



H.H. Shaikh Rashid Al Maktoum Pakistani School Dubai

Assessment Policy

This procedure will be brought to the attention of staff at least once a year.

Approved by:

Principal

Senior Leadership Team

Board of Directors

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1. Introduction

This policy is designed to foster fair and effective evaluation of student learning. It outlines guidelines, procedures, and expectations to ensure a transparent and supportive assessment process, promoting academic excellence and student development.

We assess our students during in-class teaching and over the year time. Four different sorts of assessments are carried out:

Formative Assessment

- Students' data used by teachers to guide their instruction.
- Teachers provide feedback to students on their progress in learning and suggestions for improvement.
- Online tests, hand signals, Brain Dumps, concept maps, exit cards, Think/Pair/Share, informal presentations, reflection journals, homework assignments, and projects are some of the tools that are used.

Assessment as Learning

- Students actively participate in the learning process by keeping track of their own development, addressing queries, and developing abilities.
- Students use feedback from teachers, peer assessment, and self-evaluation to reflect on their education, solidify their understanding, and progress toward learning objectives.
- Students use tools such as rubrics, checklists, and success criteria to evaluate their own learning.

Summative Assessments

- Helps teachers evaluate student achievement against learning standards and goals using evidence of student learning.
- Tools include multiple choice, portfolios, checklists, projects, essays, and tests created by the teacher.

Diagnostic Assessment

- Help gauge a student's prior knowledge and skills, enabling teachers to tailor instruction to individual needs from the beginning of the academic year.
- They pinpoint areas where students may need additional support, allowing teachers to address these gaps early and prevent potential learning challenges.
- These assessments provide valuable data that guides curriculum planning and instructional strategies, ensuring a more effective and personalized learning experience for students.

2. Purpose and Scope

Assessment is inseparable from the teaching process since its prime purpose is to improve student's performance. It helps teachers to diagnose students' strength and weaknesses;

- To adjust the coursework to each student's level of ability.
- To place them in groups and courses that are appropriate for them.
- To involve them in discussion and self-appraisal.
- To enable teachers to properly evaluate each child's needs while planning assignments.
- To address students' learning difficulties, give them constructive feedback, and suggest intervention techniques.
- To inform the parents about the progress of students.

- To make sure that every student has a challenge and may evaluate their progress.
- To support students with diverse learning styles to make appropriate progress by using a variety of assessment procedures, including oral, interaction, questioning, observing, discussion, peer, and self-evaluation.
- To give the Senior Leadership Team and teachers information that enables them to assess the quality of teaching and learning in the school.

Assessment of students also enables the teachers to see how far their objectives are being met to adjust them and their teaching approaches accordingly. Reviewing actual outcomes in the light of curriculum standards alongside the expectations of teachers, best does this.

Improvement in performance must be measured against learning outcomes.

Students need to be given assessment tasks that allow them to demonstrate their competence across a range of performance expected of them. For this assessment process is an integral part of the curriculum.

3. Roles and Responsibilities

3.1 Principal & Senior Leadership Team

- Set SMART goals for cohorts and groups of children based on international benchmarking, curriculum and school self-evaluation.
- Assure a well-thought-out plan for the efficient management of performance data.
- Train all leaders in the interpretation and application of data to guide target setting, expectations, and teaching and learning organization.
- Ascertain that every performance management objective will advance students' performance.
- Recognize and reward staff and student's achievements.
- Regularly meeting with teachers and leaders to support learning in the classroom through review and evaluation of recent data, celebration of successes, identification of individual needs, and appropriate interventions for all students, particularly students of determination.

3.2 Teachers

- Utilize data and analysis to make sure students are meeting expectations and moving forward in a way that adds value.
- Throughout the school year, support each child to develop and set high expectations for their success. Consider and evaluate how various groups of students are performing concerning established goals and how they are progressing.
- Encourage students to evaluate their performance concerning their goals and assist them in identifying areas for improvement. Ensure that the understanding of where the children are in their learning and how to move to the next level informs the planning for teaching and learning.
- Regularly update student progress and execute the necessary tasks as outlined in the reporting and evaluation calendar.
- During the performance management sessions, work with the Leaders to complete a detailed analysis of students and determine the next actions.

3.3 Students

- Suggest targets for themselves to understand their strengths and weaknesses.
- Support their classmates by giving helpful feedback and being respectful of their learning based on

success criteria.

- Request assistance and guidance when required from teachers and inform their parents on their education and development.
- Utilize self-evaluation to gauge progress in relation to success criteria and personal goals.

4. Assessment Planning

Assessment is an ongoing feature of daily school life. Apart from teacher assessments and assignments to monitor progress, standardized assessment tests, are essential to monitor student progress in multiple subjects and abilities.

The school supports a broad range of assessment techniques, from informal to formal assessment. The school's curricular plans (Schemes of Work) are used to direct the instruction. The specific content that will be taught to each year group and the possibilities for assessment within each major unit of study are laid out in this plan.

Lessons are prepared with specific learning objectives based on the teacher's in-depth understanding of each student. Each job is assigned according to the skill level of the students. These are individualized following a careful analysis of the data.

At the beginning of each class, teachers always go over the lesson's learning objective with the students. Additionally, they describe how the activity relates to the learning aim and the standards by which the work will be evaluated. Students are aware of the objectives of their work and the procedures necessary to achieve them successfully. Using BLOOM's Taxonomy, teachers design well-phrased questions and assess student replies.

5. International Benchmark Assessments

Grade 1 to 9 students are required to undertake the Cognitive Abilities Test (CAT4) to assess their developed abilities in areas like verbal, non-verbal, quantitative and spatial reasoning – and it provides an objective perspective on potential student achievement. CAT4 result is used to identify learning style, strengths and weaknesses of students. The information/profile allows teachers to provide support and challenge during the lesson.

To challenge these young minds further, Grades 3 to 9 are required to undertake the International Schools' Assessment (ISA) designed by the Australian Council for Educational Research (ACER). ISA assesses the student's mathematical literacy, scientific literacy, reading and writing, more so with an international focus. ISA tests are used as baseline assessments.

Grades 3 to 9 are additionally assessed for their Arabic literacy in the International Benchmark Tests (IBT), Arabic B also designed by ACER.

Fourth graders are further questioned and assessed on their reading skills through the Progress in International Reading Literacy Study (PIRLS).

Another requirement for fourth and eighth graders is the Trends in International Mathematics and Science Study (TIMSS) assessment. It is to monitor trends in student achievement in mathematics, science, and reading.

PISA (Programme for International Student Assessment) 15-year-old student achievement on a regular basis is tested on an internationally agreed common framework. It aims to provide a new basis for policy dialogue and for collaboration in defining and implementing educational goals, in innovative ways that reflect judgments about the skills that are relevant to adult life.

NGRT from Grade 1 to 9 is conducted thrice a year to check students' progress in reading skills.

International tests are mandatory for all students and its fee will be charged additionally with tuition fee.

6. Process of Assessing Students

6.1 Grade I-VIII

6.1.1 Marks Division

Term wise

Subject	Total marks	Formative (50 marks)	Summative (100 marks)	
English	150		Listening Skill 10	
Arabic			Speaking Skill 10	
Urdu			Reading Skill 10	
			Writing (Comprehension, vocabulary, creative writing, grammar) 70	
Mathematics			Mental math (One-word answer)	
			Written Exam (Content/topics based short/ long Qs, Real life application)	
Science			Practical 20	
			Written exam 80	
			Monthly Test 20	Objective (one-word answer, fill in the blanks, true or false, definition, labeling)
			Monthly Test 15	Subjective (Investigation based Qs, Content-based short/ long Qs, reading-based Qs)
Pak Social Studies + MSCS	Presentation/project 5	Written Exam 50+50		
	Quiz (average of 3) 5	Objective (One-word answer, fill in the blanks, true or false)		
	Graded assignment 5	Subjective (Source-based Qs, Content-based short/ long Qs, reading-based Qs and map reading)		
Islamic Studies		Recitation of Holy Quran 20		
		Written Exam 80		
		Objective (multiple option questions, one word answer, fill in the blanks, true or false)		
		Subjective (Source/reference-based Qs)		
		Content-based short/ long Qs, Reading based Qs)		
ICT		Practical 50		
		Written Exam 50		
		(Objectives, Content-based short/ long Qs Theory)		

6.1.2 Calculation

Sr.	Subject	1 st Term	Second Term	Total	Passing Percentage
1.	English	50%	50%	100%	40%
2.	Urdu	50%	50%	100%	40%
3.	Math	50%	50%	100%	40%
4.	Science	50%	50%	100%	40%
5.	Arabic	50%	50%	100%	50%
6.	Islamic Studies	50%	50%	100%	50%
7.	Pak SSt MSCS	50%	50%	100%	40%
8.	ICT	50%	50%	100%	40%

6.2 Grade IX-XII

6.2.1 Streams

Grades IX and X comprise two streams; Science Group and Humanities Group. The main disciplines are Science, General Science and Commerce

Grades XI and XII comprise of four streams: Pre-Medical, Pre-Engineering, Computer Science (Science General) and Commerce.

6.2.2 Stream Selection Criteria:

A student's eligibility for the selection of stream in grade 9 and 11 will be determined by his performance in the final result of the respective previous grade.

Sr#	Grade	Group	Mandatory Subject	Criteria	Entry Test
1	9	Science Group	Physics, Chemistry, Biology/Computer, Maths	A minimum score of 70% in each core subject from Grade 8 is mandatory for eligibility.	New admission
	9	Humanities	G. Maths, Economics, G. Science, Computer	60% in each core Subject is mandatory for eligibility.	New admission
2	10	Science Group	Physics, Chemistry, Biology/Computer, Maths	Passing a minimum of four core subjects in the examination is mandatory	-----
	10	Humanities	G. Maths, Economics, G. Science, Computer	Passing a minimum of four core subjects in	-----

				the examination is mandatory	
3	11	Pre Engineering	Maths, Physics, Chemistry/Computer	70% in each core Subjects	-----
4	11	Medical	Biology, Physics, Chemistry	70% in each core Subjects	-----
5	11&12	Commerce	Accounting, Economics, Statistics, Banking, Business Maths, Commerce	60% in each core Subjects	-----
6	12	Pre Engineering	Maths, Physics, Chemistry/Computer	Passing a minimum of four core subjects in the examination is mandatory	-----
7	12	Medical	Biology, Physics, Chemistry	Passing a minimum of four core subjects in the examination is mandatory and 90% attendance in grade 11 is mandatory	-----

6.2.3 Subjects and Marks Allocation for Grade IX-XII as per FBISE

The table below mentions subjects approved by FBISE, Islamabad, and their marks allocation for all Grade IX, X, XI, and XII groups.

S/No	Subject	Grades / Marks			
		IX	X	XI	XII
1	English	75	75	100	100
2	Arabic (MOE) Every school term	100	100	100	100
3	General Science	75	75	-	-
4	Physics	65	65	80	85
5	Chemistry	65	65	80	85

S/No	Subject	Grades / Marks			
		IX	X	XI	XII
6	Biology	65	65	80	85
7	Islamic Studies (MOE)	100	100	100	100
8	Islamiyat (FBISE)	50	50	50	-
8	Mathematics	75	75	100	100
9	General Math	75	75	-	-
10	Business Math	-	-	50	-
11	Business Statistics	-	-	-	50
12	Economics	75	75	75	-
13	Accounting	-	-	100	100
14	Commerce	-	-	75	-
15	Banking	-	-	-	75
16	MSCS	50 2nd term only	-	-	-
17	Pak. Studies	50	50	-	50
18	Commercial Geography	-	-	-	75
19	Urdu/Geography of Pak (T&C apply)	75	75	-	-
20	Urdu/Pak. Culture	-	-	100	100
21	Computer Science	55	55	80	75
22	Moral Education (MOE)	50	50	50	50

6.2.4 Calculation:

***Note: The weightage of formative assessment is not included in end of term exam.**

1 st Term										
Sr .	Grades	Mont hly Test	Monthl y test	Project / Presentat ion	Quizzes Average of 3	Graded Assignmen t Average of 3	End of Term Exam	Tota l Marks	Passin g Marks	Pass %
1.	9	20	20	5	5	5	75	75	30	40%
2 nd Term										
1.	9	20	N/A	5	5	5	75	75	30	40%
1 st term and 2 nd term										
1.	10	20	N/A	5	5	5	75	75	30	40%
2.	11 and 12	20	N/A	5	5	5	100	100	40	40%

7 Additional Information on Report Cards

- Attitude towards learning determines students’ response to learning

The set criteria for learning towards attitude is below;

Attitude towards learning points: for Ministry subjects (Arabic & Islamic Education)

Marks Range	Score	Evaluation
0-49	1	Needs Improvement
50-59	2	Acceptable
60-69	3	Good
70-79	4	Very Good
80 or above	5	Excellent

Attitude towards learning points: for other subjects

Marks Range	Score	Evaluation
0-39	1	Needs Improvement
40-59	2	Acceptable
60-69	3	Good
70-79	4	Very Good
80 or above	5	Excellent

- Physical Education and arts will be graded as (outstanding, very good, good, acceptable, weak).

8 Grading Criteria

Grades with reference to obtained marks are as below:

For Ministry Subjects and Social Studies: I - IX

90-100%	80-89%	60-79%	50-59%	40-49%	0-39%
A*	A	B	C	D	U
Substantially Exceeds Expected Level	Exceeds Expected Level	Above Expected Level	Meets Expected Level	At Minimum Expected Level	Below Expected Level

For Arabic and Islamic Education I to XII

90-100%	80-89%	70-79%	60-69%	50-59%	0-49%
A*	A	B	C	D	U
Substantially Exceeds Expected Level	Exceeds Expected Level	Above Expected Level	Meets Expected Level	At Minimum Expected Level	Below Expected Level

For Social Studies and FBISE Subjects IX-XII*

Grade	Percentage	Description	GPA out of 5
A**	95-100	Exceptional	5.0
A*	90-94	Outstanding	4.7
A	85-89	Excellent	4.3
B**	80-84	Very Good	4.0
B*	75-79	Good	3.7
B	70-74	Fairly Good	3.3
C	60-69	Above Average	3.0
D	50-59	Average	2.0
E	40-49	Below Average	1.0

U	Less than 40	Unsatisfactory	0
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**Note: 0.5 and above mark will be rounded off to the next whole number.*

FBISE New Grading System Notification:

https://www.fbise.edu.pk/news%20update%20notification/FBISE_Grading_System.pdf

9 Minimum Pass Percentage

- According to the Ministry of Education Islamic Education is compulsory for grades I to XII. **The minimum passing score in ministry subjects is 50%.**
- According to the Ministry of Education Arabic is compulsory for grades I to IX, however, it is an optional subject for grades X to XII. **The minimum passing score in these ministry subjects is 50%.**
- According to the Ministry of Education Social Studies is compulsory for grades I to IX (for Grade IX, this subject is only mandatory in the final (second) term). **The minimum passing score in this ministry subject is 40%.**

Grades I to VIII:

Marks: The Minimum Pass Percentage is 40% in all subjects, including MSCS, except for Arabic and Islamic Studies, for which the pass percentage is 50%.

Accumulative Result of an Academic Year (Grades I to VIII):

First Term + Second Term

Grades IX to XII:

Minimum Pass Percentage of each subject for board classes is 40%

10 Promotion, Re-test and Detention

10.1 Grades I to VIII:

Case	Passed and promoted	Re-test
1	Pass in all the subjects	Pass
2	Fail in one key subject	Pass
3	Fail in one or more ministry subjects	Re-test
4	Fail in 3 key subjects other than Ministry Subjects	Re-test of key subjects
5	Fail in two Ministry and one other key subject	Re-test in Ministry Subjects and the key subject (English, Math and Science)
6	Fail in one Ministry and two other key subjects	Re-test in Ministry and other two key Subjects

Case	Detained / Not Promoted
1	Fail in four subjects including Ministry* and other subjects scoring less than passing marks in all of them
2	Fail in Re-test of Ministry subjects* and/or key subjects

**Note: Ministry subjects are Arabic, Islam and UAE Social Studies*

10.1.1 Grace Marks and Absence from Term Exams

A maximum of 3 grace marks can be given to students in a subject depending on the overall progress and good behavioural record of the student. If a student misses a term due to some valid reason, such as medical and visa problem, the following measures will be taken:

Case	Action
Leave in first term or late admission	Exempted from first-term examinations
Absence from second-term exams with a valid reason/approved leave	First-term examination results will be considered
Absence from second-term formative assessment with a medical/emergency leave	No retest and percentage will be calculated from the second-term summative performance
Absence from second-term exams without informing or an invalid reason	Detained (not promoted to next grade)
Absence from both term exams (until Grade 4)	Result based on formative assessment
Absence from both term exams (Grades 5 to 8)	Detained (not promoted to next grade)

**Note: If a student passes in aggregate results for each subject, then he will be promoted to the next class.*

10.1.2 New Admissions

If the admission is done after the first term exams, the student will be exempted from first term for the final result.

10.1.3 Cheating Cases

For cheating cases, refer to Discipline and Behavior Management Policy.

10.1.4 Mandatory Requirements for Promotion

Class Tests: Must appear in and pass all the formative and summative assessments.

Exams: Must appear in and pass all the exams.

Attendance: The attendance of a regular student must be 92% or above. Students with a lower attendance percentage will not be allowed to sit through the exam.

10.2 Grades IX to XII

10.2.1 Promotion

Promotion to grade 9 and 11 will be subject to fulfilling the conditions outlined in the Stream Selection Criteria table (6.2.2).

Students in Grades 9 and 11 who complete the FBISE board examinations will be conditionally promoted to Grades 10 and 12, respectively.

Promotion from Grade 9 to 10 (as per FBISE promotion policy):

- Students failed in three subjects in FBISE first annual examination shall be promoted to grade 10 and shall be permitted to appear in FBISE second annual examination for improvement.
- Students failed in three subjects in grade 9 in FBISE first annual examination shall be promoted to grade 10 and shall be allowed to appear comprehensively in FBISE first annual examination SSC II (if student wants to opt).
- Students failed in more than three subjects in grade 9 in FBISE first annual examination shall be retained in grade 9 and shall be dealt as fresh student of grade 9, subsequently resulting in cancellation of the result.

Promotion from Grade 10 to 11:

- Pre-Grade 11 classes will commence 15 days after the Grade 10 FBISE examinations are concluded.
- Based on their Grade 10 pre-board performance and Grade 9 FBISE results, students will be provisionally promoted and both the student and parent will sign an undertaking.
- They will be offered the stream based on merit as per their grade 9 board result. This promotion will remain conditional, with final admission confirmation subject to the release of the official Grade 10 FBISE results.
- If a student does not pass grade 10 in the first annual exam, he may then appear in the second annual FBISE exam. During that time, he will be considered a grade 10 passed-out student and can only be enrolled in grade 11 (in the stream as per merit mentioned in table 6.2.2) upon clearing grade 10, depending on the availability of seats by that time of the session.
- Students who clear grade 10 in the second annual examination, will have to pay double FBISE admission fee as grade 11 board registrations are done by the time they receive their second annual result (as per the FBISE policy).

In case of low performance in the FBISE first annual Examination, both parents and students will sign an undertaking.

10.2.2 Admission to the FBISE Examination:

Only those registered students of the School will be eligible for admission to the FBISE examinations as regular candidates who meet the following basic criteria:

- Must appear in and pass all the Class Tests conducted by the subject teachers.
- Must appear and pass all the Exams, i.e. Term exams, Send-ups and Pre-Board Exams conducted by the School during the academic session.
- A student failing in the any subject in the Send-up/Term 1 examination will retake the exam and double fee will be charged for admission to the FBISE exam.
- The attendance of a regular student must not be less than 92% of the full course of studies in each of the subjects in which he/she desires to be examined.

- 92% of the period assigned to practical work in a subject having practical.

**Note: If a student does not meet the criteria mentioned above, they will not be able to take the FBISE Examinations as a regular candidate. However, they can appear as a private candidate instead.*

11 Students of Determination

Students of Determination will be given modified exam papers according to their needs, with a 50-mark paper that will be transformed into a 100-mark paper. Students who will be unable to take both term exams due to medical illness will be accommodated and a retest will be taken.

Grade IX to XII students will be following the instructions as per FBISE.

NOTE: The result of all assessments will be communicated to parents and students on a regular basis and guidance will be provided according to their performance.

12 Relationship with Other Policies

- Admission Policy
- Inclusion Policy
- Curriculum Policy
- Discipline and Behaviour Management Policy