



ABU DHABI INDIAN SCHOOL-BRANCH 1, AL WATHBA

(Recognized by Department of Education & Knowledge (ADEK) UAE & Affiliated to CBSE, New Delhi)

Assessment Policy

AIM

The aim of the policy is to give a clear outline of all assessment techniques at Abu Dhabi Indian School, Branch-1, Al Wathba, to ensure that assessment is used as a tool to inform, to plan, to track pupil progress and to raise standards.

The purpose of the assessment Policy is to put an emphasis on pupil learning and development by gathering relevant information to guide each pupil's further learning (assessment for learning) and by providing information on each pupil's achievement at a particular point in time (assessment of learning). The former implies a process whereby teachers seek to identify and provide quality feedback for students on how to improve their work. The focus is on why they do not learn well and how their learning can be improved rather than just use assessments to find out what knowledge the students have gained.

The curriculum has set out what students should learn in terms of the learning targets / objectives (e.g. knowledge, skills, values and attitudes). The assessment methods used to collect evidence of student learning should be so designed that they assess what students are expected to learn (i.e. learning targets and content) and the learning processes. Feedback can then be given to students and teachers to form basis on decisions as to what to do to improve learning and teaching. Hence, assessment is an integral part of the curriculum, learning and teaching, and feedback cycle.

The assessment policy of this school is mainly focused on ensuring that students have developed 13 competences in the course of their school year. These 13 competences / skills are:

1. Critical Thinking
2. Creativity
3. Problem Solving
- Learning & Innovation Skills
4. Independent Thinking
5. Digital Competence
6. Leadership and responsibility
7. Collaboration / teamwork
8. Communication
- Personal & Social Skills.
9. Self-Confidence
10. Initiative/Self-direction
11. Entrepreneurship

- 12. Global & Environmental Awareness National & Global Citizenship Skills }
- 13. Cultural Awareness / Citizenship.

Apart from these competences students of Grade 10-12 are also expected to 4 additional competences:

- 1. Health & Well-being
- 2. Economic and Financial awareness
- 3. Media Literacy
- 4. Productivity & Accountability.

The aim of the school is to inculcate the above competences in the students to make them effective, flexible and productive global citizens.

OBJECTIVES

- 1. Goal Oriented – any assessment should be specific, measurable and observable.
- 2. Focus on Higher Order Thinking Skills – Students should be able to apply, evaluate, analyze and create.
- 3. Accountable for Individual Performances – the assessment should be able to pinpoint the exact needs of the individual, and steer the direction of instruction.
- 4. Should be comprehensive and reflect the learning growth over the period of time being assessed.
- 5. Enabling: an assessment must provide constructive feedback, further the students must have an opportunity to act on it. Not having the opportunity to act on the feedback is limiting, counterproductive and downright frustrating.

TYPES OF ASSESSMENT

- 1. Formative Assessment (Assessment for Learning): typically done during class, these are indicative of how well the learning objectives of a given learning activity are being met. Debates, projects, map work, GDs, pen & paper tests, quizzes, Book Reviews are some of the ways in which assessment for learning is done.
- 2. Summative Assessments (Assessment of Learning): End of Term exams are Summative Assessments and provide a description of a student’s attainment level upon completion of a module, activity or a course. The School has two terms.
- 3. Evaluative Assessment: provides curricular feedback. At the end of the academic year a report card is generated to summarize the student’s attainment through the academic year.
- 4. Standardized Assessments: International Standardized assessments are conducted across the school. These are used by teachers to make appropriate decisions on progress and interventions. Exams such as:

- a. Olympiads
 - b. CAT 4
 - c. GL Assessment for People of Determination only
 - d. ACER
 - e. TIMS
 - f. PIRLS
 - g. KenKen
5. Peer & Self – Evaluative Assessment (Assessment as Learning): Students can foster true independence and success in learning when they are cognizant of their metacognition and comprehension. The ability to self – assess induces productive learners when they see the results of their work. The ultimate goal of self-evaluative learning is for students to acquire the skills and habits of mind to be metacognitively aware of their learning. Teachers at ADIS-1 promote the development of independent learners through providing regular and challenging opportunities to practice and learn so that students become confident and competent self –assessors.

STRATEGIES

The assessment of the competences that we as a school hope to incorporate in our students will be done through adapting these strategies to the existing assessment patterns.

1. Learning & Innovation Skill.
 - a. “Open-ended” questions intentionally designed to provoke divergent thinking
 - b. Questions that ask students to reflect on their own thinking processes and to identify what particular form of critical thinking they are using
 - c. Classroom presentations
 - d. Conferences
 - e. Essays
 - f. Exhibitions & Demonstrations
 - g. Interviews / Viva Voce
 - h. Portfolios
 - i. Peer assessments.
 - j. Case Studies related to environmental, global, commercial and contemporary social issues.
 - k. Graphic Organizers
 - l. Group Discussions
2. Personal & Social Skills:
 - a. Performance based tasks
 - b. Student Presentations
 - c. Seminars
 - d. Talks
 - e. GDs
 - f. Debates

g. Assembly presentations

Other indications and pointers to teachers which are indicative of effective higher order thinking in the classroom:

- Accurately and thoroughly interprets evidence, statements, graphics, questions, literary elements, etc.
- Asks relevant questions.
- Analyses and evaluates key information, and alternative points of view clearly and precisely.
- Fair-mindedly examines beliefs, assumptions, and opinions and weighs them against facts.
- Draws insightful, reasonable conclusions.
- Justifies inferences and opinions.
- Thoughtfully addresses and evaluates major alternative points of view.
- Thoroughly explains assumptions and reasons.

FEEDBACK

Feedback is critical to the learning process. Students need to be able to assess the task, determine their strengths and weaknesses, plan their approach and implement strategies and then reflect on their progress.

In the course of her class, if the teacher needs to provide verbal feedback, it will be ensured that this feedback is constructive and specific. The teacher will provide event based feedback. Parents will also be involved in the feedback process where specific feedback will be provided to the parents and the student during the school Open Day.

Students will complete Self Reflection forms at the end of every chapter and evaluate their understanding of the subject matter.