



Vision : To promote, instill and sustain a desire for inquiry, innovation and research among all learners towards an organic growth as a global citizen.

POLICY NAME:	<u>Assessment Policy</u>				
APPROVAL AUTHORITY:	PRINCIPAL	ADOPTED:	03.05.2016	REVIEWED:	01.4.2025
RESPONSIBLE EXECUTIVE:	PRINCIPAL	REVISED:	1.4.2025	NEXT REVIEW ON:	1.4.2026

VISION

To promote, instill, and sustain a desire for inquiry, innovation and research among all learners towards an organic growth as a global citizen.

MISSION

To serve as a model, where teaching and learning is innovative and to excel beyond the classroom.

ASSESSMENT POLICY

At IPHS, we believe that assessment provides the basis of informed teaching. Helping students 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.

RATIONALE

Assessment should support teachers and learners by identifying what students already know, can do and how they might move to the next level /Grade. Assessment therefore to be evident in all lessons.

- For students the purpose of assessment is to empower them to become, better learners by understanding their own attainment and how to progress and achieve beyond it.
- For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
- For other staff and school leaders, assessment information will inform an understanding of the current and potential student outcomes.
- For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximize achievement.

PRINCIPLES OF EFFECTIVE ASSESSMENT

Effective assessment should:

- Improve weak students' performance: Eliminating the gap in the short term is not possible, but reducing it is already a good step forward. Keep high student motivation and engagement: address individual learning needs and styles using multiple measures
- Have a direct impact on instruction
- Indicate that everything we teach needs to be assessed
- Be valid, reliable and efficient
- Be fair and ethical
- Be rooted in authentic contexts that apply to knowledge and skills outside of the classroom
- Be aligned with and measure student learning according to the standards in the written curriculum

PURPOSES OF ASSESSMENT

The primary purpose of assessment is to improve student learning.

Assessment provides students with:

- an understanding of their own progress and the opportunity to reflect upon and to improve their learning strategies
- the opportunity to demonstrate what they understand
- an understanding of learning goals and the criteria for progress and success
- self-assessment skills that they can use beyond the classroom
- the opportunity to build confidence and self-esteem by acknowledging their successes
- the motivation to set and achieve realistic goals

Assessment provides parents with:

- Accurate and timely information on a student's strengths, weaknesses and progress. Data needed to discuss an individual learning plan with realistic goals

Assessment enables teachers to:

- Monitor students' growth and understanding
- Communicate expectations for student learning
- Adapt curriculum and instruction to the learning needs of the students
- Inform parents and students about student progress in an effective, comprehensive manner

Assessment enables school administration to:

- Provide data for effective curricular evaluation, revision and program improvements provide the data necessary for admissions and grade placement decisions

- Provide the opportunity to place students effectively within a learning continuum
- Evaluate and provide feedback to teachers
- Evaluate student/School performance in comparison with other International exams.
- Demonstrate to the broader community the extent to which the curriculum is producing the desired results and fulfilling the mission of the School.

Internal Assessments

- Internal assessments must be aligned with CBSE (Central Board of Secondary Education, Delhi, India) for core subjects –English, Math, Science, Social Science (KG-Gr10), Second language (Gr1-Gr10), Science and Commerce Stream (Gr 11-Gr12) and the MOE standards for Arabic (Grades 1-9), Islamic (Grades 1-12) and Moral, Social and Cultural Studies (Grades 1-9). Internal assessment processes must be systematic, coherent, consistent, and linked to the school's vision and mission.
- Focus Friday Test - Formative assessment will also be conducted twice a term, combining all their skills in External Benchmark for CBSE core subjects. The test will be conducted for Grades 1-4, out of 10 marks and, Grades 5 to 12 out of 20 marks.
- Assessment results must be used to evaluate students' progress against the school's curriculum standards and expectations; results must be used to develop differentiated lesson plans for different groups of students during instruction; activities must closely match students' individual abilities.
- Student results on internal assessments are to be compared to external assessment results and action plans must be developed to narrow the gap.
- Results are to be used to develop individual profiles of students and track social & emotional development.

1.1 Assessment of Learning (summative)

The purpose of this type of assessment is usually SUMMATIVE and is mostly done at the end of a term. It is designed to provide evidence of achievement to parents, other educators, the students themselves, and to MOE and CBSE.

Descriptions of the Summative assessment process

- Diagnostic/Baseline exams at the beginning of the year.
- Two assessment cycles per year of 2 weeks' duration for each cycle, including End of Term Examinations.
- Two weeks before the scheduled assessment cycle or finals, parents and students are provided with the required material and the curriculum content that will be assessed. This document is uploaded to the Next Learning Platform- our school learning management system.
- Assessment papers are evaluated by teachers and cross-checked by HODs, and returned to students and parents.

- Teachers and HODs have to use the assessment data to measure students' attainment
- All assessment papers must be approved by HODs and the Vice-Principal.
- Assessment papers must be submitted at least 2 weeks before the scheduled date to allow revision and content checking.
- After assessment/result analysis must be used by teachers, HODs and assessment coordinator to reflect on the content and skills that are missing and need to be adapted or taught again.
- In case the majority of students (50%-60%) are failing one or more specific skills or standards, teachers need to immediately notify the HOD, then HOD will meet with the respective section Supervisors and Vice-Principal to study the action plan.
- In case one or more students' attainment is dropping unexpectedly by 20% or more, teachers must immediately notify the HOD and Supervisor and call for a parent meeting.

1.2 Assessment for Learning (Formative)

Assessment for learning is used to enhance students' motivation and commitment to learning. It is the kind of feedback provided to students to further their learning.

- Continuous verbal and written feedback on student's performance
- Continuous feedback on student's projects phases (extra support-additional resources- rubrics-guidance...)
- Mistakes are considered as opportunities for learning
- Sharing and involving learning intentions at the beginning of the lesson
- Focusing oral feedback around the learning intentions of lessons and tasks
- Organizing individual target setting where appropriate, in order that children's achievements and targets are based on previous achievements at the same time aiming for the next level
- Appropriate questioning, raising self-esteem via the language of the classroom and ways in which achievement is celebrated.
- Monday test are focused on Critical thinking assessments (Core Subjects)
- Providing constructive written feedback and next steps that helps students to identify how to improve.

1.3 Assessment as Learning (reflective)

- Through this process students are able to learn about themselves as learners and become aware of how they learn using meta-cognition (knowledge of one's own thought processes).
- Involving children in self-evaluation against the stated learning intentions.
- Self and peer assessment of learning both orally and in writing
- Students learning self-assessment techniques to discover target areas they need to improve
- Self-reflection sheets
- ASSET scores and goal setting sheets.

As recommended by CBSE (NCrF), the school has proposed to add credit scores against the hours allocated to each academic year for Grades 9&11 for 2024-25 which will reflect on their respective final report cards. This may further be updated for Grade 6 to 8 as per the recommendation by the

board.

External Assessment

2.1.1 National Agenda tests

- **PISA** stands for Program for International Student Assessment. It assesses students in Math, Science, and Reading for students aged 15, every 3 years.

2.1.2 TIMSS: (Trends in Math & Science Studies) to be among the 15 highest performing countries in TIMSS.

TIMSS stands for Trends in International Mathematics and Science Study

- This test is for grades 4 and 8, testing Math and Science, every 4 years
- To meet this target, Science lessons focus on developing the Science and Math content and cognitive domains

Our assessment breakdown is aligned with the TIMSS tested domains to increase students' readiness for the next TIMSS test

2.1.3 CAT 4 test (Cognitive Abilities Test)

- This test helps teachers identify students' cognitive abilities, learning styles, and how to improve their learning experience by sharing with teachers detailed reports on four test batteries:
- The test is usually done during the last week of September.
 - 1- **Verbal Reasoning:** Thinking with "words"
 - 2- **Quantitative Reasoning:** Thinking with "numbers"
 - 3- **Non-Verbal Reasoning:** Thinking with "shapes"
 - 4- **Spatial Reasoning:** Thinking with "shapes and space"
- This test is not curriculum-based, but it is meant to show educators their students' cognitive abilities are to be taken into consideration in planning and instruction. -Results are shared with students and teachers to be used in planning and instructions.
- It is the school's responsibility to train teachers on how to use CAT 4 data to inform instruction. CAT4 results are to be added to SEND students' IEP files

2.1.4 ASSET test: Measures Academic Progress

- ASSET test is designed to measure growth over time. ASSET provides a consistent longitudinal measure of student growth, regardless of whether scores on your new state summative assessment show drops in student performance and proficiency due to curriculum misalignment.
- ASSET test is also part of our National agenda parameters; it is done once a year. This test is for Grades 3 to 9 testing English, Math and Science aligned with the benchmark standards.
- The ASSET reports give detailed description of the student level and it guides teachers and students on how to improve skills.

2.1.5 SAFAL: Structured Assessment for Analyzing Learning

- NEP 2020 recommends transforming the assessment system to promote the development of students and suggests a shift from testing rote memorization to competency-based learning.
- To map progress throughout school years, the NEP 2020 proposes an annual school assessment for all students in Grades 3, 5, and 8.
- This assessment will focus on testing core concepts, application of knowledge and higher order thinking skills.
- SAFAL will ensure progress throughout school years by providing diagnostic information about students' learning to schools and thus support school education to move towards competency-based education.
- The results of this assessment will largely be used to provide development feedback to school and not for promoting students to the next grade.

2.1.6 ABT: Arabic Benchmark Test

- A.B.T. Benchmark Test is the act of creating measurable standards set for assessment in which students can be measured.
- The Test helps to keep students on track for success in the Arabic language and can ultimately raise the standards for education in a classroom.
- ABT assessments provide schools with detailed and comprehensive data analysis, enabling them to identify students' actual levels of attainment and progress accurately.

The Role of Senior Leaders in Assessment

Senior Leaders aim to use assessment procedures and processes to drive whole school improvement by:

- ensuring that all teachers know what is expected of them in assessing students.
- helping teachers make well-founded judgements about students' attainment and progress.
- monitoring that formative assessment is a key factor in planning for teaching and learning.
- monitoring the accuracy of the information provided to parents about their child's attainment and progress.
- tracking the attainment and progress of individual students and groups of students over time.
- monitoring practice in assessment and take appropriate actions.
- using assessment information when planning training and CPD.
- comparing the progress made by different groups of students to ensure that no group is disadvantaged.
- ensuring that there is enough flexibility in assessment expectations so that individual teams can adopt processes that are most conducive to progress in their particular subject/area.
- ensuring students are supported in making informed curriculum choices.
- using assessment and monitoring to ensure that the curriculum meets the needs of students.
- monitoring the role of Middle Leaders in ensuring good practice in assessment is consistent across all lessons.
- ensuring that any pedagogical developments in assessment practice are implemented where

appropriate.

The Role of Middle Leaders in Assessment

With the support of Senior School Leaders, the Middle Leaders will:

- ensure that their team understand the assessment requirements for their subject/area as well as the different ways in which teachers can assess students' progress.
- periodically monitor the assessment of students' work in their subject/area through work scrutiny, lesson observation or otherwise.
- ensure assessment informs knowledge of student progress and raise any concerns with Senior Leaders as appropriate.
- ensure that all schemes of work allow for formative assessment to become an integral part of teaching and learning.
- ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment.
- Ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised.
- Use assessment information, in liaison with Senior Leaders where appropriate, to plan for or arrange intervention strategies.

The Role of Teachers in Assessment

All teachers should:

- Adopt a range of methods to ensure that they can assess the progress of all students accurately.
- Encourage students to actively engage in formative assessment.
- Ensure that assessment builds students' motivation, confidence and self-esteem.
- Ensure that lessons begin with clear expectations and students are aware of how progress will be measured.
- Ensure that all students know and understand the learning objectives of the lesson.
- Identify through assessment, and intervene with as necessary, those students at risk of underachievement.
- Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons.
- Reward good progress as appropriate.
- Use the expertise of the Special educator and information from Individual Education Plans to inform the assessment process.
- Ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced.
- Ensure that adequate and appropriate assessment is made of student attainment prior to completing data collections so that the information recorded is accurate and reliable.
- Encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary.
- Adopt creative approaches to formative assessment in order to maximise student engagement in the assessment process.
- Share concerns or praise arising from assessment information with the relevant homeroom teacher/ tutor as appropriate.
- Ensure books are monitored and returned to students at least every three weeks.

- Ensure that students receive regular feedback on their work. This should be provided with at least one comment identifying the strengths of the work. There should be at least one other comment written as a question that identifies the area a student should develop further (e.g. '2 stars and a wish').
- Ensure all students receive feedback with grades at least once in a month.

The Role of Students in Assessment

All students should:

- Participate actively in assessment opportunities in lessons.
- take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- Ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled.
- Support other students constructively when asked to be involved in peer assessment.

The Role of Parents in Assessment

All parents should:

Discuss with their child the assessment report sent to them which includes a summary of levels/ grades for each subject.

- Liaise with the subject teacher or Class teacher about any concerns regarding their child's progress as identified through assessment.

Data Analysis

- SLT, Middle leaders, and Teachers analyse their student data, and the result informs future lesson planning. Baseline Data is the starting point to inform planning. Student data is also analysed on a termly basis, and this informs the school's annual progress and progress over time in key attainment data.

Note: CAT4 is used as a baseline assessment for their learning styles.

Characteristics of Effective Feedback

- Positive comments are given, highlighting good features of the work
- Feedback is more effective if it focuses on the learning intention of the task and is given regularly, while still relevant.
- Feedback is most effective when it confirms that students are on the right track and when it stimulates correction or improvement of a piece of work
- Suggestions for improvement should act as 'scaffolding', i.e., students should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck, and should learn to think things through for themselves
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation
- The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback

- The effect of written comments on students' self-esteem is taken into consideration. Thus impersonal comments that do not tell students how to do better next time (e.g., poor, or see me) are phased out

End of Term Assessment Preparation:

Preparation of Exam Papers

At the end of every term, the assessment procedure is as follows:

Question papers are prepared for Grades 1-12 (Grades 1&2 only for compulsory subjects)

Modified Question papers – Will be needed for Grades 1-8, where there are Special Needs Students. All teachers in each Grade (in each section and between boys and girls) should prepare, agree, and submit the papers for moderation by the assigned deadline.

Papers are submitted to the subject HOD for initial approval and to the Vice-Principal for final approval.

- No absence for teachers or Supervisors during the exam is allowed without the permission of the Principal.
- No mobile phones or other electronic devices are permitted in the exam hall by teachers or by students.

Exam Committees

The following committees perform the following tasks during examinations:

1. Control Room Committee:

- Receive exams schedule
- Photocopies of QPs
- Supervise that a school cover page is stapled onto each exam paper-main sheet
- Deliver exam envelopes to the Campus Supervisor for distribution
- Receive the exam envelopes from the control room
- Deliver Exam envelopes with answer sheets to the control room.
- Respective subject teachers must collect their answer sheets from the control room
- Signature to be marked in the register.

2. Exam Photocopying Committee

- Photocopy of QPs for the number of students per day, making sure copies are clear
- Place the correct number of exam papers in envelopes ready to distribute to the different class rooms.

3. Invigilation Scheduling Committee

Section Supervisors will:

- Prepare invigilation schedules
- Prepare substitute invigilators schedule if needed

4. Student Grades and Report Cards Printout Committee

- Print out grade statements and submit for review

- Print out student report cards or end of year grades

Checking and Moderation Procedures:

Moderation of scripts:

- HODs oversee that the scripts are written against core standards and that these core standards are of an appropriate level
- The department meets before the examination to cross-moderate, including expectations regarding the length of the paper
- The Academic coordinator monitors final proposals

Moderation of Marking:

- Marking procedures include three levels of checking (marking, checker, HOD)
- HODs spot-monitor scripts and investigate any disparity that may be identified

Checking and Moderation of Mark

- HODs receive department data.
- They check and verify that the marks are complete and accurate
- HODs check and sign the mark registers. From this point, HODs are accountable for the marks and grades.
- Once checked, HODs will keep the mark registers.
- At the end of the exams, all mark registers are submitted to the control room.

Failing and Passing

KG-Gr. 3: All students will pass all subjects, but an Individual Education Plan (IEP) will be put in place if data is very low and Students will be referred to Grade-wise Subject coordinators (GSC) for further support.

The Grade 3 promotion may undergo changes as per the CBSE updates for the year 2025-26.

At IPHS Kindergarten, we conduct regular assessments using play-based methods integrated seamlessly into our lessons. These assessments gauge students' progress by aligning with the learning outcomes derived from the Early Learning Goals. We aim to ensure that students meet benchmarks of CBSE, EYFS, and Best Practices as they engage in dynamic and interactive learning experiences.

Grs. 4 - 5: If students do not pass in any of the core subjects due to absence on medical reasons, they will have the right to a retest.

The Grade 5 promotion may undergo changes as per the CBSE updates for the year 2025-26.

Grs. 6-9 &11: If students fail any subject, they will have the right to a retest.

If they do not pass for more than 2 subjects, after retest, the student will need to repeat the grade. It is compulsory to pass all MOE subjects.

Grade 10 & 12: Promotion is done by the CBSE board.

Grading System in CBSE For 10th & 12th

For awarding the grades, the Board shall put all the passed students in a rank order and will award grades as follows:

- A-1 Top 1/8th of the passed candidates
- A-2 Next 1/8th of the passed candidates
- B-1 Next 1/8th of the passed candidates
- B-2 Next 1/8th of the passed candidates
- C-1 Next 1/8th of the passed candidates
- C-2 Next 1/8th of the passed candidates
- D-1 Next 1/8th of the passed candidates
- D-2 Next 1/8th of the passed candidates
- E Failed candidates

Notes:

(a) Minor variations in proportion of candidates to adjust ties will be made.

(b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.

(c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.

(d) In respect of subjects where total number of candidates passing in a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

Assessment Criteria for Kindergarten:

The HPC is our tool for communicating the child's progress. It provides and reflects a 360° picture of their development beyond academic scores. Different assessment tools are used to track the progress of the child against the competencies that are defined for specific Curricular Goals.

The Curricular Goals have been derived by considering the following six domains:

Physical development

Socio-emotional and ethical development

Cognitive development

Language and literacy development
Aesthetic and cultural development
Positive Learning Habits

Assessment Approach:

Observations & Anecdotal Records
Student Portfolios (artwork, writing samples, photographs)
Performance Tasks & Projects
Peer & Self-Assessment activities
Checklists & Rubrics for skill indicators
Parent Feedback

Key Principles of Our Assessment:

Our assessment framework is based on the following principles, inspired by the NCF 2023 and the Holistic Progress Card:

1. Holistic Development: We look at each child's progress across all areas of their personality, including academic skills, social and emotional growth, and creative abilities.
2. Continuous Assessment: Progress is observed and documented throughout the year through classroom interactions, fun, engaging activities and projects. There are no formal tests/examinations.
3. Encouraging Strengths: We focus on identifying and celebrating each child's unique talents and abilities. The goal is to build on their strengths and provide support where needed.

For more details of the assessment rubrics: -

Assessment Criteria for Grades 1 & 2:

Our assessment policy aligns with the holistic approach to education, aiming to evaluate and support each child's overall development—intellectual, emotional, physical, social, and creative. The goal is to move beyond rote learning and standard testing, promoting meaningful, child-centric learning. We track students’ attainment against the skills, knowledge and understanding in the Common Core standards and international curriculum standards. Teachers use the proficiency scales below, based on the standards, to track the students’ attainment and progress. We consider each child in the elementary school as an individual and within this report we are describing each child’s progress against curriculum expectations for their grade level.

KEY

M	Mastery	Ability to demonstrate a deep and thorough understanding of the knowledge and skills outlined in the standards.
P	Proficient	Demonstrates a solid understanding and can apply their knowledge and skills effectively, though they may not yet demonstrate the depth and consistency of mastery.
AP	Approaching proficiency	Developing and understanding, but needing more practice and support to reach full proficiency.
E	Emerging	Beginning to understand, but needs more support.

TERM 1 - APRIL TO MID-OCTOBER & TERM 2 - MID-OCTOBER - MARCH

GRADES 1 & 2 (No detention policy)

SUBJECT	FORMATIVE				REMARKS	SUMMATIVE (Written)	PROMOTION CRITERIA
ENGLISH	Listening (5 marks)	Speaking (5 marks)	Reading (10 marks)	Creative Written - (10 marks)	Each term the best out of 2 formative assessments will be entered.	Focus Friday Test - 10 marks (Twice in a term)	<u>Term 1 & 2:</u> ❖ 30 marks internal + 20 marks Focus Friday = 50 marks ❖ Colour code (each term) <u>Ministry Subjects:</u> ❖ 30 marks Formative +20 marks (Written) = 50 marks Students should score 25 marks for passing.
MATHEMATICS	Mental Ability (10 marks)	Concept (10 marks)	Activity (5 marks)	Tables (5 marks)			
ENVIRONMENTAL STUDIES	Environmental Sensitivity (10 marks)	Activity/Project (10 marks)	Group Discussion (10 marks)				
VALUE EDUCATION	Discussion/Debate (10 marks)	Written (10 marks)	Activity/Project (10 marks)				
ARABIC & II LANGUAGE	Listening (5 marks)	Speaking (10 marks)	Reading (10 marks)	Dictation - (5 marks)			
ISLAMIC	Recitation (10 marks)	Project (10 marks)	Hadith (10 marks)				
MSCS	Assignment (10 marks)	Portfolio (10 marks)	Project (10 marks)				
COMPUTER, HEALTH & PHYSICAL EDUCATION, ART, DANCE & LIFE SKILL		Each term best out of 2 formative assessments will be entered - Grades are given.					

TERM 1 - APRIL TO MID-OCTOBER & TERM 2 - MID-OCTOBER - MARCH

GRADES 3 to 5									
SUBJECT	INTERNAL ASSESSMENT (30 marks)						REMARKS	SUMMATIVE (Written)	PROMOTION CRITERIA
ENGLISH MATHEMATICS EVS II LANGUAGE	Subject Enrichment (5 marks)	Project (5 marks)	Portfolio (5 marks)	Multiple Assessment (5 marks)	*Attendance (5 marks)	Periodic Test (5 marks) <i>(PT to be conducted for 20 marks)</i>	Each term best out of 2 Multiple Assessment to be taken.	Mid-term/Final: 50 marks CBQ (20 mks) Obj (10 mks) SA/LA (20 mks) <i>(50 marks will be converted to 70 marks)</i>	❖ <u>CORE SUBJECTS:</u> ❖ 33% considered for promotion <i>(33 marks out of 100 marks)</i> ❖ 30 marks Internal Assessment + 70 marks written for each term. ❖ 25% out of 70 marks (18 marks) in written to be scored for passing.

TERM 1 - APRIL TO MID-OCTOBER & TERM 2 - MID-OCTOBER - MARCH

GRADES 6 to 8									
SUBJECT	INTERNAL ASSESSMENT						REMARKS	SUMMATIVE (Written)	PROMOTION CRITERIA
CORE SUBJECTS ENGLISH MATHEMATICS SCIENCE II LANGUAGE SST	Subject Enrichm ent (5 marks)	Project (5 marks)	Portfoli o (5 marks)	Multiple Assessm ent (5 marks)	*Attenda nce (5 marks)	Periodic Test (5 marks) <i>(PT to be conduct ed for 20 marks)</i>	Each term best out of 2 Multiple Assessment to be taken.	Midterm/Final Written (60 marks) CBQ (24 mks) Obj (12 mks) SA/LA (24 mks)	❖ 33% considered for promotion <i>(33 marks out of 100 marks)</i> ❖ 30 marks Internal Assessment + 70 marks written for each term. ❖ <i>25% out of 70 marks</i> (18 marks) in written to be scored for passing.
VALUE EDUCATION	Discussion/Debate (10 marks)		Mora l Value s (10 mark s)	Activity (15 marks)	Project (15 marks)		Each term, the best out of two formative assessments will be entered.	Written - 50 marks (Twice in an Academic Year)	

ARABIC	Listening (10 marks)	Speaking (10 marks)	Reading (20 marks)	Creative Writing (10 marks)	Each term, one formative assessment will be entered.	Written - 50 marks (Twice in an Academic Year)	MINISTRY SUBJECTS & VALUE EDUCATION: ❖ 50 marks Formative + 50 marks (Written) = 100 marks ❖ Passing Score: 50 marks.
ISLAMIC STUDIES	Recitation (20 marks)	Project (10 marks)	Hadith (10 marks)	Application of Values (10 marks)	Each term, the best out of 2 formative assessments will be entered.	Written - 50 marks (Twice in an Academic Year)	
MSCS	Portfolio (10 marks)	Project (10 marks)	Performance Analysis (20 marks)	Assignment (10 marks)	Each term best out of 2 performance analysis will be entered.	Written - 50 marks (Twice in an Academic Year)	
COMPUTER, HEALTH & PHYSICAL EDUCATION, ART, DANCE & LIFE SKILL		Each term best out of 2 formative assessments will be entered - Grades are given.					

TERM 1 - APRIL TO MID-OCTOBER & TERM 2 - MID-OCTOBER - MARCH

GRADES 9 & 10						
SUBJECT	INTERNAL ASSESSMENT				SUMMATIVE (Written)	PROMOTION CRITERIA
CORE SUBJECTS ENGLISH MATHEMATICS SCIENCE II LANGUAGE SST	Periodic test (5 marks) <i>(PT to be conducted for 20 marks)</i>	Subject Enrichment (5 marks)	Portfolio (5 marks)	Multiple Assessment (5 marks - twice in a term)	Midterm/Final Written (80 marks) Obj (20 mks) Subjective (60 mks)	❖ 33% considered for promotion <i>(33 marks out of 100 marks)</i> ❖ 20 marks Internal Assessment + 80 marks written for each term. ❖ <i>25% out of 80 marks</i> (20 marks) in written to be scored for passing. ❖ Grade 10 - Term 2 will be Board exams. ● Compartment only for 2 subjects.
INFORMATION TECHNOLOGY	Practical (50 marks)				Written (50 marks - Twice in an Academic Year)	<u>Term 1&2:</u> ❖ 50 marks practicals + 50 marks written = 100 (Term 2 marks considered for promotion).
VALUE EDUCATION	Discussion/ Debate (10 marks)	Moral Values (10 marks)	Activity (15 marks)	Project (15 marks)	Written - 50 marks (Twice in an Academic Year)	

ARABIC (ONLY GRADE 9)	Listening (10 marks)	Speaking (10 marks)	Reading (20 marks)	Creative Writing (10 marks)	Written - 50 marks (Twice in an Academic Year)	MINISTRY SUBJECTS & VALUE EDUCATION: ❖ 50 marks Formative + 50 marks (Written) = 100 marks ❖ Passing Score: 50 marks.
ISLAMIC	Recitation (20 marks)	Application of Values (10 marks)	Project (10 marks)	Hadith (10 marks)	Written - 50 marks (Twice in an Academic Year)	
MSCS (ONLY GRADE 9)	Portfolio (10 marks)	Assignment (10 marks)	Project (10 marks)	Performance Analysis (20 marks)	Written - 50 marks (Twice in an Academic Year)	
HEALTH & PHYSICAL EDUCATION, ART EDUCATION & WORK EXPERIENCE		Each term best out of 2 formative assessments will be entered - Grades are given.				

TERM 1 - APRIL TO MID-OCTOBER & TERM 2 - MID-OCTOBER - MARCH

GRADES 11 & 12						
SUBJECT	INTERNAL ASSESSMENT				SUMMATIVE (Written)	PROMOTION CRITERIA
CORE SUBJECTS	20/30 marks as per the recommendation by the Board. * Refer: Special Scheme: Internal Assessments/ Practicals/Projects. (Unit Test to be conducted for 25 marks)				Mid term/Final Written (70/80 marks) Obj - 25% Subjective - 75% Internal choices - 33%	❖ 33% considered for promotion (33 marks out of 100 marks) ❖ 30/20 marks Internal Assessment + 70/80 marks written for each term. ❖ 25% out of 70/80 marks in written to be scored for passing. ● Compartment only for 1 subject.
WEB APPLICATION	Practicals (40 marks)				Written (60 marks - Twice in an Academic Year)	<u>Term 1&2:</u> ❖ 40 marks practicals + 60 marks written = 100 (Term 2 marks considered for promotion).
VALUE EDUCATION	Discussion/Debate (10 marks)	Moral Values (10 marks)	Activity (15 marks)	Project (15 marks)	Written (50 marks - Twice in an Academic Year)	<u>MINISTRY SUBJECTS & VALUE EDUCATION:</u> ❖ 50 marks Formative + 50 marks (Written) = 100 marks ❖ Passing Score: 50 marks.
ISLAMIC	Recitation (20 marks)	Application of Values (10 marks)	Project (10 marks)	Hadith (10 marks)	Written (50 marks - Twice in an Academic Year)	
HPE, WORK EXPERIENCE & GENERAL STUDIES		Each term best out of 2 formative assessments will be entered - Grades are given.				

TERM 2 - MID-OCTOBER - MARCH

GRADES 10 & 12 (PRE-BOARD 2 - FEBRUARY 2024)		
SUBJECT	SUMMATIVE (Written)	PROMOTION CRITERIA
ENGLISH MATHEMATICS SCIENCE II LANGUAGE SOCIAL SCIENCE (G 10)	Preboard 2 (80 marks) Obj (20 mks) Subjective (60 mks)	❖ 80 marks in written for each subject. ❖ 25% out of 80 marks (20 marks) in the written to be scored for passing.
CORE SUBJECTS (G 12)	Preboard 2 (70/80 marks) Obj - 25% Subjective - 75% Internal choices - 33%	❖ 70/80 marks written for each subject. ❖ 25% out of 70/80 marks in written to be scored for passing.

Recording of Assessment

Teachers need to record the day-to-day assessment of students' work and Middle Leaders need to ensure that assessments are recorded in sufficient detail and in a format that can be interpreted by others. The exact form of the recording of these assessments is left to school policy and procedures. However, it is expected that each teacher maintains a mark-book that should contain information on each individual pupil in their classes, including targets for the Grade/phase and SOD information. It should also include standardized test results, summative unit assessment marks, and all other

assessments(Internals)

Tracking Student Progress

Information on student progress gathered through planned assessments should be recorded within a systematic tracking system. This will allow teachers and managers to have a clear picture of whether individual students are progressing through experiences and outcomes at an appropriate pace. Systematic tracking of progress will then allow teachers to identify next steps in learning and inform reporting on progress and achievement. Within the tracking system, progress should be recorded with reference to student background characteristics (e.g., gender, SOD status, weak students in reading literacy, ability level etc.) in order to identify trends in performance within student groups that might require further intervention. Tracking procedures should also ensure that data can be easily analysed by SLT for the School Self-evaluation and presented effectively to fulfil any requirements for external inspection or renewal of affiliation/accreditation purposes.

Reporting to Parents

Reporting the progress of students has two main purposes:

- Firstly, it provides clear positive and constructive feedback about children's learning and progress.
- It also creates opportunities for discussion about the next steps in learning, between students and those teaching and supporting them. It is important that this process is manageable and proportionate while providing the necessary information.

Parents are entitled to information on their children's strengths, progress and achievements. They should also be informed of any gaps in their children's progress and have the opportunity to discuss how they can help. To ensure that parents receive written feedback of a high quality that meets their needs while fulfilling any requirements from accreditation bodies. To ensure these aims are met, the procedure and format of written reports should be formally reviewed regularly and at least once every three years.

It is expected that parents will receive a minimum of one written report per semester.

In addition to written reports, schools are required to provide parents with formal, regular, verbal feedback through Parent Teacher Meetings. The school is expected to meet the parents at least once in a term. The school meets the parents during:

- Orientation Session (Beginning of Academic Year)
- Meet & Greet Session (1st month of the Academic Year)
- Open House (Periodic Test 1 - Before the Summer Break)

- Open House (Half-Yearly Examination - October)
- Open House (Periodic Test 2)
- Open House (Model Examination 1&2 – Grades 10 & 12)
- Open House (Annual Examination - March)
- Monthly Parent-Teacher meeting is conducted at the Kindergarten level (8 times in an Academic Year)

Ensure provision of additional mechanisms for reporting student assessment results to parents, for example through the use of an online ‘portal’.

Target Setting

Schools are required to set student targets, in line with their curriculum framework and outcomes. Students are set targets in each subject at the beginning of the academic year. These targets are set by their subject teachers using professional judgment and taking into account:

- The prior attainment of each student
- The CAT 4 Indicator for each student
- The CAT ability level for each student (High, Above, Average, Below, Low)
- The individual CAT scores for each student
- Data from standardized tests (ASSET)
- A suitable level of ‘challenge’ to reflect high academic expectations

Targets are not designed to be rigid - rather, they can be modified in light of progress above expectations. Targets should not, however, be down-varied due to lack of progress. As targets are reported to parents, in line with the procedures outlined above, they should be realistic and in line with the CAT 4 Indicators (where available). This will help to avoid generating targets that students will not be able to achieve and, consequently, generate unrealistic parental expectations.