



Delhi Private School Dubai

مدرسة دلهي الخاصة - دبي

Division/ Department: Assessment

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Introduction:

We believe that effective assessment provides information to improve teaching and learning. We give our students regular feedback on their learning so that they understand how they can advance, develop, and upgrade themselves. Parents are provided with regular reports on their wards' progress so that teachers, students, and parents can work together to raise the standards of all students.

Aims and Objectives:

The aims and objectives of assessment are to:

- Use suitable forms of assessment based on expectations that are clear, realistic, and understood by the children.
- Ensure that all students experience challenges, which are indicators of success.
- Use a range of assessment strategies such as verbal interaction, questioning, observation, peer assessment, and self-assessment to provide equal opportunities for students with varied learning styles and abilities.
- Establish a consistent and coherent approach by maintaining a regular record of assessments and external benchmark outcomes, and reporting these to parents.
- Provide a clear picture of how and when assessment practice will be monitored and evaluated.
- Measure students' attainment and progress in assessment accurately and consistently.
- Provide the school leadership with information that enables analysis to make judgments about the effectiveness of the school.

Assessment:

Assessment is divided into two parts – Formative Assessment and Summative Assessment.

Formative Assessment (Assessment for Learning):

Formative Assessment includes checking students' progress in knowledge, skills, understanding, and the application of learned concepts. It takes place as a day-to-day practice in the course of ongoing teaching and learning.

- Teachers and Learning Assistants monitor students' performance on a continuous basis. This information provides appropriate support or extension to evaluate teaching and plan future lesson.
- Students measure their knowledge and understanding against learning objectives and identify areas where they need to improve.
- Students take an active role in the learning process and the setting of short-term goals.
- Parents gain a broad picture of where their child's strengths and weaknesses lie and what they need to do for improvement.
- Technology-enabled formative assessment tools are used to gather real-time evidence of learning, provide timely feedback, identify learning gaps and inform differentiated teaching and targeted support.

The range of approaches to gather information include:

- Baseline exams at the start of the academic year.
- Assessment tools, which may be written items, structured interview questions, or items prepared by teachers.
- Students' self and peer assessments.
- A detailed analysis of each student's work.
- Day-to-day learning activities.
- A simple written or mental note taken by the teacher observed in the classroom.

Formative Assessment is included in the final overall assessment of every student.

Summative Assessment (Assessment of Learning):

- This is used to identify learning gaps and misconceptions that need to be rectified for future learning.
- This takes place after the completion of learning, focuses on students' overall achievements, and is used to provide quantitative information on the progress of students.
- School leaders monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure that students are supported to achieve sufficient progress and attainment.
- Teachers and Learning Assistants evaluate learning at the end of a unit or period and analyze the

impact of their own teaching.

- Students evaluate how well they have learned and understood a topic or course of work taught over a period. It is used to provide feedback on how they can improve.
- Parents stay informed about the achievement, progress, and wider outcomes of their child over a period.
- Summative Assessment is also used formatively to support planning and to set medium- or long-term targets.
- It is used to evaluate students' learning skill acquisition and academic achievement at the conclusion of the term.

For Assessment purposes, the school year is divided into 2 Cycles.

Assessment Cycle-1 April to September

Assessment Cycle-2 October to March

1. Pre-Primary: KG 1 and KG 2- Students are formatively assessed, as they engage in their daily activities, in Physical skills, Personal and Cognitive skills, Social and Emotional Development.

2. Grades 1- 5: The grading system of 9 points is followed

The school conducts Formative Assessments, which consist of two components:

1. Continuous Assessment comprises of different modes of testing, namely Conversation Skills, Writing Skills, Assignments, Oral Questions, Projects, Quizzes, Class work, Diagnostic Worksheets, ICT, Subject Enrichment Activity and curation of Portfolio and Notebook.
2. Weekly Unit Tests (UT) comprise of pen-and-paper tests. These tests are diagnostic of a defined chunk of learning and provide students with an opportunity to continuously monitor and improve their progress. Overall Evaluation is consolidated based on performance in Continuous Assessment and Unit Tests conducted throughout the academic year.

Assessment Cycle 1	Continuous Assessment + UT1 + UT2
Assessment Cycle 2	Continuous Assessment + UT3 + UT4

3. Grades 6–9 and Grade 11- The school follows the CBSE Evaluation Policy and adheres to the 9-point grading system.

Assessments consist of three components:

1. Continuous Assessment comprises of different modes of evaluation, including Conversation Skills, Writing Skills, Assignments, Oral Questions, Projects, Quizzes, Classwork, Diagnostic Worksheets, ICT-based tasks, Subject Enrichment Activities, and the curation of Portfolios and Notebooks.
2. Weekly Unit Tests (UTs) comprise of Pen-and-paper tests that assess specific portions of the syllabus. These are diagnostic and support continuous academic progress.
3. Summative Assessments (SA) comprise of pen-and-paper examinations conducted at the end of each Assessment Cycle to evaluate student learning against defined learning objectives.

Overall Evaluation is based on performance in Continuous Assessment, Unit Tests (UT), and Summative Assessments (SA) conducted throughout the academic year.

Assessment Cycle 1	Continuous Assessment + UT1 + SA 1 (Half Yearly Examination)
Assessment Cycle 2	Continuous Assessment + UT2 + SA 2 (Annual Examination)

a. Grades 10 and 12

Grades 10 and 12 are Board Examination classes. Students are assessed in accordance with the CBSE Board Evaluation Policy.

Reference- [30_Circular_2024.pdf](#)

d. Promotion and retention policies:

Grades 1 - 9 and 11: All retentions, if applicable, will be managed on a case-by-case basis and in accordance with CBSE bye-laws.

Grades 10 and 12: Grades 10 and 12 are Board classes which are governed by CBSE rules.

(Refer to CBSE bye-law in the CBSE website <http://www.cbse.nic.in/examin~1/exambyelaws.htm>)

Keeping in mind the UAE National Agenda, students are assessed using International Benchmarks outlined by KHDA as follows:

External Exams		
Exam	Targeted Grade	Cycle
CAT4	All students of Grades as directed by KHDA All new students who have joined the school and do not have any cognitive ability test data.	Every 2 years
ASSET (English, Math, and Science)	All students of Grades III to IX	Every year
TIMSS	Select students of Grades IV and VIII	Every 4 years
PIRLS	Select students of Grade IV	Every 5 years
PISA	Select 15-year-olds	Every 4 years
Reading Literacy	Grades I to X	Every year
Arabic benchmark Test (B)	Grades III to IX	Every year
Islamic Benchmark Test	Grades III to IX, XI	Every year

Progress: Students' progress has the following elements:

1.2.1 Progress of students, including those with special educational needs, against their starting points and over time

1.2.2 Progress in lessons

1.2.3 Progress of different groups of students

As per KHDA's progress definition:

A student makes progress if over time, from an agreed starting point, (s)he gains knowledge, understanding and/or skills, as measured by valid and secure grade-appropriate, assessments, and demonstrates that they have either maintained or improved upon their level of attainment.

Evaluation of the cohort is based on the KHDA's framework:

Expected Progress	A student makes expected progress if, over a prescribed period (one academic year – end of academic year 2024/25 to end of academic year 2025/26, their level of attainment in assessments (D column) is maintained . Levels of attainment must be curriculum-linked and grade-appropriate e.g. A, B etc. and be recorded as grades and not percentages . <i>(See below if a student attains at the highest possible level for two years)</i>
Above Expected Progress	A student makes the above expected progress if, over a prescribed period (one academic year – end of academic year 2024/25 to end of academic year 2025/26, their level of attainment in assessments (D Column) improves. Levels of attainment must be curriculum-linked and grade-appropriate e.g. A, B etc. and be recorded as grades and not percentages . <i>However, if a student attains the highest grade possible, in two consecutive years (A2 to A2, A1 to A1, A2 to A1, A1 to A2) then (s)he is ALSO considered to be making better than expected progress.</i>

Key for Rating	
Outstanding	Expected $\geq$ 75,Better than Expected $\geq$ 75
Very Good	Expected $\geq$ 75,Better than Expected $\geq$ 61
Good	Expected $\geq$ 75,Better than Expected $\geq$ 50
Acceptable	1. Expected $<$ 75,Better than Expected $\geq$ 50
	2. Expected $\geq$ 75,Better than Expected $<$ 50
WEAK	Expected $\geq$ 15,Expected $<$ 75,Better than Expected $<$ 50
VERY WEAK	Expected $<$ 15