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YAS AMERICAN ACADEMY

YAA Assessment Policy K-12

YAS AMERICAN ACADEMY 2026-27

Classification: General Internal Purpose

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Yas American Academy Assessment Policy K-12

1.0 Introduction

Yas American Academy (YAA) considers assessment an integral part of the student learning process. Assessment should be authentic and varied, supporting students to showcase the knowledge and understanding they have acquired across lessons and units of study. YAA maintains that formative assessment should underpin all other forms of assessment, and that timely, constructive feedback plays a central role in advancing learning.

At the heart of this approach is a whole-school assessment culture, where all members of the learning community—students, teachers, leaders, and parents—recognize the value of assessment as a driver of progress and improvement. YAA is committed to developing assessment literacy across the school, ensuring that staff, students, and families share a common language around assessment, understand its purposes, and apply it meaningfully. Through collective ownership of assessment practices, the Academy fosters consistency, fairness, and alignment with its vision for high-quality teaching and learning.

2.0 Purpose

Assessment is a daily part of life at school. Descriptive feedback is used by students to ensure that they know their next steps and what they need to do to improve. Teachers use the products of assessment to inform their teaching; specifically, to monitor the acquisition of knowledge and skills and to make corrections to programming, based on student needs. More formal methods of assessment provide feedback on student attainment and progress and ensure a rigorous approach to curriculum delivery. The purposes of assessment are:

- To be formative, providing information for the teacher to plan the next steps in the student's learning and support students with identifying their next steps;
- to be diagnostic, providing more detailed information about individual student's strengths and needs.
- to be summative, providing a snapshot of each student's achievement – these can be reported to parents.
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is.
- to inform the students to enable them to develop their learning.

Specific learning intentions, success criteria, and assessment opportunities are identified in unit and lesson plans. All assessment outcomes, including standardized test results, are used to evaluate current practice and to inform future planning.

3.0 Roles and Responsibilities

Roles and responsibilities are detailed further below. Here is a summary of the roles and responsibilities of all stakeholders involved in the Yas American Academy community.

3.1 K-12 Teachers

- To ensure ongoing assessments, revisited based on the student's needs and performance.

- To assess progress during daily lessons and drive differentiated activities implemented within core subjects.
- To pre- and summative assess during each unit to monitor students' progress and next steps.
- To set student goals and encourage end-of-unit reflection.
- To record accurate and timely data, uploading to relevant assessment platforms.
- To identify and plan for interventions based on students' progress.
- To provide annotated and personalized feedback to students (see YAA Marking and Feedback Policy).
- Provide students with a summative review sheet and assessment rubric for all summative assessments.
- Provide students with a unit overview which includes the dates for the summative assessments.
- Provide verbal and written annotated feedback on the students' work, explaining what they need to do to improve further.
- Contact parents if they have any concerns or positive comments regarding progress.
- Record formative and summative data onto their 'Student Achievement Tracking Gradebooks'.

When summative or mid-term assessments are issued to students, all teachers will:

- Provide students with a summative revision guide (practice test, knowledge organizer revision sheet, etc.) (Hard and Soft Copy) and assessment rubric.
- Set a deadline of at least two weeks and adhere to the assessment calendar.
- Provide verbal and written annotated feedback on the students' work, explaining what they need to do to improve further. This is summarized on a summative assessment rubric or go through the answers in class and post hard copy of the answers.
- Contact parents if they have any concerns regarding progress and failure to meet deadlines.
- Record formative and summative data onto their 'Student Achievement Tracking Gradebooks'.

3.2 Leadership Teams

- Heads of Department, Heads of Year, Inclusion teams, and the Senior Leadership Team are responsible for monitoring and analyzing assessment data per unit and term.
- This data is analyzed and communicated with all stakeholders to drive improvements and support mechanisms through Pupil Progress Meetings (PPMs) every term (to allow effective intervention).
- The leadership team is also responsible for coordinating the termly assessment calendar ensuring that students are not overpopulated with assessments from different subjects.
- The leadership team are responsible for engaging parents in the process of assessment through regular communication and the sharing of key dates, parent engagement sessions etc.

3.3 Parents/Guardians

- To regularly check email communications from subject teachers and Heads of Department regarding the progress of their children. With this, parents may be directed to platforms

such as Microsoft Teams, assessment calendars or students' assignment briefs, to view their child's assignments and deadlines.

- To be available for any parental meetings, encouraged to attend termly Parent Teacher Conferences (PTCs).

3.4 Students

- To integrate the feedback they receive from their teachers to improve their work and provide feedback to their peers based on assignment success criteria.
- To regularly self-assess and reflect on their achievements and progress and set their targets.
- To ensure that they are prepared for any form of assessment, that they are present and punctual (during lesson time and when submitting their work). Peer assessment is also implemented across grade levels.

4.0 Sustainable Assessment Practices

We are committed to integrating sustainability into our assessment practices to support environmental responsibility and digital innovation.

Digital Tools: Teachers use platforms such as SeeSaw, NWEA MAP, IXL, and MS Teams to conduct assessments, provide feedback, and track progress, reducing reliance on printed materials.

Paper Reduction: Wherever feasible, assessments, reports, and planning documents are shared and stored digitally to minimize paper usage across the school.

Eco-Friendly Reporting: Termly reports and assessment summaries are distributed electronically to parents via secure platforms, supporting efficient and sustainable communication.

Staff Development: Teachers receive ongoing training in digital assessment tools and sustainable practices to ensure effective implementation.

Monitoring: SLT reviews assessment practices regularly to ensure alignment with sustainability goals and monitors digital adoption across the school.

5.0 Reporting Cycles

A student's formal reporting period occurs through three standardized report cards, one for each term. Formal reports will be complemented by meetings between Parents/Guardians and teachers and informal communication between Parents/Guardians and the School as needed.

Our Character Curriculum is also reported on through a 1 to 4 scale and indicates the student's attitude towards learning.

In KG, reports also include a digital personalized portfolio, encompassing the skills, traits, and attitudes to develop as successful global learners. Formal reports will be complemented by meetings between Parents/Guardians and teachers.

6.0 Types of Internal Assessment

All assessments are planned to meet the US Common Core Standards and are documented in department's planning documents (Scope and Sequence, Unit Plans); outcomes are used to evaluate current practice and to inform future planning.

	Formative Assessment	**Summative Assessment**
Informal	Questioning Feedback Peer assessment Self-assessment	Essays in uncontrolled conditions Portfolios Coursework Teacher assessment
Formal	Further analysis or tests, exams, essays Target setting	Tests Exams Essays in controlled conditions

6.1 Summative (also referred to as Assessment of Learning (AoL))

Summative assessment is provided to evaluate student learning, skill acquisition, and academic achievement after a defined instructional period. Summative assessments enable teachers to evaluate both student learning and the impact of their teaching at the end of a unit of work, usually across a six-week cycle. They provide evidence of achievement against the learning intentions of the curricular standards and carry a weight of 75% of the final grade in KG and elementary but may fluctuate for Middle & High School Subjects.

Summative assessments are weighted highest. Heads of each department will be able to provide an example of what this looks like for each subject area. Summative Assessments are created by teachers and should include a variety of style questions and increase rigor. The final questions on the test should be of the next grade level standard to ensure that grades are aligned with the assessment scale.

6.2 Formative (also referred to as Assessment for Learning (AfL))

Formative assessment is assigned to all those activities undertaken by students within lessons. Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand student performance continuously.

Teachers can conduct formative assessments using lesson activities, higher-order questioning, success criteria, starter activities, or exit tickets that consolidate learning. Furthermore, AfL can also include peer assessment, question and answer, and examination-style answers to questions, all encompassed within the lesson time.

6.3 YAA Character Skills and Work Habits

To develop students holistically and equip them with academic skills, we assess students' abilities in areas such as collaboration, creativity, inquiry, research, etc. The weightings of these assessments vary per department but do not exceed more than 10% (Appendix C).

6.4 Measures of Academic Progress (MAP)

Students are assessed in English (Language and Reading), Math, and Science a minimum of two times per academic year occurring in the Fall and Spring.

A progress and attainment percentage (equaling 10% in total) is a part of students' overall grade for their final unit of work in Term 3, alongside their formative and summative assessments.

6.5 Formal Internal Examinations – Grades 6-10

Student achievement is assessed through a combination of summative and formative assessment, weighted 60% and 40% respectively, in strict alignment with ADEK guidelines. The annual grade is calculated across three terms, weighted 30% (Term 1), 30% (Term 2), and 40% (Term 3), with the higher Term 3 weighting reflecting cumulative learning and giving students maximum opportunity to demonstrate progress following school interventions, after-school remediation, and ongoing academic support. Within the summative component, Middle School core subjects (Arabic, Islamic, English, Mathematics, Science, and Humanities) and all Full Credit High School subjects (four or more lessons per week) are assessed through Project-Based Assessment, an Interim (Mid-Term) Exam, and an End-of-Term Exam in Terms 1 and 3, and through Project-Based Assessment and an Interim Exam only in Term 2, when no End-of-Term Exam is held. Elective subjects, scheduled for two to three lessons per week, are assessed each term through a 40% End-of-Term Project and a 20% Interim Performance Task or Theoretical Exam.

6.6 Formal Internal Examinations – Grades 11-12

Students in G11 and 12 will complete 3 end of term exams completed in all core and AP subjects each term, completed under timed conditions in the hall and based on a common format. These termly exams will include content from across the term. All exams are created by teachers and should include a variety of style questions which increase with rigor. The final questions on the test should be of the next grade level standard to ensure that grades are aligned to the assessment scale.

6.7 MoE Assessments

All assessments are planned to meet the Framework Standards for all MoE subjects (Arabic, Islamic, and Social Studies) and are documented in department planning documents (Scope and Sequence, Unit Plans); outcomes are used to evaluate current practice and to inform future planning.

- To fulfill MOE requirements, grades 5 to 8 / years 6 to 9: teachers provide students with a summative assessment each term in the subjects of Native and Non-native Arabic, Islamic, and Social Studies.
- To fulfill MOE requirements, grades 9 to 12 / years 10-13: teachers provide students with a summative assessment each term in the subjects of Native and Non-native Arabic, Islamic, and Social Studies.

7.0 Assessment and Grading

7.1 Assessment Rubrics

Students are provided with assessment rubrics for all summative assignments. This enables students and parents to see what they need to do to achieve each grade boundary in addition to supporting teachers when assessing and providing feedback.

Indicators are derived from common core standards. Department teams and teachers will go through a process of prioritizing the common core standards into manageable indicators that can be

assessed, formatively and summatively. Indicators are instrumental in the formation of rubrics for end-of-unit summative assessments. Such rubrics can then be sliced into smaller sections for formative assessments throughout the units and subsequent lessons and can also be adjusted to cater to students' familiar language.

Feedback should refer to assessment rubrics, and it is also good practice for students to use assessment rubrics to self-assess.

7.2 Grading

Teachers are to document all grading (apart from MAP, which is a RIT score) as a percentage (%) for summative assessments and mid-term assessments. In line with ADEK expectations for a US Curriculum School, percentages in US subjects are aligned to the benchmarks that a student achieving 65% is considered to be working at grade expectation (C) and a student achieving 75% is considered to be working above grade expectation (B). In MoE subjects these percentages are 50 and 70. For high school students, a weighted grading scale is applied depending on the course and subject(s) studied. The increase in the grade point for these classes follows College Board and International practices for US programs. Each term a student takes courses they will have the total of the grade points added together and divided by the total number of classes to arrive at the Grade Point Average (GPA) for the term (Appendix B).

8.0 Homelearning and Flipped Learning

Home Learning is optional in KG and Elementary but by the secondary phase home learning is seen as a necessary tool to support classroom teaching, and, as such, all students can expect to receive home learning on a regular basis in the Middle and High School Phases. Home learning is intended to reinforce work covered in class, to deepen their learning or assigned as 'flipped learning' to ask students to research content in preparation for the next class/unit.

Feedback should be provided on all homework assigned but this could include automated feedback from online platforms (e.g. Study Island). Please refer to the YAA Marking and Feedback Policy for further clarification.

Students should be asked to write their homework tasks and deadlines into their YAA student planners, which are scheduled into lesson timings.

8.1 KG/Elementary

Homework is optional for KG and Elementary students. Homework should be considered more strongly in grade 5 to prepare students transitioning into middle school.

8.2 Middle and High School

In the Middle School, we follow Marzano's 10-minute rule, which is that students should be assigned no more than 10 minutes of home learning per lesson. So, following that rule, a 6th-grade student should have no more than 60 minutes of home learning per night. Please note that this does not include reading, which is on top of the Marzano guidelines.

In addition, teachers are encouraged to use the flipped classroom homework strategy, by inverting Bloom's Taxonomy, whereby students spend more class time on the more difficult cognitive tasks

such as application and analysis, and less class time on the easier tasks such as remembering and understanding.

Recommended Homework Minutes per night	Types of Homework
Grade 6 - approximately 60 minutes Grade 7 - approximately 70 minutes Grade 8 - approximately 80 minutes Grade 9/10 – approximately 90 minutes Grade 11/12 – approximately 120 minutes	• Practice/Review/Preparation • Skill Integration • Extension/Enrichment • Research and Inquiry • Revision

9.0 Middle and High School Re-assessment

9.1 Teacher Responsibility

Each assessment provided to students should be checked for Authenticity, Timeliness, Reliability, and Sustainability. The process detailed below is dependent on:

1. Teachers provide students with assignment briefs (revision guide/material) and assessment rubric.
2. Students having a minimum of 2 weeks to submit/revise for summative assessments.
3. Assessment deadlines being recorded on the assessment calendar and in student Teams calendars. An overview of the yearly calendar can be found in Appendix G.
4. Students can submit a draft within this period; teachers are expected to provide annotated feedback onto the draft for students to act on.
5. Teachers should allocate 1 lesson for students to respond to feedback (DIRT Lesson) and ask questions (if a draft has been sent in); if not, students can use this lesson to work on their summative assessments whilst receiving verbal feedback and support from the teacher.

9.2 Late/Missing Summative Assignments

Students who have a valid reason for the missed test or assignment deadline will be allowed to make up the assessment at the teacher's convenience and within a reasonable timeline set by the department – usually, no more than 10 school days for the learning and standard/skill acquisition to be relevant.

Students who do not have a valid reason will follow the process below:

1st Occasion, Step 1

- Students who hand in work late or miss examinations/deadlines results in the classroom teacher contacting the parents via phone call/email where a time is rescheduled.
- Parents are notified by the classroom teacher that if this reoccurs, student's grades will be capped to a maximum grade of 70% for this particular assessment.

2nd Occasion, Step 2

- Students who have missed the deadline without explanation for the second time will be asked to attend an after-school refocus session to complete missing assessments.

- This must be communicated to parents by the class teacher 24 hours beforehand.
- The student's grade for this assessment is now capped to a maximum of 70%.

3rd Occasion, Step 3

- Head of Department to contact the students' parents and request a meeting in person or via Microsoft Teams with the class teacher and the student to discuss expectations and support mechanisms moving into the next unit of study. Staff should have a translator present if required from the admissions department.
- Students receive a failing grade on this assessment.

Failure to Submit

- If a student does not submit their assignment after the three steps detailed above, a tentative maximum grade of 60% will be entered for the student's grade for the assignment.
- Students will be required to submit their work before report cards, or transcripts are released.
- Teachers are to notify parents of this in writing.

9.3 Resubmission

Retakes are an integral part of standards-based grading as it allows students to show improvement in their skills and competencies. Learning is never considered "finished" in this model, but a constant process of improvement.

A retake may be attempted once on summative assessments if students have scored below 90% after it is agreed upon with the teacher and that work preceding the assessment has been adequately completed, within an established timeline of the original assessment (as a rule, not more than 2 weeks since the original so the skills being assessed are still relevant). The final mark awarded to the resubmitted project would be capped at a 10% increase on the initial grade.

This is only applicable to projects, coursework, and presentations. Not examinations.

9.4 Academic Dishonesty and Plagiarism

Academic honesty is the responsibility of all staff and students. If a teacher suspects academic dishonesty in class-based assessments, they are obligated to report it to their Head of Department. The Head of Department, Curriculum Director, and Dean of Students will investigate the claim(s) made by the teacher. If plagiarism or academic dishonesty has occurred, the following process will then be initiated:

In the first instance, a meeting is conducted with the subject teacher, Head of Department, parent, and student. Clear expectations are required to be communicated with parents and a summary email is required to be sent as an initial written warning. Students will have the opportunity to resubmit the assessment with no further penalty; if not, the assessment will be capped at 60%.

In the second instance, if plagiarism occurs for a second time at any point of the academic year, the student is to be internally isolated to continue to work on re-completing their assignments and examinations. Grades for the resubmitted assignment will be capped at 60%.

All proved examples of academic dishonesty will be recorded using the school's usual behavior tracking systems to ensure consistency.

If students are found to be academically dishonest in Formal Examinations or do not adhere to examination guidelines, grades will be capped at 60% (Formal internal examinations) or disqualified for AP external exams (at the discretion of the US College Board). Examples of academic dishonesty in formal examinations will be both recorded internally and reported to ADEK.

9.5 Grade Capping Table Overview

Assessment / Examination format	Description	Capping Percentage (Maximum)
Internal Summative Assessment	2nd Occasion for Late/Missing Assignments	70%
Internal Summative Assessment	3rd Occasion for Late/Missing Assignments	65%
Internal Summative Assessment	Failure to submit	60%
Internal Summative Assessment	Academic Dishonesty/Plagiarism 2nd Occurrence – Summative Assignments	70%
Internal Mid-Term Examination	Academic Dishonesty/Plagiarism – Mid-Term Examinations	60%
External Examination	Academic Dishonesty/Plagiarism - AP External Examinations	To be reported to the US College Board for action.

10.0 Equal Opportunities

Students with accommodations or an IEP may need to have their deadlines modified, in conjunction with the student and Inclusion team so they can finish their work to the best of their abilities. This should be discussed with the student when the assessment is set. If the student misses these modified deadlines, then they must have the same consequences as the rest of the class. To meet exam access requirements, it may be required to either provide certain students with up to 50% extra time or to reduce the content of the assessment by 50%, whichever is most appropriate in the circumstances. This will be decided in conjunction with the teacher, Head of Inclusion and AP for Assessment. This should be clearly communicated with students before the assessment. In certain circumstances, it may be necessary for students to complete assessments in a separate room or with inclusion support; this should be organized in advance to ensure that the student is appropriately supervised. For internal preparation for external assessments, students should receive the accommodations that they will receive in the external assessment (e.g. 50% extra time).

11.0 Pupil Progress and Interventions

On average, every 5 weeks, Pupil Progress Meetings (PPM) will be held between SLT and MLT to identify trends in underperformance where intervention structures and strategies will be provided where needed. In Middle and HS this will typically follow this schedule:

Time frame	Assessment information	Staff involved	Intended outcome
Early September	AP outcomes from previous summer	AP teacher, Head of Dept, AP coordinator, Head of MS/HS	Identify areas of success/for development from the previously delivered course. Make curriculum changes for the upcoming course delivery.
October	Unit 1 assessment outcomes (G11-12) (Teacher Level Analysis)	All teachers (G11-12), Heads of Dept to QA	Underperformance is identified. Underperformance is communicated home. In-class intervention plan is carried out.
November	Fall MAP outcomes (G6-10) (Teacher level analysis)	Core Teachers (G6-10), Head of Dept	Identification of underperforming students. Creation of a plan to support relevant students.
November	Fall MAP outcomes (Dept level analysis)	Head of Eng, Math and Science Depts, AP for assessment, Head of MS/HS	Identification of overall trends in Fall MAP performance. Creation of Dept action plan to improve outcomes – to be reviewed in Feb.
January	Term 1 formal assessments (core only). Unit 2 overall outcomes. Teacher Level Analysis	All teachers, Head of Dept to QA	Review of impact of Unit 1 intervention (G11-12). Identification of underperforming students. Creation of a plan to support relevant students.
January	Term 1 G11-12 formal assessments. Term 1 G11-12 overall outcomes. Dept Level Analysis	Heads of Dept, AP for assessment, Head of MS/HS	Identification of overall trends in Term 1 examination performance. Creation of Dept action plan to improve outcomes – to be reviewed in March.
Feb	MAP Action Plans	Head of Eng, Math and Science Depts, AP for assessment, Head of MS/HS	Review the progress achieved towards the MAP action plans.
March	AP Mock Assessments	AP teacher, Head of Dept, AP coordinator, Head of MS/HS	Discuss predictions for summer outcomes. Identify potential areas of student underperformance.

			Creation of a plan to support relevant students.
March/April	Term 2 formal assessments (core only). Unit 3 overall outcomes. Teacher Level Analysis	All teachers, Head of Dept to QA	Review of impact of Unit 2 intervention. Identification of underperforming students. Creation of a plan to support relevant students.
April	Term 2 G11-12 formal assessments. Term 2 G11-12 overall outcomes. Dept Level Analysis	Heads of Dept, AP for assessment, Head of MS/HS	Review progress of students since T1. Review and adapt dept action plan to improve outcomes.
May	Unit 5 assessment outcomes (Teacher Level Analysis)	All teachers, Heads of Dept to QA	Underperformance is identified. Underperformance is communicated home. In-class intervention plan is carried out.
June	Spring MAP outcomes (Dept level analysis)	Head of Eng, Math and Science Depts, AP for assessment, Head of MS/HS	Identification of overall trends in Spring MAP performance. Final review of MAP Action plans. Identification of curriculum changes needed prior to next academic year.

Intervention

Reviews of progress indicate the extent to which a student is on track to mastering common core standards. Teachers, Heads of Departments, Heads of Year, the PoD Inclusion, and the Senior Leadership Team are responsible for monitoring such interventions and measuring the outcomes. These interventions are based on a set of Multi-Tiered System of Support (MTSS) protocols. Parents should be informed by teachers if a) their child is at risk of failing the year, or b) their child is performing significantly below the expectations set by their target grade.

Depending on the causes of student underperformance, a range of interventions will be made available to students to support their performance in future assessments (not as credit recovery):

- Quality first in class support
- Targeted pull out interventions (where staffing permits)
- Targeted home learning
- After school intervention sessions
- Weekend/holiday master classes (AP and G12 classes only).

Students in grades 6-12 who do not reach a cumulative passing grade of 60% in 1-3 core subjects following the final assessments in term 3 will be given an opportunity to retest in those subjects before the end of the academic year. Depending on the outcomes of these assessments, students

will either receive a passing grade of 60% for the subject or will not be able to progress into the next academic year.

Any student in Grade 6-12 who did not reach a cumulative passing grade of 60% in 4 or more core subjects following the final assessments in term 3 will not be given the opportunity to retest. These students will not be able to progress into the next academic year.

12.0 Assessment Moderation

Moderation allows the school to make consistent, reliable, and valid decisions about student learning and progress. Moderation is an essential part of any assessment as it ensures that all pieces of work are set and marked fairly and to the correct level in line with the standards being assessed. The conversations that occur during the moderation process are as valuable as the outcome of the process, and the different steps are designed to increase these academic conversations.

At YAA there are three stages to the moderation process that all major summative assessments/exams should follow:

Collaboration – all major summative assessments must be created collaboratively with all members of the subject team having a voice. If multiple versions of the same test are needed, these are created collaboratively with all members of the team.

Calibration – needs to occur between all staff within a subject/grade level at the start of the marking process. Teachers should calibrate their markings with each other after they have assessed 1 or 2 pieces of work so they are all marking to the same standards.

Double-blind marking – should occur once all staff have finished marking their scripts. Each teacher should regrade another teacher's assessment to make sure that they reach the same grade.

Staff are to use a standardized online Teams form to summarize the outcomes of the moderation process completed both following the creation of summative assessments (pre) and then after students have completed them (post). A screenshot of this process can be found in Appendix D, and an outline of the process for blind marking is found in the Moderation Template & Process.

13.0 Recording

Records of end of unit assessments, formative assessments, MAP and CAT4 results, and teacher assessments are stored on the school's drive and on the student online data trackers (i.e. PowerSchool).

Online student data tracker documents are used as an aid to effective planning. The progress of students receiving extra support is monitored by the member of staff delivering the support. The above records enable classroom teachers to assess the progress made by each child and are an important part of the formative assessment needed for future planning. The student end-of-year report is filed on the server and is available for future reference.

14.0 External Assessments

Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) is given in all grades except KG1, 11 and 12 in Reading and Math. Students in Grades 1-10 complete English Language Usage Assessments and students in Grades 3-10 will also complete the Science assessment. Assessment results are reviewed in departments at the individual, class and grade level by teachers and administrators. Teachers and leaders review data to inform their instructional planning to best support student learning and track student progress and attainment.

MAP is conducted twice per year, initially during Term 1 as a baseline measure and then again in Term 3 to measure progress. MAP report links are shared with parents in end of term reports.

The school's aim for the 2025-26 academic year is for 75% of students to meet the 41st percentile as a minimum expectation. MAP normative data for each grade can be located in Appendix F.

Advanced Placement (AP)

AP is externally assessed in May by the College Board if elected to take examinations, as agreed by the parents and the school. Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers.

AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level coursework. Exams are typically 2–3 hours depending on the subject and include multiple-choice questions, free-response items such as essays, problem solving, and document-based questions. The calendar for external assessments will be shared at the start of the academic year.

PSAT

The PSAT is given in grades 10 and 11 on a date set by the College Board and will occur in spring this year. This occurs at YAA during a school day. This assessment is composed of four sections: two Math Sections, Critical Reading, and Writing Skills.

SAT

The SAT assessment is composed of four sections: two Math Sections, Critical Reading, and Writing Skills. The SAT is a multiple-choice, pencil-and-paper test created and administered by the College Board. Students sign up and take this exam outside of school hours during their 11th and 12th grades. The purpose of the SAT is to measure a student's readiness for college and it is used by university admissions throughout the United States.

MoE Assessments

YAA will subscribe to the A.B.T for external assessments to be able to measure the attainment of our students against international standards. Additionally, ATA has launched standardized assessments across the Aldar Education group, where YAA will continue to moderate the results of our student outcomes within Aldar Academies to ensure outcomes are aligned with above expected outcomes.

14.1 International Benchmarking Assessments

In line with ADEK requirements, Yas American Academy participates in international benchmarking assessments to ensure student progress is aligned with global standards and to provide valid, reliable data for continuous improvement.

Programme for International Student Assessment (PISA)

PISA is a triennial international assessment organized by the OECD that measures how 15-year-old students apply their knowledge and skills in Reading, Mathematics, and Science to real-world problems. It involves an externally selected group of students in Grade 10 (age 15). The next administration of this assessment is in 2028 (with future cycles every three years: 2031, 2034, etc.).

- Mathematical Literacy – Previous score (2025): 455
- Reading Literacy – Previous score (2025): 443
- Scientific Literacy – Previous score (2025): 464

Trends in International Mathematics and Science Study (TIMSS)

TIMSS is a four-yearly international assessment that evaluates how students understand and apply knowledge in Mathematics and Science. It involves externally selected groups of students in Grade 4 and Grade 8. The next administration of this assessment is in 2027 (with future cycles every four years: 2031, 2035, etc.).

- Grade 4 Math – Previous score: 509 | Target: 544
- Grade 4 Science – Previous score: 522 | Target: 550
- Grade 8 Math – Previous score: 484 | Target: 523
- Grade 8 Science – Previous score: 491 | Target: 526

Progress in International Reading Literacy Study (PIRLS)

PIRLS is a five-yearly international assessment that measures the reading comprehension skills of young learners. It involves an externally selected group of students in Grade 4. The next administration of this assessment is in 2026 (with future cycles every five years: 2031, 2036, etc.).

- Previous score: 509 | Target: 554

14.2 Reviewing and Embedding International Assessment Outcomes

Following each cycle of international benchmarking assessments, Yas American Academy will conduct a structured review process. Reports will be analyzed by the Senior Leadership Team in collaboration with relevant subject leaders to identify strengths and priority areas for development.

Outcomes and trends will be shared with staff, students, and parents through designated channels to ensure transparency and collective accountability. Key findings will be explicitly linked to the School Improvement Plan, with targeted actions incorporated into departmental and whole-school action plans. Progress against these actions will be monitored regularly through established review meetings and reported to ADEK as required, ensuring that benchmarking data directly informs and strengthens teaching, learning, and student achievement.

14.3 Community Engagement with International Assessments

Yas American Academy recognizes the importance of engaging the wider school community in understanding and supporting international benchmarking assessments. Parents will be invited to dedicated information sessions before and after each assessment cycle to build awareness of the purpose, processes, and outcomes of PISA, TIMSS, and PIRLS. Students will receive age-appropriate briefings and preparation activities to ensure they understand the significance of their participation and are motivated to perform at their best. Staff will take part in targeted professional development sessions to build familiarity with the frameworks and assessment expectations, ensuring alignment with classroom practice. This collective engagement fosters a shared commitment across students, staff, and families to achieving excellence in international standards.

15.0 High School Graduation Requirements

To qualify for the Yas American Academy High School Diploma, a student must complete four years of high school beyond 8th grade and attend YAA for the entire Grade 11 and 12 years to earn a minimum of 25 credits.

In addition, a student must fulfill our attendance, course credit and service-learning requirements. Students must be in good standing and complete Grades 9-12 with 94% or higher attendance in each class.

- Students must earn 25 credits to graduate;
- Students receive 1.0 credits for year-long courses;
- 0.5 credits for half-year courses;
- and 0.25 credits for term-based courses;
- Credit is given for courses taken in Grades 9-12 only.

15.1 UAE High School Equivalency Requirements

The UAE High School Equivalency is a certification given by the Abu Dhabi Education & Knowledge (ADEK) to students of any nationality, graduating from a school in the UAE, who wish to have the UAE equivalency granted for their high school diploma. The UAE high school equivalency allows students to attend universities in Gulf Countries. The UAE high school equivalency is also required for those who wish to seek employment in any UAE government position. Arab national students are strongly recommended to seek the UAE high school equivalency.

Students must meet the following ADEK requirements:

- Non-Muslim students in grade 12 must pass the Arabic Ministry Exams in Arabic or English.
- Note: All Emirati students are required to take Islamic and Arabic courses every year from grades 1-12.

15.2 UAE National Students

UAE National students are required to pass:

(a) One of the following tests (English tests):

- TOEFL (iBT) with a minimum score of 61
- Or IELTS Academic with a minimum score of 5.0

- Or EmSAT Achieve – English for university admission with a minimum score of 1100.

(b) One of the following Math tests:

- SAT1 – Math Reasoning Test with a minimum score of 450
- Or EmSAT Achieve – Mathematics for university admission with a minimum score of 500

Date of Policy: August 2026

Date of Policy Review: August 2027

16.0 Appendixes

Appendix A: Elementary Assessment Template

Grade 1-5 Common Assessment header template used by teachers, capturing the assessment name, teacher/grade/section, subject, unit/chapter, student name, date, total score and score as a percentage. Each section lists the standards covered, the points allocated, and directions for numbered questions grouped under each standard.

Appendix B: YAA Grading Scale

Significantly Above Standards	
US Curriculum 90-100%	**MoE Curriculum 90-100%**
Above Standards	
US Curriculum 75-89%	**MoE Curriculum 80-89%**
Meeting Standards	
US Curriculum 65-74%	**MoE Curriculum 70-79%**
Approaching Standards	
US Curriculum 60-64%	**MoE Curriculum 50-69%**
Emerging	
US Curriculum 0-59%	**MoE Curriculum 0-49%**

**This is informed by the ADEK requirements for all US Curriculum Schools to set 65% as the benchmark for students considered to be 'meeting' grade expectations and 75% as the benchmark for students to be considered 'above' grade expectations.*

YAA GPA Conversion Scale

Grade	Min %	Max %	Grade Point Value	AP (weighted) Grade Point Value
A+	97	100	4.00	5.00
A	93	96	4.00	5.00
A-	90	92	3.70	4.70
B+	87	89	3.30	4.30
B	83	86	3.00	4.00
B-	80	82	2.70	3.70
C+	75	79	2.30	3.30
C	73	74	2.00	3.00
C-	70	72	1.70	2.70
D+	67	69	1.30	2.30
D	65	66	1.00	2.00

D-	60	65	0.50	1.50
F	0	59	0.00	0.70

**This is informed by the ADEK cycle 3 grading requirements as outlined in the ADEK Assessment policy.*

Appendix C: Character Skills Assessment Scale

Students are rated 1–4 on typical behaviors observed across 75% or more of lessons, covering readiness to learn, response to feedback, independent learning, and demonstration of the character focus.

1	2	3	4
Little to no evidence of work/engagement. Often arrives unequipped, late and not ready to learn. Rarely responds to feedback. Limited evidence of independent learning. Receives regular behavior warnings; refocus point added for not meeting YAS Values.	Shows evidence of engagement, but work needs more care/attention; may rely on others. Arrives without correct equipment / needs occasional prompting or arrives late. Answers questions and sometimes responds to feedback but needs to develop responses. Passive learning may be apparent; limited independent study at times.	Works well in lessons and requires no intervention to prompt positive choices. Arrives on time, equipped and ready to learn. Responds well to feedback and tries to use it to improve future work. Asks and answers questions thoughtfully. Character focus often demonstrated; no warnings required.	Engages fully, extending understanding through questions – evidence seen in work produced. Arrives on time, fully equipped and ready to learn. Always tries to embed new skills; responds to feedback that extends/enhances learning. Actively develops the learning of others. Character focus clearly demonstrated in all aspects of behavior.

Relationship in Curriculum: Students should be prepared and willing to learn and develop the character foci being considered.

Relationship with Others: Students should be able to demonstrate the character focus and learning skills within a group setting, developing the learning of others and contributing to the learning environment within the class.

Relationship with Self: Students should be able to consider their own ability to demonstrate the character traits and learner skills in question, and show significant progress in the use and outcome of this when learning.

Appendix D: Secondary Grading Moderation Template

Pre-Assessment Moderation

1. Do the questions/tasks align with curriculum standards? (Yes / No / To some extent but needs to be revised)
2. Do the questions/tasks align with the scope and sequence? (Yes / No / To some extent but needs to be revised)
3. Is there an appropriate balance of question style and difficulty? (Yes / No / To some extent but needs to be revised)
4. Is the rubric/mark scheme clear and does it provide guidance for grading? (Yes / No / To some extent but needs to be revised)
5. Is the revision/preparatory material provided to students appropriate? (Yes / No / To some extent but needs to be revised)
6. Feedback on the appropriateness of the assessment and revision material for this grade (open response).

Post-Assessment Moderation

1. Does blind marking suggest that markers apply the rubric/mark scheme in a similar way? (Yes / No / To some extent)
2. Is marking of student work fair and consistent? (Yes / No)
3. Is there a broad spread of marks which is representative of the class/grade's targets? (Yes / No)
4. Is the feedback provided to students appropriate and likely to move learning forward? (Yes / No / To some extent but needs to be revised)
5. Feedback on the accuracy of marking and the appropriateness of student feedback (open response).

Appendix E: Example Assessment Rubric

Summative Assessment Outcomes – Criteria. Key questions: How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?

Subject: Intro to Physics	**Unit 3: Structure & Properties of Matter**	
Standards/Skills Covered	HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
A (90-100%) B (75-89%) C (65-74%) D	Standards/Skills Assessed: Describe the parts of an atom; explain and analyze the neutral	Standards/Skills Assessed: Define and describe covalent bonds; create diagrams to represent

(60-64%) NP (0-59%)	charges of atoms; draw and link electron configuration of first 20 elements to its location in the periodic table; compare and contrast the Mendeleev and Modern Periodic Tables; describe G1 and G7 elements; analyze and explain the reactivity of G1 and G7 elements. Questions Assessed: 1, 3, 4, 5, 6, 7, 8, 9, 10 Points: ___/	covalent bonds; define and describe ionic bonding; create diagrams to represent the formation of ionic bonds; define and describe metallic bonding; analyze and explain the relationship between metallic bonds and malleability; define and describe the allotropes of carbon; compare and contrast diamond and graphite. Questions Assessed: 2, 12, 13, 14, 15 Points: ___/

Appendix F: MAP Normative Data

2025 MAP Student Growth and Achievement Norms (Reading, Language Usage, Mathematics and General Science) are used to set fall-to-winter, winter-to-spring, and fall-to-spring growth targets, and fall/winter/spring achievement benchmarks, for each grade K–12. Full normative tables (mean and standard deviation by grade and testing window) are maintained by the Assessment team and shared with departments each term; a summary extract for Reading and Mathematics is provided below.

Grade	Reading Fall Mean	Reading Spring Mean	Math Fall Mean	Math Spring Mean	
K	138	152	141	158	
1	155	168	159	175	
2	170	182	173	187	
3	185	194	184	199	
4	196	202	197	210	
5	204	208	206	216	
6	209	212	210	220	
7	212	215	217	224	
8	216	218	222	229	
9	216	217	225	229	
10	218	218	227	231	
11	218	218	229	233	
12	218	216	228	231	

Note: figures above are 2025 Student Achievement Norms (Fall and Spring mean RIT scores) for Reading and Mathematics, condensed from the full normative dataset (which also includes Language Usage, General Science, standard deviations, and growth norms). See Appendix F of the source policy for the complete tables.

Appendix G: Secondary Assessment Overview

Appendix G sets out the detailed termly assessment calendar for Grades 6–12 (core and non-core/elective subjects, and AP courses), covering each unit's formative and summative assessment windows, formal/standardized examinations, MAP and MoE-linked assessments, submission locations (in classroom, in AP assessment room, etc.), and the proportion of the term grade each assessment contributes across Term 1, Term 2 and Term 3. Because this appendix is formatted as a wide, multi-column planning grid, staff should refer to the master Secondary Assessment Overview calendar maintained by the Leadership Team (also summarized in Section 3.2 and Section 9.1) for the exact dates and weightings applicable to each grade and subject in a given academic year.