**SKILLS FOR LIFE**

## ASSESSMENT POLICY

## 2022-2023

**PACE GROUP**
Education Empowers

# Education and Vision 2021 (UAE)

Providing first-rate education system is a pillar of the National Agenda in line with Vision 2021. One of the targets of National Agenda is that UAE students must be best in the world in reading, mathematics, science and have a strong knowledge of the Arabic language. Below are the key performance indicators to realise a 'First-Rate Education System'.

## TARGETS

- **Core Education**

To ensure our students are among the best in the world in reading, mathematics and science exams, and to have a strong knowledge of the Arabic language

- **Completion of high school education**

To ensure that 90% of Emirati students complete their high school education

- **High level skills in Arabic language**

To ensure that 90% of grade 9 students develop high level skills in Arabic language in the UAE NAP assessment

- **Highly-effective school leadership**

To ensure that 100% of public schools have highly-effective school leadership

- **High-quality teaching**

To ensure that 100% of schools have high-quality teachers

- **University foundation programme**

To ensure that no students need to join the university foundation programme

Average TIMSS Score Grade 4 - Mathematics
Rank 34 (2021 Report)

Average TIMSS Score Grade 4 - Science
Rank 33 (2021 Report)

Average TIMSS Score Grade 8 - Mathematics
Rank 23 (2021 Report)

Average TIMSS Score Grade 8 - Science
Rank 25 (2021 Report)

Average PISA Score Mathematics
Rank 42 (2021 Report)

Average PISA Score Science
Rank 43 (2021 Report)

Average PISA Score Reading
Rank 36 (2021 Report)

Enrollment Rate in Foundation Year
0% (2021 Report)

Percentage of Schools with Highly Effective School Leadership
58% (2020 Report)

Percentage of Schools with High Quality Teachers
56% (2020 Report)

Percentage of Students with High Skills in Arabic, According to National Tests
44% (2019 Report)

Enrollment Rate in Preschools (public and private)
92.75% (2020 Report)

Upper Secondary Graduation Rate
99.80% (2021 Report)

## PURPOSE

The purpose of this policy is to:

- Provide clear guidelines on the approach at India International School to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how, and when, assessment practice will be monitored and evaluated

## PRINCIPLES

India International School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards and continue to make defensible and comparable judgments about students' learning
- **ongoing,** with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- **transparent,** to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- **informative** of where students are in their learning.
- **High-quality** assessment which is characterized by three attributes:
  - ✓ validity, through alignment with what is taught, learnt and assessed
  - ✓ accessibility, so that each student is given opportunities to demonstrate what they know and can do
  - ✓ reliability, so that assessment results are consistent, dependable or repeatable.

## ASSESSMENT IN KINDERGARTEN:

- Young children show their understanding by doing, showing and telling. Teachers use assessment strategies by observing, listening, and asking probing questions in order to assess and evaluate children's achievement.
- Assessment is the gathering of information through observable evidence of what a child can do , say, and apply, it involves the judging and interpreting of the assessment data to determine the child's progress in achieving overall learning.
- We at kindergarten observe, monitor, document, and assess children's learning and regularly report on children's progress towards the achievements and expectations to parents and the children.
- The methods used for assessing and evaluating children's learning is clearly identified and based on learning expectation. Assessments are frequently planned and organized to assist child in progressing towards achievement of the overall expectations.
- The main focus of assessment is on informal diagnostic assessment of prior learning and on **formative assessment** that is intended to support ongoing learning. Throughout the Kindergarten year, teacher will observe and record child's learning and progress in relation to the expectations for the seven learning areas included in the Kindergarten Program.

## PROCEDURE:

Assessment is carried by collecting individual progress weekly and monthly using various assessment tools and techniques as given below;

- Anecdotal records
- Online trackers
- Index papers
- Checklist
- Activity's sheets
- Conferencing

## ASSESSMENT PROGRAM

### Primary-I (Grade 1 to 3):

Students are assessed on the basis of continuous and comprehensive evaluation and not through term-end examinations. Assessment involves various techniques like class test, Quizzes, Poem recitation, poster making, puzzles, etc

### 1. Assessment of Languages:

(English/Hindi/Bangla/French/Urdu/Tamil /Malayalam):

| Reading Skill | Writing Skill | Speaking Skill | Listening Skill |
|---|---|---|---|
| Pronunciation | Creative Writing | Conversation | Comprehension |
| Fluency | Handwriting | | |
| | Grammar | Recitation | |
| Comprehension | Spelling | | |
| | Vocabulary | | |

Writing Skill will be assessed through Written Tests while other skills will be assessed through appropriate assessment techniques.

**2. Assessment of Mathematics:** Concept, Computation, Mental Ability and Activity will be assessed through Tests and activities.

**3. Assessment of EVS:** Concept, Environment Sensitivity, Activity/Project will be assessed through Tests and activities.

**4. GK, Computer and Moral Science** will be assessed on the basis of class tests and activities.

**Co-Curricular Activities:** Following will be assessed through Day-to-Day Observations and Participation/Achievement at various levels.

| Games | Art/Craft | Additional Activities |
|---|---|---|
| Enthusiasm | Interest | Literary |
| Discipline | Creativity | Cultural |
| Team Spirit | Skill | Recreational |
| Talent | | |

**Personality Development:** Personal and Social Traits like Courteousness, Confidence, Care of belongings, Neatness, Regularity and Punctuality, Initiative, Self-Control, Respect of other's property, Sharing and Caring will be assessed through keen observation of learner.

Note: Assessment in Arabic, Islamic Studies and UAE Social Studies will be according to the ministry's format.

**Primary-II (Grade 4 and 5) & Upper Primary (Grade 6 to 8)**

**I. Scholastic Area:**

Assessment structure and examination for Grade 4 to 8 for all main subjects will be summarized as given below;

| Assessment Technique | | Weightage in each term |
|---|---|---|
| Periodic Assessment | Pen Paper Test | 5 |
| | Multiple Assessment | 5 |
| Subject Enrichment Activities* | | 5 |
| Portfolio | | 5 |
| Term-End Examination** | | 80 |

* These are subject-specific activities aimed at enhancing the understanding and skills of the students.

| Subject | Subject Enrichment Activity |
|---|---|
| Languages | Speaking and Listening |
| Mathematics | Mathematics Lab and other activities |
| Science | Practical work and activities |
| Social Science | Map and Project work |

**Portion of the syllabus for Term-2 Examination for each subject will carry a percentage of Term-1 syllabus as per the scheme given blow;

| Grade | Portion for Term-2 Examination |
|---|---|
| Grade 4 to 6 | 10% of Term-1 and full portion of Term-2 |
| Grade 7 | 20% of Term-1 and full portion of Term-2 |
| Grade 8 | 30% of Term-1 and full portion of Term-2 |

**II. Co-scholastic Area:**

Each student will be assessed on the basis of Day-to-Day observation of his/her regularity, sincere participation, output and teamwork in the following co-scholastic areas of activities;

(a) Work Education
(b) Art Education
(c) Health and Physical Education

**III. Discipline**

Discipline of each student will be assessed on the basis of his/her attendance, sincerity, behavior, values tidiness, respectfulness for rules and regulations, attitude towards society, nation and others.

## Secondary (Grade 9 to 10)

I. Each student will be evaluated according to annual assessment scheme which comprises written tests, Subject Enrichment Activities and note book submission for each subject. Assessment structure for five main subjects can be summarized as given below;

| Assessment Technique | | Weightage (in marks) |
|---|---|---|
| Periodic Assessment | Pen Paper Test | 5 |
| | Multiple Assessment | 5 |
| Subject Enrichment Activities* | | 5 |
| Portfolio | | 5 |
| Annual/Board Examination | | 80 |

Evaluation of 6th Optional Vocational Subject i.e. IT will be as given below

| Examination | Weightage(in Marks) |
|---|---|
| Practical Examination | 60 |
| Board Examination (Written) | 40 |

II. Co-Scholastic Area : As given for Upper primary classes

III. Discipline : As given for Upper primary classes

## Senior Secondary (Grade-11)

All students will be evaluated through written tests, practicals and projects. Weightage for all non-practical subjects and theory of practical subjects is given below;

| Assessment Technique | Weightage (in percentage) |
|---|---|
| Periodic Tests and Examinations | 20 % |
| Annual Examination | 80 % |

For Practicals, projects and ASL, the best of two will be considered for the final evaluation.

## REMOTE LEARNING ASSESSMENT STRATEGY: For grades 1-12

1. Assessment will be conducted via Zoom.
2. Online Quiz will be conducted by using apps like Google Quiz, Quizizz, Near Pod, Pad let etc.
3. Maximum marks for Written Exams, Online Quiz, and Subject Enrichment Activity will be 25, 15 and 10 respectively.

## D. GRADING

Primary-I (Grade 1 to 3) and (Grade 4, 5)

| A* | Outstanding | 90% - 100% |
|---|---|---|
| A | Excellent | 75% - 89% |
| B | Good | 56% - 74% |
| C | Satisfactory | 36% - 55% |
| D | Scope for improvement | Below 35% |

Upper primary (Grade 6 to 8) and Secondary (Grade 9 and Grade 10)

| Scholastic Area | | | | Co-Scholastic Area & Discipline | |
|---|---|---|---|---|---|
| Grade | Marks Range | Grade | Marks Range | Grade | Performance |
| A1 | 91-100 | C1 | 51-60 | A | Outstanding |
| A2 | 81-90 | C2 | 41-50 | B | Very Good |
| B1 | 71-80 | D | 33-40 | C | Fair |
| B2 | 61-70 | E | 0-32 | | |
| Minimum Qualifying Grade: D | | | | | |

# EVALUATION SCHEDULE 2022-2023

| KG1 & KG2 | |
|---|---|
| Diagnostic Test | 1st week of Re-opening |
| Evaluation -1 | June 2022 |
| Evaluation-2 | November 2022 |
| Evaluation-3 | December, January, February, March |

| GRADE 1 - 3 | |
|---|---|
| Diagnostic Test | 1st week of Re-opening |
| Periodic Test -I | 2nd & 3rd Week, June 2022 |
| Periodic Test -II | 4th & 5th of November 2022 |
| Periodic Test -III | 1st Week of March 2023- 4th Week of March 2023 |

# EVALUATION SCHEDULE 2022-2023

| GRADE 4 - 8 | |
|---|---|
| Diagnostic Test | 1st week of Re-opening 2nd |
| Periodic Test -I | & 3rd Week ,June 2022 |
| Half Yearly | Last week of September 2022 & 1st Week of October 2022 |
| Periodic Test -II | 2nd & 3rd Week ,January 2023 |
| Final | 4th Week of February to 3rd Week of March 2023 |

# EVALUATION SCHEDULE 2022-2023

| GRADE : 9 & 11 | |
|---|---|
| Diagnostic Test | 1st week of Re-opening |
| Pre Mid Term | 2nd & 3rd Week ,June 2022(Grade 9) |
| Mid Term | Last Week of September & 1st Week of October |
| Post Mid Term | 4th & 5th Week of November ,2022 |
| Final Exam | 3rd & 4th Week of February 2023 |

# EVALUATION SCHEDULE 2022-2023

| GRADE : 10 & 12 | |
|---|---|
| Diagnostic Test | 1st week of Re-opening |
| Periodic Test /Pre Mid Term | 2nd Week & 3rd Week ,June 2022 |
| Mid Term | Last week of September 2022 & 1st Week of October 2022 |
| Post Mid Term | 4th & 5th Week of November 2022 |
| Model -I | 1st Week of January 2023 |
| Model -II | 1st Week of February 2023 |
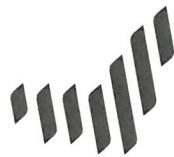
THE EMIRATES

# Behaviour Marks

## As per MoE (UAE)

Each student will be assessed on the basis of his/her behaviour as per Article 5 of the Ministerial Resolution No.(619) of 2017, concerning Students' Behaviour Management Bylaw in Public Educational Institutions.

Behaviour Marks will be awarded for each term and average will be expressed in a numerical value of 100 marks at the end of the scholastic year. The breakup of 100 marks will be as per the table given below:

**Outstanding Behaviour*** - It includes Personal development, appreciating the values of Islam, respecting the identity, heritage and culture of the UAE and the cultures of the world, and social responsibility, leadership skills and innovation

**Positive behaviour**** - It is the expected behaviour of each student, and is negatively affected by the deduction of marks according to the behavior and irregularities, though the deducted marks can be regained in case that the student acquires the positive behaviour.

| Outstanding Behaviour* | Positive Behaviour** | Total Marks |
|:---:|:---:|:---:|
| 20 | 80 | 100 |

Each student is expected to score minimum 60% marks to receive the certificate.

## Data Collection and Records:
All data will be recorded physically and school's ERP. All data analysis will be done by IT department.

## Absentee Cases:
All absentee cases will be awarded zero marks in scheduled examinations however if it relates to the promotion to the next classes, the Principal will deal with case.

## SEND Students:
Department of Students' Wellness and Counselling will coordinate with exam department to modify the assessment or examination process

End