

## POLICY ON ASSESSMENT

Introduced: March 2018	Revised: March, 2019
Previous review :	Next Review : March, 2021
Implemented by: 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.

Assessments are often equated with traditional tests administered to large populations of student. At Dunes we use a diverse array of assessment tools and methods to measure everything from a four-year-old's readiness for kindergarten to a twelfth-grade student's comprehension of advanced physics. Just as academic lessons have different functions, assessments are typically designed to measure specific elements of learning—e.g., the level of knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyze different types of texts and readings. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support.

### Aims and objective:

Through this policy we aim to:

- raise the standards of 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.

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

## A. SUMMATIVE ASSESSMENTS:

### Term Assessment

Term assessment is a powerful way of raising students' achievement. It is based on the principle that each student will progress provided they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim

- Identify student's strengths and gaps in their skills /knowledge
- Track the student's rate of progress
- Identify individuals and groups for the specific intervention support

### Annual Exam

- is important for informing both parents and teachers of a child's attainment and progress.
- Record performance in a specific area on a specific date.
- Provide age standardized information.
- Provide end key stage test data against which the school will be judged.

## **Assessment scheme for Kindergarten to Grade 9 and grade 11**

### 1. Scholastic Assessment:

### 2.

		Weekly Test 1	Periodic Test 1	CW/HW	Subject enrichment	Half yearly Examination	Total
TERM 1	Tentative months	April- May	May - June	June	June	October	
	KG	10 marks	10 marks	5 marks	5 marks	20 marks	50 marks
	Grade 1 to 5	20 marks	30 marks	5 marks	5 marks	40 marks	100 marks
	Grade 6 to 9	20 marks	40 marks	5 marks	5 marks	80 marks	150 marks
	Grade 11	20 marks	40 marks	5 marks	5 marks	80 marks	150 marks
		Periodic Test 1	Weekly Test 2	CW/HW	Subject enrichment	Annual Examination	Total
TERM 2	Tentative months	December	January- February	February	February	March	
	KG	10 marks	10 marks	5 marks	5 marks	20 marks	50 marks
	Grade 1 to 5	30 marks	20 marks	5 marks	5 marks	40 marks	100 marks
	Grade 6 to 9	40 marks	20 marks	5 marks	5 marks	80 marks	150 marks



	Grade 11	40 marks	20 marks	5 marks	5 marks	80 marks	150 marks
YEAR END TOTAL		<b>Term 1</b>		<b>Term 2</b>		<b>Cumulative Score</b>	
	KG	50 marks		50 marks		50 + 50 = 100 marks	
	Grade 1 to 5	100 marks		100 marks		100 + 100 = 200/2 marks	
	Grade 6 to 9	150 marks		150 marks		150 + 150 = 300/3 marks	
	Grade 11	150 marks		150 marks		150 + 150 = 300/3 marks	

- Weekly Test:** This will be a weekly scheduled cycle test.
- Periodic Test:** Formal test where portions and Time Table are shared at the beginning of the academic year.
- Class work / Home work (CW/HW):** can be assessed before the end of each term based on the following parameters.
  - Regularity
  - Assignment Completion
  - Neatness and upkeep of Notebook
- 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.
- Half yearly Examination and Annual Examination:** These are formal examinations where portions and Time Table are shared at the beginning of the academic year. These assessments will be graded on 8 point grading scale.

### 8 point 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 (Needs improvement)



## 2. Co-Scholastic Area:

- Co-Scholastic activities will be assessed on a 3 point grading scale term wise the concerned teacher framing 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 for term wise considering the attendance, sincerity, behavior and values.

## 3 point grading Scale for Co-Scholastic areas

Criteria	Grade
Outstanding	A
Very good	B
Fair	C

## Assessment Scheme for CBSE Board Examination:

### a. Scholastic Assessment scheme for Grade 10 and 12:

	Periodic Test 1	Periodic Test 2	Periodic Test 3	Pre board 1	Pre board 2	Final exams to be conducted by CBSE Board
Tentative month	April	June	October	December	January	March
Marks	50 marks	50 marks	100 marks (Theory + Practical) Converted to 50 marks	100 (Theory + Practical)	100 (Theory + Practical)	100 (Theory + Practical)

Scholastic areas will be assessed on 9 point grading scale.

### c. Co-Scholastic Area:

- 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 5 point grading scale for term wise considering the attendance, sincerity, behavior and values.

## 9 point grading Scale for Scholastic areas

Percentage Range	Grade	Grade Point
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	0
00-20	E2	0

  

Criteria	Grade
Outstanding	A
Very Good	B
Good	C
Satisfactory	D
Needs improvement	E

## 5 point grading Scale for Co-Scholastic

For awarding the grades, the Board shall put all the passed students in a rank order and will award grades as follows:

- **A1** : Top 1/8th of the passed candidates
- **A2** : Next 1/8th of the passed candidates
- **B1** : Next 1/8th of the passed candidates
- **B2** : Next 1/8th of the passed candidates
- **C1** : Next 1/8th of the passed candidates
- **C2** : Next 1/8th of the passed candidates
- **D1** : Next 1/8th of the passed candidates
- **D2** : Next 1/8th of the passed candidates
- **E** : Failed candidates

## **B. FORMATIVE ASSESSMENTS:**

Formative assessments are in-process evaluations of student learning that are typically administered in the form of

- AFL strategies
- Quizzes
- Exit slips
- Plenary
- Pre test and post test
- In class discussions

These strategies can be used multiple times during a unit or course. The general purpose of formative assessment is to give teachers feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly.

Formative assessments are usually not scored or graded but the information will be used to give constructive comments and feedback to the students and parents.

### **Reporting the student's progress to the parents:**

The child's progress is reported to the parents through the results published on ETH. The reports are published after

1. Periodic test 1
2. Half Yearly examination
3. Periodic test 2
4. yearend examination.

The parents also get the child's holistic report through Parent Teacher conference report and parent teacher interaction.

Principal's Approval	
Revised Date:	March 2019