



## 1. Purpose

### 1.1 Purpose of Assessment

- To define clear expectations for assessing student readiness, progress, skills, and values.
- To use high-quality internal and external assessments to inform teaching, support growth, and drive school improvement.
- To leverage assessment data (internal + external) for continuous improvement, interventions, and strategic planning.

### 1.2 Assessment Culture

- To develop **assessment-capable learners**: students understand learning goals, monitor progress, set targets, and reflect.
- To embed assessment practices in daily teaching to enhance digital literacy, critical thinking, and reasoning.
- To engage parents and guardians: communicate assessment processes, criteria, and involve them in supporting their child's learning.
- To promote integrity: ensure fair conditions, trained invigilators, and transparent procedures for misconduct.

## 2. Internal Assessments

### 2.1 Types & Use

- Use a balanced mix of placement, screening, pre-assessments, formative, and summative assessments.
- Tailor assessments to age, curriculum, and purpose.

### 2.2 Formative Assessment Guidelines

- Conducts regular, ongoing assessments for all students.
- Shares learning outcomes and assessment criteria with students and parents.
- Design assessment tasks that align with curriculum standards and cognitive demand.
- Uses peer- and self-assessment to develop metacognitive skills.
- Uses a wide variety of assessment methods (observation, discussions, and digital quizzes, problem-solving).
- Provides accommodations and modifications for students with additional needs, in accordance with inclusion policy.
- Set clear success criteria, differentiate, and encourage students to set learning targets.
- Use formative data to identify gaps early and design interventions.



## 2.3 Summative Assessment Guidelines

- Use a variety of summative formats: multiple-choice, constructed response, projects, and performance tasks.
- Ensure summative tasks are rigorous and aligned with curricular standards.
- Apply accommodations / modifications for eligible students in summative tasks.
- Use rubrics and clear marking schemes for scoring consistency.
- Hold moderation sessions regularly for standardization across teachers.
- Establish invigilation protocols to secure the integrity of assessments.

## 2.4 Quality Assurance

- Review assessment practices, marking, moderation, and standardization regularly.
- Compare internal assessment data with external assessments to validate alignment.

## 2.5 Grading & Reporting

- Final grades reflect student achievement aligned to curriculum standards, not non-academic factors (e.g. behavior, attendance).
- Use of grading system consistent with the licensed curriculum
- Clearly communicate grading policy (weightings, pass criteria, grade descriptors) to students, parents, and staff.
- Regularly review grade boundaries and component weightings.
- Use Esis to report grades in line with ADEK's benchmark thresholds.

## 3. External Assessments

### 3.1 Mandatory ADEK SBAs

- Administer required Standardized Benchmark Assessments (SBAs) as per ADEK's schedule. School opts and administers ASSET as its.SBA.
- Ensure  $\geq 97\%$  eligible students participate in mandatory SBAs.
- Share SBA data with ADEK through required channels.

### 3.2 Board / Pre-College Exams

- All eligible Cycle 3 students are registered with relevant external exam boards.
- Board-exam fees is published on the school website.
- Provision of study leave (max 4 weeks/year, with ADEK approval) for exam prep; mark as authorised absence in eSIS.



### 3.3 International Assessments

- Conduct international assessments when mandated (e.g., PISA, TIMSS) per ADEK policy.
- Analyze results from international assessments to drive school improvement.
- Internal assessment data are reviewed, and if any gaps are identified, appropriate measures are taken

### 3.4 Administration & Data

- Adhere to external provider's protocols for exam administration and invigilation.
- Provide accommodations / modifications per provider guidelines and inclusion policy.
- Train staff on exam administration, data handling, and reporting.
- Use unique eSIS identifiers when sharing student data with external providers.
- Sign data-sharing agreements with providers; ensure secure handling of student data.
- Use data from external assessments to inform targets, interventions, and curriculum decisions.

## 4. Inclusion & Accommodations

- Maintain records of accommodations / modifications for students with special needs.
- Ensure assessment conditions reflect students' "normal way of working" (in-class accommodations).

## 5. Interventions & Support

- Design interventions (academic, behavioural) based on assessment data, aligned with school Inclusion and Educational Risk policies.
- Monitor student progress continuously; adjust support according to data.
- Implement data-driven strategies to close learning gaps and stretch high achievers.

## 6. Assessment Integrity & Security

- Comply with **Federal Decree-Law No. 33 of 2023** on exam misconduct.
  - Educate students on academic honesty.
  - Ensure exam environment is appropriate (spacing, lighting, seating).
  - Train invigilators to identify and manage misconduct.
  - Establish procedures for reporting and handling violations; record incidents; report to ADEK.
- Protect assessment materials and data in line with Federal Data Protection Law.
- Not to share student assessment data externally without parental consent and ADEK approval.



## 7. Academic Integrity, Cheating, and Malpractice

- The school upholds the principles of academic integrity and fairness in all assessments. Any form of cheating or malpractice is strictly prohibited.
- Cheating or malpractice includes copying from others, using unauthorized materials or electronic devices, plagiarism, communicating during assessments, impersonation, or tampering with assessment records.
- Preventive measures such as clear communication of assessment rules, appropriate invigilation, and student awareness on academic honesty are implemented. If malpractice is suspected, the incident will be documented and reviewed by the academic authorities, and parents will be informed where necessary.
- Consequences will be age-appropriate and corrective in nature and may include cancellation of the assessment, re-assessment, written warning, counseling, or further disciplinary action as per the school's Code of Conduct. The school follows a supportive approach, guiding students to understand the importance of honesty, responsibility, and ethical learning practices.

## 8. Reporting & Communication

- Communicate internal and external assessment results with students and parents clearly and meaningfully.
- Use reports, parent meetings, training, and written communication to explain data, next steps, and recommendations.
- Align reporting with ADEK's Student Performance Reporting Policy.

## 9. Assessment Calendar

- A detailed assessment calendar (internal assessments, SBAs, board exams) will be submitted to ADEK **one week before** the start of the academic year.
- The calendar will include details: dates, grade levels, accommodations.

## 10. Monitoring, Review & Governance

- Internal performance indicators are created to assess the effectiveness of this policy.
- **Policy review is conducted termly** (after data collection, analysis).
- The **Governing Board** monitors and approves the policy each year to ensure alignment with school strategy.
- Keep a record of revisions with a version history.



## 11. Appendices

### + Appendix A – Assessment Framework:

#### Purpose:

To outline the internal assessment structure, types, and weightings applicable across the school, ensuring consistency with CBSE guidelines. Internal assessment types, weightings, and grade-level breakdown.

Grade Level	Assessment Components	Weightage / Description
<b>Grades 1–9 &amp; 11</b>	Types of Internal Assessments	Formative tasks, weekly tests, periodic tests, projects, summative tests, etc.
	Periodic Test	5 marks
	Notebook Submission	5 marks
	Subject Enrichment	5 marks
	Term Exam	80 marks
	Term Structure	Same for Term 1 and Term 2 (as per CBSE)
<b>Grades 10 &amp; 12</b>	First Term (Total 100)	Internal: 20 marks + Term 1 Exam: 80 marks
	Second Term (Total 100)	Internal: 20 marks + Pre-Board (Best of 2): 80 marks
<b>Ministry Subjects (Grades 1–12)</b>	Written Exam	50 marks
	Oral Test / Activity / Project	50 marks
	Total	100 marks
	Assessment Practices	Focus on formative feedback and continuous improvement

#### Note:

- Term 1 and Term 2 follow the same structure.
- Assessment practices emphasize formative feedback and continuous improvement. make it to a tabular format



## **✚ Appendix B – Moderation Protocols:**

### **Purpose:**

To ensure fairness, reliability, and consistency in the administration and marking of assessments across the

### **Procedures:**

1. **Pre-assessment Moderation:**
  - Review of test papers, rubrics, and mark schemes by Head of the department before assessments are finalized.
2. **Post-assessment Moderation:**
  - Cross-verification of a sample of answer scripts from each class/section.
  - Discussion of discrepancies and standardization of marks.
3. **Roles & Responsibilities:**
  - Heads of department: Leads moderation process.
  - Teachers: Participate in sample reviews and marking discussions.
  - Head of Faculty: Oversees moderation reports and approves final marks.
4. **Frequency:**
  - Conducted at least once every term and after major summative assessments.
5. **Documentation:**
  - Moderation records, meeting minutes, and sample scripts filed electronically for reference.

## **✚ Appendix C –**

### **• Purpose:**

To standardize the conversion of marks into grades as per CBSE's nine-point grading scale.

Marks Range	Grade	Grade Point	Remarks
91–100	A1	10	Outstanding
81–90	A2	9	Excellent
71–80	B1	8	Very Good
61–70	B2	7	Good
51–60	C1	6	Satisfactory
41–50	C2	5	Acceptable
33–40	D	4	Needs Improvement
32 & below	E	–	Unsatisfactory

**Note:** Grades are awarded separately for scholastic and co-scholastic areas as per CBSE norms.



## **Appendix D – Data Use Plan**

### **Purpose:**

To ensure assessment data is collected, analyzed, and utilized effectively for improving teaching and learning outcomes.

### **Procedures:**

- **Data Collection:**
  - From periodic tests, internal assessments, and term examinations.
- **Data Storage:**
  - Stored securely in the school’s management system (restricted access).
- **Data Analysis:**
  - 360° data analysis is performed and teachers and subject heads review results to identify trends, learning gaps, and strengths.
- **Data Review Meetings:**
  - Conducted after each assessment cycle to plan remedial or enrichment strategies.
- **Data Utilization:**
  - Informs lesson planning, differentiated instruction, and improvement targets.
- **Confidentiality:**
  - Student data is handled ethically and shared only with authorized personnel.

## **Appendix E – Intervention Framework:**

### **Purpose:**

To provide structured academic support for students performing below expected levels.

### **Identification:**

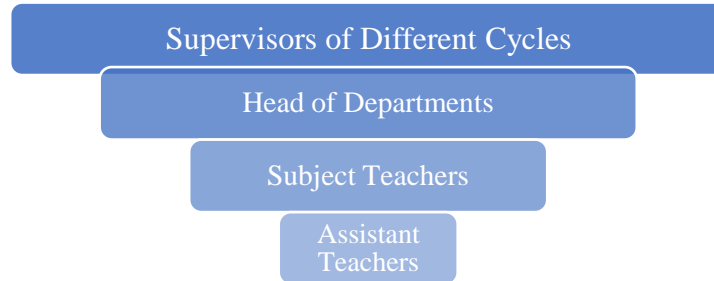
- Students are identified through assessment data, teacher observations, and parent feedback.

### **Intervention Tiers:**

- **Tier1– Classroom Support:** Differentiated instruction and regular monitoring within the classroom.
- **Tier 2 – Targeted Support:** Small-group remedial or enrichment sessions led by subject teachers.
- **Tier 3 – Individual Support:** Personalized intervention plan or referral to the Learning Support Department (if applicable).



## Academic Intervention Teams



### Monitoring & Review:

- Progress tracked term-wise.
- Review meetings held with parents to discuss outcomes.
- Intervention records maintained for documentation.

## 11. Policy review & approval

This Policy is subject to changes as per the school and UAE law and revised version will be submitted for approval as per the process



Saji Oommen  
Principal

*Date of Next Review: 10/03/2027*