



PURPOSE

The purpose of this policy is to ensure that students experience a consistent approach to the assessment of their learning in all subjects and to establish the importance of the use of a variety of assessment methods during the teaching and learning process to measure student achievement of academic skills and curriculum standards.

POLICY STATEMENT

01. School staff at EFIA will undertake various forms of assessment during the teaching and learning process in order to complete a comprehensive evaluation of the attainment and progress of each student.
02. The results of ongoing assessments will be reported on a regular basis throughout the term.
03. Results analysis of assessment data shall provide insight into the effectiveness of the teaching strategies employed by teachers and be used as a basis for collaborative discussions focused on improving the outcomes of the school's programs. Assessment data will be displayed regularly in school portal during the year. This helps to plan changes to the curriculum and to meet grade level and subject gap requirements. These activities will assist the school to reach its goals of achieving excellence and equality in education. The result analysis will assist the school in meeting external benchmark standards.
04. Parent-Teacher Meetings take place three times per year to discuss student attainment and progress, abilities, challenges, and success.
05. Professional development activities will provide opportunities for school staff to improve their awareness of the development, application, and use of a variety of assessment procedures to improve teaching/lesson delivery. Rubrics will form the basis of many assessment activities to ensure an accurate representation of each student's abilities.
06. Teachers shall employ a variety of assessment strategies. These may include quizzes, unit tests, exams, drop quizzes, oral assignments, classwork and homework assignments, lesson reviews, which can be verbal or written, formal essays, interactive projects, research projects completed on an individual basis or as part of a group, class activities, short answer activities (oral and written), class participation and discussion activities, portfolio compilation, listening activities, case study analysis and end of the year comprehensive exams.

ASSESSMENT PATTERN

Kindergarten

The students in Kindergarten are assessed on scholastic and co-scholastic skills. The pattern of grading is as follows:

I. GRADED ASSESSMENTS:

1. TERM 1 ASSESSMENT - 100 marks
2. TERM 2 ASSESSMENT - 100 marks
3. TERM 3 ASSESSMENT - 100 marks





In addition to the individual term assessment scores, an aggregate score of all 3 term assessments also appear in the report card.

II. CO-SCHOLASTIC GRADES:

In addition to the scholastics grades, students are also graded based on other skills in daily activities, such as:

1. Communication
2. Fine-motor skills
3. Gross-motor skills
4. Audio-visual participation
5. Drawing & Colouring
6. Recitation
7. Craft-work
8. Participation in team work
9. Punctuality
10. Self-confidence
11. Games

GRADES 1 TO 12

The Academic year comprises of two terms:

- **First term from April to September**
- **Second term from October to March.**

First term includes → (GRADES 1 TO 10)

1. Periodic Assessment (20 Marks)
 - Written test (10 marks)
 - Notebook maintenance (5 marks)
 - Subject Enrichment Activity (SEA)/ Art Integrated Project (5marks)
2. Half Yearly Examination (80 Marks)

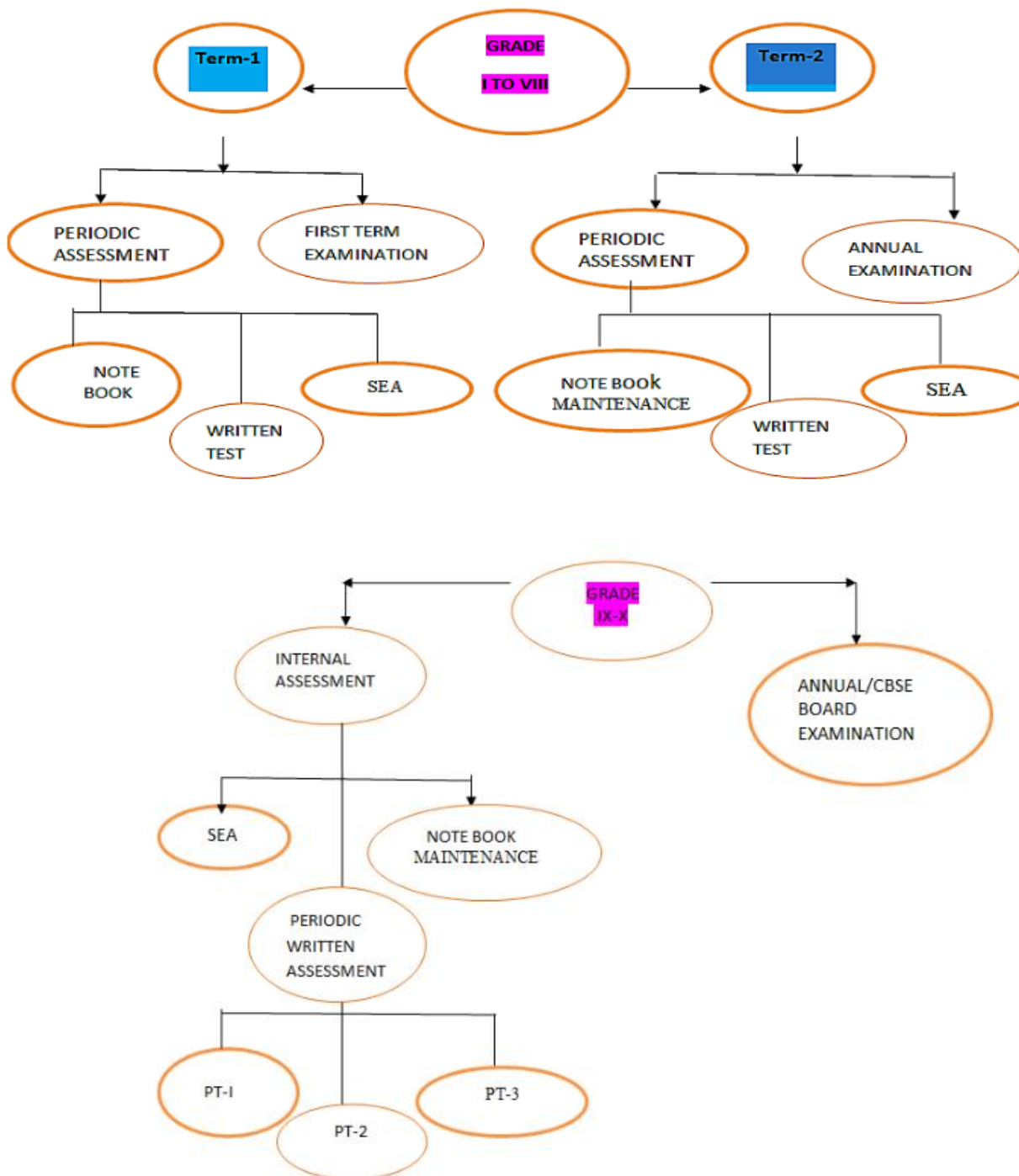
Second term includes

1. Periodic Assessment (20 Marks)
 - Written test (10 marks)
 - Notebook maintenance (5 marks)
 - Subject Enrichment Activity (SEA)/ Art Integrated Project (5marks)
2. Annual Examination (80 Marks)





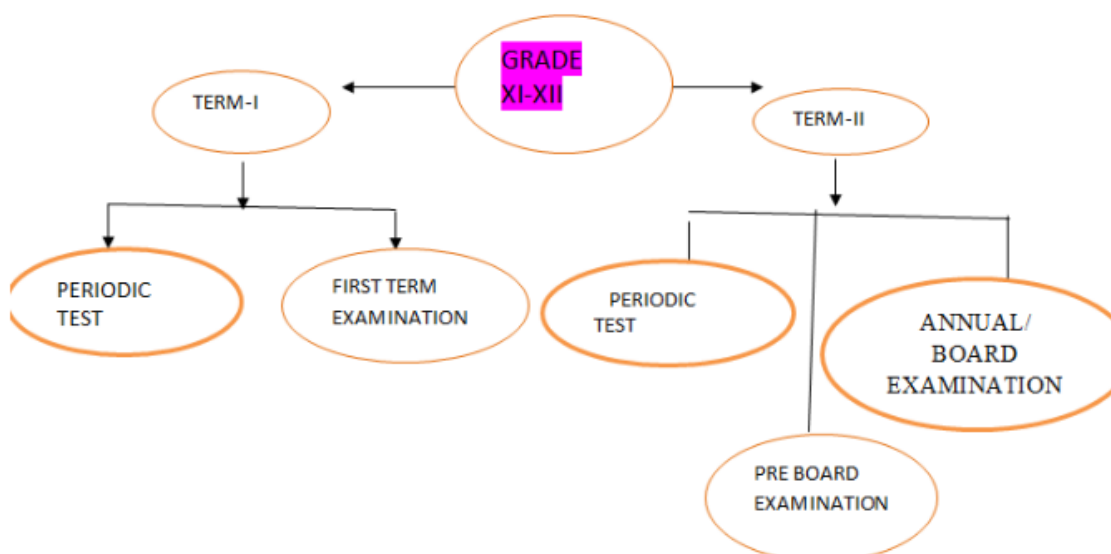
An Over view of Assessments from grades I to XII





GRADES XI & XII

The subject marks are the sum of theory and practical/internal assessments as per CBSE marking scheme.



EVALUATION

Final Evaluation will be based on Annual Examination (80 marks) & Internal assessment (20 marks).

Portions for the final examination will be as given below;

Class I to VI – 10% of First term covering significant topics + entire course of second term.

Class VII – 20% of First term covering significant topics + entire course of second term.

Class VIII – 30% of First term covering significant topics + entire course of second term.

Class IX & X – Entire course of First and Second term.

Internal assessment marks distribution will be as follows:

(Students need to secure minimum 7 marks out of 20)

(i) Notebook maintenance (NB)

Notebook maintenance will be evaluated based on the following parameters.

- | | |
|-----------------------------------|-----------------------------|
| a) Completion of class work | b) Completion of Assignment |
| c) Neatness & upkeep of notebooks | d) Self Reflection |





(ii) Subject Enrichment Activities (SEA)

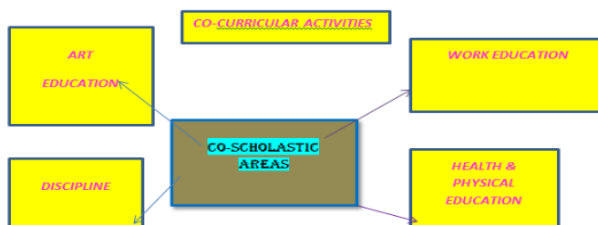
Subject Enrichment Activities comprises of various techniques like ASL/ Reading/ Dictation/ Debate/Public Speaking etc. for language and Lab Activities/ Projects/ Map Work/ Model Making / Field trips etc. for other subjects.

The Grade Scale for Scholastic area:

Mark Range(8 point scale)	91-100	81-90	71-80	61-70	51-60	41-50	33-40	0-32
Grade	A1	A2	B1	B2	C1	C2	D	E

CO-SCHOLASTIC AREAS

There will be an evaluation of Co-Scholastic areas like students achievement, Attitudes and values, Creative and scientific skills, health and physical education.



Grading for the Co-Scholastic domain is based on a five point scale as given below:

Grade	Description
A -	Excellent
B -	Very Good
C -	Good
D -	Satisfactory
E -	Needs Improvement

Promotion

A student must obtain the qualifying grade (minimum grade D or 35% marks) in all the subjects under Scholastic Domains for promotion to higher grade. The minimum pass percentage to be





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attained in the MOE subjects Arabic, Islamic Education and UAE Social Studies is 50% in each subject for grades 1 to 9 and 60% for grades 10 to 12.

Formal & Continuous Assessment



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Shabiya-10, Musaffah, Abu Dhabi (P.O.
02-

Box 128576)

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5525188|efia.uae@efiaschool.com|www.efiaschool.com