



Regulatory Framework for the Implementation of Standardized Assessments in the Emirate of Sharjah 2025-2026

Introduction

In line with the Emirate of Sharjah's commitment to enhancing the quality of education and adopting the best educational practices, this regulatory framework serves as a unified reference to organizing and implementing standardized and international assessments in private schools across the Emirate. It ensures fairness and inclusivity for all students while promoting transparency and accountability.

This framework aims to provide accurate and reliable data to schools that contribute to understanding students' achievement levels and progress, identifying learning gaps and individual needs. This supports evidence-based educational decision-making and strengthens opportunities for early intervention and appropriate support for each student, while ensuring educational performance aligns with national and international standards.

The Sharjah Private Education Authority emphasizes the importance of effectively utilizing assessment results by all stakeholders in the educational process as follows:

- **Students:** To enable them to understand their actual level and motivate continuous improvement in their progress and achievement.
- **Parents:** To provide accurate reports that help them monitor their children's performance and support them at home.
- **Teachers:** To obtain clear data on students' strengths and weaknesses to design appropriate instructional plans.
- **Schools:** To measure the impact of educational programs and allocate resources to enhance the quality of education and achieve educational excellence.

This framework was developed reflecting Sharjah's status as a benchmark emirate in international assessments and supporting the Sharjah Private Education Authority's vision for excellence in education.



Article 1:

General Provisions

1. All schools, without exception of any curriculum, are required to participate in the standardized assessments as outlined in this framework starting from the academic year 2025/2026.
2. Schools must establish and implement robust administrative procedures to ensure the proper conduct of standardized assessments within their premises, adhering to the rules and requirements set by the organizing authority and within the specified timelines.
3. Schools are obligated to include all enrolled students in the targeted grades and years in the assessments, aiming to monitor their progress and track long-term academic achievement trends.
4. Schools must ensure the precise and accurate identification and classification of all Emirati students during data entry in the registration process, to guarantee their inclusion in the national targeted category in reports and analyses.
5. Schools must sign a “Data Sharing Agreement” with the assessment provider and submit a copy to the Sharjah Private Education Authority (SPEA), enabling SPEA to receive the assessment results from the provider according to established procedures.
6. Schools and the entity administering the examination are required to submit all comprehensive data and analytical reports that illustrate students’ performance in standardized assessments, in comparison with their internal academic achievement.
7. Schools are required to inform students of their academic proficiency levels and encourage them to improve through school support programs. It is also essential to develop improvement plans for students with low performance, based on the assessment results.
8. Schools are committed to promptly notifying parents of performance reports and actively involving them in supporting their children academically.
9. Schools are committed to conducting digital tests at all stages of standardized assessments, ensuring the use of an intelligent adaptive system.
10. Schools are committed to providing appropriate support and preparations for students with special needs, according to their individual and health requirements, in a manner that ensures their effective participation in assessments based on the principle of equality.
11. Schools are required to effectively utilize assessment results to develop school plans and improve teaching practices, contributing to enhanced academic performance and learning outcomes.
12. New schools that have not previously conducted any standardized assessment are included within this framework and are required to implement the standardized assessments.
13. Compliance with any additional requirements issued by the Sharjah Private Education Authority.



Article 2:

Mandatory International Studies in which Sharjah Participates as a Benchmark Emirate

- All private schools in the Emirate of Sharjah must participate in international standardized studies and assessments organized at the national level, in accordance with timelines approved by the relevant national and international bodies and organizations. This commitment aligns with the emirate's strategic vision to enhance its global standing through standardized assessments that objectively evaluate the educational progress within Sharjah compared to international standards.

Study	Targeted Skills for Assessment	Targeted Grade Levels	Organizing Company
TIMSS Trends in International Mathematics and Science Study	Mathematics Science	<ul style="list-style-type: none">• Grade 4• Year 5 (British Curriculum)• Grade 8• Year 9 (British Curriculum)	International Association for the Evaluation of Educational Achievement (IEA)
PIRLS Progress in International Reading Literacy Study	Reading	<ul style="list-style-type: none">• Grade 4• Year 5 (British Curriculum)	
PISA Programme for International Student Assessment	Mathematics Science Reading	<ul style="list-style-type: none">• Students aged 15 years	Organisation for Economic Co-operation and Development (OECD)



Article 3 Key Components of Standardized Assessments

First: Assessment of Cognitive Abilities and Thinking Skills	
Clause	Details
Targeted Grades	<ul style="list-style-type: none">• Grades 3, 5, 7, 9• Years 4, 6, 8, 10 (British Curriculum)
Skills Measured	<ul style="list-style-type: none">• Verbal Reasoning Skills• Non-verbal Reasoning Skills• Quantitative Reasoning Skills• Spatial Reasoning Skills
Frequency of Implementation	Once a year
Technical and Implementation Requirements	<ol style="list-style-type: none">1. The test content must be appropriate for the targeted age group and measure cognitive reasoning and thinking skills without relying on any specific curriculum or prior knowledge of particular educational content, to ensure an independent assessment of general abilities and thinking skills.2. The results should provide comprehensive analytical data for all participating grade levels, including identification of strengths, monitoring of gaps, and pinpointing skills that require improvement, thereby supporting effective planning for skill development and enhancing educational performance.3. The assessments must be issued by a single approved provider covering all targeted grades.4. Detailed reports should be provided, illustrating the current performance level of students and including indicators that help predict their future performance.



Second: Assessment of Achievement, Progress, and Curriculum-Related Reading Skills	
Clause	Details
Target Group	<ul style="list-style-type: none">• Grades 3, 5, 7, 9• Years 4, 6, 8, 10 (British Curriculum)
Targeted Subjects	<ul style="list-style-type: none">• Arabic Language (for native and non-native speakers)• English Language• Mathematics• Science• Reading Proficiency
Frequency of Implementation	Once a year
Technical and Implementation Requirements	<ol style="list-style-type: none">1. Assessments must align with the curriculum standards implemented at the school and clearly reflect the targeted learning outcomes and required skills, appropriate to the expectations of each grade level in the targeted subjects.2. A unified assessment provider shall be used for all subjects, except for the Arabic language subject, which may have multiple providers.3. Assessments should aim to measure both the student's current academic achievement level and the growth and educational progress made over a specified period.4. Reading proficiency assessments must consistently and specifically focus on reading and comprehension skills only, excluding other skills such as spelling, grammar, or writing within the same assessment, to ensure accuracy of results and clarity of the assessment's purpose, providing a true reflection of students' mastery of reading skills alone.5. Results of each assessment must be correlated and compared with the results of cognitive abilities tests to ensure a deeper understanding of student performance and to analyze gaps between academic achievement and cognitive abilities, thereby enabling more precise educational interventions.6. Detailed reports should be issued showing student performance at the class and school levels, in addition to reports directed to parents. These reports include indicators of mastery levels and academic progress, along with educational recommendations to support improvement. They also identify strengths and areas needing development in each subject, as well as indicators that help predict students' future performance.