ASSESSMENT POLICY

Title	:	**Assessment Policy**
File Name	:	**TRAC/ADMIN-AP/020**
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AIM

The CBSE assessment policy aims to provide a balanced and inclusive approach to student evaluation, encouraging continuous learning and development beyond academics.

- Design and implement consistent, coherent, and valid assessments.
- Analyze assessment data to inform curriculum and teaching learning.
- Monitor student-learning outcomes to provide necessary interventions.
- Report detailed student outcomes to all stakeholders.

PHILOSOPHY OF ASSESSMENT

At ROYAL ACADEMY we believe that assessments should be the tools that enhance the learning of students as Assessment is a fundamental aspect of the educational process, designed to measure students' comprehension, skills, and progress. It serves multiple purposes, from diagnosing learning needs to providing feedback for improvement, guiding instructional decisions, and evaluating overall educational effectiveness. The core philosophy of assessment can be distilled into the following principles:

1. **Holistic Evaluation:** Effective assessment encompasses a broad spectrum of student abilities, recognizing that learning is multifaceted. It includes not only academic knowledge but also critical thinking, problem-solving, creativity, and socio-emotional development.

2. **Formative and Summative Balance:** Both formative and summative assessments are crucial. Formative assessments provide ongoing feedback that can be used to adjust teaching strategies and support students in their learning journey. Summative assessments evaluate student learning at the end of an instructional period, summarizing what students have achieved.

3. **Fairness and Equity:** Assessments should be designed and implemented in ways that ensure fairness and equity for all students. This involves being culturally responsive, avoiding bias, and providing accommodations for students with diverse needs and backgrounds.

4. **Transparency and Clarity:** Clear communication of assessment criteria, methods, and purposes is essential. Students should understand what is expected of them, how they will be assessed, and how they can use assessment results to improve their learning.

5. **Reliability and Validity:** Assessments must be reliable and valid. Reliability ensures that assessment results are consistent and dependable over time. Validity ensures that assessments accurately measure what they are intended to measure and that the interpretations of assessment results are sound.

6. **Continuous Improvement:** The assessment process to continuous review and improvement. Feedback from students, educators, and other stakeholders should be used to refine assessment practices and ensure they remain relevant and effective.

7. **Student Empowerment:** Assessments should empower students to take ownership of their learning. This involves involving students in self-assessment and peer assessment, helping them develop critical reflection skills, and encouraging a growth mindset.

8. **Data-informed decision-making:** Assessment data should be used to inform instructional decisions and educational policies. By analyzing assessment data, educators can identify trends, strengths, and areas needing improvement, thereby enhancing teaching and learning outcomes also to feeding forward into curriculum planning and design.

we create a balanced, fair, and transparent system that supports the diverse needs of students, promotes continuous learning and improvement, and contributes to the overall goal of educational excellence.

RULES AND GUIDANCE

Assessment practices at The ROYAL ACADEMY are aligned to
- MOE
- UAE's National Agenda Parameters.
- Requirements of the Central Board of Secondary Education

TYPES OF ASSESSMENT

External Assessment
- ASSET, IBT for Arabic, Reading Test
- CBSE Board Exam for 10th and 12th

Internal Assessment
- Diagnostic Test
- Formative assessment (AFL, AAL, ASL)

- Summative Assessment

Internal Assessments:
The purpose, frequency, and strategy of the internal assessments held at
ROYAL ACADEMY provided to

Data Generation and Collection:
Data is gathered through various assessments, both internal and external, employing both direct and indirect measures.

Scholastic Areas

1. **Formative Assessment (FA)**

   - **Purpose:** Continuous assessment to monitor student progress.

   - **Frequency:** Regular intervals throughout the academic year.

   - **Methods:** Various tools such as quizzes, assignments, projects, oral tests, written test, etc.

2. **Summative Assessment (SA)**

   - **Purpose:** Evaluate student learning at the end of a term.

   - **Frequency:** Conducted twice a year - once at the mid-term and once at the end of the academic year.

   - **Methods:** Written exams, practical exams, and performance-based assessments.

3. **Weightage**

   - **Primary and Middle Classes (Class I to VIII):** formative assessments contributed 40% and summative assessments contributed 60% of the total marks.

   - **Secondary Classes (Class IX and X):** Split weightage, with formative assessments contributing 20% and summative assessments contributing 80% of the total marks.

4. **Board Examinations**

   - **Class X:** Mandatory board examinations covering core subjects.

   - **Class XII:** Crucial for college admissions, covering a broad range of subjects with both theoretical and practical components.

Direct Measures: These involve evaluating students' achievement on specific learning outcomes through their performances, coursework, projects, etc. This includes:
   - Standardized exams

- Embedded test questions
- Multiple choice questions
- Short answer questions
- Essay questions
- Writing assignments
- Holiday Homework
- Labs
- Oral presentations
- Group projects

Indirect Measures: These tools measure opinions or thoughts about students' knowledge, skills, attitudes, learning experiences, and perceptions of services received. This includes:
- Self-assessment
- Peer feedback
- Journals
- Interviews
- Focus groups
- Surveys and questionnaires
- Activity evaluations
- Well-being surveys

Co-Scholastic Areas

1. **Assessment Parameters**

   - Life Skills (thinking, social, and emotional skills)

   - Attitudes and Values

   - Participation and achievement in co-curricular activities (sports, arts, etc.)

2. **Evaluation Methods**

   - Observation

   - Anecdotal records

   - Checklists

   - Peer and self-assessment

3. **Grading**

   - Co-scholastic areas are graded on a five-point scale rather than numerical marks to encourage participation and reduce stress.

Reporting

We report assessment outcomes to parents, both formally and informally. Results communicated, accurately, timely, and meaningfully.
The following forms of reporting are undertaken by the school:

(i) Formal Reporting

• The term-end report card provides the consolidated mark sheets.

• Periodic feedback Report shared at the middle of every term, giving scope to parents on the way forward. Clear specific observations shared highlighting the current level of the child, supported by diagnostic comments explaining the steps to improvise learning.

(ii) Informal reporting

• 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, and activities.

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.
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 adopt a range of methods and tools to ensure that student's learning and progress in lessons, over a unit of study, term, and academic year are 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/peer assessment.

• Encourage students to analyze their assessment data to set goals, understand their areas of strength and development, and the 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.

• Enter marks and grades in the Orison application to track student attainment and progress.

• Analyze data from internal and external assessments to inform curriculum planning.

• Report assessment outcomes and provide feedback to students and parents.

All Heads of departments
• 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 in analyzing 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.

All Section Heads

• Demonstrate in their section, 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 to the low achievers.

• Arrange for regular peer observation so that all teachers align well to the idea of ongoing assessments.

• Ensure timely implementation of interventional strategies in the section.

• Inform the need for in-house training/workshops for assessments to the Head of assessment.
• Use the results from the analysis of internal and external examinations to work on the section development plan.

Head of 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 effective systems to track individual learner's attainment and progress, both academic and personal to maximize learning for all students.

• Identify learners' achievement gaps as well as reflect on possible causes for these gaps.

• Lead on all aspects of internal assessments, ensure the 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, ASSET, TIMSS, PISA, PIRLS, IBT, and reading tests.

• Coordinate with Heads of Departments to ensure that assessments are valid and rigorous.

• Collaborate with section head to ensure that they can effectively disseminate data, actions and development plans for 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.

All students :
• 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.

All parents/guardians:
• Ensure that their ward is regular and punctual and do 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 student's academic progress.

• Ensure that the student develops his independent learning skills.

SCHEME OF EXAMINATION 2024-2025

GRADE/SUBJECTS	COMPONENT	WEIGHTAGE	DETAILS	TERM1-TL	TERM2-TL
Grades (1 to 8) English Science Math ICT Arabic UAE SST Social Studies Islamic Studies/ Moral Science Language MEP	Written Test	10%	Pen & Paper	PT1– 03/06/2024 – 14/06/2024	PT2 – 18/11/2024- 29/11/2024
	Subject Enrichment	5%	Specific Subject Activities	HALF-YEARLY – 12/09/2024- 25/09/2024	ANNUAL EXAMINATION – 24/02/2025- 17/03/2025
	Notebook	5%	Criteria-based rubrics for evaluation of student's work		
	Term-end exam	80%	Pen & Paper-based assessment covers 10% of term 1 and the entire Term 2 portions.		

GR/SUBJECTS	COMPONENT	WEIGHTAGE	DETAILS	TERM1-TL	TERM2-TL
Grade (9 & 10) English Science Math ICT Arabic Language Social Studies Islamic Studies/ Moral Science MEP	Written Test	5%	Pen & Paper	PT1– 03/06/2024 – 14/06/2024	PT3/ME – 25/11/2024- 30/11/2024
	Subject Enrichment	5%	Specific Subject Activities	PT2 12/06/2024- 15/06/2024	ANNUAL EXAM 17/02/2025- 26/02/2025 / BOARD EXAM FEB-MAR
	Notebook	5%	Criteria-based rubrics for evaluation of student's work		
	Multiple Assessment	5%	A variety of tools/strategies will be used per subject-specific requirements		
	Term End	80%	Pen & Paper-based assessment covers 10% of term 1 and the entire Term 2 portions.		

GR/SUBJECTS	COMPONENT	WEIGHTAGE	TL
Grade (11 & 12) English Physics Chemistry Biology Math Computer science Physical education Islamic studies/ Moral science Business studies Accountancy Economics MEP	PT1(Written Test)	10%	03/06/2024–14/06/2024
	Half Yearly	As per CBSE criteria of board exams, theory & practical	12/09/2024-25/09/2024
	PT2/Model Exam 1	As per CBSE criteria of board exams, theory & practical	25/11/2024 -30/11/2024
	AE/Model Exam 2	As per CBSE criteria of board exams, theory & practical	17/02/2025-26/02/2025
	Board exam	As per CBSE criteria of board exams, theory & practical	FEB-MAR

Approved By
Principal