

WISE INDIAN PRIVATE SCHOOL	 <b>WISE INDIAN PRIVATE SCHOOL</b>		
King Faisal Street			
Al Riqqah,			
Umm Al Quwain			
UAE			
<b>POLICY NAME</b>	<b><u>Assessment Policy</u></b>		
		<b>POLIC Y NO.</b>	WISE/POL/HSE/
<b>EFFECTIVE DATE</b>	April 1, 2021	<b>DATE OF LAST REVISION</b>	March, 2024
		<b>VERSION NO.</b>	002

<b>VERSION HISTORY</b>					
<b>VERSION</b>	<b>AUTHOR</b>	<b>REVISIO N DATE</b>	<b>DESCRIPTION OF CHANGE</b>	<b>APPROVED By:</b>	<b>Signature of Approving Authority:</b>
001	<b>Sheeba Ibrahim</b> Vice Principal	April 1, 2021	New Policy Draft	<b>Sofiya Singh</b> Principal	
002	<b>Sangeeta Anand</b> Vice Principal	March 1, 2024	Policy Revision	<b>Anjana Iraddi</b> Principal	



**DEFINITION:**

In education, the term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

**OBJECTIVES:**

Through this policy we aim to:

- ✓ Raise the standards of student achievement throughout the school
- ✓ Maintain accurate records of progress and attainment of individual student.
- ✓ Ensure consistency in assessing achievement and identifying achievable and challenging targets for each student
- ✓ Enable the active involvement of students in their own learning
- ✓ Provide regular information to parents that enables them to support their ward's learning
- ✓ Provide the information that allows school leaders and governors to make judgments about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards.

WISE believes in holistic progress of the students hence the teachers are trained to assess and track the students' progress through formative and summative assessments.

**DIAGNOSTIC TEST AND VARK**

Diagnostic test is a form of assessment that occurs before instruction begins. The purpose of administering this test is to try to determine what students already know about the concepts and skills to be covered by instruction. The tests are not graded. The tests can determine if differentiated instruction is needed, and discover students' preferred learning styles as well as their strengths, weaknesses, and misconceptions.

Using these tests can help instructors plan differentiated instruction, lesson plans, teaching strategies, and other classroom techniques to help all students in the classroom achieve their academic potential. These tests are a very useful tool for instructors, because it can tell them where their students are with respect to what they are planning to teach them.

When creating these tests, instructors should consider the following:

- ✓ What skills are to be assessed?
- ✓ Whether the assessment allows students to demonstrate mastery of those skills,
- ✓ If every component of the skills accounted for in the assessment,
- ✓ If students can respond in a different way than expected and still show mastery of the concepts.

**FORMS OF ASSESSMENTS**

**1. Formative Assessment:** This form of assessment is ongoing and continuous in nature. It measures a learner's performance in classroom tasks, projects, oral communications, and assignments. Learner achievement is measured and recorded in the form of marks and reported to parents in the form of grades.

**2. Summative Assessment:** This form of assessment is specific in nature. It measures a learner's understanding of knowledge and concepts taught through class tests and examinations. Learner achievement is measured, recorded and reported to parents in the form of marks, and percentages.

**3. Internal Assessment:** This is an ongoing assessment based on the class work, homework, assignment and completion of notebooks. Learners are assessed before the end of each term based on the

following parameters.

- ✓ Regularity
- ✓ Assignment Completion
- ✓ Neatness and upkeep of Notebook

**4. Subject Enrichment:** These are subject – specific activities aimed at enhancing the understanding and skills of the students. These activities will be carried out throughout the term; however they will be evaluated at the term end. These activities include:

- ✓ ASL for languages
- ✓ Practical /Lab work for Science, Math and Computers.
- ✓ Projects for SST

**5. Multiple assessment (MA):** Multiple assessments include use alternate modes of assessment such as, quizzes, project-work, self and peer assessment, collaborative projects, experiments and classroom demonstration

**6. Portfolio (PF):** portfolios would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the form of annotation, identification of key words / topics/ themes, summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning which will be evaluated at the term end.

### **ASSESSMENT PATTERN**

#### **1. Assessment scheme for Kindergarten to Grade 2**

	NAME OF THE EXAM	SUBJECTS	MAXIMUM MARKS	MINIMUM MARKS
TERM 1	Midterm assessment 1	English, Math, Science	10 each	6
	Internal Assessment 1 (CW/HW/ ASSIGNMENT/ ASL/PROJECT/EXPERIMENT/STEM)	All subjects	10	8
	Term End 1	All subjects	20	10
TERM 2	Midterm assessment 2	English, Math, Science	10 each	6
	Internal Assessment 2 (CW/HW/ ASSIGNMENT/ ASL/PROJECT/EXPERIMENT/STEM)	All subjects	10	8
	Term End 2	All subjects	20	10
TERM 3	Midterm assessment 3	English, Math, Science	10 each	6
	Internal Assessment 3 (CW/HW/ ASSIGNMENT/ ASL/PROJECT/EXPERIMENT/STEM)	All subjects	10	8

	Term End 3	All subjects	20	10

## 2. Assessment scheme for Grades 3 to 5

NAME OF THE EXAM	SUBJECTS	MAXIMUM MARKS	MINIMUM MARKS
Diagnostic test	English, Math, Science	20	6
Periodic Test 1	All subjects	30	10
Internal Assessment (CW/HW/ASSIGNMENT)	All subjects	10	8
Practical Skills (ASL/PROJECT/EXPERIMENT/STEM)	All subjects	10	8
Periodic Test 2	All subjects	30	10
Internal Assessment (CW/HW/ASSIGNMENT)	All subjects	10	8
Practical Skills (ASL/PROJECT/EXPERIMENT/STEM)	All subjects	10	6
Summative Exam/ Final Exam	All subjects	50	17

### **3. Assessment scheme for Grades 6 to 8**

NAME OF THE EXAM	SUBJECTS	MAXIMUM MARKS	MINIMUM MARKS
Diagnostic test	English, Math, Science	20	6
Periodic Test 1	All subjects	30	10
Internal Assessment (CW/HW/ ASSIGNMENT)	All subjects	10	8
Practical Skills (ASL/PROJECT/EXPERIMENT/STEM)	All subjects	10	8
Summative Assessment 1/ Half yearly	All subjects	80	26
Periodic Test 2	All subjects	30	10
Internal Assessment (CW/HW/ ASSIGNMENT)	All subjects	10	8
Practical Skills (ASL/PROJECT/EXPERIMENT/STEM)	All subjects	10	6
Summative Assessment 2/ final exam	All subjects	80	26

#### 4. Assessment scheme for Grades 9 & 10

Term1						Term 2						Cumulative ( Best of MA,PT,SE,PE, Term)					
MA1	PT1	SE1	PF1	T1	Total	MA2	PT2	SE2	PF2	T2	Total	MA	PT	SE	PF	Term	Year End

															Total	
2	2	Three activities of 10 marks each	Two activities of 10 marks	80 marks		20	20	Three activities of 10 marks each	Two activities of 10 marks	80 marks						
0	0				10						10					
5	5	30 marks converted to 5 marks	20 marks converted to 5 marks	No Conversion	0	5	5	30 marks converted to 5 marks	20 marks converted to 5 marks	No Conversion	0	5	5	5	100	
5	5	5 marks	5 marks	80 marks		5 marks	5 marks	5 marks	5 marks	80 marks		5 marks	5 marks	5 marks	80 marks	
<b>Internal Assessment(IA)- 5+5+5+5-20 marks Term End Total--IA + Term1 examination = 100 marks</b>						<b>Internal Assessment(IA)- 5+5+5+5 -20 marks Term End Total--IA + Term2 examination = 100 marks</b>						<b>Internal Assessment(IA)- 5+5+5+5 -20 marks Year End Total--IA + Term examination = 100 marks</b>				

##### 5. Co-Scholastic Assessment Kindergarten to Grade 5

- ✓ Co-Scholastic activities will be assessed on a **3-point grading scale** term wise, the teacher framing concerned effective tools for the same.
- ✓ Grading will not have any descriptive indicators and students will not be upgraded based on the co-scholastic grades.
- ✓ Co-scholastic area will cover Art Education and Health & Physical Education.
- ✓ Students will be graded by the class teachers for discipline in a **3-point grading scale** term wise considering the attendance, sincerity, behavior and values.

##### 6. Co-Scholastic Assessment Grade 6 to 9

- ✓ Co-Scholastic activities will be assessed on a **5-point grading scale** term wise.
- ✓ Grading will not have any descriptive indicators and students will not be upgraded based on the co-scholastic grades.
- ✓ Co-scholastic area will cover Art Education and Health & Physical Education.
- ✓ Students will be graded by the class teachers for discipline in a **3-point grading scale** term wise considering the attendance, sincerity, behavior and values.

**Grading System:**

<b>9 point grading Scale for Scholastic areas</b>	
<b>Marks Range</b>	<b>Grade</b>
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
21-32	E1
00-20	E2

  

<b>8 point grading Scale for Scholastic areas</b>	
<b>Marks Range</b>	<b>Grade</b>
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & Below	E (Needs improvement )

  

<b>5 point grading Scale for Co-Scholastic areas</b>	
<b>Criteria</b>	<b>Grade</b>
EXEMPLARY	A
PROFICIENT	B
DEVELOPING	C
DEMERGING	D
BEGINNER	E

  

<b>3 point grading Scale for Co-Scholastic areas</b>	
<b>Criteria</b>	<b>Grade</b>
Outstanding	A
Very good	B
Fair	C