



مدرسة إيليت الانجليزية
The Elite English School

ASSESSMENT POLICY

OUR MOTTO

"ENJOY, ENGAGE, LEARN"

INTRODUCTION

This Policy outlines the purpose, nature and management of assessment at The Elite English School.

We believe that :

- Assessment complements and assists teaching and learning
- Plays an integral part in each teacher's planning and
- Enables the evaluation of current practice as well as pupil achievement.

High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children.

BELIEF STATEMENTS ON ASSESSMENT

Assessment is the gathering and analysis of information about student learning. It identifies what students know, understand, can do and feel at different stages in the learning process. It is a basis for ongoing reflection and evaluation of curriculum and instruction.

We believe assessment is integral with planning, teaching and learning. It is essential to our goal of inspiring students to participate responsibly, successfully and with integrity in the global community. We do this by guiding them through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. Through a variety of means, we strive to ensure that all members of the school community have an understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method of assessment.

Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of the learning. It is the means by which we analyze

student learning and the effectiveness of our teaching and acts as the foundation on which to base our future planning and practice.

PRINCIPLES OF ASSESSMENT

EFFECTIVE ASSESSMENTS ALLOW THE STUDENT TO:

- have criteria that are known and understood in advance
- analyse their learning and understand what needs to be improved
- demonstrate the range of their conceptual understandings, their knowledge and their skills
- synthesize and apply their learning, not merely recall facts
- base their learning on real-life experiences that can lead to other questions to ask or problems to solve
- focus on producing a quality product or performance
- highlight their strengths and demonstrate mastery and expertise
- express different points of view and interpretations
- promote reflection, self- and peer-evaluation.

EFFECTIVE ASSESSMENTS ALLOW THE TEACHER TO:

- plan them and build them into the learning, not add them after the fact
- identify what is worth knowing and assess it
- include collaboration between the student and teacher or among students
- take into account different cultural contexts and different ways of learning and knowing
- use scoring that is both analytical and holistic
- produce evidence that can be reported and understood by students, parents, teachers, administrators.
- inform every stage of the learning and teaching process
- plan further activities which address areas of interest for the teacher and the students.

EFFECTIVE ASSESSMENTS ALLOW THE PARENTS TO:

- understand the learning process
- the school's vision, mission and values
- actively support their child's education.

AIMS

The aim of the policy is to give a clear outline of all assessment techniques and ensure that assessment is used as a tool to :

- inform planning;
- track pupil progress and
- raise standards.

ROLES & RESPONSIBILITIES

The overall responsibility for the conduct of assessment belongs to the examination I/C. Phase supervisors and the IT I/C ensure that the assessments are conducted in their true spirit.

- In grades 1 and 4 the Class teachers are responsible for assessment of the children in their care.
- In grades 5 – 12 the curriculum subject leaders are responsible for monitoring assessment within their subject areas.

ENTITLEMENT

It is the entitlement of every child at The Elite English School, to be given an education that :

- builds on their strengths;
- addresses their individual needs and
- ensures progression.

Assessment is an essential tool in the delivery of this entitlement.

PURPOSE

The purpose of assessment is:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children by helping them in identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

CODE OF CONDUCT GOVERNING ALL THE TESTS / EXAMINATIONS

SETTING OF QUESTION PAPERS

- Ensure that question papers are free of factual, spelling, grammar and punctuation errors. Seek help from a competent colleague/Coordinator if you are in doubt.
- A marking scheme must be prepared and submitted along with the question paper on the specified date.
- Question papers should be relevant and the objectives appropriate to the content being tested.
- Utmost care should be taken in maintaining the confidentiality of the question paper and the marking scheme.

- Question papers must be checked and signed by all the teachers who teach that particular subject/class. The coordinator must also check and sign the question papers.

CONDUCT OF THE TEST/EXAMINATION

- The portion/syllabus for the test/exam is informed to the students in advance;
- The seating arrangements are informed to the students well in advance in order to avoid confusion on the day of the exam;
- The invigilation duty is informed to the teacher an hour before the commencement of the exam.
- The answer scripts, question papers, attendance sheet and string/stapler for binding the answer scripts is given to the invigilator half an hour before the start of the exam.
- The invigilator will go to the allotted room and oversee the seating according to the seating plan that is put up on the classroom door.
- The students are asked to put their personal belongings outside the classroom door. They are allowed to retain their stationery items with them along with a bottle of water.
- The invigilator must give instructions to the students to ensure that any unwanted material like chits, cell phones and any other thing deemed as unwanted is removed from their person/room.
- The question papers are to be given 15 minutes in advance to allow Reading Time.
- Attendance sheet must be taken to each student and his/her signature to be affixed against his/her name.
- Invigilator must ensure that the students adhere to the time duration indicated on the question paper.
- The invigilator must be vigilant and move around in the classroom while the test/exam is being written;

- The students must remain seated silently during the conduct of the test/exam.
- The invigilator must compare the number of answer scripts received with the attendance sheet.
- The answer scripts must be deposited in the examination department.
- The examination department must maintain a clear record of number of answer scripts received (subject & grade wise) at the end of every exam and issue of answer scripts for correction.
- Ideally the teacher is given a weeks' time for correcting the answer scripts.
- The subject teachers must enter the marks of each student on the ELG.

EMERGENCIES

- Students must be discouraged from going to the washroom during a test/examination. If a student needs to go to the washroom during a test/examination (in an emergency), the invigilator should call the examination department personnel for assistance.
- Students may not go to the washroom during the first hour and the last half hour of an examination.
- Students that have medical conditions and need to go to the washroom more regularly must be in possession of a permission slip.
- If an emergency evacuation commences during the test, follow the policy as set out for emergency drills.

IRREGULARITIES

1. If a student is suspected/caught in the act of cheating the following procedure to be followed:

- Remove the answer sheet and write the time on the page.
 - Issue another answer sheet. The student to continue writing the test/exam on the new answer sheet.
 - At the end of the test/exam, the student along with both the answer scripts to be taken to the Examination I/C.
2. Suspected internal irregularities involving teachers constitutes an act of misconduct and will be dealt with by the Principal.

KINDERGARTEN SECTION

This section follows the EYFS curriculum and assessment policy.

The KG academic year is divided into 5 blocks with each block having 5 assessments as follows :

English - 3 activities - Reading, Writing, Listening/Speaking

Maths - 2 activities

Science - 2 activities

Phonics - 1 activity

Health & Physical Education - 1 activity

Students are observed based on the above listed activities. These observations are recorded on a tracking sheet. The tracking sheet is analyzed by the supervisor. A graph is plotted for 5 age blocks.

The results are compiled grade wise and a thorough analysis is done. The results is informed to the teachers to inform the teaching – Learning process.

Student specific analysis is also done and comments posted on the tracking sheet.

PRIMARY SECTION

- The primary section consisting of grades 1 – 4 will conduct 5 Unit Tests during the academic year.
- Each test will be of 30 marks and 1 Hr duration.
- Limited (Max 2 lessons) portion is tested via the formal Unit Test assessment.
- The question papers are made in consultation with the sector supervisor and the subject head.
- The exams are conducted while complying with all the rules and regulations that govern the code of conduct of examinations at The Elite English School.

ASSESSMENT TOOLS / STRATEGIES IN PRIMARY

| Grade | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Self & peer assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Anecdotal record | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student teacher negotiated rubrics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Observation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Classroom displays | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student checklist | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writing samples & first steps* writing continuum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Artistic responses, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| including art, drama, songs, poetry | | | | | |
| Tests and quizzes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaborative work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Written work, e.g. creative writing, essay, journal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Benchmark tests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral presentation /debate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exhibitions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MIDDLE & SECONDARY SECTION

- ***WITH THE CHANGE IN THE EXAMINATION PATTERN INTRODUCED BY THE CBSE, THE STUDENTS ARE NO LONGER TESTED THROUGH FORMATIVE ASSESSMENTS.***
- ***THE FULL SYLLABUS FOR THE GRADE IS TESTED THROUGH THE EXAMINATION TO BE CONDUCTED AT THE END OF THE YEAR.***
- ***THE MINIMUM PASS MARK IS 33 / 100***

- ***IN CASE OF SUBJECTS HAVING MARKS ALLOCATED FOR PROJECTS, PRACTICALS, REPORTS AND VIVA, IT IS MANDATORY TO PASS INDIVIDUALLY IN BOTH - WRITTEN EXAMINATION (MIN 33%) + THE INTERNAL ASSESSMENT (MIN 33%).***

TESTS/EXAMINATIONS CONDUCTED DURING THE ACADEMIC YEAR

1. BASELINE TEST

The academic year begins with the conduct of the Baseline Test for grades 1 – 10. The students are tested in English, Mathematics, Science, Arabic and Islamic Studies. The purpose is to establish a point from which future tests, expectations and predictions can be calculated.

The question paper is for 20 marks and the learners are given 30 minutes to solve. It tests the previous conceptual knowledge of the students. This helps the teachers :

- know the starting points;
- to inform teaching;
- to provide for every student;
- to identify the strengths and areas to strengthen for every student;
- to track student progress over the course of the academic year.

2. CLASS TESTS

- After the completion of each unit / lesson a class test (20 marks – 35 minutes) is conducted.
- The information of these tests is given through the ELG, 2 days in advance in order for the students to prepare well.

- These are informal tests mainly meant to grant the teacher an insight into the students' knowledge and understanding of the particular chapter / unit scheduled to be tested.
- Despite being of an informal nature, the information of the conduct of the examination and the result thereof is conveyed to the parents.
- Once the tests are done, the subject teacher marks the answer scripts and posts the marks on to the ELG, in a weeks' time.

The parameters for setting a question paper for the **mid term exam/session ending examination** are as follows :

1. ARABIC

| GRADE | DURATION | MAXIMUM MARKS |
|--------|----------|---------------|
| V - IX | 2 Hrs | 50 |

2. ISLAMIC STUDIES / MORAL SCIENCE

| GRADE | DURATION | MAXIMUM MARKS |
|---------|----------|---------------|
| V - XII | 2 Hrs | 50 |

** Recitation, which is a part of the I. ST assessment, should be conducted before hand during the regular periods.

3. COMPUTER SCIENCE

| GRADE | DURATION | MAXIMUM MARKS |
|----------|----------|-------------------------------|
| V - VIII | 2½ Hrs | Theory - 50 Practical - 50 |
| IX - X | 2 Hrs | Theory - 50 Practical : 50 |

**Practical should be conducted during regular periods.

4. MEP

| GRADE | DURATION | MAXIMUM MARKS |
|--------|----------|---------------|
| V - IX | 1 ½ Hrs | 30 |

5. CORE SUBJECTS (English, Maths, Social Studies, II Language, Science, Physics, Chemistry, Biology, Computer Science, all optional subjects, Accountancy, Business Studies, Economics)

| GRADE | DURATION | MAX. MARKS | NO Of SETS |
|----------|----------------------|----------------------|-------------------------------------|
| V - VIII | 2 ½ Hrs | 60 | 2 (except Urdu, French & Malayalam) |
| IX - XII | As per Board Pattern | As per Board Pattern | 2 |

REPORTING

CRITERIA FOR EFFECTIVE REPORTING

Reporting is a means of giving feedback from assessment. It describes the progress of students' learning, identifies areas for growth, and contributes to the consolidation of the entire school community.

Because feedback is the component of assessment that lets us make sense of judgment and improve our work we encourage both assessment and feedback.

REPORTING AT EES:

- involves parents, children and teachers as partners
- reflects what the school community values
- aims to be comprehensive, honest, fair and credible
- aims to be clear and understandable to all parties
- allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

INVOLVING PARENTS, CHILDREN & TEACHERS AS PARTNERS

- Parents, students and teachers have the opportunity to participate in the reporting process by asking for clarification and examining particular examples. In order for students to participate in the reporting procedure effectively, students are given guidance at different stages of assessment tasks in learning how to self-evaluate and report on their progress. Some of the many ways we support parent/student understanding of how assessment is linked to teaching and learning include: open house for parents, parent workshops, class and school newsletters,

portal, website, regular communication through homework diaries and school assemblies.

REFLECTING THE SCHOOL COMMUNITY VALUES

- *The reporting process reflects the values of the EES community, in particular:*
- Education is a shared responsibility between parents, students, teachers, and the community.
- Diversity enriches our lives and the life of the community. Individuals have unique needs and always have potential for growth and improvement.
- Developing head, heart and hand is necessary to realize one's potential.
- Clear expectations and accountability to improve performance.
- Responsible citizenship requires open mindedness, global awareness, understanding and action.
- Learning is a lifelong process which is nurtured by encouraging inquiry and creativity.
- Effective communication promotes understanding, trust and support.

BEING COMPREHENSIVE, HONEST, FAIR AND CREDIBLE

- Reports analyze all available assessment results in order to present a comprehensive and accurate intellectual profile of students' major strengths and weaknesses. Summary judgments made in the report are supported by data.

BEING CLEAR AND UNDERSTANDABLE TO ALL PARTIES

- We aim to present information in language that is clear to parents and students. All reports are written in English, the medium of instruction of the school.

REPORT CARDS

- Progress Reports based on the assessments outlined above, are written by class teachers and specialists two times annually.
- A brief report at the end of Term 1 and more detailed reports at the end of Term 2.
- These are sent home to parents and included in student files.
- Teachers follow agreed criteria when writing reports that are then peer checked before being checked by the coordinators.
- Students will receive 2 report cards in a year.
- The report card will include Achievement grades and Effort grades.
- Reports are given at the end of each term.

**REVIEWED & UPDATED
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