



# **Sabari Indian School, Dubai ASSESSMENT POLICY**

## **Our Vision**

Empowering students with values and skills to excel in a dynamic world.

## **Our Mission**

To deliver high-quality, forward-thinking education that equips every student with the knowledge, skills, attitudes and global competencies to excel.

To create a nurturing, inclusive environment where all learners are enabled to contribute meaningfully to their communities and beyond.

To inspire a passion for discovery, nurture innovative mindsets.

To develop individuals to embrace every learning experience, build emotional and mental fortitude and a growth mindset to navigate challenges confidently.

## Vision

"Assessment Policy is an inspirational tool to ensure meaningful assessment is at the heart of all learning for students as well as teachers."

Assessment at SIS Dubai complements and assists teaching and learning; it 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 at SIS and enables teachers to deliver education that best suits the needs of their pupils.

## Aims

The aim of the policy is to give a clear outline of all assessment techniques at SIS, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

## Overview

This document outlines the assessment practice at SIS, Dubai. These Guidelines contextualize assessment as stipulated by the "Knowledge & Human Development Agency" (KHDA) and provide teachers with the information that they will need to report on their students' attainment and progress.

Approaches to Assessment at SIS are-

- Assessment as Learning -AAL
- Assessment for Learning -AFL
- Assessment of Learning-AOL
- Teach-Assess-Reteach-Reassess- TARR
- Learning Journals/KNOWA Journals

## Assessment as Learning

At SIS, Assessment as learning helps students as well as teachers; students take more responsibility for their own learning and teachers get directions for their future planning. It helps teachers in aligning instruction • identifying particular learning needs of students or groups • selecting and adapting materials and resources • creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning

### For Students

Through this process students are able to learn about themselves as learners and become aware of how they learn. Students reflect on their work on a regular basis, usually through self and peer assessment and decide what their next learning will be. They try to find out:

- What is the purpose of learning these concepts and skills?
- What do I know about this topic?
- Am I understanding these concepts?
- What are the criteria for improving my work?
- Have I accomplished the goals I set for myself?

### For Teachers

- model and teach the skills of self-assessment
- guide students in setting their own goals, and monitoring their progress toward them
- provide exemplars and models of good practice and quality work that reflect curriculum outcomes
- work with students to develop clear criteria of good practice
- Create an environment where it is safe for students to take chances and where support is readily available.

## Assessment for Learning

At SIS, It happens during the learning, often more than once, rather than at the end. Students understand exactly what they are to learn, what is expected of them and are given feedback and advice on how to improve their work.

In Assessment for Learning, teachers use assessment as an investigable tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have. The wide variety of information that

teachers collect about students' learning processes provides the basis for determining what they need to do next to move student learning forward. It provides the basis for providing descriptive feedback for students and deciding on groupings, instructional strategies, and resources

## Assessment of Learning

At SIS, Assessment of Learning is the assessment that becomes public and results in statements or symbols about how well students are learning.

Teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications. Effective assessment of learning requires that teachers provide:

- a rationale for undertaking a particular assessment of learning at a particular point in time
- clear descriptions of the intended learning
- processes that make it possible for students to demonstrate their competence and skill
- a range of alternative mechanisms for assessing the same outcomes.

## School inspection & the evaluation of students' achievement

In accordance with KHDA parameters, attainment and progress are judged by the percentage of students attaining above, at or below approved Curriculum Standard levels:

<b>Attainment &amp; Progress Judgements</b>			
<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>
>=75% Above Expected( B1)	61%-74% above expected (B1)	50%-60% Above Expected(B1)	>=75% In line with Expected (C1)

KHDA evaluates school attainment by reviewing current and previous internal and external assessment data, and triangulate this information with judgements about the quality of learning evidenced in classrooms and through students' work. Schools are required to self-evaluate and are also inspected on an annual cycle, or approximately every two years if rated Outstanding. Teachers are expected to familiarize themselves with the current School Inspection Framework.

## ASSESSMENT PATTERN FOR GRADES 1 TO 12

### How SIS students' attainment is graded

The grading scale below is used to indicate each student's attainment of the Knowledge, Skills and understanding as outlined in each subject's curriculum framework. Criteria outlining students' level against the Curriculum Standard and the acquisition of learning objectives.

## Grading Scale:

Level	BANDS	Description
Exceeding Expectations	A1	Between 91%-100%
	A2	Between 81%-90%
	B1	Between 71%-80%
Meeting Expectations	B2	Between 61%-70%
	C1	Between 51%-60%
Working towards Expectations	C2	Between 41%-50%
	D	Between 33%-40%
Working below Expectations	E1	Between 21%-32%
	E2	Between 11%-20%
	E3	Below or equal to 10%

## Grading rationale and expected attainment

New students are enrolled based on diagnostic tests. It may be that a new student starts with us with an attainment level below that of the Curriculum Standard in one or more subject areas. In this case they are deemed to be working towards the Curriculum Standard.

Where students demonstrate content and cognitive domains relevant to the Curriculum Standard for their year group, they are judged as "meeting expectations". The depth of a student's demonstrating content and cognitive domains and the number of a learning objectives attained within the Standard will be determined whether a student obtains a score of B2, C1. At SIS the expected level of attainment is B1 by the end of the academic year.

Students who are able to work above their current Curriculum Standard are said to be "Exceeding Expectations". Such students are exceeding the expected level of attainment and are scored A1, A2, and B1 again depending upon the depth of their content and cognitive domain and the number of learning objectives attained.

It is important to note that for a student to be deemed "Exceeding" expectation, they do not have to attain all of the learning objectives above their Curriculum Standard – this would not be feasible; however the teacher will need to be able to provide evidence of independent student work at the higher level.

Naturally students may attain at different levels at different times according to the subject strand and task. However, at given points during the year teachers are required to form an overall judgement based upon all of the assessment evidence at their disposal. Besides, every teacher maintains a master assessment tracker that includes data for every child (external and internal, pre and post assessment and learning skills) and formulates the next step for every subject. This enables us to track each student's progress and plan interventions where necessary. When reporting to parents it is important that a summative judgement is made about each student's attainment and shared with the parents during open house that is conducted thrice a year.

### **Providing evidence of student attainment**

**KNOWA JOURNAL** is a record of students' learning journey regularly captured through the range of assessments. This is a ready reckoner to inform planning for every child with individual focus and for a teacher to see the progress made by every child in internal assessment, external assessments, learning skills, attitudes and aptitudes. Every teacher maintains a KNOWA Journal of her class. On the basis of this journal, teachers plan interventions and accommodations.

This is a hands-on tool for teachers for planning his or her lessons making use of the data from internal and external assessments. Through this, teachers will be able to provide a variety of evidence for their overall judgements of student attainment. Such judgements must not be formed on the basis of a single piece of work

When planning lessons including those with shared objectives it is essential that teachers allow for accommodations for students working below and above (exceeding) the Curriculum Standard. If learning is not differentiated and accommodations allowed, then potentially students will not demonstrate higher levels of attainment.

The organization of objectives across the bands enables teachers to differentiate learning to accommodate for students working below and above the Curriculum Standard.

**TARR APPROACH** -CAT4 and ASSET data are analyzed closely and children who are outliers, corresponding to low performance score in ASSET or internal assessments are given remediation through TARR approach ( Teach-Assess-Reteach-Reassess). Lesson plans are modified to meet the needs of all the learners based on this data.

. Typically teachers will evaluate:

- Prior attainment
- Class work
- Test and exam results
- Observation of performance

It is essential that teachers ascertain a valid Starting Point for each student as progress is measured from this point, early targets can be set, and early interventions made.

### **KHDA Key Performance Indicators (KPI's) of attainment:**

Our external assessment data is used by KHDA to help them evaluate our school's overall performance and the performance of our students in Arabic as an additional language, English, Mathematics, and Science, and Islamic Education.

At SIS we use a number of standardized national and international tests to help establish students' Starting Points, set targets, measure progress, and reach overall attainment judgements. These tests include:

- CAT 4 Cognitive Ability Tests – assessing students' verbal, non-verbal, mathematical and spatial reasoning.
- ASSET a skill-based assessment in English, Mathematics and Science.
- NGRT -Students' reading ability assessment
- ABT- For Arabic B
- ISBT- For Islamic Education
- Internal assessment based on CBSE guidelines

Internal assessments based on CBSE guidelines are used to evaluate students' attainment against the Curriculum Standards, and ASSET is used to evaluate students' attainment against international benchmarks, as per the parameters outlined.

Assessment	Key Performance Indicators		
<b>CBSE</b>	Attainment is <b>"UNSATISFACTORY"</b> if 26% or more of students do not obtain <b>C1</b> or above.	Attainment is <b>"ACCEPTABLE"</b> if at least 75% of students attain <b>C1</b> or above.	Attainment is <b>"GOOD"</b> if 50 – 60% of students attain <b>B1</b> ; <b>"VERY GOOD"</b> if 61 – 74% of students attain <b>B1</b> <b>"OUTSTANDING"</b> if 75% or more of students attain <b>B1</b> .
<b>ASSET</b>	Attainment is <b>"UNSATISFACTORY"</b> if 26% or more of students are not attaining at or above Stanine 5	Attainment is <b>"ACCEPTABLE"</b> if at least 75% of students are attaining at or above the <b>Stanine 5</b>	Attainment is <b>"GOOD"</b> if 50–60% of students are attaining <b>stanine 6</b> <b>"VERY GOOD"</b> if 61–74% of students are attaining <b>Stanine 6</b> . <b>"OUTSTANDING"</b> if 75% or more of students are attaining <b>Stanine 6</b>
<b>How this might look (class of 25 students)</b>	<i>Attainment would be judged "Unsatisfactory" if 9 or more students were in this category.</i>	<i>Attainment would be judged "Acceptable" if 27 or more students were in this category or the next.</i>	<i>Attainment would be judged "Good" if 17-20 students were in this category.</i> <i>Attainment would be judged "Very Good" if 21-27 students were in this category.</i> <i>Attainment would be judged "Outstanding" if 28 or more students were in this category.</i>

## Measuring student progress

As stated on page 3, KHDA evaluate student progress using the same parameters they use for attainment. The progress a student makes is evaluated per subject area using internal and external assessment data, in addition to the observable progress students make in lessons. It is essential therefore that teachers:

- Make the learning objective(s) explicit in their planning and in their lessons Provide success criteria for students.
- Evidence for observers which students have attained the learning objective(s) and made progress
- Evidence for observers the accommodations made for students who have not met the learning objective(s) Evidence student attainment and progress in exercise books, student folders etc.

The table below outlines our expectations about student progress over a year period:

Starting Point	Expected Progress (Base)	Better Than Expected Progress (Challenge)
	1 Grade point	2 Grade points

### **KHDA Key Performance Indicators (KPI's) for progress:**

**"Outstanding"** = 75% or more of students make better than expected progress from their start point.

**"Very good"** = 61% - 74% of students make better than expected progress from their start point.

**"Good"** = 51% - 60% of students make better than expected progress from their start point.

**"Acceptable"** = 75% or more of students make the expected progress from their start point.

**"Unsatisfactory"** = Less than 75% of students make the expected progress from their start point.

<b>Subject</b>	<b>Assessment Type</b>
English	<ul style="list-style-type: none"> <li>• CAT 4 score</li> <li>• ASSET Score</li> <li>• Detailed assessments NGRT</li> <li>• Reading A-Z Reading level</li> <li>• ILLA</li> <li>• AFL (formative assessments)– Online assessments through Quizziz, Socrative, Padlet,</li> <li>• Notebook evaluation</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• CAT4 ASSET</li> <li>• TIMSS ( After every 4 years) (grade 4, 8)</li> <li>• Detailed Assessments</li> <li>• ILLA</li> <li>• AFL (formative assessments) – Online assessments through Quizziz, Socrative, ,</li> <li>• Notebook evaluation</li> </ul>

<b>Subject</b>	<b>Assessment Type</b>
Science	<ul style="list-style-type: none"> <li>• ASSET</li> <li>• TIMSS ( After every 4 years) Detailed Assessments</li> <li>• ILLA</li> <li>• AFL (formative assessments) – Online assessments through Quizzez, Socrative, Padlet,</li> <li>• Notebook evaluation</li> </ul>
Arabic and Islamic Studies	<ul style="list-style-type: none"> <li>• Teacher assessment against the curriculum Standardized assessment ( ABT- Arabic B, ISBT- Islamic Education)</li> <li>• ILLA</li> <li>• AFL (formative assessments-Online assessments through Quizzez, Socrative, Padlet,</li> <li>• Notebook evaluation</li> </ul>
Specialist Subjects	<ul style="list-style-type: none"> <li>• Teacher assessment against the curriculum Dialogues and projects</li> <li>• AFL (formative assessments) – Online assessments through Quizzez, Socrative, Padlet</li> <li>• Notebook evaluation</li> </ul>

# Co-Scholastic Areas – Grades 1-12

<b>Co-Scholastic Areas: Term-1</b> <b>[on a 3-point (A-C) Grading scale]</b>	<b>Co-Scholastic Areas: Term-2</b> <b>[on a 3-point (A-C) grading scale]</b>
Work Education (or Pre-Vocational Education)	Work Education (or Pre-Vocational Education)
Art Education	Art Education
Health & Physical Education	Health & Physical Education

## Other External Examinations

<b>Test</b>	<b>Details</b>
1. CAT4	CAT4 assesses a pupil's ability to reason through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks
2. ASSET	This test measures how well a student has understood concepts in English, Math and Science and provides detailed feedback on the same.
3. Progress Tests	It helps to identify pupils' strengths and weaknesses, set targets and personalise learning in English, Math and Science.
4. TIMSS (Trends in International Math and Science Study)	TIMSS has measured trends in mathematics and science achievement at the fourth and eighth grades.

<b>Test</b>	<b>Details</b>
6. NGRT( <b>New Group Reading Test (NGRT)</b> )	The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills against the national average.
7. ABT (Arabic Benchmark Test) and ISBT (Islamic Benchmark Test)	Online Benchmark Assessment for subjects of the Arabic language, Islamic Education for Arabs and Non-Arabs in the UAE.
8. PISA	PISA measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges.
9. PIRLS	PIRLS provides internationally comparative data on how well children read by assessing students' reading achievement at the fourth grade.

## **Appendix: Marking and Feedback Policy**

Teachers should refer to the school's Assessment Policy and Marking Policy for guidance.

### **Assessment Calendar**

An assessment Calendar indicating all relevant dates will be provided to all stakeholders.

### **Assessment accountabilities**

#### **Teachers are expected to:**

- ✓ Assess students early on and regularly
- ✓ Set appropriately high expectations for curriculum coverage Create a risk-taking climate; no fear of 'failure'
- ✓ Work with middle leaders to plan support and monitor impact Provide required data analysis to middle leaders

#### **Middle Leaders are expected to:**

- ✓ Monitor attainment and progress per subject or grade level Provide support to close gaps in attainment / plan interventions Identify trends in data (e.g. progress by designated group)

#### **The SLT is expected to:**

- ✓ Ensure the collection and analysis of assessment data on a timely basis Provide high level analysis of performance data
- ✓ Work with departments to plan and monitor interventions Ensure that whole school planning is data driven

# Kindergarten Assessment Policy

## Introduction

**'Feedback is one of the most powerful influences on learning and achievement'**

*(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112 )*

This policy sets out how the use of effective marking, feedback and response is consistently utilized across our school to benefit primary aged pupils.

## Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

## We use assessment to:

- Identify low and high achievers and provide them with the necessary support and suitable level of challenge.
- Develop learners' metacognitive skill to self-assess themselves, monitor and evaluate their own learning.
- Provide information for the parents about their child's learning.
- Monitor the learners' attainment and progress across grades/cycles.
- Inform and guide instruction to improve learning.
- Ensure all teachers are consistent in their approach to assessment.
- Identify areas of strengths and weaknesses (on a learner, department, cycle and school level).
- Identify patterns and trends of individuals and groups.
- Set targets and assist in future planning to meet the NAP requirements
- Develop and amend school policies/procedures and review the curriculum.
- Ensure internal moderation and for scrutiny and accountability purposes

## Types of Assessment:

Baseline- Students will be observed in new setting to assess the entry level attainment, this is completed in the first month.

Formative- On a regular basis teachers maintain: Pupils voice, skill tracker, FGT tracker, ongoing learning outcome attainment, re-teach and re-assess tracker. With supporting anecdotes, work samples, videos & photos.

Summative- Summarize the term data on a checklist to consolidate the learning profile using: checklist & Tapestry, Drafting feedback and next steps to effectively support the child

In Kindergarten the child is assessed through informal (conducting natural observations, collecting data and children's work for portfolios, using educator and teacher ratings) and formal (using assessment tools such as questionnaires and standardized testing). Both methods are effective and can help inform educators and parents about a child's progress. One session is divided into three terms with equal weightage. Child's progress in each criteria is tracked through recording as anecdotes on daily basis.

Progress in the learning area and need of improvement is recorded by the facilitator. In Kindergarten tracker which has four levels of progress in each criteria of learning.

Keys	Levels
P	Proficient
E	Exceeding
S	Secured
N	Needs support

There is no policy of detainment in KG unless and until the absenteeism is very high or can only be detained after the parent's consent

## **Methods of Assessment:**

- Peer and self-assessment
- Questioning & verbal feedback
- Daily Tracker
- KNOWA Journals
- Group work
- Rubrics
- Observations
- Portfolio
- Formative Assessment
- Oral presentations
- Reports

## **International benchmarking assessment:**

Progress test – GL assessment

## **Tools used for consolidating the attainment:**

### **Learning outcome tracker:**

- Teachers maintain observation tracker based on the lesson goals for a week.
- They mark the attainment of the child for those goals.
- They also re-assess after the re-teach session wherever necessary
- Teacher re-visit the outcomes for a group of children, who needs more reinforcement to achieve the outcome.
- They re-assess the target and mark the final attainment of the child
- This also helps them plan necessary next steps for the child

### **Skill tracker:**

- Students PSED, Expressive art, communication and language skills are tracked as per the age developmental milestone with supporting anecdotes, videos and photos
- This is updated on a daily basis

### **Reading levels and phonics tracker:**

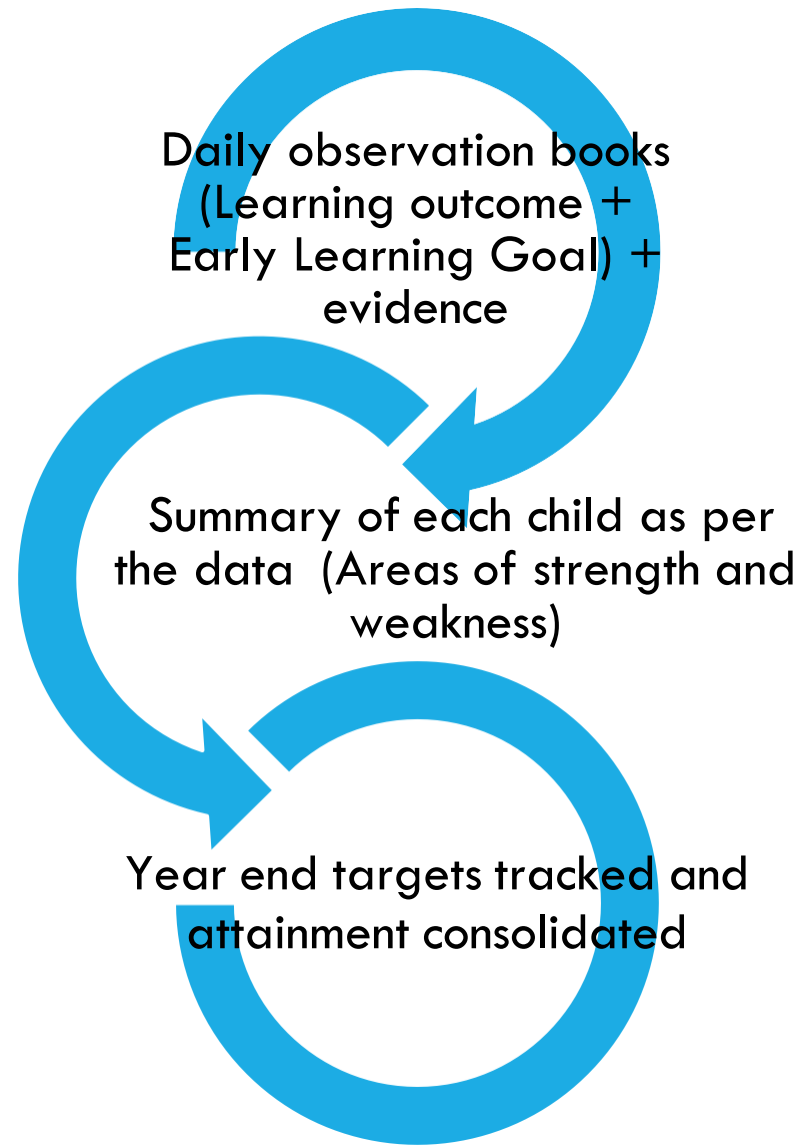
- Students reading levels are tracked through marking the running record.
- The accuracy rates indicate the attainment of that reading level, based on which students are then moved to the next level
- Students phonics levels are tracked through a checklist that comprises of sounds, blend, sight words.

### **Checklist:**

- Teachers consolidate the attainment at the end of each term on a checklist of term learning goals.
- This data helps them to review the curriculum for the coming term and plan any specific actions / teaching strategies if needed

### **Tapestry:**

Students final attainment of the term is consolidated with supporting evidence such as anecdotes, work samples and photos under all the prime and specific learning areas.



## Glossary:

The following key terms are used throughout this guide:

**Achievement** – A judgement as to how well students have performed in terms of both their attainment and progress.

**Attainment** – The level students reach, usually measured by reference to benchmarks including test results and demonstrable acquisition of learning objectives outlined in the school’s curriculum frameworks.

**Progress** – The gains in learning between two points in time.

**Curriculum Standard** – A description of the Knowledge, Skills and Understanding (KSU), typically organized into learning objectives, that we expect students to demonstrate per year level at the end of a lesson, unit, term or the academic year.

**Curriculum Framework** – The Framework is the complete overview of a subject’s learning objectives for the Primary Phase or for Key Stage 2 if the subject is not taught in Key Stage 1.

**Starting Point** – A student’s initial attainment score obtained commonly from previous and current assessment data.

Reviewed on 01 March 2026

Next Review on 30th March 2027

Clara Martin, School Principal

