



Student Assessment Policy Guide

Academic Year 2025 - 2026

Table of Contents

Introduction	<i>03 - 18</i>
Assessment General Information	<i>19 - 36</i>
Kindergarten	
Cycle 1: Grades 1- 4	
Cycle 2: Grades 5 - 8	
Cycle 3: Grades 9 -12	
Grade Monitoring and Moderation	<i>37 - 39</i>
Quality Assurance Mechanisms and Accountability Framework	<i>40 - 41</i>
Academic Certificates	<i>42 - 44</i>
Academic Calendar for the year 2025/2026	<i>45 - 48</i>
Common and Important Terms in the Assessment Process	<i>49 - 51</i>
FAQs	<i>52 - 58</i>

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 complex 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.

H.E. Sarah Al Amiri – Minister of Education



Objectives Of This Guide

01

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

03

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

05

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

02

Set out the general assessment information for each cycle and the assessment structure for the academic year 2025/2026, including the timetable for the academic year.

04

Promote fairness and equity in assessment and ensure its transparency for all stakeholders.

The best assessment practices are student-centered:

01 — They identify what a student knows and can do at various points in time.

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.



Assessments over the year should

01

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

03

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

02

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

04

Encourage skills like collaboration, critical thinking, 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 Assessment

01 — 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, various educational platforms and other tools to gauge student understanding and guide learning effectively.

Formal assessments (graded)

- Are implemented by teachers throughout the academic year according to standards 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.

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.

Types of Assessment

02 — Centralized Assessment

Diagnostic assessment

- Applied in Arabic Language, English Language and Mathematics for all students in all grades.
- Grades 1 and 2 implemented by schools in line with criteria set centrally.
- The assessment is centrally provided for grades 3-12.
- Scores are recorded in the electronic system but do not contribute to the student's academic performance score.

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.

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.

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

At the start of the academic year, it is crucial that schools and teachers identify the starting level of their students in all subjects and at all grades, starting with preparing and implementing tools and observations to profile their students in the first three weeks of term (based on guidance provided centrally). Building a thorough profile of your students' and classes' level, strengths and areas of improvement allows for the development of effective, targeted intervention and support plans from the first weeks of term.

For Arabic Language, English Language and Mathematics:

* Guidance on an observational diagnostic assessment will be released centrally for grades one and two.

* A centralised diagnostic test will be released in week 4 for grades 3-12 to support initial judgements.

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

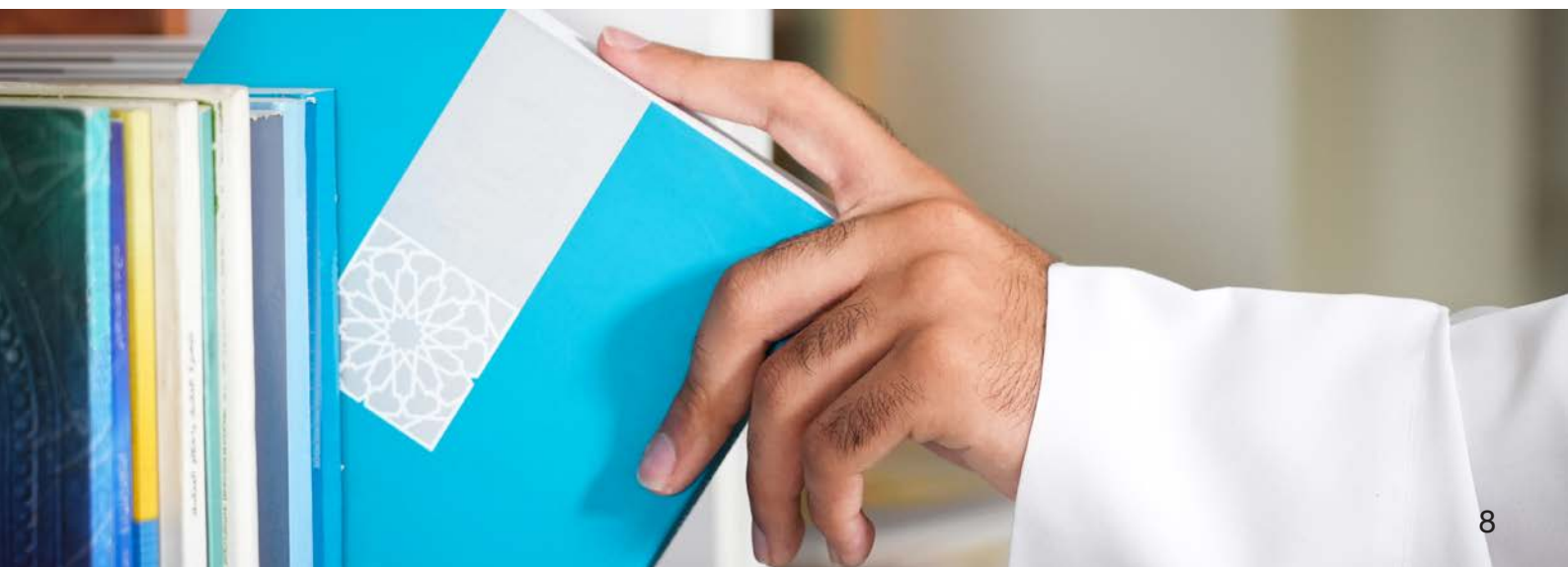
Need some support to access the curriculum.

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.

Use Best Pedagogy

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

Set Goals

Specify learning goals for the students and encourage self-monitoring.

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 help 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.

03

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

05

Monitor student progress and set learning goals.

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.

02

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

04

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

06

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

08

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

Formative Assessments (Non-Graded) can contribute to:

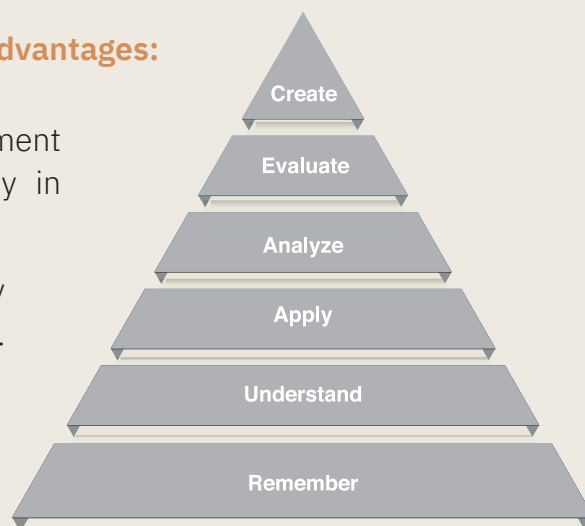
- Monitoring student engagement by observing them as they work.
- Checking student understanding through simple checks like thumbs up/down or traffic lights.
- Planning future lessons by using end-of-class activities like "exit slips".

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	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 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.

Objectives

01

Develop critical and creative thinking, collaboration, 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.

Research and inquiry, collaboration, and effective communication.

Personal responsibility, self-management, and time management.

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

Digital literacy, cultural awareness, responsible citizenship, and entrepreneurship.



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 implementation and assessment process will comprise of three main stages, each including two sub-stages: beginning with understanding and defining the problem, followed by idea generation and development of the model /solution, and concluding with presentation of and reflection on the final product. Collaboration is monitored and assessed based on the entire 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 reflection journals, capturing the skills developed across each stage.
- 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:

01

Identifying learning outcomes with which classes struggled is an example.

02

Schools should work to intervene and close gaps identified from end-of-term exams.

03

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 sessions with them at key points in the assessment journey.

Parents are well positioned to assist their child with setting learning goals based on information from assessment reports.



Benchmarking Assessments

National Assessments

The MOE conducts national assessments, across all schools of both public and international curricula, to identify student performance levels in literacy and numeracy. 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 or stream, 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 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.
- Distributes results on a unified scale, which allows for results comparison at class, school, emirate and system levels
- Comprehensive reports will be developed for various stakeholders.

Standardized Proficiency Assessment (SPA)

The SPA is a nationally administered assessment 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 class, school, emirate and system 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, 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.

TIMSS

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

PIRLS

Measures reading literacy skills for grade 4 students.

IELS

Measures four key domains: emergent literacy, emergent numeracy, self-regulation, and social-emotional development (including empathy and trust) in 5-year-old children attending early childhood education.

Assessment Journey for the Year

AUGUST

SEPTEMBER

- Conduct diagnostic assessments.
- Develop and implement intervention plans based on gaps/data from the diagnostic.
- Conduct Arabic Baseline Assessment (ABA)
- Conduct Standardised Proficiency Assessment (SPA)

OCTOBER

- Conduct class-based assessment of student competencies.
- Conduct Arabic Baseline Assessment (ABA).
- Conduct Standardised Proficiency Assessment (SPA).

NOVEMBER

- Evaluate skills and support readiness for EoT 1 exams.
- Hold sessions with parents to discuss readiness for exams.
- Conduct EoT 1 exams.

DECEMBER

- Conduct EoT 1 exams.
- Conduct EoT 1 make-up exams.

JANUARY

- Results announcement: Hold sessions with parents to discuss progress.
- Develop intervention plans and close gaps based on EoT 1 data.
- Implement PBLA for Cycle 2 students.

FEBRUARY

- Conduct class-based assessment of student competencies.
- Monitor learning outcomes and continue PBLA.

MARCH

- Conduct School-based Summative Assessment (SSA).

APRIL

- Results announcement: Hold sessions with parents to discuss progress.
- Develop intervention plans based on EoT 2 data and close gaps identified from EoT 2.
- PIRLS 2026 (main study).
- TIMSS 2027 (field trial).
- Conduct Standardised Proficiency Assessment (SPA).

MAY

- Conduct class-based assessment of student competencies.
- PIRLS 2026 (main study).
- TIMSS 2027 (field trial).
- Conduct Standardised Proficiency Assessment (SPA).

JUNE

- Conduct EoT 3 exams.

JULY

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



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:

Child-Centered and Individualized

Developmentally Appropriate and Play-Based

Inclusive and Culturally Responsive

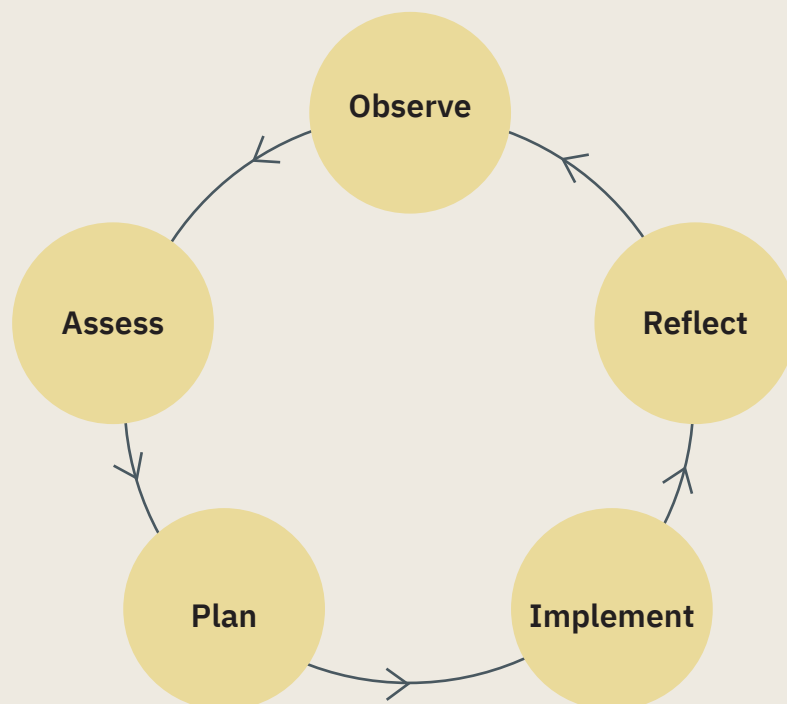
Continuous and Holistic

Ethical

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 to be implemented:

Screening Tools

Used early in the year to identify developmental needs.

Baseline (BOY)

Conducted in the first 6 weeks to determine developmental starting points and repeated periodically.

Continuous Assessment

Daily observations, learning stories, and work samples to guide instruction.

End-of-Term Reviews (EOT)

Structured reflections and family conferences to discuss progress and next steps.

End-of-Year Reviews (EOY)

Teacher judgments and portfolio reviews to form a comprehensive picture of student development.

Diagnostic (As Needed)

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

The child is beginning to engage with a concept, behaviour, or experience and requires frequent adult support.

Developing

The child demonstrates growing understanding and applies knowledge or skills with some consistency and occasional support.

Mastery

The child consistently demonstrates understanding, independence, and adaptability across familiar and new contexts. This reflects the expected skill or understanding for the grade level.

Exceeding

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.



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:

Teachers use informal assessment to identify the degree to which students are engaging in or understanding the current learning focus, and promptly adapt teaching plans as needed.

Diagnostic Assessments:

Will be administered for Arabic Language, English Language and Mathematics for all students in Cycle 1 and should be used to inform teaching and learning plans.

- For grades 1 and 2, the assessment is implemented internally by teachers according to standards and procedures provided centrally.
- For grades 3 and 4, the diagnostic assessment is provided centrally as a paper-based assessment. 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.

Formal 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 Computing Creative Design Innovation (CCDI), 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 all formal assessments, all final scores are entered into the gradebook out of 100.

This table shows the weightings of continuous assessment for all subjects in grades 1 and 2 over the year Group A – Arabic Language, English Language, Mathematics, Science, Islamic Education, Social Studies and Moral Education.

Term 1		Term 2		Term 3		Annual
School-based (formal)	SSA (centrally guided)	School-based (formal)	SSA (centrally guided)	School-based (formal)	SSA (centrally guided)	School-based assessment
25%	10%	20%	10%	25%	10%	100%

This table shows the weightings of continuous assessment for Group A subjects in grades 3 and 4 over the year Group A – Arabic Language, English Language, Mathematics, Science, Islamic Education, Social Studies and Moral Education.

Term 1		Term 2		Term 3		Annual	
School-based (formal)	End-of-term (centralized exam)	School-based (formal)	SSA (centrally guided)	School-based (formal)	End-of-term (centralized exam)	School-based Assessment	End-of-term (centralized exam)
10%	25%	15%	15%	10%	25%	50%	50%

This table shows the weightings of continuous assessment for Group B subjects in grades 1 to 4 over the year Group B – CCDI, Arts, Physical and Health Education and 3rd Languages

Term 1	Term 2	Term 3	Annual
School-based (formal)	School-based (formal)	School-based (formal)	School-based (formal)
35%	30%	35%	100%

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” 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 (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.

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 one of the two conditions is met, the student will be promoted to the next grade; otherwise they 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.
- Not exceeding 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 one of the two conditions for promotion is not met, the student is required to repeat the grade.



Cycle 2:

Grades 5 - 8

General Guidelines for Cycle 2

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.

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.

Teachers use non-graded assessment to identify the degree to which students are engaging in or understanding the current learning focus, and promptly adapt teaching plans as needed.

Centralized diagnostic assessments will be administered for Arabic Language, English Language and Mathematics for all students in Cycle 2 and should be used to inform teaching and learning plans. 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 Term 2. These are conducted across 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. Evidence of performance must be retained for monitoring and moderation purposes. These assessments contribute to the student's academic performance score.

Formal centralized, end-of term examinations are implemented for Group A subjects in Term 1 and Term 3. These examinations require students' physical attendance (in person) in the test venue designated by the school for taking electronic and paper-based exams. Term 3 examination coverage will include some outcomes from Term 2.

Project-based Learning & Assessment (PBLA) is implemented in schools in Term 2 for all Group A subjects, except Islamic Education and Social studies and Moral Education according to guidance and instructions set centrally. Implementation will be monitored for compliance. The assessment contributes to the student's academic performance score.

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 Computing Creative Design Innovation (CCDI), 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.



Assessment Structure for Cycle 2 Students

For all formal assessments, all final scores are entered into the gradebook out of 100.

This table shows the weightings of continuous assessment for Group A subjects over the year
Group A – Arabic Language, English Language, Mathematics and Science.

Term 1		Term 2			Term 3		Annual		
School-based (formal)	End-of-term (centralized)	School-based (formal)	PBLA	SSA (centrally guided)	School-based (formal)	End-of-term (centralized)	School-based Assessment	End-of-term (centralized)	
								Exams	PBLA
10%	25%	10%	10%	10%	10%	25%	40%	50%	10%

This table shows the weightings of continuous assessment for Group A subjects over the year
Group A – Islamic Education, Social Studies and Moral Education.

Term 1		Term 2		Term 3		Annual	
School-based (formal)	End-of-term (centralized)	School-based (formal)	SSA (centrally guided)	School-based (formal)	End-of-term (centralized)	School-based Assessment	End-of-term (centralized)
10%	30%	10%	10%	10%	30%	40%	60%

This table shows the weightings of continuous assessment for Group B subjects over the year
Group B – CCDI, Arts, Physical and Health Education and 3rd Languages.

Term 1	Term 2	Term 3	Annual
School-based (formal)	School-based (formal)	School-based (formal)	School-based (formal)
35%	30%	35%	100%

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” 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.

Grade Promotion Requirements

- Passing all Group A subjects by achieving a minimum final grade of at least 50% in each.
- Not exceeding 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 2 are counted as two absences for each day of absence.
- If one of the two conditions for promotion is not met, the student is required to repeat the grade.





Cycle 3:

Grades 9 -12

General Guidelines for Cycle 3

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.

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.

Teachers use informal assessment to identify the degree to which students are engaging in or understanding the current learning focus, and promptly adapt teaching plans as needed.

Centralized diagnostic assessments will be administered for Arabic, English and Mathematics for all students in Cycle 3 and should be used to inform teaching and learning plans. 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 Term 2. 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. Evidence of performance must be retained for monitoring and moderation purposes. These assessments contribute to the student's academic performance score.

Formal centralized, end-of term examinations are implemented for Group A subjects in Term 1 and Term 3. These examinations require students' physical attendance (in person) in the test venue designated by the school for taking electronic and paper-based exams. 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 Computing Creative Design Innovation (CCDI), Art, Physical and Health Education, Business, Applied/Academy specializations, 3rd Language and Health Sciences.

For grades 9, 10 and 11, all subject marks are entered as marks out of 100, which are 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 all formal assessments, all final scores are entered into the gradebook out of 100.

This table shows the weightings of continuous assessment for Group A subjects over the year
Group A – Arabic Language, English Language, Islamic Education, Social Studies and Moral Education, Mathematics, Chemistry, Physics and Biology.

Term 1		Term 2		Term 3		Annual	
School-based (formal)	End-of-term (centralized)	School-based (formal)	SSA (centrally guided)	School-based (formal)	End-of-term (centralized)	School-based (formal)	End-of-term (centralized)
10%	30%	10%	10%	10%	30%	40%	60%

This table shows the weightings of continuous assessment for Group B subjects over the year
Group B – CCDI, Arts, Physical and Health Education, Business, Applied and Academy Specializations, 3rd Languages and Health Sciences.

Term 1	Term 2	Term 3	Annual
School-based (formal)	School-based (formal)	School-based (formal)	School-based assessment
35%	30%	35%	100%

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 situation, according to the Individual Education Plan:

- Students who are subject to Individual Education Plans based on “adaptation” 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 60 marks, which is the minimum pass mark, even where their mark in the resit exam is greater.

Grade Promotion Requirements

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 60% in each.
- Not exceeding 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 2 are counted as two absences for each day of absence.
- If one of the two conditions for promotion is not met, the student is required to repeat the grade.





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 grade inflation.

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. Accountability 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 administer, with provided guidance, school-level moderation across grades and subjects. This includes teachers:

- Developing shared assessment criteria / marking schemes.
- Discussing their understanding of assessment criteria.
- Comparing their grading.

Principals are to organise sessions for teachers to compare grading and ensure it is fair and consistent 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.

External moderation (system-level)

Data analysis of gradebooks is conducted periodically at a central level to identify potentially inflated scoring patterns and take necessary actions, including through comparisons of results on centralised and national tests. If clearly over-inflated grades are identified, a moderation formula will be applied following appropriate methodologies and balancing the results to bring them more in line with evidenced student performance.

Documentation and transparency

- All assessment scores and grading/moderation decisions should be evidencable in such a form that you can demonstrate to any external observer that the score awarded is accurate.

Appeals

- The results that are adjusted centrally after moderation are considered final and are not subject to appeal.
- Requests for grade review of End of Term Results should follow the process outlined in the Grade Review Guideline.





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. Centralised analyses of gradebooks will be conducted periodically to enhance the integrity of school-based evaluations and maintain the community's 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 the School-based Summative Assessment (SSA) and the Project-Based Learning and Assessment (PBLA).

The below table outlines an accountability framework which categorises 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 to take appropriate measures according to the Cheating and Examination Malpractice policy, based on the severity of the violation.



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, reported with letter grades, which 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. contribute to the student's final average.
- It is possible to print the certificate. Use high quality A4-size 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.

Grade 12 Secondary School Certificate Score Calculation

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 marks out of 100 obtained from all Group A subjects.

04

Group B subjects are assessed with school-based formal assessments, which appear as letter grades in the certificate. There are no percentage scores and they 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, Social and Cultural Studies	B	83.2	الدراسات الاجتماعية والأخلاقية والثقافية
English Language	A-	91.5	اللغة الإنجليزية
Mathematics	B	85.32	الرياضيات
Physics - Calculus based	C-	72.67	الفيزياء - المستندة إلى التفاضل والتكامل
Chemistry	A-	91.4	الكيمياء
Health Sciences	A		العلوم الصحية
Computing Creative Design and Innovation	B+	-	الحوسبة والتصميم الإبداعي والابتكار
Physical and Health Education	B+	-	التربية البدنية والصحة
Behavior	A	-	السلوك
Average	المعدل	Total	594.26
84.89%		Full Mark	700
مجموع الدرجات			
المجموع الكلي			

سلم التقدير (جميع المسارات)

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
0-49.99	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



Academic Calendar for 2025-2026

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

Official Holidays and 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 2025	18	19	20	21	22	23	24
		25	26	27	28	29	30	31
	September 2025	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 2025			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 2025						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 2025	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 2026				1	2	3	4

Date	Statement
18 August 2025	Start of the Academic Year for Administrative and Teaching Staff
18 - 22 August 2025	Specialized Training for Administrative and Teaching Staff 1
25 August 2025	Start of the Academic Year for Students
04 September 2025	Prophet's Birthday
15 - 19 September 2025	Diagnostic Exams
13 - 19 October 2025	Mid-Term Break for Students
13 - 15 October 2025	Specialized Training for Administrative and Teaching Staff 2
16 - 19 October 2025	Mid-Term Break for Administrative and Teaching Staff
17 - 19 November 2025	Mock Exams
20 - 28 November 2025	End-of-Term Exams
02 - 03 December 2025	National Day
04 - 05 December 2025	Continuation of End-of-Term Exams
08 December - 04 January 2026	Students Winter Break
08 - 12 December 2025	Specialized Training for Administrative and Teaching Staff 3
08 - 12 December 2025	Make-up Exams for Academic Term 1
15 December - 04 January 2026	Winter 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 November 14th 2025.

Term Two

Academic Agenda Dates

■ Start date for Students, Administrative, and Teaching Staff

■ School-based Summative Assessment (SSA)

Official Holidays and Breaks

■ Mid-Term Break for Students

■ Spring Break and Eid Al-Fitr Holiday for Students, Administrative, and Teaching Staff

Term	Month	Mo	Tu	We	Th	Fr	Sa	Su	
Term 2	January 2026	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 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		
	March 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	

Date	Statement
05 January 2026	Start date for Students, Administrative, and Teaching Staff
07 - 09 January 2026	Term 1 Results Announcement
11 - 15 February 2026	Mid-Term Break for Students
11 - 13 February 2026	Specialized Training for Administrative and Teaching Staff 4
04 -13 March 2026	School-based Summative Assessment (SSA)
16 - 29 March 2026	Spring Break and Eid Al-Fitr Holiday for Students, Administrative and Teaching Staff

The scores for Project-Based Learning and Assessment (PBLA) to be uploaded into Al Manhal no later than the following:

For stage one: January 16th 2026

For stage two: January 30th 2026

For stage three: February 20th 2026

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 February 27th 2026.

Scores for Summative School-based Assessment (SSA) to be uploaded and approved no later than March 13th 2026.

Term Three

Academic Agenda Dates

- Start date for Students, Administrative & Teaching Staff
- PIRLS 2026 Study (Main Study)
- TIMSS 2027 Study (Field Trial)
- End-of-Term Exams
- Resit Exams

Official Holidays and Breaks

- Mid-Term Break and Eid Al-Adha for Students and Administrative and Teaching Staff
- 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	March 2026	30	31					
	April 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			
	May 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
	June 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					
	July 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			

Date	Statement
30 March 2026	Start date for Students, Administrative, and Teaching Staff
30 March - 02 April 2026	Make-up Exams for the Second Academic Term
03 - 04 April 2026	Term 2 Result Announcement
15 April - 07 May 2026	PIRLS 2026 Study (Main Study)
15 April - 07 May 2026	TIMSS 2027 Study (Field Trial)
25 - 29 May 2026	Mid-Term Break and Eid Al-Adha for Students and Administrative and Teaching Staff
17 June 2026	Hijri New Year
15 - 16 June 2026	Mock Exam
24 June - 03 July 2026	End-of-Term Exams
03 July 2026	Last Day of the Academic Year for Students
06 - 09 July 2026	Make-up Exams for the Third Academic Term
12 - 13 July 2026	End-of-Year Results Announcement
13 - 17 July 2026	Specialized Training for Administrative and Teaching Staff 5
14 - 17 July 2026	Resit Exams
20 July 2026	Resit Exams Results Announcement
18 July 2026	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 19th 2026.



Common and Important Terms in the Assessment Process

Centralized assessment

Refers to when assessments are developed in MOE headquarters and administered by schools in line with common arrangements.

Continuous assessment

Continuous assessment includes all assessment activities that are designed to provide meaningful feedback to the individual student. Continuous assessment in the classroom provides a rich source of information that can be used to inform planning for teaching and learning. It involves practices such as teacher observation and questioning, review of student work, peer- and self-assessment, projects, and centralized exams.

Diagnostic assessment

An assessment to support the development of individual teaching and learning plans at the start of the year. It assesses where a student is on their learning journey in Arabic Language, English Language and Mathematics and is implemented in G1-12, when required by subject and stage. It is built centrally, and its score is recorded in the system. The score does not contribute to the student's academic performance score.

Formal school-based 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.

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 Computing, Creative Design Innovation (CCDI), Arts, Physical and Health Education, Business, Applied and Academy specialization, 3rd Languages 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

Project-based Learning & Assessment (PBLA) is a growth-oriented assessment that emphasizes the application of skills through authentic scenarios, student reflection on learning, and holistic evaluation beyond just content knowledge. Guidance is set centrally but it is implemented by schools.

School-based assessments

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

School-based Summative Assessment (SSA)

A formal school-based assessment designed by teachers but following criteria and instructions set centrally. 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. It does not disrupt the teaching timetable and full day attendance is still expected in this last week of SSA implementation. They are exam-style assessments for Grades 3 to 12, and observational assessments for Grades 1 & 2.



FAQs

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.

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

Subjects are divided into 2 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 Computing, Creative Design Innovation (CCDI), Arts, Physical and Health Education, Business, 3rd Languages, applied/academy specialisations, and Health Sciences. 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.

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

The assessment content is based on the topics outlined in the scheme of work. The term three exam will contain some outcomes from term two.

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

Grades 3-12

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.

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.

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 (approved by the school administration).
- Students who are outside the country with a justified reason (approved by the school administration).
- Students in juvenile detention (approved by the school administration).

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) and must repeat the grade if they don't pass any of the Group A resit exams.

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.

What is the mechanism for calculating the resit exam score for Grades 4 to 12?

- All resit exams are scored out of 100, though final scores are capped at minimum pass scores (50 for Grade 4 and Cycle 2, and 60 for Cycle 3), to allow students who showed strong performance through the year to retain a unique distinction.
- The capped score then becomes the annual score for that subject.
- The capped score for the subject is added to the total score and the average grade of the student in Grade 12.

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.

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.

Which subjects will the student be eligible to take in the resit exam?

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 for G12.

Will the G12 private school students following the MOE curriculum attend their exams in their schools or in 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.

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.

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.

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, only of the paper-based sections of centralized end-of-term exams.

How is a grade review request submitted?

Grade review requests are submitted directly to the school for G1-11, and through the IDH platform for G12 for paper-based sections only (Arabic Language, English Language, Mathematics, Physics, Science) – Use the link below:

<https://idh.es.gov.ae/complain>

I have submitted an appeal against my Grade 12 exam mark and have not had a response, how do I follow up?

Please use the IDH platform for all appeals, and use the same platform to check for a response.

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.

Why are certificates issued as letter grades without numerical grades for G1-11 while G12 is issued with letter and numerical grades?

- 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. The grade distribution scale for the letter grades is provided at the bottom of the certificate.
- 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.

How can certificates be obtained?

Certificates can only be obtained for students with a passing grade. They can be accessed via the Student Portal page and will be electronically authenticated with the MOE stamp.

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 G1-11, 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 G12, students should contact the school administration and provide the required documents. The electronic amendment will be executed and approved by the school branch's specialized employee within a maximum of 3 working days.

What are the cases for withholding the end-of-year certificate?

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.

What about cases of students cheating in exams 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.

What about cases of cheating in exams facilitated by school staff and admin?

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.

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

It is a graded assessment designed by teachers at school, following centrally provided 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.

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

- For the grades one and two, it is implemented in all three terms and for all Group A subjects.
- For grades 3-12, it is implemented in term two for all Group A subjects.

Will the result of the SSA contribute to the student's final result?

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

What are the conditions for promotion from grades 4-12 to the next grade?

- Passing all Group A subjects in Group (A) and achieving a minimum final grade of at least 50% in Grades 4-8, or 60% in Grades 9-12.
- In addition, the total number of unexcused absences must not exceed 15 days (separate or consecutive) - 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 2 are counted as two absences for each day of absence.

What will happen to the student if he does not meet the promotion conditions for grades (4-12)?

In the event that one of the two promotion conditions is not met (passing all Group A subjects and/or the total number of days of unexcused absence not exceeding 15 days), the student is required to repeat the grade.