POLICY ON ASSESSMENT

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.

1. Attendance is compulsory for all assessments and examinations.
2. Grade I to V students have 2 midterms and 2 term Exams. Grade VI to VIII students will have 2 periodic tests and 1 half yearly exam before the Annual Exam. Grade IX students must appear for 2 periodic tests, 1 half yearly and 1 Model Exam before the Annual RAK Sahodaya Exam. Grade X students must appear for 2 periodic tests, 1 half yearly and 2 model Exams before the Annual CBSE Board Exam. Grade XI students will have 2-unit tests, 1 quarterly exam, 1 half yearly exam and 1 model before the Annual RAK Sahodaya Exam. Grade XII students must appear for 2 Unit test, 1 quarterly exam, 1 half yearly exam and 2 Model Exams before Annual CBSE Board Exam.
3. A student who has not appeared in the final examination/assessments shall not be promoted to the higher class, under normal circumstances. Consideration in the event of an emergency situation shall be at the discretion of the school authorities. A special application will have to be made for the same.
4. No student shall miss classes or keep away from other curricular and extracurricular activities conducted in the school. Regular attendance is compulsory.
5. Those who do not have 80% attendance during the academic year shall not be allowed to appear for the final examination. Attendance may be condoned on any one of the following grounds supported by proper documents:
   a. Pupil's medical treatment.
   b. Any other reason acceptable to the Principal.
6. A student must obtain 33% in internal assessment and Annual Exam (separately) to get promotion to the next class (VI to X).
7. Grade I to V students must obtain 33% (Term I + Term II) in all subjects except Arabic, Islamic Studies and UAE Social Studies to get promotion to the next class.

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 I to V

Students of classes 1 to 5 will follow an assessment scheme with a two-semester system that will include half yearly and annual examinations.

Assessment, being an integral component of teaching and learning, include ongoing practice opportunities called 'Assessment for Learning' and promote key learning areas. These are intended to provide feedback with respect to how well the student is grasping the concepts being taught. 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/ Science, Social Studies, Mathematics, Second Language, Third language, Arabic, Islamic Education/Moral Science, UAE SS and 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 ASSESSMENT	TIME SCHEDULE
MID TERM - 1	In the month of June
TERM – 1	In the month of October
MID TERM - 2	In the month of January
TERM - 2	By last week of February

1) Scholastic Area:

Arabic / Islamic Education	
Grade	**Percentage**
A1	91% - 100%
A2	81% - 90%
B	71% - 80%
C	61% - 70%
D	50% - 60%
E	49% and below (Needs improvement)
U.A.E. Social Studies	
Grade	**Percentage**
A1	91% - 100%
A2	81% - 90%
B1	71% - 80%
B2	61% - 70%
C	51% - 60%
D	40% - 50%

E	39% and below (Needs improvement)
English, II Language, Mathematics, Science/E.V.S, Social Studies, and Moral Science (for Non-Muslims)	
Grade	**Percentage**
A1	91% - 100%
A2	81% - 90%
B1	71% - 80%
B2	61% - 70%
C1	51% - 60%
C2	41% - 50%
D	33% - 40%
E	32% and below (Needs improvement)
Moral Education	
A	Advanced (91 – 100%)
B	Proficient (71-90%)
C	Developing (51-70%)
D	Novice (0-50%)

In Arabic and Islamic Education the minimum pass mark is 50% and UAE Social Studies is 40%. For all other subjects the minimum pass mark is 33%.

2) **Co-Scholastic Activities (Classes I-V)** will be graded term-wise on a 3-point grading scale (**A=Outstanding**, **B=Very Good** and **C=Fair**). The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities:

(a) Work Education - Work Education refers to skill-based activities resulting in goods or services useful to the community

(b) Art Education (Visual & Performing Art)

(c) Health and Physical Education (Sports/Martial Arts/Yoga/NCC etc.)

3) **Discipline (Classes I-V):** The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 3-point grading scale **(A=Outstanding, B=Very Good and C=Fair)**

Grades VI to VIII

The assessment structure and examination for classes VI to VIII have been prepared in view of the provisions of RTE-Act 2009 and comprises of two terms i.e. Term-1 and 2 as explained below:

1) **Scholastic Area:**

Subjects	Term 1 (100 marks)		Term 2 (100 marks)	
	Periodic Assessment (20 marks)	Half Yearly Exam (80 marks)	Periodic Assessment (20 marks)	Annual Exam (80 marks)
Language 1 Language 2 Language 3 Mathematics Science Social Science Any other subjects	1. Periodic Test 10 marks with syllabus covered till announcement of test dates by school a. **Pen Paper Test (5 marks)** b. **Multiple Assessment** strategies to be used. (quizzes, oral test, concept map, exit cards, visual expression etc.) (5 marks) 2. Note Book Submission at term end (5 marks) 3. Sub Enrichment at term end (5 marks)	• Written exam for 80 marks with syllabus covered till announc-ement of Half Yearly exam dates by school	1. Periodic Test 10 marks with syllabus covered till announcement of test dates by school **a. Pen Paper Test (5 marks)** b. **Multiple Assessment** strategies to be used. (quizzes, oral test, concept map, exit cards, visual expression etc.) (5 marks) 2. Note Book Submission at term end (5 marks) 3. Sub Enrichment at term end (5 marks)	Written exam for80 marks withsyllabus coverage as below: **Class VI:** 10% of1st term coveringsignificant topics + entire syllabusof 2nd term **Class VII**: 20% of1st term coveringsignificant topics + entire syllabusof 2nd term **Class VIII:** 30% of1st term coveringsignificant topics + entire syllabusof 2nd term

Subject Enrichment Activity (Classes VI-VIII)

Subjects	Subject Enrichment Activity (5 marks)
Language 1	Speaking and listening skills
Language 2	Speaking and listening skills
Science	Practical Lab work
Mathematics	Maths Lab Practical
Social Science	Map Work and Project Work

Scholastic Areas (Grading on 8 point scale)

Grading Scale for Scholastic Areas (Classes VI-VIII)

(School will award grades as per the following grading scale)

MARKS RANGE	GRADE
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
51 – 60	C1
41 – 50	C2
33 – 40	D
32 & below	E (Needs improvement)

2) **Co-Scholastic Activities (Classes VI-VIII)** will be graded term-wise on a 3-point grading scale (**A=Outstanding**, **B=Very Good** and **C=Fair**). The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities:

(a) Work Education - Work Education refers to skill-based activities resulting in goods or services useful to the community

(b) Art Education (Visual & Performing Art)

(c) Health and Physical Education (Sports/Martial Arts/Yoga/NCC etc.)

3) **Discipline (Classes VI-VIII):** The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 3-point grading scale **(A=Outstanding, B=Very Good and C=Fair)**

Grades IX - X

1) Scholastic Area:

<table>
<tr><td colspan="6">Total 100 marks
(syllabus for assessment will be only for Grade IX & X)</td></tr>
<tr><td>Subjects</td><td colspan="3">80 Marks (Board Examination)
• Students has to secure 33% marks out of 80 marks in each subject
• The Board will conduct Class X Examination for 80 marks in each subject, covering 100% syllabus of the subject of Class X only.
• Marks and grades both will be awarded for individual subjects. 9-point grading will be same as followed by the Board in Class XII</td><td colspan="2">20 Marks (Internal Assessment)
Student has to secure 33% marks out of overall 20 marks earmarked in each subject</td></tr>
<tr><td rowspan="3"></td><td colspan="3">Components of Board Examination Paper</td><td>Periodic Test
(10 marks)</td><td>Notebook submission
(5 marks)</td><td>Subject enrichment activity
(5 marks)</td></tr>
<tr><td rowspan="2">Short answer/long answer (objective as well as subjective</td><td>Objective type including multiple choice questions</td><td>20 marks (this is already incorporated in 2019 Board Exams in many subjects)</td><td rowspan="2">1. Pen Paper Test (5 marks)
2. Multiple Assessment strategies to be used. (quizzes, oral test, concept map, exit cards, visual expression etc.)(5 marks)</td><td rowspan="2">This will cover:
• Regularity
• Assignment completion
• Neatness & upkeep of notebook</td><td rowspan="2">Speaking and listening skills

Practical Lab work

Maths Lab Practical

Map Work and Project Work</td></tr>
<tr><td>Subjective-number of questions will be reduced to enable student to have enough time to give analytical and creative responses.</td><td>60 marks</td></tr>
<tr><td>Language 1
Language 2
Science
Mathematics
Social Science</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Scholastic Areas (Grading on 8 point scale)

Grading Scale for Scholastic Areas (Classes IX-X)

(School will award grades as per the following grading scale)

MARKS RANGE	GRADE
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
51 – 60	C1
41 – 50	C2
33 – 40	D
32 & below	E (Failed)

2) Co-Scholastic Activities:

The School will promote co-curricular activities for the holistic development of the student. These activities will be graded on a 5-point grading scale **(A to E)** and will have no descriptive indicators. No upscaling of grades will be done.

Activity	To be graded on a	Areas and Objectives (as prescribed in the Scheme

	5-point scale (A-E) in school	of Studies for Subjects of Internal Assessment)
Work Education or Pre-Vocational Education	By the concerned Teachers	Work education is a distinct curricular area for students for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance. (for Pre-Vocational Education as per Scheme of Studies)
Art Education	By the Art & Craft Teachers	Art Education constitutes an important area of curricular activity for development of wholesome personality of the students. Students will select one or more forms of creative arts.
Health & Physical Education (Sports/Martial Arts/Yoga/NCC etc.)	By the P.E. Teacher	Health & Physical Activity preferably sports will be given a regular period. Students will be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC will be encouraged in the school creating a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice and health care.

3. **Discipline (Attendance, Sincerity, Behaviour, Values):**

Discipline significantly impacts career shaping and it helps build character. Sincerity, good behaviour and values develop strength and foster unity and co-operation. Therefore, the element of discipline has been introduced. Class teachers will be responsible for grading the students on a Five-point scale **(A to E)**.

GRADE: XI

Weightage and Time Schedule for Assessment:

Type of Test/Exam	Time Frame
First Unit Test (1 hour)	May 1st week
Quarterly Exam(2 hours)	June 2nd week
Half Yearly Exam(3 hours)	November 1nd week
Second Unit Test (1 hour)	January 2nd week
Model Exam (3 hours)	February 1st week
Annual Exam/Gulf Sahodaya (3 hours)	March 1st week

GRADE: XII

Weightage and Time Schedule for Assessment:

Type of Test/Exam	Time Frame
First Unit Test (1 hour)	May 1st week
Quarterly Exam (2 hours)	June 2nd week
Half Yearly Exam (3 hours)	November 2nd week
First Model Exam(3 hours)	December 1st week
Second Model Exam (3 hours)	January 2nd week
CBSE Board Examination (3 hours)	February/March

In Arabic the minimum pass mark is 60% and Islamic Studies is 50%. For all other subjects the minimum pass mark is 33%.

Roles and Responsibilities of Assessment Committee Members

Assessment committee: Vice Principal, assessment coordinator, Team leaders

1. Assessment Schedule Preparation

- The Vice Principal is responsible for preparing the overall assessment schedule for all phases and subjects.
- The schedule must align with the school academic calendar and ensure adequate time for teaching, revision, assessment, and evaluation.

2. Question Paper Preparation

- For each grade and subject, one selected teacher will be assigned as the Question Paper In-Charge.
- Question papers must be prepared strictly based on the Bloom's Taxonomy grid approved by the department.
- The Question Paper In-Charge is also responsible for preparing the answer key and assessment rubrics, which must be shared with all teachers handling that grade and subject.

3. Question Paper Scrutiny

- The Head of Department (HoD) will conduct the first level of scrutiny to ensure:
  - Alignment with Bloom's Taxonomy
  - Accuracy and clarity of questions
  - Appropriate difficulty level
  - Inclusion of all required learning outcomes
- Further scrutiny will be carried out by the Vice Principal and finally approved by the Principal.

4. Answer Paper Evaluation

- All teachers handling the subject for a particular grade will evaluate answer papers according to the standardized rubrics and answer key prepared by the Question Paper In-Charge.
- Teachers must ensure fairness, transparency, and consistency in scoring.

5. Mark Entry and Data Protection

- Subject teachers will enter the marks in both:
  - Their Teacher's Logbook, and
  - The school's electronic assessment management system (Orizon Portal).
- After entry, the marks will be verified by the Vice Principal and the Principal.
- Once the mark-entry window closes, teachers will have read-only access, ensuring that data cannot be altered.
- All student assessment data is securely stored within the Orizon Portal, following the school's data protection and privacy guidelines.

6. Access to Assessment Analysis

- The assessment analysis and performance reports generated by the system will be accessible to:
  - All School Leaders, and
  - Relevant teachers for academic planning and improvement.
- These reports must be used to identify strengths, gaps, and required interventions for students.

Records and Record Keeping:
Teachers keep records of all assessments 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 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 A1 in all the subjects are awarded with high achiever badges after every term evaluation.
- **Chairman's Award:-** Students those who demonstrate outstanding performance consistently in all the evaluation are honoured with Chairman's Award (Badge).
- **Cash Award for the Class XI Topper (above 90%) in Gulf Sahodaya Examination.**
- **Subject Topper award in class X & XII Board Examination.**
- **Gold Medal:-** For the Top Scorer in class X and 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 under performing, 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.

Reviewed and updated: April, 2025

Hameed Ali Yahya K. M.
Principal