



QATAR SCIENCE & TECHNOLOGY SECONDARY SCHOOL FOR BOYS

QSTSS Student Assessment Policy

September 2024



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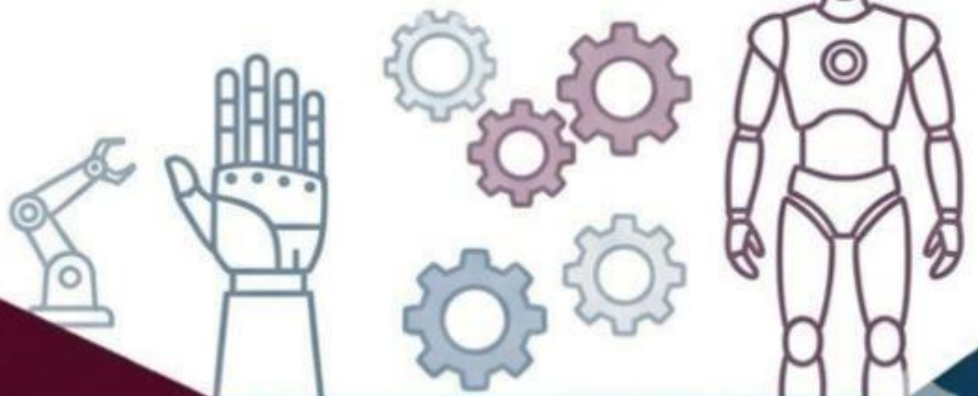


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Document Control

Policy Title	QSTSS Student Assessment Policy
Version	Version 3 — September 2024
Supersedes	Student Assessment Policy — Version 2, February 2020
Owner	QSTSS School Leadership / Academic Affairs
Approval Authority	School Leadership and MOEHE as applicable
Review Cycle	Biennial or earlier if MOEHE requirements or school priorities change
Applies To	All teaching staff, academic leaders, students and parents/guardians (Grades 9–12)
Related References	Teaching & Learning Policy 2024 · Curriculum Framework 2024 · Student Support Framework 2024 · Student & Parent Handbook 2025–2026 · MOEHE Regulations · Cognia Continuous Improvement Framework

Implementation Note: This policy applies exclusively to Grades 9 through 12. It should be read alongside all current MOEHE regulations, the QSTSS Teaching and Learning Policy 2024, the Curriculum Framework 2024, the Student Support Framework 2024, and the Student and Parent Handbook. Where any conflict arises, the prevailing MOEHE requirement or approved school policy takes precedence.



QATAR SCIENCE & TECHNOLOGY SECONDARY SCHOOL FOR BOYS

VISION

**Entrepreneurial Learners
for Sustainable Development**



MISSION

We establish an **inclusive** and **innovative** educational environment that enhances **values** and **ethics**, equipping learners with **high-level skills** to prepare a conscious generation capable of building an advanced society and a **thriving economy**.



VALUES



- ✓  **Responsibility**
- ✓  **Excellence**
- ✓  **Quality**
- ✓  **Innovation**
- ✓  **Effective Communication**



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QATAR SCIENCE & TECHNOLOGY
SECONDARY SCHOOL FOR BOYS

1. Purpose and Policy Statement

At Qatar Science and Technology Secondary School (QSTSS), student assessment is understood as a fundamental and inseparable component of the educational process. Rooted in Qatar National Vision 2030 and the school's mission to prepare future STEM innovators and knowledge-economy contributors, assessment at QSTSS goes far beyond the measurement of academic content recall. It is a continuous, purposeful process that drives learning forward, informs professional decision-making, and empowers students to understand and take ownership of their own progress.

This policy sets out the principles, expectations, procedures, and responsibilities that govern all assessment practices at QSTSS for students in Grades 9 through 12. It has been revised in September 2024 to align with the updated QSTSS Strategic Plan 2024–2026, the revised Teaching and Learning Policy 2024.

The policy reflects QSTSS's commitment to a STEM-focused, inquiry-rich, project-based learning environment where assessment is multi-dimensional — evaluating not only subject knowledge but also scientific and engineering practices, research skills, collaborative competencies, communication of findings, and ethical conduct.

2. Scope

This policy applies to:

- All students enrolled at QSTSS in Grades 9, 10, 11, and 12;
- All teaching staff, coordinators, heads of department, and academic leaders responsible for planning and delivering assessment activities across all grade levels and subjects;
- All school-organised learning contexts including classroom instruction, laboratory and workshop settings, STEM projects, research tasks, enrichment, online and blended learning, and external examination preparation;
- Parents and guardians, who are considered partners in monitoring and supporting their sons' academic progress.

3. Strategic Alignment and QSTSS Identity

QSTSS is a nationally recognised STEM-specialist school established to develop students capable of contributing to Qatar's knowledge-based economy and competing globally in science, technology, engineering, and mathematics fields. This purpose demands an assessment system that matches the sophistication and ambition of the school's educational philosophy.

Assessment practices at QSTSS are therefore designed to evaluate the full range of learning that STEM education develops, including:

- Deep conceptual understanding, not surface-level recall;
- Scientific and engineering practices — inquiry, design, experimentation, and modelling;
- Research skills, data analysis, and evidence-based reasoning;
- Critical thinking, problem-solving in complex, novel situations;
- Communication and collaboration competencies;
- Academic discipline, responsibility, and integrity.

This policy aligns with the QSTSS Teaching and Learning Policy 2024, the Curriculum Framework 2024, the Student Support Framework 2024, the Student and Parent Handbook, MOEHE examination and reporting requirements, the Next Generation Science Standards (NGSS), OECD 21st Century Competency frameworks.

4. Principles of Effective Assessment at QSTSS

All assessment at QSTSS is guided by eight governing principles, adapted from both institutional values and international best practice:

4.1 Purposeful and transparent

Every assessment's purpose, criteria, and success indicators are communicated to students in advance. Learning objectives and rubrics are published before tasks begin.

4.2 Valid and aligned

Assessment tasks measure what they are designed to measure, aligned to curriculum learning outcomes and subject-specific standards, including AP standards where applicable.

4.3 Fair, equitable, and inclusive

Assessment is designed to be fair for all students regardless of background or learning profile. Appropriate adjustments and accommodations are available in line with the Student Support Framework 2024.

4.4 Consistent and reliable

Marking is consistent across teachers, sections, and time. Departmental moderation and collaborative review are non-negotiable quality assurance activities.

4.5 Timely and actionable

Feedback is provided promptly in a form that enables students to understand their achievement, identify improvement targets, and take concrete action.

4.6 Authentic and real-world connected

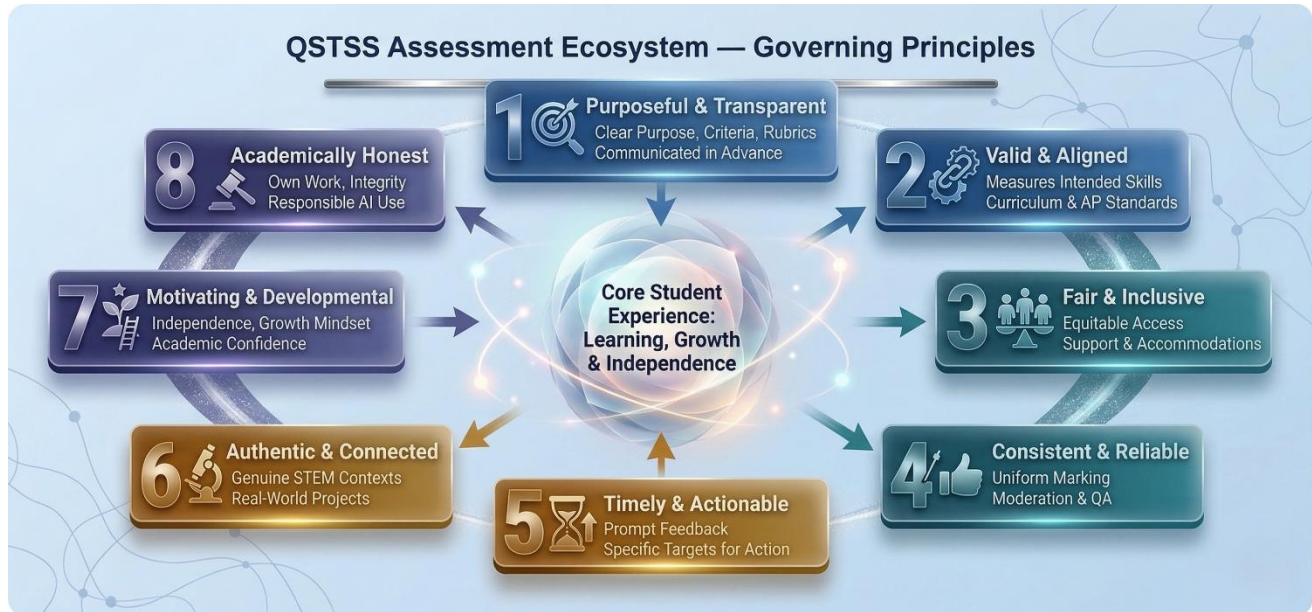
Assessment tasks are linked to genuine scientific, engineering, and real-world problem contexts, reflecting the nature of work in STEM fields. Projects, lab reports, research, and presentations all serve this principle.

4.7 Motivating and developmental

Assessment builds independence, self-regulation, and a growth mindset. It develops self-directed learning and academic confidence, not anxiety.

4.8 Academically honest

All assessment work must be a student's own, unless collaboration is explicitly authorised. Academic integrity — including the responsible use of AI tools — is a non-negotiable expectation.



5. The QSTSS Assessment Ecosystem

QSTSS employs four complementary and integrated types of assessment, each serving a distinct function within a coherent learning and quality assurance cycle:

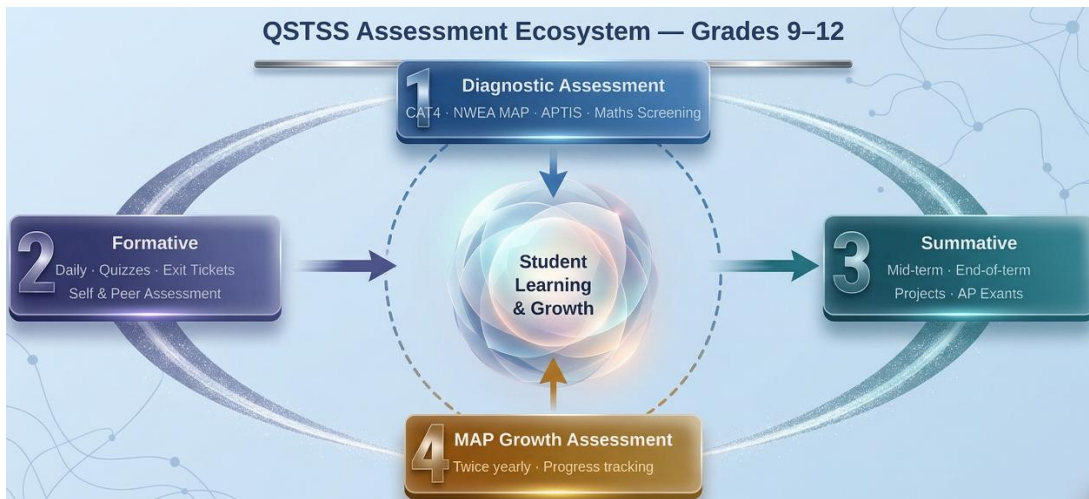


Figure 1 — The QSTSS Assessment Ecosystem: four integrated assessment types centred on student learning and growth

5.1 Diagnostic Assessment — Building the Baseline

Diagnostic assessment is the strategic starting point for every student's journey at QSTSS. It provides accurate data on academic readiness, cognitive capacity, and language proficiency to

inform placement decisions, identify learning gaps, and establish a measurable baseline for future growth.

Diagnostic assessments used at QSTSS include:

- CAT4 (Cognitive Abilities Test) — assesses verbal, non-verbal, quantitative, and spatial reasoning to build a cognitive profile for each student;
- NWEA MAP — administered twice per year (autumn and spring) to track progress in core subjects and inform differentiated planning;
- APTIS — measures English language proficiency for enrolment and placement;
- Mathematics Screening Test — administered at entry to Grade 9 to assess quantitative competencies;
- Arabic Language Entry Assessment — measures literacy and analytical reading skills.

Data from diagnostic assessments are used by teachers, coordinators, and the student support team to plan differentiated learning, identify students needing additional support or extension, and establish individual growth targets.

5.2 Formative Assessment — Managing Daily Learning

Formative assessment is assessment for learning — the ongoing, systematic process through which teachers gather real-time evidence of student understanding and use that evidence to adapt their teaching, provide feedback, and actively engage students in monitoring their own progress.

It is embedded in every lesson, every day. Its core purpose is not to produce a grade, but to improve the quality of learning while it is happening. Assessment for Learning at QSTSS should:

- Be integral to lesson planning and delivery — not an add-on;
- Focus on how students are learning, not just what they know;
- Use a diverse range of methods: targeted questioning, exit tickets, class discussions, short quizzes, peer review, lab performance, digital tools (MS Forms, Kahoot, Edpuzzle, IXL);
- Provide specific, constructive, and actionable verbal or written feedback that identifies strengths and clear next steps;
- Actively promote student self-monitoring, peer assessment, and metacognitive awareness as normal habits.

Formative assessment informs lesson planning, differentiation decisions, and early identification of students requiring additional support.

5.3 MAP Growth Assessment — Tracking Progress Over Time

NWEA MAP Growth is QSTSS's standardised tool for measuring individual academic progress over time, rather than simply comparing students against each other. It focuses on the concept of 'growth' — how much each student has developed relative to their own previous performance.

MAP Growth is administered twice per year and provides:

- Accurate, individual growth data in reading, language, mathematics, and science;
- Quantitative indicators aligned to international benchmarks;

- Actionable reports used by teachers, coordinators, and leadership for instructional planning, support identification, and institutional review.

5.4 Summative Assessment — Measuring Learning Outcomes

Summative assessment is assessment of learning — the formal process of measuring the extent to which students have achieved defined learning outcomes at the end of a learning unit or semester. Results are recorded, reported, and used to make academic decisions including promotion and university readiness.

QSTSS summative assessments include: chapter and unit tests, midterm examinations, end-of-term examinations, integrative semester projects, lab reports, research reports, oral presentations, and (for Grade 12) AP Examinations administered by the College Board.

All summative assessments are designed collaboratively within departments, reviewed by coordinators, confirmed by the AVP, and administered under the examination procedures set out in Section 14 of this policy.

6. Grading, Reporting, and Communication

6.1 Grading Scale

Grade / Descriptor	Range	Standard Description
Outstanding	95–100%	Demonstrates mastery of all learning outcomes with exceptional depth, precision, and independence — significantly exceeding expected standards
Excellent	90–94%	Demonstrates comprehensive command of learning outcomes, consistently exceeding expected standards with clarity and accuracy
Very Good	80–89%	Demonstrates strong and reliable command of learning outcomes, performing above expected standards with consistency
Good	70–79%	Demonstrates sound understanding of learning outcomes, meeting expected standards competently and with confidence
Fair	60–69%	Demonstrates adequate understanding of learning outcomes, meeting expected standards at a satisfactory level
Acceptable	50–59%	Demonstrates partial understanding of learning outcomes, meeting the minimum threshold — targeted academic support is recommended
Fail	Below 50%	Does not demonstrate sufficient understanding of learning outcomes — performance falls below the minimum requirement and immediate intervention is required

Students achieving below 50% in any subject are considered at risk of non-promotion and are subject to the intervention procedures in Section 10 of this policy.

6.2 Annual Semester Weighting

In accordance with MOEHE policy for government schools in Qatar, the final annual mark for each subject is calculated as follows:

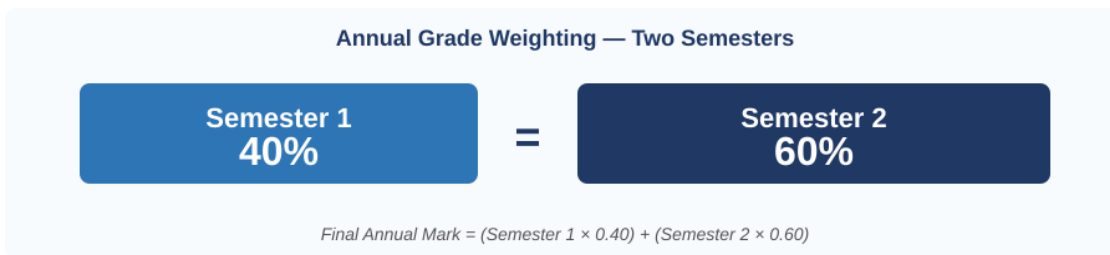


Figure 2 — Annual grade weighting: Semester 1 contributes 40%, Semester 2 contributes 60%

The marks earned within each semester are calculated first (using the subject-specific weighting in Sections 7 and 8), and then combined using this 40/60 ratio to produce the final annual grade.

6.3 Student Promotion Criteria

Students are promoted from one grade level to the next when they meet all of the following requirements:

1. Attendance at all midterm and end-of-term examinations, or completion of approved make-up examinations in accordance with MOEHE policy;
2. Achievement of at least 50% of the overall subject mark in all subjects;
3. No more than 15 days of unauthorised absence during the academic year.

Students achieving below 50% in a maximum of three subjects at end of year may sit a second-chance examination. Students failing four or more subjects will be required to repeat the grade level.

6.4 Reporting to Parents and Guardians

QSTSS maintains regular and transparent communication with all parents and guardians. The reporting cycle includes:

4. A monthly report summarising homework completion, quiz performance, classroom engagement, and attitudes to learning;
5. A quarterly attainment report showing marks in all summative assessments for the relevant period;
6. A progress report comparing performance from one assessment cycle to the next, identifying growth areas and areas requiring further development;
7. Formal parent meetings at least twice per year, with additional meetings for students on ISIPs or receiving Tier 2/3 interventions.

Parents may also access their sons' records at any time through the school's online grade registry portal. Staff are encouraged to contact parents proactively whenever concerns arise.

6.5 Feedback Quality Standards

Feedback from all assessments must be: specific and referenced to the assessment criteria; honest about strengths and areas for improvement; actionable — giving the student a concrete next step; timely — provided within five school days for major assessments and within the next lesson for minor ones; and responded to by students through a documented improvement action where applicable.

7. Grades 9–11: Mark Distribution and Weighting

7.1 General Weighting Framework

For all academic subjects in Grades 9–11, the semester mark is divided equally between continuous assessment and summative assessment:

Continuous Assessment (50%) + Summative Assessment (50%) = Semester Total

This balance ensures that no single exam determines a student's academic standing, and that daily effort, consistent performance, and project work carry equal weight to formal examinations.

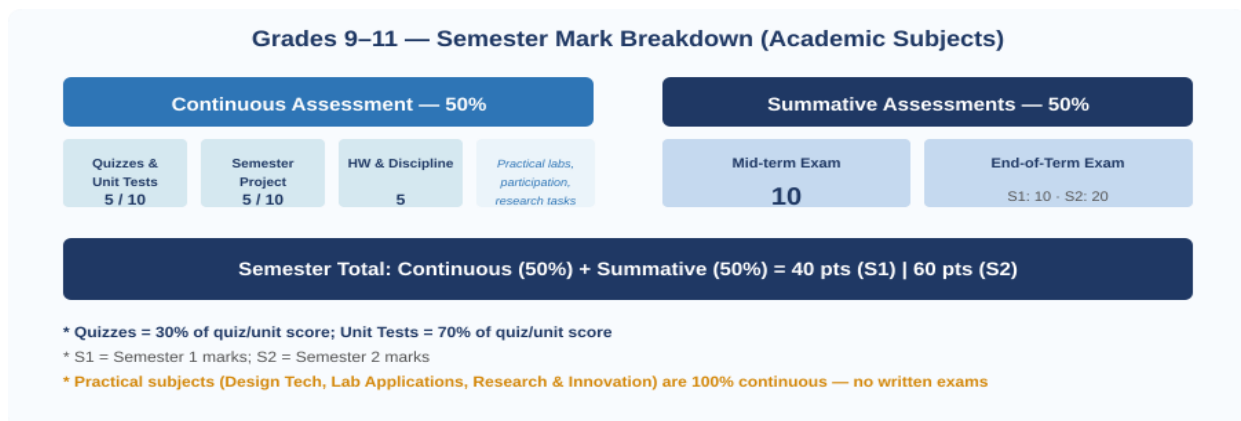


Figure 3 — Grades 9–11 academic subjects: semester mark component breakdown

7.2 Academic Subjects — Detailed Mark Distribution

The following table applies to: Islamic Education · Arabic Language · English Language · STEM (Integrated) · Physics · Chemistry · Biology · Mathematics · Computer Science · Social Studies · Physical Education.

	Quizzes & Unit Tests	Semester Project	HW & Discipline	Mid-term Exam	End-of-Term Exam	Semester Total
Semester 1 (40%)	5	5	5	10	10	40
Semester 2 (60%)	10	10	5	10	20	60
Notes	Quizzes 30% · Unit Tests 70% of this component		HW: 3 pts · Participation + Discipline: 2 pts	Written, per MOEHE schedule	Written, per MOEHE schedule	S1: 40 pts S2: 60 pts

7.3 Practical and Project-Based Subjects (Grades 9–11)

The following project-based subjects use 100% continuous assessment with no written mid-term or end-of-term examinations. Grades are recorded once per semester (or once per year for Research & Innovation):

Subject	Semester 1 (40%)	Semester 2 (60%)
Design Technology / Manufacturing Technology	Continuous Assessment 30 + Project 10	Continuous Assessment 40 + Project 20
Specialised Laboratory Applications	Continuous Assessment 30 + Project 10	Continuous Assessment 40 + Project 20
Research & Innovation	Single end-of-year grade (no semester split)	

Continuous assessment in Design Technology and Lab Applications includes: technical skills, commitment to safety procedures, teamwork and collaboration, worksheets and portfolio, discipline and workspace organisation, quality of final product, and presentation skills. Assessment criteria may vary by unit and are published through detailed rubrics at the start of each unit.

7.4 Research and Innovation — End-of-Year Assessment

Research and Innovation is assessed once at the end of the academic year. The grade distribution reflects the multi-stage nature of genuine scientific inquiry and project development:

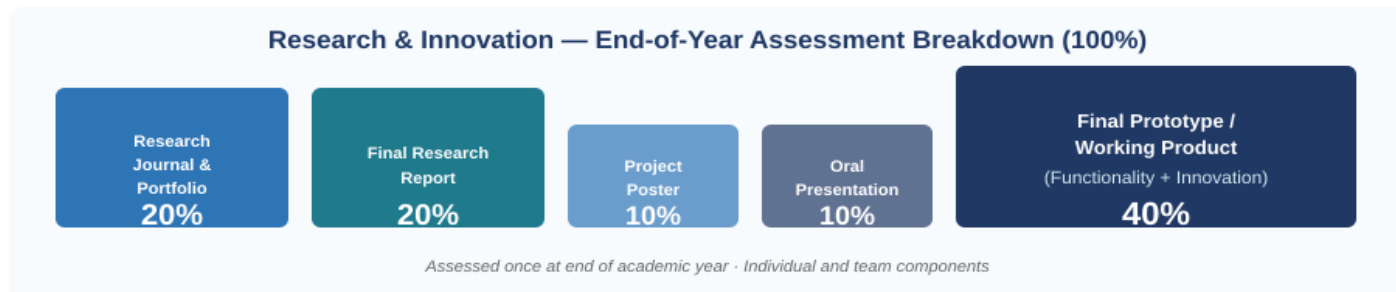


Figure 4 — Research & Innovation: end-of-year mark distribution across five components

Assessment is conducted using detailed rubrics covering each component. Both individual and team contributions are assessed to ensure fairness and personal accountability.

8. Grade 12: AP Pathway — Mark Distribution and Procedures

8.1 Overview of the Grade 12 Assessment Framework

Grade 12 represents the culmination of the QSTSS educational journey and the transition point from secondary to higher education. The assessment framework for this grade is designed with two distinct priorities: (a) measuring the cumulative learning outcomes developed across the school's STEM programme, and (b) preparing students for the rigour of international standardised assessments — including SAT, IELTS, and Advanced Placement (AP) examinations — that are the gateway to leading local and international universities.

The Grade 12 assessment framework operates within MOEHE regulations and school-specific academic standards for specialist secondary schools. It distinguishes between two categories of subjects:

- Subjects following the MOEHE national curriculum (Arabic Language, Islamic Education) — assessed and examined through the MOEHE Student Assessment Department using the national schedule and procedures;
- Specialist internal subjects following AP-aligned curricula — assessed internally with results reported to MOEHE, and with end-of-semester examinations conducted under MOEHE oversight.

Grade 12 — AP & Specialist Subjects Assessment Breakdown

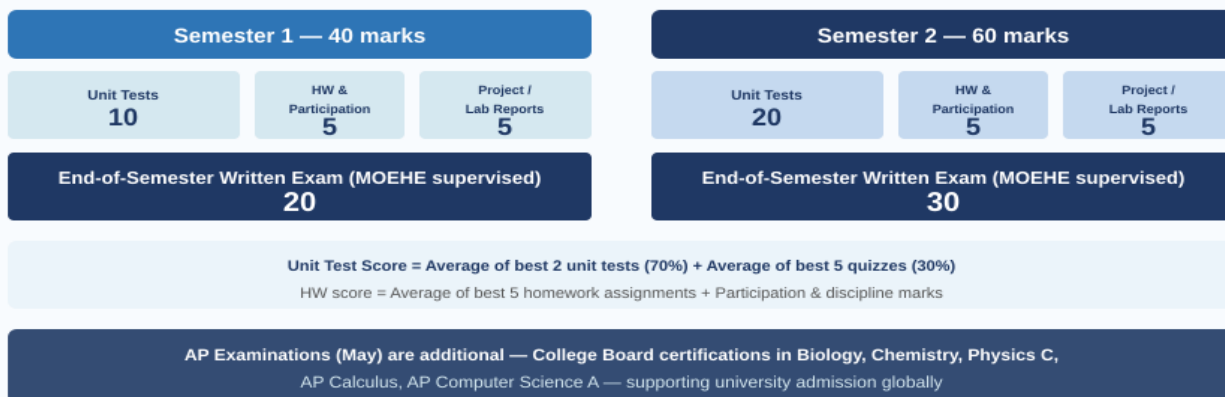


Figure 5 — Grade 12 AP subject assessment breakdown: semester 1 (40 marks) and semester 2 (60 marks)

8.2 Grade 12 Subject Groups and Mark Distribution

Subject	Semester 1 — 40 marks	Semester 2 — 60 marks
AP Biology / AP Chemistry / AP Physics C	Unit Tests 10 + HW & Participation 5 + Lab Reports 5 + End-of-Term Exam 20	Unit Tests 20 + HW & Participation 5 + Lab Reports 5 + End-of-Term Exam 30
AP Calculus	Unit Tests 10 + HW & Participation 5 + Math Projects 5 + End-of-Term Exam 20	Unit Tests 20 + HW & Participation 5 + Math Projects 5 + End-of-Term Exam 30
AP Computer Science A	Unit Tests 10 + HW & Participation 5 + Project 5 + End-of-Term Exam 20	Unit Tests 20 + HW & Participation 5 + Project 5 + End-of-Term Exam 30
English Language	Unit Tests 10 + HW & Participation 5 + Project 5 + End-of-Term Exam 20	Unit Tests 20 + HW & Participation 5 + Project 5 + End-of-Term Exam 30
Specialised Lab Applications	Continuous Assessment 70% + Semester Project 30%	Continuous Assessment 70% + Semester Project 30%
Arabic Language	Per MOEHE schedule and national curriculum	Per MOEHE schedule and national curriculum
Islamic Education	Per MOEHE schedule and national curriculum	Per MOEHE schedule and national curriculum

8.3 Calculation Method for Grade 12 Continuous Assessment Components

Grade 12 uses a best-of calculation approach for continuous assessment to encourage consistent effort throughout the semester while providing resilience against a single poor performance:

Component	Calculation Method	Notes
Unit Tests (70% of quiz/unit component)	Average of best 2 unit tests across the semester	Remaining tests still provide learning evidence
Quizzes (30% of quiz/unit component)	Average of best 5 quizzes across the semester	Encourages consistent effort throughout
Homework & Participation	Average of best 5 homework assignments + participation	HW = 3 pts · Participation & Discipline = 2 pts
Lab Reports (Science subjects)	Average of best 5 lab reports across the semester	Replaces 'project' component for Biology, Chemistry, Physics
Projects (Maths, English, CS)	Assessed via rubric (verbal descriptor scale)	One integrative project per semester

The end-of-semester written examination in each AP subject is constructed by specialist teachers within the school, aligned to AP standards, and administered under direct MOEHE Student Assessment Department oversight in accordance with national procedures and the approved examination schedule.

8.4 AP Examinations — International Certification

In addition to the school's internal assessment system, Grade 12 students are prepared for and entered into the College Board's AP Examinations in May. These examinations are separate from the school's grading system and provide internationally recognised certification in:

- AP Biology
- AP Chemistry
- AP Physics C: Mechanics
- AP Calculus AB/BC
- AP Computer Science A

Successful AP results, combined with SAT and IELTS performance, significantly enhance student competitiveness for admission to leading universities locally and internationally. AP certificates are awarded directly by the College Board and are recorded alongside the national specialist secondary certificate.

8.5 Specialised Lab Applications — Grade 12

Specialised Lab Applications in Grade 12 follows a 100% performance-based continuous assessment model with no written examinations. Within each semester, the mark is divided between ongoing lab-session assessment (70%) and the semester final project (30%). Assessment criteria include:

- Execution of projects and quality of prototype or final product;
- Technical skills and precision in implementation;
- Adherence to laboratory safety procedures;
- Technical documentation and analysis of results;
- Ability to present and defend work scientifically;
- Discipline, collaboration, and workspace organisation (assessed each session: 2 pts each for discipline/organisation, worksheet & portfolio, collaboration, safety adherence, and equipment handling = 10 pts per session).

9. Late Work, Absence from Assessment, and Make-Up Procedures

9.1 Late Submission of Work

- Late homework or classwork submitted at the next lesson: 20% mark deduction;
- Late work submitted after the second lesson following the deadline: mark of zero recorded;
- Students will not be permitted to leave the classroom to retrieve late homework;
- Work not presented at the required time during a lesson will be treated as a late submission.

9.2 Absence from Assessment

Make-up assessments are available only when:

- The absence is supported by a valid medical certificate or documented evidence of a genuine family emergency;
- The absence has been formally approved by the school administration.

Unapproved absence from any assessment — minor or major — results in a mark of zero. Make-up minor assessments are arranged by the class teacher within their designated timeframe. Make-up major examinations (midterm and end-of-term) are administered in accordance with the MOEHE examinations calendar and the school's approved procedures.

The school follows MOEHE regulations in all matters relating to examination administration, approved absence, and make-up scheduling for both Grades 9–11 and Grade 12.

10. Student Support and Response to Intervention (RTI)

Assessment data from all sources — formative, summative, diagnostic, and MAP Growth — are systematically used to identify students who need additional academic support and to guide the nature and intensity of that support. QSTSS's approach is grounded in the three-tier Response to Intervention (RTI) framework, aligned with the Student Support Framework 2024.

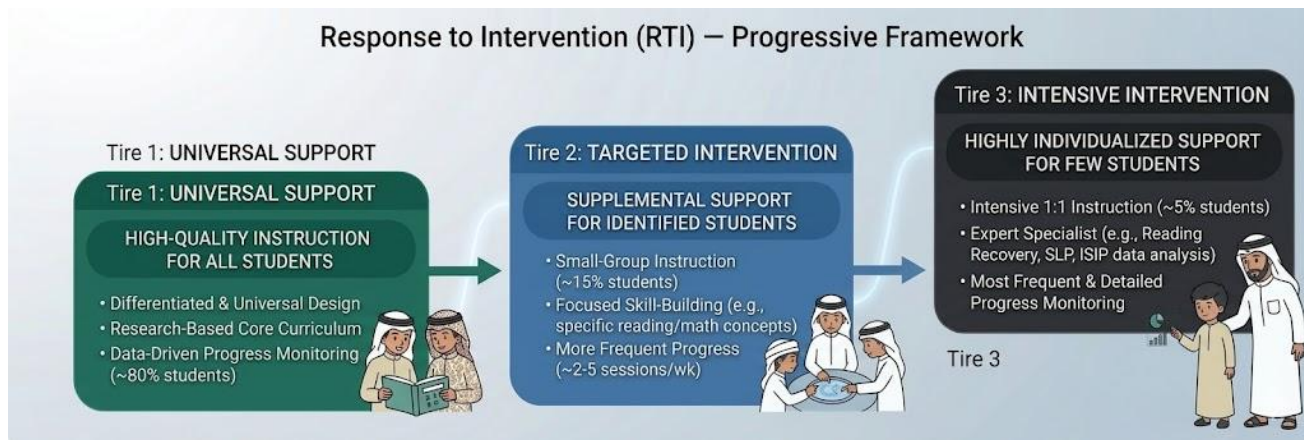


Figure 6 — The RTI Three-Tier Framework at QSTSS

10.1 Tier 1 — Universal High-Quality Instruction

All students receive differentiated, high-quality STEM-focused instruction in every class. Tier 1 strategies include structured routines, collaborative tasks, regular formative feedback, and challenge extensions. This addresses the needs of approximately 80% of students.

10.2 Tier 2 — Targeted Group Support

Students not meeting expected standards after Tier 1 instruction receive targeted, small-group intervention in addition to core instruction — typically two to five sessions per week. Teaching is more focused, with direct instruction, shorter task sequences, increased practice, and progress monitoring every two to three weeks.

10.3 Tier 3 — Intensive Individualized Support (ISIP)

Students who do not respond to Tier 2 support receive an Individualised Student Improvement Plan (ISIP). An ISIP is developed when a student is persistently underperforming (typically below 60%) and where earlier interventions have not been sufficient.

The ISIP process:

8. Class teacher identifies a persistent concern based on assessment data and observation;
9. Teacher consults the head of department or coordinator; a meeting with the student and parent is arranged;
10. A formal ISIP is jointly developed — identifying specific objectives, strategies, timelines, roles, and support sources;
11. The plan is implemented; progress is jointly monitored by teacher, coordinator, AVP, student, and parent;
12. A formal review meeting is held every four to six weeks; the plan is revised or extended based on evidence;
13. Students showing sustained improvement are stepped back to Tier 2 or Tier 1 support.

11. Monitoring and Quality Assurance

Systematic review of all assessment processes is central to QSTSS's quality culture. The following monitoring schedule applies:

Activity	Lead	Frequency
Review of formative assessment evidence	Heads of Department / Coordinators	Ongoing — at least monthly
Moderation of summative marking	Department teams led by Coordinators	Each assessment cycle
Data analysis — attainment and progress	AVP and Academic Committee	Quarterly and end of year
ISIP progress reviews	Class teacher, Coordinator, AVP, parent	Every 4–6 weeks
NWEA MAP / CAT4 review	AVP and Coordinators	Following each administration
Grade 12 AP readiness review	AVP and subject Coordinators	End of Semester 1 and mid S2
Whole-school assessment policy review	School Leadership Team	Biennial or as required

12. Roles and Responsibilities

Role	Key Assessment Responsibilities
Principal / School Leadership	Approve and communicate the policy; ensure MOEHE alignment; provide resources; monitor school-wide assessment data and Cognia evidence
Academic Vice Principal (AVP)	Oversee examination security, scheduling, and compliance; lead data analysis cycles; manage the examinations safe; coordinate MOEHE liaison and grade registry
Heads of Department / Coordinators	Lead departmental moderation; review marking consistency; monitor formative and summative data within subject teams; co-develop ISIPs with teachers
Class Teachers	Implement all assessment types; provide timely, quality feedback; maintain digital records; identify at-risk students and initiate RTI process
Student Support Team / Counsellors	Use assessment data to inform pastoral and academic support plans; liaise with families; coordinate specialist referrals
Students	Engage honestly in all assessments; act on feedback; participate in self- and peer-assessment; uphold academic integrity
Parents / Guardians	Review reports and feedback proactively; attend parent meetings; support learning at home; contact school promptly with concerns

13. Academic Integrity and Cheating Policy

QSTSS maintains the highest standards of academic honesty. All assessment work submitted by students must be their own, unless collaborative work has been explicitly authorised. Academic dishonesty undermines the integrity of the assessment system and the value of the qualifications students earn.

13.1 Behaviours Constituting Academic Dishonesty

- Possessing or consulting unauthorised materials — notes, books, or devices — during any assessment;
- Copying from another student's work, or allowing another student to copy one's own;
- Communicating about assessment content during an examination period;
- Plagiarism — presenting another person's ideas, writing, or work as one's own without proper attribution;
- Using AI-generated text or content as one's own work without explicit teacher authorisation and transparent disclosure;
- Using a mobile phone or unauthorised digital device during any assessment;
- Misrepresenting the circumstances of an absence in order to gain an assessment advantage.

13.2 Consequences

Any student found to have engaged in academic dishonesty will receive a mark of zero for the relevant assessment. The incident is reported to the coordinator, AVP, and parents. Repeat offences are referred to the Principal and may result in further disciplinary action in accordance with the Student and Parent Handbook 2025–2026. The use of a mobile phone during an examination constitutes a double offence.

13.3 Responsible Use of Artificial Intelligence

As AI tools become increasingly available, QSTSS expects all students to use them only in ways explicitly authorised by their teacher, and with full transparency. Submitting AI-generated content as one's own without disclosure is academic dishonesty. Teachers must communicate clear, task-specific guidelines on permissible AI use at the start of every assessed project. This section should be read alongside the AI guidance in the QSTSS Teaching and Learning Policy 2024.

14. Examination Procedures

14.1 Design and Preparation

- All examination papers are designed collaboratively within the subject department and reviewed by the coordinator before submission to the AVP;
- The QSTSS Examination Cover Page must be completed and submitted by the published deadline;
- Examinations must not be uploaded to shared drives or course folders before administration;

- All additional printed copies must be shredded after the examination; one master copy and model answers are retained by the AVP for three years;
- Formula sheets, periodic tables, and permitted materials must be included in the examination envelope — students may not bring such materials into the examination hall.

14.2 Administration

- Only the AVP and designated examination administrators may collect and distribute examination papers on the day of the examination;
- Examination administrators collect, sort, count, and return scripts to subject teachers for marking;
- Teachers must use the class roster from the school portal and obtain student signatures upon collection of scripts;
- Students may not leave the examination room until the examination period has ended;
- Students may use the restroom only when absolutely necessary and must be accompanied by a school staff member;
- Mobile phones are not permitted in the examination hall — for students, teachers, or administrators;
- All examination scripts must be submitted to the control committee at the end of each day; teachers are not permitted to retain scripts in their offices.

14.3 Marking and Security

- Subject teachers and their coordinator mark examination papers collaboratively using agreed model answers;
- Each question is checked by one teacher and reviewed by a second for consistency;
- All examination papers are retained by the control committee for the required period following marking;
- For Grade 12 specialist subjects, results are transmitted to the MOEHE Student Assessment Department in accordance with the approved schedule and digital system.

Appendix A — Assessment Tools and Rubrics

The following assessment instruments are available from the school's shared policy and resource drive, in both English and Arabic where applicable:

- Laboratory Work Evaluation Rubric — Teacher Version
- Laboratory Work Evaluation Rubric — Student Self-Evaluation Version
- Individual Presentation Rubric
- Group Presentation Rubric
- PPT / Slide Presentation Evaluation Rubric
- Collaborative Learning Evaluation Rubric — Teacher Version
- Collaborative Learning Self-Evaluation — Student Version
- Chapter / Unit Self-Assessment Form (Arabic and English)
- Assessment Task Marking and Feedback Form
- Student Individual Plan — Arabic/English Bilingual Version
- Student Assessment Projects Form — Arabic/English Bilingual Version
- Grade 12 Lab Session Continuous Assessment Sheet (per-session rubric)
- Research & Innovation Project Evaluation Rubric (all five components)

Appendix B — Individualised Student Improvement Plan (ISIP) Template

The ISIP template is a controlled form issued by the AVP's office and available on the school's shared policy drive. An ISIP must be completed, signed by all parties, and filed with the AVP within five school days of the decision to place a student on the plan. The ISIP records:

- Student details and subjects of concern;
- Baseline assessment data and evidence used to initiate the ISIP;
- Specific, measurable improvement objectives;
- Agreed strategies, resources, and teacher responsibilities;
- Student and parent commitments;
- Review schedule and a signature block for teacher, coordinator, AVP, student, and parent.

Appendix C — External and International Examinations

Internal Examinations

- Chapter / unit tests (all grades)
- Midterm examinations (Grades 9–11)
- End-of-term examinations (all grades)
- Assessed semester projects and presentations

External / Standardized Assessments

- NWEA MAP Growth — twice per year, all grades; awarding body: NWEA, Oregon, USA (www.nwea.org)
- CAT4 (Cognitive Abilities Test) — annually or as required; awarding body: GL Assessment, UK
- APTIS — English language proficiency; awarding body: British Council
- SAT — university readiness; administered by College Board, for Grade 11/12 students
- IELTS — English proficiency; administered by British Council / IDP, for Grade 11/12 students

International Certification Examinations (Grade 12)

- AP Biology, AP Chemistry, AP Physics C: Mechanics, AP Calculus, AP Computer Science A
- Administered by College Board, New York, USA (www.collegeboard.org) — typically in May
- AP certificates awarded directly by College Board; results support university admission globally