



ASSESSMENT POLICY for CBSE

Implemented date	June 2019
Review date	March 2024
Next Review	March 2025

Rationale: Effective Assessment is to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the student. It helps students learn and monitor learning through progress measured and motivates them to work to the best of their ability.

- It supports teachers to facilitate teaching and learning, to identify what children already know and take the next steps to guide them forward.
- Informs all stakeholders and ensures that a consistent, rigorous and meaningful assessment and reporting process is adhered to across the school.

Introduction: Assessment is an integral part of Learning and Teaching which is evident in every lesson. Objectives and outcomes link and provide information to improve teaching and learning and acknowledge achievement. To achieve the objectives, primarily three types of assessment are conducted in Our Own English High School Fujairah.

Assessment for Learning

- Teachers use student data to inform their teaching.
- Students receive feedback from teachers about the learning journey and how to improve.
- Tools used are online tools subjective and objective tests, Concept maps, Think/Pair /Share, , homework, project.

Assessment in Learning:

- Students involved in the learning process by monitoring their own progress, asking questions and practicing skills.
- Students use self assessment, peer assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.
- Tools: rubrics, checklists, success criteria are used by students to assess their own learning.

Assessment of Learning:

- Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.
- Tools used are teacher created tests, multiple choice, portfolios, checklists, projects, essays.

Assessment & Reporting In EYFS

The EYFS assessment is continuous and their attainment at the end of EYFS comprises of the child's attainment in relation to the 17 early learning goal (ELG) descriptors. A short narrative describing the child's three characteristics of effective learning.

For the ongoing assessment, tracking and documenting the progress tracker about what the child can demonstrate as per each ELG at the end of KG1/KG2.

Early learning goals to be observed on continuous basis to give timely support- and next step to the learner and to be informed regularly to the parent.

The teacher will observe each child against the ELGs and provide a portfolio and progress report describing each child's skills and abilities against the three characteristics of effective learning:

Playing and exploring

- Active learning
- Creating and thinking critically

Learning Journey portfolio & Anecdotal records

Throughout the year EYFS teacher will collect and collate materials, observational records and information within a child's Learning Journey. Evidence will include:

- Pictorial records
- Written / drawn evidence.
- Planned and un-planned observations of day-to-day interactions.
- Information from parents or other relevant guardians.
- Anecdotal records
- A Holistic portfolio
- ELG Tracker

Early learning goal tracker

EYFS Practitioners/Teachers will use this evidence to observe whether a child's learning is:

- Not yet reaching expected levels (emerging)
- Meeting expected levels (expected)
- Exceeding their ELG expectations (Exceeding level)

This tracker will be handed over to the Grade 1 teacher during the moderation meeting at the end of the academic year.

Parental engagement in EYFS teaching and learning.

EYFS teachers will interact and observe children to understand their achievements, interests, and learning needs, and will use this information to shape the educational experiences for each child. Parents will be kept informed with schedule meetings about their child's progress and development every 45th day.

Assessment & Reporting for Grade 1 and Grade 2

Scholastic Area

- All the subjects will have an assessment of different skills. Reading, Speaking, listening, writing and extra reading are assessed in languages. Mathematical concepts, tables, mental abilities etc. are assessed in mathematics. Science concepts, scientific skills, group discussion etc. are assessed in science.
- Nature of all assessment is formative or AFL.

Tools for assessment of subject's skills

Subject	Skills Assessed	Assessment tools
Languages (English, Arabic, Hindi, Malayalam, French)	Listening (comprehension, inference & understanding)	Activity based
	Speaking (recitation, fluency, clarity & expression)	Activity based
	Reading (comprehension, inference and understanding)	Paper-pencil Test & Activity based
	Writing (grammar, vocabulary, spellings, creative writing)	Paper-pencil Test
Mathematics	Space & Shape	Activity based
	Measurement	Activity based
	Patterns, Functions & Algebra	Paper-pencil Test
	Numbers, Operations	Paper-pencil Test
	Data handling & Problem solving	Paper-pencil Test
Science, Moral Social and Cultural studies (MSC) & Social Science	Creativity & innovation	Activity based
	Environment sensitivity	Activity & Paper-pencil Test
	Experimenting & predicting	Activity & Paper-pencil Test
	Concept understanding	Paper-pencil Test
Islamic Education	Islamic concepts	Paper-pencil Test
	Recitation	Activity based
	Practical	Activity based
IT	Concepts	Worksheet (continuous assessment)
	Practical	Activity based

**Year-end calculation**

The final marks awarded to the students after calculating the at the end the year weightage of Term1, Term2, and Term3 will be considered as given the table;

Term-1 (25%)	Term-2 (25%)	Term-3 (50%)
Worksheet-10%	Worksheet-10%	Worksheet-10%
Notebook -10%	Notebook -10%	Notebook -10%
Skills Assessment-30%	Skills Assessment -30%	Skills Assessment -30%
Paper Pencil Test - 50%	Paper Pencil Test - 50%	Paper Pencil Test - 50%
(50 % portion of the content of Term-1 for paper-pencil test).	(50 % portion of the content of Term-2 for paper-pencil test).	(60 % portion of the content of Term-3for paper-pencil test)

Note:

These tests are only one of the tools to assess the student's achievement for a set of subjects' skills. The tests will last 1hr 30 minutes and there will be no study leave or early dispersal.

3. PREPARATORY (GRADES 3 - 5) &
4. MIDDLE (GRADES 6 - 8)

Scheme Of Studies

SCHOLASTIC-Subjects Taught	CO-SCHOLASTIC
English	Art
Arabic	Music
Second Language (Hindi, Malayalam, French)	Physical Education
Mathematics	Behaviour
Science	
Social Science	
Moral Social and Cultural studies (MSC)	
Islamic Studies/PSHE	
IT	

Assessment & Reporting in Grade 3 to Grade 8

Whole session is divided into two terms and following is the pattern for the assessment:

Assessment Technique	Maximum Marks
Periodic Test 1	20
Half Yearly	80
Periodic test 2	20
Annual Exam	80

Assessment Technique	Weightage %
Periodic Test	5%
Multiple Assessments*	5%
Subject Enrichment Activities**	5%
Portfolio	5%
Half Yearly/ Annual Examination	80%

IT	Theory	Practical
	50%	50%

*Multiple Assessments

These are assessments that are aimed at testing the skills and understanding of students through any of the following - Role play/Group Discussion/Oral Test/Quiz/Concept maps/ Blogs/Debate/Recitation/Skit/ Art integrated/Sport integrated activities/Visual presentation

**Subject Enrichment Activities

These are subject specific activities aimed at enhancing the understanding and skills of the students.

Subject	Enrichment Activity
Languages	Speaking and listening
Mathematics	Mathematics Lab and other activities
Science	Practical work and activities
Social Science	Map and Group work
Islamic Studies	Quran Recitation/Practical

Qualifying Criterion

The qualifying criterion/passing marks for Grades 3 to grade 8 is securing a minimum of 33 % for all core subjects and qualifying marks in all MoE subjects. The qualifying marks for MOE subjects are as per MoE guidelines.

5. SECONDARY (GRADES 9 & 10)

Scheme Of Studies

Grade 9

SCHOLASTIC SUBJECTS	CO-SCHOLASTIC SUBJECTS
English	Health & Physical Education
Second Language (Hindi, Malayalam, French)	Work Experience
Arabic	Art
Mathematics	
Science	
Social Science	
Information Technology (Skill Subject)	
UAE SST/ Moral Social and Cultural studies (MSC)	
Islamic Education /Digital Citizenship	

Grade 10

SCHOLASTIC SUBJECTS	CO-SCHOLASTIC SUBJECTS
English	Health & Physical Education
Second Language (Hindi, Malayalam, French)	Work Experience
Mathematics	Art
Science	
Social Science	
Information Technology	
*Islamic Education /Digital Citizenship	

* Islamic Education is an MoE subject not tested in the AISSE Board Exams.

Assessment & Reporting

The whole session is divided into two terms. The syllabus for Grades 9 & 10 is published by the CBSE each year.

Grade 9

Assessment Technique	Maximum Marks
Periodic Test 1	20
Half Yearly	80
Periodic test 2	20
Annual Exam	80

Year-end calculation

The final marks awarded to the students at the end the year is as given the table.



Assessment Technique	Weightage %
Periodic Test (Average of best 2 of Periodic Test 1, Half-Yearly Exam and Periodic Test 2)	5%
Multiple Assessments*	5%
Subject Enrichment Activities**	5%
Portfolio	5%
Annual Examination Pen-Paper Test	80%

IT	Theory	Practical
	50%	50%

*Multiple Assessments

These are assessments that are aimed at testing the skills and understanding of students through any of the following - Role play/Group Discussion/Oral Test/Quiz/Concept maps/ Blogs/Debate/Recitation/Skit/ Art integrated/Sport integrated activities/Visual presentation

**Subject Enrichment Activities

These are subject specific activities aimed at enhancing the understanding and skills of the students.

Qualifying Criterion

The qualifying criterion/passing marks for Grade- 9 is securing a minimum of 33 % for all core subjects and qualifying marks in all MoE subjects. The qualifying marks for MOE subjects are as per MoE guidelines.

Grade 10

Students take the All India Secondary School Examinations (AISSE) conducted by CBSE at the end of Grade 10 during February-March 2025.

In all subjects examined by the Board, a student will take the examination for a duration of 3 hours as outlined below:

Subject	Subject Code	Internal Assessments (Max marks)	Theory (Max marks)
English Language & Literature	184	20	80
2nd Language (Hindi-Course B/ Malayalam/ French)	085 012 018	20	80
*Mathematics Standard/ Mathematics Basic	041 241	20	80
Science	086	20	80
Social Science	087	20	80
Information Technology (Skill Subject) [2 hour exam]	402	50	50

Schedule of Internal Assessments

Assessment	Maximum Marks
Periodic Test 1	20
Half Yearly	80
Periodic test 2	20
Model Exam	80
Pre-Board Exam	80

The Internal Assessment marks for the Grade 10 Board Exams (AISSE) are calculated as follows:

Assessment Technique	Weightage %
Periodic Test	
Average of best 2 of Periodic Test 1, Half-Yearly Exam, Periodic Test 2 and Model Exams)	5%
Multiple Assessments*	5%
Subject Enrichment Activities**	5%
Portfolio	5%
IT	Internal Practical
	50%

Qualifying criterion & some other important points

- It is mandatory that the students write all school-based exams.
- A minimum of 33% is required to attain a Pass Certificate in the AISSE.

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

English, Second Language, Mathematics, Science, Social Science, IT	
Grades	Octile
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

6. GRADES 11 & 12

Scheme Of Studies

Grades 11 & 12 form a composite course. Students need to take only those subjects in Grade 11 which he/she intends to continue in Grade 12. Students choose 5 subjects including English as per the table below. These subjects prepare the student to take up the desired course of studies at the College/University Level.

Group	Subjects
1	English Core, Physics, Chemistry, Mathematics, Biology
2	English Core, Physics, Chemistry, Mathematics, Informatics Practices
3	English Core, Physics, Chemistry, Biology, Informatics Practices
4	English Core, Accountancy, Business Studies, Economics, Mathematics
5	English Core, Accountancy, Business Studies, Economics, Informatics Practices

Islamic Education is an MoE subject that is not tested at the Board Exams.

Assessment & Reporting

The Assessment scheme will have Theory and Practical components as per the syllabus given for each Core Subject. The syllabus for Grades 11 & 12 is published by the CBSE each year.

Type of Assessment	Theory Maximum Marks	Practical Maximum Marks
English, Accountancy, Business Studies, Economics, Mathematics	80	20
Physics, Chemistry, Biology, Informatics Practices	70	30

**Grade 11**

Assessment	Maximum Marks
Periodic Test1	20
Half Yearly	80/70 (as per the subject specification)
Periodic test2	20
Annual Exam	80/70 (as per the subject specification)

Year-end calculation

The final marks awarded to the students for the Theory Component at the end the year is calculated as follows:

Assessment Technique	Weightage %
Periodic Test 1	5%
Periodic Test 2	5%
Half Yearly	30%
Annual Exam	60%

Qualifying Criterion

The qualifying criterion/ passing marks for Grade 11 is securing a minimum of 33 % separately for the Theory & Practical components in all core subjects and qualifying marks in all MoE subjects. The qualifying marks for MOE subjects are as per MoE guidelines.

Grade 12

Students take the All India Senior School Certificate Examinations (AISSCE) conducted by CBSE at the end of Grade 12 during February-March 2025.

In all subjects examined by the Board, a student will take the exam for 3 hours.

Internal assessments are conducted as per Board requirements and to prepare our students for the AISSCE.

Schedule of Internal Assessments

Assessment	Maximum Marks
Periodic Test 1	20
Half Yearly	80
Periodic test 2	20
Model Exam	80
Pre-Board Exam	80

Qualifying criterion & some other important points

- It is mandatory that the students write all school-based exams.
- A minimum of 33% separately in both Theory and Practical Exams is required to attain a Pass Certificate in the AISSCE.

Post Examination Audit:

Attainment & Progress is measured against Curriculum Standards. Rigorous data analysis and triangulation is done at the end of each assessment to get accurate and valid information about students' achievement. This in turn informs about the Improvement Plan/Intervention Plan required to plug learning gaps, if any.

Policy reviewed by: Tamoghna Chakraborty

Principal's approval: _____