



AL-NASR INTERNATIONAL SCHOOL

Riyadh · American Curriculum KG–12 · MOE License No. 520-5255

SCHOOL POLICY · 2026–2027

Fair Assessment Policy

Assessment at Al-Nasr is fair, inclusive and transparent, so every student has an equal opportunity to show their learning, progress and achievement.

VERSION
2026–2027

APPROVED
2 Sep 2026 · Leadership team

EFFECTIVE
From approval

NEXT REVIEW
September 2027

1 Policy statement

At Al-Nasr International School, assessment is a vital part of teaching and learning. It should be fair, inclusive, transparent and aligned with curriculum standards, so that every student has an equal opportunity to show their learning, progress and achievement. Our assessment practices support learning, inform instruction and promote student success while respecting individual differences and learning needs.

2 Purpose

This policy makes sure that assessment at the school is fair, consistent and equitable for all students; that it is accurate, reliable and transparent; and that results are used to improve teaching and learning.

3 Principles of fair assessment

Fairness & equity

For all students.

Alignment

With curriculum standards and learning objectives.

Transparency

Clear assessment criteria.

Consistency

Reliable results across classes.

Inclusion

Respect for diverse learning needs.

Improvement

Assessment used to support learning.

4 Types of assessment

Diagnostic

Identifies prior knowledge and learning needs at the start of a year or unit.

Formative

Ongoing checks used to monitor learning and give feedback.

Summative

Evaluates achievement at the end of a unit or term.

Performance-based

Projects, presentations and practical tasks.

5 Inclusive and equitable assessment

To make assessment fair, the school commits to:

- ✓ Using a variety of assessment methods to suit different learners.
- ✓ Providing reasonable accommodations for students with special educational needs, as set out in their individual plans (for example, extra time or visual supports).
- ✓ Making sure assessments are free from bias and culturally inclusive.
- ✓ Allowing appropriate support and modifications where required.
- ✓ Using diagnostic results to plan support, in line with Section 4.2 of the Equity and Inclusion Policy.

6 Transparency of criteria and weightings

NEW 2026-27

6.1 Criteria and rubrics

Rubrics and success criteria are shared with students before each assessment task, so students know how their work will be judged.

6.2 Mark weightings

Weightings for each grade and subject follow the Formal Assessment Plan and Grading Guide, and are shared with students and parents through the school portal before each assessment period.

7 Recording grades

NEW 2026-27

- ✓ Teachers record marks accurately and on time in the official grading system (Noor).
- ✓ Fractional marks are recorded exactly as earned and are not rounded.

8 Grade review and appeals

NEW 2026-27

A student or parent who believes a mark is incorrect or unfair may ask for a review **within one week** of the result being published. The request moves through three levels:

LEVEL 1

Subject teacher

Reviews the work and marking against the rubric.



LEVEL 2

Subject supervisor

Reviews the case if the concern is not resolved.



LEVEL 3

Academic Director

Makes the final decision.

The outcome is communicated to the parent verbally or in writing, according to the parent's preference. Appeals are handled fairly and confidentially.

9 Academic integrity



The school promotes academic honesty. Cheating, plagiarism or any other dishonesty is not acceptable and is dealt with under the school's behaviour and academic integrity rules.

10 Roles and responsibilities

Students

- ✓ Take part honestly and responsibly in all assessment tasks.
- ✓ Understand the assessment criteria.
- ✓ Use feedback to improve.
- ✓ Follow academic integrity rules.

Parents and families

- ✓ Support their child's learning and preparation.
- ✓ Contact the school about any assessment concern, using the review process in Section 8 where needed.
- ✓ Encourage academic honesty.

Teachers

- ✓ Design fair, valid assessments aligned with learning outcomes.
- ✓ Use clear marking criteria and rubrics, shared in advance.
- ✓ Give timely, constructive feedback.
- ✓ Use assessment data to plan instruction and differentiation.
- ✓ Grade consistently and accurately.

School leadership

- ✓ Apply fair assessment practices consistently across all departments.
- ✓ Monitor assessment processes and results.
- ✓ Support professional development in assessment.
- ✓ Ensure compliance with school and Ministry requirements.

Assessment practice is reviewed through moderation of assessments and student work, analysis of assessment data, feedback from students, parents and staff, and classroom observations. Adjustments are made when needed to keep assessment fair, consistent and effective. This policy is reviewed every year, or earlier if regulations change.

Version	Changes
2026–2027	Numbered sections added. New Section 6 (criteria and weightings shared in advance through the school portal), Section 7 (recording grades, no rounding) and Section 8 (grade review and appeals, three levels within one week), in line with the Grading Guide and the parent request made at the Policy Review of 2 September 2026.
Previous	Undated version approved by the leadership team and staff.

Approved by

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