



## ASSESSMENT POLICY

### **AIMS & OBJECTIVES**

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives are set and children's progress is monitored and tracked. This is done in partnership with the children.

Assessment is incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers to adjust learning and provide feedback.

The aim of the policy is to provide a clear outline of all assessments, evaluation and reporting procedures to ensure that assessment is used to track students' progress and to raise standards.

### **Principles**

Using the principles and processes of assessment, we aim to:

1. Monitor progress and support learning
2. Recognize the achievements of pupils
3. Guide future planning, teaching and curriculum development
4. Inform parents and the wider community of pupil achievement
5. Provide information to ensure continuity when the pupil changes school or year group
6. Comply with statutory requirements

## **GUIDELINES**

### **Types of Assessment:**

Teachers use a variety of formal and informal assessment techniques to measure learning including:

1. **Diagnostic:**

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data. Diagnostic tests are given to students to help identify what students know and can do. Diagnostic tests are done at the time of admission into the school and also at regular intervals throughout the year. Teachers also use diagnostic assessment to find out what students already know about a theme before beginning the Unit.

2. **Formative:**

This is the ongoing assessment carried out by teachers both formally and informally. Teachers use a wide variety of strategies and tools to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson or unit. Through formative assessment, teachers check student understanding, get valuable data on student learning, and then use that data to modify instruction. .It helps teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. It helps students self-reflect and assess, figuring out where they are and where they need to go as learners . Results and observations are kept in Progress tracker.

#### Peer/ Self-assessment

Peer and self-assessment, where students assess each other and themselves, encourage students to take greater responsibility for their learning, for example, by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers.

#### **Assessment for Learning (AfL)**

Through AfL, teachers find out what students know, what they partly know and what they do not know so that the follow-on activities can advance learning. They encourage students to talk about their learning and can then gauge what's needed more accurately. Different tech tools are being used to assess the learning during the lesson.

3. **Summative:**

These occur at defined periods of the academic year. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative tests help teachers in making end of term “best fit” assessments and are also of use in determining the overall attainment for reporting to parents.

#### **4. External Assessments**

- School participate in all Mandatory International Assessments, PISA, TIMSS, PIRLS and PISA Based Test for Schools (PBTS) as and when the different grades are selected for the same.
- Cognitive Abilities Assessments, CAT4 is conducted for students in every two years and to each new student. CAT4 assesses students learning preference and their potential. Data is shared with students and teachers. Teachers use the data at an individual level to identify students' strengths, areas for development, learning styles and academic potential. Inclusion team uses this data as one of the data point in the identification of students with learning needs and Gifted and Talented students.
- Standardized Benchmark Assessments, ASSET for CBSE and GL PROGRESS TEST SERIES for CAIE is also a part of our yearly assessments. These are scientifically designed, skill-based assessment. Rather than testing rote learning, it uses multiple-choice questions to focus on measuring how well the student has understood SKILLS and CONCEPTS underlying the school syllabus. The test provides information on the strengths and weaknesses of individual students and also entire classes.

#### **RECORDS AND RECORD KEEPING**

All assessment data is recorded digitally. At the completion of summative assessments, assessment data is entered into the Data sheet for reporting and analysis purpose.

Records are kept in many ways. These include:

1. Teacher's plans
2. Student's work
3. Mark register
4. Data sheet
5. Skill based progress tracker
6. Individual portfolios
7. End of term Pupil Summary Record Card

All teachers prepare a data sheet at the beginning of the year with the CAT4 data and year end performance of the previous year for each student for each subject. They populate the Terminal exam marks in the sheet and triangulate the data to do differentiation and to assign different task to the students. Strong skills and weak skills of the students get from ASSET/PTS are also entered in the data sheet. CAT4 student profiles are also used by the teachers to do grouping in the class. This is completed by the teacher with remark for each student towards the end of the academic year and transfers with the child to the next class. A skill based progress tracker is used by all teachers to measure the progress of the skills in each subject throughout the year.

#### **Reporting**

1. Reports promote and provide:
  - A. Good home /school relationships
  - B. Information for parents
  - C. An opportunity for discussion with parents
  - D. In some cases, information with outside agencies
  - E. Targets for the children

2. A written report for each child is sent to parents, at the end of each Term Examination for both CBSE and CAIE curriculum.
3. Reports outline a child's progress in the core and foundation subjects. The teacher will make a comment on the attainment of the pupil in terms of grade related expectations.
4. Parents are invited to attend formal meeting with the teacher at the end of each term. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or senior authorities of the school.

### **Special education needs**

When assessment indicates that a child may need Special Educational needs, the SENCO is informed. Further assessment then takes place as outlined in the SEND policy and an Individual Learning Plan will be developed and implemented.

## **THE SYSTEM OF EVALUATION (CBSE Curriculum)**

### **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, grow independent, develop cognitive and motor capabilities. This being the foundational stage, the curriculum is theme-based, activity oriented and multi-sensory modes of learning is emphasized to encourage strengthening in Language and Communication, Numeracy, Gross and Motor Skills, Emotional and Social Skills as well as Creative and Rhythmical Skills.

A record of individual student progress and performance is maintained through an on-going system of spaced oral and written activities and parents are regularly apprised of the same.

### **Primary School – Grades 1 to 5**

Primary School Assessments are consistent with the CBSE initiated Assessment policy, incorporating standard international practices. Assessment being an integral component of teaching and learning, on-going practice opportunities called 'Assessment for Learning' address and promote key learning areas. These are intended to provide feedback with respect to how well the student is grasping the concepts being taught. There are no summative examinations (or year-end examinations). A certain number of assessment tasks are graded and these scores are maintained for the purposes of term end reports. However, all assessments conducted are shared with parents on an ongoing basis; and formal assessment reports are shared with parents during the Open House at the end of Term 1 and Term 2.

English, Environment Science and UAE Social Studies, Moral Education, Mathematics, Second Language, Arabic, Islamic Education/Moral Instruction are the subjects under Part 1 which cover the scholastic areas, while Art and Craft, Games, Music and Dance, Personal and Social Traits, Attitudes and Values and Social Qualities form Part II and cover the co-scholastic areas. Formal assessment reports will cover both these areas using the scale as given below.

**PART IA: SCHOLASTIC****PART I: Arabic/ Islamic Education/ UAE Social Studies/ Moral Education**

Arabic/ Islamic Education/ UAE Social Studies		
Grade	Percentage	Remarks
A*	90 – 100	Outstanding
A	80 – 89	Excellent
B	70 – 79	Very Good
C	60 – 69	Good
D	50 – 59	Satisfactory
E	Below 50	Below Curriculum Expectation

The minimum mark for passing in Arabic, Islamic Studies, Moral Social and cultural Studies as per ADEK regulations is 50%

**PART II: ENGLISH / MATH/ SCIENCE /LANGUAGE/ SOCIAL STUDIES**

English, 2nd Language, Mathematics, General Science, Social Studies, Moral Instruction (For Non Muslims)		
Grade	Percentage	Remarks
A1	91 – 100	Outstanding
A2	81 – 90	Excellent
B1	71 – 80	Very Good
B2	61 – 70	Good
C1	51 – 60	Fair
C2	41 – 50	Satisfactory
D	33 – 40	Scope for Improvement
E	32 & Below	Below Curriculum Expectation

**Co-Scholastic & Personality development**

Part 1: (ICT / Art / Physical Education/Music) This will assess students for information and communication skills, Art Education, Physical & Health Education. It is assessed on a 5 point grading scale.

**Part 2: Personality Development**

A: Personal Social Traits

B: Attitudes & Values

C: Social Qualities

It will be assessed on a 5 point grading scale and the grades will be reflected in the report card once a year.

Co - Scholastic : Part I & Part II	
Grade	Description
A*	Outstanding performance in all aspects
A	Excellent performance in all aspects
B	Very good performance in most aspects
C	Good performance in some aspects
D	Scope for improvement in all / some aspects

### WEIGHTAGE & TIME SCHEDULE FOR ASSESSMENTS

	Types of Assessment	Marks	Weightage	Total	Assessment Tool	Assessment Target
TERM1 April & October	<b>Periodic Assessment-1</b>	<b>40</b>	20	<b>50</b>		
	Written Assessment	20			Evaluation score	Knowledge content & Its Application
	Skill based Assessment	10			Rubrics	Transdisciplinary Skills
	Progress Test	10	Best score out of two Tests		Tracking progress	
	<b>Periodic Assessment-2</b>	<b>40</b>	20			
	Written Assessment	20			Evaluation score	Knowledge content& its application
	Skill based Assessment	10			Rubric	Transdisciplinary Skills
	Progress Test	10	Best score out of two Tests		Tracking progress	
	Note Book Work	5	10		Rubric	Self-Organization Skills
	Subject Enrichment Activity.	5			Rubric	Creativity ,Innovation & Communication Skills
TERM2 November & March	<b>Periodic Assessment-3</b>	<b>40</b>	20	<b>50</b>		
	Written Assessment	20			Evaluation score	Knowledge content & Its Application
	Skill based Assessment	10			Rubrics	Transdisciplinary Skills
	Progress Test	10	Best score out of two Tests		Tracking progress	
	<b>Periodic Assessment-4</b>	<b>40</b>	20			
	Written Assessment	20			Evaluation score	Knowledge content& its application
	Skill based Assessment	10			Rubric	Transdisciplinary Skills
	Progress Test	10	Best score out of two Tests		Tracking progress	
	Note Book Work	5	10		Rubric	Self-Organization Skills
	Subject Enrichment Activity.	5			Rubric	Creativity ,Innovation & Communication Skills
<b>TOTAL</b>				<b>100</b>		

### GRADES 6 TO 10

The Assessment and Evaluation scheme for Grades 6 to 10 are as per the remodeled assessment structure provided by the CBSE. Assessment and evaluation is spread over two terms and covers both scholastic and non-scholastic areas of education using periodic assessments, subject enrichment activities and Final Examinations.

## PERIODIC ASSESSMENT/ SUBJECT ENRICHMENT ACTIVITY

Taken during the process of learning, these assessments are broadly spread out as:

- ✓ Diagnostic assessment taken at entry level to understand level of readiness and prior knowledge.
- ✓ Assessment for Learning (AfL) occurs while the learning of concept/lesson is in progress.
- ✓ Assessment of Learning (AoL) occurs at definite stages and is based on agreed criteria.

Assessment for Learning (AfL) is an integral part of class room transactions and conducted while the concept/lesson is in progress and can be through self or peer assessment, oral/written quiz, multiple choice questions and other assessments that give ongoing feedback to students for the next steps towards improvement.

A learners' development in the four language skills is often unbalanced and testing only reading and writing can sometimes give an inaccurate picture. It is common for language abilities across the four skills to be interrelated and this can make the difference between minimal and effective communication. In keeping with best educational practices from across the world, speaking and listening skills will now be taught, practiced and assessed as part of the English curriculum of grades 1 – 9. The marks obtained in these components will be added to a child's overall score.

**Terminal/ Final Examination:** These assessments grade a student's achievement. This includes Term/Final examination and occurs at the end of learning/instructional experience through formal paper/pencil tests and practical examinations (where ever applicable). These are governed by a formal design of question paper that focuses on specific Chapters/Units/Concepts. The types of questions used for this can be Multiple Choice, Very Short Answer Questions, Short Answer Questions, and Long Answer Questions which test Knowledge, Understanding, Application, Communication and Higher Order Thinking Skills.

Results of periodic tests are shared with parents on an ongoing basis while term end results is shared by way of formal report cards (online reports) on the day of Open House at the end of Term 1 and Term 2.

## STRUCTURE OF ASSESSMENT SCHEME

### Grade 9 and 10

The Assessment scheme will have an 80 marks component for Board examination (class 10) and Annual Examination (class 9) in all subjects except compulsory subjects to be assessed internally along with a 20 marks component of Internal Assessment. Students have to secure 33 percent in total in each of these components.

### Board Examination for (Class X) and Annual Examination (class 9) for 80 marks For Class10:

The Board Examination in each subject will cover entire syllabus of Class 10. Grades corresponding to the marks shall be on the basis of 9-point grading system. Grades will be awarded in each scholastic subject. For awarding the grades, the Board will put all the passed students in a rank order and will award the 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\* Essential Repeat

## **Internal Assessment (20 Marks)**

One time year-end examination is complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manner, at different times and also examines a broad range of curriculum objectives. IA, in effect school-based assessment, plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers' of students' progress and therefore supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning.

### **1. Periodic Assessment (05 Marks)**

The main purpose of Periodic Assessment is to assess the learning progress of students. Such Assessment done at regular intervals provides feedback and insight to teachers regarding learners' needs and helps them to improve instruction, do remedial teaching and set curricular targets for a student or a group of students.

### **2. Multiple Assessment (05 marks):**

Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers would determine the type and frequency of these.

### **3. Portfolio (05 marks):**

A portfolio is a collection of chosen work by a student representing a selection of performances that is collected over time and describes the learner's efforts, progress, and achievement in key areas. Students' portfolio can be effectively evaluated using a simple scoring rubric.

Following are some elements to judge student's portfolio:

- Organization – Neatness, Creativity and Visual Appeal
- Completion of guided work focused on specific curricular objectives
- Evidences of student's growth
- Inclusion of all relevant work (Completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

### **4. Subject Enrichment Activities (05 marks)**

Subject enrichment activities aligned with the secondary school curriculum aim at enrichment of the understanding and skill development. These enrichment activities need to challenge students and permit them to apply knowledge to the next level.



		Total 100 marks (Syllabus for assessment will be only Grade 10)			
Subjects	80 Marks (Board Examination) Student has to secure 33% marks out of 80 marks in each subject	20 Marks (Internal Assessment) Student has to secure 33% marks out of overall 20 marks earmarked in each subject			
		Periodic Assessment (5 Marks)	Multiple Assessment (05 marks):	Portfolio (5 Marks)	Subject Enrichment Activity (5Marks)
		(i)	(ii)	(iii)	(iv)
English	Board will conduct Grade 10 Examination for 80 marks in each subject covering 100% syllabus of the subject of Grade 10 only. Marks and Grades both will be awarded for Individual subjects.	Periodic written Test, restricted to three in each subject in an Academic Year. Average of the best two tests to be taken for final marks submission	use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation, quizzes, project-work, Self and peer assessment, collaborative projects, experiments, classroom demonstrations, etc.	A portfolio is a collection of chosen work by a student representing a selection of performances that is collected over time and describes the learner's efforts, progress, and achievement in key areas.	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

### Assessment Structure in Grades 6 – 10

Grade	Term	Assessment/Exam	Time/ Duration/ Marks			Weightage	Final Weightage
<b>10</b>	Term 1	Periodic Test 1	June	1.5 Hours	30	10%	10%
		Half Yearly Examination (Term 1 Portion)	October	2 ¼ Hours	60	10%	
	Term 2	CASE Exam (Pre Board)	January	3 Hours	80	10%	
		Board Exam	March	3 Hours	80	80%	
	Portfolio (Twice a year)					(5%)	10%
Subject Enrichment Activity ( Subject Specific Twice a year)					(5%)		

Grade	Term	Assessment	Time/ Duration/ Marks			Weightage	Final Weightage
<b>9</b>	Term 1	Periodic Test 1	June	1.5 Hours	30	10%	10%
		Half Yearly Examination (Term 1 Portion)	October	2¼ Hours	60	10%	
	Term 2	Assessment 2	January	1.5 Hours	40	10%	

	Final Exam (Full Portion)	March	3 Hours	80	80%	80%
	Portfolio (Twice a year)				(5%)	
	Subject Enrichment Activity ( Subject Specific Twice a year)				(5%)	10%

Grades	Term	Assessment	Time/ Duration/Marks			Final Weightage
6-8	Term 1	Periodic Test 1	June	1.5 Hours	30	30%
		Half Yearly Examination (Term 1 Portion)	October	2¼ Hours	60	
			Portfolio		05	
			Subject Enrichment Activity (Subject Specific)		05	
	Term 2	Periodic Test 2	January	1.5 Hours	40	70%
		Final Exam**	March	3 Hours	80	
			Portfolio		05	
			Subject Enrichment Activity (Subject Specific)		05	

\*\*Syllabus for Final Exam:

Grade 6 : 10% of 1<sup>st</sup> term covering significant topics + entire syllabus of 2<sup>nd</sup> term

Grade 7 : 20% of 1<sup>st</sup> term covering significant topics + entire syllabus of 2<sup>nd</sup> term

Grade 8 : 30% of 1<sup>st</sup> term covering significant topics + entire syllabus of 2<sup>nd</sup> term

### GRADING SCALE FOR SCHOLASTIC AREAS (6-10)

School will award grades as per the following 8 point grading scale.

Islamic Education/ Arabic / UAE Social Studies/ Moral Education		English, 2 <sup>nd</sup> Language, Mathematics, General Science, Social Studies Moral Instruction (For Non Muslims)		
Grade	Percentage	Grade	Percentage	Remarks
A1	91- 100	A1	91 - 100	Outstanding
A2	81 - 90	A2	81 - 90	Excellent
B1	71 - 80	B1	71 - 80	Very Good
B2	61 - 70	B2	61 - 70	Good
C	55 - 60	C1	51 - 60	Fair
D	50 - 54	C2	41 - 50	Satisfactory
E	Below 50	D	33 - 40	Scope for Improvement
		E	32 & Below	Below Curriculum Expectation

## Grading System for Grades 11 & 12

<b>ALL SUBJECTS (Except Arabic, Islamic Education &amp; Moral Education)</b>		
<b>Grade</b>	<b>Marks %</b>	<b>Remarks</b>
A1	90 -100	Outstanding
A2	80-89	Excellent
B1	70-79	Very Good
B2	60-69	Good
C1	50-59	Good
C2	45-49	Satisfactory
D1	40-44	Satisfactory
D2	33-39	Scope for Improvement
E	32 and below	Below Curriculum Expectation

The minimum mark for passing in Arabic and Islamic Studies as per ADEK regulations is 50%.

### **GRADING SCALE FOR CO-SCHOLASTIC AREAS**

School will award grades as per the 3-point grading scale in co-scholastic areas include Music, Computer, Art and Physical Education. (A = Outstanding, B = Very Good, C = Fair)

#### **Commendation Criteria**

##### **Primary Grades 1 to 5**

Commendation certificates are awarded in order to motivate and encourage children's performance in both scholastic and non-scholastic areas. We believe that all children are capable of progress and achievement. These certificates will not only recognize and reward individual achievement and progress but will also create self-awareness in children as well as celebrate success in all areas.

Part 1 : Arabic, Islamic/Moral Instruction

Part 2 : English, Science, Social studies, Language, Mathematics

##### **Gold**

Part 1	1 A* & followed by A
Part 2	3A1 and 2A2

##### **Silver**

Part 1	1 A*/A & followed by A
Part 2	2A1 and 3A2

##### **Bronze**

Part 1	1 A & followed by B
Part 2	1A1, 3A2 & 1B

##### **Grade 6-10**

Student must obtain A1 or A2 grade in all the 6 core subjects namely Arabic, English, Language 2, Science, Mathematics and Social Science and B1 in other subjects. Three kinds of commendation certificates will be issued based on merit.

	<b>Commendation Certificate</b>		
	<b>Gold</b>	<b>Silver</b>	<b>Bronze</b>
Minimum Requirement	4 A1 & 2 A2	3 A1 & 3 A2	2 A1 & 4 A2

## Grade 11 & 12

Student must obtain A1 or A2 grade in all the five elective subjects. Three kinds of commendation certificates will be issued based on merit.

	Commendation Certificate		
	Gold	Silver	Bronze
Minimum Requirement	4 A1 & 1 A2	3 A1 & 2 A2	2 A1 & 3 A2

## THE SYSTEM OF EVALUATION (Cambridge Curriculum)

1. In our commitment to keep abreast with the times and keeping with the guidelines of CAIE, unit tests and formal written examinations have become an essential component of the teaching and learning process at Our Own English High School, Al Ain. Along with the written, orals, practical, project, listening and quizzing are conducted in various subjects where they are the most effective and appropriate means of measuring attainment.  
**Middle School (Grades 5 to 9):** The Assessment and Evaluation scheme for Grades 5 to 9 is school based and is spread over three terms. Each term includes an Assessment and an end of term examination.
2. The term examination includes the questioning patterns in line with the CAIE system of examination. Each term includes assessment in listening, speaking skills, class quizzes, practical work and projects in Science, Social studies and Information Technology.
3. The written paper includes multiple choice questions, structured questions and very short answer questions which test knowledge, understanding, communication and application.
4. Term/Final examination and occurs at the end of learning/instructional experience through formal paper/pencil tests and practical examinations (wherever applicable). These are governed by a formal design of question paper that focuses on specific Chapters/ Units/Concepts. The types of questions used for this can be Multiple Choice questions, structured questions and alternative to practical, which test Knowledge, Understanding, Application, Communication and Higher Order Thinking Skills.

Results of periodic tests are shared with parents on an ongoing basis while term end results is shared by way of formal report cards (online reports) on the day of Open House at the end of Term 1, Term 2 and Term 3. The weightage, time schedule and grading system for these assessments are as given below:

System of Evaluation (Grades 5 - 9)						
TERM	ASSESSMENT / EXAM	TIME	DURATION	MARKS	WEIGHTAGE	FINAL WEIGHTAGE
Term 1	CA	Sept- Nov		30	10%	40%
	Unit Test	October	40 min	20	20%	
	Term Exam	Nov/Dec	2 hrs.	70	70%	
Term 2	CA	Jan-March		30	25%	10%
	Unit Test	March	40 min	20	75%	

Term 3	CA	April - June		40	10%	50%
	Term Exam	June	2 hrs.	70	90%	

System of Evaluation (Grade 10)						
TERM	ASSESSMENT/ EXAM	TIME	DURATION	MAR KS	WEIGHTAGE	FINAL WEIGHTAGE
Term 1	CA	Sept- Nov		30	10%	40%
	Unit Test (All syllabus of grade 9)	October	1 hour	50	20%	
	Mid Year exam	Dec/Jan	Board pattern		70%	
Term 2	CA	Jan- March		20	25%	10%
	Unit Test	February	1hr.	30	75%	
Term 3	Pre-Board	April	Board pattern		100%	50%

System of Evaluation (Grades 11-12)						
TERM	ASSESSMENT/ EXAM	TIME	DURATION	MARKS	WEIGHTAGE	FINAL WEIGHTAGE
Term 1	CA	Sept- Nov		30	10%	40%
	Unit Test	October	40 min	20	20%	
	Mid Year exam	Dec/Jan	2 hrs.	70	70%	
Term 2	CA	Jan-March		20	25%	10%
	Unit Test	February	1hr.	30	75%	
Term 3	Pre-Board	April	Board pattern		100%	50%

**Formative Assessment Structure for Arabic / Islamic / Social Studies – Grade 5 -12**

Subject	Formative Assessment Tools					Total	Summative Assessment		
Islamic Education	Test 1 20	Test 2 20	Performance Task 60 (Distributed out of system)			100	100		
			Recitation 25	Memorization 25	Written & practical activities 20				
Arabic	Listening 15	Speaking 15	Reading 50	Writing 20	100	Listening 10	Reading 70	Writing 20	
Social Studies	Test 1 20	Test 2 20	Performance Task 60			100	100		
			Task - 20	Task - 20	Task - 20				

### The weightage calculation for Final marks - Grades 5-12

Weightage for 5-12	
Term	Weightage (Continuous Assessment + Unit Test +Term)
1	40% (4%+8%+28%)
2	10% (2.5%CA+7.5% Unit2 test)
3	Grade5-9 (5% of CA+ 45% End of year Exam Grade 10-12 (50% of End of year Exam)

### Syllabus for Final Exam - Grades 5-12

**Grades 5 & 6** :10% of 1st &2ndTerm covering significant topics and complete syllabus of 3rd term.

**Grade 7** : 20% of 1st &2ndTerm covering significant topics and complete syllabus of 3rdTerm.

**Grade 8** : 30% of 1st &2ndTerm covering significant topics and complete syllabus of 3rdTerm.

**Grade 9** : Complete Syllabus of Term 1 , Term2& Term 3

**Grades 10, 11, 12** : Complete Board syllabus

### Grading system for Grades 5-12

The school awards grades as per the following 9 point grading scale in all subjects:

Grade	Marks Range	Remarks
A*	90-100	Outstanding
A	80-89	Excellent
B	75-79	Very Good
C	70-74	Good
D	65-69	Very Satisfactory
E	60-64	Satisfactory
F	55-59	Need Improvement
G	50-54	Meets Curriculum expectations

### PROCEDURES

- Grade 5 to 12 ( School assessment and Grade 10,11&12 CAIE Board assessment)
- Grades 5-12 will have three terms.
- Grades 5 to 9 will have continuous assessment from September to June. Continuous assessment includes assessment in speaking, handwriting, spelling, practical projects, research presentations in science, social science and mathematics.
- The term examination includes the questioning pattern of CAIE system of evaluation and CAT4 with more emphasis on higher order thinking skills.

- The written paper includes multiple choice questions, structured questions and alternative to practical which test knowledge, understanding, communication and application.
  - The results of each term examination is shared with parents and students.
  - The subject teacher analyze the performance of each child in the assessments and support learning.
  - The HOSP of each department track the students' performance and set the target for each child and offer intervention where necessary.
1. Grading system for Grade 10, AS & AL: Examinations are conducted on similar lines as mentioned previously by the school spread over three terms. Each term ends with an end of term exam in which the pupils are exposed to CAIE patterns of questioning. At the end of year they appear for the board examinations conducted by Cambridge Assessment International Examination, UK.
  2. IGCSE, AS & AL board exams are offered every May/June and October/ November by the Cambridge Assessment International Examinations, University of Cambridge and Local Examinations Syndicate, UK.
  3. Successful candidates receive a certificate which is valid throughout the world.
  4. Students are awarded commendation certificate each term for the excellence shown in academics. To be eligible for commendation, students of different grades are required to meet the standards as explained below.

### COMMENDATION CERTIFICATE

Students are awarded commendation certificate each term for the excellence shown in academics. To be eligible for commendation, students of different grades are required to meet the standards as follows:

#### Grades 5-8

	Commendation Certificate		
Minimum requirement	Gold	Silver	Broze
	A* or A in all subjects in each term	3A* 3A and 1B	3A 3B and 1C

#### Grades 9-10

	Commendation Certificate		
Minimum requirement	Gold	Silver	Broze
	6 A* , 2A	3A* 3A and 2B	1A* , 2A, 4B, 1C

#### Grades 11-12

	Commendation Certificate		
Minimum requirement	Gold	Silver	Broze
	2 A* , 1A	1A* 1A and 1B	1A , 1B, 1C

**Special certificates will be awarded to students having 100% attendance.**

**Students appearing for more than seven subjects will qualify for the ICE certificate as per the CAIE criteria.**

## **Academic Awards:**

To appreciate and applaud distinction and encourage even higher levels of achievement, commendation lists are displayed on School notice boards and merit certificates are presented to deserving students at the Open House, once in each term.

**Academic Topper Award from Grades 5 - 8** will be awarded (one in each grade only) on the following criteria:

**Group I:** Total of Marks obtained in all 4 subjects i.e. English, Mathematics, Science and Social Studies. The winner will be the student who gets the highest total marks in all the 4 subjects added together and must score minimum 95% in each subject.

**Group II and III:** Minimum 70% in all 3 subjects i.e. Group II (Arabic & Language 2)

**Group III :** Islamiat or Moral Education The Topper must obtain a minimum of 70% in both groups to qualify for the Topper's award; though these marks will not be added to the total of the subjects in Group 1.

100% attendance for all Tests/Exams is a must to qualify for the awards. In the event of a tie between two or more pupils on the total of the subjects in Group I, the winner will be identified on the basis of the highest marks obtained subject - wise (in all subjects of Groups I, II and III if necessary).

All Subject Toppers will receive prizes, however a minimum of 90% is required to qualify for the same.

**Academic Topper Award** for Grades 9 -12 will be awarded to the pupil who gets the highest grand total of all elective subjects together.

**SCHOLAR AWARD:** The school has instituted Our Own Scholar Award from the academic year 2015. This award will be given to students of Grade 5 to 8 at the Annual Prize days.

To qualify for this award students need to have a minimum of 95% attendance and score an aggregate of 95% in Science, Mathematics and Social Studies and a minimum of 90% in Arabic and English. This award includes a medal with a citation and a certificate.

## **Moderation Procedure**

Moderation is a process separate from the marking of assessments, which ensures that an assessment outcome (eg mark and / or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and across time. In the context of more objectively marked work, moderation may take the form of procedural checking rather than academic judgement. Moderation is done at the stage of designing Question Papers, preparation of answer keys and at the time of corrections.

All question papers are moderated to accommodate all type of learners with questions of all difficulty levels. A marking scheme is also prepared along with question paper and the marking will be done based on the marking Scheme.



## Promotion and Detention Policy

### CBSE Curriculum

All students in KG and Grade 1-5 will be promoted to the next grade level, except in rare circumstances. The decision to retain a student in a grade level will only be taken if the parent request to do so.

### Grade 6-9

All students in Grades 6-9 will be promoted to the next grade level if the student gets minimum D grade in all the subjects except when they do not meet promotion requirements as defined school diary.

### Grade 10

School follow the remodeled assessment structure provided by the CBSE as stipulated in the curriculum document published by the Central Board of Secondary Education. In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all the five subjects of external examination in the main or at the end of the compartmental examination. **The pass marks in each subject of external examination shall be 33%.**

### Grade 11

All students in Grade 11 will be promoted to the next grade level if the student gets minimum 33% separately in Theory and Practical.

### Grade 12

All Students appear for the CBSE Grade 12 examination and the school follow CBSE guidelines for promotion. In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all the five subjects of external examination in the main or at the end of the compartmental examination. **The pass marks in each subject of external examination shall be 33%.** In case of a subject involving practical work a candidate must obtain 33% marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.

A student is retained in a specific grade only once and a maximum of two different grades in his/her time in school.

### Re-sit Examinations (Grade 6-9):

Students who fail in 2 subjects or less are entitled to take the re-sit examination in those subjects.

## **Cambridge Curriculum**

### **Grade 5 -9**

Minimum pass percentage to qualify for higher grade is 50% in all the subjects (aggregate of three assessments and three terminal Examinations spread over the year from September to June).

At this stage the school follows an adaptation of the British National Curriculum, which is extensively used by international schools around the world.

It is detailed, planned and integrated scheme covering a child's whole school experience. It is skilled-based curriculum, served by many excellent textbooks and resources, with its own testing mechanism.

### **Grade 10**

Minimum pass percentage required in Arabic and Islamic Studies (as per the MOE rules) is 60% in grade 10, AS and AL.

Minimum grade required for admission to AS is 'B' grade in IGCSE board examination in the subject selected for advanced subsidiary level. It is mandatory for the students to take at least three subjects in AS.

### **Grade 11(AS)**

Minimum grade required for admission to AL is 'D' grade in AS examination in the subject selected for advanced level. It is mandatory for the students to take at least two subjects in AL.

### **Re-sit Examinations (Grade 6-9):**

Students who fail in 2 subjects or less are entitled to take the re-sit examination in those subjects.

**Reviewed by:** All SLT

**Signed by the Principal:**

**Date:01/04/2024**

**Next Review Date: 01/04/2025**

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