



المدرسة الهندية – العين
INDIAN SCHOOL AL-AIN

Managed by: Governing Council (Al-Ain), Approved by Abu Dhabi Department of Education & Knowledge (ADEK), ADEK No: 9161 and Affiliated to the Central Board of Secondary Education (CBSE), New Delhi, India, Affiliation No: 6630011, Member – Council of CBSE Affiliated Schools in the Gulf.

INDIAN SCHOOL AL AIN

ASSESSMENT POLICY 2024-25

Purpose

- To define expectations related to assessment: the evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisitions, values/attitudes, and/or educational needs of students.
- To 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.
- To specify the ADEK-mandated external assessments which need to be implemented and used as indicators of student progress and attainment in the Emirate of Abu Dhabi.
- To require that assessment data is analyzed, monitored, and shared with relevant stakeholders.

Policy

1. School Assessment Policy

- **Policy Requirements:** We shall develop and implement an Assessment Policy which shall be submitted to ADEK for approval. Any changes made thereafter shall be submitted to ADEK for approval prior to implementation.
- The policy shall include the following elements:
 - ❖ Approaches to utilizing internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes.
 - ❖ Applicability to all grade levels (Pre-K/FS1 to Grade 12/Year 13).
 - ❖ Identification of the assessment methods to be used, appropriate to the age/stage of students.
 - ❖ Alignment to quality assurance (inspection, accreditation, affiliation, and/or authorization) standards.
 - ❖ Implementation of ADEK-mandated external assessments, including a focus on achieving the school's international assessment targets.
 - ❖ Provision of accommodations and modifications of assessments for students with additional learning needs, aligned to their individual needs.
 - ❖ Commitment to sustainable assessment practices (e.g., use of digital formats where appropriate, reduction of paper usage, etc.).
 - ❖ Fostering a culture of assessment and assessment best practices involving the entire school community by:
 - a. Requiring educators to be aware of the school's assessment goals and targets, attend relevant training, and provide opportunities for students to:
 - Become familiar with different assessment practices and protocols.
 - Practice digital literacy skills.
 - Gain exposure to critical thinking and reasoning skills by embedding them across the curriculum in daily teaching and learning.
 - b. Promoting "assessment-capable learners" by ensuring that students understand what they should learn, monitor their own progress, set goals, and reflect on their learning.
 - c. Motivating students to engage fully throughout the duration of the assessments.

d. Engaging parents as active partners in promoting the success of their child on internal and external assessments.

- ❖ Expectation to implement cognitive assessments of the school's choice for students in grades 3-9/years 4-10.
- ❖ Analysis and utilization of internal and external assessment data to develop interventions and plan provision for students with additional learning needs.
- ❖ Inclusion of all the areas identified in the remainder of this policy.
- ❖ Approval of the School Assessment Policy by the school's Governing Board

2. Internal Assessments

- ***Use of Internal Assessments:*** We shall implement different forms of internal assessments like Cognitive, Diagnostic, Placement, Screening, Pre-assessments, Formative, Summative etc as required or deemed appropriate according to curriculum, age, purpose, and need.
- ***Specific Requirements for Formative Assessments:*** Our school's Assessment Policy shall include specific requirements on formative assessments with guidelines for educators on:
 - ❖ Carrying out regular, continuous assessments of all students.
 - ❖ Sharing learning outcomes with students and parents in addition to the assessment criteria used to evaluate the student's work.
 - ❖ Creating opportunities for peer and self-assessment to enable students to think critically and metacognitively about their own work in relation to success criteria and next steps for learning.
 - ❖ Ensuring instructional planning includes a variety of means to assess student progress (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements).
 - ❖ Provision of accommodations and modifications for students with additional learning needs to enable the equitable participation of all students.
 - ❖ Working with students to help them set challenging learning targets for themselves, monitor their own progress, and continuously improve.
- ***Specific Requirements for Summative Assessments:*** Our school's Assessment Policy shall include specific requirements on summative assessments with guidelines for educators on:
 - ❖ Assessing student progress through a variety of methods, including selected/constructed response and performance tasks and project-based assessment aligned to the school's curriculum standards.
 - ❖ Adapting assessments to cater to students with different abilities, including appropriate accommodations and modifications for students with additional learning needs aligned to their individual needs.
 - ❖ Analysis and use of the results of assessments to inform teaching and learning.
 - ❖ Examples of rubrics and/or grading criteria used.
 - ❖ Moderation protocols and a commitment to ensuring grading consistency.
 - ❖ Invigilation protocols and a commitment to ensuring assessment integrity.

3. External Assessments

- ***Use of External Assessments:*** We shall implement different forms of external assessments as required or deemed appropriate according to curriculum, grade, purpose, and need.
- ***Board Exams:*** We shall register all eligible students for board exams, as required, to obtain high school equivalency in accordance with the latest UAE ministerial resolution concerning the system of equivalence of school certificates.
 - ❖ We shall encourage high-performing students to sit for the highest-level options for their board exams.
 - a. We shall communicate this recommendation to parents and engage with them to encourage students to choose this option.
 - b. We shall document the communication, recommendation, and final decision taken by the student and their parents.
 - ❖ We may opt to charge parents the fees for board exams for which a student is registered (including an admin fee that covers the processing of documents).

- **Study Leaves:** We are authorized to grant study leave for students to prepare for board/pre-collegiate 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.
 - ❖ We shall remain open for learning during study leave and shall ensure that adequate support is provided to students who are not taking leave.
- **Examination Leaves:** We can opt to grant examination leave for board and pre-collegiate examinations (when approved by ADEK) if the student is unable to undertake the examination on school premises.
- **ADEK-Mandated SBAs:** We shall administer the ADEK-mandated SBAs.
 - ❖ New schools must adhere to the policy starting from year 1 of operation if students are being admitted to the applicable grades/years.
 - ❖ **Non-Arabic/English Medium Schools:** Schools where the language of instruction is another language (e.g., French, German, Japanese, Russian, and Spanish) shall administer an annual SBA appropriate to their language and curricula or their national exams, if available.
 - a. Student performance on these assessments shall be reported to ADEK annually for tracking on eSIS and monitoring of progress.
 - b. The chosen assessments by the school (whether SBAs or national exams) require ADEK approval.
 - ❖ **Arabic Language Assessment:** Non-MoE curriculum schools with native Arabic speakers shall additionally administer a standardized assessment of their choice for Arabic.
 - a. This assessment shall be administered to all students in grades 3-9/years 4-10 who are native Arabic speakers.
 - ❖ **ADEK External Assessment Guide Requirements:** The External Assessment Guide provides additional guidance and specific requirements for the implementation of SBAs. Any requirements identified in the External Assessment Guide are an extension of this policy and schools shall ensure compliance to those requirements.
 - ❖ **Student Participation:** We shall register and administer the mandatory assessments to all students within the target grades.
 - Mandatory SBA by Curriculum.
 - a. IB and SABIS schools must select their SBA from the list provided in Table 3. Mandatory SBA by Curriculum and obtain ADEK approval.
 - b. Schools shall explain to parents the purpose of assessments utilized and how they will be used to inform their child's future learning.
 - c. Schools shall follow up with parents to ensure maximum participation in external assessments. Make-up sessions shall take place to cover any emergency leave.
 - d. Exemption of a student from external assessments requires ADEK approval.
 - ❖ **Administration and Invigilation Protocol:** We shall follow the assessment administration and invigilation protocols set by the specific external assessment provider/exam board.
 - ❖ **Accommodations and Modifications:** To enable the equitable participation of all students, we shall provide adjustments and accommodations for students with additional learning needs (aligned to their individual needs) and multilingual learners (where assessment providers allow for this), in line with the external assessment provider/exam board guidelines and in line with the *ADEK Inclusion Policy*.
 - ❖ **Training:** We shall ensure 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.
 - ❖ **Fund Sourcing:** Schools shall be responsible for all costs associated with the administration of any ADEK-mandated external assessments (SBAs). Schools are not authorized to charge separate assessment fees to parents.

- ❖ ***Unique Student Identifiers:*** Schools shall provide school and student eSIS numbers, to be used as unique student identifiers, to external assessment providers. This will facilitate ease of data integration in ADEK’s systems for tracking trends over time.
- ❖ ***Data Sharing Agreements/ Consents:*** All eligible student SBA data shall be shared with ADEK directly by external assessment providers, and we shall sign third-party data-sharing agreements/consents with the providers for this purpose.
- ❖ ***Data Analysis and Utilization:*** We shall analyze assessment results, set student, subject, and whole-school targets, and devise intervention strategies to close learning gaps and challenge high-performing students. We shall continually utilize assessment results to inform their curriculum design and teaching and learning practices.
- ❖ ***Sharing Results with Students and Parents:*** We shall share student internal and external assessment results and/or assessment reports along with school report cards, in line with the ADEK Reporting Policy. We shall engage students and parents through direct communications, meetings, and/or training sessions in developing an understanding of assessment results and the next steps for learning.
- ***International Assessments:*** We shall administer all international assessments required by ADEK (e.g., PISA, TIMSS, and PIRLS).
 - ❖ We shall adhere to all requirements issued by ADEK regarding the administration of international assessments.
 - ❖ We shall analyze and review the international assessment school reports and utilize recommendations for school improvement planning and target setting.
 - ❖ We shall engage the whole school community in developing short- and long-term improvement strategies to meet their international assessment targets.

4. Accommodations and Modifications for Assessments

Accommodations and Modifications for Assessments: Students with additional learning needs and others who receive support in lessons shall receive accommodations in and modifications to exams and tests to ensure their “normal way of working” in class mirrors how they will be assessed, in line with the ADEK Inclusion Policy.

- We shall keep records of the accommodations and modifications required by individual students and ensure that teachers and invigilators have access to these records.
- We shall ensure that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.
- Where a school considers that a student would benefit from accommodations and modifications, but the assessment provider states that these are subject to performance on standardized tests, schools shall administer such tests in-house whenever possible. If the required tests are not available in the school, the school shall advise the student’s parents of the eligibility criteria and the process for accessing the tests from an external provider.
 - ❖ Where the school is able to administer standardized tests to confirm eligibility in-house, the parents have the right to decline to pay additional fees for this service, on the understanding that this may impact the accommodations and modifications available to the student.
 - ❖ Where the standardized tests are sourced from an external provider, parents have the right to decline to commission this service, on the understanding that this may impact the accommodations and modifications available to the student.

5. Interventions

Designing and Implementing Interventions: We 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.

- We 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.
- When planning and reviewing any individualized intervention, we shall involve the student in the process (particularly important for students in cycles 2 and 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.
- We 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.

6. Examination Misconduct

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

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

7. Security

- **Security and Integrity of Assessment Resources and Data:** We shall ensure the integrity and security of assessment resources (e.g., instruments, confidential assessment materials) and data (e.g., individual and school-level data and records) in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and in line with the ADEK Digital Policy.
- We will not share any student assessment data with third parties without the consent of parents and approval from ADEK

8. Monitoring and Evaluation

Monitoring and Evaluation: We shall develop internal indicators to monitor and evaluate the effectiveness of their Assessment Policy. This exercise shall inform the biennial review of the policy.

9. Compliance

- This policy shall be effective as of the start of the Academic Year 2024/2025 (Fall term). Schools are expected to be fully compliant with this policy by the start of the Academic Year 2025/2026 (Fall term).
- Compliance: We shall comply with this Assessment Policy, which will be verified as part of the compliance process in addition to the requirements set by the assessment providers, exam boards, and inspection, accreditation, and/or authorization bodies. Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Law No. (31) of 2021 Concerning the Penal Code or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.

Signatures:



CHAIRMAN



DIRECTOR



For PRINCIPAL

Reviewed on: August 2024



Next review: April 2025

School Stamp: