ASSESSMENT POLICY

Policy Reviewed - March 2024
Date of Next Review - March 2025

Rationale:
In line with the School's Vision Statement, of nurturing responsible global Leaders, The Indian Academy School consistently adopts the highest standards of teaching and assessment to facilitate excellent progress in learning for all students. The assessments are consistent with the CBSE pattern of assessment, incorporating international standards and practices. Assessments being an integral component of teaching and learning it should be an ongoing and collaborative process between all stakeholders, which ensures that evidence is collected, analyzed, and applied to enable continuous progress and development in and outside the classroom.

Aim:

The policy aims to establish and evaluate the school-wide systems and processes to
- Design and implement consistent, coherent and valid assessment.
- Analyze assessment data to inform curriculum and teaching learning.
- Monitor student-learning outcomes to provide necessary interventions.
- Report detailed student outcomes to all stakeholders.

There are summative pen and paper examinations conducted four times a year. Assessment tasks are graded, and these scores are maintained for the purpose of term-end reports/ proress card. All assessments conducted are shared with parents during the Family Conferencing at the end of Term 1 in November and Term 2 in March. Assessment data is used to plan lessons that consider the learning needs of all students to ensure students achieve their full academic potential. English, Science, MSC, Indian Social studies, Mathematics, Second Language, Arabic, Islamic Education / Value Education, ICT are the subjects which cover the scholastic areas, while Art and Craft, Life skills, PE, Music, Dance, Personal and Social Traits, Attitudes and Values, and Social Qualities cover the co-scholastic areas.

KEY TERMS:
PT = Periodic Test
NB = Notebook
SE= Subject Enrichment
CT= Class Test

Legislation and Guidance:

Assessment practices at The Indian Academy is aligned to

- UAE's National Agenda Parameters.
- National Education Policy, 2020, Government of India.
- Requirements of the Central Board of Secondary Education, New Delhi.

Philosophy of Assessment:

At TIAD, we believe that assessments should be:

- Tools that enhance the learning of students in:
    - i. Content and subject-specific skills
    - ii. 21st century skills
    - iii. Personal social-emotional learning
- Valid, reliable, fair, and transparent.
- Continuous and comprehensive.
- Designed to meet the individual needs of students.

Purpose of Assessment:

The purpose of the assessment is to:

- Identify learners' prior knowledge.
- Establish learning goals.
- Provide information on students' learning.
- Identify students' strengths and areas of development.
- Promote self-reflective learners.
- Inform teaching and learning to meet the individual needs of students.
- Feed forward into curriculum planning and design.
- Provide feedback on students' attainment and progress to parents and other stakeholders.

Types of Assessment:

The chart below provides an overview of the Types of Assessments held at TIAD

Assessments at TIAD
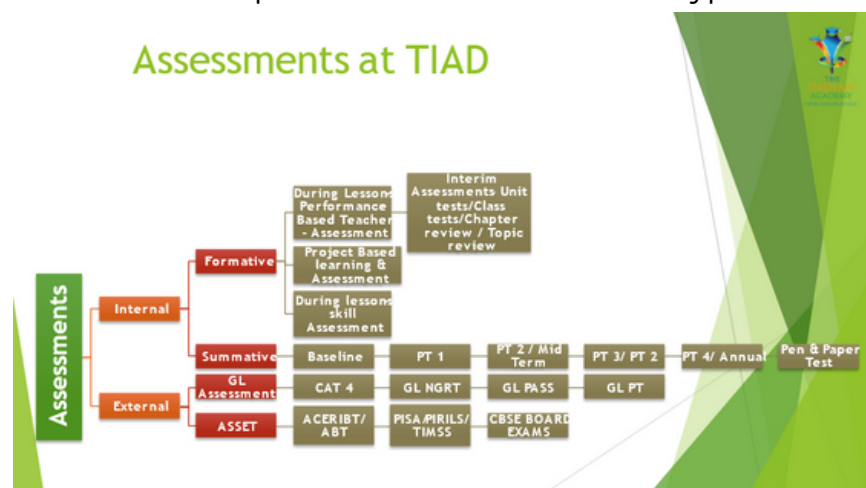
Tracking Progress:

Baseline data, in the form of internal assessment, at the start of the academic year is used to measure progress. We use CATs diagnostic tests to provide baseline data to measure student progress from their starting point. Individual subject-specific targets are set for the students based on the Projected Grade (and via the challenge grade) at the start of each term to secure high student achievement. Multiple Assessments and Continuous Class Tests results are used to feed into the Progress Tracker maintained by the Teachers which is directly linked to the Learning Outcomes.

TARGET SETTING:

Target-setting is how we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual students, groups of students within classes, or whole cohorts of students and decide that students' individual flight path for a certain topic, unit, or time (full-term).

Targets are set for students using all available assessment data; continuous, formative, summative, international benchmark, PASS, and CAT4 assessments. The targets set are aspirational and challenging, but realistic, and consider each student's starting point and ability. With these core principles in mind, the targets we set are:

 - Challenge all students to do better by setting high expectations for student performance.
 - Consider each student's starting point for learning.
 - Encourage students to discuss and review their progress with teachers regularly.
 - Involve parents in their children's learning.
 - Lead to more focused teaching and learning and inform the planning process.
 - Help us to make judgments about how well our school is doing when compared to similar schools.

Teachers also use the Progress tracker to provide students with competency levels for each assessed curriculum strand, skill, or learning objective. This information will then allow teachers to identify learning gaps of individual students and establish unique learning paths to enable each student to achieve/ extend their understanding on identified learning objectives.

EXTERNAL ASSESSMENT:
At TIAD, the National Agenda Parameters (NAP) of the UAE and the national examining body, CBSE, guide external assessments. Students undertake the following assessments:
• Under NAP
o CAT-4
o TIMSS
o PISA
o PIRLS
o ASSET
• Under CBSE
o Grade 10
o Grade 12

Internal Assessments:
The purpose, frequency, strategy and tools of the internal assessments held at TIAD provided in the table given below:

	Purpose	Frequency	Strategy	Tools
Diagnostic tests	Helps both teachers and students to understand the current level of learning	At the beginning of each Term At the beginning of each unit/ topic as a pre-test	Teachers at the same Grade level design an objective and/or subjective question paper that provide them an insight into the preparedness and prior knowledge of the student.	• Pen paper test • Digital tools such as Kahoot, quizzes, Plickers, Nearpod, Curipod, Bamboozled

| Assessment for Learning (AFL) | Assess content, subject-specific skills, and 21st-century skills of learners.

Inform learners of their progress during a unit of study.

Empower learners to take the necessary action to improve their performance.

Create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary.

Allow teachers to understand learners' learning and take necessary steps to inform teaching and learning. | Continuous classroom instruction | Subject teachers, at the grade level:

• Define and communicate the learning intentions and success criteria.
• Create tasks collectively to meet the purpose of AfL.
• Analyze data from AfL to inform teaching-learning.
• Plan opportunities for learners to use the feedback to enhance learning. | • Multiple Assessments
• Class Tests
• Project work
• Collaborative tasks
• Individual tasks
• Notebook work
• Assignments
• Anecdotal records
• Portfolios
• Photographs |

Assessment As Learning (AAL)	Help learners reflect on their areas of strength and development during a unit of study. Help learners to develop metacognitive processes. Learners to assume responsibility for their own learning and set future goals.	Continuous classroom instruction	Subject teachers, at the Grade level: • Model and teach the skills of self-assessment as per a given rubric. • Guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking. • Monitor students' Metacognitive skills as well as their learning and provide descriptive feedback.	• Notebook rubric for every chapter • I can make statements. • Project work • Self-assessed tasks • Peer-assessed work
Assessment of Learning (AOL)	Validate each learner's progress towards defined standards of achievement. Hold learners accountable to the highest levels of application. Prompt students to action and communicate learning to parents.	End of topic/unit tests designed as post-test. End of every term; held two times a year.	Teachers, at the same Grade level: • Design question papers at the appropriate level of challenge. • Moderate the marking scheme for accuracy and consistency.	Pen paper tests as per a pre-defined syllabus

Collection and Use of Data

Data generated through assessment collected from various assessments, both internal and external assessments use both direct and indirect measures.

Direct Measures: includes a direct evaluation of students' achievement on specific learning outcomes using student performances, course work, projects, etc. to demonstrate the student's learning.

Indirect Measures: include tools that help measure opinions or thoughts about students' knowledge, skills, attitudes, learning experiences, and perceptions of services received.

The table below gives an overview of the measures used to collect data at TIAD:

Direct Measures	Indirect Measures
Standardized exams specific embedded test questions (that are aligned to specific learning goals) multiple choice questions short answer questions essay questions portfolios (graded with a rubric) writing assignments (graded with a rubric) lab reports (graded with a rubric) oral presentations (graded with a rubric) group projects (graded with a rubric)	self-assessment peer feedback journals (reflective, or other types) interviews focus groups. surveys and questionnaires

Assessment type	Use of Data
External assessments	• Differentiate instruction based on skills. • Set academic goals. • Inform teaching and learning. • Personalize instruction to cater to student-specific skills. • Plan interventional strategies to support learning
Assessment of learning	• Plan instruction and assessments that are differentiated andpersonalized. • Work with students to set appropriate learning goals. • Monitor students' progress toward achieving overall and specificexpectations. • Provide timely and specific descriptive feedback to students (what they are doing well, what needs improvement and how toimprove) • Differentiate instruction and assessment in response to studentneeds. • Provide descriptive feedback to parents about student learning and ideas for support.

Assessment as learning	• Provide descriptive feedback to other students (peer assessment) • Monitor their own progress towards achieving their learninggoals (self-assessment) • Adjust their learning approaches. • Reflect on their learning. • Set individual goals for learning.
Assessment for learning	• Summarize learning at a given point in time. • Make judgements about the quality of student learning based onestablished criteria. • Communicate information about achievement to students,parents, and other stakeholders. • Plan reinforcement classes and interventional strategies at thedepartment levels. • Review the vertical escalation of the curriculum for the subjects. • Modify strategies in planning and developing the curriculum.

Reporting

At The Indian Academy Dubai, we report assessment outcomes to parents, both formally and informally. Results communicated clearly, accurately, timely and meaningfully. The following forms of reporting undertaken by the school:

(i)Formal reporting

Parents kept abreast of their ward'slearning formally throughthe various processes:
·Term-end Progress Card provides the consolidated mark sheets.
·Mid-term Feedback Report (MTF) shared at the middle of every term, giving scope to parents on the way forward. Clear specific observations highlighted the child's current level, supported by diagnostic commentsexplaining the steps toimprovise.
·The skill-based term report shared at the end of every term gives parentsan understanding on the progress made by their child, supported by the next steps for implementation.
·Open Houses held thrice a year providesdetailed qualitative feedbackby the class teacher and subject teachers.
·Electronic mails providefeedback on student'sperformance in subjects.
·Parent meetings with HOS and Subject Teachers.

(ii)Informal reporting

Parents also receive informal feedback on their ward's learning through the following processes:

- Teacher feedback on student work samples throughout the year
- Presentation of work as an exhibit
- Self and Peer assessment of work to inform learning
- Student reflection, written reports, self-designed projects/tasks/activities, student-led classes

Monitoring

All members of the faculty are responsible for the effective implementation of the assessment policy. The School's Leadership Team and Heads of Department to ensure that the assessment practices in the classrooms align with the policy. The Head of Teaching& Learning, Curriculum and Assessment to monitor the effectiveness of assessment practices across the school through informal lesson observations, assessment data, notebook appraisals and scrutiny of student work samples.

Roles and Responsibilities
The following are the roles and responsibilities of various stakeholders:

Teachers
All teachers should:
- Adopt a range of methods and tools to ensure that students' learning and progress in lessons, over a unit of study, term and academic year is assessed accurately.
- Design formative assessment tasks that develop and assess subject-specific skills, content, 21st-century skills and personal social-emotional development.
- Share rubrics before students undertake tasks with expectations clearly stated.
- Use assessments to build student confidence, motivation and self-esteem towards academic learning.
- Mark students' work with diagnostic comments, where appropriate.
- Encourage students to take responsibility for their learning through self/peer assessment.

- Encourage students to analyze their assessment data to set goals, understand their areas of strength and development, and next steps towards learning.
- Use assessment data to inform teaching-learning, and provide additional support where needed by students who are at risk of underachieving.
- Analyze students' CAT4, internal, and ASSET scores and use this data to inform teaching-learning.
- Design appropriate assessment of learning based on curriculum standards to measure student attainment.
- Share accurate marking schemes for AOLs enabling students to understand their errors.
- Enter marks and grades to track student attainment and progress.
- Analyze and triangulate data from internal and external assessments to inform curriculum planning.
- Report assessment outcomes and provide feedback to students and parents.

Heads of Departments and Coordinators

All Heads of departments and coordinators should:
- Demonstrate, to the teachers, effective conduct of formative assessments in their classes.
- Suggest and help design, wherever necessary, tasks to assess subject-specific skills, content, 21st-century skills, and personal social-emotional development in the learners.
- Suggest modifications in tasks as per the need, as the term progresses, to plug in the gaps in learning at the grade levels.
- Encourage regular feedback from teachers and review assessment tasks wherever required.
- Assist teachers to analyze their assessment data and plan interventional strategies.
- Use assessment data to plan the next steps in the teaching-learning process, guide and provide additional support where needed, to teachers in this regard.
- Analyze the results from the external examinations and use this data to work on the department development plan.
- Analyze data from internal and external assessments to inform curriculum planning.
- Collaborate with the Head of Teaching& Learning, Curriculum and Assessment to conduct subject-specific workshops.

Head of Section

All Heads of Section should:

- Demonstrate in their classes, a range of methods and tools to ensure clarity in instruction to the teachers regarding the conduct of formative assessments.
- Monitor the conduct of assessments in the section and take regular feedback from the teachers and students.
- Ensure regular communication between the parents and teachers to strengthen support rendered for the low achievers.
- Arrange for regular peer observation so that all teachers align well with the idea of ongoing assessments.
- Suggest modifications in tasks as per the need, as the term progresses, to plug in the gaps in learning at the grade levels.
- Ensure timely implementation of interventional strategies in the section.
- Inform the need for in-house training/workshops for assessments to the Head of Teaching& Learning, Curriculum and Assessment.
- Use the results from the analysis of internal and external examinations to work on the section development plan.
- Effectively demonstrate planning of tasks and the use of tools to conduct the formative assessments in their lessons.
- Remain responsible for the implementation of assessment policy in their section.
- Ensure that information on pupils progressed to improve teaching and learning in the section and to inform curriculum planning in the subjects.
- Oversee the planning and allocation of resources designed to facilitate the effective conduct of assessments.
- Provide guidance and support to faculty in implementing schemes of work as per the guidelines of the policy.
- Ensure that arrangements are in place for the identification and support of children of all abilities.

Head of Teaching& Learning, Curriculum and Assessment:

- Ensure assessment outcomes link directly to curriculum expectations and are benchmarked against national and relevant international standards.
- Ensure that teachers, learners and parents understand the system of assessments.
- Establish an effective system to track individual learners' attainment and progress, both academic and personal to maximize learning for all students.
- Ensure systematic analysis and triangulation of assessment data to identify patterns, trends, and areas of improvement.
- Identify learners' achievement gaps as well as reflect on possible causes for these gaps.
- Lead on all aspects of internal assessments, ensure recording of meaningful data and provide analytical summary on performance measured against key performance indicators.
- Lead school-wide conduct and analysis of data from external benchmarking examinations, including CAT 4, PASS, ASSET, TIMSS, PISA, and PIRLS.
- Ensure that all staff, students and parents have an accurate analysis of student data on progress and attainment.
- Coordinate with Heads of Departments to ensure that assessments are valid and rigorous.
- Collaborate with Grade Supervisors to ensure that they can effectively disseminate data, actions and development plans to other staff.
- Coordinate and facilitate the implementation of School Report Cards.
- Conduct Professional Development programs for staff on topics relevant to assessment.
- Promotes internal and external communication of assessment results.

Role of Students:

All students should:

- Understand the assessment rubric and 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.
- Support other students constructively when involved in peer assessment.
- Be respectful and responsible with peer feedback.
- Engage in self-reflection and regularly review their learning journey.
- Set their learning goals and strive to become independent learners.
- Actively participate in all activities to promote their emotional, social and personal well-being.

Role of Parents:

All parents/guardians should:

- Ensure that their ward is regular and punctual and does not miss the instructional class or assessments.
- Understand the assessment rubric and help their wards to set the learning goals.
- Regularly communicate with the faculty to understand the student's learning journey based on the results of internal and external examinations.
- Monitor the student's academic activity at home and help promote his independent learning skills.
- Support and motivate their ward and engage in meaningful conversations to promote the personal well-being of the student.
- Know the interventions planned by the teacher for specific subject support.
- Work collaboratively with the teacher to ensure the academic progress of the student.
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Promotion Criteria:

1. As per the rationale, students who have secured 51% and above will be passed and promoted.
2. Students ho have secured 33% will be promoted with remedial support and intervention.
3. Students who have failed in 2 or less than 2 subjects will be promoted after retest.
4. Students who have failed in 3 or more subjects will be detained.
5. For the MOE subjects the pass criteria is as below:
    i. Arabic – 50%
    ii. Islamic – 50%
    iii. Moral, Social, Cultural (MSC) – 40%

KHDA Approved Requirements: Promotion criteria is based on the pass percentage required as per the prescribed curriculum standards.
Example:

Example	Status	Result
Student 1 (Grade 2)	Aleena in Grade 2 secured 55%	Aleena will be promoted to Grade 3.
Student 2 (Grade 6)	Hamdan in Grade 6has secured 42%	Hamdan will be promoted to Grade 7 with remedial support andintervention.
Student 3 (Grade 8)	Justin in Grade 8 secured 25% in Maths and Science	Justin will be promoted after passing the retest.
Student 4 (Grade 9)	Arnav in Grade 9 secured 29% in 4subjects	Arnav will not be promoted.

External Assessments:

External Assessments against international benchmarks are used to compare the attainment of The Indian Academy, Dubai students to other Indian curriculum school students. The following tables illustrate in detail both internal and external assessments at The Indian Academy, Dubai:

Names of the Exam	Areas tested	Frequency and Year	Age group /class
CAT4 -Potential to learn	Ability test.	Once in 2 years	Grades 1 to 12
PASS	Wellbeing testing/Readiness to learn	Yearly	Grades 1 to 12
NGRT - Reading skills	Reading and comprehension skills	Yearly	Grade 3 to 9
PT Series- Academic achievement	Pupil's attainment and progress. Subjects offered: English &Maths. Science (Only for Grade 2).	Yearly	Grade 1 – Grade 2
ASSET	Pupil's attainment and progress. Subjects offered: English, Mathsand Science.	Yearly	Grades 3 to 9
ACER IBT	Pupil's attainment and progress (Arabic)	Yearly	Grades 3 to 9
PIRLS	Based on skills. Abilities in Reading and on National policies concerning literacy)	Every 5 years (Since 2001)(UAE-Jan) 2016/2021/2026	Grade 4 Age 10 yrs.
PISA	Based on skills. (Science, Mathematics, Reading,collaborative problem solving and Financial literacy)	Every 3 years (since 2000) 2015/2018/2021	15 yrs.
TIMSS	Based on Curriculum (Mathematics and science)	Every 4 years (since 1995) (UAE-Feb) 2015/2019/2023	Grades 4 - Grade8 Age 10-14 yrs

How we use them

At The Indian Academy Dubai School, we have agreed to implement the GL, ASSET assessments and IBT as outlined above which will help us to benchmark our students at national and international standards.. Using these forms of assessments provides an opportunity to make informed decisions with regards to planning, teaching, and learning, admissions, student outcomes and progress. It is vital we now have a basis for how we use these assessments.

UAE NATIONAL AGENDA

The Indian Academy, Dubai embraces the UAE Vision 2021 by working towards achieving the set targets for TIMSS and PISA. TIAD has purposefully planned and implemented various strategies as follows:

- Participation in the UAE National Agenda Parameter benchmark tests (CAT4, IBT, ASSET, GL)
- Shared results and findings from the benchmark tests with all stakeholders
- Provisioned sessions with Teachers on data interpretations and analysis to identify strengths and weakness
- An innovative and enquiry-based approach towards 2050
- Developed and followed through the National Agenda Action Plan
- Curriculum mapping and review to meet the content and skills requirements of TIMSS and PISA in Mathematics, Reading and Science
- Appropriate adaption, integration and interventions in teaching and learning strategies to develop students' critical thinking, investigation, problem solving, creativity, and inquiry skills, and their ability to apply knowledge to real life situations.

Regards,

Shiny Davison

SHINY DAVISON

Principal