to help them get there.

1.b EXTERNAL ASSESSMENTS:

External assessments can be break down into two parts.

✓ **NATIONAL ASSESSMENTS:**
These assessments are administered as part of the school's initiative to provide nationally benchmarked assessments. This initiative aims to ensure the school's readiness to meet the Department of Education (DepEd) national assessment requirements and to provide reliable assessment data whenever national assessments are required.

➢ **GRACE PASS, RASH, and ARC**
These assessments are delivered by the Global Resources for Assessment Curriculum and Evaluation, Inc. (GRACE).

- **PASS (KG – G9) & PASS SHS (G11)** – **P**erformance **A**ssessment of **S**tandards and **S**kills for KG to Grade 9, is a standards-based assessment tool which is designed to measure the proficiency level of students in the competencies and standards set by the Department of Education.

- **RASH** – **R**eadiness of **A**ssessment for **S**enior **H**igh School is used to help Grade 10 students explore their aptitude paths in Senior High School Program, whether Academic, Technical-Vocational, Livelihood, Sports, and Arts and Design.

- **ARC** – **A**ssessment of **R**eadiness for **C**ollege and **C**areer for Grade 12 is geared towards measuring critical thinking and the necessary knowledge and skills for pursuing higher education and/or specific career.

✓ **INTERNATIONAL ASSESSMENTS:**
These assessments are administered in compliance with the requirements set by the Abu Dhabi Department of Education and Knowledge (ADEK). They are designed to measure student achievement, monitor learning progress, and provide reliable data to support educational quality and continuous improvement.

➢ **IBT** - **I**nternational **B**enchmark **T**est allow students' performance to be tracked against the international standards. The tests cover English, Mathematics, Science, Reasoning, and Arabic Language (ACER IBT). The results are mainly suggested to be used in creating the students' trend and help us measure how our students perform against international benchmark.

➢ **PISA** - **P**rogramme for **I**nternational **S**tudent **A**ssessment is a triennial international survey that evaluates education systems worldwide by testing the

skills and knowledge of 15-year-old students in participating countries. The results allow schools to gauge the students' performance compared to those in other countries. This enables to set policy targets based on measurable goals achieved by top-performing systems and learn from successful practices applied elsewhere.

- **TIMSS** - **T**rends in **I**nternational **M**athematics and **S**cience **S**tudy that measures the Mathematics and Science achievement of Grade 4 and Grade 8 students. It is conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA). By analyzing the data, the school can refine its teaching strategies, align the curriculum with international standards, and provide targeted support to enhance student learning. It also allows the school to measure its performance against global benchmarks and continuously improve educational outcomes.

- **PIRLS** - **P**rogress in **I**nternational **R**eading **L**iteracy **S**tudy, is a global assessment that measures how well Grade 4 students read and understand written texts. It is conducted every five years by the International Association for the Evaluation of Educational Achievement (IEA). The results help schools and countries evaluate their reading programs and improve literacy teaching to support stronger reading skills among students.

- **GL Assessments** – The following assessments under the Granada Learning (GL) assessments are designed to evaluate students' academic abilities and readiness for selective schooling. The organization focuses on creating reliable, valid, and fair assessments that reflect the skills necessary for academic success.

  - **CAT4** - The **C**ognitive **A**bilities **T**est (CAT4) reveals hidden potential by assessing the main types of reasoning ability known to make a difference to learning and achievement, providing you with a rounded profile of the whole child.

  - **NGRT** – **N**ew **G**roup **R**eading **T**est is a standardized, adaptive, termly assessment to measure reading skills against the national average. Use it to identify where intervention may be needed, and then to monitor impact and progress made.

  - **PASS** – **P**upil **A**ttitudes **t**owards **S**chool and **S**elf takes the guesswork out of understanding why pupils may be reluctant, disengaged or even disruptive learners by sensitively exploring social and emotional wellbeing. It also provides interventions and guidance so you can start to address issues immediately.

  - **PT series***** – **P**rogress **T**est series is measuring attainment in English, Maths and Science, these assessments can be used at the start of the academic year for baselining, at the middle or end of the year to measure progress, and then year-on-year as a longitudinal measure. Reports are set against national averages so you can reliably compare your results with those of students across the country.

- **ABT** - The **A**rabic and **I**slamic **B**enchmark **T**est serves as a vital tool for assessing students' proficiency in Arabic language skills and their understanding of Islamic

principles. By providing comprehensive evaluations based on international standards, ABT supports educational institutions in enhancing student learning outcomes while promoting cultural identity and values. Its emphasis on data-driven insights facilitates informed decision-making for educators, ultimately contributing to the advancement of Arabic education globally.

2. COLLECTION AND USE OF DATA

Data created by assessments are gathered from multiple evaluations using both direct and indirect measures in both internal and external assessments.

- **Direct Measures** - demonstrates the students' learning through student performances, course work, projects, etc. and involves a direct evaluation of students' accomplishment on particular learning outcomes. These include:

  - ✓ Term Exams
  - ✓ Practical Exams
  - ✓ Written Outputs
  - ✓ Performance Tasks
  - ✓ Portfolios
  - ✓ Oral presentations (Graded with a rubric)
  - ✓ Group Projects (Graded with a rubric)

- **Indirect Measures** - comprises instruments that aid in measuring students' opinions or ideas about their own knowledge, abilities, attitudes, learning experiences, and perceptions of the services they received. These include:

  - ✓ Self-assessment
  - ✓ Peer feedback
  - ✓ Journals
  - ✓ Focus groups
  - ✓ Surveys

3. REPORTING AND INTERPRETATION

Assessment results are analyzed, interpreted, and shared to the school head, to the heads of department (HODs), to the teachers, to the ALN Team, to the Governing Council (GCs) and to the school community. The results are communicated accurately, clearly, timely, and meaningfully. Here are the list of assessment reports provided by the department:

- ✓ GRACE PASS, RASH, and ARC Results and Progress Trend
- ✓ IBT Results and Progress Trend
- ✓ TIMSS Results and target
- ✓ GL Assessment Results and Progress Trend
- ✓ PISA Results and target
- ✓ ABT Results and Progress Trend
- ✓ Mean Percentage Scores (MPS) per grade level & per subject
- ✓ Summary of Progress (SOP)
- ✓ Internal Assessment report
- ✓ Progress and Attainment Report
- ✓ School Improvement Updates

4. MONITORING

The assessment policy must be effectively implemented, and this falls on all faculty members. The leadership team of the school and the department heads will see to it that the assessment procedures used in the classrooms adhere to the policy. Through curriculum mapping and auditing aligning to international standards, classroom walkthrough, informal lesson observations, assessment data, notebook evaluations, and close examination of student work samples, the assessment team will keep an eye on how well assessment procedures are being used throughout the school.

5. ROLES AND RESPONSIBILITIES

The following are the roles and responsibilities of various stakeholders:

Role of Teachers

- ✓ Use a variety of techniques and resources to ensure that assessments of students' learning and development in lessons, over the course of a unit of study, term, and academic year are accurate.
- ✓ Create formative assessment tasks that evaluate and build subject-specific knowledge, content, 21st-century skills, and social and emotional growth in the learner.
- ✓ Distribute rubrics with explicit expectations to students before they begin assignments.
- ✓ Employ assessments to increase students' self-esteem, confidence, and drive for academic learning.
- ✓ When necessary, provide diagnostic feedback on students' work
- ✓ Through peer and self-assessment, encourage students to take ownership of their own learning
- ✓ Encourage students to examine their assessment results in order to make goals, identify their areas of strength and growth, and determine their next steps in the learning process.
- ✓ Use assessment data to guide instruction and learning, and give students who are at risk of underachieving extra support where necessary
- ✓ To help with curriculum preparation, analyze data from internal external assessments
- ✓ Report test results and give parents and students comments.

Role of Heads of Departments

- ✓ Show the teachers how to effectively perform formative tests in their classroom
- ✓ Where appropriate, suggest and assist in the creation of tasks to evaluate students' subject-specific knowledge, content, 21st-century competencies, and social and emotional growth.
- ✓ As the term proceeds, suggest changes to the tasks as necessary to close any gaps in grade-level learning.
- ✓ Encourage teachers to provide regular feedback, and whenever necessary, revisit the assessment activities.
- ✓ Help educators examine assessment results and develop intervention techniques.

- ✓ Plan the next steps in the teaching-learning process using assessment data, and then mentor and support teachers as necessary in this area.
- ✓ Examine the outcomes of the external exams and utilize the information to construct the department development strategy.
- ✓ To help with curriculum planning, analyze data from internal and external assessments.
- ✓ Work with the head of assessment and data to organize workshops on particular topics.
- ✓ Lay out viable frameworks to follow individual student's fulfillment and progress, both scholastic and individual to augment learning for all understudies.

Role of Assessment Team

- ✓ Guarantee that teachers, HODs, students and guardians grasp the arrangement of evaluations.
- ✓ Guarantee deliberate investigation and triangulation of evaluation information to distinguish designs, patterns, and areas of progress.
- ✓ Recognize students' accomplishment holes as well as think about potential foundations for these holes.
- ✓ Lead on all parts of inside evaluations, guarantee recording of significant information and give scientific synopsis on execution estimated against key execution markers.
- ✓ Guarantee that all staff, understudies and guardians have a precise investigation of understudy information on progress and fulfillment.
- ✓ Coordinate with Heads of Division to guarantee that appraisals are substantial and thorough.
- ✓ Conduct proficient advancement programs for staff on subjects pertinent to assessment.
- ✓ Promotes internal and external communication of assessment results.

Role of ALN Team:

- ✓ Identify students with additional learning needs based on internal and external assessment results, teacher observations, and referral data.
- ✓ Analyze assessment outcomes to determine learning gaps and design targeted intervention programs.
- ✓ Develop and implement Individual Education Plans (IEPs) that align with assessment findings and curriculum goals.
- ✓ Collaborate with teachers to modify assessments and provide accommodations that ensure fair and accurate measurement of student progress.
- ✓ Monitor and evaluate students' performance after interventions, using assessment data to track improvement and adjust support strategies.
- ✓ Coordinate with the Assessment Team and Heads of Departments to ensure assessment practices address diverse learning needs.
- ✓ Communicate with parents about assessment results, learning goals, and progress of students receiving additional support

Role of Students:

- ✓ Comprehend the evaluation rubric and partake effectively in assessment opportunities in lessons.

- ✓ Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- ✓ Support other students constructively when involved in peer assessment.
- ✓ Be respectful and responsible with peer feedback.
- ✓ Participate in self-reflection and consistently audit their learning process.
- ✓ Set their learning goals and strive to become independent learners.
- ✓ Effectively take part in activities of every kind to advance their social and individual well-being.

Role of Parents/Guardians:

- ✓ All parents/guardians should:
- ✓ Secure that their student is regular and punctual and do not miss the instructional class or assessments.
- ✓ Understand the assessment rubric and help their students to set the learning goals.
- ✓ Regularly communicate with the faculty to understand the student's learning journey based on the results of internal and external examination.
- ✓ Monitor the student's academic activity at home and help promote his independent learning skills.
- ✓ Support and motivate their students and engage in meaningful conversations to promote the personal well- being of the student.
- ✓ Know the interventions planned by the teacher for specific subject support.
- ✓ Work collaboratively with the teacher to ensure academic progress of the student.
- ✓ Ensure that the student develops on his independent learning skills.

6. POST-ASSESSMENT ANALYSIS AND ACTION PLANNING

After every assessments are completed, teachers and HODs will analyze the results to identify trends, strengths, and areas for improvement. This analysis will inform targeted instructional strategies and interventions tailored to meet the diverse needs of learners. Teachers will collaborate in assessment team to develop action plans that include specific goals, timelines, and resources needed to support student learning and ensure continuous progress monitoring throughout the academic year. Regular follow-up meetings will be scheduled to evaluate the effectiveness of these strategies and make necessary adjustments. This emphasizes the importance of using assessment data not only for evaluation but also for proactive planning and intervention.

7. COLLABORATION WITH THE GOVERNING PARENT TEACHER COUNCIL

Following assessments, results and insights will be shared with the Governing Parent Teacher Council (PTC) to foster transparency and collaboration. The PTC will play a critical role in discussing assessment outcomes, identifying areas for improvement, and developing strategies to support student learning. Regular meetings will be scheduled to ensure that parents and teachers work together to create action plans that address identified challenges and celebrate successes, thereby enhancing the overall educational experience for students.

8. SCHEDULE OF EXAMINATION (INTERNAL & EXTERNAL ASSESSMENTS)

Assessments are administered throughout the school year. Internal assessments are conducted termly in November, March, and May aligned with the Term 1 to Term 3. External assessments, including GRACE, IBT, ABT, and GL are given once or twice (pre & post) a year, depending on the ADEK assessment window and the school's registration under the ADEK School Based Assessment (SBA). The schedule for all assessments is posted on the Assessment Bulletin Board, School Website and shared through advisories.

9. GRADING SYSTEM

The revised grading system introduces differentiated approaches across the four Key Stages of basic education: KS1 (KG to G3); KS2 (G4 to G6); KS3 (G7 to G10); and KS4 (G11 & G12), aligned with the pedagogical intent and developmental benchmarks of the Revised K to 10 and Strengthened SHS Curricula. These adjustments ensure that the grading serves as a meaningful tool for supporting learning, rather than merely a measure of academic ranking.

For Key Stages 1 (KG to G3)

- **For Kindergarten:** A descriptive grading system shall be implemented to reflect learners' developmental progress and support foundational learning. Descriptive non-numeric grades descriptor such as Consistent (Co), Developing (DV), and Beginning (BG) shall be used in reporting learner performance through the Progress Report
- **For G1 to G3:** A descriptive grading system shall be also implemented but the descriptive non-numeric grades descriptor will be different from KG instead Advancing (A), Benchmarking (B), Connecting (C), Developing (D), and Emerging (E) will be used. In SY 2026-2027, Grades 2 & 3 shall continue to use the numerical grading system. In SY 2027-2028, Grades 3 shall continue to use the numerical grading system with zero-based grading and beginning of SY 2028-2029, all KS1 (KG to G3) shall fully transition to the descriptive grading system.

For KS2 (Grade 4 to 6), KS3 (Grades 7 to 10), and KS4 (Grade 11 & 12)

- The numerical grading system shall remain in place, with grades computed from WWs, PTs, and Exs, using assigned weights specific to each learning area. Greater emphasis shall be given to PTs as a primary evidence of learners' understanding, application, and higher-order skills.

Computation of Termly Final Grades

Step 1: Raw scores from all student work are added up. (Written Works, Performance Tasks, Summative Test 1 & 2 and Term Exams) using an Electronic Class Record (ECRs)

Step 2: The sum for each component is converted to the **Percentage Score**. To compute the Percentage Score (PS), divide the raw score by the highest score, then multiply the quotient by 100%.

$$\textbf{PERCENTAGE SCORE (PS)} = \left[\frac{\text{Learner's total raw score}}{\text{Highest possible score}}\right] \times 100\%$$

Step 3: Percentage Scores are then converted to **Weighted Scores** to show the importance of each component in promoting learning in the different subjects. To do this, the Percentage Score is multiplied by the weight of the component found in **Table 1** for KS2 & KS3 and **Table 2** for KS4. The product is known as the Weighted Score (WS).

Table 1: Weight of the Components for Each Learning Area in KS2 & KS3:

Learning Area/Subject Group	WWs	PTs	Exs
English, Filipino, Mathematics, Science, Araling Panlipunan (AP), Values Education/GMRC, Arabic Language, Islamic Education, Moral, Social, and Cultural Studies (MSCS)	20%	50%	30%
Home Economics & Livelihood Education (HELE)/Technology & Livelihood Education (TLE), Music, Arts, Physical Education & Health (MAPEH), STEM Robotics, ICT/AI Program	20%	60%	20%

Table 2: Weight of the Components for Each Learning Area in KS4:

Learning Area/Subject Group	WWs	PTs	Exs
SHS Core Subjects, Other SHS Academic Electives	20%	50%	30%
SHS Field Exposure, Arts Apprenticeship, Creative Production and Innovation	15%	70%	15%
SHS Arts, Sports, and Health & Wellness Electives	20%	60%	20%
SHS Research Electives and Design & Innovation	40%	60%	-
SHS TechPro Electives	15%	65%	20%
SHS Work Immersion	20%	80%	-

Step 4: The sum of the weighted scores in each component is the Initial Grade. This initial grade will be transmuted using the given transmutation table to get the termlyly final grade (TFG).

Step 5: The quarterly grade for each learning area is written on the report card the student.

For **MAPEH**, individual grades are given to each area: Music, Arts, Physical Education, and Health. The termly grade for MAPEH is the average of the termly grades in the four areas.

$$\text{Termly Grade for MAPEH} = \frac{\text{QG for Music} + \text{QG for Arts} + \text{QG for PE} + \text{QG for Health}}{3}$$

For **ICT/Robotics (KS1: G2 & G3),** for SY 2026-2027, individual grades are given to each area: ICT and Robotics. The termly grade for ICT/Robotics is the average of the termly grades in the two areas.

$$\text{Termly Grade for ICT/Robotics} = \frac{\text{TFG for ICT} + \text{TFG for Robotics}}{2}$$

For **ICT, Robotics, & HELE (KS2: G4 & G6),** individual grades are given to each area: ICT, Robotics and HELE. The termly grade for ICT, Robotics and HELE is equivalent to the sum of the weighted TFG of the said subjects.

- ✓ 50% of TFG HELE
- ✓ 25% of TFG ICT
- ✓ 25% of TFG Robotics

$$TFG\ for\ HELE, Robotics, \&ICT = (TFG\ HELE * 0.5) + (TFG\ Rob * 0.25) + (TFG\ ICT * 0.25)$$

For **ICT, Robotics, & TLE (KS3: G7 & G10)**, individual grades are given to each area; ICT, Robotics, and TLE. The termly grade for ICT, Robotics, and TLE is equivalent to the sum of the weighted TFG of the said subjects.

- ✓ 50% of QFG TLE
- ✓ 25% of QFG ICT
- ✓ 25% of QFG Robotics

$$TFG\ for\ TLE, Robotics, \&ICT = (TFG\ TLE * 0.5) + (TFG\ Rob * 0.25) + (TFG\ ICT * 0.25)$$

The following are the steps in computing for the general average at the end of the school year.

For KS1 (Kindergarten & Grade 1)

For SY 2026 – 2027, there are no numerical grades in Kindergarten and Grade 1. Descriptions of the learner's progress in the various learning areas are presented using checklists and other portfolios.

For KS1 to KS4 (Grades 2 - Grades 12)

The average of the Termly Final Grades (TFG) produces the Final Grade.

$$\textbf{Final Grade by Learning Area} = \frac{\text{Term 1 Grade+Term 2 Grade+Term 3 Grade}}{3}$$

The **General Average** is computed by dividing the sum of all final grades by the total number of learning areas. Each learning area has equal weight.

$$\textbf{General Average} = \frac{\text{Sum of Final Grades of All Learning Areas}}{\text{Total number of Learning Areas in a grade level}}$$

The Final Grade in each learning area and the General Average are reported until **three (3) decimal places**.

10. STUDENT PROMOTION AND RETENTION

A Final Grade of 75 or higher in ALL learning areas allows the student to be promoted to the next grade level.

For KG to Grade 1 Learners' Promotion and Retention

Requirements	Decision
Meet the Expectations in all learning areas	Promoted to the next grade level
Did Not Meet Expectations in not more than two learning areas	Must pass summer remedial classes (SRC) for learning areas with beginning mark to be promoted to the next grade level. Otherwise, the learner is retained in the same grade level.
Did Not Meet Expectations in three or more learning areas after the SRC	Retained in the same grade level

For Grades 2 to 12 Learners Promotion and Retention

Requirements	Decision
Final Grade of at least 75 in all learning areas	Promoted to the next grade level
Did Not Meet Expectations in not more than two learning areas	Must pass summer remedial classes (SRC) for learning areas with developing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
Did Not Meet Expectations in three or more learning areas	Retained in the same grade level

11. AWARDS and RECOGNITION

The Philippine School – Abu Dhabi grants awards of recognition to deserving students in accordance with the new DepEd Order No. 15, Series of 2026, on the Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program, with some modifications approved by The Philippine School Management.

For Kindergarten and Grade 1

The **Performance Award** is given to acknowledge their most evident strengths and significant improvement in specific areas. Since Kindergarten and Grade 1 learners do not receive numerical grades, their outstanding achievements are assessed based on the different domains and learning competencies outlined in DepEd Order No. 15, Series of 2026 at the end of each Term. To ensure fairness and inclusivity, the same award may be given to more than one learners.

The **Character Traits Award** is given to affirm their positive traits and attitudes or to recognize their significant improvement.

For Grades 2 to 12:

The **Termly Academic Excellence Award** is given to learners at the end of each grading period/term,

while the **Year-End Academic Excellence Award** is given at the end of the school year.

The **Principal's Award** is given to students who consistently qualify for the Termly Academic Excellence Award from the first to third term.

These three awards are open to students from **Grades 2 to 12** who meet the following criteria:

- Must achieve a **general average of at least 90.000%** in the specified grading period/term.
- Have **no grade lower than 85.000%** in the core subjects
- Attain **at least 80.000% grade in Arabic**; students enrolled in Islamic Education must have **a minimum grade of 85.000%.**
- Earn a **final grade of at least 85.000%** in MAPEH/HELE/TLE-ICT/Robotics, with no component grade lower than **80.000%.**
- Exhibit **good moral character** and have **no disciplinary record** during the grading term/period.
- Maintain at least **80% class attendance**, unless absences are valid, properly documented, and approved by the School Principal.
- Students with **more than 20% absences** in any subject during the term are automatically disqualified from receiving academic awards.
- For students in alternative modes of learning, the granting of awards is subject to the Principal's discretion, following the deliberation of the honors and awards committee.

Other awards include: (Given during recognition, completion, or graduation ceremony)

- ✓ **Subject Excellence Award** - recognizes the exemplary performances of the students in different learning areas. It is given to students who have attained the HIGHEST FINAL GRADE (at least 90.000%) in each subject area.

- ✓ **Exemplary Leadership and Behavior Award** - students who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community and Students who have shown exemplary behavior, desirable habits, and a good attitude within the current school year as observed by all subject teachers.

- ✓ **Research and Innovation Award** - individual, pair, or group who led the planning and execution of a research or innovation to advance the potential applications of technology, or for research whose findings can be used to drive better efficiency and productivity as well as to improve the lives of the people in the school and/or community.

- ✓ **Sustainability Award** – presented to guest speakers in recognition of their valuable contributions and discussions on sustainability, and to students whose Science Investigatory Project (SIP) best demonstrates innovation and relevance to sustainability. The awardee for the SIP category is selected by the HOD and panelists based on established criteria during the presentation of studies.

- ✓ **Award for Special Recognition** - given to students who have represented and/or won in competitions at a school, division, regional, national, or international level. These awardees have demonstrated exemplary performance in academics, athletics, and the arts.

- ✓ **Service Award** - Given to the deserving student/s who consistently served and volunteered as approved by the deliberation committee.

- ✓ Awards from Service Providers and Achievements in International Exams and Other awards and recognitions as approved by honors and awards committee

12. SCHOOL ASSESSMENT PROCESSES AND TOOLS

A.) For Internal assessment processes are generally consistent across all phases and subjects. The Philippine School Abu Dhabi relies on assessing daily written work (WWs), performance tasks (PTs), summative tests (STs), and termly examinations (TEs), using a tool called **electronic Class record (eCR)** which are the basis for computing the grades per term. To monitor students' attainment and progress, the school uses internal assessment tools, such as the **Mean Percentage Score (MPS)** and **Summary of Progress (SoP)**, aligned with ADEK benchmarks.

- ➢ **MEAN PERCENTAGE SCORE** is a tool used to determine which students have met or exceeded the minimum standards. It is calculated by dividing a student's score by the total number of test items, then multiplying by 100. Next, the number of students who scored 83% and above is counted, and this number is divided by the total number of students enrolled in the grade level. This helps identify if the ADEK benchmark for Good (50%), Very Good (61%-74%), or Outstanding (75% and above) has been met, reflecting above-standard performance.

  For students not meeting these percentages, the process is repeated by dividing the student's score by the total number of test items and multiplying by 100. Then, the number of students who scored 75% and above is counted, and this is divided by the total number of students enrolled. This helps assess whether the ADEK benchmark for Acceptable (75% and above), Weak (31%-74%), or Very Weak (below 31%) has been met for the minimum standard.

- ➢ **SUMMARY OF STUDENT PROGRESS (PER SUBJECT)** is a tool used to track the individual progress of students each term and at the end of the school year. This is done by calculating the percentage score from the STs and TEs in the electronic class record, where the percentage score is determined by dividing the student's score by the total number of test items and multiplying by 100.

  Our curriculum standards are as follows:

Failing Point:	69%
Low attaining (below expectation):	70% - 74%
Within attainment (Meeting expectation):	75% - 82%
High attaining (Exceeding expectations):	83% - 100%

These tools also tracks the progress of boys and girls separately, and the combined total reflects the overall student progress per subject.

B.) For standardized-based assessments, such as the IBT, ABT, & GL Assessments in line with the ADEK benchmark, the school analyzes the results based on the number of students who score at or above the 41st percentile for minimum standards, and at or above the 61st percentile for above standards. For PISA, TIMSS, and PIRLS, we ensure that we have a solid strategic action plan in place to achieve our target, aligning the school's competencies by mapping them to international standards.

13. ADMINISTRATION OF ASSESSMENTS AND REPORTING OF CHEATING INCIDENCE

This step by step guide for conducting quarterly examination is aligned with the school's test administration policy and outlines the procedures that teachers must follow when administering the quarterly examination to minimize the occurrence of cheating. Additionally, it provides instructions on how to report any incidents of cheating, including the designated personnel responsible for handling such matters. *(Please refer to the Procedural Guide for the Administration of Assessments and Reporting of Cheating Incidence)*

External assessments are conducted in both the i-Ready Room and the ICT Room, under the supervision of the School Psychometrician and the Assessment Coordinator. These assessments are typically administered online, following the schedule and guidelines provided by the assessment providers and ADEK's approved testing window. The procedures for administering these assessments are aligned with the school's *Test Administration Policy* and are designed to ensure integrity, consistency, and fairness during testing.

14. SUMMARY

An effective assessment policy is vital for ensuring consistency, fairness, and alignment with educational objectives in schools. It supports data-driven decision-making, promotes accountability among educators, encourages student engagement, and facilitates clear communication with stakeholders. Adhering to this school assessment policy not only enhances the quality of education but also contributes to improved student outcomes across the board.

15. REFERENCES

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Acknowledgement:

I acknowledge that I have read, understood, and agreed to abide by the School Assessment Policy as implemented by The Philippine School Abu Dhabi.

Name: _____
Position/Role: _____
Signature: _____
Date: _____

Disclaimer:

This policy document is subject to revision in accordance with updates from ADEK, UAE Federal Authorities, or The Philippine School Abu Dhabi Management. All staff and stakeholders are responsible for familiarizing themselves with any changes to ensure full compliance with current laws and child protection standards.