

POLICY ON ASSESSMENT

Motto

Find True Wisdom

Vision

To be a centre of excellence in provision and promotion of quality education.

Mission

- To help children become confident, informed, purposeful and independent.
- To provide an enriching and stimulating environment within which the child becomes an active explorer.
- To provide a framework of discipline which empowers a child to develop self-discipline and a strong sense of self.
- To provide a cross-cultural environment in which the foundation of global peace may be laid.
- To awaken children's interest in all subjects and to encourage in them a love for learning.



Assessment, evaluation and follow-up actions are the cornerstones of the teaching and learning cycle. They need to be incorporated systematically into teaching strategies in order to assess students' performance, diagnose any problems and chart progress. In all assessments, it is imperative that questions demanding Higher Order Thinking Skills are included based on Bloom's Taxonomy.

In Kindergarten

Kindergarten is an exciting time for a child to explore, learn, interact with other children and have fun while at the same time gain confidence and grow independently. As children engage themselves in their day-to-day activities they are assessed formatively in Language, Numeracy, Physical - Gross and Motor, Personal, Social, Emotional, and Creative Domains.

A record of individual student attainment and progress is maintained through an on-going system of spaced oral and written activities and parents are regularly updated of the same.

Primary School - Grades 1 to 5

Primary School Assessments are consistent with the CBSE initiated Continuous and Comprehensive Assessment policy, incorporating standard international practices. Assessment is being an integral component of teaching and learning, ongoing practice opportunities called 'Assessment for Learning' address and promote key learning areas. These are intended to provide feedback with respect to how well the student is grasping the concepts being taught. There are no summative examinations (or year-end examinations). Assessment tasks are graded and these scores are maintained for the purpose of term end reports. However, all assessments conducted are shared with parents online and during the Open House at the end of Term 1 and Term 2 and on an ongoing basis.

English, Environmental Science/UAE Social Studies, Mathematics, Second Language, Arabic, Islamic Education/Moral Education are the subjects under Part 1 which cover the scholastic areas, while Art and Craft, PE, Music, Personal and Social Traits, Attitudes and Values and Social Qualities from Part II and cover the co-scholastic areas. Formal assessment reports will cover both these areas using the scale as given below.

WEIGHTAGE AND TIME SCHEDULE FOR ASSESSMENTS (Grades 1 – 5)

TYPE OF TEST	WEIGHTAGE	TIME SCHEDULE
CCE I	25%	By 1 st week of June
CCE II	25%	By 1 st week of October
CCE III	25%	By 1 st week of December
CCE IV	25%	By 1 st week of March

Part I: Scholastic Areas:

Islamic Education / Arabic		
Grade	Description	Percentage
A*	Outstanding	90% - 100%
A	Excellent	75% - 89%
B	Good	56% - 74%
C	Satisfactory	50% - 55%
D	Needs improvement	Below 50%
UAE Social Studies and Social Studies		
Grade	Description	Percentage
A*	Outstanding	90% - 100%
A	Excellent	75% - 89%
B	Good	56% - 74%
C	Satisfactory	40% - 55%
D	Needs improvement	Below 40%
English, II Language, Mathematics, Evs /Science UAE Social Studies, S.ST Moral Education (for Non-Muslims)		
Grade	Description	Percentage
A*	Outstanding	90% - 100%
A	Excellent	75% - 89%
B	Good	56% - 74%
C	Satisfactory	35% - 55%
D	Needs improvement	Below 35%

In Arabic and Islamic Education the minimum pass mark is 50% and UAE Social Studies and Social Studies is 40%. For all other subjects the minimum pass mark is 35%

Part IB and Part II - Co -Scholastic Areas and Personality development (This will be graded on a five point scale which will be reflected in the report card.)

Part I B: Computer Science, Art, Physical Education, Music, Work Experience.

Part II A/B/C: (Personality Development)

II A: Personal and Social Traits

II B: Attitudes and Values

II C: Social Qualities

Co - Scholastic Areas and Personality Development Part I B and Part II	
Grade	Description
A*	Outstanding performance in all aspects
A	Excellent performance in all aspects
B	Very good performance in most aspects
C	Good performance in some aspects
D	Needs improvement

GRADES 6 TO 10

The Assessment and Evaluation scheme for Grades 5 to 10 is as per the CBSE initiative of Continuous and Comprehensive Evaluation (CCE) and is spread over Formative and Summative Assessments.

Continuous and Comprehensive Evaluation (CCE) is a holistic assessment of a learner's growth integrated into the teaching and learning process that spreads over two terms and covers both Scholastic and Co-Scholastic areas of education using both formative and summative assessments. Our school fully subscribes to the CBSE initiated CCE policy which aims at making assessment a regular element in classroom transactions.

FORMATIVE ASSESSMENT

Taken during the process of learning, these assessments are broadly spread out as:

- Assessment for Learning (AFL) occurs while the concept/lesson is in progress.
- AFL also occurs in definite stages based on agreed criteria as per the requirement for student learning which is judged by the teacher.

The key features of assessment for learning are:

- Actively involving students in their own learning (for example, sharing learning goals and Success criteria, students to share what they have learned etc.)
- Developing productive questioning techniques.
- Modifying teaching and learning on the basis of assessment evidence*.
- Providing effective feedback to students.
- Recognizing the effect of assessment on the motivation and self-esteem of students.
- Developing students' self-assessment skills.

Assessment for Learning (AFL) is an integral part of classroom transactions and conducted while the concept / the lesson is in progress and can be through peer/self assessment., oral or written quiz, multiple choice questions, group activities, classroom interactions, class work, homework, class participation and other teacher based assessments done in class that give regular feedback to students for the next steps towards improvement and involve them in their own learning.

* Assessment evidence is obtained through teacher based assessments done in class, which are formally graded and records of achievement are based on agreed criteria between the teacher and student. This is done through a series of

- Home/Class Assignments
- Oral /Written Quiz
- Self/Peer assessments
- Group activity/Presentations
- Projects/Worksheets
- Class Tests/Multiple Choice Questions/Descriptive Tests/Skill Based Tests

SUMMATIVE ASSESSMENT

Summative Assessments or Assessment of Learning (AoL) grade student's achievement at the end of a topic/unit/term/year. This includes Term/Final examination that occurs at the end of learning/instructional experience through formal paper/pencil tests and practical examinations (where ever applicable). These are governed by a formal design of question paper that focuses on specific Chapters/Units/Concepts. The types of questions used for this can be Multiple Choice, Very Short Answer Questions, Short Answer Questions, and Long Answer Questions which test Knowledge, Understanding, Application, Communication and Higher Order Thinking Skills. *Assessment evidence obtained through these summative assessments is also used to gauge students' learning.

Results of formative tests are shared with students on an ongoing basis while term end results containing both formative and summative assessment is shared by way of formal report cards on the Open House at the end of Term I and Term II.

The weightage, time schedule and grading system for these assessments are as given below:

Term	Type of assessment	Percentage of weightage In academic session	Month	Term wise weightage
First Term (April –Sept.)	First Term			
	Formative Assessment-1	10%	May	FA 1 + FA 2 = 20%
	Formative Assessment-2	10%	June	
	Summative Assessment-1	30%	September	SA 1 = 30%
	Total			50%
Second Term (Oct – March)	Second Term			
	Formative Assessment-3	10%	December	FA 3 + FA 4 = 20%
	Formative Assessment-4	10%	January	
	Summative Assessment-2	30%	March	SA 2 = 30%
	Total			50%

Total Formative Assessments = FA 1 + FA 2 +FA 3 + FA 4 = 40%

Summative Assessments = SA 1 + SA 2 = 60%

Total = FA + SA = 40% + 60% = 100%

Class	Term	Assessments	Description
9	I	FA1, FA2	School based internal assessment
		SA1	Question Papers (on syllabus of Term I) and Marking Scheme supplied by the Board and evaluation carried out by the school
9	II	FA3, FA4	School based internal assessment
		SA2	Question Papers (on syllabus of Term II) and Marking Scheme supplied by the Board and evaluation carried out by the school
10	I	FA1, FA2	School based internal assessment
		SA1	Question Papers (on syllabus of Term I) and Marking Scheme supplied by the Board and evaluation carried out by the school
10	II	FA3, FA4	School based internal assessment
		SA2	The Candidate from different schools affiliated to the Board will be appearing in SA2. Question Papers and Marking Scheme supplied by the Board and evaluation carried out by the Board.

Scholastic Areas (Grading on 9 point scale)

Grade	Marks Range	Grade Point
A1	91-100	10.0
A2	81-90	9.0
B1	71-80	8.0
B2	61-70	7.0
C1	51-60	6.0
C2	41-50	5.0
D	33-40	4.0
E1	21-32	3.0
E2	00-20	2.0

Co-Scholastic Area (Grading on 5 Point scale)

Grade	Grade Point
A	4.1 - 5.0
B	3.1 - 4.0
C	2.1 - 3.0
D	1.1 - 2.0
E	0 - 1.0

GRADE: 11

Weightage and Time Schedule for Assessment:

Type of Test/Exam	Time Frame
First monthly Test (1 hour)	May 1 st week
Quarterly Exam (2 hours)	June 2 nd week
Second monthly Test (1 hour)	October 2 nd week
Half yearly Exam (3 hrs)	December
Annual Exam (3 hours)	February/March

Grade 12:

Weightage and Time Schedule for Assessment:

Type of Test/Exam	Time Frame
First monthly Test (1 hour)	May 1 st week
Quarterly Exam (2 hours)	June 2 nd week
Second monthly Test (1 hour)	October 2 nd week
1 st Model Exam (3 hrs)	December
2 nd Model Exam (3 hrs)	January
Board Exam (CBSE)	March

Records and Record Keeping:

Teachers keep records of all assessments, formative, summative and the entry level tests, in the Teacher Planners, and marks are entered electronically for the IT Department to maintain the data in student records and to evaluate and analyze the results. Students have access to their grades in each subject for the all previous years (since 2009) so that their progress can be tracked.

Their scores are also compared with the class average. The total scores of the formative assessment are converted into a percentage and then shown as grades. Report Cards show these grades in a column headed as Continuous Assessments. These grades reflect the sincere effort put in by the student during the term in KG, Primary, Middle and Senior School.

Awards for Academic Excellence:

To inspire students to improve their academic performance.

- **Badges:-** Children who get A* in all the subjects are awarded with high achiever badges after every formal evaluation.
- **Chairman's Award:-** Students those who demonstrate outstanding performance consistently in all the evaluation are honoured with Chairman's Award (Badge).
- **Award for full A+ in all subjects in CBSE class X Examination.**

- **Subject Topper award in class XII Board Examination.**
- **Gold Medal:** - For the Top Scorer in class XII Board Examination separately for science and commerce.

Feedback:

Midterm Review: A comprehensive academic review of each pupil is conducted and shared with parents and pupils towards the middle of each academic term. The review includes a feedback on Attitude to learning, Behaviour, Contribution to class, Homework and strategies for improvement

Open House: In addition to the two midterm reviews, parents attend formal Parent/Teacher meetings at the end of each term where they meet each subject teacher and discuss the child's progress and achievement.

A consolidated report for each child is sent to parents at the end of each term which shows grades for the term. This is also sent online to parents. These reports outline the child's progress within all areas of the curriculum, including their strengths and talents.

On a continuous basis parents get feedback via notebook correction, continuous evaluation and, where necessary, notes in the student's school diary.

If children are underperforming, teachers inform parents either by phone or through mail or a note in the diary. If a child is consistently underperforming, the Supervisor calls the parents for a discussion and follow up action. In certain cases, children may be advised to see the School Counsellor for assistance.

Follow-up Action: Students who are found to be in need of extra support are provided with remedial classes. Here the teachers are able to give individual attention to the students and their progress is monitored closely. Assessment, recording and reporting procedures are reviewed annually to ensure that they evolve and incorporate the best practices.

NO. OF PERIODS FOR EACH SUBJECT : 2016 -2017

Subject	Gr. 9	Gr. 10	Gr. 11, 12	
English	6	6	5	5
Mathematics/Acc	7	7	7	7
Physics/Economics	3	3	7	7
Chemistry/Bus. Studies	3	3	7	7
Biology/P.E.	3	3	7	7
Social Science	6	7	-	-
II Language	4	4	-	-
Islamic Studies/CPD/SUPW	2	2	2	2
Arabic	4	4	4	4
P.T./Library	1	1	1	1
Computer	1	-	-	-
Total	40	40	40	40

Subject	Gr. 1,2,3	Gr. 4	Gr. 5	Gr. 6	Gr. 7,8	
					Non Arabs	Arabs
English	7	6	6	6	6	6
Mathematics	7	6	6	6	6	6
EVS/Science	4	4	4	-	-	-
Physics	-	-	-	2	2	2
Chemistry	-	-	-	2	2	2
Biology	-	-	-	2	2	2
Social Science & UAE SS	1	3+1	3+1	4+1	4+1	3
II Language	5	5	5	5	5	5
III Language	3	2	2	-	-	-
Moral Science / Islamic Studies	2	2	2	2	2	3
Arabic	4	4	4	4	4	5
P.T.	1	1	1	1	1	1
Library	1	1	1	1	1	1
CPD	1	1	1	1	1	1
Drawing/Health Education	1	1	1	-	-	-
Computer	2	1	1	1	1	1
SUPW/Music	1	1	1	1	1	1
Activity				1	1	1
Total	40	40	40	40	40	40

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