



Assessment Policy



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Verified & Signed

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Assessment Policy

Rationale

We believe that for effective Teaching-Learning, assessments are extremely important.

Quality assessments will benefit all stakeholders:

- a. **STUDENTS:** On a daily basis, assessments tell students what they have learnt successfully and how they need to improve.
- b. **TEACHERS:**
 1. Teachers will be able to estimate the needs of individuals and draw up long-term plans using baseline data and records from the previous year.
 2. Teachers will be able to gauge what the students have learnt and adopt short-term plans to support and challenge individuals through an effective assessment of classroom and homework tasks.
 3. Teachers will be able to draw up revision programmes and adopt plans through analysis of summative results
- c. **PARENTS:**
 1. Parents can judge short-term progress and give support to their children by looking at grades and comments made in students' notebooks.
 2. Parents can judge how well students are making progress over longer periods by looking at the grades on progress reports and the comments made on end of term reports.
- d. **SCHOOL LEADERSHIP TEAM & SCHOOL MANAGEMENT TEAM**
 1. The SLT and SMT can gauge how effectively the school is operating by carefully monitoring all the assessment activities conducted by the teaching staff of the school.
 2. The SLT and SMT can monitor the effectiveness of the performance and the learning that is taking place by monitoring the continuous assessment of students' work.
 3. The SLT and SMT, in conjunction with the Heads of Departments and teachers, evaluate the summative results, make development plans and set new targets.

THE AIMS OF ASSESSMENT:

- To gather information to inform teachers about what students have learnt effectively, what needs revision and what should be taught next.
- To give clear messages to students about what they have achieved and what they need to do to reach the next stage of learning.
- To give an indication to parents about the academic progress made by their children.
- To provide information so that the School can judge how effectively the school is performing.
- To track the progress of individuals over extended periods.



Different types of assessments take place in our school and these can be summarized as:

All the assessments conducted can primarily be categorized as Assessment of learning, known as Summative Assessment and Assessment for learning, known as Formative Assessment.

A. Assessment for learning

Takes place all the time in the classroom as on-going assessment; it is essential as teachers find out what has been learnt successfully and it improves learning. There are many ways to check if learning is improving:

1. If it gives effective feedback and encouragement to a pupil
2. If it actively involves pupils in their own learning
3. If teachers adjust their teaching to take in to account the results of assessment.
4. If it is used to motivate and improve the self-esteem of pupils.
5. If it used by pupils to assess themselves and to understand how to improve.

The following techniques could be used when assessing pupils for learning:

- Questioning
- Comment marking
- Identifying targets for improvement
- Self-assessment
- Peerassessment
- Devising test questions
- Analysing and devising mark schemes
- Giving feedback from tests

B. Assessment of Learning [Summative]

A formal type of assessment which summarizes what a student has achieved over a period of time (periodic tests and End of Term examinations)

C. Self-Assessment

It is essential that students are made increasingly aware of the criteria for assessment used by teachers so that they can evaluate their own work. When a student acquires the skill of assessing his own work, he has the tools to become an independent and well-motivated learner.

D. Examinations conducted by Centre for the Advancement of the Standards in Examinations (CASE):

GEMS conduct Common Rehearsal Exam for Grades X and XII students to prepare them for board exams.



E. Baseline Tests

These tests serve as the instrument for collecting baseline data and are used by teachers to find out a pupil's learning needs, natural ability, and potential. Tests are given to pupils across an entire year group to establish where each pupil is in relation to the set standards. The purpose of baseline assessment is to establish a point from which future measurements and predictions can be calculated. They function to highlight specific issues such as whether a pupil should be placed on the gifted and talented list, or whether they are underachieving in relation to their potential. Teachers use the baseline data to plan effectively for each pupil's learning needs.

F. PISA Based Test for Schools (PBTS)

PISA stands for the Programme for International Student Assessment, sponsored by the Organisation for Economic Co-operation and Development (OECD) and conducted by the Australian Council for Educational Research (ACER). Following the success of PISA as the world's largest survey of students that assesses students' performance in **reading, mathematical and scientific literacy for all 15-year olds in schools**, the OECD has now introduced the **PISA-Based Test for Schools**. The test is designed to help schools to benchmark their performance to PISA. A comprehensive School Report with an analysis of each school's performance will provide invaluable insights into the school's achievement. ACER also provides individual descriptive Students Reports to highlight their performance on this test. The UAE is amongst 72 other countries that participate in the cycle of the PISA assessment and this will provide invaluable data on achievement levels and benchmark student performance with other participating countries.

G. CAT4:

CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning. The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil's reasoning ability will be key to many decisions and should be considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude.

H. ASSET:

It is a scientifically designed, skill-based assessment test. Rather than testing rote learning, it uses multiple-choice questions to focus on measuring how well skills and concepts have been understood by the student. The test provides information on individual students' strengths and weaknesses and entire classes. It allows students to know where they stand and pinpoints areas of strengths and weaknesses. As a school, it allows us to benchmark ourselves against the best and identify areas requiring improvement.



Salient Features of ASSET

- For students of classes 3-9
- Core Subjects: English, Math and Science

Record Keeping

It is important that teachers keep a well-presented record of student progress. The record should clearly indicate the dates when significant pieces of work were set and the grades or marks achieved by the students. The assessment record is a valuable tool for teachers when deciding what to write on reports and they will reveal patterns of poor attendance or arrested progress. These records will be valuable if a decision is being made about moving students between groups or when parents are invited to discuss their son's progress.

Grades awarded in assessments should be clearly recorded in students' exercise books / diaries as appropriate. Grades should also be recorded on My Learning and as soft copy in a common folder on the system so that the progress of each pupil can be monitored through the students' school life.

Each teacher should also keep records of meetings with parents, leave requests, medical certificates and anecdotal records of students' behaviour,

Target Setting

The most effective kind of assessment does not just make a statement about past performance but seeks to accelerate the progress of individuals by drawing attention to the things that students need to do, to proceed to the next level of performance. The school wants students to reflect upon their own performance and to take responsibility for their own progress. This can only be achieved once students increase their understanding of the skills they need to improve to make progress. Teachers need to help students to understand the criteria by which their work is judged and give them opportunities to assess their own work on occasions. In this way, students can recognize for themselves those areas in which they need to improve. Target setting helps students focus on short term goals and has the potential to increase their motivation. It can take different forms:

- Short term:** A teacher can mark a piece of work and set a short-term target over the next month for the students to reach. These targets need to be practical and realistic. If students can achieve short term aims they are more likely to be motivated by more challenging long-term targets. These targets can be written in a note book or could be recorded in the diary. To suggest that a student should 'continue to work hard' is not an effective target. These targets need to be practical and realizable. A target needs to be specific and meaningful to the student and something which the parent can practically support.
- Long term:** Time must be set aside for teachers to sit with students and draw up long term targets after important summative test results. These targets may will challenge students to reach their full potential by accelerating their rate of progress. In this context, it is important to share the results with individual students to help them understand their potential but be aware of those skill areas



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that need development. Long term target setting is a sensitive issue. Unless the student is fully involved it can become a meaningless exercise. The target that is set, needs to have some challenges but the student needs to feel that it is within his reach. Abstract grades mean very little unless they are combined with practical advice about how they can be achieved.

CLASSROOM ASSESSMENTS

- All assessments should contain an appropriate balance of content knowledge and critical thinking skills.
- There should be alignment in the pattern of questions between class tests and term examinations so that there are no surprise elements to students as regards the format / approach of the term examination.
- A mark scheme should be created for each test/ assignment for which an achievement grade will be awarded.
- Each topic taught during the grading period or term should be tested. Students should receive feedback on their strengths and needs for improvement in each subject area prior to term examinations.
- To promote better long-term retention, whenever possible, tests should include a few questions related to content studied earlier in the term.

MISSED ASSESSMENTS:

If a student misses an assessment for medical reasons, he has to provide a certificate attested by the Ministry of Health and measures will be taken on a case-by-case basis. This should be read in conjunction with the Student Leave of Absence policy.

STUDENT MALPRACTICE:

Any action by the student that has the potential to undermine the integrity and validity of the assessment. The following are examples of malpractice by students; this list is not exhaustive and other instances of malpractice may be considered by the school at its discretion: -

- Talking during an examination
- Taking a mobile phone (any other ICT aid) into an examination hall
- Taking any item other than those accepted by the Examination Committee into the examination hall, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers or accepting notes or papers from another candidate

When the school discovers or suspects an individual, or individuals of malpractice, it will conduct an investigation in a form that corresponds with the nature of the malpractice allegation. All stages of the investigation shall be documented by the examination committee in - charge who will lead the investigation. The candidate will have the opportunity to give his side of the story before any final decision is taken. Students indulging in any form of malpractice during the examinations conducted by the CBSE will be dealt with according to the directives of the Board.



PRIMARYSCHOOL-GRADES I TO IV

According to the new assessment pattern, Grades I to IV will comprise of two terms in a year. Periodic tests, notebook and subject enrichment skills will be tested regularly and written tests will be conducted half-yearly and annually. The marks scored in each subject will have corresponding grades. Students will also be graded in co-scholastic subjects based on a 3-point scale.

Subject	TERM 1 (1 st half of the session)		TERM 2 (2 nd half of the session)	
	Periodic Test (40 Marks)	Half yearly Exam (40 Marks)	Periodic Test 2 (40 Marks)	Final Exam (40 Marks)
English				
Second Language				
Mathematics	-Note book submission: 5 marks at term end	-Written exam for 40 marks with syllabus covered till announcement of half yearly exam dates by school. (Includes of PT 1 portion covering significant topics.	-Note book submission: 5 marks at term end. Sub Enrichment: 5 marks at term end.	-10% for PT term covering significant topics + entire syllabus of 2nd term
Science				
Social Science	-Sub Enrichment: 5 marks at term end		-Sub Enrichment: 5 marks at term end	
Any other subjects				

The final promotion for Grades I to IV will be on the basis of 50% of Term 1 + 50% of Term II. Moral Education Program- evaluated through activities, project works, parental engagement activities, and notebook.25



MIDDLE SCHOOL - GRADES V TO VIII

According to the new assessment pattern, Grades V to VIII will comprise of two terms in a year. Periodic tests, notebook and subject enrichment skills will be tested regularly and written tests will be conducted half-yearly and annually. The marks scored in each subject will have corresponding grades.

GRADES V TO VIII

Subjects	TERM 1 (1 st half of the session)		TERM 2 (2 nd half of the session)	
English Second Language Mathematics Science Social Science Any other Subjects	Periodic Test (40 Marks) -Periodic Test: 10 marks with syllabus covered till announcement of test dates by school -Note book submission: 5 marks at term end -Sub Enrichment: 5 marks at term end	Half yearly Exam (80marks) Written exam for 80 marks with syllabus covered till announcement of half yearly exam dates by school	Periodic Test (40 Marks) -Periodic Test: 10 marks with syllabus covered till announcement of test dates by school -Note book submission: 5 marks at term end -Sub Enrichment: 5 marks at term end	Final Exam (80 marks) -Class V & VI: 10% for 1 st Term covering significant topics + entire syllabus of 2 nd Term -Class VII: 20% of 1 st Term covering significant topics + entire syllabus of 2 nd Term -Class VIII: 30% of 1 st Term covering significant topics + entire syllabus of 2 nd Term

Note: The final promotion for Grades V to VIII will be based on 30% marks from the first term and 70% marks from the second term.



SECONDARY SCHOOL - GRADES IX AND X

The format of assessment for Grades IX & X will have scores of a single term comprising of three periodic tests, notebook, subject enrichment activities and annual examination. The Co-Scholastic grading will be based on a 5-point scale.

ASSESSMENT PATTERN for Grades IX and X (Total 100 marks)					
Subjects	80 marks (Board Examination)	20 marks (Internal Assessment)			Multiple assessment -5Marks
		Periodic Test (5 marks)	Portfolios (5 marks)	Subject Enrichment activities (5 marks)	
Language I	<p>The School/Board will conduct the Annual Examination for 80 marks in each subject covering the Portion of syllabus cumulatively. Marks and Grades both will be awarded for individual subjects.</p> <p>For Grade IX: Grades are awarded based on 8-point grading scale.</p> <p>For Grade X: 9-point grading will be same as followed by the Board in Class XII.</p>	<p>The school will conduct three periodic written tests pre-mid- term, mid-term and post-mid-term.</p> <p>The average of the best two converted to total of 5 marks will be taken.</p> <p>The portion of syllabus will be cumulatively covered.</p>	<p>Portfolios will be assessed on the following criteria:</p> <ol style="list-style-type: none"> 1. Organization 2. Completion of guided work focused on specific curricular objectives 3. Evidences of student's progress 4. Inclusion of all relevant work. <p>- Neatness and visual appeal</p>	Speaking and Listening skills	<p>Alternate mode of assessments per the demands of the subject such as quizzes, project self and peer assessment collaborative projects, classroom demo. Experiments etc</p>
Language2				Speaking and Listening skills	
Science				Science Practical Lab Work	
Mathematics				Math Lab Practical	
Indian Social Science				Map Work and Project Work	

Grade 9 - In order to be declared as having passed in Grade IX a student should obtain a minimum of 33% in all subjects and 60% in Arabic & Islamic & UAE Sst Grade 10 students should secure a minimum of 33% in each subject in the Board Examination and 60% in Islamic studies and Arabic. In Grades 10, 11, 12 students (Passing marks for Islamic studies is 60%) A minimum of 75% attendance is mandatory in all grades.



GRADE IX-GRADING SCALE FOR SCHOLASTIC AREAS

MARKS RANGE	GRADE
91 - 100	A1
81 - 90-	A2
71 - 80	B1
61 - 70	B2
51 - 60	C1
41 - 50	C2
33 - 40	D
32 & BELOW	E (FAILED)

FOR CO-SCHOLASTIC AREAS:

GRADE POINT	GRADE
5	A
4	B
3	C
2	D
1	E

GRADES XI AND XII:

Grade XI

In Grade XI, tests and exams will be conducted internally as per the following pattern:

Periodic test 1 - June - All topics done in April, May, June will be included in Periodic Test 1.

Term 1 - October - All topics done from April till October will be included for the Term 1 Exam

Periodic test 2 - Jan - All topics done in October, November and December will be tested in Periodic test 2

Final exam - March - Entire syllabus will be tested in the Final Examination.



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TERMS	TERM 1		TERM 2		CUMULATIVE ASSESSMENT
TERMS/EXAMS	PERIODIC TEST 1	TERM 1 EXAM	PERIODIC TEST 2		
MONTH	JUNE	OCTOBER	JANUARY	MARCH	
MAX.MARKS	25	100	50	100	
WEIGHT AGE	5%	25%	20%	50%	100%

Promotion Criteria:

Promotion to Grade XII will be based on the year-long performance of the students according to the weightage of marks specified. If a student of Grade XI fails in one subject, a retest will be given in the concerned subject. If a student fails in the retest then the student will be detained in Grade XI. A student failing in more than one subject will be detained in Grade XI.

In order to be declared as having passed in Grade XI, a student should obtain a minimum of 33% (cumulative) in all subjects and 50% in both Islamic Studies and Arabic. A minimum of 75% attendance is mandatory.

Subjects	Theory Marks	Practical Marks
English Core / Mathematics	100	-
Physics / Chemistry / Biology / Computer Science / Business / Studies Entrepreneurship /Informatics Practices	70	30

Accountancy / Economics	80	20
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Grade XII:

In Grade XII, students will follow a pattern of Exams as listed below. They will have a Common Rehearsal Examination in January and Final Examinations held by the CBSE in March. However, the number of papers, duration of examination and grading will be as specified by the CBSE Board.



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TERMS	TERM I		TERM2		BOARD EXAMS	
	RECAP EXAM	TERM I EXAM	MODEL EXAM	CASE (COMMON REHEARSAL)	FINAL PRACTICAL	THEORY
MONTH	JUNE	OCTOBER	NOVEMBER DECEMBER	JANUARY	JANUARY FEBRUARY	MARCH
MAX. MARKS	50	100	100	100	100	