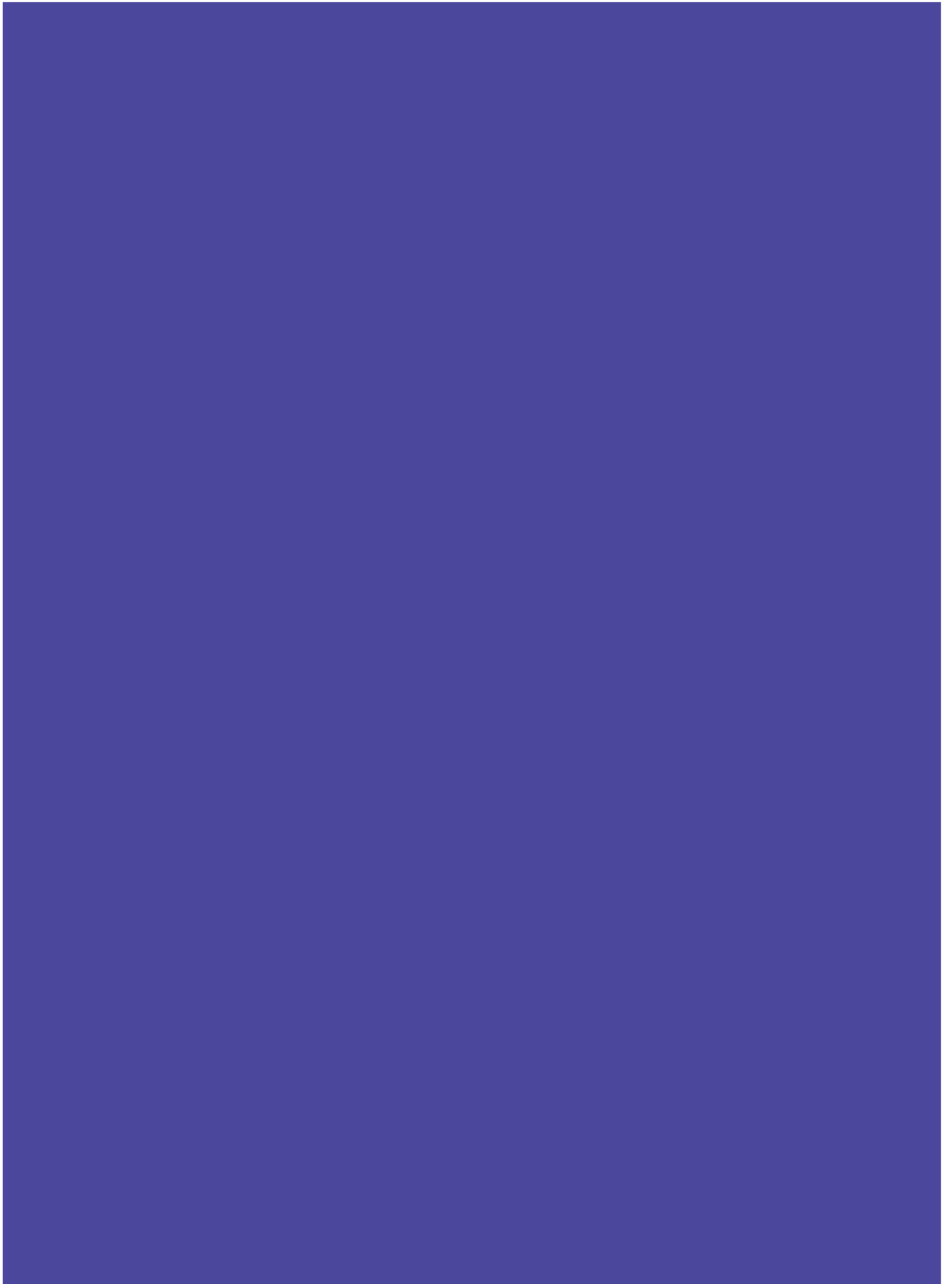




School Guide For The National Assessments (NAFS)

2026/1447 AH



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Introduction

Advanced countries strive to enhance their educational systems and policies, placing a strong emphasis on the quality of educational outcomes and learning achievements. The ultimate goal is to equip their students with the necessary skills and knowledge to thrive in both life and future careers, aligning with their developmental aspirations and the specific needs of their learners. To achieve this, they rely on national assessments and continuously conducted studies, employing rigorous scientific methodologies. These approaches play a crucial role in determining the subjects and skills that students learn, enabling them to excel in targeted areas of education. Additionally, they help evaluate students' proficiency in applying acquired knowledge and skills to solve problems and confront a wide range of challenges effectively.

In this context, The National Assessments (NAFS) are considered a key requirement for comprehensive educational enhancement. They provide a realistic description of performance levels, serving as an integral part of quality assurance processes and serving the purpose of evaluation for improvement. Additionally, these assessments serve as effective tools for guiding decision-makers in evaluating the quality of educational programs and learning, making appropriate decisions, and identifying priorities for improvement and monitoring progress.

This booklet provides school staff, including teachers and administrators, with a brief overview of The National Assessments (NAFS) in reading, mathematics, and science. It highlights their significance and offers an understanding of the content covered in the assessments. It also includes information about the administration dates, duration for each section, the format and language used, sample questions, and serves as a reminder of the school's role in ensuring the successful administration of these assessments.

About The National Assessments (NAFS)

◆ Concept

They are standardized, reference-based assessments that are implemented in successive assessment cycles over time to provide data. These assessments are conducted according to reliable frameworks to measure the level of achievement of students, schools, and educational offices and administrations in relation to the targeted educational outcomes in specific subjects and grade levels. They also include specially designed tools that provide information about the factors affecting students' learning and achievement, as well as teaching practices, with the aim of improving and developing them.

◆ Target Grades

The National Assessments (NAFS) are administered to all elementary and middle schools in the Kingdom of Saudi Arabia, regardless of school type (public, private, or international). The assessments are directed to:

◆ **All third-grade students** **All sixth-grade students** **All ninth-grade students**

These grade levels represent the end of different educational stages, allowing for the evaluation of students' cumulative knowledge and skills in the targeted learning areas at the completion of each educational stage.

◆ Objectives of The National Assessments (NAFS):

1. Providing decision-makers with reliable performance indicators, helping them take developmental actions to improve the quality of education, learning processes, and school performance.
2. Assessing students' achievement of core learning outcomes and supporting the principle of education is for all.
3. Monitoring the performance levels of students, schools, educational offices, and administrations within the education system on a regular basis.
4. Using assessments results to evaluate public schools, as well as accrediting private and international schools, thereby serving as a regulated indicator for assessing school performance.
5. Studying the impact of teaching and learning strategies and evaluation processes on students' learning levels and the school environment.
6. Linking The National Assessments (NAFS) to the Tarteeb Scale provided by the Education and Training Evaluation Commission in collaboration with the Ministry of Education, which ranks educational departments, offices, and schools based on their students' scores in The National Assessments (NAFS).

School Role

The school plays a crucial role in preparing students for the assessments by:

- Providing knowledge and fundamental concepts.
- Training students in essential test-taking skills.
- Raising students' awareness and providing psychological support.

Assessment Format

The current cycle of The National Assessments (NAFS) is only in multiple-choice questions format.

Assessment Language

The National Assessments (NAFS) are administered in both Arabic and English, based on the type of education in the school (public, private, international).





The National Assessments (NAFS) Related questionnaires

The National Assessments (NAFS) are accompanied by a set of scientifically designed questionnaires aimed at providing information about factors influencing learning outcomes, and educational achievement and practices. These questionnaires are:

- Student questionnaire: Provided in the assessment booklet (paper or digital) and completed immediately after the assessment.
- Parent questionnaire: A digital questionnaire sent to the parents through ETEC's platform, with notification via text message.
- School Principal questionnaire: A digital questionnaire completed through ETEC's platform.
- Reading, Mathematics, and Science teacher's questionnaire: A digital questionnaire completed through ETEC's platform.

The National Assessments (NAFS) Scientific Content

First: Reading Scientific Content:

The National Assessments (NAFS) in the field of reading focus on reading skills, or reading ability. This refers to the understanding that reading ability goes beyond simply knowing how to read and being familiar with its main and sub-skills. Rather, it is a competence and capability that is used throughout life in different contexts to achieve various purposes and goals at both the individual and societal levels. The National Assessments (NAFS) also measure students' knowledge of vocabulary meanings, including synonyms and antonyms, their ability to classify words according to meaning and type in terms of number and gender, and their ability to use vocabulary correctly in meaningful sentences and new contexts.

Second: Mathematics Scientific Content:

Mathematics, with its various branches, holds immense importance in daily life. It serves as the foundation and basis for most professions and fields in many areas such as economics, finance, architecture, planning, technology, information science, medicine, environment, earth sciences, space, and more. It is also characterized as an essential part of human cognitive development, as it aids in the development of reasoning skills, analysis, information processing, problem-solving, and decision-making abilities.

Third: Science Scientific Content:

Natural sciences, with their four branches, hold great importance in our daily lives and the key ideas that stem from them, as well as the scientific knowledge associated with them. They encompass facts, concepts, generalizations, laws, scientific theories, and their application in new situations, achieving horizontal cognitive continuity and interconnection within the field of natural sciences. This is in accordance with the content outlined in the standards document for the learning domain of natural sciences.

The National Assessments (NAFS) Scientific Content

To access the targeted learning outcomes, please visit the following link:

<https://nafs.etec.gov.sa/>



National Assessments (NAFS) for the Year 1447 AH / 2026 AD Schedule

Assessments are administered from April 05th to April 23, 2026

Grade	Day	Date	Language
Ninth Grade	Sunday	05-04-2026	Arabic
	Monday	06-04-2026	Arabic+ English
	Tuesday	07-04-2026	Arabic+ English
	Wednesday	08-04-2026	Arabic
Sixth Grade	Sunday	12-04-2026	Arabic
	Monday	13-04-2026	Arabic+ English
	Tuesday	14-04-2026	Arabic+ English
	Wednesday	15-04-2026	Arabic
	Thursday	16-04-2026	Arabic
Third Grade	Sunday	19-04-2026	Arabic
	Monday	20-04-2026	Arabic+ English
	Tuesday	21-04-2026	Arabic+ English
	Wednesday	22-04-2026	Arabic
	Thursday	23-04-2026	Arabic

Contents of the Paper-Based Assessment Booklet

The National Assessments (NAFS) are provided in a paper-based booklet that includes questions from all three sections—Reading, Mathematics, and Science—for Grades 6 and 9. However, the Grade 3 booklet includes only two sections: Reading and Mathematics, in addition to the Student Questionnaire.

Assessment Duration and Number of Questions in Each Section:

Grade	Setting Up	Section 1	Break	Section 2	Break	Section 3	questionnaire	Subject	No. of Questions	Assessment Language
Third Grade	15 mins.	40 mins.	5 mins.	40 mins.	5 mins.	N/A	15 mins.	Reading	20	Arabic (for public and private schools) + English (for international schools)
								Mathematics	20	
Sixth Grade	15 mins.	45 mins.	5 mins.	45 mins.	5 mins.	45 mins.	15 mins.	Reading	20	
								Mathematics	25	
								Science	25	
Ninth Grade	15 mins.	45 mins.	5 mins.	45 mins.	5 mins.	45 mins.	15 mins.	Reading	20	
								Mathematics	25	
								Science	25	





Examples of The National Assessments (NAFS) Questions

Example from the Third Grade (Reading) Questions

Subdomain

Vocabulary

Learning Outcome

Inferring synonyms of vocabulary mentioned in the text and explaining the meanings of vocabulary whose connotations have changed with context

"The desert was **vast**, stretching as far as the eye could see."

- ◆ Which word is closest in meaning to "**vast**"?
 - A. tiny
 - B. huge
 - C. dry
 - D. clean

Example from the Sixth Grade (Reading) Questions:

Friendship is one of the most precious things in life and one of the noblest human relationships. It builds bridges of love between people and gives life beauty and purpose. Friendship is not just words; it is a promise shown through care and support. As the proverb says, "A friend in need is a friend indeed."

A true friend is someone we must choose carefully. Not everyone we meet at school, work, or in the neighborhood can be considered a real friend or a dependable support.

Friendship has rules that should be followed. It means standing by your friends, supporting them in doing what is right, helping them do good, and correcting them kindly when they are wrong. True friendship is shown through actions, not just words.

We should also beware of friendships based only on personal interest, as they do not last. When the interest ends, the friendship often ends as well.



Subdomain

Reading
Comprehension

Learning Outcome

Distinguishing the main, sub and implicit ideas, comparing their relationships and links, and deriving similarities and differences.

- ◆ According to the passage, which statement best reflects true friendship?
 - A. Great friendship are based on common interest.
 - B. True relationship exists mainly at school or work.
 - C. True friendship is shown through care, support, and actions.
 - D. Great relationship is shown through time, interests, and fun.

Example of the Ninth Grade (Reading) Questions:

Volunteer work is the act of extending a helping hand to others, exerting effort for the society, and spreading it without expecting any reward or compensation. It is called volunteering because individuals engage in it willingly, without compulsion. It stems from an emotional will driven by a love for doing well, which makes a person an integral part of their surroundings and community. The prevalence of volunteer work in communities indicates the openness and active participation of individuals towards progress and advancement.



The fields of volunteer work are unlimited, and anyone can create a simple endeavor that seeks reward and becomes a building block for their community. In fact, it brings happiness to the person and instills self-confidence. It provides a broad scope for acquiring new knowledge, getting to know people from diverse cultures, strengthening the bonds between community members, and fostering national unity.

Subdomain

Reading
Comprehension

Learning Outcome

Answering questions about the text's indirect information, defining its topic, and asking questions (explanatory, deductive, analytical, or critical).

- ◆ According to the passage, the force that drives a person to engage in volunteer work is:
 - A. Physical
 - B. Psychological
 - C. National
 - D. Social

Example from the Third Grade (Mathematics) Questions:

Subdomain

Numbers and
calculations

Learning Outcome

Describing the operations of multiplication and division, representing them, establishing their properties, finding their results, and using them to solve mathematical problems.

- ◆ Hind wishes to help her mother distribute and arrange the flowers around their home. If she had 35 flowers to distribute them in 5 vases, then how many flowers would be in each vase?
 - A. 6
 - B. 7
 - C. 8
 - D. 9





Example from the Sixth Grade (Mathematics) Questions:

Subdomain

Numbers and calculations

Learning Outcome

Adding and subtracting whole numbers within seven digits, multiplying numbers up to three digits, dividing numbers with up to four digits by numbers with at least two digits, and using them to solve mathematical problems.

- ◆ The number of visitors to the university library in September was 1221, and in October, it was 1625 visitors. November was the busiest month. If the total number of visitors over the three months was 5012, how many visitors were there in November?

- A. 3223 B. 3018
C. 2334 D. 2166



Example from the Ninth Grade (Mathematics) Questions:

Subdomain

Probability and Statistics

Learning Outcome

Analyzing data using central tendency and dispersion measures, interpreting, and comparing them.

- ◆ A group of students planted a variety of flowers in the school garden over a period of 10 days. They recorded the number of flowers each day as shown in the table below:

Day	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth
No. of Flowers	8	10	9	7	8	13	10	9	14	12

What is the arithmetic mean of the flowers?

- A. 14 B. 13
C. 11 D. 10

Example of the Sixth Grade (Science) Questions:

Subdomain

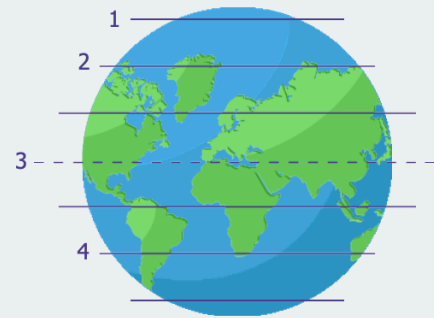
Life Science

Learning Outcome

Identifying and representing the ecosystem and determining the biological communities that exist within it. Explaining the impact of changes in the ecosystem on its survival and continuity.

- ◆ Look at the figure, and identify the location of the tropical rainforests:

- A. 1
- B. 2
- C. 3
- D. 4



Example from the Ninth Grade (Science) Questions:

Subdomain

Earth and Space
Science

Learning Outcome

Tracking some of the changes that have occurred on Earth due to human activity, identifying the natural hazards that can occur on Earth, and understanding how to predict them.

- ◆ A number of cities apply engineering standards in building construction to withstand earthquakes to varying degrees as shown in the table. If these cities were exposed to earthquakes of the same strength, which of these cities would have less damage?

City	Percentage of compliance with building construction standards
1	40%
2	50%
3	60%
4	70%

- A. 1
- B. 2
- C. 3
- D. 4





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Education & Training Evaluation Commission