

## **ASSESSMENT POLICY**

### **1. Rationale**

Universal Philippine School is committed to implementing a fair, transparent, and comprehensive assessment system that supports student learning, measures progress, and informs teaching practices. In alignment with ADEK requirements, assessment plays a critical role in ensuring high-quality education and continuous school improvement.

The school integrates UAE Ministry of Education (MOE) assessment requirements, the Philippine Department of Education (DepEd) grading system, and international benchmarking assessments to provide a holistic evaluation of student performance. This ensures that student achievement is measured against both national and international standards.

### **2. Aims of the Policy**

The school aims to:

- Ensure fair, valid, and reliable assessment practices
- Monitor and support student academic progress
- Provide meaningful feedback to students and parents
- Align assessment practices with ADEK, MOE, DepEd, and international standards
- Support inclusive and differentiated learning
- Promote academic integrity
- Use data to inform teaching, learning, and school improvement
- Benchmark student performance against international standards

### **3. Scope**

This policy applies to all students from Kindergarten (KG) to Grade 12.

It covers:

- Internal assessments (formative and summative)
- External assessments and benchmarking
- MOE subject assessments
- DepEd grading system

- Reporting and feedback

#### **4. Assessment Framework**

The school adopts a balanced and comprehensive assessment framework:

##### **A. Formative Assessment**

- Ongoing classroom-based assessment
- Includes quizzes, classwork, oral tasks, and observations
- Used to guide teaching and improve learning

##### **B. Summative Assessment**

- End-of-unit or term assessments
- Includes exams, projects, and performance tasks
- Used to measure achievement

##### **C. Diagnostic Assessment**

- Conducted at the start of learning
- Identifies student strengths and gaps

##### **D. External Assessment (International Benchmarking)**

- Standardized assessments used to measure performance against international norms
- Provides data for school improvement and student progress tracking

#### **5. Assessment Principles**

All assessments must be:

- Fair, valid, and reliable
- Inclusive and accessible
- Aligned with curriculum standards
- Transparent and clearly communicated
- Supportive of student well-being
- Used to improve teaching and learning



## 6. Grading System

### A. UAE MOE Subjects Grading System

(MOE Subjects: Arabic, Islamic Education, Social Studies, Moral Education)

<b>Grade</b>	<b>Descriptor</b>	<b>Percentage</b>
A	Excellent	90–100
B	Very Good	80–89
C	Good	70–79
D	Acceptable	60–69
E	Weak	50–59
F	Very Weak/Fail	Below 50

Notes:

- Includes continuous and final assessments
- Follows MOE weighting and regulations

### B. Philippine DepEd Grading System

#### Grade Range Descriptor

90–100	Outstanding
85–89	Very Satisfactory
80–84	Satisfactory
75–79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

#### Assessment Components:

<b>Component</b>	<b>Weight</b>
Written Work (WW)	30%
Performance Task (PT)	50%
Quarterly Assessment	20%

## **7. External Assessments and Benchmarking**

In alignment with ADEK requirements for data-driven school improvement, the school implements international benchmarking assessments, including but not limited to:

### **A. CAT4 (Cognitive Abilities Test)**

- Measures students' reasoning abilities (verbal, non-verbal, quantitative, spatial)
- Identifies learning potential and strengths
- Supports differentiation and intervention planning

### **B. Other International Benchmarking Assessments**

The school may administer:

- Progress Tests (e.g., English, Math, Science)
- International standardized assessments
- Subject-specific benchmarking tools

Purpose of External Assessments:

- Benchmark student performance internationally
- Identify learning gaps and strengths
- Inform curriculum planning and teaching strategies
- Support student placement and intervention
- Provide data for ADEK inspection and school evaluation

Use of Data:

- Data analysis by leadership and teachers
- Identification of target groups
- Development of intervention programs
- Reporting to parents

## **8. Assessment Adaptation and Inclusion**

In line with ADEK Inclusion Policy:

Students of Determination (SoD) and ALN students will receive:

- Modified assessments



- Differentiated tasks
- Additional time
- Alternative formats

External assessments may be adapted where permitted

All accommodations must be:

- Documented in the IEP
- Consistent and evidence-based

## **9. Examination Procedures**

The school ensures:

- Clear examination schedules
- Standardized administration procedures
- Academic integrity
- Appropriate access arrangements
- Secure handling of exam materials

## **10. Reporting and Feedback**

The school provides:

- Termly report cards
- External assessment reports (e.g., CAT4 results)
- Parent-teacher meetings
- Continuous feedback

Reports include:

- Academic achievement
- Progress indicators
- Teacher comments
- Recommendations for improvement

## **11. Academic Integrity**

The school promotes:

- Honest and ethical behavior
- Awareness of plagiarism and cheating
- Clear consequences for misconduct

## **12. Roles and Responsibilities**

### **A. School Leadership**

- Ensure compliance with ADEK, MOE, and DepEd
- Monitor assessment quality
- Oversee data analysis

### **B. Teachers**

- Implement assessments
- Analyze student performance
- Provide feedback

### **C. Students**

- Participate responsibly
- Demonstrate academic honesty

### **D. Parents**

- Support student learning
- Engage in feedback processes

## **13. Monitoring and Evaluation**

The school will:

- Analyze internal and external assessment data
- Conduct moderation and standardization
- Monitor consistency across subjects
- Use data for school improvement planning
- Ensure ADEK compliance

#### **14. Policy Review**

This policy will be reviewed annually or as required.

- Effective Date: April 2026
- Review Date: July 2027

#### **15. References**

- ADEK School Assessment Policy
- ADEK Curriculum Policy (2024–2025)
- UAE Ministry of Education Assessment Framework
- Philippine Department of Education K–12 Assessment Policy
- ADEK Inclusion Policy
- CAT4 Assessment Guidelines (GL Education)
- International Benchmarking Assessment Frameworks

**Approved by:**

**Paul Benedict N. Yacap**

School Principal