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 learning that integrate ongoing assessment and feed back to facilitate excellent progress in learning students. The 'Assessment Policy' outlines the purpose, nature, and management of assessment, evaluation and reporting at The Indian Academy.

The assessmentsare 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 provide clear outline of all assessments, evaluation and reporting techniques at the school. The policy also aims to benefit the student's learning, monitor learning processes, generate baseline data that can be used to monitor achievement over time, measure and track the student's progress, involve parents and students in identifying and managing learning strengths or difficulties, assist the teacher's long-term and short-term planning, inform and modify planning and teaching as well as streamline assessment procedure as a whole school approach to the provision of an excellent education for all students in the school.

OBJECTIVES:

- The objectives of assessment in the school are:
- To inform lesson planning and transactions.
- To enable leaders to modify their teaching strategies.
- To ensure that the particular learning needs of individual students /groups are being addressed.
- To monitor pedagogical approaches and methodologies.
- To monitor the progress and attainment of students \

- To compile the records of the progress and attainment of individual students.
- To gather and interpret data at individual, class, and whole school levels, and about class and national norms.
- To identify and plan the teaching and learning for varied learner profiles, students of determination as well as gifted one.
- To contribute to the schools strategy for prevention and early intervention to assist students with learning difficulties.
- To provide formative feedback to students to improve learning.
- To facilitate the involvement of students in the assessment of their own and their peers' work.
- To assist students in setting goals and to enable them to take responsibility for their learning.
- To facilitate communication between parents and teachers about the development, progress, and learning needs of students.
- To report to parents regularly by providing constructive feedback on their ward's performance, targets, and next steps.

FORMS OF ASSESSMENT

DIAGNOSTIC ASSESSMENTS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	SELF AND PEER ASSESSMENTS
One form of diagnostic assessment is conducted at the beginning of a unit in the form of pre test for all students. These tests aim to gauge the prior attainment, knowledge and skills of the student.	The formative assessments are also referred to as Assessments for Learning (AFL).	The summative assessments are also referred to as Assessments of Learning (AOL).	Students take responsibility for their own learning.
Another form of the diagnostic assessments is conducted at the beginning of an academic year for new admissions.	These assessments refer to any process by which pupils are made aware of how they can make progress	The summative assessments are given periodically to determine at a particular point in time what students know.	Students will be involved in assessing their own work and each others work.
They help to diagnose what the student already knows and where	The teachers using the results of the formative assessments are able	The types of summative assessments are periodic test, half	Students are encouraged to identify their areas of development.

he/she needs help.	to decide where the learners are, where they need to go, and how best they can get there.	yearly exams and yearly exams.	
	It is an ongoing process and happens during the process of teaching.		

TECHNIQUES/ STRATEGIES FOR ASSESSMENT

- Focused or structured Teacher Observations – observing a child or a group of children at an activity recording structured observations and monitoring student progress.

- Random observations – monitoring what is happening i.e. works better in a group, alone, tires easily, responds to visual prompting, etc.

- Discussion/conferencing- talking to and questioning the children about their work, and setting targets for future work.

- Summative Assessments (Assessment of Learning) – evaluating students' performance against the school's bespoke Curriculum standards. These include Periodic Tests and Half - Yearly Examinations.

- Pre-tests and post -tests during a lesson.

- Success Criteria – a set of features that a teacher wants to see in a students' work throughout a lesson to achieve the learning outcome.

- Effective Questioning

- Self and Peer Assessments – students assess their own and each other's work

- Role Play/ Group Discussions/ Collaborative Work

- Projects and Presentations – evaluating with the child the outcome or end product- writing drawing, diagram, model charts etc.

- Multiple Choice Questions / Quizzes

- Rubrics and Exit Tickets

- Teacher designed tests and tasks

- Mindful marking and Feedback with D.I.R.T (Dedicated/Directed Improvement and Reflection Time)

- Student Portfolios of work.

- Staged assessments at the end of blocks of work

- Mental Math test

- Standardized tests

THE SYSTEM OF EVALUATION

A. Kindergarten

At our kindergarten, we believe in nurturing young minds with love, laughter, and learning. Our dedicated team of educators creates a safe and vibrant environment where curiosity is sparked, friendships blossom, and a foundation for lifelong learning is laid. We embrace a child-centered approach that recognizes the individuality of each student. Our curriculum is designed to cater to diverse learning styles, ensuring that every child thrives in a supportive and inclusive environment. We encourage a love for learning by fostering curiosity and providing hands-on experiences that make education come alive. Our classrooms are vibrant spaces that inspire creativity and exploration. We value the partnership between parents and educators, recognizing that a united approach fosters the best outcomes for the child.

B. Primary and Middle School

Primary and Middle School Assessments are consistent with the CBSE -initiated policies, incorporating standard international practices. Assessment is an integral component of teaching and learning, with ongoing practice opportunities called 'Assessments for Learning' that address and promote key learning areas. These are intended to provide feedback concerning how well the student is grasping the concepts being taught. Summative examinations in the form of Periodic Tests are conducted four times in a year or twice in a term for students of Grade 1 and 2. The students of Grades 3 to 8 appear for a total of 4 summative assessments – 2 Periodic Test and 1 Half Yearly per term. A certain number of assessments tasks are graded and these scores are maintained for term end reports. However all assessments conducted are shared with parents on an ongoing basis; and formal assessments reports are shared with parents during the Open House at the end of Term 1 and Term 2

Englis, Math, Science, Islamic Education, Arabic, Hindi/French/ Malayalam, ICT, Moral Social and Cultural Studies, Indian Social Studies are the subjects under Part 1 which covers the scholastic areas while Art, Music, Dance, Physical Education form Part II and cover the co-scholastic areas.

C. Standardized Test

The International Benchmark Assessments are a set of standardized assessments developed to :

- Help school leaders and teachers establish a baseline of their students cognitive, potential and achievement overtime, and facilitate necessary modifications to their learning.

- Support schools to better understand the extent to which the achievements of students are aligned with their cognitive potential.

- Help validate the school's internal attainment and progress data.

- Support schools with their whole school self -evaluation and improvement planning

- Facilitate KHDA's role in monitoring and quality assurance of schools and supporting national and Dubai priorities and strategies.

LEAMS
EDUCATION

The CAT 4 helps us identify the cognitive skills of the child which supports the teachers in setting targets for individual students, grouping students in the classroom, and learning and planning intervention strategies for groups of students .

The school conducts the following International Benchmark Assessments for the different year groups.

i.   ASSET – Assessment of Scholastic Skills through Educational Testing. ASSET is a skill-based diagnostic assessments in which over 2500 leading schools in India, the Gulf and Singapore participate. This is conducted by EI (Educational Initiative) ASSET Plays a key role in improving the scholastic skills of the students which in return help in their learning.

   The test is objective – multiple choice type and provides feedback on students' vocabulary levels, their ability to comprehend texts in varied formats, apply the concepts taught in real life situations and develop a love for learning with understanding. The test is conducted in subjects such as English, Math and Science. No prior preparation is required as the tests are based on what the students have already learned in classroom. All students who participate receive a certificate and "ASSET" – "MY BOOK" . The book contains a set of personalized instructional materials for each student based on the result. It provides detailed feedback highlighting the students strengths and weaknesses, practice questions along with the explanation and answers for the concepts that the student is weak in.

ii. International Benchmark Test such as TIMSS: Trends in International Mathematics and Science Study, PIRLS: Progress in International Reading Literacy Study, NGRT: New Group Reading Test and ABT (International Benchmark Test in Arabic B) are administered to students of appropriate grades.

iii. TIMSS is and international assessment that monitors trends in student achievement in mathematics and science.

iv. PIRLS provides internationally comparative data on how well children read and offers policy relevant information for improving learning and teaching.

v.   NGRT is a standardized, adaptive, termly assessment to measure reading skills against the national average and is used to identify where interventions may be needed and then to monitor impact and progress made.

vi. ABT – Arabic B is an internationally administered program of assessments to compare students performance in all skills.

vii. Test like ABT- Arabic B , TIMSS, PIRLS and NGRT identify the performance levelof the students against the international standards in English, Mathematics, Science and Arabic and abilities in various domains of the subject.

viii. The test also support departments to review their curriculum standard in line with international standards and guides in analysing different year groups. These tests give standardized individual reports on students ability, attainment, progress and attitudes. The data is comprehensively used to inform the next steps in the provision and personalized support.

THE MODERATION PROCESS

Stage 1 – Moderating the Question Paper

Teacher	Moderator	Head of Department
Step 1 – Sets the Question Paper Step 2- Checks the portion and marks weightage Steps 3 – Discusses with the same grade subject teachers	Step 4- Quality assures the paper Step 5- Checks the marking scheme and approves the paper Step 6- Submits the paper to the Head of Department	Step 7- Receives the paper from the moderator Step 8 – Evaluates the papers weightage of marks and complexity and suggests revision if necessary. Step 9- Submits the paper to the Vice Principal Step 10 – The Vice Principal approves the paper and suggests and suggests revision if necessary Step 11- The Vice Principal sends the approved paper to the Head of Section for Printing

STAGE 2- Moderating and Marking Scheme

Teacher	Head of Department	Head of Assessment/Vice Principal
Step 1 – Collection of answer scripts post the examination Step 2- Random selection of 3-4 answer scripts from a given section Step 3- Paper moderation involving fellow grade-level, subject teachers and the Head of Department Step 4 – Discuss and come to a consensus about the identified variations	Step 7- Provides the final decision on identified variations issues during the moderation process Step 8- Shares the final decision and moderated marking schemes with the Head of Phase and the Head of Assessment	Stage 9 – Records and monitors the moderation process at every grade level. Stage 10 – Provides solutions to issues that have been escalated.

Step 5- Modifying the marking scheme. Step 6- Shared the moderated marked scheme with the Head of Department		

Stage 3 – Moderating the Answer Scripts

Teacher	Moderator	Head of Department
Step 1 – Collection of answer scripts post the examination. Step 2 – Completes correction as per the moderated marking scheme Step 3 – Informs the moderator to collect the papers	Step 4 – Collects the corrected answer scripts for moderation Step 5- Selects samples from each section in the ratio of 1:10 Step 6 – Evaluates the correction against the modified marking scheme Step 7 – Prepares a report highlighting the noted discrepancies for the Head of Department, the Head of Assessment, and the Vice Principal	Step 8- Receives the report from the moderator Step 9 – Reviews and decides future actions and interventions for extreme variation issues. The intervention is dependent on the nature of the variation, for example recorrection of the complete set. Step 10- Green lights distribution of the answer scripts to the students

RECORDING

Teachers use records to review students progress, set appropriate targets for the future, and form the basis of reports. Records are kept in many ways. These include:

- Teacher Diary/ Progress Tracker
- Student Sample work

- Teacher's notes e.g.significant outcomes
- Teacher's Anecdotal Records
- Record of Self and Peer Assessments
- Records of Reading

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 datato 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 individualstudents, 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. Thetargets set are aspirational and challenging, but realistic, and consider each

student's starting point and ability. With these core principles in mind, the targetswe 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 tosimilar schools.

Teachers also use the Progress tracker to provide students with competency levelsfor 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.

REPORTING

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 scopeto parents on the way forward. Clear specific observations highlighted the child's current level, supported by diagnostic comments explaining the steps to improvise.
- 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 provide detailed qualitative feedback by the class teacher and subject teachers.
- Electronic mails provide feedback on students' performance 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. TheHead 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/peerassessment.
- Encourage students to analyze their assessment data to set goals, understandtheir 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 theirerrors.
- 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 intheir classes.
- Suggest and help design, wherever necessary, tasks to assess subject-specific skills, content, 21st-century skills, and personal social-emotional development inthe learners.
- Suggest modifications in tasks as per the need, as the term progresses, to plug inthe 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 onthe 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 feedbackfrom 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 ideaof ongoing assessments.
- Suggest modifications in tasks as per the need, as the term progresses, to plug inthe 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 workon 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 perthe 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 forthese

gaps.

- Lead on all aspects of internal assessments, ensure recording of meaningful dataand 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 studentdata 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 toassessment.
- 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 instructionalclass 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 topromote 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.

LEAMS
EDUCATION

Promotion Criteria:

1. As per the rationale, students who have secured 51% and above will be passed andpromoted.
2. Students who 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 3 or more subjects will be detained.

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 percentagerequired 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 andexternal 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 toidentify 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 ofTIMSS 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

Principal