



RUSSIAN INTERNATIONAL SCHOOL

2026 – 2027

ASSESSMENT POLICY

Rationale

Assessment is one of the tools of understanding about how well a student has met the aims objectives of studying program. By means of assessment students learn to reach their targets and achieve success. At RIS we believe that assessment supports learning through:

- Knowing cognitive ability and academic potential of each student;
- Knowing the skills that each student is already competent and successful at;
- Identifying the field of need for each student to support their progress;
- Providing clear information to students about what they have done well and what they need to improve.

Aims

The Policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment;
- Clearly set out how and when assessment practice will be monitored and evaluated;
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to all stakeholders;
- Monitor student-learning outcomes to provide necessary interventions.

Legislation and Guidance

Assessment practices at RIS are aligned to:

- UAE National Agenda Parameters;
- Requirements of KHDA;
- Russian Educational Policy, Ministry of Education of Russia;
- Requirements and schedule of the Russian education system.

Assessment is a quality assurance measure that enables the school to understand the key conclusions about its performance:

- assessment information is used to evaluate course materials, learning processes and teaching methodology;
- high quality teaching is supported and informed by formative assessment;
- RIS curriculum promotes the opportunity for all children to succeed when they are taught and assessed in ongoing manner;
- there is always a clear purpose for assessment which is correspondent to the intended purpose;
- assessment is used to focus on monitoring and supporting students' progress, attainment and wider outcomes;
- assessment not only focuses on the achievement of learning outcomes as determined by the Russian Curriculum, Arabic and Islamic curriculum, but also skills developed across a range of learning opportunities such as co-operation with others, ability to solve problems and capacity for independent learning and thinking;
- assessment supports consistency of approach across the curriculum, while recognizing subject specificity;
- assessment supports informative and productive conversation with the school staff, children and parents;
- students take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve;
- assessment acknowledges achievement at all levels to maintain student motivation;
- a range of assessments are used in-school formative assessment, in-school summative assessment and nationally standardized summative assessment;
- assessment information supports continuity when a student changes grade or leaves the school.

Purpose of Assessment

The purpose of assessment is to:

- Identify students' basic level of knowledge;
- Establish learning goals;
- Make a consistent plan on students' learning;
- Identify students' strengths and areas of development;
- Promote self- reflective learners;
- Challenge all students;
- Lead to more focused teaching and learning;
- Enable the school representatives to provide meaningful feedback to students;
- Provide feedback on students' attainment and progress to parents and other

stakeholders;

- Help RIS leaders to make judgements about how well the school is doing when compared to other schools;
- Help us to define the goals for further development.

Types of Assessment

There are major overarching forms of assessment at RIS:

External assessment (IBT): it is a reliable, computerized adaptive test designed by international experts and psychometricians, which helps teachers and school methodological department get informed of learning scores and make decisions how to promote students' academic growth. The external assessment is suitable for grades 3 to 10, and helps to assess skills in Arabic B, English, Reasoning, Mathematics and Science.

Russian Educational Tests (VPR) are compiled by a team of authors at the Russian Federal Institute for Educational Quality Assessment based on the model core curriculum and the Federal State Educational Standard. The Russian Educational Tests evaluate students' knowledge against federal state educational standards, identifying strengths and weaknesses. Based on the results, educational goals and methods can be adjusted.

Internal assessment is based on the Russian Education system and takes into account that the primary language of instruction is Russian. English and Arabic are studied as foreign languages.

Internal formative assessment is carried out on day-to-day basis by teachers and is a key to effective classroom practice. Formative assessment includes, but not limited by:

- Diagnostic tests;
- Questioning throughout the lesson;
- Written assignments;
- Verbal presentations;
- Research papers;
- Peer and self-assessment;
- Project works;
- Subjective tests.

Formative assessment enables:

- Teachers to identify how students are performing on a continuing basis and to use this information to provide appropriate support or challenge;
- Students to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve;
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and set targets for improvement.

Internal summative assessment is taken at the end of term and the end of year. It helps teachers to evaluate and monitor the achievement levels of the students reached over a significant period of time, to identify where interventions may be required, and to work with teachers to ensure that students are supported to achieve expected progress and attainment.

Recording Results

Marks and feedback for internal formative assessments are entered on daily basis in electronic journal (ELJUR). Marks for internal summative assessment are put in the electronic forms by class teachers at the end of each term and studying year. All data is entered electronically for the IT Department to be maintained in the school records and to evaluate and analyze the results. The individual scores and class scores are compared to the previous results and enable teachers to review the progress of students and report to their parents through **Student's Progress Report**.

Reporting

Parents are reported of their children's progress on regular basis through notebook correction, formative and summative assessment, messages in electronic journal, or through mail.

- Parent meetings are held at RIS at the beginning of the studying year and at the end of each term.
- Parents are given the opportunity to meet with teachers and school Principal whenever the need arises.
- Parents may ask any questions regarding their children's progress and learning needs any time through electronic journal or mail.
- **Progress reports are send by subject teachers at the end of each term.** They include summative information about each student's progress, attitude to learning, targets and development, progress levels on every unit or acquired skills. Teachers assess progress levels by putting marks A (for high level - 5), B (for medium level - 4) and C (for low level - 3) or D (for below low level – 2) in correspondent fields of the table in the report.

Roles and Responsibilities

All school stuff is responsible for the effective implementation of the Assessment Policy. RIS Heads of Departments must ensure that the assessment practices in the classrooms are correspondent to the Policy terms and conditions. The Principal and Vice-Principle are responsible for:

- Ensuring that the Policy is adhered to;
- Analyzing students' progress data and attainment;
- Prioritizing key actions to avoid underachievement;
- Providing correspondent reports and data to KHDA.

Teachers are responsible for:

- Following the assessment procedures outlined on this Policy;
- Setting individual student targets;
- Planning suitable interventions and curriculum modifications.

Students are expected to:

- do their best in all forms of assessments, tests and exams, and to follow specified exam regulations and rules set by the school;
- take responsibility understanding and acting on written and/or verbal feedback given by their teachers;
- be respectful and responsible with every member of the studying process;
- actively participate in all activities to promote their emotional, social and personal well-being.

Parents/guardians should:

- ensure that they have close contact with all stakeholders in the School;
- assist in daily and long-term goals setting for their child's learning;
- monitor their child's academic activity;
- help promote independent learning skills of their child;
- work in collaboration with the teacher to ensure academic progress of the student;
- visit parent meetings to achieve meaningful conversation with class teacher.

SCHOOL POLICY on the assessment system, analysis of student learning and progress

1. General Provisions

1.1. These Regulations define unified approaches to the assessment system, analysis of student learning and progress in the school.

1.2. These Regulations have been developed in accordance with the requirements of the Federal State Educational Standard for General Education and local school regulations.

1.3. The assessment system is aimed at ensuring an objective assessment of educational results, monitoring the dynamics of student academic achievement, and making management decisions to improve the quality of education.

2. Ongoing Assessment

2.1. Ongoing assessment of student academic achievement is carried out in accordance with the requirements of the Federal State Educational Standard and is conducted using a standard five-point system: "2," "3," "4," "5."

2.2. Ongoing grades are assigned for various types of learning activities (oral answers, written assignments, practical assignments, tests, and diagnostics) and are recorded in the electronic journal.

3. Final Assessment for the Trimester and the Academic Year

3.1. Final grades for the trimester and the academic year are determined based on the average grade calculated automatically in the electronic ELJUR.

3.2. The correspondence between the average grade and the final mark is determined according to the following standards:

an average grade below 2.5 - a final grade of "2";

an average grade of 2.5 or higher, but below 3.5 - a final grade of "3";

an average grade of 3.5 or higher, but below 4.5 - a final grade of "4"; an

average grade of 4.5 or higher - a final grade of "5".

4. Analysis of Learning Results for the Trimester

4.1. The analysis of learning results for the trimester is conducted by grade, grade level, and phase of study (elementary school, middle school, high school).

4.2. The following indicators are used in the analysis:

4.2.1. **Overall Academic Performance (In Line & Above)** is calculated once per trimester and is defined as the ratio of the number of students with grades "3", "4", "5" in a subject to the total number of students, expressed as a percentage.

4.2.2. **Qualitative Academic Performance (Above)** is defined as the ratio of the number of students with final grades of "4" and "5" in a subject to the total number of students, expressed as a percentage.

4.3. Qualitative Assessment of Results (Judgment) by grade, parallel, and phase of study is assigned according to the following criteria:

Weak — overall academic performance below 75%;

Acceptable — overall academic performance of 75% or higher;

Good — qualitative academic performance above 50%;

Very Good — qualitative academic performance above 61%;

Outstanding — qualitative academic performance above 75%.

5. Analysis of IBT Results

5.1. IBT results are analyzed by grade, grade level, and phase of study, similar to the analysis of trimester results.

5.2. All IBT results are distributed among 9 levels based on the number of points earned:

5.2.1. Levels 1–2 correspond to grade "2";

5.2.2. Levels 3–5 correspond to grade "3";

5.2.3. Levels 6–7 correspond to grade "4";

5.2.4. Levels 8–9 correspond to grade "5".

5.3. Based on the data obtained, overall and qualitative performance indicators are calculated, and a qualitative assessment (Judgment) is determined in accordance with the criteria specified in Section 4.3 of these Regulations.

6. Analysis of Learning Progress

6.1. Learning progress is analyzed once a year by grade, grade level, and phase of study.

6.2. During the analysis, students' final grades for the previous and current academic years are compared.

6.3. Based on the comparison results, students are classified into the following categories:

6.3.1. Lowered their final grade;

6.3.2. Remained unchanged;

6.3.3. Increased their final grade.

Students who completed the academic year with a grade of "5" are classified as "Progress/Increased their grade."

6.4. After classification into categories, the following indicators are calculated:

6.4.1. Overall progress — the ratio of the number of students whose final grade remained unchanged or increased to the total number of students analyzed, expressed as a percentage;

6.4.2. Qualitative progress — the ratio of the number of students who increased their final grade to the total number of students analyzed, expressed as a percentage.

6.5. The qualitative assessment of progress results (Judgment) by grade, grade level, and phase of study is assigned according to the following criteria:

6.5.1. Weak — overall progress below 75%;

6.5.2. Acceptable — overall progress of 75% or higher;

6.5.3. Good — qualitative progress above 50%;

6.5.4. Very Good — qualitative progress above 61%;

6.5.5. Outstanding — qualitative progress above 75%.

7. IBT Progress Analysis

7.1. IBT progress analysis is conducted once a year by grade, grade level, and phase of study.

7.2. The analysis compares the number of points students earned on the IBT in the previous and current academic years.

7.3. Students are classified into the following categories:

7.3.1. remained unchanged - the difference between the current and previous year's scores does not exceed 10 points;

7.3.2. decreased the result - the current year's score is lower than the scores and the previous year's scores;

7.3.3. Improved score — the current year's score is higher than the previous year's scores.

7.4. After distribution by categories, the following are calculated:

7.4.1. Overall progress — the ratio of the number of students whose scores remained unchanged or improved to the total number of students analyzed, expressed as a percentage;

7.4.2. Qualitative progress — the ratio of the number of students who improved their score to the total number of students analyzed, expressed as a percentage.

7.5. The qualitative assessment of IBT progress results (Judgment) is determined by the following criteria:

7.5.1. Weak — overall progress below 75%;

7.5.2. Acceptable — overall progress of 75% or higher;

7.5.3. Good — qualitative progress above 50%;

7.5.4. Very Good — qualitative progress above 61%;

7.5.5. Outstanding — qualitative progress exceeding 75%.

8. Final Provisions

8.1. These Regulations are binding on all participants in the educational process.

8.2. Amendments and additions to these Regulations are made based on a decision of the pedagogical council and approved by order of the school principal.

Assessment policy for Arabic language for non-native speakers (Arabic B)

First: The Four Skills of Arabic as the Second Language

1. Listening
2. Speaking
3. Reading
4. Writing

Second: Evaluation Criteria (General Rubrics)

Each skill is based on clear criteria:

Listening

- Understanding basic vocabulary
- Understanding the Short Sentence
- Understanding the general meaning
- Follow instructions

Speaking

- Proper pronunciation
- Use of vocabulary
- Syntax
- Fluency and confidence

Reading

- Read the words
- Reading sentences
- Read a simple text
- Reading comprehension

Writing

- Write Words
- Writing sentences
- Write simple text
- Basic spelling and grammar writing

Third: Weekly Evaluation

Objective: Rapid Tracking of Skills Progress **Model:**

Listening

- Mission: Listen to a simple instruction/story
- Result: ✓ /+ ✗ Short Notes

Speaking

- Mission: Self-Introduction/Question C Answer
- Result: ✓ /+ ✗ Feedback

Reading

- Task: Read short words/sentences
- Result: ✓ / ✗

Writing

- Task: Write Words or Sentences
- Result: ✓ / ✗

Suggested Weekly Mark: Out of 10

Fourth: Monthly Evaluation

Objective: Measure skills development more accurately

Skill	Grade	Details
Listening	25	Understanding Stories and Instructions
Speaking	25	Fluency + Vocabulary + Pronunciation
Reading	25	Reading + Comprehension
Writing	25	Spelling + Sentence + Text

Total: 100%

With a monthly report that includes:

- ✓ Strengths
- ✓ Weaknesses
- ✓ Recommendations for improvement

Fifth: Quarterly Evaluation (Term/Semester)

Objective: Comprehensive and final level

assessment Includes:

1. Performance Test
2. Written Test
3. Linguistic Project
4. Classroom Participation

Suggested distribution:

Ingredient	Percentage
Performance Test (Speaking + Listening)	30%
Reading and Writing Test	40%
Linguistic Project (Representation – Presentation – Story)	20%
Language Participation and Discipline	10%

Sixth: Grading the levels according to

the stage Phase I

- Basic vocabulary
- Simple sentences
- Short Texts
- Illustrated Projects

Middle School

- Medium Texts
- Simple Persuasion Skills
- Write a paragraph

- Short oral presentation

Third Stage

- Literary/Media Texts
- Analysis and Perspectives
- Writing a Short Essay
- Longer oral presentation

Seventh: Assessment Tools

- ✓ Rubrics (Scale Scales)
- ✓ Portfolios (Achievement Files)
- ✓ Observation Sheets (Class Note) Performance
- ✓ Tasks (Performance Tasks)
- ✓ Quizzes (Quizzes)

KG in the UAE Policy (Arabic B)

- KG1: Exposure to sounds, basic vocabulary, simple instructions
- KG2: Vocabulary expansion, simple sentences, emergent reading C writing

المهارات الأربع / Four Skills

/ السماع / Listening

التحدث Speaking

القراءة / Reading (Emergent)

الكتابة / Writing (Tracing C Words)

الأسبوعي / Weekly

Performance observation + Response to instructions + New vocabulary + Oral activity

التقييم الشهري / Monthly

Simple sheets + symbolic reading + word matching with pictures + word pronunciation

النصفي / Semester

Achievement File + Oral Performance Evaluation + Class Participation

Russian International
School KG report Rubric

Arabic (Word Pronunciation - Letter Recognition)

Mastering	Proficient	Developing	Emerging
Recognizes 80–100% letters	Recognizes 50–79%	Less than 50%	Less than 20%
Clear pronunciation	Partial clarity	Difficulty pronouncing	Difficulty pronouncing

Math (Counting s Cardinality/ Geometry)

Mastering	Proficient	Developing	Emerging
Is able to identify and write numbers 1 to 10	Is able to represent a number of objects with a written numeral	Is able to identify the concepts of more and less	Less than expectation
Can identify and correctly name 2D shapes (circle, square, rectangle, triangle)	Is able to identify 2D shapes in their environment	Meet the expectation to identify 2D shapes in their environment	Identifies at least one shape

Fine Motor Skills

Mastering	Proficient	Developing	Emerging
Trace	Trace on the line exactly	Trace out the line	Totally out from the line
Coloring inside pic.	Color inside	Color inside and outside	Color outside

Science (Body parts and different animals)

Mastering	Proficient	Developing	Emerging
Is able to identify the functions of different body parts	Is able to name local animals	Is able to identify parts of the body	Only one part/ animal name

Behaviour & Attention

Mastering	Proficient	Developing	Emerging
Attention	>10 minutes	5–10 minutes	> 5 minutes
Participation	Always participates	Sometimes participates	Rarely participates