



POLICY ON ASSESSMENT

Introduced	March 2018
Review 1	March 2021
Review 2	June 2023
Review 3	June 2024
Review 4	September 2025
Next review	March 2026

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.

Purpose

Through this policy, we shall:

- Raise the standards of student achievement
- Maintain accurate records of progress and attainment of each individual student.
- Ensure consistency in assessing achievement and identifying achievable and challenging targets for each student.
- Ensure that assessment data is shared with relevant stakeholders.
- 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.
- Define the ADEK-mandated external tests that must be used to measure student achievement and progress in the Abu Dhabi Emirates.
- Identify effective internal and external assessment methods that improve student accomplishment and guide teaching and learning through data-driven decision-making.





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.

1. INTERNAL ASSESSMENTS (As per requirements of CBSE)

In alignment with CBSE curriculum standards, the school conducts internal assessments in English, Mathematics, Science, Social Studies, Second Language, Arabic, Islamic Education (for Muslim students), and Moral Science (for non-Muslim students). Additionally, Computer Science and Moral, Social, and Cultural Studies are evaluated through activity-based tasks and project work. Skill subject for Grade 9 to 12 are also assessed once in a term through activity based tasks.

Type of Assessment	Description
Screening	Screening test is administered at the time of admission to determine whether the students have appropriate learning experiences required as per the curriculum.
Cognitive	Used to evaluate a student's reasoning and general thinking ability (e.g., to learn, memorize, and judge) Learning skill evaluation is conducted once per term to assess student's ability to apply knowledge, think critically and demonstrate essential cognitive skills.
Diagnostic	Used to identify student strengths, weaknesses, knowledge, and skills. Edu Bisk Platform is used to conduct diagnostic test for Math, Science and Indian Social studies for Grade 3 to 12.
Formative assessments	Formative assessments are used as periodic evaluations that provide teachers with ongoing feedback regarding continuous progress in students' learning.
Summative assessments	Summative assessments are conducted at the end of each term to evaluate students' learning and to determine whether the students have learned what they were expected to learn during the defined instructional period.





2. STRUCTURE OF ASSESSMENT

2.1 Scholastic assessment: For Kindergarten to Grade 8 (as per CBSE norms)

Scholastic Assessment		Weekly Test 1	Periodic Test 1	Note Book Evaluation	Subject enrichment	Half yearly Examination	Total
TERM 1	Tentative months	April-September	May - June	April-September	April- September	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 8	20 marks	40 marks	5 marks	5 marks	80 marks	150 marks
TERM 2		Weekly Test 2	Periodic Test 2	Note Book Evaluation	Subject enrichment	Final Examination	Total
	Tentative months	Oct obe r- Feb ruar y	January	October - Februar y	October-February	March	
	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 8	20 marks	40 marks	5 marks	5 marks	80 marks	150 marks
YEAR END TOTAL		Term 1		Term 2		Cumulative Score	
	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 8	150 marks		150 marks		150 + 150 = 300/3 marks	

- Weekly Test: Students' learning will be monitored through regular continuous assessments.
- Periodic Test: Formal test where portions and Timetable are shared at the beginning of the academic year.



- c. Note Book Evaluation: can be assessed before the end of each term based on the following parameters.
 - i. Regularity
 - ii. Assignment Completion
 - iii. Neatness and upkeep of Notebook
- d. 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.
- e. Half yearly Examination and Final 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.

2.1.1 Co-Scholastic Area:

- a. Co-Scholastic activities will be assessed on a 3 point grading scale term wise the concerned teacher framing effective tools for the same.
- b. Grading will not have any descriptive indicators and students will not be upgraded based on the co-scholastic grades.
- c. Co-scholastic area will cover Art Education and Health & Physical Education.
- d. 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 value

2.2. Scholastic assessment: For Grade 9 and 10 (as per CBSE norms)

Term1						Term 2						Cumulative (Best of MA,PT,SE,PE, Term)					
MA1	PT1	SE1	PF1	Term Exam 1	Total	MA2	PT2	SE2	PF2	Term Exam 2	Total	MA	PT	SE	PF	Term	Year End Total
20	20	Three activities of 10 marks each	Two activities of 10 marks each	80 marks	100	20	20	Three activities of 10 marks each	Two activities of 10 marks each	80 marks	5	5	5	5	80	100	
Converted to 5	Converted to 5	30 marks converted to 5 marks	20 marks converted to 5 marks	No Conversion		Converted to 5	Converted to 5	30 marks converted to 5 marks	20 marks converted to 5 marks	No Conversion		5 marks	5 marks	5 marks	5 marks	80 marks	
5 marks	5 marks	5 marks	5 marks	80 marks		5 marks	5 marks	5 marks	5 marks	80 marks	100						
Internal Assessment(IA)- 5+5+5+5=20 marks Term End Total-IA + Term1 examination = 100 marks						Internal Assessment(IA)- 5+5+5+5 =20 marks Term End Total-IA + Term2 examination = 100 marks						Internal Assessment(IA)- 5+5+5+5 =20 marks Year End Total-IA + Term examination = 20+80=100 marks					





- a) 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 demonstrations
- b) Periodic Test (PT): Formal test where portions and time table are shared at the beginning of the academic year.
- c) Subject Enrichment (SE): 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.
- d. 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.

Scholastic areas will be assessed on 9 point grading scale for the school assessments.

Note that the board will follow the positional grading system for grade 10 as given below.

2.2.1. Co-Scholastic Assessment:

- a. Co-Scholastic activities will be assessed on a 5 point grading scale term wise.
- b. Grading will not have any descriptive indicators and students will not be upgraded based on the co-scholastic grades.
- c. Co-scholastic area will cover Art Education and Health & Physical Education.
- d. 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.





2.3: Scholastic assessment: For Grade 11 (as per CBSE norms)

Term 1					Term2					Cumulative
WEEKLY TEST 1	PT1	Project/ ASL/ Activity/ Practical	Term Exam 1	Total	WEEKLY TEST 2	PT2	Project/ ASL/ Activity/ Practical	Term Exam 2	Total	Total
20 marks	20 marks	20/30 marks	80/70 marks	100 marks	20 marks	20 marks	20/30 marks	80/70 marks	100 marks	100
Converted to 5marks	Converted to 5marks	20/30 marks converted to 10/20 marks	No Conversion		Converted to 5marks	Converted to 5marks	20/30 marks converted to 10/20 marks	No Conversion		100
5+5=10marks		10/20 marks	80/70 marks		5+5=10marks		10/20 marks	80/70 marks		100 marks
20/30marks (Internal assessment)			80/70 marks		20/30marks (Internal assessment)			80/70 marks		(Term 1 + Term 2) / 2 = 100 marks
Internal Assessment(IA)= 10+10/20= 20/30 marks Term End Total= IA + Term1 examination = 100 marks					Internal Assessment(IA)= 10+10/20= 20/30 marks Term End Total= IA + Term2 examination = 100 marks					

2.4: Scholastic assessment: For Grade 12 (as per CBSE norms)

Term 1					Term2					Pre Board/Final		
WEEKLY TEST 1	PT1	Project/ ASL/ Activity/P practical	Term 1	Total	WEEKLY TEST 2	PT2	Project/ ASL/ Activity/Practical	Term 2	Total	Project/ ASL/ Activity/Practical	Theory	Total
20 marks	20 marks	20/30 marks	80/70 marks	100 marks	20 marks	20 marks	20/30 marks	80/70 marks	100 marks	20/30 marks	80/70 marks	100 marks
Converted to 5marks	Converted to 5marks	Convert 20/30 marks to 10/20 marks	No Conversion		Converted to 5marks	Converted to 5marks	Convert 20/30 marks to 10/20 Marks	No Conversion		-	-	-
5+5=10marks		10/20 marks	80/70 marks		5+5=10marks		10/20 marks	80/70 marks		20/30 marks	80/70 marks	100 marks
20/30 marks (Internal assessment)			80/70 marks		20/30 marks (Internal assessment)			80/70 marks		Project /ASL/Activity/Practical – 20/30 marks Theory - 80/70 marks Total = 100 marks		
Internal Assessment(IA)= 10+10/20= 20/30 marks Term 1 Total= IA + Term1 examination = 100 marks					Internal Assessment(IA)= 10+10/20= 20/30 marks Term 2 Total= IA + Term2 examination = 100 marks							

- Weekly Test (WT): This will be a weekly scheduled cycle test.
- Periodic Test (PT): Formal test where portions and time table are shared at the beginning of the academic year.



c. Project/ASL/Practical/Activity: These are aimed at enhancing the understanding and skills of the students. These activities will be carried out once in each term, however they will be evaluated at the term end.

Note: Scholastic areas for grade 11 and 12 will be assessed on 9 point grading scale for the school assessments.

The board will follow the positional grading system for grade 12 as given below.

2.3.1/ 2.4.1: Co-Scholastic Assessment (Grade 11 and Grade 12)

- i. Co-Scholastic activities will be assessed on a 5 point grading scale term wise.
- ii. Grading will not have any descriptive indicators and students will not be upgraded based on the co- scholastic grades.
- iii. Co-scholastic area will cover General Studies, Health & Physical Education, and Work experience.
- iv. 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. GRADING SYSTEM

3.1: Scholastic Grading System

3.1.1 (KG – Grade 8)

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





3.1.2: Grade 9 to 12

9 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
21 - 32	E1
0 – 20	E2

3.1.3: Positional grades in grade 10 and 12 for CBSE Board Assessment:

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 : Essential repeat

3.2: Coscholastic Grading System: (KG – Grade 12)

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

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





4. MODERATION AND STANDARDIZATION PRACTICES:

4.1: Standardization Practices

- Teachers are trained on how to use mark schemes. Answer keys are prepared to ensure consistency in reviewing the answer scripts of students.
- Clear guidelines are documented and shared with all staff.

4.2 Moderation Practices:

Departments hold moderation meetings to align judgments and agree on a common standard before finalizing marks.

5. FORMATIVE/MULTIPLE ASSESSMENT: (as per CBSE norms)

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

- AFL strategies
- Quizzes
- Exit slips
- Plenary
- Pretest and post test
- Projects/Case study/Seminars In class discussions

Reporting the student's progress to the parents (KG to grade 12)

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

1. Periodic test 1- KG to grade 10 and Periodic test 2 for grades 11 and 12
2. Half Yearly /Term 1 Examination
3. Periodic test 2 - KG to grade 10 and Periodic test 4 for grades 11 and 12
4. Final/Term 2 examination.





6. EXTERNAL ASSESSMENT:

6.1: Types of Assessment

Type of Assessment	Description
Standard benchmark assessment (SBA)	<ul style="list-style-type: none"> The ASSET is designed by an external assessment provider and is used to evaluate students' progress and achievement on an annual basis. These are mandated by the curriculum. Our school shall conduct ASSET assessments every year for Grades 3 to 9 for English, Mathematics and Science CAT4 (Cognitive Abilities Test, Fourth Edition) measures developed abilities of the students. It provides a baseline profile of each student's strengths and areas for development. Our school shall conduct CAT4 assessments every year for Grade 2, 4, 6 and 8. ABT : School has a provision to conduct standardized assessment for Arabic as second Language and Islamic education (Muslims students) for Grades 2 to 9
Board exams	<ul style="list-style-type: none"> Exam boards in CBSE establish formal, quality-assured examinations that are marked. These are highly competitive, standardized tests that verify the fulfillment of a secondary certificate, serve as prerequisites for, or enhance the prospect of university admissions. School shall register all eligible students for the board exam as required for the grade 10 and 12 board examination.
International Assessments (PISA, PIRLS, TIMSS)	<ul style="list-style-type: none"> Schools shall adhere to all requirements issued by ADEK regarding the administration of international assessments. Schools shall analyze and review the international assessment school reports and utilize recommendations for school improvement planning and target setting. Schools shall engage the whole school community in developing short- and long-term improvement strategies to meet their international assessment targets. Schools shall align internal assessments with the frameworks and competencies evaluated in international assessments (e.g., PISA, TIMSS, PIRLS) to foster the development of relevant skills and maintain consistency between internal and external measures of student learning





6.2: Assessment Data Analysis and Intervention Planning

6.2.1. Establish Benchmark Thresholds

- o Identify grade-level expectations in core subjects.
- o Leadership ensures all teachers are trained in interpreting benchmark data.

6.2.2. Collect Attainment Data

- o Attainment is measured through **summative assessments** (end-of-unit tests, term exams)
- o Data is compared against benchmark thresholds for each subject and grade.

6.2.3. Measure Progress

- o Progress is calculated by comparing **students' current attainment with their starting point** (e.g., CAT4, prior year performance).
- o Monitor if each student is on track to meet or exceed expected progress.

6.2.4. Data Analysis and Reporting

- o Analyze attainment (absolute levels) and progress (growth over time) across classes and groups term wise
- o Share outcomes with ADEK during inspections and with parents through term reports.

6.2.5. Intervention and Next Steps

- o Identify gaps between actual performance and benchmark thresholds.
- o Implement targeted support for individuals and groups.
- o Design intervention plan (Reinforcement classes, differentiated support).
- o Monitor impact in subsequent assessment cycles.
- o Students are involved in setting goals and tracking their own progress.
- o Parents are engaged through regular students lead conferences and communications.
- o Documented Learning Plans (DLPs) are prepared where needed.

6.3. Study Leave

The school have a permission to assure study leave to eligible cycle 3 students to prepare for board examination. However school shall remain open for learning during study leave and shall ensure that adequate support is provided to students who are not taking leave.



7. ACCOMMODATION AND MODIFICATION FOR ASSESSMENTS

- Students those who are identified and registered in ESIS with additional learning needs will be provided with accommodations and modifications for exams.
- School shall keep records of the accommodations and modifications required by individual students and ensure that teachers and invigilators have access to these records.
- School shall ensure that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.

8. ASSESSMENT INTEGRITY

- School shall educate students about the importance of not cheating and preserving academic honesty at all times.
- School shall make sure physical conditions (e.g., proper lighting, sufficient desk spacing) are set up to be conducive to conducting examinations in a credible and transparent manner.
- Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cheating occurring.
- Establish mechanisms and procedures to identify and manage instances of cheating and breaches within examination processes.
- Students found to commit examination misconduct shall be subject to the penalties stipulated in the School Student Behavior Policy.
- Anyone other than a student who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems shall be subject to the penalties stipulated therein.

9. SECURITY

- Resources and student data are secured in line with Federal Law No. (45) of 2021.
- No sharing of assessment data with third parties without parent consent and ADEK approval.

10. Monitoring and Evaluation

10.1 Student Attainment & Progress

- Percentage of students meeting or exceeding benchmark thresholds (CAT4, IBT, MAP, ADEK common exams).
- Value-added progress between baseline data (e.g., CAT4) and current attainment.
- Performance gaps narrowed for groups (e.g., ELL, SEN, Gifted & Talented).



10.2 Assessment Practices

- Evidence of standardization and moderation across subjects and grade levels.
- Timeliness and consistency of assessment implementation as per school calendar.
- Alignment of assessments with curriculum standards and ADEK framework.
- Quality of formative assessment practices in lesson observations (e.g., AfL strategies, feedback).

10.3. Quality of Feedback

- Student work samples show specific, actionable feedback from teachers.
- Student reflections and response to feedback (e.g., next steps recorded in copybooks/portfolios).
- Parent survey results indicating satisfaction with clarity of reports and communication of progress.

10.4. Use of Assessment Data

- Teachers use data to plan differentiated lessons (evidenced in lesson plans and classroom walkthroughs).
- Intervention programmes designed and monitored based on assessment outcomes.
- Department reviews include data-driven decisions for improving teaching and learning.

10.5. Reporting & Communication

- Termly and annual reports issued on time, with clear attainment and progress indicators.
- Governing Board minutes reflect review and approval of assessment outcomes.
- Parent meetings and student-led conferences include assessment-based discussions.

Policy Review

The Assessment Policy is reviewed at least once annually using internal indicators (see Section 8: Monitoring and Evaluation). The review is conducted, and approval is sought from the school's Governing Board to ensure alignment with school-wide goals and expected educational outcomes, in accordance with the ADEK School Governance Policy.

Prepared By	Date
Assessment Coordinator	March 2018



Amendments:

Review	Date	Reviewed By	Amendments
Review 1	March 2021	Academic Vice Principal/Head of Section/ Head of Curriculum and Assessment/Academic Supervisors	No Change
Review 2	June 2023	Academic Vice Principal/Head of Section/ Head of Curriculum and Assessment/Academic Supervisors	No Change
Review 3	June 2024	Academic Vice Principal/Head of Section/ Head of Curriculum and Assessment/Academic Supervisors	Amendment on basis of ADEK Assessment policy 2024 - 2025
Review 4	September 2025	Academic Vice Principal/Head of Section/ Head of Curriculum and Assessment/Academic Supervisors	Amendment on basis of ADEK Assessment policy 2025 – 2026 in points 1, 4, 6, 8, 10

Approved By	Signature
Mr. Paramjit Ahluwalia, Principal	

