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دائـــرة رأس الخيمـــة للمعرفـــة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

ASSESSMENT POLICY FRAMEWORK

Private School Assessment Requirements for Academic Year 2026 - 2027

Summary

Ras Al Khaimah Private school assessment requirements for Academic Year 2026 – 2027

The UAE National Agenda prioritizes educational excellence and strives towards a high-quality education system aspiring to be among the top 20 countries in the world in the **'Programme for International Student Assessment'** (PISA) test, and in the top 15 countries in the **'Trends in Mathematics and Science Study'** (TIMSS) test.

RAK DOK recognizes the importance of equipping today's generation with new tools, knowledge and skills to enable success in a future world. In preparation, all private schools in Ras Al Khaimah will be required to administer online statutory assessments as detailed in the tables that follow.

All private schools **must** ensure they administer the specified requirements in **Tables A** and **B**.

1. **Table A** provides an overview of the 'Mandatory Assessments for Ras Al Khaimah Private Schools.'
2. **Table B** details the online 'External Benchmark Assessments', appropriate to curriculum, by grade and subject. Schools are to select **one** External Benchmark Assessment, by curriculum, from Table B.
3. **Table C** provides Assessment Provider Information.

Table A: Mandatory Assessments for Ras Al Khaimah Private Schools

	International studies and standardized benchmark assessments	Targeted grades	Number of students
1	**International assessments**: ▪ Programme for International Student Assessment **(PISA)** ▪ Trends in International Mathematics and Science Study **(TIMSS)** ▪ Progress in International Reading Literacy Study **(PIRLS)**	▪ 15-year-olds ▪ Grade 4 and 8 ▪ Grade 4	Sample (as informed by MoE)
2	**External Benchmark Assessments in Arabic, Mathematics, Science, and English** (Refer to Table B, as recommended for each curriculum)	Grades 3, 4, 5, 6, 7, 8 and 9 (all schools) including Grade 10 for US curriculum schools	All students
3	**CAT 4** (or any equivalent)	Grades 3, 5, 7 & 9	All students except MoE curriculum schools

Assessments that measure cognitive development must:

1. Be applicable and relevant for all students,
2. Measure cognitive abilities in at least four areas of reasoning: verbal, non-verbal, quantitative and spatial,
3. Measure cognitive reasoning skills without any reference to a specific curriculum or required subject knowledge, i.e., the test must be completely independent of any prior curriculum knowledge,
4. Ideally provide forecasts for the typical future attainment of students with similar cognitive profiles across different years/grades in external examinations for the major international curricula in private schools – e.g., CBSE, A-level, IBDP,
5. Provide schools with comprehensive data analyses and reports on gaps and skills development for all grades, with detailed and clear identification of improvement paths for each student/teacher/group/year and for the school,
6. Measure cognitive development for students from grades 3 to 9, using the same assessment tool for all grades. The data analysis and results for each student should be comparable with the benchmark, curriculum-linked assessments (Table B), that your school chooses to administer.

Table B: Statutory External Benchmark Assessments

All schools, except UAE MoE curriculum schools, conduct **CAT4 assessments** (or equivalent) for students in Grades 3, 5, 7 and 9, plus **ONE external benchmark assessment** from the Table below.

Note: External Benchmark Assessment for Arabic is ***compulsory*** for all students in Grades 3, 4, 5, 6, 7, 8 and 9 in foreign-curricula private schools for Arabic A students (native speakers).

Curriculum	External Benchmark Assessment (online versions only) ** Any equivalent test with an approved provider*	Subjects	All students in Grades
British	▪ GL – PT Series (PTE, PTM, PTS)	English, Mathematics, Science	3 to 9
	▪ ACER – IBT or ABT or other appropriate Arabic external benchmark assessment	Arabic language (A) for Arabic students (native speakers)	
American	▪ NWEA – MAP (three times per year)	English, Mathematics, Science	3 to 10
	▪ ACER – IBT or ABT or other appropriate Arabic external benchmark assessment	Arabic language (A) for Arabic students (native speakers)	
IB	▪ NWEA – MAP (three times per year) ▪ GL – PT Series (PTE, PTM, PTS) ▪ ACER – IBT ▪ EI – ASSET	English, Mathematics, Science	3 to 9
	▪ ACER – IBT or ABT or other appropriate Arabic external benchmark assessment	Arabic language (A) for Arabic students (native speakers)	
SABIS Philippine	▪ NWEA – MAP (three times per year) ▪ GL – PT Series (PTE, PTM, PTS) ▪ ACER – ISA or IBT ▪ EI – ASSET	English, Mathematics, Science	3 to 9
	▪ ACER – IBT or ABT or other appropriate Arabic external benchmark assessment	Arabic language (A) for Arabic students (native speakers)	
Indian Pakistani Bangladeshi	▪ EI – ASSET ▪ ACER –-ISA or IBT	English, Mathematics, Science	3 to 9
	▪ ACER – IBT or ABT or other appropriate Arabic external benchmark assessment	Arabic language (A) for Arabic students (native speakers)	
UAE MoE	▪ ACER – IBT	English, Mathematics and Science	3 to 9
	▪ ACER – IBT ▪ ABT (The International Benchmark Test for Arabic Subjects) ▪ (TALA) The Test of Arabic Language Arts	Arabic language (A) for Arabic students (native speakers)	

Additional Information

1. Schools may also offer additional assessments at their own discretion.
2. Schools which implement dual curricula should implement the External Benchmark Assessment for both, e.g., American curriculum stream = MAP, and British curriculum stream = GL PT series.
3. Schools must select and administer the online version of their selected External Benchmark Assessments.
4. Testing windows and dates for the External Benchmark Assessments are provided in Table C. Schools should confirm these dates and the associated costs directly with the external assessment providers.
5. The responsibility for all costs associated with the administration of the External Benchmark Assessments rests with each school, and schools are responsible for funding the assessments.
6. Schools that select the MAP assessments are encouraged to administer the assessments three times per year.
7. RAK DOK strongly encourages schools to seek support from the external assessment providers regarding professional development and training opportunities.
8. The data generated from all External Benchmark Assessments will be made available to RAK DOK through the assessment provider. The assessment providers will ask schools to sign 'data sharing agreements.' Please ensure that 'data sharing agreements' are signed with your assessment provider.
9. Ensure that all Emirati students and recognised groups can be identified in the school data.
10. In the event of specific individual school circumstances, please contact RAK DOK's Office of Quality Evaluations directly: QEOffice@dok.rak.ae

Table C: Assessment Provider Information*

Assessment Provider/Contact	Assessment	Administration	Administration Window
NWEA Contact: Amanda DeCardy amanda.decardy@nwea.org +1 (816) 507-4823 Technical support UAE: techSupport@nwea.org 800 032 1101	**MAP**	T1 (Fall) T2 (Winter) T3 (Spring)	Fall: 15 August to 30 November Winter: 1 December to 28 February Spring: 1 March 1 to 15 June
EI Contact: Aakash R Admin & Logistics Head at Sage: aakash@sageuae.com 050 4882913	**ASSET**	T2	17 November to 13 February
ACER - ISA Contact: Jeena Varghese Jeena.Varghese@acer.org ISA-ME@acer.org 0582569444/04 2830124/ 04 2830120	**ISA**	T2	Fall: 22 September to 10 October OR Winter: 2 to 20 February OR Spring 27 April to 15 May
ACER - IBT Contact: Sheena Joseph Cherian Sheena.Joseph@acer.org uae@acer-ibt.org 0542580343/04 2830124/ 04 2830120	**IBT**	T1	1 November to 5 December
ABT Contact: Mahmoud Mawla operations@abt-assessments.com 056 2462222 Contact: Mohamed Gamal Support@abt-assessments.com 050 3842666	**ABT**	T1 T2 T3	Sep. Round: 1 September to 30 November Feb. Round: 15 January to 31 March May Round: 15 April to 30 June
Renaissance Learning, incorporating GL Assessment International Account Manager, UAE Contact: Nuno Norte nuno.norte@renaissance.com +44 (0) 1536 857806 Senior International Consultant, UAE Contact: Rajpreet Randhawa Rajpreet.randhawa@renaissance.com +44 (0) 715 424 3636	**CAT 4**	T1/T2	31 August to 20 November 1 April to 20 November (CBSE Schools)
	Progress Tests (PT)	T3	3 May to 2 July
Diglossia PO BOX 769469	**TALA**	Twice a year	Term 1 and Term 3

**RAK DOK will consider other external benchmarking assessments from other providers not listed on a case-by-case basis.*

Frequently Asked Questions (FAQs)

1. **Will our school receive support if we require additional hardware to administer the assessments successfully?**
   Schools must provide their own hardware for online administration of the External Benchmark Assessments at school. This may mean assessing groups/class of students over a longer test window. The request for a longer testing window should be negotiated with the assessment provider.

2. **As we are an American school, do we have to administer MAP Growth assessment three times in the academic year?**
   Ideally, all schools selecting the MAP Growth assessment must administer it at least during Term 1 and Term 3, but may also administer during Term 2 during the academic year.

3. **Can our school administer other assessments in addition to the mandatory standardized assessments?**
   Yes. Your school may do other assessments in addition to the External Benchmark Assessment.

4. **What do we do if we offer more than one curriculum in school?**
   Dual curricula schools must administer the External Benchmark Assessments according to the appropriate curriculum. This may mean that standardized Benchmark Assessments from different assessment providers are administered at your school during the academic year.

5. **Are any students exempt from the mandatory External Benchmark Assessments?**
   All students should be encouraged to undertake the online External Benchmark Assessments selected by your school; however, please work with your assessment provider to ensure your students with individual specific needs may be accommodated. In exceptional circumstances, students may be exempted at the discretion of the school executive. This information must also be documented and explained during school inspections.

6. **Are any modifications available for SEND students?**
   Some of the External Benchmark Assessments are optionally offered with modifications for students with specific needs. Please contact your standardised Benchmark Assessment provider for more information.

7. **Will data accrued from the mandatory Standardised Benchmark Assessments be directly shared with RAK DOK?**
   Yes. Schools will be asked to sign a 'data sharing agreement' with the assessment provider to allow data to be passed directly to RAK DOK. Many schools already have agreements in place.

8. **Will student attainment and performance data be shared and used by UAE MoE Quality Evaluation/ inspection teams?**
   One of the many benefits of the introduction of mandatory assessments will be that the school inspection team will have access to externally generated, reliable school data to triangulate with other information, to better inform accurate decisions and recommendations.

9. **Is it mandatory that data accrued from mandatory External Benchmark Assessments be reported to parents?**
   Assessment providers will supply schools with reports at the school, class, and individual student level. The results from the Standardised Benchmark Assessments will provide schools with information on students' achievement and progress. These assessments allow comparison of similar-aged students from other populations and help teachers understand strengths and weaknesses in their class and at an individual student level.

   Each school will be placed on the learning continuum, and schools may need time to engage with the data to fully understand its use and power. Each school will decide how and when to communicate results to parents and students. Sharing this information with parents will ultimately increase transparency and promote a collaborative environment to support and prepare students for future learning experiences.

   RAK DOK, committed to creating a dynamic and inclusive learning environment that cultivates creativity, innovation, critical thinking, and character development, remains available to support schools in strengthening their assessment literacy and leveraging acquired data for continuous educational improvement.