

The Central School Dubai

Al Nahda 2 Dubai, United Arab Emirates

1]. Section-A

<i>Title of the Policy</i>	Assessment Policy	<i>Designation</i>	Principal
<i>Name of Policy Writer</i>	Mala Mehra	<i>Date of Next Revision</i>	15th March 2019
<i>Date of Policy Revision</i>	15th March 2020	<i>Department/Section</i>	Principal
<i>Policy Code</i>	TCS/PC/1819/01		

2]. Section-B

<i>Definitions & Context</i>	<p>POLICY ON ASSESSMENT</p> <p>Assessment, evaluation and follow-up action are the fundamentals of the teaching and learning cycle. These needs to be integrated systematically into teaching strategies in order to assess students' performance, diagnose any problems and chart progress. In all assessments, it is imperative that questions demanding HOTS Skills are included based on Bloom's Taxonomy.</p> <p>Assessment is a means of gathering information about the knowledge and skills that students need to learn and that teachers need to help them learn. It is an integral part of planning, teaching and learning. The teachers use suitable forms of assessment, based on expectations which are clear, realistic and comprehensible to the students.</p> <p>DUTIES AND RESPONSIBILITIES OF COMMITTEE MEMBERS:</p> <p>1. Monitor</p> <ul style="list-style-type: none"> • Will liaise between the principal and the other committee members • Will provide advice to the committee members on the principles, tasks and other relevant topics • Will have to monitor the activities planned by the committee members. • Ensures that the other members of the committee are doing their job and is responsible for the smooth functioning of this committee. • Will have to ensure that the strategies mentioned in the policies are been implemented in the classrooms <p>2. Convener</p> <ul style="list-style-type: none"> • Arrange regular committee meetings, either on a monthly schedule or when needed • Prepare an agenda for each meeting and email it to members • Designate committee member to take minutes of each meeting and send to other committee members • Keep a record of the agenda and minutes of each meeting. • Encourage the committee members to come up with suggestions and innovative
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Ideas.

- Presenting the committee annual report.

3. Staff Representatives

- Cooperation with the joint Convener.
- Maintaining the evidence for each and every event.
- Implementation of events.
- Giving their suggestions to the improvement of the committee.
- Preparing a feedback after each event.

EFFECTIVE ASSESSMENT INDICATORS

Assessment can be considered effective when:

- The students' written work is regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are comprehensible to the students and parents
- The level of the students' prior attainments influences the teaching methods and subject content; the students' strengths are consolidated and their weaknesses are addressed
- The objective of homework is explained clearly; the work which is set is appropriate to the needs of the students, reinforces and extends their knowledge and understanding.

Aims and objectives:

- To identify what students know, understand and can do
- To enable consistent monitoring of students' progress
- To identify individual learning strengths and weaknesses
- To encourage progression in learning
- To assist lesson planning
- To promote a variety of teaching strategies
- To enable consistent monitoring of teaching progress
- To promote a shared learning culture
- To provide clear and regular feedback
- To diagnose learning difficulties
- To measure students' performance
- To promote differentiation by outcome
- To provide effective and progressive student records
- To inform regular reporting to parents
- To give constructive feedback
- To support students in self and peer assessment activities

- To foster self-esteem and social development

Features:

Entry Level Tests (Talent Search Test):

At the start of the academic year, skill based tests are conducted to assess the previous knowledge of students. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress.

ASSESSMENT: Principles and Practice

The Assessment Policy of NIMS Group of Schools has been revised keeping in mind the requirements of Central Board of secondary Education (CBSE), SSLC, Board Of Higher Secondary Education -Kerala and the recommendations of KHDA

- Assessment is an ongoing process in NIMS Group of Schools
- Assessment in scholastic areas is done through formative and summative assessments.
- Formative Assessment /Periodic Assessment monitors the progress of student learning and achievement
- Half Yearly / Annual Examination measures how much a student has learned at the end of a course of learning
- CO Scholastic areas of the students are assessed to provide adequate opportunities for the learners for their all-round development

KINDERGARTEN

There is no formal assessment in Kindergarten and Montessori. The children are motivated to explore and learn with fun and excitement so as to gain confidence and desire to learn. The teachers facilitate the children to engage themselves in day-to-day activities based on language, numerical, Environmental Studies, Physical education along with growth in social, emotional, motor and creative skills.

An on-going process of oral / written activities is conducted through which the children are assessed formatively in all the above said domains. A detailed record of each student is maintained to track the attainment and progress and to raise the students' achievement regular Parent-Teacher contact sessions are conducted.

Kindergarten has four levels of progress in each criteria of learning.

The criteria are as follows:

- 1) Exceeding expectations
- 2) Meeting expectations
- 3) Below Expectation

Assessment structure of Kindergarten & Montessori

- One session is divided into two terms.

- The child is assessed through descriptive tracking. The progress in each criterion is tracked through recording as anecdotes on a daily basis.
- Observation guides, Checklists with rubrics are provided to help K.G teachers to track children's progress and to plan her lesson according to the developmental needs of the children.
- Pupil Progress Tracker will be based on the Curriculum framework, wherein the objectives are highlighted if the child achieves the set target.
- Continuous Evaluation feedback sheets are sent home on a monthly basis so that parents are aware of the progress of their child.
- If the child underperforms, teachers inform parents either by phone or through mail or a note in the diary. If a child underperforms consistently, the Supervisor calls the parents for a discussion and follow up action. In certain cases, children may be advised to see the School Counselor for assistance.
 - Tracker and report card has descriptive indicators for each area of learning.
 - There is no policy of detainment in KG unless the absenteeism is very high.
 - The student can also be detained with the parent's consent.

PRIMARY CLASSES (GRADES 1 to 5)

ASSESSMENT STRUCTURE:

The academic year is divided into two terms as follows:

Term I - April to November

Term II - December to March

Term end examination are there at the end of each term. A continuous and Comprehensive Assessment (Periodic) policy is followed as an integral part of teaching and learning. The ongoing practice opportunities called 'Assessment For Learning' (AFL) based on learning objectives of the lesson provide feedback both to the learner and the teacher with respect to

how well the student is grasping the concepts being taught. Variety of scholastic and co-scholastic activities are planned for a term and the best 4 activities are evaluated and graded and the scores are maintained for the purpose of term end reports. However, all 2 periodic assessments of 30 marks each spaced through involving of 10 months. I and II periodic tests will have 10% of syllabus from PT1 and PT2 respectively. Assessments conducted are shared with parents online, and during the Open House at the end of each term.

English, Environmental Science/UAE Social Studies, Mathematics, Second Language, Arabic, Islamic Education/Moral Education are the subjects under Part I which cover the Scholastic areas, while Art and Craft, PE, Music, Personal and Social Traits, Attitudes and Values and Social Qualities form Part II, and cover the Co-scholastic areas. Formal assessment reports cover both these areas.

ASSESSMENT STRATEGIES

Observations

- are made often and at regular intervals
- of individuals, groups and whole class
- in different contexts to increase validity

The annual report provides parents with a summary of their child's achievements in all aspects of school life over the course of the year. It enables parents to see clearly what progress their child has made and what can be done to assist that progress in the future.

ASSESSMENTS IN GRADES 1-10 (CBSE):

The Assessment pattern will be unified from grade 1 to 10

On the restoration of Board Examination for class X and revised assessment structure and examination for class X from Academic Year 2017-18 onwards. This new scheme will bring the uniformity in the system of assessment and examination for classes IX and X in all the CBSE affiliated schools. To increase the confidence in the students to start preparing for class X Board examination when they join the upper primary stage in class VI, the CBSE has decided to implement the uniform system of assessment, examination pattern and issue of report cards for classes I to VIII also on the similar pattern. While keeping in view the provisions of Right to Education Act, 2009, the scheme for classes I-VIII has been designed on Term Assessment basis with gradual increase in the learning assessment as the students move forward. This would prepare the students to cover the whole syllabus of the academic year and face the challenge of class X Board examination, and would thus, ensure the 'quality of education'.

CBSE requirements concerning years I – VIII in the 'Scholastic Area' warrant the following mark allocations:

Subjects	TERM-1(100 Marks) (1 st Half of the session) 20 marks Periodic Assessment + 80	TERM-2 (100 Marks) (2 nd Half of the session) 20 marks Periodic Assessment +

	marks for Half Yearly Exam		80 marks for Yearly Exam	
Language – 1	PA 20 Marks <ul style="list-style-type: none"> • Periodic Test (5 Marks) with Syllabus covered till announcement of test dates by school. • Multiple Assessment (5 Marks) • Portfolio (5 Marks) • Subject Enrichment Activity (5 Marks) 	Half Yearly Exam <ul style="list-style-type: none"> • Written Exam for 80 Marks with syllabus covered till announcement of test dates by school. 	PA 20 Marks <ul style="list-style-type: none"> • Periodic Test (5 Marks) with Syllabus covered till announcement of test dates by school. • Multiple Assessment (5 Marks) • Portfolio (5 Marks) • Subject Enrichment Activity (5 Marks) 	Yearly Exam Written Exam for 80 Marks with syllabus coverage as below: Class VI: 10% of 1 st term covering significant topics + entire syllabus of 2 nd term. Class VII: 20% of 1 st term covering significant topics + entire syllabus of 2 nd term. Class VIII: 20% of 1 st term covering significant topics + entire syllabus of 2 nd term.
Language – 2				
Language – 3				
Mathematics				
Science				
Social Science				
Any Other Subjects				

In addition, guidance for years IX & X is as follows:

Total 100 Marks (Syllabus for assessment will be only Class – X)					
Subjects	80 Marks (Board Examination)	20 Marks (Internal Assessment)			
		Periodic Assessment (10 Marks)		Portfolio (5 Marks)	Subject Enrichment Activity (5 Marks)
		(i)		(ii)	(iii)
Language – 1	Board will conduct	Pen Paper Test (5 Marks)	Multiple Assessment (5 Marks)	Class work, Peer	Speaking and

		Class-X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class – X only. Marks and Grades both will be awarded for Individual subjects. 9-point grading will be same as followed by the Board in Class XII.	Best two out of three.	Quizzes, Oral Tests, Concept Maps, Exit Cards, Visual Expression etc.	Assessment, Self Assessment, Reflections, Narrations, Journals, Achievements of student in the subject	Listening Skills
	Language – 2					Speaking and Listening Skills
	Science					Practical Lab Work
	Mathematics					Math Lab Practical
	Social Science					Map Work and Project Work
6th Additional Subjects	Note: In case student opts a language as 6th additional subject the modalities defined for Languages 1 and 2 shall be followed.					

MAIN FEATURES OF Periodic Test:

- Diagnostic and remedial
- Provides effective feedback to students
- Allows for the active involvement of students in their own learning
- Motivates and develops self-esteem of students
- Enables teachers to adjust teaching strategies to support the individual needs of the students in a constructive way

MEANS OF INTERNAL ASSESSMENT

- Home / Class assignments / Projects
- Oral / Written tests, quizzes, worksheets
- Conversations, interviews, debates, speeches
- Dramatization / skits / Role plays, Interviews
- Group activities, discussions / Presentations
- Projects
- Self / Peer assessment

SUMMATIVE ASSESSMENT/ YEARLY EXAM

Summative Assessment/Yearly exam is the terminal assessment **of learning** at the end of the terms. The students will be assessed internally in the form of a pen-paper test based on the curriculum and syllabus of each term. The questions papers for grade 9 & 10 are from the CBSE board. The question papers for grade 1-8 are generated in the school by subject experts. Summative Assessments are usually evaluated with standardized tests such as Board Examination, Half-yearly and Annual Examination conducted by the respective board consisting of

- Objective Type questions
- Short answer type
- Long answer type
- Higher order thinking questions
- Value based questions

CBSE ASSESSMENT POLICY FOR GRADE I-VIII

Classes I to VIII

Regular PERIODIC ASSESSMENT (PA) shall be conducted as per the criterion laid down by CBSE.

Maximum Marks: 30

The HALF YEARLY EXAMINATION and ANNUAL EXAMINATION will be held in the month of November/ March as scheduled.

Maximum Marks: 80

GRADE I - II

Test	Weightage
Formative I	10%
Formative II	10%
Summative I	30%
Formative III	10%
Formative IV	10%
Summative II	30%
Total	100%

**CONTINUOUS EVALUATION (GRADES: 1 & 2)
PRIMARY SECTION**

ACADEMIC YEAR-2019				
TERM-I (50 marks) PT-1 (10) NB-5, SUB-5, HY-30= 50 MARKS		TERM-II (50 marks) PT-2 (10) NB-5, SUB-5, HY-30= 50 MARKS		
PT-I (APRIL-JUNE) Total (30 marks) PT-II (DEC-JAN) Total (30 marks) Educore: Conversion of 30 marks into 10 separately for each PT		HALF YEARLY (SEP-NOV) ANNUAL (FEB-MAR) Educore: Conversion of 30 marks into 80 separately for each term		
Skill based assessment (15 marks)	Pen & paper test (15 marks)	Skill based assessment (15 marks)	Pen & paper (15)	Notebook (5 marks) Subject enrichment (5marks)
ENGLISH and SECOND LANGUAGE Reading: Pronunciation, Fluency, Comprehension Speaking Skills: Conversation, Recitation Listening Skills: Comprehension Extra Reading and Project Works.	Writing: Creative writing, Handwriting, Grammar, Spelling, Vocabulary	ENGLISH and SECOND LANGUAGE Reading: Pronunciation, Fluency, Comprehension Speaking Skills: Conversation, Recitation Listening Skills: Comprehension Extra Reading and Project Works	Writing: Creative writing, Handwriting, Grammar, Spelling, Vocabulary	NBK: Handwriting Organization Maintenance SE: Projects Portfolios (Activities and practice sheets)
Math: Concept, Activity, Tables, Mental Ability	Writing: Estimation Word problem. Measurement Data handling	Math: Concept, Activity, Tables, Mental Ability	Writing: Estimate Word problem. Measurement Data handling.	

Science Concept, Activity/Project, Scientific Skills and Group Discussion.	Writing: Inquiry Critical, Observation, Scientific vocabulary...	Science: Concept, Activity/Project, Scientific Skills and Group Discussion.	Writing: Inquiry Critical, Observation, Scientific vocabulary...	
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GRADE III - V

Term Wise Weightage:

	Term I	Term II
Periodic Assessment [Pen & Paper (5 Marks)+ Multiple Assessment (5 Marks)]	10%	10%
Portfolio	5%	5%
Subject Enrichment Activities	5%	5%
Term Examination	40%(Will be converted to 80%)	40%(Will be converted to 80%)
Total	100 marks	100 marks

NOTE:- No overall grading shall be calculated.

GRADE VI - VIII

Term Wise Weightage:

	Term I	Term II
Periodic Assessment [Pen & Paper (5	10%	10%

Marks)+ Multiple Assessment (5 Marks)]			
Portfolio	5%	5%	
Subject Enrichment Activities	5%	5%	
Term Examination	80%	80%	
Total	100 marks	100 marks	

NOTE:- No overall grading shall be calculated.

EIGHT POINT GRADING SCALE – SCHOLASTIC AREA(ACADEMIC ASSESSMENT)

CLASS I to VIII

MARKS	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	E (Needs Improvement)

For Classes I to VIII the Co scholastic areas shall be graded as per 3 point grading scale

THREE POINT GRADING SCALE – CO-SCHOLASTIC AREA for

Classes I to VIII	
GRADE	PARTICULAR
A	Outstanding
B	Very Good
C	Fair

Syllabus:-

- ❖ The syllabus of Periodic Assessment shall cover the portion covered in the respective Assessment.
- ❖ Syllabus for Term Exams (Half Yearly & Annual Examination):

Class	Term I Half Yearly Examinations	Term II Annual Examinations
III-V	Syllabus covered up to Term I	20% of Term I covering significant topics + full syllabus of Term II
VI	Syllabus covered up to Term I	10% of Term I covering significant topics + full syllabus of Term II
VII	Syllabus covered up to Term I	20% of Term I covering significant topics + full syllabus of Term II
VIII	Syllabus covered up to Term I	30% of Term I covering significant topics + full syllabus of Term II

CLASS IX AND X

1. Periodic Test (PT) for 30 Marks(10% Weightage)

- ❖ Periodic Test is a Pen and Paper Assessment which is to be conducted by the subject teacher. The question paper should contain a balance mix of VSA/SA/LA to effectively test the students.
- ❖ Schedule of Periodic Tests:

MONTH	APRIL-MAY	JUNE	JANUARY
M.M.	30 marks	30 marks	30 marks
Duration	60 Min	60 Min	60 Min
Syllabus	Taught till declaration of Test	Taught till declaration of Test	Taught After the Term Examination (Till Declaration of Test)

Note: Subject to change, based on the Recommendation of CBSE

- ❖ Three periodic tests (PT1,PT2/HALF YEARLY,PT3) written tests in the entire academic year and average of the best two will be taken.
- ❖ For the purpose of gradient learning, three tests will be held as one being the mid-term test and other the two being pre mid and post mid-term with portion of syllabus cumulatively covered.
- ❖ The gradually increasing portion of contents would prepare students acquire confidence for appearing in the Board examination with 100% syllabus.
- ❖ Answer scripts will only be shown to the students & the marks scored by the students in the periodic test will be shown to the parents during PTI.

2. Portfolio (5 Marks)

- ❖ Notebook submission a part of internal assessment is aimed at enhancing seriousness of students towards preparing notes for the topics being taught in the classroom as well as assignments.
- ❖ This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.

3. Subject Enrichment Activities (5 Marks)

- These are subject specific application activities aimed at enrichment of the understanding and skill development.

Weightage for Annual Assessment:-

Periodic Tests	10%
Portfolio (5) / Subject Enrichment Activity (5)	10%
Annual Exam	80%
Total	100

GRADING SCALE FOR SCHOLASTIC AREAS (CLASS-IX)

EIGHT POINT GRADING SCALE – SCHOLASTIC AREA

(ACADEMIC ASSESSMENT)

<i>CLASS –IX</i>	
<i>MARKS</i>	<i>GRADE</i>
<i>91-100</i>	<i>A1</i>
<i>81-90</i>	<i>A2</i>

71-80	<i>B1</i>
61-70	<i>B2</i>
51-60	<i>C1</i>
41-50	<i>C2</i>
33-40	<i>D</i>
32 & below	<i>E (FAILED)</i>

CO-SCHOLASTIC ACTIVITIES(Classes I - VIII)

These activities will be graded on a **3 – point scale (A-C)** (*A=OUTSTANDING, B= VERY GOOD, and C= FAIR*)and will have no descriptive indicators. No up scaling of grades will be done.

Activity	To be graded on a 3– point scale (A-C) in school	Areas & Objectives
Work Education	By the concerned Teacher	Work education is a distinct curricular area for students for participation in social, economic and welfare(Charity) activities.
Art Education	By the concerned Teacher	Art Education constitutes an important area of curricular activity for development of wholesome personality of the students.
Health & Physical Education	By the PE Teacher	Sports activities of students in the schools create a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice and health care.

Discipline (Attendance, Sincerity, Behavior, Values)

- ❖ Discipline significantly impacts career shaping and it helps build character.
- ❖ Sincerity, good behavior and values develop strength and foster unity and co-operation.
- ❖ Discipline will be graded on a 3 – point scale (A-C)

CO-SCHOLASTIC ACTIVITIES(Class-IX&X)

These activities will be graded on a **5 – POINT SCALE (A-E)** (*A=OUTSTANDING, B=VERY GOOD, C= GOOD,D =FAIR, E=AVERAGE*)and will have no descriptive indicators. No upscaling of grades will be done.

Activity	To be graded on a 5 – point scale (A-E) in school	Areas & Objectives
Work Education	By the concerned Teacher	Work education is a distinct curricular area for students for participation in social, economic and welfare(Charity) activities.
Art Education	By the concerned Teacher	Art Education constitutes an important area of curricular activity for development of wholesome personality of the students.
Health & Physical Education	By the PE Teacher	Sports activities of students in the schools create a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice and health care.

Discipline (Attendance, Sincerity, Behavior, Values)

- ❖ Discipline significantly impacts career shaping and it helps build character.

- ❖ Sincerity, good behavior and values develop strength and foster unity and co-operation.
- ❖ Discipline will be graded on a 5 – point scale (A-E)

Grading scale for class X

The Board Examination for 80 marks in each subject will cover 100% syllabus of ONLY class X. The Examination paper will be designed for a 3 hours duration. Marks and grades will be awarded in each scholastic subject and a 9-point grading scale, as followed by the Board in class XII **will be applicable. For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:**

GRADING SCALE FOR SCHOLASTIC AREAS (CLASS-X)

9 POINT GRADING SCALE

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	Failed candidates

APPEARING FOR ALL EXAMS IS MANDATORY

Reference: CBSE /CM/2017, Circular no:Acad -14/2017,Date:21/03/2017

NOTE:

- ❖ If any exam is shifted from the scheduled dates due to any unforeseen circumstances then it will be mandatory for all to follow changed as per given instructions and no application / excuse for any reason will be entertained for the same.
- ❖ In genuine cases of absence during examination the Principal will decide on the merit of each case. Decision relating promotion of such cases will be at the sole discretion of the Principal
- ❖ The Medical Certificate in case of Medical Leave should be submitted to school within one week.
- ❖ There shall be Assessment of Speaking and Listening Skills (ASL) in English for class IX/X and XI.
- ❖ A student will be eligible to appear the examinations at class X and XII level only, when he/she has attained at least 75% of attendance for the 1st month preceding the month in which the examination of the of the Board commences.

Awards and Recognition

“**Appreciation Certificates**” shall be awarded to students of Grade X who score A1 in all five subjects.

- ✓ “**Appreciation and Gold Coin**”- Shall be awarded to students of Grade XII, whocomes out the Topper in NIMS-Group of school in Science stream and commerce stream.
- ✓ **Honorarium for Faculties**

GRADE: 11 CBSE

TYPE OF TEST	WEIGHTAGE	TIME SCHEDULE
UNIT TEST - I	10%	JUNE -2018
HALF YEARLY	30%	NOVEMBER -2018

UNIT TEST - II	10%	JANUARY-2019
ANNUAL EXAM	100%	MARCH -2019

GRADE: 10 &12 CBSE

TYPE OF TEST	WEIGHTAGE	TIME SCHEDULE
PT -I / UNIT TEST - I	10%	JUNE -2018
HALF YEARLY	60%	NOVEMBER -2018
PT -II / UNIT TEST – II	10%	DECEMBER-2018
MODEL EXAM - I	100%	JANUARY-2019
MODEL EXAM - II	100%	FEBRUARY-2019
ANNUAL EXAM (CBSE BOARD EXAM)	100%	MARCH -2019

Gr.1 -8 (CBSE)

EIGHT POINT GRADING SCALE – SCHOLASTIC AREA (ACADEMIC ASSESSMENT)	
CLASS I to VIII	
MARKS	GRADE
91-100	A1
81-90	A2
71-80	B1

61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	E (Needs Improvement)

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GRADING SCALE FOR SCHOLASTIC AREAS (CLASS-IX)

<i>EIGHT POINT GRADING SCALE – SCHOLASTIC AREA (ACADEMIC ASSESSMENT)</i>	
<i>CLASS –IX</i>	
<i>MARKS</i>	<i>GRADE</i>
<i>91-100</i>	<i>A1</i>
<i>81-90</i>	<i>A2</i>
<i>71-80</i>	<i>B1</i>
<i>61-70</i>	<i>B2</i>
<i>51-60</i>	<i>C1</i>
<i>41-50</i>	<i>C2</i>
<i>33-40</i>	<i>D</i>
<i>32 & below</i>	<i>E (FAILED)</i>

Grading Scale for class X

The Board Examination for 80 marks in each subject will cover 100% syllabus of ONLY class X. The Examination paper will be designed for a 3 hours duration. Marks and grades will be awarded in each scholastic subject and a 9-point grading scale, as followed by the Board in class XII will be applicable. For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows

GRADING SCALE FOR SCHOLASTIC AREAS (CLASS-X)

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	Failed candidates

Pass Criteria (All India Senior School Certificate Examination)

In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. atleast 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%. In case of a subject involving practical work a candidate must obtain 33% marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject

Theory (70) – Pass Mark (≥ 23), Practical (30) – Pass Mark (≥ 10)

Theory (80) – Pass Mark (≥ 27), Practical (20) – Pass Mark (≥ 6) (For **Grade 12** only)

Theory (60) – Pass Mark (≥ 20), Practical (40) – Pass Mark (≥ 13)

Theory (90) – Pass Mark (≥ 30), Practical (10) – Pass Mark (≥ 3)

GRADING SYSTEM FOR GRADES 11 & 12

Subject	A1	A2	B1	B2	C1	C2	D1
English (core)	88- 100	84- 87	80- 83	76- 79	69- 75	60- 68	51- 59
Mathematics	86- 100	78- 85	69- 77	61- 68	54- 60	47- 53	39- 46
Physics/Chemistry/Biology	84- 100	78- 85	72- 77	65- 71	61- 64	57- 60	54- 56
Computer Science	90- 100	84- 89	80- 83	76- 79	72- 75	65- 71	54- 64
Accountancy	88- 100	78- 87	70- 77	63- 69	58- 62	52- 57	43- 51
Business Studies	86- 100	78- 85	70- 77	63- 69	56- 62	49- 55	43- 48
Economic s	80- 100	69- 79	62- 68	55- 61	49- 54	43- 48	38- 42
Informatics Practices	83- 100	76- 82	70- 75	66- 69	62- 65	58- 61	54- 57
Home science	85- 100	81- 84	76- 80	73- 75	69- 72	60- 68	54- 59

Marketing	87- 100	81- 86	76- 80	71- 75	68- 70	64- 67	54- 63	33- 53
Salesmen ship	87- 100	81- 86	76- 80	71- 75	68- 70	64- 67	54- 63	33- 53
Political Science	87- 100	81- 86	76- 80	71- 75	68- 70	64- 67	54- 63	33- 53

Co Scholastic areas of the students are assessed using a 5 point scale as per the CBSE Guide lines and will appear in the result in the Progress Report once in a year.

Items evaluated
Life Skills (Thinking/Social/Emotional)
Work Education
Activities (Any 2) (Literary/Scientific/ICT/clubs)
Attitudes and Values (Towards Teachers/School Mates/ Environment/Value System/
Health and Physical Education (First Aid/sports)

ASSESSMENT OF SPEAKING AND LISTENING SKILLS (ASL)

The also conducts ASL for Grades 1 - 10 and 11 in or order to assess the students' Speaking, Listening, critical thinking and problemsolving skills in English language. ASL is a part of Summative Assessment which is conducted twice a year. Final scores of ASL will be included in the Summative Assessment. The ASL carries 20 marks for each term.

SPECIAL EDUCATION AND LEARNING SUPPORT UNIT

NIMS Group of Schools is dedicated to the positive growth of its students in all areas of life. We believe in “providing our best for as many as we can”. Our guiding philosophy being “Education that makes a difference”. Our aim is to provide an all-round program appropriate to the diverse intellectual, social emotional and physical needs of all our students. We

recognize that all children are not the same and that some require additional support in order to fulfill their potential.

IDENTIFYING CHILDREN WITH SEN

We are committed to promoting high standards of education and aim to help all students to reach their potential. We seek to achieve this by:

- Observation by the Class/Subject teacher or Supervisor.
- Parental observations.
- Communication of concerns to Special needs teachers.
- Assessment through teaching.
- Baseline assessment.
- Standardized tests.

Early Intervention

We recognize the importance of early identification, assessment and intervention for any child who may have special educational needs. We work in close liaison with external and voluntary agencies to facilitate a coordinated and holistic approach to both assessment and intervention. By adopting such an approach, we seek to be more proactive in identifying and responding to special needs through earlier intervention at both an individual and organization level.

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

When a child is identified to be having difficulty in class or has been assessed to have special educational needs, he/she is provided with support **additional to** or **different from** those provided as part of the school's differentiated plan.

The class teacher remains responsible for working with the child on a daily basis.

Teaching assistants are advised on strategies for Setting up an individualized educational program (IEP).

Once an IEP is setup it will be shared and reviewed with parents and staff working with the child.

Special educational needs teachers take the lead in: -

- Planning future interventions for the child in consultation with the class teacher,

subject teachers and parents.

- Monitoring and reviewing the progress.
- Any further assessment of the child. .

On determining the need for an educational assessment, parents are informed and given a list of centres. A summary of the child's performance within the school environment is also provided.

Those involved in the Assessment are –

- **Parents.**
- **Teachers**
- **Counsellors**
- **SEN Educators.**
- **Psychiatrist.**
- **Educational Psychologists.**

On submission of the assessment report the Special Needs teacher will review the report and devise a plan on how the school can support the child and put into practice the recommendations by the psychologist. The details of the report will be shared with the respective staff. Based on the recommendations an IEP will be setup with support from the class teacher and the subject teacher. Parents are invited to discuss the IEP and support program setup, and their role in supporting the development and progress

Schedule for missed Assessments

Opportunity is given to a child who missed assessment task on reasonable grounds.

TARGET SETTING:

Subject-wise analysis is done at the end of the year for each grade and mean average of the subject is set as the target in order to motivate the students to improve themselves in their attainment and progress.

SELF EVALUATION:

Students are encouraged evaluating and analyzing themselves after each summative exam and set target for the next exam and register their areas of concern for each subject with the help of the teachers and parents during PTC sessions.

ASSESSMENT RECORDS:

Each subject teacher will have in his or her possession an assessment record (Log Book). This book will be a record for the continuous evaluation done by the subject teacher in the class. The Log book should be handed over to the respective HOD's by the end of each Formative assessment and the concerned supervisors and HOS will view the assessment before entering in the CCE portal. The documents uploaded in the CCE portal will be counter checked by the HOS and the Principal. The above procedure will be observed in the summative Assessment entry also.

THE ROLE OF PARENTS/GUARDIANS:

The parents/guardians of our pupils are their first educators. Parents/guardians should feel that our school actively encourages them to continue to play a part in their child's learning. Parents/guardians will have varying degrees of involvement, such as

- ensuring their child's attendance and punctuality
- checking their child's study planner to ensure that homework is completed and helping with homework
- encouraging their child to check that they are carrying the correct books and equipment
- supporting the school in matters concerning the individual child
- The school welcomes contact from parents/guardians regarding any aspect of their child's education.

PARENT-TEACHER CONTACT SESSION:

After each assessment, both formative and summative, a PTC session is conducted to facilitate the parents to meet the teachers and discuss their children's attainment and progress.

The children who do not attain the expected level are tracked regularly and their parents are contacted to discuss the ways to help their children to come up in their performance. If the children do not show improvement, they are referred to the SEN Coordinator / Counsellor with the consent of the parents for further assistance with the close follow up of the teachers.

ENRICHMENT / REMEDIAL CLASSES:

Remedial classes are conducted for the underperforming students who are in need of additional support. The classes are conducted twice a week in "zero" period before regular classes begin or on Saturdays. The other students are engaged in enrichment programmes of their own choice of areas like reading, writing, speaking, PPT preparation, research work, etc.

EXTERNAL EXAMINATIONS:

TIMSS, PISA, E-PIRLS & PIRLS, CAT-4 GL, ASSET

TALENT SEARCH BY NIMS GROUP

Conducted every year in English, Science, Math, Social and GK. The questions papers cover knowledge, understanding, application and higher order thinking questions. A detailed performance analysis is done to create a clear self-assessment of students about their attainment and progress.

NEW ADMISSION:

An entrance test is conducted in English, Mathematics and Science to ensure their eligibility for the grades. Admission is given to the top scorers as per the availability of seats in each grade.

The conduct of assessment and maintenance of records and reports are scrutinized by the Assessment Committee periodically to ensure that they fulfill the aims and goals of teaching and learning.

REVIEW:

The policy will be reviewed on a yearly basis and a record of any abuse will be maintained by the Counsellor and the concerned authorities.

3. RESPONSIBILITY

Heads of Department and HOS shall communicate this policy to their employees and ensure all parties abide by it.

HR / Administration department to maintain all the leave records of the staff.

4. APPROVAL

Approved by: Principal

**Policy
Committee
Members**

Policy Incharge: Mala Mehra

Date:

Approved by: Mala Mehra



Mala Mehra
29/03/19
Signature of Principal