



مدرسة الهلال الثانوية الإنجليزية

CRESCENT ENGLISH HIGH SCHOOL

ASSESSMENT POLICY

<i>Policy Revised By</i>	<i>SLT</i>	<i>Policy Reviewed & Monitored By</i>	<i>SLT and HODs</i>	CEHS/TP 2021-22
<i>Date of Review</i>	<i>25/03/2021</i>	<i>Approved by</i>	<i>Principal</i>	
<i>Academic year</i>	<i>2021-2022</i>	<i>Next Review</i>	<i>08-03-2022</i>	

Rationale:

Assessment is an integral component of any successful teaching effort. Our mission is to strive to bring authentic learning experiences to the students and devise appropriate and meaningful measures to assess student learning and mastery of concepts.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgments. Successful assessment will enable our teachers to teach more effectively, so that each pupil is able to reach to the highest standard according to his/her ability and potential.

Principles:

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Types of Assessment:

Formative Assessment

Formative assessment is carried out by teachers in lessons. This is the on-going assessment carried out by teachers both formally and informally during a unit of work. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.

Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Summative Assessment

Summative assessments occur at defined periods of the academic year such as assessment weeks and statutory assessments. Summative assessments help teachers in making end of key stage assessments and are also of use in determining the overall progress and achievement of pupils. Children who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

Diagnostic Test

To understand a child's different abilities, an entry level test is carried out at the beginning of the Academic Year where questions are framed on the basis of the previous year's knowledge. These tests help the teachers to understand the child's level of understanding of the subject. A target is set for the students based on the performance of the Diagnostic Test for Term1. This target is reviewed at the end of the Term and proper intervention takes place if the student fails to meet his/her Target.

Assessment in the Early Years Foundation Stage

During their time in the Early Years Foundation Stage children are assessed using the Development Matters statements, which detail the key milestones a child should achieve in age bandwidths, given in months. These assessments are based on the practitioner / teacher's ongoing observations and assessments in the prime and specific areas of learning. At the end of the reception year, the reception teacher completes the statutory Early Years Foundation Stage (EYFS) Profile for each child. Profile judgments are made on the basis of cumulative observational evidence recorded over the course of the year; children do not undergo any tests. The Early Years Foundation Stage Profile (EYFSP) describes a child's level of attainment at the end of the EYFS, and identifies their learning needs for the next stage of school.

Special Educational Needs

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities. Assessment is used diagnostically to contribute to the early and accurate identification of pupils special educational needs and any requirements for support and intervention, this will include looking at student's CAT 4 scores. Ongoing assessments results are used for effective provision mapping through curriculum modification, teaching and learning strategies, updating IEP etc., to meet the different needs of students with special needs and disabilities.

Other Standardized tests to meet National agenda requirements:

All the students from Grade 3 to Grade 9 take International Exams [ASSET] to benchmark their performance against International standards.

All the students from Grade 1 to Grade 10 take International Exams [CAT4] to benchmark their performance against International standards.

Grade 4 & 8 appear for TIMSS and students of age group 15 for PISA.

Records and Record keeping:

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports. These include:

- Teacher's plans
- Children's work
- Mastery sheet
- Pupils' books and target sheets
- Classroom Monitor records and reports
- Reports to parents

Parent Teacher Meetings (PTMs)

Parents are invited to attend formal meetings to discuss progress and targets with the class/subject teacher during the PTM. Should the need arise, parents are welcome to discuss the progress of their child with the Vice Principal/Principal at other times.

A final report for each child is sent to parents at the end of each term, outlining the child's effort and achievement in the subjects. Information is also provided on a child's self-management, values and behavior and thinking skills.

Curriculum Links

Assessment is an integral part of curriculum delivery at our School. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in Math, regular testing of subject knowledge is appropriate, whereas in Art, teachers will use their observations of children's work to inform their judgments.

Assessment outcomes:

1. The SLT and core subject leaders analyze assessment results and discuss with staff to inform teaching and learning.
2. All assessment outcomes are used to inform future planning and measure progress towards performance management targets.
3. Inform provision mapping

Target setting and reviewing progress

Target setting fits into the annual cycle of school review, planning and action.

Marking

Effective Marking helps to:

- recognize pupil achievement
- monitor pupil progress
- diagnose problems in learning
- provide feedback re progress
- provide clear guidance for improvement
- motivate and encourage pupils
- Record and report pupil attainment
- assist in evaluation and planning

Summative Assessment include:

There will be four cycle tests for Kindergarten in a year

There will be four periodic tests for grade 1 to 5

There will be two periodic tests, Half yearly test and annual examination at the end of grade 6 to 8

There will be three periodic tests and annual examination at the end of grade 9

There will be Three period tests and one model examination at the end of grade 10

There will be two period tests, Model examination and annual examination at the end of grade 11

There will be two periodic tests, and two model examinations at the end of grade 12

There will be CBSE Board examination at the end of grade 10 and 12.

ASSESSING PATTERN Grade 1 to 5

Scholastic Area:	Academic Year (100 marks)					
Sub Name	Periodic Test (25)	Periodic Test (25)	Periodic Test (25)	Periodic Test (25)	Marks Obtained (100)	Grade
English						
Language (H/M/T/S.A)						
Mathematics						
Science						
So.Science						
Arabic						
Islamic /Moral Science						

Co-Scholastic Areas [on a 5-point (A-E) grading scale]	
	Grade
Work Education (or Pre-vocational Education)	
Art Education	
Health & Physical Education	
Computer	

	Grade
Discipline[on a 5-point (A-E) grading scale]	

Grade 6 to 8

Scholastic Areas:	Term-1(100 marks)						Term-2(100 marks)					
Sub Name	Per Test (10)	Note Book (5)	Sub Enrichment (5)	Half Yearly Exam (80)	Marks Obtained (100)	Gr	Per Test (10)	Note Book (5)	Sub Enrichment (5)	Yearly Exam (80)	Marks Obtained (100)	Gr
English												
Language (H/M/T/S.A)												
Mathematics												
Science												
So.Science												
Arabic												
Islamic Studies /Moral Science												

Co-Scholastic Areas: Term-1 [on a 3-point (A-C) grading scale]		Co-Scholastic Areas: Term-2 [on a 3-point (A-C) grading scale]	
	Grade		Grade
Work Education (or Pre-vocational Education)		Work Education (or Pre-vocational Education)	
Art Education		Art Education	
Health & Physical Education		Health & Physical Education	
Computer		Computer	

	Grade		Grade
Discipline: Term-1 [on a 3-point (A-C) grading scale]		Discipline: Term-2 [on a 3-point (A-C) grading scale]	

Grade 9 & 10

Maximum marks per subject :	100	
Types of assessment	Internal Assessment Year End/Board Examination School Based Assessment of Co- scholastic Areas (Art Education, Health and Physical Education including Work Experience, Discipline)	
Marks distribution	Internal Assessment : Year End/Board Examination 20:80	
Internal Assessment		
Components of Internal Assessment	Periodic Test (Pen Paper Test)	5 Marks
	Multiple Assessment	5 Marks
	Subject Enrichment - consisting of aspects like Practical work for Science; Lab work for Mathematics; Map work & Project Work for Social Science and Listening and Speaking skills for languages, etc.	5 Marks
	Portfolio	5 Marks

Year End/Board Examination	
Marks	Marks 80
Duration	3 hours
Internal Choice	33%
Components of Board examination paper	Short Answer/Long Answer (Objective as well as Subjective)
Assessment of Co-scholastic areas	Internally Assessed On a 5-point scale

Grade 11 & 12

Maximum marks per subject:	100 marks
Types of assessment	Internal Assessment/ Practical Board Examination Assessment of Co-scholastic areas (Health and Physical Education including Work Education, General Studies)
Marks distribution	Internal Assessment /Practical: Board Exam/ Year end Exam 20:80 (Mathematics, Languages, Political Science, and Legal Studies) 20:80 (Humanities /Commerce Based Subjects and some other subjects) 30:70 (Science based subjects and some other subjects) 70:30 (Fine Arts and some other subjects)

Board Examination/ Year-end Examination	
Marks	Maximum Marks 100/80/70/30 As per nature of subject
Duration	3 hours
Components of Board examination paper	Short Answer/Long Answer (Objective as well as Subjective)
Internal Assessment/ Project work/ Practical	
Internal Assessment/ Project/ Practical	20 marks (Mathematics, Languages, Political Science) 20 marks (Humanities / Commerce Based Subjects and some other subjects) 30 marks (Science based subjects and some other subjects) 70 marks (Fine Arts and some other subjects)
School Based Assessment of Co-scholastic Areas (Work Education, General Studies, Health & Physical Education)	
Assessment of Co-scholastic areas	Internally Assessed

Grade Key:

SUBJECTS	MINIMUM PASSING MARKS
Arabic, Islamic Education and UAE Social Studies.	Arabic and Islamic studies is 50% and UAE SST 40%
All other Subjects.	33%

Marks	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
Below 33	E

Grading System in CBSE for 10th & 12th

Grade	Qualification
A-1	Top 1/8 th of the passed candidates
A-2	Next 1/8 th of the passed candidates
B-1	Next 1/8 th of the passed candidates
B-2	Next 1/8 th of the passed candidates
C-1	Next 1/8 th of the passed candidates
C-2	Next 1/8 th of the passed candidates
D-1	Next 1/8 th of the passed candidates
D-2	Next 1/8 th of the passed candidates
E	Failed Candidates

Note:

- Minor variations in proportion of candidates to adjust ties will be made.
- In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.
- Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- In respect of subjects where total number of candidates passing in a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

Absence:

If a child misses a weekly review, weightage is given for one written assessment. In case of absence in the end of year assessments due to medical reasons promotion is done on the basis of the yearly average.

Result Analysis:

The result data collected is analyzed in a number of ways. Leaders ensure that there is adequate coverage throughout the school and that data entered is robust, through regular learning walks, book trawls and lesson observations. The following types of analysis are done in the school to help the teachers plan further steps to enhance the performance of students:

- Phase wise
- Subject Wise
- Gender Wise
- SOD
- Individual Student's progress
- CAT4 analysis according to Gender wise performance and Phase wise.
- ASSET

Signed  _____ Dr. Saleem Jamaludhin (**Director**)

Date : 28/03/2021

Signed  _____ Mr. Sharafudeen Thanikatt. (**Principal**)

Date : 28/03/2021