ASSESSMENT POLICY

ABU DHABI INDIAN SCHOOL, AL MUROOR

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HOLD THAT DROP

P.O. Box 46492
Abu Dhabi, U.A.E.

Name of Policy	:	Assessment Policy
Purpose of Policy	:	To establish clear, fair, and consistent assessment practices that accurately measure student learning, support instructional planning, and promote continuous improvement across the school.
Approval Authority	:	Hon. Chairman (BoG)
Responsible for Update	:	Dr Rishikesh Padegaonkar (Principal)
Policy applies to	:	All the stakeholders at Abu Dhabi Indian School
Compliance from	:	This policy shall be effective as of the Academic Year 2025/26 (Fall term)
Date of last review	:	23/06/2025
Next review date	:	22/06/2026

Introduction

Assessment is an essential tool for improving teaching and learning. It enables educators to evaluate student performance, identify learning gaps, and take informed decisions to enhance educational outcomes. In a diverse learning community like ADIS, consistent and standardized assessment practices help establish a unified approach for improving student progress, teacher effectiveness, and whole-school performance.

1. Purpose

The Assessment Policy of Abu Dhabi Indian School aims to:

- Establish a comprehensive framework for evaluating academic readiness, learning progress, skills, values, attitudes, and educational needs of students.
- Implement high-quality internal and external assessment practices aligned with ADEK regulations, CBSE requirements, and NEP 2020 principles.
- Support a data-driven decision-making process to enhance teaching, learning, and student achievement.
- Ensure assessment data is systematically analyzed, monitored, documented, and shared with all stakeholders.
- Administer ADEK-mandated external assessments as key indicators of student progress and attainment, benchmarked against international standards.
- Promote **fairness,** transparency, and accountability in all assessment processes

2. Alignment of the Policy

The Assessment Policy aligns with:

1. CBSE and NEP 2020

The policy aligns with the Indian National Education Policy (NEP 2020) and CBSE requirements by implementing assessment practices that emphasize competency-based learning, holistic development, and continuous, formative evaluation to support student growth.

2. ADEK and MOE Requirements

The policy ensures full compliance with the Abu Dhabi Department of Education and Knowledge (ADEK) and Ministry of Education (MOE) regulations, including adherence to guidelines for Irtiqa inspections and quality assurance standards mandated for private schools in Abu Dhabi covering both internal assessments and required external examinations.

3. Scope of the Policy

This policy applies to:

1. All students from KG to Grade 12.
2. All assessment types (formative, summative, and external examinations).
3. All subjects (including Ministry subjects, core subjects, electives, and co-curricular subjects).
4. All teachers and staff, involved in assessment, grading, and reporting.

4. Definitions

Accommodation and Modifications of Assessments	Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment. All accommodation and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.
Additional Learning Needs	Individual requirements for additional support, modifications, or accommodation within a school setting. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context .
Assessment	Any quantitative or qualitative information, scores, results, or indicators obtained through an evaluation that forms the body of evidence to inform decision-making.
Curriculum Standards	Clear, structured statements that define the essential knowledge, skills, and understanding students are expected to achieve at specific grade/year levels. They serve as a foundation for curriculum design, instruction, and assessment, ensuring consistency, coherence, and progression in student learning across subjects and educational key stages or cycles.
Cycle	A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9) and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8) and Cycle 3 (G9-G12).
Documented Learning Plan	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
External Assessments	An assessment designed by an external provider used to measure student learning, achievement, skills development, and/or values/attitudes. This includes standardized benchmark assessments, international assessments, and/or board exams and other pre-collegiate exams.

Governing Board	The governing body of a school, appointed by the school owners, and including qualified representatives and parents. The Governing Board is the senior authority of the school, with responsibility for the overall governance of its activities.
High Stake Assessments	Standardized tests developed and marked by recognized organizations, such as official exam boards or independent institutions, designed to verify the completion of secondary education or to support university admissions.
Internal Assessments	Ongoing school-based assessments that measure student learning, achievement, skills development, and/or values/attitudes. Internal assessments include diagnostic, placement, screening, pre-, formative, and summative assessments. This also includes any interim assessments that may use external instruments.
Learning Outcomes	Clear and measurable statements that describe what students are expected to know, understand, and be able to do after completing a lesson, unit, or course. They guide teaching and assessment by explicitly outlining the desired learning outcomes, emphasizing student achievement and mastery of knowledge or skills.
Multilingual Learners	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
Quality Assessment Procedures	Well-designed, consistent, and reliable processes used to evaluate student learning. These procedures ensure that assessments are fair, valid, and aligned with the intended learning outcomes and curriculum standards, involving clear criteria, appropriate task design, accurate scoring methods, and standardized administration to produce meaningful and actionable results.
Rubrics	An assessment tool that outlines clear criteria and levels of quality for evaluating student work. Rubrics help both teachers and students understand expectations by aligning with curriculum standards or learning objectives. Rubrics promote fair and consistent grading, support self- and peer-assessment, and clarify performance levels, such as "progressing" to "exceeds expectations", through detailed descriptors for each level. During moderation, rubrics serve as a guide for collaborative review, ensuring accuracy and fairness of grading.

5. Internal Assessments

Use of Internal Assessments: Schools shall implement different forms of internal assessments as required or deemed appropriate according to curriculum, age, purpose, and need

5.1 Types of Assessment

1. **Baseline Assessment**

   Baseline assessment at ADIS is a tool used at the start of the academic year (pretest) to identify students' existing knowledge of the prescribed curriculum topics. Administered in traditional formats, it establishes a profile of each student's strengths and learning gaps. The data collected drives data-informed instructional planning and helps teachers tailor their teaching strategies to meet students' needs and goals.

2. **Formative Assessment**

   ADIS conducts periodic formative assessments to provide in-process feedback that informs instructional adjustments and supports student learning. This approach includes two key components:

   i. **Assessment for Learning (AfL):**

      AfL evaluates content mastery, subject-specific competencies, and 21st-century skills while offering continuous feedback during instruction. It empowers students to take ownership of their learning and enables teachers to refine teaching strategies. Implementation involves clear communication of objectives and success criteria, collaborative task development, data-driven instruction, structured feedback opportunities, and diverse assessment formats such as tests, projects, collaborative tasks, assignments, lab reports, portfolios, and anecdotal records.

   ii. **Assessment as Learning (AaL):**

      AaL empowers students to build metacognitive skills and take ownership of their progress by engaging in self-assessment, peer-assessment, and responsive teacher feedback. Through regular reflection, learners identify their strengths and areas for improvement, set personal goals, and adjust their learning strategies. This cycle of continuous reflection and action fosters lifelong learning, autonomy, and a student-centered culture rooted in personal growth.

3. **Summative Assessment**

   Summative assessments are used to measure student learning at the end of a unit, course, term/semester, program, or school year. They are usually scored and graded to determine whether students have met the expected learning outcomes for that instructional period.

   iii. **Assessment of Learning (AoL)**

      AoL plays a key role in evaluating how effectively students have met the expected learning outcomes by the end of a unit, term, or academic year. Summative assessment at ADIS validates student progress against clearly defined achievement standards, promotes accountability, and motivates learners to strive for excellence. It also ensures transparent and meaningful communication with parents regarding their child's academic performance.

4. **Screening Assessment**

Screening assessments identify whether students need specialized support, interventions, or are ready to begin a course or academic program. At ADIS, academic screening takes place during admissions to determine student readiness, while developmental, physical, or cognitive screenings are coordinated by the Department of Inclusion based on teacher recommendations, in collaboration with parents and external agencies when required.

5.2 Requirements of Formative Assessment

Abu Dhabi Indian School shall implement formative assessment practices that:

1. **Ensure Regular and Continuous Assessment**: Conduct ongoing evaluations of all students to monitor progress and inform instruction.

2. **Communicate Learning Outcomes and Criteria**: Share objectives, success criteria, and assessment standards with students and parents to promote transparency.

3. **Design Balanced Assessments**: Develop tasks that equitably weight cognitive demands and align with CBSE curriculum standards and ADEK guidelines.

4. **Use Varied Assessment Methods**: Incorporate observations, questioning, discussions, digital quizzes, projects, assignments, portfolios, and collaborative tasks. Teachers apply rubrics consistently. Students use rubrics for self and peer assessment.

5. **Provide Inclusive Access**: Offer accommodations and modifications for students with additional learning needs in line with ADEK Inclusion Policy.

6. **Differentiate Assessments**: Apply strategies to meet diverse learner needs while maintaining clear success criteria.

7. **Utilize Data for Intervention**: Analyse assessment data to identify gaps and implement timely interventions, ensuring progress for all students.

5.3 Requirements of Summative Assessment

Abu Dhabi Indian School (ADIS) is committed to implementing high-quality summative assessment practices that ensure fairness, accuracy, and alignment with curriculum and regulatory standards. Summative assessments at ADIS shall adhere to the following requirements.

1. **Assess Student Progress Through Quality Procedures:** Summative assessments shall validate student progress using end-of-unit tests, biannual term exams, collaboratively developed question papers, standardized marking schemes, and formal pen-and-paper tests aligned with the CBSE curriculum and ADEK requirements.

2. **Enable Student Goal setting: Support** learners in setting challenging targets and monitoring progress.

3. **Ensure Rigor and Higher-Order Thinking:** Assessments shall incorporate appropriately challenging, grade-level questions that promote critical and higher-order thinking, ensuring reliability, validity, and accurate measurement of attainment.

4. **Apply Transparent Grading Practices:** Clear rubrics, blueprints, grading criteria, and standardized marking schemes shall be used consistently and aligned with internal school guidelines.

5. **Maintain Moderation and Benchmark Standards:** Rigorous moderation protocols shall be followed to ensure fairness and consistency. Benchmark thresholds shall be applied to prevent grade inflation and ensure accurate representation of achievement.

6. **Data-Driven Decision-Making and Intervention:** Assessment data at ADIS will be systematically analyzed and used to guide teaching and learning: after each assessment, performance is reviewed by subject, compared against past results, and strengths and weaknesses are identified across all student groups (General, Gifted, ALN). Based on this analysis, tiered interventions are implemented — including remedial support for struggling students, enrichment for high achievers, and customized support plans for borderline learners — with subject-specific strategies designed to close identified learning gaps.

7. **Ensure Academic Integrity:** Clear proctoring and invigilation procedures shall be established to maintain fairness, uphold integrity, and prevent academic misconduct.

8. **Promotion and Retention:** Schools shall follow the promotion and retention requirements in line with the ADEK School Student Administrative Affairs Policy and CBSE Promotion Policy.

9. **Grading Systems** Schools shall adopt a hybrid grading system that includes percentage-based, letter grade-based, and point-based assessments, following the requirements of the CBSE curriculum and alignment with the ADEK grading system for ministry subjects.

5.4 Test Blueprint and Question Paper Design Requirements

All internal assessments will follow these principles:

1. **Question Paper Design:**
   - Maintain a comprehensive question bank, categorized by difficulty level and cognitive domain.
   - Follow the blueprint provided by CBSE or developed by the school in alignment with the curriculum for each subject and grade.
   - Ensure a balanced distribution of questions targeting knowledge, understanding, application, and higher-order thinking skills.
   - Include competency-based questions in accordance with CBSE guidelines.

5.5 Assessment Scheme/Structure

The assessment blueprint at ADIS is designed with the following structure:

1. **Difficulty Levels:**
   - Easy questions: 20%
   - Average questions: 60%
   - Challenging questions: 20%

2. **Cognitive Levels:**

- Remember: 10-15%
- Understand: 20-25%
- Apply: 25-30%
- Analyze: 15-20%
- Evaluate: 10-15%
- Create: 5-10%

5.6 Assessment Recording and Sharing

1. **Assessment Recording**

- All assessment records will be maintained digitally in the school's Assessment Management System.
- Records will be updated within seven working days of assessment completion.
- Teachers will ensure that all data entered accurately reflects student performance on assessments.
- Schools shall ensure that the academic grades reported in the Enterprise Student Information System (eSIS) are consistent, accurate, and aligned with the benchmark thresholds, in line with the ADEK School Reporting Policy.

2. **Assessment Reporting**

   i. **Formal Reporting:**

   - Final grades/marks will reflect student achievement solely against learning outcomes and academic standards.
   - Non-academic components, including attendance, behavior, attitude, participation/engagement, and standardized benchmark assessment results, will also be recorded in the report card.
   - Report cards will highlight both academic performance and skill development.
   - Post-assessment reports with recommendations for improvement will be included.
   - Class average comparisons will be provided to contextualize individual student progress.
   - Report cards will showcase the School-Based Assessment (SBA) results as prescribed by the school.
   - Report cards are published termly on the school's digital portal.

   ii. **Parent Conferences:**

   - Schedule meetings following major assessments to provide personalized feedback.
   - Conduct targeted sessions for students requiring additional support.
   - Collaboratively co-create action plans and set targets with students and parents.

6. External Assessments

Use of External Assessments: Schools shall implement different forms of external assessments as required or deemed appropriate according to curriculum, grade, purpose, and need. At Abu Dhabi Indian School, Muroor, external assessments are guided by the UAE's National Agenda Parameters (NAP) and the CBSE framework.

6.1 Types of Assessment

1. **Standardized Benchmark Assessments (SBA)**

   - **CAT4 (Cognitive Abilities Test)**: Grades 3-9
   - **Ei-ASSET(Assessment of Scholastic Skills through Educational Testing)**: Grades 3-9

2. **International Assessments**

   - **TIMSS (Trends in International Mathematics and Science Study)**: Grades 4, 8
   - **PISA (Programme for International Student Assessment)**: Global assessment measuring 15-year-olds' ability to apply knowledge in reading, mathematics, and science
   - **PIRLS (Progress in International Reading Literacy Study)**: Grade 4
   - **Olympiads**: Grades 2-10
   - **SAFAL – Structured Assessment for Analyzing Learning (CBSE) Exams for Grades 5 and 8**

3. **Board Exams**

   - **AISSE (All India Secondary School Examination)**: Comprehensive summative assessment determining secondary school completion - Grade 10
   - **Senior Secondary School Examination**: Comprehensive summative assessment determining higher secondary school completion - Grade 12

6.2 Board Exams: Schools shall register all eligible Cycle 3 students for board exams in line with applicable curriculum requirements.
   1. Schools shall encourage high-performing students to sit for the highest-level options for their board exams.
   2. School shall communicate this recommendation to parents and engage with them to encourage students to choose this option.

   3. Study and Examination Leave

   - Study leave of up to 4 weeks annually may be granted for board/pre-board exams upon ADEK approval, and is recorded as online attendance on eSIS
   - The school remains open during study leave to support students who opt to continue on-site learning
   - Exam leave is permitted for pre-collegiate exams (with ADEK approval) if off-site testing is necessary.

6.3 ADEK Mandated Standardised Benchmark Assessment

- **Student Participation:** All students in Grades 3–9 are required to participate in the **ASSET-Ei** exam mandated by ADEK annually. Make-up sessions will be conducted for students who miss the assessment due to valid reasons.
- **Administration and Invigilation:** ASSET-Ei assessments shall be administered following the provider's protocols to ensure fairness, consistency, and academic integrity.

- **Accommodations and Modifications:** ADIS will provide necessary adjustments for students with additional learning needs and multilingual learners, in line with the ADEK School Inclusion Policy and the assessment provider's guidelines.
- **Staff Training:** All relevant staff will be trained in assessment administration, analysis, reporting, and the use of student-level data to inform teaching, learning, and parent communication.
- **Funding:** ADIS will cover all costs associated with the ASSET-Ei exam; no separate fees will be charged to parents.
- **Data Analysis and Utilization:** Assessment results will be analyzed to identify learning strengths, gaps, and trends. The data will inform curriculum planning, teaching strategies, interventions for students needing support, and enrichment opportunities for high performers.
- **Reporting to Students and Parents:** ASSET-Ei results will be shared with students and parents via termly reports and digital platforms. Guidance will be provided to help interpret results and set future learning goals.
- **Assessment Calendar:** ADIS will submit all assessment details—including coordinator, schedule, grade levels, and exam dates—to ADEK's School Assessment module.

6.4 International Assessments

ADIS administers international and large-scale assessments to benchmark student learning, inform school improvement, and align internal teaching with global standards.

1. **Assessments Conducted:** International Assessments are conducted as per the table given in Assessment types
2. **ADEK Requirements:** ADIS will adhere to all ADEK-issued guidelines for the administration of these assessments, including scheduling, administration, and reporting.
3. **Data Analysis and Utilization:** Assessment reports will be systematically analysed to identify learning strengths, gaps, and trends. Recommendations from these assessments will inform school improvement planning, curriculum adjustments, and target-setting for both students and the school.
4. **School Community Engagement:** ADIS will engage teachers, students, and parents in understanding international assessment results and collaboratively developing short- and long-term strategies to improve performance and meet benchmarks.

7. Accommodations and Modifications for Assessments

Cater to Student Diversity: Appropriate accommodation and modifications shall be provided for students with additional learning needs, in alignment with ADEK's School Inclusion Policy which includes
- Extended time (up to 25%)
- Reader/scribe services
- Separate examination rooms
- Modified question papers
- Assistive technology use
- Examination breaks

8. Interventions

8.1 Designing and Implementing Interventions: Intervention strategies include using performance data to provide tiered support, offering remedial help for students below expected standards, providing enrichment for high achievers, creating customized plans for borderline learners, and applying subject-specific strategies based on identified learning gaps.

9. Examination Integrity

1. **Legal Compliance:**
   - ADIS adheres to Federal Decree Law No. (33) of 2023 concerning combating cheating and violations of examination systems. Any examination misconduct by non-students is subject to penalties under the Decree.

2. **Student Education and Prevention:**
   - Students are regularly educated on the importance of academic integrity and honesty in all assessments.
   - Integrity workshops and classroom discussions reinforce ethical practices.

3. **Examination Environment:**
   - Examination rooms are prepared with adequate lighting, ventilation, and desk spacing to ensure fairness and transparency.
   - Rooms are kept free from electronic devices or unauthorized materials.

4. **Invigilation Standards:**
   - All invigilators must undergo formal professional training.
   - Invigilators may not oversee examinations for subjects they teach.
   - Invigilators are responsible for Verifying candidate identities, conducting thorough room checks before and after exams, managing secure distribution and collection of exam materials and accurately recording attendance and incidents
   - Induction training is provided for all newly appointed invigilators.

5. **Monitoring and Misconduct Management:**
   - Mechanisms are in place to identify and manage instances of cheating or breaches during examinations.
   - All violations are logged and reported to ADEK as required.
   - Internal tracking ensures continuous improvement in examination security measures.

6. **Consequences of Misconduct:**
   - Students found engaging in cheating are subject to disciplinary actions according to the ADEK School Student Behavior Policy, with consequences proportional to the severity of the violation.
   - Non-student participants in misconduct are subject to penalties under Federal Decree Law No. (33) of 2023.

7. **Continuous Improvement:**
   - Assessment integrity protocols are regularly reviewed to ensure transparency, fairness, and compliance with ADEK and federal regulations.

10. Assessment Security

1. Legal & Regulatory Compliance

- Comply with Federal Decree-Law No. 45 of 2021 on the Protection of Personal Data.
- Adhere to the ADEK School Digital Policy for data governance and system security.
- Do not share any student assessment data with third parties unless parents have given explicit consent; and ADEK approval is obtained.

2. Physical Security of Assessment Materials

- Securely store all assessment instruments and confidential materials in locked locations.
- Limit access to exam papers to authorized personnel only.
- Control and monitor printing and distribution of assessments.

3. Digital Security & Data Protection

- Protect assessment data with strong passwords and encrypted systems.
- Use secure, trusted online platforms for administering assessments.
- Conduct regular security audits to identify and address vulnerabilities.

4. Incident Management & Breach Response

- Establish clear procedures for reporting, investigating, and responding to data breaches or security incidents.
- Notify ADEK and relevant stakeholders promptly in the event of a breach, as per policy requirements.
- Review and update security protocols regularly to prevent recurrence and strengthen data protection.

11. Monitoring and Evaluation

Assessment practices are reviewed periodically based on student outcomes, feedback, and ADEK/CBSE updates. Monitoring involves analysis of assessment data, review of teaching strategies, and student progress tracking.

12. Review and Revision

The policy will be reviewed annually or as required by updates from ADEK and CBSE. Stakeholder feedback and new educational standards will inform revisions to ensure continued relevance and effectiveness.

13. Compliance

- This Assessment Policy is effective as of the start of the **Academic Year 2024/2025 (Fall term)**.
- ADIS commits to achieving **full compliance** with this policy by the start of the **Academic Year 2025/2026 (Fall term)**.
- ADIS will adhere to all requirements outlined in the ADEK Assessment Policy, as well as any additional conditions imposed by assessment providers, exam boards, and relevant accreditation or inspection bodies

APPENDICES

APPENDIX 1: DETAILED ASSESSMENT STRUCTURE CBSE Subjects

<u>ASSESSMENT MARKING SCHEME GRADE 1 TO 12.</u>

<u>GRADES 1 & 2</u>

TERM 1		TERM 2	
MAY CYCLE TEST - 1	20 MARKS	JANUARY CYCLE TEST - 3	20 MARKS
OCTOBER CYCLE TEST- 2	20 MARKS	MARCH CYCLE TEST - 4	20 MARKS
FORMATIVE– 1	60 MARKS	FORMATIVE – 2	60 MARKS
TOTAL TERM 1	100 MARKS	TOTAL TERM 2	100 MARKS

<u>Cumulative Marks: - TERM 1 + TERM 2 (Average) = 100</u>

<u>GRADES 3, 4 & 5</u>

TERM 1		TERM 2	
MAY/ JUNE CYCLE TEST - 1	25 MARKS	JAN/ FEB CYCLE TEST- 3	25 MARKS
SEPT/OCT CYCLE TEST – 2	25 MARKS	MARCH FINAL	25 MARKS
FORMATIVE -1	50 MARKS	FORMATIVE-2	50 MARKS
TOTAL TERM 1	100 MARKS	TOTAL TERM 2	100 MARKS

<u>Cumulative Marks: - TERM 1 + TERM 2 (Average) = 100</u>

GRADES 6, 7 & 8

	TERM 1		TERM 2	
MAY/ JUNE CYCLE TEST - 1	20 MARKS		JAN/ FEB CYCLE TEST- 2	20 MARKS
SEPT/OCT MID TERM	50 MARKS		FINAL	50 MARKS
FORMATIVE-1	30 MARKS		FORMATIVE-2	30 MARKS
TERM 1 TOTAL	100 MARKS		TERM 2 TOTAL	100 MARKS

Cumulative Marks: - TERM 1 + TERM 2 (Average) = 100

GRADE: 9

TERM 1			TERM 2		
CYCLE TEST -1	20 MARKS	Converted to 40	PRE-FINAL EXAM	80 MARKS	Converted to 40
MID TERM-	80 MARKS	Converted to 40	FINAL EXAM	80 MARKS	Converted to 40
INTERNAL ASSESSMENT	20 MARKS	Converted to 20	INTERNAL ASSESSMENT	20 MARKS	Converted to 20

Cumulative Marks: - TERM 1 + TERM 2 (Average) = 100
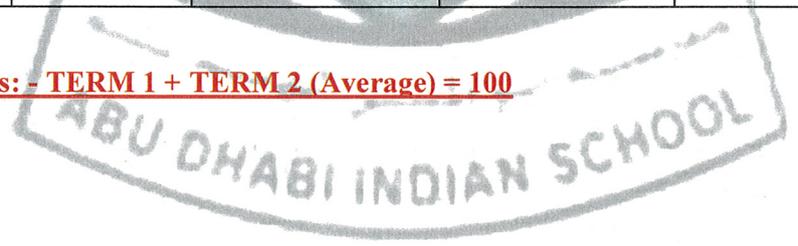
GRADE: 10

TERM 1			TERM 2		
CYCLE TEST - 1	20 MARKS	Converted to 50	PRE-BOARD 1	80 MARKS	Converted to 50
MID TERM-	**80 MARKS**	Converted to **50**	**PRE-BOARD 2**	**80 MARKS**	Converted to **50**
TOTAL TERM 1	**100 MARKS**		**TOTAL TERM 2**	**100 MARKS**	

Cumulative Marks: - TERM 1 + TERM 2 (Average) = 100

GRADE: 11

TERM 1			TERM 2		
CYCLE TEST	30/20 MARKS	Converted to 30/20	PRE-FINAL	70/80 MARKS	Converted to 35/40
MID TERM	**70/80 MARKS**	Converted to 40/60	**PRE-BOARD 2**	**70/80 MARKS**	Converted to 35/40
PRACTICAL / PROJECT	30/20 MARKS	Converted to 30/20	PRACTICAL/ PROJECT	30/20 MARKS	Converted to 30/20
TOTAL TERM 1	**100 MARKS**		**TOTAL TERM 2**	**100 MARKS**	

Cumulative Marks: - TERM 1 + TERM 2 (Average) = 100

GRADE: 12

TERM 1			TERM 2		
CYCLE TEST	30/20 MARKS	Converted to 30/20	PRE-BOARD 1	70/80 MARKS	Best of the two
MID TERM-	**70/80 MARKS**	Converted to 40/60	**PRE-BOARD 2**	**70/80 MARKS**	
PRACTICAL PROJECT	30/20 MARKS	Converted to 30/20	PRACTICAL PROJECT	30/20 MARKS	Converted to 30/20
TOTAL TERM 1	**100 MARKS**		**TOTAL TERM 2**	**100 MARKS**	

Cumulative Marks: - TERM 1 + TERM 2 (Average) = 100

APPENDIX 2: DETAILED ASSESSMENT STRUCTURE Ministry Subjects

ASSESSMENT MARKING SCHEME FOR ARABIC

Arabic	Assessment type	Marks	Total	Term Total
Term -1	Written test 1 – May	20	50	Out of 100 in September
	Written test 2 –September	30		
	Formative Assessment			
	1- Listening skill	10	50	
	2-Speaking skill	15		
	3- Reading skill	15		
	4-Writing skill	10		
	Total	100		
Term -2	Written test 3 – December	20	50	Out of 100 in March
	Written test 4 – February	30		
	Formative Assessment			
	1- Listening skill	10	50	
	2-Speaking skill	15		
	3- Reading skill	15		
	4-Writing skill	10		
	Total	100		
	Total Term 1 + 2 =200 converted to 100	100		

ASSESSMENT MARKING SCHEME FOR UAE SOCIAL STUDIES

UAE.S.St/MCS	Assessment type	Marks	Total	Term Total
Term -1	Written test 1 – May	20	50	Out of 100 in September
	Written test 2 –September	30		
	Formative Assessment			
	Formative 1 - Map	10	50	
	Formative 2 – Project (Group)	15		
	Formative 3 - Notebook	15		

		Formative 4 – Slip test	10		
		Total	100		
Term -2		Written test 3 – November	20	50	Out of 100 in March
		Written test 4 – February	30		
		Formative Assessment			
		Formative 1 – Poster making	10	50	
		Formative 2 – Project (Group)	15		
		Formative 3 - Notebook	15		
		Formative 4 - Quiz	10		
		Total	100		
		Total Term 1 + 2 =200 converted to 100	100		

ASSESSMENT MARKING SCHEME FOR ISLAMIC EDUCATION

Islamic Education	Assessment type	Marks	Total	Term Total
Term -1	Written test 1 – May	20	50	Out of 100 in September
	Written test 2 –September	30		
	Formative Assessment			
	Formative 1 – Notebook (work performance)	10	50	
	Formative 2 – Hadith (Practical assessment)	15		
	Formative 3 – Quran (Recitation)	15		
	Formative 4 – Project (work performance)	10		
	Total	100		
Term -2	Written test 3 – November	20	50	Entry out of 100 in March
	Written test 4 – February	30		
	Formative Assessment			

	Formative 1 - Notebook	10	50	
	Formative 2 - Hadith	15		
	Formative 3 – Quran	15		
	Formative 4 - Project	10		
	Total	100		
	Total Term 1 + 2 =200 converted to	100		

ASSESSMENT MARKING SCHEME FOR VALUE EDUCATION

Value Education	Assessment type	Marks	Total	Entry in DC
Term -1	Written test 1 – May	20	50	Out of 100 in September
	Written test 2 –September	30		
Term 2	Written test 3 – November	20	50	Out of 100 in March
	Written test 4 – February	30		

APPENDIX 3: GRADING REQUIREMENTS

1. **GRADING SCALE SCOLASTIC 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
0-32	E (NEEDS IMPROVEMENT)

2. **GRADING SCALE CO-SCOLASTIC AREAS**

Grade	Indicators for 1 to 8	Indicators for 9 to 12	Marks range out of 100
A	Outstanding	Exemplary	81-100
B	Very good	Proficient	61-80
C	Good	Developing	41-60
D	Fair	Emerging	21-40
E	Scope for improvement	Beginner	0-20