



Student Assessment Policy Guide

Academic Year 2026 - 2027



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A Message from MOE

At the Ministry of Education, we are committed to building a national educational system that reflects the aspirations of the United Arab Emirates for global leadership. We aim to create a progressive learning environment that encourages innovation and creativity, nurtures students' talents, equips them with essential future skills, and strengthens their critical thinking, scientific research, and problem solving abilities ensuring they are well prepared for the demands of a fast-evolving and dynamic job market.

Our strategy is centered on raising the quality of educational outcomes across all academic stages, from early childhood to secondary education. Turning this vision into reality requires that we equip every student with the knowledge and capabilities they need to succeed and excel in an increasingly rapidly evolving world. At the same time, we place great importance on empowering teachers and educational staff—ensuring they receive continuous, comprehensive support to fulfill their vital educational mission with confidence and purpose.



Objectives Of This Guide

01

Enable schools to implement appropriate assessment arrangements to support students on their learning journey and improve student outcomes.

02

Set out the general assessment information for each cycle and the assessment structure for the academic year, including the timetable for the academic year.

03

Emphasize the importance of all assessments - including school-based assessments, centralized assessment, and national/international assessments - in supporting the educational process.

04

Promote fairness and equity in assessment and ensure its transparency for all groups of students.

05

Support teachers in designing evidence-based instruction and improving lesson plans.



The best assessment practices are student-centered:

01

They identify what a student knows and can do in various learning contexts and situations

02

They enable teachers to tailor teaching and learning to encourage growth, based on realistic assessment results.

Student-Centred Assessment

Student assessment is continuous throughout the year, combining teacher-led school-based assessments and centralized assessment for comprehensive and accurate measurement. Assessment methods vary by cycle to meet students' educational stage and needs, in line with the curriculum.



Assessments over the year should

Use diverse methods to measure students' knowledge and skills, identifying gaps in both areas

Determine students' progress on their learning journey, indicating whether they are below, meeting, or exceeding grade expectations, and recognize individual growth.

Help teachers tailor instruction and intervention to address student needs and advance their learning to the next stage.

Encourage skills like collaboration, critical thinking, problem-solving, and responsibility for active learning, through varied and comprehensive assessment practices.

Assessment evaluates student performance against grade expectations – but should also recognise that, while some students progress more slowly than others, all have the ability to grow when provided with a supportive learning environment and meaningful assessment that identifies their needs.



Types of Continuous Assessment

School-based Assessment

Informal assessments (non-graded)

- Support the student's learning growth.
- Examples include questioning, monitoring, exit slips, traffic lights, self/peer evaluation, surveys, worksheets, performance tasks and other tools to gauge student understanding and guide learning effectively.

Formal assessments (graded)

- Are implemented by teachers throughout the academic year according to criteria identified centrally.
- Examples include essays, performance tasks, portfolios, projects, quizzes, reports, etc.
- All formal assessments contribute to the student's academic performance score according to the specified weighting.

Diagnostic Test

- Applied in all Group A subjects from Grade 1 through Grade 12.
- Is designed and implemented by teachers in schools, in line with centrally identified criteria.
- Scores are recorded in the electronic system but do not contribute to the student's academic performance score.

Project-based Learning & Assessment (PBLA)

- Held for all Group A subjects in Cycle 2 except Islamic Education and Social studies and Moral Education.
- Held in Term 2.
- Contributes to the academic performance score, according to the specified weighting.

School-based Summative Assessment (SSA)

- In Grades 1 and 2; for all Group A subjects in Terms 1, 2 and 3.
- In Grades 3 to 12; for all Group A subjects in Term 2.
- End-of-term assessments designed by teachers, following guidance provided centrally.
- Observation-based for Grades 1-2, and paper-based /electronic assessments for Grades 3-12.

- To be held across the last two weeks of term, according to the academic schedule. Guidance to be provided on planning and implementation.
- Teaching period timetable is still fulfilled during the SSA week(s), and full student attendance is mandatory.
- Contributes to the academic performance score, according to the specified weighting.

Types of Assessment

Centralized Assessment

End-of-term examinations

- Held for all Group A subjects for grades 3-12.
- The end-of-term examinations contribute to the student's academic performance score according to the specified weightings.

Resit examinations

- Held for students who do not achieve passing grades in any of the Group A subjects.
- Applied for grades 4 to 12.



Diagnostic Assessment

Subjects & Timing

The teacher plays a central role in identifying student levels and diagnosing their specific learning needs from the very start of the academic year. Subject teachers, during the first three weeks, across all grades, are to design and conduct classroom diagnostic assessments following the centrally provided guidance. This helps build an accurate picture of each student's level and supports early planning for appropriate class-level interventions and targeted individual remedial plans.

During the first three weeks of term one, diagnostic assessments are conducted for all Group A subjects by subject teachers, based on the centralised guidance and standardised diagnostic criteria, in order to identify accurate, effective measurement of student readiness.

Purpose

To identify student gaps and learning loss which may hinder them from achieving grade-level expectations.

Application

Schools will analyse the data from the diagnostic and use it to develop teaching and learning plans focusing on intervention and gap-closing.

- Hold meetings to discuss the data and create school-level action plans.

- Set students into tiers based on the data, developing teaching plans based on these groupings and the student needs.

01

Tier 1

Able to access the curriculum and ready to be challenged.

02

Tier 2

Need some support to access the curriculum

03

Tier 3

Not able to access the curriculum; need support on prerequisite skills.





Intervention Plans and Closing Gaps

Teachers should use assessment data formatively to adapt teaching and meet students' needs (intervening to close gaps where identified), rather than just covering the curriculum materials.

When developing intervention plans, consider the following:



Schedule Time

Dedicate space for intervention and follow-up in Instructional Planners, using lessons or extracurricular periods for additional support.



Set Goals

Identify effective teaching practices based on learning objectives.



Use Best Pedagogy

Use training/research to identify effective instructional practices for specific learning goals.



Assess and Evaluate

Measure the effectiveness of interventions through various assessments, possibly as part of formal school-based assessments.

School-based Assessment

School-based assessment helps to determine the extent of student engagement with and understanding of taught content, and helps adapt teaching plans as needed. Tools and techniques for measuring student understanding and monitoring progress will be included in the subject school-based assessment guides.

The objectives for school-based assessment are:

01

Assess what students know, how they apply skills, and how they transfer knowledge to new situations.

02

Use classroom assessments to gauge readiness for end-of-term exams and identify areas needing review.

03

Implement standardized rubrics for observation-based assessments to align with grade expectations as per the curriculum standards.

04

Retain evidence of learning and use assessment trackers for fair and accurate grading.

05

Monitor student progress and set learning goals.

06

Use assessment to focus on creativity, collaboration, communication, and critical thinking/problem-solving.

07

Diversify continuous assessment methods: not limited to quizzes/tests but also performance tasks (e.g. labs, practical work, oral assignments, etc.) in formal assessment.

08

Design items and tasks such that they target a range of Bloom's Taxonomy levels.



Informal Assessments (Non-Graded) can contribute to:

- Monitoring student engagement by observing them as they work.

- Checking student understanding through simple checks like thumbs up/down or traffic lights.

- Planning future lessons by using end-of-class activities like "exit slips".

Such informal assessments help to identify the degree to which students are engaging in or understanding the current learning focus, and can be used to promptly adapt teaching plans as needed.

Bloom's Taxonomy & Assessment

Using Bloom's Taxonomy in assessment offers several advantages:



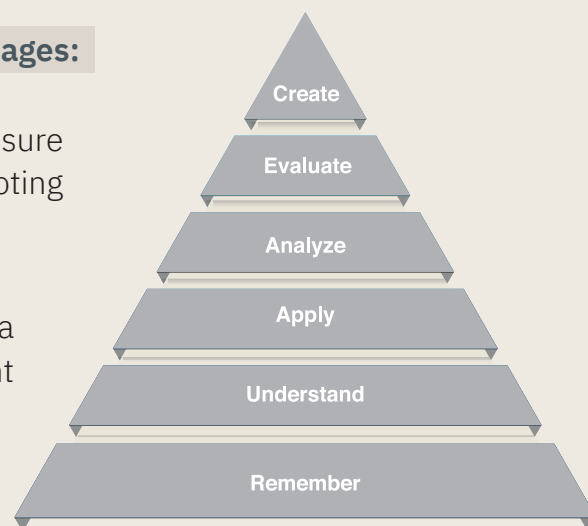
Alignment with Learning Objectives: Helps ensure alignment with the intended learning outcomes, promoting clarity in teaching and coherence in assessment.



Diverse Assessment Tools: Encourages the use of a variety of assessment methods to address different learning needs.



Progressive Learning: By gradually moving students to higher cognitive levels, it supports continuous intellectual growth and development.



Bloom's taxonomy level	Explainer	In Continuous Assessment	Examples
Remember	Students' ability to recognise and recall specific facts, terms and principles	Can be tested through various quizzes or objectively-marked worksheets	- Label the parts of this cell - Match the words to their definitions - Name two of Newton's laws
Understand	Students' ability to show understanding of ideas by summarising, explaining or classifying them	Can be tested through well constructed multiple choice questions or classification tasks however best suited to asking short-response questions	- Categorise the various scenarios as per their level of risk - Choose the best summary of paragraph 3 – A, B, C or D - Explain the process of photosynthesis in your own words
Apply	Students' ability to use their knowledge and understanding and apply them to solve problems or demonstrate skills specific to the subject	Can be tested through performance tasks and problem-solving tasks either manual (observed) or a paper-based scenario with questions in which students have to write their understanding and resolution	- Using the laws of motion and forces, work out the most likely outcome of the below scenario - Based on your answers to 3-1, what is the most likely explanation for Mr Ford's behaviour? - Conduct an experiment to calculate the molar mass of this compound
Analyze	Students' ability to compare, contrast and make connections between various areas of their learning	Can be tested through extended responses such as essays, presentations and reports	- Compare and contrast the theme of family responsibility in the two novels - Explain how your business proposal compares with the successes of other companies in the field - Analyze the data from the three statistical reports to draw conclusions or to decide which was the more accurate experiment
Evaluate	Students' ability to combine both their own prior knowledge and their personal viewpoint to judge or critique an argument or concept	Can be tested through extended responses such as essays, presentations and reports or through group discussion and debate	- Referring to the newspaper articles, give your own view as to whether the university made the right decision - Debate the ethical concerns around genetic engineering - Critically evaluate whether you think the report's conclusion is justified, based on the data
Create	Students' ability to utilise all elements of their understanding to generate their own unique pieces of work	Can be tested through extended projects and research tasks	- Design your own experiment to test a new issue in chemical synthesis - Research potential solutions to overheating engines and present your idea on a poster - Write your own story which contains similar themes of the challenges which artists face

Project-Based Learning and Assessment (PBLA)

The Ministry of Education will continue to implement Project-Based Learning and Assessment (PBLA) for all Cycle 2 students in the four core subjects: Arabic Language, English Language, Math, and Science. PBLA will incorporate the design thinking model to build students' skills and develop their competencies while achieving essential learning outcomes. While students are expected to work collaboratively within their classrooms, they will be assessed individually on identifying challenges, developing their projects, and showcasing their solutions.

Project-Based Learning and Assessment

01

Develop critical and creative thinking, collaboration, communication, personal responsibility, and self-management through a structured process: identifying problems, brainstorming solutions, designing models, and refining final outputs.

02

Strengthen national identity and a sense of belonging by aligning projects with the UAE's values, vision, and culture, and by addressing real-world themes at national and global levels.

03

Support core subject outcomes by linking projects to targeted learning objectives and ensuring students acquire key skills in Arabic Language, English Language, Mathematics, and Science.

Targeted Skills

digital and cultural awareness, responsible citizenship, and entrepreneurship.



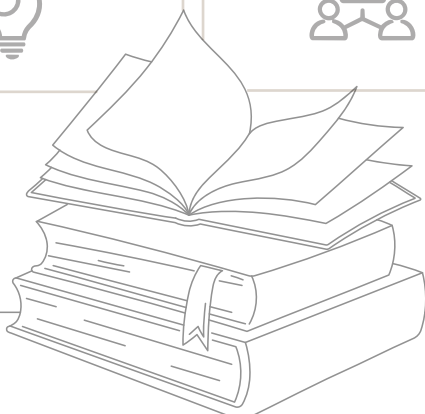
Personal responsibility, self-management, and time management.



Critical and creative thinking, problem-solving, and innovation.



Research and inquiry, collaboration, and effective communication.



Implementation Mechanism

Projects will be carried out in groups of 3–5 students during two in-class periods per week for each subject, with each student's performance assessed individually.

The assessment process will include two main stages, based on combining scores from each stage. The first covers the «Planning Phase» of researching the topic, defining and analysing the problem then generating solution ideas. The second covers the «Delivery Phase» of developing the model, refining it based on feedback and presenting the final work. Collaboration is monitored and assessed across the whole process.

Teachers are required to follow the provided guides, which include detailed instructions for each stage. Following the guide will ensure a high standard of implementation and achievement of the intended learning objectives.

Support and Training

Training programs will be conducted for school leaders and teachers ahead of implementation.

Comprehensive guides will be made available to teachers, students, and parents, including a bank of project themes.

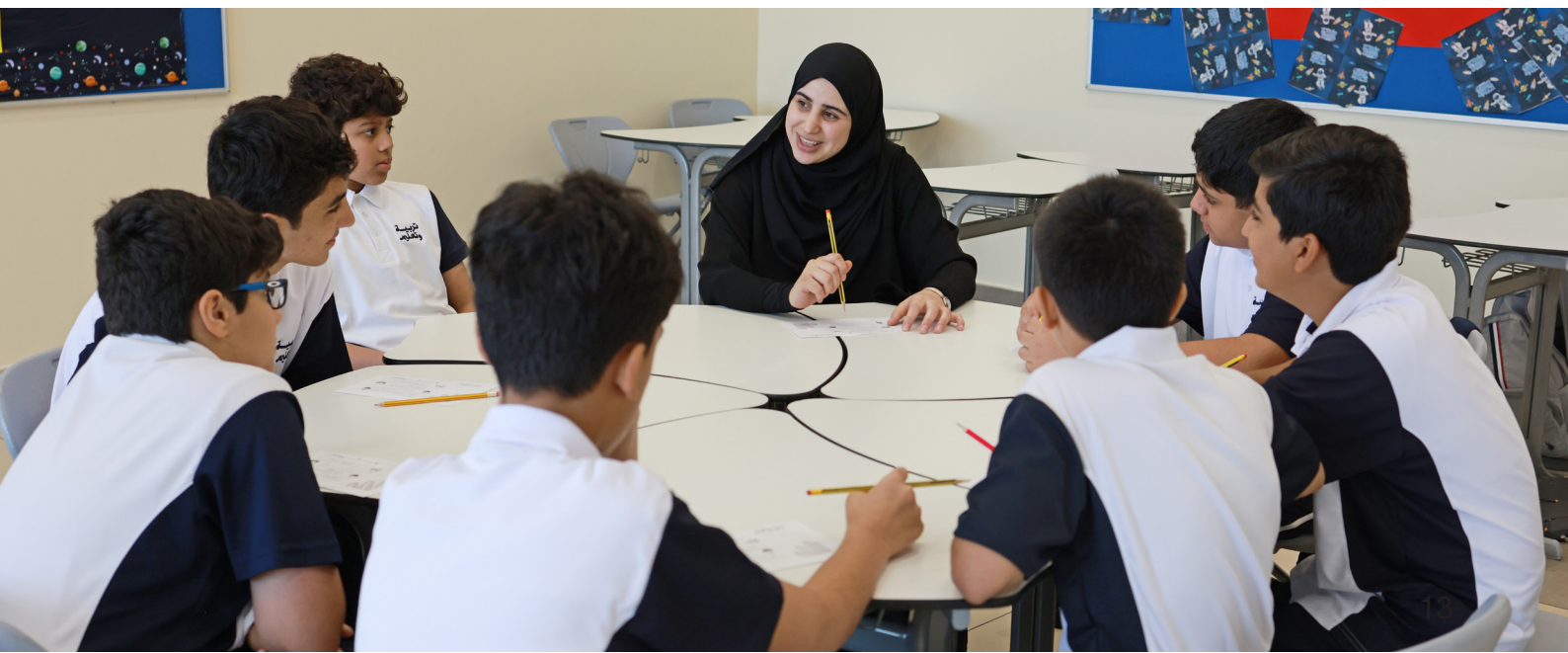
Internal monitoring mechanisms will be activated to ensure implementation meets the expected quality standards.

Assessment

Teachers will assess students continuously throughout the project stages using direct observation and timely, constructive feedback.

Students will document their learning through portfolios and progress records, capturing the skills developed across each stage and serving as the main assessment evidence base.

Subject- and grade-specific rubrics will be applied by teachers. Scores will undergo review at the school and system level to ensure consistency, accuracy, and fairness.



Using end-of-term data

There is a range of information which can be accessed from centralized exams which is useful in the planning process:

Identify learning outcomes that presented challenges for particular classes or groups of students.

Develop and implement school interventions to address identified learning gaps, and monitor their impact and effectiveness.

Assessments over the year can be used to measure student growth in the standards, while also providing important transition data for the following year.

Discussion with parents

Parents can play a crucial role in supporting their children's education and, as such, it is important that your school offers regular meetings or workshops to discuss the assessment methods and student results.

Parents are well positioned to assist their child with setting learning goals based on information from assessment reports, monitor their children's academic development and address any challenges they face.



Benchmarking Assessments

National Assessments

The national assessments implemented by the Ministry of Education, which aim to measure students' performance levels in reading, writing and mathematics skills, are one of the fundamental pillars of the educational assessment system. These can be used as baseline measurements or for internal system-level benchmarking. Critically, they all report performance on a single numerical scale, regardless of grade level, meaning they can be used to compare cohorts of different curricula and measure growth over time.

The data from these assessments can be used to inform educational decision makers and as reference points for verifying other assessments. They are independent of the student gradebook and do not count towards students' academic performance scores, which enhances their objectivity as a tool for measuring the overall level of performance across the education system.

01 Arabic Baseline Assessment (ABA)

The ABA is conducted on a broad national level to assess the foundational skills and capabilities in Arabic of school starters, ensuring they possess the necessary abilities for effective language learning and communication.



- Applied for Arabic-speaking Grade 1 students in public and private schools within the first eight weeks of enrollment.
- Assessment design is based on the KG literacy learning outcomes and models of first language acquisition.
- Contains three assessment tools – the student online test (tablet based), the teacher online observation form and the parent questionnaire. It is electronic and adaptive, utilising AI-powered insights
- Distributes results on a unified scale, which allows for results comparison at the student, class, school and emirate levels.
- Comprehensive reports will be developed for various stakeholders including parents, teachers and leadership.

02 Standardized Proficiency Assessment (SPA)

The SPA is a nationally administered assessment, aligned to the MOE curriculum, that measures the skills in English literacy, Arabic literacy, and mathematics for students in grades 4–11. It provides data that helps identify gaps in students' skills and offers reports that contribute to guiding data-driven school intervention plans, thereby enhancing the quality of education and improving student learning. National reports also guide curriculum design and school support processes.

- Applied for grade 4-11 public school students.
- Based on, and measures performance in line with, MOE curriculum frameworks, without comparing students to international education systems.
- Distributes results on a unified scale, which allows for results comparison at the student, class, school and emirate levels.
- Provides data on skills growth and learning gaps, supporting the use of data-driven intervention plans.
- Reports are issued to meet the needs of different stakeholders, including parents, teachers and leadership, through an interactive digital dashboard.



International Assessments

The United Arab Emirates regularly participates in a range of international assessments as part of its commitment to raising the quality of education and measuring student performance in key areas such as reading, mathematics, science, and other skills – benchmarking against global standards and performance. The results of these studies provide reliable data that support decision-makers and educational leaders in formulating education policies, developing curricula, and improving teaching practices, thus enhancing the competitiveness of the country's educational system.

Data from international assessments contributes to:

01

Monitoring progress towards achieving national goals.

02

Identifying strengths and areas for improvement.

03

Comparing school performance by curriculum type and school type.

04

Implementing targeted interventions to raise the quality of national education.

05

Raising the country's international profile and enabling active engagement with leading education experts on the global stage.

Currently, the UAE participates in:

PISA

Measures 15-year-old students' abilities in reading, mathematics, and science, as well as one additional innovative domain, such as financial literacy, creative thinking, or global competence, depending on the assessment cycle.



Measures reading literacy skills for grade 4 students.



Measures mathematics and science skills for grade 4 and grade 8 students.

Assessment Journey for the Year



AUGUST

SEPTEMBER

- Conduct diagnostic assessments.
- Develop and implement intervention plans (remedial and enrichment).
- Conduct Arabic Baseline Assessment (ABA).
- Conduct Standardised Proficiency Assessment (SPA).
- Announcement of PISA 2025 study results.
- Administration of PIRLS 2026 Main Study.

OCTOBER

- Conduct school-based assessments to measure students' competencies (knowledge and skills).
- Complete the administration of the Arabic Baseline Assessment (ABA).
- Conduct Standardised Proficiency Assessment (SPA).
- Complete the administration of the PIRLS 2026 Main Study.

NOVEMBER

- Strengthen students' skills and prepare them for the EoT 1 exams.
- Hold sessions with parents to discuss students' performance levels and readiness for the EoT 1 exams.
- Conduct the centralized EoT 1 exams.
- Completion of the PIRLS 2026 Main Study.

DECEMBER

- Resume the centralized EoT 1 exams.
- Conduct EoT 1 make-up exams.

JANUARY

- Announce students' EoT 1 results and hold sessions with parents to discuss their academic progress.
- Develop intervention plans based on EoT 1 data and close gaps identified from EoT 1.
- Implement PBLA for Cycle 2 students.

FEBRUARY

- Conduct school-based assessments to measure students' competencies (knowledge and skills).
- Record the results of learning and project-based learning and assessment (PBLA).

MARCH

- Conduct School-based Summative Assessment (SSA).

APRIL

- Announce students' EoT 2 results and hold sessions with parents to discuss their academic progress.
- Develop intervention plans based on EoT 2 data and close gaps identified from EoT 2.
- Conduct the TIMSS 2027 main study.

MAY

- Conduct school-based assessments to measure students' competencies (knowledge and skills).
- Completion of the TIMSS 2027 Main Study.
- Conduct the Standardized Proficiency Assessment (SPA).

JUNE

- Completion of the Standardised Proficiency Assessment (SPA).
- Conduct the centralized EoT 3 exams.
- Announcement of end-of-year results.

JULY

- Conduct EoT 3 make-up and resit exams.
- Resit exam results announcement.

01

Kindergarten

General Guidelines for Kindergarten

Purpose of KG Assessment

Assessment in the KG phase is a continuous, inclusive, and developmentally appropriate process designed to:

- | | | | |
|---|---|---|--|
| - Support each child’s holistic development across cognitive, physical, social-emotional, language, and creative domains. | - Inform daily instruction and differentiation through real-time, authentic evidence. | - Strengthen school–home partnerships and guide transition planning to Grade 1. | - Align with national education priorities and equity goals. |
|---|---|---|--|

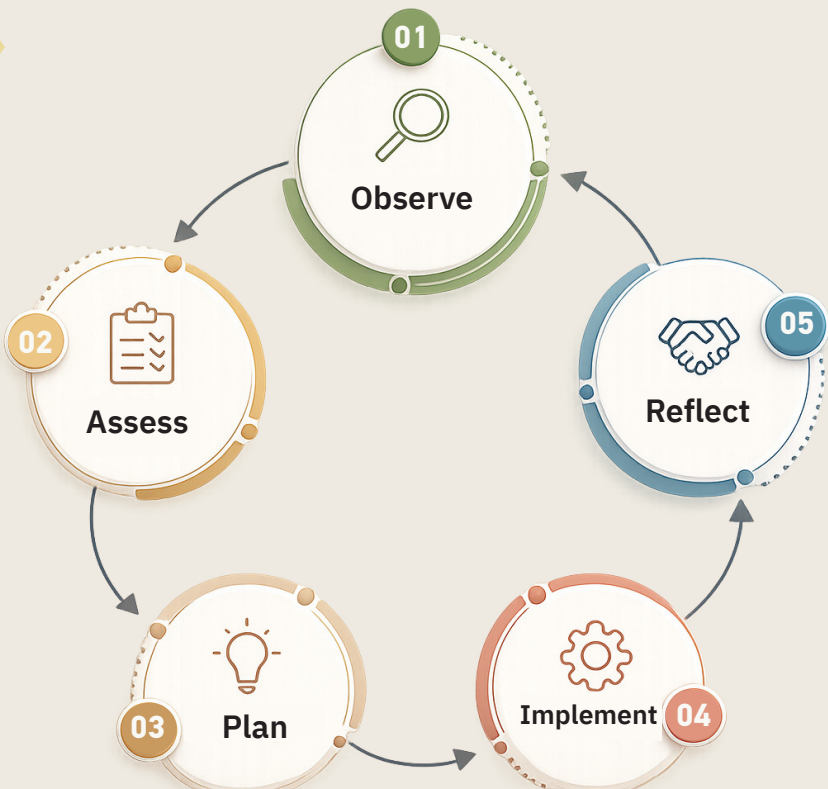
Guiding Principles

KG assessment should reflect the following principles:

- | | | |
|--|---|--|
| 01
Child-Centered and Individualized | 02
Developmentally Appropriate and Play-Based | 03
Inclusive and Culturally Responsive |
| 04
Continuous and Holistic | 05
Ethical | 06
Collaborative and Reflective |

The Assessment Cycle in Practice

KG assessment follows a continuous cycle:



Assessment Structure for Kindergarten

Types of Assessment

Aligned with the planning cycle, the following types of assessment are to be implemented:

Screening Tools	Baseline (BOY)	Continuous Assessment
Used early in the year to identify developmental needs.	Conducted in the first 6 weeks to determine developmental starting points and repeated periodically.	Daily observations, learning stories, and work samples to guide instruction.
End-of-Term Reviews (EOT)	End-of-Year Reviews (EOY)	Diagnostic (As Needed)
Structured reflections and family conferences to discuss progress and next steps.	Teacher judgments and portfolio reviews to form a comprehensive picture of student development.	Targeted assessments to support children with specific needs and provide intervention.

Performance Levels and Descriptors

Performance levels provide a clear developmental continuum describing how children demonstrate learning in relation to expected outcomes. These levels are descriptive, not comparative, and reflect each child’s growth across all domains. They guide planning, family communication, and year-end reporting.

Emerging	Developing	Mastery	Exceeding
The child is beginning to engage with a concept, behaviour, or experience and requires frequent adult support.	The child demonstrates growing understanding and applies knowledge or skills with some consistency and occasional support.	The child consistently demonstrates understanding, independence, and adaptability across familiar and new contexts. This reflects the expected skill or understanding for the grade level.	The child confidently extends learning, shows creativity or leadership, and applies understanding across a range of situations. This goes beyond the expected skill for the grade level.

02

Cycle 1:

Grades 1- 4



General Guidelines for Cycle 1

Continuous Assessment:

Assessment occurs continuously throughout the academic year. The purpose of assessment is to identify where a student is on their learning journey, relative to their grade.

Placement Importance:

Knowing where a student is on their learning journey, and what areas they need support with, helps teachers, parents and students plan for the next steps.

Non-Graded Informal Assessment:

Used to identify where students are in their learning journey and determine their academic level, while supporting their academic progress and developing their cognitive abilities and skills.

Diagnostic Assessments:

- Administered for all Group A subjects for all students in Cycle 1; their results are used to inform teaching and learning plans.
 - Teachers design and implement the assessments based on centrally provided criteria and guidance.
 - Scores are recorded in the electronic system but do not contribute to the student's academic performance score.
-

Formal School-based Assessments:

Are implemented by teachers throughout the academic year according to standards and procedures provided centrally. These assessments contribute to the student's academic performance score and support students on their learning journey.

School-based Summative Assessments (SSAs):

- Are implemented for all Group A subjects in all three terms for Grades 1 and 2, and in Term 2 for Grades 3 and 4.
 - These are conducted in the last two weeks of term and do not disrupt the normal teaching timetable in these weeks. SSAs are designed by teachers based on guidance provided centrally. They are observational performance assessments for Grades 1 and 2, and paper-based assessments for Grades 3 and 4. Evidence of performance must be retained for monitoring and moderation purposes. These assessments contribute to the student's academic performance score.
-

Centralized, End-of-term Examinations for Grade 3 and 4:

are implemented for Group A subjects in grades 3 and 4 only in Term 1 and Term 3. These examinations require students' physical attendance (in person) at the test venue designated by the school for taking paper-based exams. Term 3 examination coverage will include some outcomes from Term 2.

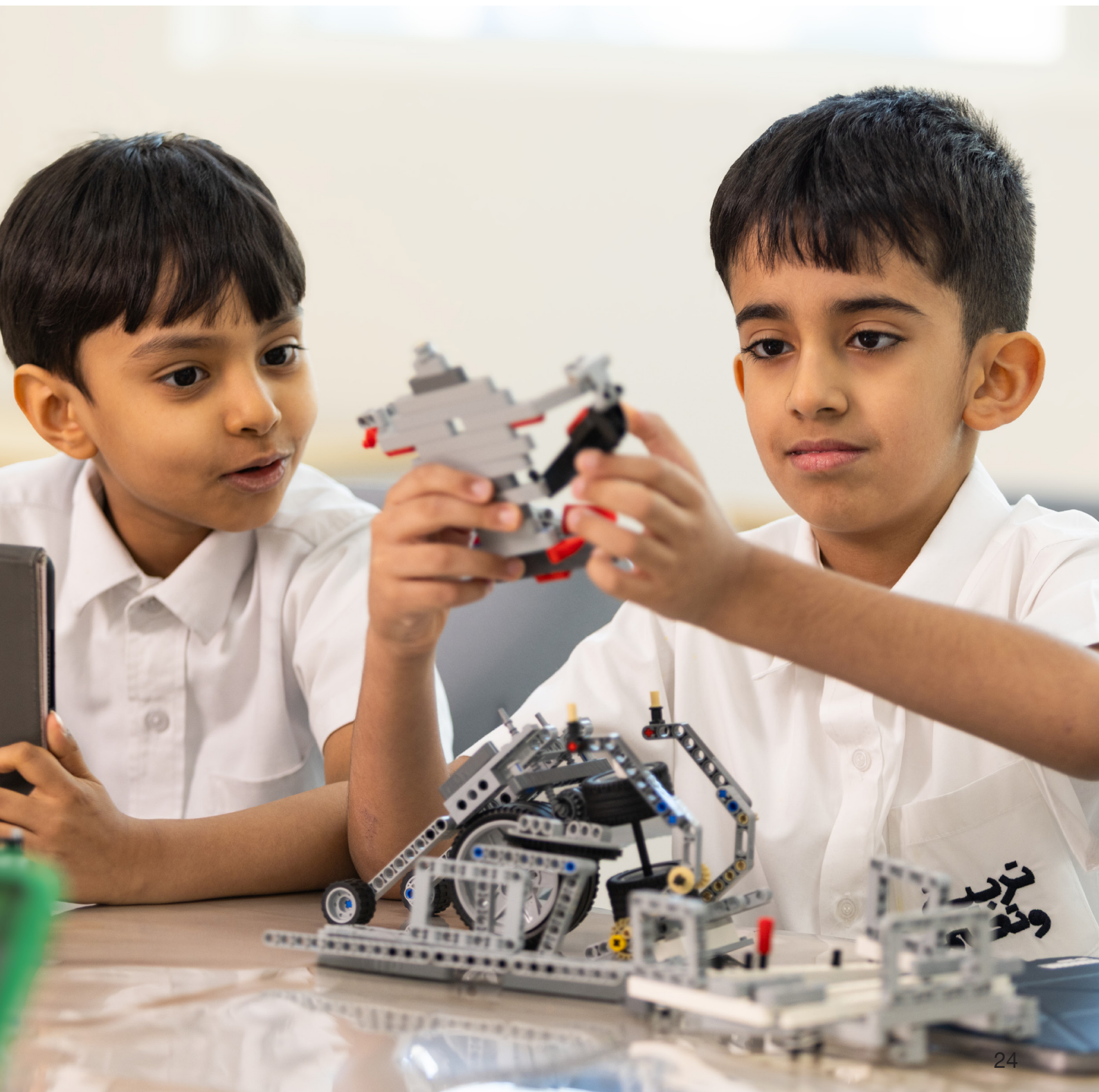
Useful Information for Cycle 1

Group A subjects are Arabic Language, English Language, Mathematics, Science, Islamic Education, Social Studies and Moral Education.

Group B subjects are Artificial Intelligence and Technology, Art, Physical and Health Education, and 3rd Languages.

All subject marks are entered as marks out of 100, which are converted to letter grades in the end-of-term performance reports.

Assessments will measure both the students' acquisition of knowledge and skills and their ability to relate and apply these to a range of real-life situations and challenges.

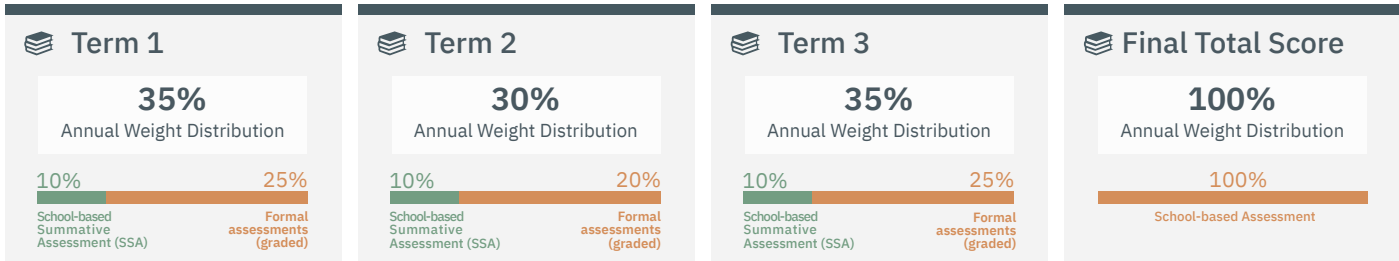


Assessment Structure for Cycle 1 Students

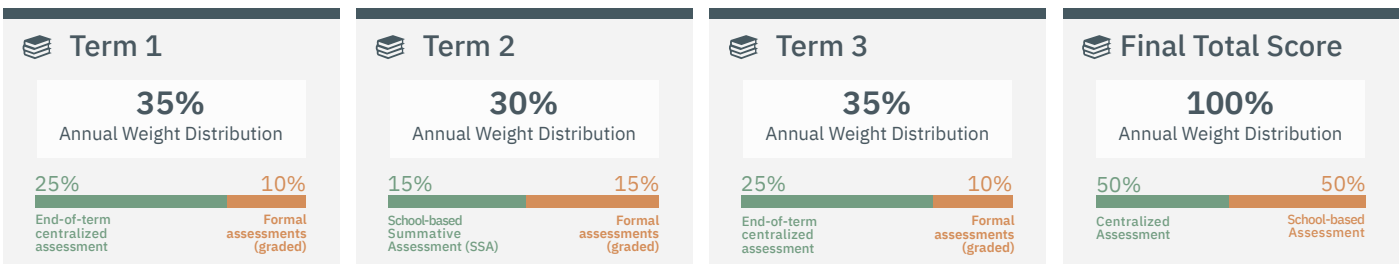
For graded school-based formative assessments, all scores are entered in the gradebook out of 100.

Continuous Assessment Weighting for Group (A) Subjects

The following figure presents the continuous assessment weighting for Group A subjects in **Grades 1 and 2** throughout the academic year. The subjects include Arabic, English, Mathematics, Science, Islamic Education, and Social Studies and Moral Education.

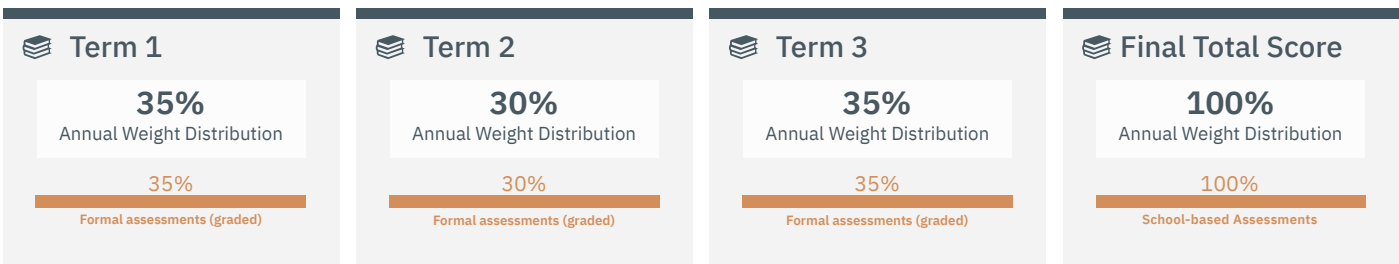


The following figure presents the continuous assessment weighting for Group A subjects in **Grades 3 and 4** throughout the academic year. The subjects include Arabic, English, Mathematics, Science, Islamic Education, and Social Studies and Moral Education.



Continuous Assessment Weighting for Group (B) Subjects

The following figure presents the continuous assessment weighting assigned to Group B subjects for Grades 1–4 across the academic year. The subjects covered are Artificial Intelligence and Technology, Arts, Physical and Health Education, and the Third Language.



Grading Scale (all streams)

F	E-	E	E+	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
0-49.99	50-52.99	53-56.99	57-59.99	60-62.99	63-66.99	67-69.99	70-72.99	73-76.99	77-79.99	80-82.99	83-86.99	87-89.99	90-92.99	93-96.99	97-100

Other useful information

Students of Determination

Students of Determination are assessed based on their individual needs and situation, according to the Individual Education Plan:

- Students who are subject to Individual Education Plans based on “adaptation/ accommodation” are subject to the same examination and assessment mechanisms as those that are applied to the rest of the students.
- Students who are subject to Individual Education Plans based on “learning outcomes modification” or “curriculum modification” will have special exams or assessments designed for them by teachers which must match their Individual Educational Plan. Scores will be manually entered into the gradebook.

Resit Examinations (Grade 4 only)

- If a student fails any of the Group A subjects, they have one opportunity to resit the subject(s) at the end of the year.
- In resit exams, a student’s annual score is capped at 50 marks, which is the minimum pass mark, even where their mark in the resit exam is greater.
- The Term 3 make-up examination is held within the period designated for the resit examinations. If a student who takes this make-up exam does not meet the required annual minimum score, they are not eligible for a resit exam and are categorised as failing the subject as per the policy.

Grade Promotion Requirements

For Grades 1, 2, and 3 – students will be promoted to the next grade if:

- The student undergoes all assessment procedures during their attendance for at least 2 terms.
- The student attends at least 65% of school days in the whole academic year.
- If either of the two conditions are not met, the student will be required to repeat the grade.

Grade 4 - the student will be promoted to the next grade on the following conditions:

- Passing all Group A subjects by achieving a minimum final grade of at least 50% in each.
- Achieving a minimum grade of at least 50% in behaviour.
- Not exceeding a total of 15 days (separate or consecutive) of unexcused absences – noting that unexcused absences on Fridays, on the two days before or after holidays, periods prior to exams and the last two weeks of term two are counted as two absences for each day of absence.

If any one of the above conditions for promotion is not met, the student is required to repeat the grade.

03

Cycle 2:

Grades 5-8



General Guidelines for Cycle 2

Continuous Assessment

Assessment occurs continuously throughout the academic year. The purpose of assessment is to identify where a student is on their learning journey, relative to their grade.

Importance of Student Placement

Knowing where a student is on their learning journey, and what areas they need support with, helps teachers, parents and students plan for the next steps.

Non-Graded Informal Assessment

Teachers use non-graded assessments to identify students' current learning progress and academic level, and to support their academic progress and cognitive development.

Diagnostic Assessments

Diagnostic assessments are administered for all Group A subjects for all Cycle 2 students. Their results should be used to guide teaching and learning plans for students. Teachers design and implement these assessments in accordance with centrally established criteria and procedures. Scores are recorded in the electronic system but do not contribute to the student's academic performance score.

Formal School-based Assessment

Formal school-based assessments are implemented by teachers throughout the academic year in accordance with centrally established standards and procedures. These assessments contribute to the student's academic performance score according to the approved weightings and support students throughout their learning journey.

School Summative Assessments (SSA)

School-based Summative Assessments (SSAs) are implemented for all Group A subjects in the last two weeks of Term 2 to ensure continued student attendance. SSAs are designed by teachers based on guidance provided centrally. Evidence of performance must be retained for monitoring and moderation purposes. These assessments contribute to the student's academic performance score according to the approved weightings.

Centralized Assessments

Centralized examinations are implemented for Group A subjects at the end of Term 1 and Term 3. These examinations require students' physical attendance (in person) in the designated test venue. Term 3 examination coverage will include some outcomes from Term 2.

Project-based Learning & Assessment (PBLA)

Project-based Learning & Assessment (PBLA) is implemented in Arabic, English, Mathematics and Science according to guidance and instructions set centrally. Implementation will be monitored for adherence to best practice and achievement of outcomes. The assessment contributes to the student's academic performance score, supporting a holistic measurement of cognitive and practical skills.

Useful Information for Cycle 2

Group A subjects are Arabic Language, English Language, Mathematics, Science, Islamic Education, Social Studies and Moral Education.

Group B subjects are Artificial Intelligence and Technology, Art, Physical and Health Education, and Third Languages.

All subject scores are entered out of 100 and are converted into letter grades in the end-of-term performance reports.

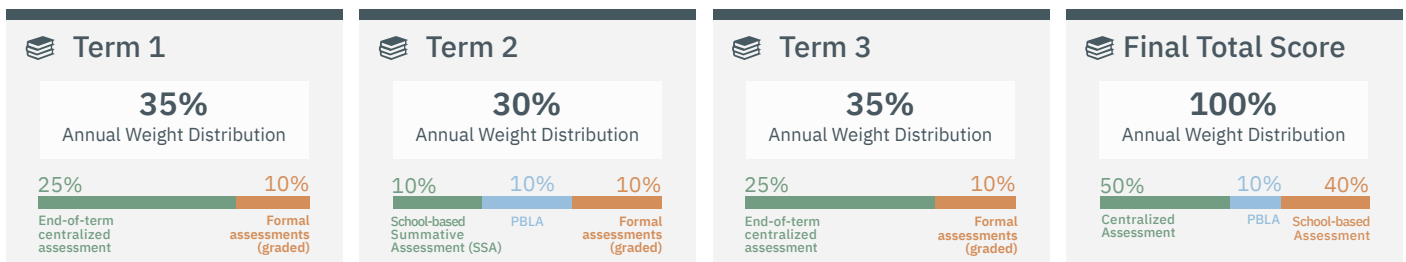


Assessment Structure for Cycle 2 Students

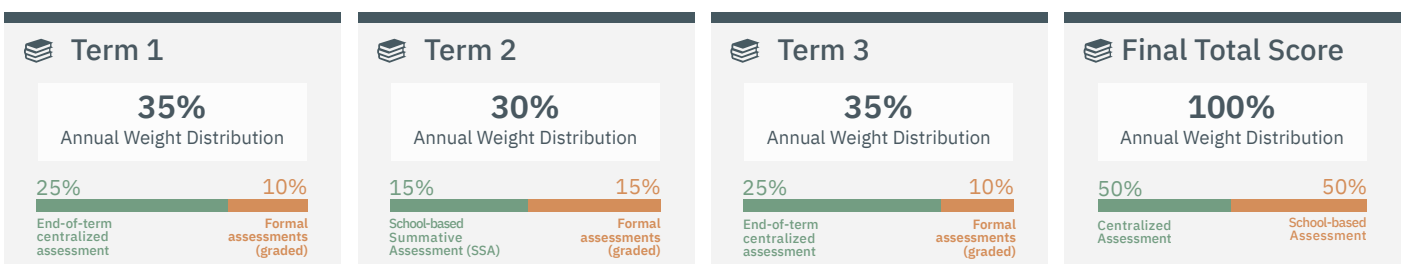
For graded school-based formative assessments, all scores are entered in the gradebook out of 100.

Continuous Assessment Weighting for Group (A) Subjects

The following figure presents the continuous assessment weighting for Group A subjects throughout the academic year. The subjects include Arabic, English, Mathematics, Science.

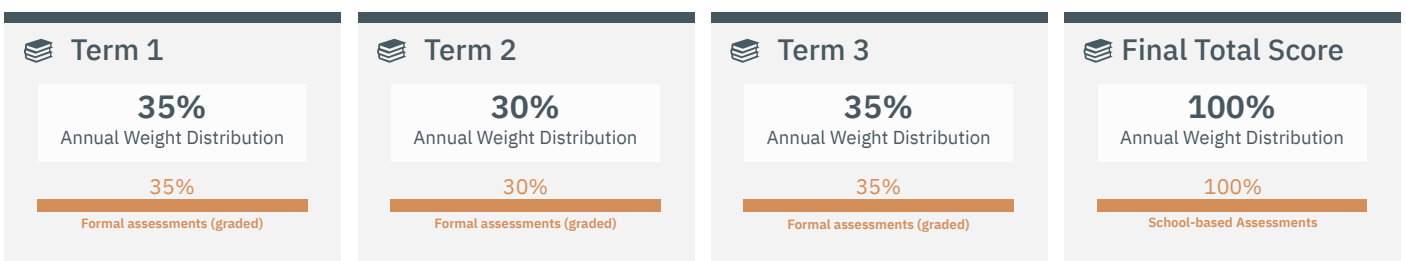


The following figure presents the continuous assessment weighting for Group A subjects throughout the academic year. The subjects include Islamic Education, and Social Studies and Moral Education.



Continuous Assessment Weighting for Group (B) Subjects

The following figure presents the continuous assessment weighting assigned to Group B subjects across the academic year. The subject include Artificial Intelligence and Technology, Arts, Physical and Health Education, and the Third Language.



Grading Scale (all streams)

F	E-	E	E+	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
0-49.99	50-52.99	53-56.99	57-59.99	60-62.99	63-66.99	67-69.99	70-72.99	73-76.99	77-79.99	80-82.99	83-86.99	87-89.99	90-92.99	93-96.99	97-100

Other Useful Information

Students of Determination

Students of Determination are assessed based on their individual needs and circumstances, in accordance with their Individual Education Plan:

- Students who are subject to Individual Education Plans based on “adaptation / accommodation” are subject to the same examination and assessment mechanisms as those that are applied to the rest of the students.
- Students who are subject to Individual Education Plans based on “learning outcomes modification” or “curriculum modification” will have special exams or assessments designed for them by teachers which must match their Individual Educational Plan.

Resit Examinations

- If a student fails any of the Group A subjects, they have one opportunity to resit the subject(s) at the end of the year.
- In resit exams, a student’s annual score is capped at 50 marks, which is the minimum pass mark, even where their mark in the resit exam is greater.
- The Term 3 make-up examination is conducted during the designated resit examination period. If a student who takes this make-up exam does not meet the required annual minimum score, they are not eligible for a resit exam and are categorised as failing the subject as per the policy.

Grade Promotion Requirements

- Passing all Group A subjects by achieving a minimum final grade of at least 50% in each.
- Achieving a minimum grade of at least 50% in behaviour.
- Not exceeding a total of 15 days (separate or consecutive) of unexcused absences – noting that unexcused absences on Fridays, on the two days before or after holidays, periods prior to exams and the last two weeks of term two are counted as two absences for each day of absence.

If any one of the above conditions for promotion is not met, the student is required to repeat the grade.



04

Cycle 3:

Grades 9-12



General Guidelines for Cycle 3

Continuous Assessment

Assessment occurs continuously throughout the academic year. The purpose of assessment is to identify where a student is on their learning journey, relative to their grade.

Importance of Student Placement

Knowing where a student is on their learning journey, and what areas they need support with, helps teachers, parents and students plan for the next steps.

Non-Graded Informal Assessment

Teachers use non-graded assessments to identify students' current learning progress and academic level, and to support their academic progress and cognitive development

Diagnostic Assessments

Diagnostic assessments are administered for all Group A subjects for all Cycle 3 students. Their results should be used to guide teaching and learning plans for students. Teachers design and implement these assessments in accordance with centrally established criteria and procedures. Scores are recorded in the electronic system but do not contribute to the student's academic performance score.

Formal School-Based Assessment

Formal school-based assessments are implemented by teachers throughout the academic year in accordance with centrally established standards and procedures. These assessments contribute to the student's academic performance score according to the approved weightings and support students throughout their learning journey.

School Summative Assessments (SSA)

School-based Summative Assessments (SSAs) are implemented for all Group A subjects in the last two weeks of Term 2 to ensure continued student attendance. SSAs are designed by teachers based on guidance provided centrally. Evidence of performance must be retained for monitoring and moderation purposes. These assessments contribute to the student's academic performance score according to the approved weightings.

Centralized Assessments

Centralized examinations are implemented for Group A subjects at the end of Term 1 and Term 3. These examinations require students' physical attendance (in person) in the designated test venue. Term 3 examination coverage will include some outcomes from Term 2.

Useful Information for Cycle 3

Group A subjects are Arabic Language, English Language, Islamic Education, Social Studies and Moral Education, Mathematics, Science, Chemistry, Physics, and Biology.

Group B subjects are Artificial Intelligence and Technology, Art, Physical and Health Education, Business, Applied and Academic Specializations, Third Language, and Health Sciences.

For Grades 9, 10, and 11, all subject scores are recorded out of 100 and converted to letter grades in the end-of-term performance reports.

For grade 12, results for Group A subjects are presented in letter grades and percentages (to 2 decimal places). For Group B subjects, only letter grades are reported.

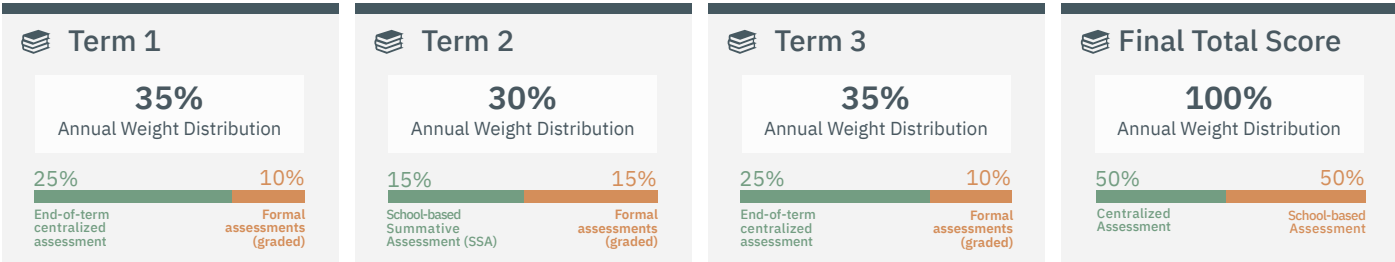


Assessment Structure for Cycle 3 Students

For graded school-based formative assessments, all scores are entered in the gradebook out of 100.

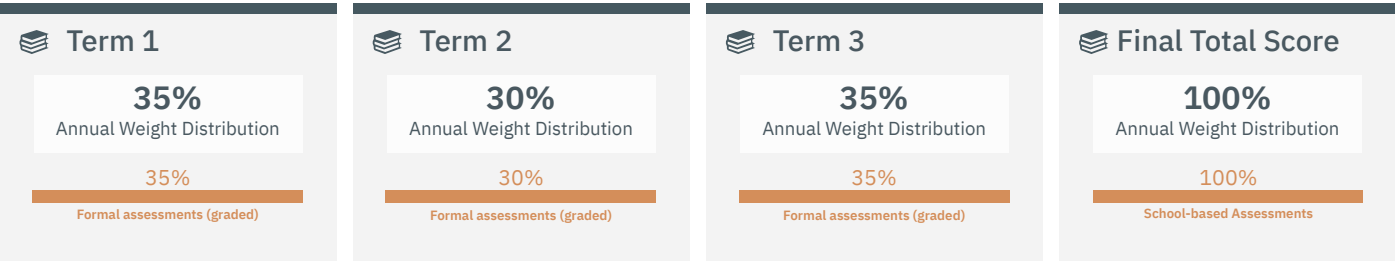
Continuous Assessment Weighting for Group (A) Subjects

The following figure presents the continuous assessment weighting for Group A subjects throughout the academic year. The subjects include Arabic Language, English Language, Islamic Education, Social Studies and Moral Education, Mathematics, Chemistry, Physics, and Biology.



Continuous Assessment Weighting for Group (B) Subjects

The following figure presents the continuous assessment weighting assigned to Group B subjects across the academic year. The subjects covered are Artificial Intelligence and Technology, Arts, Physical and Health Education, Business, Applied and Academic Specializations, Third Language, and Health Sciences.



Grading Scale (all streams)

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
0-59.99	60-62.99	63-66.99	67-69.99	70-72.99	73-76.99	77-79.99	80-82.99	83-86.99	87-89.99	90-92.99	93-96.99	97-100

Other Useful Information

Students of Determination

Students of Determination are assessed based on their individual needs and circumstances, in accordance with their Individual Education Plan:

- Students who are subject to Individual Education Plans based on “adaptation / accommodation” are subject to the same examination and assessment mechanisms as those that are applied to the rest of the students.
- Students who are subject to Individual Education Plans based on “learning outcomes modification” or “curriculum modification” will have special exams or assessments designed for them by teachers which must match their Individual Educational Plan.

Resit Examinations

- If a student fails any of the Group A subjects, they have one opportunity to resit the subject(s) at the end of the year.
- In resit examinations, a student's annual score is capped at 60, which is the minimum passing score, even if the student's score in the resit examination is higher.
- The Term 3 make-up examination is held within the period designated for the resit examinations. If a student who takes this make-up exam does not meet the required annual minimum score, they are not eligible for a resit exam and are categorised as failing the subject as per the policy.

Grade Promotion Requirements

A student will be promoted to the next grade if the following conditions are met:

- Passing all Group A subjects by achieving a minimum final grade of at least 60% in each.
- Achieving a minimum grade of at least 50% in behaviour.
- Not exceeding a total of 15 days (separate or consecutive) of unexcused absences – noting that unexcused absences on Fridays, on the two days before or after holidays, periods prior to exams and the last two weeks of term two are counted as two absences for each day of absence.

If any one of the above conditions for promotion is not met, the student is required to repeat the grade.



05

Grade Monitoring and Moderation

Overview

Purpose

Grade monitoring and moderation is a quality assurance process that helps align assessment standards across different classes, teachers, and schools in order to ensure fairness, consistency, and accuracy in the grading of student assessments. This process also aims to identify and address any inflation in grades.

Scope

The policy applies to all aspects of the gradebook which are the responsibility of teachers and schools with particular focus on PBLA and SSA scores. Responsibility for fair and accurate grading lies with:

The teacher at
class level

The principal at
school level

The cluster
manager at
cluster level

The Testing and
Assessment
department at
system level.

Grade Moderation

School-level moderation

This is a critical process in quality assuring assessment grading. Schools are required to conduct school-level moderation across grades and subjects in accordance with the provided guidance. This includes teachers:

- Adhering to the standardised assessment criteria / marking schemes
- Discussing their understanding of assessment criteria.
- Comparing their grading.

Principals are required to organize moderation sessions for teachers to compare grading practices and ensure fairness and consistency across classes.

Cluster-level moderation

This process contributes to ensuring fairness and consistency of assessment between different schools in a shared cluster. School operations should organise moderation visits to ensure that schools within their cluster are implementing similar, consistent, fair and accurate assessments across subjects and ensuring compliance with central policies and guidance.

External moderation (system-level)

Grade-book data are analyzed periodically at the central level to identify any irregularities in student performance on national and centralized assessments. Where unrealistic score variations are identified, appropriate moderation procedures are applied to ensure that results accurately reflect students' actual performance.

Documentation and transparency

- All assessment scores and grading or moderation decisions must be supported by clear, documented evidence. Such evidence should be available to demonstrate the accuracy of the awarded score and its alignment with the approved assessment evidence.

Appeals

- Results that have been centrally adjusted following moderation are considered final and are not subject to appeal.
- Requests for the review of end-of-term results should follow the process outlined in the Grade Review Guideline.





06

Quality Assurance Mechanisms and Accountability Framework

In order to establish fairness and transparency in school-based assessment, procedures have been established to monitor and quality assure assessment grading. Centralized analyses of grade-books will be conducted periodically to strengthen the integrity of school-based assessments and maintain public confidence in student results.

The Ministry of Education reaffirms its commitment to hold school leaders and teachers accountable for any practices that undermine the fairness or reliability of school-marked assessments (such as inflating grades or manipulating student results), particularly in School-based Summative Assessment (SSA) and Project-Based Learning and Assessment (PBLA).

The table below outlines the accountability framework, categorizing violations by their severity:

Level	Risk Levels	Description	Illustrative Examples	Consequences
1	Low	- Differentiation in the scoring and overall results of students, however with some observations on the distribution (e.g. concentration within a certain grade range, without exceeding the boundaries of inflation).	From a class of 30 students: - 5-7 students receive A grades, with the rest of the students distributed between B, C, D and E.	- Conduct periodic visits to ensure the school's compliance with assessment guidelines. - Provide feedback to school on the result trends, with periodic follow-up reports.
2	Moderate	- Approximately 50-69.9% of students in the homeroom receive scores of 90 or above. - Approximately 70-79.9% of students in the homeroom receive scores of 80-89.9. - Limited differentiation in scoring and grades.	From a class of 30 students: - 16 students receive A grades. OR - 21 students receive B grades.	- Conduct field visits to school and review school grade reports to ensure school is adhering to the assessment guidelines. - Provide professional development programs for school leaders and teachers to strengthen their understanding of assessment policies and ensure their correct implementation.
3	Substantial	- Approximately 70-89.9% of students in the homeroom receive scores of 90 or above. - Approximately 80-89.9% of students in the homeroom receive scores of 80-89.9. - Very limited differentiation in scoring.	From a class of 30 students: - 22 students receive A grades. OR - 24 students receive B grades.	- Conduct extensive field visits and checking of school grade reports to ensure school is adhering to the assessment procedures. - Provide professional development programs for school leaders and teachers to strengthen their understanding of assessment policies and ensure their correct implementation. - Report cases to Human Capital as malpractice cases.
4	Severe	- Approximately 90-100% of students in the homeroom receive scores of 90 or above. - Approximately 90-100% of students in the homeroom receive scores of 80-89.9. - Almost no differentiation in scoring.	From a class of 30 students: - 27 receive A grades. OR - 27 receive B grades.	- Conduct comprehensive field visits and checking of school grade reports to ensure school is adhering to the assessment guidelines. - Provide mandatory professional development programs for school leaders and teachers to strengthen their understanding of assessment policies and ensure their correct implementation. - Report cases to Human Capital as malpractice cases.

All substantial and severe cases will be reported to the Human Capital (HC) Department for appropriate action in accordance with the Cheating and Examination Malpractice Policy, based on the severity of the violation.

07

Academic Certificates



Academic Certificates

● Statement of Student Passing for Grades 1–11

All students who meet the grade promotion requirements will receive a Statement of Student Passing.

- Results for Group A and Group B subjects are reported with letter grades.
- There are no percentage scores and no final average on the certificate.

● Secondary School Certificate for Grade 12

At the end of Grade 12, students who meet the passing requirements receive a Secondary School Certificate containing:

- Results for Group A subjects, reported with letter grades and percentage scores.
- Results for Group B subjects are reported with letter grades and do not contribute to the student's final average.
- A total and a final average score based on all Group A subjects.

● Secondary School Certificate Issuing Policy

- The certificate is digital and can be accessed via a QR code.
- The certificate is attached to the student's file through the systems of the MoE in PDF format.
- The certificate may be printed using high-quality A4 white paper and a color printer.
- It is possible to receive a Secondary School Certificate printed on official MOE letterhead to be used abroad. Students can apply for this service via the MOE website. The certificate will be sent via courier.

Calculation of Grade 12 Secondary School Certificate Scores

01

The end-of-year score is calculated based on the weights of each term's school-based and centralized assessments.

03

The student's average is calculated by dividing the total score by the number of Group A subjects.

05

The grading scale appears at the bottom of the certificate.

02

The student's total score is the sum of the score out of 100 obtained in all Group A subjects.

04

Group B subjects are assessed through school-based formal assessments and are reported as letter grades on the certificate. They do not include percentage scores and do not contribute to the student's total or average score.

Subjects	الدرجة بالحروف Letter Grade	الدرجة (100) Mark (100)	المواد
Islamic Education	B-	80.9	التربية الإسلامية
Arabic Language	B+	89.27	اللغة العربية
Moral and Social Studies	B	83.2	الدراسات الإجتماعية و التربية الأخلاقية
English Language	A-	91.5	اللغة الإنجليزية
Mathematics	B	85.32	الرياضيات
Physics - GEN.PHY.C.102	C-	72.67	الفيزياء - GEN.PHY.C.102
Chemistry - GEN.CHM.C.101	A-	91.4	الكيمياء - GEN.CHM.C.101
Health Sciences	A	-	العلوم الصحية
Artificial intelligence and technology	B+	-	الذكاء الصطناعي والتكنولوجيا
Physical and Health Education	B+	-	التربية البدنية والصحية
Behavior	A	-	السلوك
Average	المعدل	Total	594.26
84.89%		Full Mark	700
			مجموع الدرجات
			الجموع الكلي

Grading Scale (all streams)

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
0-59.99	60-62.99	63-66.99	67-69.99	70-72.99	73-76.99	77-79.99	80-82.99	83-86.99	87-89.99	90-92.99	93-96.99	97-100

08

Assessment During Distance Learning



Assessment During Distance Learning

In circumstances that require the adoption of remote learning across all schools, the following general guidelines should be observed to ensure the continuity of assessment in an efficient and fair manner, while allowing appropriate flexibility in implementation to maintain high standards of learning and assessment.

It should be noted that the Student Assessment Policy remains the primary approved reference for the relevant provisions and protocols, and compliance with its requirements remains mandatory.



General principles

Assessment should be implemented with flexibility, taking into account the exceptional circumstances of students and their families.

Priority should be given to supporting student learning rather than focusing solely on the allocation of marks.

Fairness and equal opportunity must be ensured for all students.

Individual differences, as well as disparities in access to devices and internet connectivity, must be taken into consideration.

09

Academic Calendar for 2026-2027

Term One

Academic Agenda Dates

- Start of the Academic Year for Administrative and Teaching Staff
- Start of the Academic Year for Students
- Diagnostic Tests
- End-of-Term Exams

Holidays and Official Breaks

- Mid-Term Break for Students
- Prophet's Birthday
- National Day
- Winter Break for Students
- New Year Holiday

Term	Month	Mo	Tu	We	Th	Fr	Sa	Su
Term 1	August 2026	24	25	26	27	28	29	30
		31						
	September 2026		1	2	3	4	5	6
		7	8	9	10	11	12	13
		14	15	16	17	18	19	20
		21	22	23	24	25	26	27
		28	29	30				
	October 2026				1	2	3	4
		5	6	7	8	9	10	11
		12	13	14	15	16	17	18
		19	20	21	22	23	24	25
		26	27	28	29	30	31	
	November 2026							1
		2	3	4	5	6	7	8
		9	10	11	12	13	14	15
		16	17	18	19	20	21	22
		23	24	25	26	27	28	29
		30						
	December 2026		1	2	3	4	5	6
		7	8	9	10	11	12	13
		14	15	16	17	18	19	20
		21	22	23	24	25	26	27
		28	29	30	31			
	January 2027					1	2	3

Date	Statement
24 August 2026	Start of the Academic Year for Administrative and Teaching Staff
24 - 28 August 2026	Specialized Training for Administrative and Teaching Staff 1
28 August 2026	Prophet's Birthday
24 August 2026	Start of the Academic Year for Students
07 September - 09 October 2026	Arabic Baseline Assessment (ABA)
21 September - 30 October 2026	Standardized Proficiency Assessment (SPA)
07 - 18 September 2026	Diagnostic Exams
12 - 16 October 2026	Mid-Term Break for Students
12 - 14 October 2026	Specialized Training for Administrative and Teaching Staff 2
15 - 16 October 2026	Mid-Term Break for Administrative and Teaching Staff
19 October - 12 November 2026	PIRLS 2026 (Main Study)
18 - 20 November 2026	Mock Exams
25 - 27 November 2026	End-of-Term Exams
02 - 04 December 2026	National Day Holiday
07 - 11 December 2026	Continuation of End-of-Term Exams
14 December - 01 January 2027	Students Winter Break
14 - 18 December 2026	Specialized Training for Administrative and Teaching Staff 3
14 - 18 December 2026	Make-up Exams for Term 1
21 December - 01 January 2027	Winter Break for Administrative and Teaching Staff

School-based assessments for all Group A and Group B subjects shall be conducted continuously throughout the semester in accordance with the School-based Assessment Guidelines. All assessment results shall be recorded in the system and officially finalized no later than 20 November 2026.

Term Two

Academic Agenda Dates

 Start date for Students, Administrative, and Teaching Staff

Holidays and Official Breaks

 Eid Al-Fitr Holiday

 Spring Break for Students, Administrative, and Teaching Staff

Term	Month	Mo	Tu	We	Th	Fr	Sa	Su
Term 2	January 2027	4	5	6	7	8	9	10
		11	12	13	14	15	16	17
		18	19	20	21	22	23	24
		25	26	27	28	29	30	31
	February 2027	1	2	3	4	5	6	7
		8	9	10	11	12	13	14
		15	16	17	18	19	20	21
		22	23	24	25	26	27	28
	March 2027	1	2	3	4	5	6	7
		8	9	10	11	12	13	14
		15	16	17	18	19	20	21
		22	23	24	25	26	27	28
		29	30	31				
					1	2	3	4
	April 2027	5	6	7	8	9	10	11

Date	Statement
04 January 2027	Start Date for Students, Administrative, and Teaching Staff
04 - 06 January 2027	Term 1 Results Announcement
08 -12 March 2027	Eid Al-Fitr Holiday
22 March - 02 April 2027	School-based Summative Assessment (SSA)
05 - 09 April 2027	Spring Break for Students and Administrative and Teaching Staff

Completion of the recording of Project-Based Learning and Assessment results according to the following phases:

Phase 1: No later than 05 February 2027

Phase 2: No later than 05 March 2027

School-Based Assessments for all Group A and Group B subjects shall be conducted continuously throughout the semester in accordance with the School-Based Assessment Guidelines. All assessment results shall be recorded in the system and officially finalized no later than 19 March 2027.

The recording and official finalization of the School Summative Assessment (SSA) results shall be completed no later than 2 April 2027.

Term Three

Academic Agenda Dates

- Start Date for Students, Administrative & Teaching Staff
- End-of-Term Exams
- Resit Exams

Holidays and Official Breaks

- Eid Al-Adha Holiday
- Hijri New Year
- Last Day of the Academic Year for Students
- Summer Break for Students

Term	Month	Mo	Tu	We	Th	Fr	Sa	Su
Term 3	April 2027	12	13	14	15	16	17	18
		19	20	21	22	23	24	25
		26	27	28	29	30		
	May 2027						1	2
		3	4	5	6	7	8	9
		10	11	12	13	14	15	16
		17	18	19	20	21	22	23
		24	25	26	27	28	29	30
		31						
	June 2027		1	2	3	4	5	6
		7	8	9	10	11	12	13
		14	15	16	17	18	19	20
		21	22	23	24	25	26	27
		28	29	30				
					1	2	3	4
	July 2027	5	6	7	8	9	10	11
		12	13	14	15	16	17	18
		19	20	21	22	23	24	25
		26	27	28	29	30	31	

Date	Statement
12 April 2027	Start Date for Students, Administrative, and Teaching Staff
12 - 14 April 2027	Term 2 Result Announcement
19 April - 14 May 2027	TIMSS 2027 Study (Main Study)
26 April - 04 June 2027	Standardized Proficiency Assessment (SPA)
15 - 18 May 2027	Eid Al-Adha Holiday
06 June 2027	Hijri New Year
09 - 11 June 2027	Mock Exam
11 June 2027	Completion of Kindergarten and Grade 1-2 Curriculum
14 June - 02 July 2027	Enrichment activities and academic support for Kindergarten and Grades 1-2
16 - 25 June 2027	End-of-Term Exams
28 June - 02 July 2027	Academic Support Week
30 June - 01 July 2027	End-of-Year Results Announcement
02 July 2027	Last Day of the Academic Year for Students
05 - 08 July 2027	Make-up and Resit Exams
12 July 2027	Resit Exams Results Announcement
12 July 2027	Start of Summer Break for Administrative and Teaching Staff

School-based assessment will be conducted through the term for all Group A and Group B subjects according to the school-based assessment guides. Scores to be uploaded and approved no later than June 11th 2027.

10

Common Terms



Centralized assessment

An assessment developed centrally by the Ministry of Education and administered by schools in accordance with the approved guidelines.

Continuous assessment

Continuous Assessment includes all assessment activities designed to provide valuable information about each individual student — including school-based assessments, School-based Summative Assessments (SSA), centralized assessments, and Project-based Learning and Assessment (PBLA). Assessments serve as a rich source of data used in effective teaching and learning planning and to support continuous monitoring of student progress.

Diagnostic assessment

An assessment to support the development of individual teaching and learning plans at the start of the year. It identifies where a student is on their learning journey in all Group A subjects and all Grades. Diagnostics assessments are prepared by teachers and the scores are entered into the gradebook, but do not contribute to the student's academic performance score.

School-based Formal Assessment

An assessment in all subjects in grades 1-12, carried out by teachers according to standards identified centrally that is based on the work done by students in class. A weight from this assessment is included in the student's final score for each subject.

School-based Summative Assessment (SSA)

A formal school-based assessment designed by teachers in accordance with centrally established criteria and instructions. It is held for all Group A subjects in the last week of term two for Grades 3 to 12, and in all three terms for Grades 1 and 2, ensuring the continuation of student attendance. They are exam-style assessments for Grades 3 to 12, and observational assessments for Grades 1 & 2.

Group A subjects

The core subjects for all grades and include Arabic Language, English Language, Islamic Education, Social Studies and Moral Education, Mathematics, and Science (Chemistry, Physics, Biology).

Group B subjects

Subjects that enhance the learning process according to standards that are appropriate to skill, age and level of the student. They include Artificial Intelligence and Technology, Arts, Physical and Health Education, Business, Applied and Academic Specializations, Third Language, and Health Sciences.

Individual Education Plans

Students of determination may have adaptations or modified curriculum/ learning outcomes, and this is referred to as an Individual Educational Plan.

Informal Assessment

Teachers assessing and monitoring their students' learning continuously during class through informal questioning and activities. This enables moment-to moment observation and correction of misconceptions, extension of student knowledge, and opportunity to lead students into higher-order thinking.

PBLA

A teaching and assessment approach that focuses on applying skills and knowledge in real-world contexts through practical projects relevant to students' lives. This approach aims to promote critical thinking, problem-solving, creativity, and collaboration, while encouraging students to reflect on and evaluate their learning experience. Guidelines and standards for this assessment are set centrally, while schools implement it in a way that achieves learning objectives and measures student skills in a holistic manner that goes beyond measuring theoretical knowledge.

School-based assessments

Refers to assessments developed by the school/class teacher according to centrally defined standards and procedures.

11

FAQs



01 | Will the end-of-term examination be conducted in-person at school or remotely during the current academic year 2025/2026?

The end-of-term examination requires students' physical presence in educational institutions, depending on the directives of the specialized entities.

02 | What is the difference between subjects of Group A and Group B?

Subjects are divided into two groups:

Group A represents the core subjects for all grades. It includes Arabic Language, English Language, Social Studies and Moral Education, Islamic Education, Mathematics, Science, Chemistry,

Physics and Biology. These are included in the final total and need to be passed to promote to the next grade (from Grade 4 up).

Group B includes Artificial Intelligence and Technology, Arts, Physical and Health Education, Business, Third Language, Applied and Academic Specializations, and Health Science. They enhance the learning process according to standards that are appropriate to the skill, age and level of the student. These are not included in the students' final total.

03 | What knowledge and skills are included in the centralized end-of-term examination?

The Term 1 examination covers the learning outcomes from Term 1. The Term 3 examination covers the learning outcomes from Term 3 and selected learning outcomes from Term 2.

04 | Which grades take the centralized end-of-term assessment?

Grades 3–12

05 | What happens if a student is absent for one of the end-of-term assessments?

Parents should contact the school administration if their child is absent.

06 | What happens if there are technical difficulties or students do not have a device for the computer-based assessments?

- Schools are obliged to do everything possible to fix technical difficulties within the exam period, ensuring that all students complete and submit the exam.

- Computer devices will be provided (if available) or the schedule will be put in place to use computer labs in schools, with the availability of the offline option to take the exam.

- All students must be careful to take the exams during the main period, as the make-up exam will include questions of higher difficulty levels compared to the exams given during the main period also note that there is no separate make-up examination period during the third term. Instead, make-up examinations are administered during the resit examination period. Furthermore, students who do not pass the make-up examination at the end of the academic year will not be granted another opportunity to resit the examination.

07 | What are the cases in which the student can take the exam remotely?

- Students of Determination who cannot sit for the exam physically (approved by the school administration).
- Students who are receiving a medical treatment outside or inside the country (subject to school approval).
- Students who are outside the country with a justified reason (approved by the school administration).
- Students in juvenile detention centers (subject to school approval).

08 | How many resit chances do students of Grades 4–12 have?

Students who fail any of the Group A subjects have one chance for a resit exam (in each subject).

09 | Can I obtain a certificate at the end of the academic year for Grades 1 to 11 with numbers instead of letters?

No. The certificate reports performance for all subjects in letters only. The grading scale used to convert scores into letters is provided.

10 | How is the resit exam grade calculated for Grades 4 through 12?

- The minimum passing grade is recorded for the student if they pass the resit exam (50 in Cycles 1 and 2, and 60 in Cycle 3), regardless of the score achieved in the exam.
- The minimum passing grade for the subject is added to the overall total and general average for the student in Grade 12.

11 | How is the student's score calculated in the Secondary School Certificate for Grade 12?

- The annual score for each subject is calculated based on the weights of each term's school-based and centralized assessments.
- The student's total mark is the marks obtained from Group A subjects, which appear in the form of a number and a letter in the certificate.
- The student's average is calculated by dividing the total mark by the number of subjects in Group A.
- Group B subjects are letter graded and have no score and are not included in the total.

12 | How can I get the official academic certificates?

- The certificate is issued electronically through the student file. The electronic certificate is approved and linked to a QR code.
- In case you want to print a certificate for transferring (Grades 1-11), it is recommended to be printed out on high quality A4 size white paper using a color printer.
- For the Grade 12 Secondary School Certificate, you can apply for the official letterhead certificate (to be used abroad) via the MOE website, for public schools and private schools applying the MOE curriculum.

13 | Which subjects can a student retake in the resit examination?

The resit exam will consist only of Group A subjects. It includes Arabic, Islamic Education, Social Studies and Moral Education, English, Mathematics, Science, Chemistry, Physics and Biology.

14 | Will Grade 12 students in private schools following the MOE curriculum take their examinations at their own schools or at public schools?

For G12, students from private schools following the MOE curriculum will take their exams in public schools under the supervision and coordination of the school operations sector.

15 | Will there be a make-up exam for the resit in case a student has an excused absence?

No, there will not be a make-up exam for the resit.

16 | Who is eligible to take a resit exam?

- Students from G4–12 who have not achieved the minimum pass mark in any of the Group A subjects at the end of the academic year. The make-up examination shall be administered during the designated resit examination period. If a student does not pass the make-up examination, they will not be granted an additional opportunity to sit a resit examination and will be deemed to have failed the subject in accordance with the approved policies and regulations.
- The Term 3 make-up examination is held within the period designated for the resit examinations. If a student who takes this make-up exam does not meet the required annual minimum score, they are not eligible for a resit exam and are categorised as failing the subject as per the policy.

17 | How many subjects can a student appeal for a grade review?

Appeals for a maximum of 3 Group A subjects can be made for a grade review.

18 | What does the symbol (-) or (*) indicate on the Student Portal grade page?

- The (-) symbol indicates that the student has a resit exam in this subject.
- The (*) symbol indicates that the student has missing grades and the certificate cannot be printed until the grades are completed.

19 | Why are Grades 1–11 certificates issued with letter grades only, while the Grade 12 certificate includes both letter grades and numerical scores?

- According to the assessment policy and examination guidelines, the G1-11 certificates are issued with letters only for all subjects as they do not qualify students for Higher Education.
- However, for G12, since the certificate serves as a document for university admission and to ensure fairness and differentiation among students, it is issued with letters and numerical grades for Group A subjects and only letter grades for Group B subjects as the Group B subjects do not contribute to the end-of-year average.

20 | How can certificates be obtained?

Certificates are available only to students who meet the promotion requirements. They can be accessed via the Student Portal page and will be electronically authenticated with the MOE stamp.

21 | The information on my certificate is incorrect, what should I do?

It is possible to amend a student's information after the end-of-year certificate has been issued as follows:

- For Grade 1–11, students should contact the school administration and provide the necessary documents. The amendment will be executed within a maximum of 3 working days through them.
- For Grade 12, students should contact the school administration and provide the required documents. The electronic amendment processed electronically and approved by the school branch's specialized employee within a maximum of 3 working days.

22 | Under what circumstances may the end-of-year certificate be withheld?

A student's certificate may be withheld for the following reasons: financial obligations, device or laptop commitments, incomplete registration data, or the non-completion of the medical examination for national service. Therefore, please contact the school administration for further details.

23 | What happens if a student is caught cheating during an examination through social media or any other method?

- Cheating is a very serious offense. If a student is caught cheating, he/she will receive zero in that subject and the Behavior Policy sanctions will be implemented.
- If the cheating offense is repeated, the student will receive zero in all Group A subjects and the Behavior Policy sanctions will be implemented.

24 | What happens if school staff facilitate cheating during examinations?

Allowing or facilitating cheating is a serious violation of the MOE code of conduct. Sanctions will be implemented by Human Capital (HC) for staff identified as doing so, as well as potential legal sanctions imposed by relevant legislation.

The MOE will take necessary steps to monitor the examination process, identifying and following up on cases of cheating in schools.

25 | What is meant by the School-based Summative Assessment (SSA)?

The School-based Summative Assessment (SSA) is a formal school-based assessment designed by teachers in accordance with centrally approved standards and instructions. It aims to measure students' level of mastery of the learning outcomes delivered during the term. It is implemented in the last two weeks of term, ensuring continued student attendance and participation until the last day of term.

26 | When will the SSA be implemented, and what subjects does it cover?

- For the grade 1 and 2, it is implemented in all three terms and for all Group A subjects.
- For grades 3–12, it is implemented in term 2 for all Group A subjects.

27 | Does the SSA contribute to the student's final score?

Yes, as a graded assessment, it is counted towards the student's final grade for the subject. Therefore, students must also adhere to the Student Code of Conduct and rules of examination integrity, and attend the specified dates.

28 | What are the promotion requirements for Grades 4–12?

- Passing all Group A subjects and achieving a minimum final grade of at least 50% in Grades 4-8, or 60% in Grades 9-12.
 - Achieving a minimum grade of at least 50% in behaviour.
 - Not exceeding a total of 15 days (separate or consecutive) of unexcused absences – noting that unexcused absences on Fridays, on the two days before or after holidays, periods prior to exams and the last two weeks of term two are counted as two absences for each day of absence.
- If any one of the above conditions for promotion is not met, the student is required to repeat the grade.

29 | What happens if a student does not meet the promotion requirements for Grades 4–12?

In the event that one of the three promotion conditions is not met (passing all Group A subjects and/or the total number of days of unexcused absence not exceeding 15 days and/or achieving a minimum grade of at least 50% in behaviour), the student is required to repeat the grade.