



P.O. Box 3361,
17th Street, Al Mushrif Area
Abu Dhabi, U.A.E.

St. Joseph's School

مدرسة القديس يوسف

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SCHOOL ASSESSMENT POLICY

INTRODUCTION

In line with St. Joseph's school vision statement, of nurturing mindful global citizens, St. Josephs School Assessment is one of the most important tools for educational improvement as it helps create a culture of using data and evidence to evaluate and enhance the performance of students. In a school environment, the standardization of assessment data equally allows for the establishment of a common ground to drive changes.

This policy sets out the basic requirements for the creation of a culture of assessment in schools. Consistently adopts the highest standards of teaching & assessment to facilitate excellent progress in learning for all students.

PURPOSE

The policy aims to establish and evaluate the school – wide systems and processes to:

- Define expectations related to assessment: - the evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisitions, values/attitudes, and educational needs of students.
- Identify high-quality internal and external assessment methods that use data-driven decision-making processes to inform teaching and learning and raise the level of student achievement.
- Specify the ADEK-mandated external assessments, which need to be implemented and used as indicators of student progress and attainment.
- Assessment data is analyzed, monitored, and shared with relevant stakeholders.
- Design a valid assessment.
 - Design a valid assessment
 - Analyze assessment data to inform CBSE curriculum and teaching learning.
 - Monitor student learning outcomes to provide necessary interventions.
 - Report detailed student outcomes to all stakeholders.



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Legislation & Guidance

Assessment practices at St. Joseph's School is aligned to:

- UAE's National Agenda Parameters
- National Education Policy, 2020, Government of India
- Requirements of Central Board of Secondary Education, New Delhi

Goals of Assessment

- At St. Joseph's school, we believe that assessment should be tools that enhance the learning of students in content, learning in subject specific skills, 21st century skills, Personal social emotional learning, continuous and comprehensive learning and designed to meet the individual's need of learning.

OBJECTIVES OF ASSESSMENT

- Establish learning goals
- Provide information on students' Learning
- Identify students' strengths & areas of development
- Feedback of intervention gaps in the curriculum review
- Provide feedback on students' attainment and progress to parents and other stakeholders.
- Inform teaching and learning to meet the individual needs of students.
- The Elements included in the policy will include Internal, External, which includes a focus on achieving the school's International targets.
- It also provides modifications of assessments for students with addition of learning needs, aligned to their individual needs.
- All types of adjustments pertaining to the students' needs & as per the CBSE & ADEK rules are taken into consideration.
- Digital formats, where reduction of paper usage should be tracked and monitored for the sustainability of assessment practices.
- Addition Learning Needs are taken care by the Counsellor, Psychologist & SENCO.



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TYPES OF ASSESSMENT

- Diagnostic tests helps both teachers and students to understand the current level of learning.
- At the beginning of each unit/ topic as a pretest, Teachers at the same Grade level design an objective and/or subjective question paper that provide them an insight into the preparedness and prior knowledge of the student.
- Pen paper test
- Digital tools such as kahoot, quizzies, and socrative.
- Assessment for Learning (AfL)
 - Assess content, subject specific skills and 21st century skills of learners. Inform learners of their progress during a unit of study. Empower learners to take the necessary action to improve their performance. Create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary. Allow teachers to understand learners' learning and take necessary steps to inform teaching and learning.
- Continuous Assessment during classroom instruction --- Subject teachers, at the grade level:
 - Define and communicate the learning intentions and success criteria.
 - Create tasks collectively to meet the purpose of AfL.
 - Analyze data from AfLs to inform teaching learning.
 - Plan opportunities for learners to use the feedback to enhance learning
 - Objective tests
 - Subjective tests
 - Project work
 - Collaborative tasks
 - Individual tasks
 - Notebook work
 - Assignments
 - Lab reports
 - Anecdotal records
 - Portfolios



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Assessment as Learning (AaL)

Help learners reflect on their areas of strength and development during a unit of study. Help learners to develop metacognitive processes. Learners to assume responsibility for their own learning and set future goals. Continuous during classroom instruction.

Assessment of Learning (AoL)

Validate each learner's progress towards defined standards of achievement.

Hold learners accountable to the highest levels of application.

Prompt students to action and communicate learning to parents

End of topic/unit tests designed as post-test. End of every term; held twice a year.

Teachers, at the same Grade level:

Design question papers at the appropriate level of challenge.

Moderate the marking scheme for accuracy and consistency. Pen paper tests as per a pre-defined syllabus.

GRADES I to 8

The academic year is divided into two terms and each Term has two Assessment reports. For each Term, there will be Formative assessments like Portfolio, Subject Enrichment Activity, and Continuous Assessment based on day-to-day performances. At the end of each Term, there will be Summative Assessments.

IMPORTANT INSTRUCTIONS RELATED TO EXAMINATIONS

TERM – I (from April – October)

TERM – II (from November – March)

- Formative Assessments will be conducted as per the schedule given by the school.
- Regular classroom Activity Performance based on classroom day to day Observations.
- Result will be based on the following assessments conducted by the school and analyzed to foster the best practices in assessments.



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GRADES 9 & 10

There will be 3 Periodic tests, Pre- Board Examination.

For grade IX, there will be a final examination in March.

For Grade X there will be a Board Examination at the end of the academic year in March, from CBSE.

Theory papers (Pen paper tests) will be out of 80 marks & Internal Assessments will be out of 20 marks.

GRADES 11 & 12

Pre – Semester Exam → 50 marks + Term – I → 80 marks+ IA (20 marks) = 100

Average will be taken at the end of each term.

Grade XII will have board examinations conducted by CBSE.

CRITERIA FOR PROMOTION TO GRADE X & XII

- As per CBSE for grades IX & X, students should score 33 % in each of the five subjects of scholastic area.
- Criteria for promotion in class XI securing 33 % in all the subjects (theory & practical separately).

TYPES OF ASSESSMENT

1. INTERNAL ASSESSMENTS : Cognitive, Diagnostic, Placement, Screening, Formative & Summative.

Learning Supervisor, Teaching Supervisor & HODs should:

- Demonstrate in their classes, a range of methods and tools to ensure clarity in instruction to the teachers regarding 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.
- Suggest modifications in tasks as per the need, as the term progresses, to plug in the gaps in learning at the grade levels.



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- Ensure timely implementation of interventional strategies in the section.
- Inform the need for in house training/workshops for assessments to the Head of assessment and data.
- Use the results from the analysis of internal and external examinations to work on the section development plan. Heads of Section All Heads of Section should:
- Effectively demonstrate planning of tasks and the use of tools in order to conduct the formative assessments in their lessons.
- Remain responsible for the implementation of assessment policy in their section.

ELEMENTS

All parents/guardians should:

- 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 examination.
- 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 academic progress of the student.
- Ensure that the student develops on his independent learning skills.

STUDENTS' PROGRESS

- Assessing students' progress through a variety of projects, activities, and competency based tasks, aligned to the school's curriculum standard.
- Analysis and the use of results of assessments to inform teaching and learning.

STUDY LEAVE

- SJS School grant study leave for students to prepare for board/pre-board examinations for a maximum of 4 weeks annually when approved by ADEK. Study leave days shall be marked on the Enterprise Student Information System. (eSIS) as online attendance.
- Our School shall remain open for learning during study leave and shall ensure



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that adequate support is provided to students who are not taking leave.

- Examination Leaves: Our School are authorized to grant examination leave for board and pre-board examinations (when approved by ADEK) if the student is unable to undertake the examination on school premises.
- Administration and Invigilation Protocol: SJS School shall follow the assessment administration and invigilation protocols set by the specific external assessment provider/exam board.
- Our School ensures that staff at all levels are engaged in training on external assessment administration, analysis, and reporting. This training shall include a focus on the use of student-level data to inform instruction and enable staff to support parents and students in understanding results.
- SJS School shall analyze assessment results, set student, subject, and whole-school targets, and devise intervention strategies to close learning gaps and challenge high-performing students. SJS shall continually utilize assessment results to inform their curriculum design and teaching and learning practices.
- International Assessments: SJS School shall administer all international assessments required by ADEK (e.g., PISA, TIMSS, and PIRLS).

Designing and Implementing Interventions: Schools shall develop documented learning plans (DLPs) and implement interventions (processes and strategies) that enable the delivery of teaching and learning to maximize opportunities for all students, in line with the [ADEK Inclusion Policy](#) and the [ADEK Educational Risk Policy](#).

1. SJS School shall analyze internal and external assessment results to develop tiered interventions that address all student needs and where appropriate, target different groups (e.g., gifted and talented, students at educational risk, and students with additional learning needs), or cater to individual needs.
2. When planning and reviewing any individualized intervention, we involve the student in the process (particularly important for students in cycles 2 and 3).
3. We shall involve relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists) when planning interventions and when identifying appropriate external agencies where further specialist Intervention is recommended.
4. **Our** School shall allocate resources to support individuals and groups of students, verifying that teaching staff provide the necessary teaching and learning accommodations and manage allocated resources.



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EXAMINATION MISCONDUCT

Combating Examination Misconduct: Schools shall follow the requirements of the Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination Systems.

1. **SJS** School shall educate students about the importance of not cheating and preserving academic honesty at all times.
2. We 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.
3. Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cheating occurring.
4. Students found to commit examination misconduct shall be subject to the penalties stipulated in the [ADEK Student Behavior Policy](#).
5. Anyone other than a student who commits examination misconduct as per Federal Decree Law No. (33) of 2023 Concerning Cheating and Breach of Examination System shall be subject to the penalties stipulated therein.
6. Schools shall ensure that any examination violations are logged and reported to ADEK.

EXTERNAL ASSESSMENTS

Standardized Benchmark Assessment (SBA) t tests	ACER - IBT
International Assessments	PISA, TIMSS, PIRLS
Board Exams	CBSE BOARD EXAMS for grades 10 & 12

Analysis of all the external exams will be reviewed.

Prestina Rocha

Principal
St. Joseph's School



Date: 31 March 2024
Next review Date: 30 March 2025