



# **ASSESSMENT POLICY**



<b>POLICY NAME</b>	<b>ASSESSMENT POLICY</b>						
<b>APPROVAL AUTHORITY</b>	<b>PRINCIPAL</b>	<b>ADOPTED</b>	<b>APRIL 2023</b>	<b>REVIEWED</b>	<b>JANUARY 2024</b>	<b>NEXT REVIEW</b>	<b>JANUARY 2025</b>
<b>RESPONSIBLE EXECUTIVE</b>	<b>EXAM COMMITTEE</b>						
<b>RESPONSIBLE OFFICE</b>	<b>EXAM COMMITTEE MEMBERS</b>	<b>AVAILABLE</b>	<b>In the Library , Website</b>				

### **Rationale**

IES we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which students understand what they have achieved and what they need to work on. Assessment plays an important part in helping parents, teachers and the school to recognize children’s progress, understand their need and to plan activities and support. Once a child is admitted to the school, there will be ongoing assessments to facilitate excellent progress of all students.

### **Aim**

The policy aims to establish and evaluate the school-wide systems and processes to

- Design and implement consistent, coherent and valid assessment.
- Analyze assessment data to inform curriculum and teaching learning.
- Monitor student-learning outcomes to provide necessary interventions.
- Report detailed student outcomes to all stakeholders.

### **Legislation and Guidance**

Assessment practices at Ideal English School aligned to

- UAE’s National Agenda Parameters.
- National Education Policy, 2020, Government of India.
- Requirements of the Central Board of Secondary Education, New Delhi.

### **Philosophy of Assessment**

At IES, we believe that assessments should be:

- Tools that enhance the learning of students in:
  - Content and subject specific skills
  - 21<sup>st</sup> century skills
  - Personal social emotional learning
- Valid, reliable, fair and transparent.
- Continuous and comprehensive.
- Designed to meet the individual needs of students.

### **Purpose of Assessment**

The purpose of assessment is to:

- Identify learners’ prior knowledge.
- Establish learning goals.
- Provide information on students’ learning.
- Identify students’ strengths and areas of development.



- Promote self-reflective learners.
- Inform teaching and learning to meet the individual needs of students.
- Feed forward into curriculum planning and design.
- Provide feedback on students' attainment and progress to parents and other stakeholders.

## TYPES OF ASSESSMENT

### GRADE KG1, KG2, 1 & 2

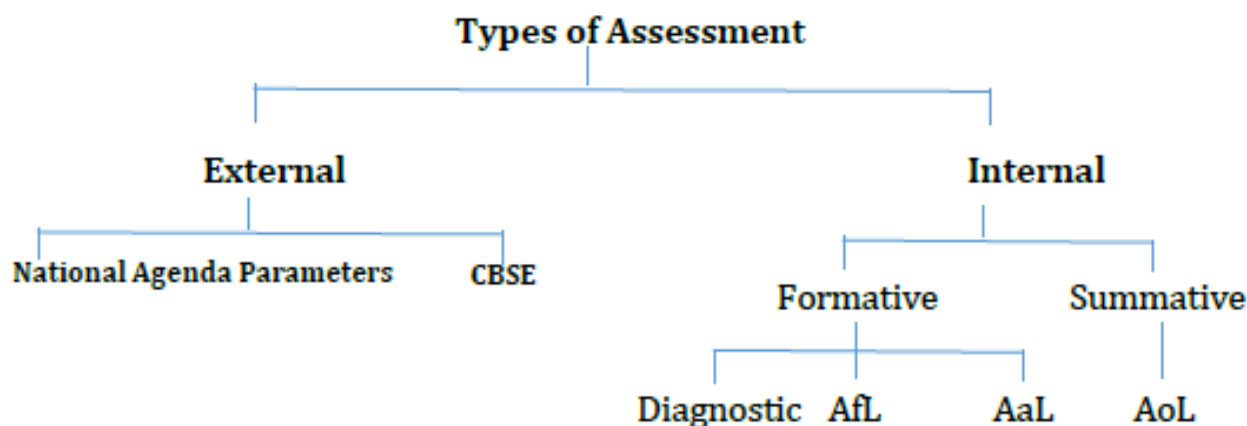
The academic year will be divided into three terms. It is continuous evaluation. The assessment will be broadly classified into 3 terms. There will be 3 informal assessment and 3 formal assessment in an academic year. The nature of assessment is continuous on specific aspects of learning ( Scholastic , Co – Scholastic )

### Assessment of Ministry Subjects :

For ministry subjects (Arabic ,Islamic Studies/ Moral Science and UAE Social Studies ),there will be 2 term exams as per the directives of Ministry of Education.

- In the Primary Class ( I – V ) , there will be three cycle tests in Arabic in addition to the Term Exams.
- For Grades VI to X, there will be two cycle tests for all ministry subjects and weightage will be given for the cycle test and for the formatives conducted during regular teaching hours.

The chart below provides an overview of the Types of Assessments held at IES :



## External Assessments:



At IES, the National Agenda Parameters (NAP) of the UAE and the national examining body, CBSE, guides external assessments. Students undertake the following assessments:

- Under NAP
  - CAT-4
  - TIMSS
  - PISA
  - PIRLS
  - ASSET
- Under CBSE
  - Grade 10

	Purpose	Frequency	Strategy	Tools
Diagnostic tests	Helps both teachers and students to understand the current level of learning	At the beginning of each Term At the beginning of each unit/ topic as a pre-test	Teachers at the same Grade level design an objective and/or subjective question paper that provide them an insight into the preparedness and prior knowledge of the student.	<ul style="list-style-type: none"> <li>• Pen paper test</li> <li>• Digital tools such as , quizzies, Kahoot</li> </ul>

<b>Assessment for Learning (AfL)</b>	<p>Assess content, subject specific skills and 21<sup>st</sup> century skills of learners.</p> <p>Inform learners of their progress during a unit of study.</p> <p>Empower learners to take the necessary action to improve their performance.</p> <p>Create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary.</p> <p>Allow teachers to understand learners' learning and take necessary steps to inform teaching and learning.</p>	Continuous during classroom instruction	Subject teachers, at the grade level: <ul style="list-style-type: none"> <li>• Define and communicate the learning intentions and success criteria.</li> <li>• Create tasks collectively to meet the purpose of AfL.</li> <li>• Analyse data from AfLs to inform teaching learning.</li> <li>• Plan opportunities for learners to use the feedback to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Objective tests</li> <li>• Subjective tests</li> <li>• Project work</li> <li>• Collaborative tasks</li> <li>• Individual tasks</li> <li>• Notebook work</li> <li>• Assignments</li> <li>• Lab reports</li> <li>• Anecdotal records</li> <li>• Portfolios</li> <li>• Photographs</li> </ul>
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## Internal Assessments:

The purpose, frequency, strategy and tools of the internal assessments held at IES provided in the table given below:

<p><b>Assessment as Learning (AaL)</b></p>	<p>Help learners reflect on their areas of strength and development during a unit of study.</p> <p>Help learners to develop metacognitive processes.</p> <p>Learners to assume responsibility for their own learning and set future goals.</p>	<p>Continuous during classroom instruction</p>	<p>Subject teachers, at the Grade level:</p> <ul style="list-style-type: none"> <li>• Model and teach the skills of self-assessment as per a given rubric.</li> <li>• Guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking.</li> <li>• Monitor students' Meta cognitive skills as well as their learning and provide descriptive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Notebook rubric for every chapter</li> <li>• I can statements</li> <li>• Project work</li> <li>• Self-assessed tasks</li> <li>• Peer assessed work</li> </ul>
<p><b>Assessment of Learning (AoL)</b></p>	<p>Validate each learner's progress towards defined standards of achievement.</p> <p>Hold learners accountable to the highest levels of application.</p> <p>Prompt students to action and communicate learning to parents.</p>	<p>End of topic/unit tests designed as post-test. End of every term; held twice a year.</p>	<p>Teachers, at the same Grade level:</p> <ul style="list-style-type: none"> <li>• Design question papers at the appropriate level of challenge.</li> <li>• Moderate the marking scheme for accuracy and consistency.</li> </ul>	<p>Pen paper tests as per a pre-defined syllabus</p>



	<ul style="list-style-type: none"><li>• Provide timely and specific descriptive feedback to students (what they are doing well, what needs improvement and how to improve)</li><li>• Differentiate instruction and assessment in response to student needs</li><li>• Provide descriptive feedback to parents about student learning and ideas for support.</li></ul>
<b>Assessment as learning</b>	<ul style="list-style-type: none"><li>• Provide descriptive feedback to other students (peer assessment)</li><li>• Monitor their own progress towards achieving their learning goals (self-assessment)</li><li>• Make adjustments in their learning approaches.</li><li>• Reflect on their learning.</li><li>• Set individual goals for learning.</li></ul>
<b>Assessment for learning</b>	<ul style="list-style-type: none"><li>• Summarize learning at a given point in time.</li><li>• Make judgements about the quality of student learning based on established criteria.</li><li>• Communicate information about achievement to students, parents and other stake holders</li><li>• Plan reinforcement classes and interventional strategies at the department levels.</li><li>• Review the vertical escalation of the curriculum for the subjects.</li><li>• Modify strategies in planning and developing the curriculum.</li></ul>

## Reporting

At Ideal English School, we report assessment outcomes to parents, both formally and informally. Results communicated clearly, accurately, timely and meaningfully. The following forms of reporting undertaken by the school:

### *(i) Formal reporting*

Parents kept abreast of their ward's learning formally through the various processes:

- Term-end Report Card provides the consolidated mark sheets .
- Mid-term Feedback Report (MTF) shared at the middle of every term, giving scope to parents on the way forward. Clear specific observations shared highlighting the current level of the child, supported by diagnostic comments explaining the steps to improvise.
- The skill-based term report shared at the end of every term giving parents an understanding on the progress made by their child, supported by the next steps for implementation.
- Report on the Moral Education Programme issued once a term.
- Report on Self Enhancement Programme issued once a term.
- Open Houses held thrice a year provides detailed qualitative feedback by the class teacher and subject teachers.

- Electronic mails provide feedback on student's performance in subjects.
- Parent meetings with educational supervisors.



### *(ii) Informal reporting*

Parents also receive informal feedback on their ward's learning through the following processes:

- Teacher feedback on student work samples through the year
- Presentation of work as an exhibit
- Self and Peer assessment of work to inform learning
- Student reflection, written reports, self-designed projects/tasks/activities, student led classes

## **Monitoring**

All members of the faculty are responsible for the effective implementation of the assessment policy. The School's Leadership Team and Heads of Department to ensure that the assessment practices in the classrooms align to the policy. The Head of Assessment & Data to monitor the effectiveness of assessment practices across the school through informal lesson observations, assessment data, notebook appraisals and scrutiny of student work samples.

## **ASSESSMENT III – X**

### **Part 1**

This consist of the evaluation of Scholastic Attainment which is reflected in the report card in the form of Marks and Grades. An 8-point grading system will be followed as per the directive given by the board.

### **Scholastic Area :**

The Overall Evaluation is consolidated on the basis of performance in the Annual Examination and Internal Assessment, conducted through the academic year. Examination will incorporated the cumulative portion of the syllabus that has been covered.

The assessment structure and examination for classes III to X comprises of two terms i.e Term-I and II as given below:



## Summary

Internal Assessment	Annual Examination	Grand Total
20 Marks	80 Marks	100 Marks

**Internal Assessment consist of:**

Periodic Test	Portfolio	Multiple Assessment	Subject Enrichment Activities	Total
5 Marks	5 Marks	5 Marks	5 Marks	20 Marks

<b>Grading Scale for Scholastic Areas(Class: III – X )</b> <b>School will award grades as per the following grading scale</b>	
Mark Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	E (Needs Improvement )



**1. Periodic Tests:** Periodic test will be administered through the academic year and reduced to 10 marks according to the following schedule :

<b>Periodic Test I (April-June)</b>	<b>Periodic Test II (November)</b>	<b>Periodic Test III (January-February)</b>	<b>Reduced To 5</b>
<b>20 Marks</b>	<b>20 Marks</b>	<b>20 Marks</b>	

**1. Internal Assessment:**

<b>Term-I</b>				<b>Term-II</b>				<b>Total AVG (T1 &amp; T2)</b>
<b>Portfolio</b>	<b>MA</b>	<b>Periodic Assessment</b>	<b>SEA</b>	<b>Portfolio</b>	<b>MA</b>	<b>Periodic Assessment</b>	<b>SEA</b>	
<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20 Marks</b>

**2. Subject Enrichment Activities Consist of :**

**Part 2**

**Co-Scholastic Areas**

This consists of Co-scholastic areas where students are assessed on a five point scale (A to E)

- A. Work Education :** Which consists of Team Project researched and Presented on the Multidisciplinary Annual Day
- B. Art Education:** Which includes Music, Dance, Drawing, Painting, Drama and Craft.
- C. Health and Physical Education:** Which includes Athletics, sports, Yoga, etc.

**Part 3**

Discipline (Attendance, Sincerity, Behavior, Value etc)



## **Feed Back :**

Feed back is critical to the learning process. Students need to be able to assess the task, determine their strengths and Weakness, Plan their approach and implement strategies and then reflect on their progress. Students will complete Self Reflection forms at the end of every chapter and evaluate their understanding of the subject matter.

The progress of the student is monitored through formative assessment. Attainment of the students are monitored two times a year.

- a. After Half Yearly /Mid Term Exams
- b. End of the academic Year Assessments.

The Students' attainment will be as per the CBSE Standardized Learning Outcomes.

**Date of Review : January 2024**

**Next Review : January 2025**

**Dr Prasanna Bhaskar**

**Principal**