

# ASSESSMENT POLICY

Policy Reviewed – March 2026  
Date of Next Review – March 2027

## **Rationale:**

In line with the School's Vision of nurturing responsible global citizens and future-ready learners, The Indian Academy Dubai is committed to delivering the highest standards of teaching and learning through a robust, inclusive, and forward-looking assessment framework.

This Assessment Policy establishes a comprehensive and coherent approach that integrates CBSE guidelines, NEP 2020, NCF 2023, KHDA DSIB expectations, and UAE National Agenda priorities, ensuring alignment with both national and international benchmarks.

Assessment is recognised as an integral, continuous, and student-centred process that:

- Drives high-quality teaching and learning
- Develops competencies and transferable skills beyond content knowledge
- Promotes student ownership, reflection, and independent learning
- Ensures equity, inclusion, and personalised learning pathways for all students
- Benchmarks student performance against national and international standards

Through this approach, assessment at The Indian Academy Dubai not only measures learning but actively shapes and enhances it, enabling all students to achieve sustained progress and excellence.

## **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

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- 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 school's 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.
  - Assessment, evaluation and follow-up action are the cornerstones of the teaching and learning cycle. They are incorporated systematically into teaching strategies in order to assess students' performance, diagnose any problems and chart progress.

Pre-KG - Grade 12

The academic year is divided into two terms for the purpose of assessment:

- First Term - April to September
- Second Term - October to March

Assessment at the school is:

- **Competency-Based:** Focused on application, analysis, and real-world problem-solving
- **Continuous & Holistic:** Covering cognitive, social, emotional, and physical development
- **Inclusive:** Catering to all learners including Students of Determination and Gifted & Talented
- **Data-Driven:** Informed by triangulation of internal and external assessments
- **Student-Centered:** Encouraging reflection, goal-setting, and ownership
- **Future-Ready:** Integrating AI, digital tools, and adaptive assessments

**COMPETENCY-BASED ASSESSMENT MAPPING FRAMEWORK**

<b>Learning Outcome</b>	<b>Bloom's Level</b>	<b>DOK Level</b>	<b>Core Competency</b>	<b>Assessment Task</b>	<b>Success Criteria</b>
Understand key concepts and definitions	Remember / Understand	Level 1 (Recall)	Communication	MCQs, quizzes, oral questioning	Accurately recalls facts and explains basic concepts
Apply concepts to solve routine problems	Apply	Level 2 (Skill/Concept)	Problem Solving	Worksheets, structured problems, case-based questions	Correct application of concepts in familiar contexts
Analyse information and identify relationships	Analyze	Level 3 (Strategic Thinking)	Critical Thinking	Data interpretation, comparison tasks, reasoning questions	Identifies patterns, justifies answers with logic
Evaluate solutions and justify decisions	Evaluate	Level 3 (Strategic Thinking)	Critical Thinking, Communication	Open-ended questions, debates, extended responses	Provides evidence-based justification and reasoning
Create innovative solutions or products	Create	Level 4 (Extended Thinking)	Creativity & Innovation, Collaboration	Projects, presentations, design tasks	Produces original work demonstrating depth and innovation
Work collaboratively to solve real-world problems	Apply / Create	Level 4 (Extended Thinking)	Collaboration, Communication	Group projects, role plays, problem-based learning	Demonstrates teamwork, effective communication, and shared outcomes
Use digital tools and AI responsibly for learning	Apply / Analyze	Level 2–3	Digital & AI Literacy	Digital portfolios, AI-supported tools / research tasks	Demonstrates ethical and effective use of AI

**FORMS OF ASSESSMENT**

<b><u>DIAGNOSTIC ASSESSMENTS</u></b>	<b><u>FORMATIVE ASSESSMENTS</u></b>	<b><u>SUMMATIVE ASSESSMENTS</u></b>	<b><u>SELF AND PEER ASSESSMENTS</u></b>
<p>One form of diagnostic assessment is conducted at the beginning of a unit in the form of pretest for students of Pre KG- Grade 2</p> <p>Another form of the diagnostic assessments is conducted at the beginning of an academic year for new admissions.</p> <p>CAT4 cognitive profiling serves as a baseline for students of Grades 3-12</p> <p>These tests aim to gauge the prior attainment, knowledge and skills of the student.</p> <p>They help to diagnose what the student already knows and where he/she needs help.</p>	<p>The formative assessments are also referred to as Assessments for Learning (AfL).</p> <p>These assessments refer to any process by which pupils are made aware of how they can make progress</p> <p>The teachers using the results of the formative assessments are able to decide where the learners are, where they need to go, and how best they can get there. It is an ongoing process and happens during the process of teaching.</p>	<p>The summative assessments are also referred to as Assessments of Learning (AoL).</p> <p>The summative assessments are given periodically to determine at a particular point in time what students know.</p> <p>The types of summative assessments are periodic test, half yearly exams and yearly exams.</p>	<p>Students take responsibility for their own learning. (AsL)</p> <p>Students will be involved in assessing their own work and each other's work.</p> <p>Students are encouraged to identify their areas of development.</p>

**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

**AI-ENABLED & DIGITAL ASSESSMENT**

To align with NEP 2020 and future-ready learning:

- Use of **adaptive assessment platforms**
- AI-supported feedback tools
- Digital portfolios
- Online quizzes and data analytics for personalised learning

### Academic Integrity

- Clear guidelines on ethical use of AI
- Emphasis on originality, critical thinking, and authenticity

### THE SYSTEM OF EVALUATION

#### A. Foundation stage (Pre KG- Grade 2)

At our foundation stage, 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. Formative assessments are conducted four times in a year for students of foundation stage.

Students are **continuously** assessed through observation and anecdotal notes throughout the academic year as they engage in their daily activities, in Physical activities, Personal and Cognitive skills, Social and Emotional Development. Student progress is tracked on a daily basis and shared with parents during PTM and in the Holistic Report Card.

#### Foundation Stage Grade 1 and Grade 2

In grades 1 and 2 only formative assessments are conducted in class to ascertain the level of student learning on what has been taught. Assessments are adapted to CBSE system.

In each Term (Term I and Term II), Grades 1 & 2 have two Formative Assessments (FA)

Term 1	FA1 (20%)	FA 2 (20%)	Subject Enrichment (5%)	Portfolio 1 (5%)
Term 2	FA3 (20%)	FA4 (20%)	Subject Enrichment (5%)	Portfolio 2 (5%)
AY Final	Sum of Term 1 and Term 2			

Assessments conducted are shared with parents through report card and during the Parent Teacher Meeting at the end of each Term and also as an on-going follow-up.

## **B. Preparatory and Middle School**

Preparatory 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. The students of Grades 3 to 8 appear for a total of 2 Summative assessments and 2 periodic assessments in a year. Formative assessments are conducted and the tasks are graded, 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

English, Math, Science, Islamic Education, Arabic, Hindi/French/ Malayalam, ICT, Moral Social and Cultural Studies, Social Science 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.

In Grades 3 to 8 a combination of Multiple Assessments (MA) and Periodic Test (PT) are conducted in class to ascertain the level of students learning on what has been taught. Assessments are adapted to CBSE system.

Term 1	MA1 (5%)	PT1 (5%)	SEA1 (5%)	Portfolio 1 (5%)	Half Yearly (80%)
Term 2	MA2 (5%)	PT2 (5%)	SEA2 (5%)	Portfolio 2 (5%)	Annual Examination (80%)
AY Final	30% of Term 1 and 70% of Term 2 as per the assessment weightage for subjects – Pls refer the Assessment Policy for Term weightages				

## **SENIOR SCHOOL**

### **GRADE 9:**

The assessment pattern in Grades 9 will be as per CBSE guidelines. As per this, the total marks for each subject will be 100. The student has to secure an overall 33% mark in each CBSE subjects in the final exam for promotion to the next grade.

**The Internal Assessment** will comprise of Periodic tests, Portfolio, Subject Enrichment, Multiple Assessments and Art Integration activities.

Assessments are adapted to the CBSE system.

Term 1	MA1 (5%)	PT1 (5%)	SEA1 (5%)	Portfolio 1 (5%)	Half Yearly (80%)
Term 2	MA2 (10%)		SEA2 (5%)	Portfolio 2 (5%)	Annual Examination (80%)
AY Final	Average of Term 1 and Term 2 as per the assessment weightage for subjects				

**\*Co- Scholastic Activities** (Graded on a five-point scale (A-E) – Work Experience, Art Education, Health and Physical Education.

### Grade 10 – Assessment Pattern

The assessment pattern in Grade 10 will be as per CBSE guidelines.

Grade 10	Internal Assessment (20%)	All India Secondary School Examination (80%)
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#### Internal Assessment:

Grade 10	Term 1	Cumulative Assessment 1	Cumulative Assessment 2	SEA	Portfolio	Half Yearly
	Term 2	Pre Board 1		Pre Board 2		

#### External Assessment:

As per CBSE assessment criteria, the students will appear for 5 main subjects and 1 optional subject in Grade 10. (Main Subjects – English, Math. Science, Social Science, Second Language and Optional Subject – Artificial Intelligence)

Special provision for subjects will be provided as per CBSE standards to the student of determination.

### Grade 11 – Assessment Pattern

The assessment pattern in Grade 11 will be as per CBSE guidelines. (Pls refer the admission policy for the stream and subject selection)

**The Internal Assessment** will comprise of Periodic tests, Portfolio, Subject Enrichment, Multiple Assessments and Art Integration activities.

Assessments are adapted to the CBSE system.

Term 1	MA1 (5%)	PT1 (5%)	SEA1 (5%)	Portfolio 1 (5%)	Half Yearly (80%)
Term 2	MA2 (10%)		SEA2 (5%)	Portfolio 2 (5%)	Annual Examination (80%)
AY Final	Average of Term 1 and Term 2 as per the assessment weightage for subjects				

**\*Co- Scholastic Activities** (Graded on a five-point scale (A-E) – Work Experience, Art Education, Health and Physical Education.

### Grade 12 – Assessment Pattern

The assessment pattern in Grade 12 will be as per CBSE guidelines.

Grade 12	All India Senior School Certificate Examination (80%)
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#### Internal Assessment:

Grade	Term 1	Cumulative Assessment 1	Cumulative Assessment 2	SEA	Portfolio	Half Yearly
12	Term 2	Pre Board 1		Pre Board 2		

#### External Assessment:

As per CBSE assessment criteria, the students will appear for 5 main subjects and 1 optional subject in Grade 12. (Pls refer the admission policy for the stream and subject selection)

Special provision for subjects will be provided as per CBSE standards to the student of determination.

### INCLUSION & DIFFERENTIATION

The school is committed to ensuring that assessment practices are inclusive, equitable, and responsive to the diverse learning needs of all students, in alignment with the KHDA Inclusive Education Policy Framework and NEP 2020.

Assessment is adapted to support **Students of Determination, Gifted & Talented learners, and all ability groups**, ensuring that every learner is able to access, engage with, and demonstrate their learning effectively.

#### Individual Education Plans (IEPs)

Students of Determination are supported through Individual Education Plans (IEPs) that are developed collaboratively by teachers, inclusion specialists, and parents. These plans include:

- Clearly defined, measurable learning goals aligned to curriculum expectations
- Personalised assessment strategies and accommodations
- Regular monitoring of progress through formative and summative data
- Termly review cycles to evaluate impact and adjust interventions

**Adapted Assessments**

Assessments are modified to ensure accessibility and fairness without compromising learning outcomes. Adaptations may include:

- Differentiated question papers based on ability levels
- Additional time, reader/scribe support, or assistive technology
- Simplified instructions or scaffolded tasks
- Alternative assessment formats such as oral responses, visual tasks, or project-based submissions

**Extension for Gifted & Talented Learners**

Gifted and Talented students are provided with opportunities to extend their learning beyond the standard curriculum through:

- Higher-order, open-ended, and inquiry-based assessment tasks
- Opportunities for independent research, innovation, and problem-solving
- Participation in competitions, projects, and interdisciplinary learning experiences
- Enrichment tasks aligned to Bloom's higher-order thinking levels (Analyze, Evaluate, Create)

**Early Intervention Strategies**

The school adopts a proactive, data-driven approach to identifying and supporting students who may be at risk of underachievement. This includes:

- Early identification through baseline, CAT4, NGRT, and formative assessment data
- Targeted intervention programmes and small-group support
- Continuous monitoring through progress trackers and assessment data
- Collaboration between teachers, inclusion team, and parents to ensure timely support

Through these structured and responsive approaches, the school ensures that assessment not only measures learning but actively supports progress, inclusion, and excellence for all students.

**A. 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.

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 supports departments to review their curriculum standard in line with international standards and guides in analysing different year groups. These tests give

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

## STAGE 2- Moderating and Marking Scheme

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

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 4 – Collects the corrected answer scripts for moderation	Step 8- Receives the report from the moderator
Step 2 – Completes correction as per the moderated marking scheme	Step 5- Selects samples from each section in the ratio of 1:10	Step 9 – Reviews and decides future actions and interventions for extreme variation issues.
Step 3 – Informs the moderator to collect the papers	Step 6 – Evaluates the correction against the modified marking scheme	The intervention is dependent on the nature of the variation, for example recorection of the complete set.
	Step 7 – Prepares a report highlighting the noted discrepancies for the Head of Department, the Head of Assessment, and the Vice Principal	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 (Pre KG- Grade 2), in the form of internal assessment, at the start of the academic year is used to measure progress. We use CATs diagnostic tests (Grades 3-12) 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.

## **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's learning formally through the 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 comments explaining the steps to improvise.
- The skill-based term report shared at the end of every term gives parents an 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

## **Student Agency and Ownership**

Include:

- student-led conferences
- goal setting
- reflection journals

## **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/peerassessment.
- 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.

**Governance and Oversight**

The Governing Body plays a strategic role in ensuring the effectiveness and impact of assessment practices across the school. Governors regularly review assessment outcomes through termly reports and RAG-rated performance dashboards, with a focus on student attainment, progress, and key priority groups, including Students of Determination and Gifted & Talented learners.

Through structured review meetings with the Senior Leadership Team, governors challenge and support school leaders to ensure that assessment data is used effectively to drive school improvement, raise standards, and close achievement gaps. They monitor the alignment of assessment practices with KHDA expectations, CBSE requirements, and UAE National Agenda targets, including performance in international benchmark assessments such as TIMSS, PISA, and PIRLS.

This strategic oversight ensures strong accountability, informed decision-making, and continuous improvement in teaching, learning, and student outcomes across the school.

### **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.

### **Promotion Criteria :**

#### **Promotion Criteria- Foundation Stage (Pre KG to Kg 2)**

Foundation Stage (Pre KG to Kg 2) – While no child is kept back in KG and every child is expected to acquire the expected skills, before being promoted.

Foundation Stage (Grade 1 to 2) -Promotion is based on ongoing assessments through the year that consists of Formative Assessment, Subject Enrichment and Portfolio, which address essential elements of the Foundation Stage Program like knowledge, concepts, subject specific skills and approaches to learning.

### **Promotion Criteria-Preparatory Grades 3- 5/ Middle Grades 6 – 8**

- Final grades in all each scholastic subject should be a minimum of 33% as per CBSE for promotion to the next grade.
- Students must attain minimum of 50% in Arabic, Islamic education and 40% in MSCS.
- For all grades a minimum of 75% attendance is compulsory for promotion unless the parents have a valid reason.
- For students who have joined in the second term, a minimum of 33% should be obtained in Term 2 examination to be considered for promotion to the next grade.

### **Promotion Criteria - Secondary Grade 9 and 11**

As per this, the total marks for each subject will be 100. The student has to secure an overall 33% mark in each CBSE subjects in the final exam for promotion to the next grade.

### **Final Promotion – Grade 10 and 12**

Promotion is based on CBSE Board Exam results.

NOTE- For all grades a minimum of 75% attendance is compulsory for promotion unless the parents have a valid reason. Case by case evaluation will be conducted for students not satisfying the attendance criteria.

### **Co-Scholastic Assessment:**

Co- Scholastic Activities (Graded on a 5-point scale (A-E)

Work Education, Health & physical Education and General Studies

### **Grade 10 and 12 promotion criteria as per CBSE guidelines.**

[https://cbseacademic.nic.in/curriculum\\_2025.html](https://cbseacademic.nic.in/curriculum_2025.html)

### **RETEST & RETENTION: All retests will be managed on a case-by-case basis.**

- If the student has not secured the minimum marks (50%) in Arabic (Grades 1-9), 50% Islamic Education (Grades 1-12), and (40%) Moral Social Cultural Studies (for Grade 1 to 9), retest will be conducted in the first week of April.
- If the student has not secured the minimum marks (33%) in scholastic subjects (any 2 subjects) (Grades 1-9), retest will be conducted in the first week of April-new academic year.
- If the student has not secured the minimum marks (33%) in each subject of Grade 11 in theory or practical final exams, retest will be conducted in the first week of February.

- Note: The student will be retained if he/she fails in more than 2 subjects in Grade 9 and 11 and 3 subjects in Grades 1-8. If the student fails to comply with the attendance policy (minimum of 75%) is eligible for detention. For all grades a minimum of 75% of attendance is compulsory for promotion unless the parents have a valid reason.
- If the student has not attained the minimum grades in all the prescribed subjects (as mentioned above), the final decision on all matters pertaining to the retention of a student is given by the Principal based on inputs and advice from the inclusion team, Supervisor and Class Teachers and furthermore, on the basis of CBSE bylaws prevailing at the time. Retention will be considered in cases where a student requires more time to overcome barriers for learning.

### **GRADUATION REQUIREMENTS:**

- Completion of the prescribed academic course and obtaining passing marks in the Preliminary Examination conducted by the school.

### **Graduate certificate:**

- Is awarded at the end of Grade 10 All India Secondary School Examination (AISSE). Is awarded at the end of Grade 12 All India Senior School Certificate Examination (AISSCE) administered by Central Board of Secondary Education Examination of Behalf of the Government of India.
- For the UAE Certificate equivalency requirement pls visit the UAE Ministry of Education website. <https://www.moe.gov.ae>

### **EXTERNAL ASSESSMENTS:**

External examination helps to know the standard of the school globally and curriculum-specific assessment along with CAT4, NGRT, ASSET, ABT, GL PT, TIMSS, PISA, PIRLS and PASS data to provide schools with the tools to develop a comprehensive assessment plan tailored to students' educational needs, as well as to triangulate all assessment information. This plan should help schools to monitor more effectively and support better learning outcomes.

The data from these assessments should provide schools with a three-dimensional view of each student and help to triangulate internal and other external data for validating attainment and progress outcomes. Based on the NAP and the school's assessment of what is most suitable to benchmark the school against international standards.

The summative assessments in grade X and XII are also externally conducted exams as these are administered as well as evaluated by CBSE.

**A SUMMARY OF EXTERNAL EXAMS:**

<b>Names of the Exam</b>	<b>Areas tested</b>	<b>Frequency and Year</b>	<b>Age group /class</b>
CAT4	Cognitive Abilities	Once in 2 years	Grades 3 to 12
PASS	Wellbeing /Readiness to learn	Yearly	Grades 3 to 12
NGRT	Reading and comprehension skills	Yearly	Grade 3 to 9
PT Series- Academic achievement	Pupil's attainment and progress.  Subjects offered: English & Mathematics. Science (Only for Grade 2).	Yearly	KG 1 - Grade 2
ASSET	Pupil's attainment and progress.  Subjects offered: English, Mathematics and Science.	Yearly	Grade 3 to 9
ABT	Pupil's attainment and progress (Arabic)	Yearly Twice	Grades 3 to 9
PIRLS	Based on skills.  Abilities in Reading and on National policies concerning literacy)	Every 5 years (Since 2001)  (UAE-Jan)  2016/2021/2026/2031	Grade 4  Age 10 yrs.
PISA	Based on skills.  (Science, Mathematics, Reading, Collaborative Problem solving and financial literacy)	Every 3 years (since 2000)  2015/2018/2021/2024/2027	15 yrs.
TIMSS	Based on Curriculum  (Mathematics and science)	Every 4 years (since 1995)  (UAE-Feb)  2015/2019/2023/2027	Grades 4 – Grade 8  Age 10-14 yrs

All assessment data is analyzed to gather important information about child's performance and used by teachers to plan learning for better and accelerated progress.

All assessment results are shared with parents along with suggestions for improvement.

### **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.

This Assessment Policy ensures that all learners are equipped with the knowledge, skills, and competencies required to succeed in a rapidly evolving global landscape, while maintaining the highest standards of academic excellence, inclusivity, and innovation.

Regards,

Principal