



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
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Assessment Policy

2023-24

ASSESSMENT POLICY

| | |
|---------------------|--|
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Principal: Ms. Karen Robinson

Table of Contents

- 1. Introduction and Context 1**
 - 1.1. Rationale.....1**
 - 1.1.1. Overall Aims of Assessment..... 1
 - 1.2. Roles and Responsibilities2**
 - 1.3. Assessment Committee (AC)4**
- 2. Error! Bookmark not defined.**
 - 2.1. 7**
 - 2.2 Grade 1 & 2 (Foundational Stage)..... 6**
 - 2.3 Grade 3-12 7**
- 3. Error! Bookmark not defined.7**
 - 3.1. Purpose.....7**
 - 3.2. High Stake Summative Assessment7**
 - 3.3. Error! Bookmark not defined.**
 - 3.4. Error! Bookmark not defined.**
 - 3.5. Error! Bookmark not defined.9**
- 4. Error! Bookmark not defined.**
 - 4.1. Purpose..... 10**
 - 4.2. Error! Bookmark not defined.**
 - 4.3. Error! Bookmark not defined.2**
 - 4.4. Error! Bookmark not defined.**
 - 4.5 Assessment Analysis approaches.....13**
- 5. Formative Assessment12**
 - 5.1. Error! Bookmark not defined.2**
- 6. Other Forms of Assessment14**
 - 6.1. Error! Bookmark not defined.4**
 - 6.2. Error! Bookmark not defined.14**
 - 6.3. Error! Bookmark not defined..... 14**
 - 6.4. Error! Bookmark not defined..... 14**

7. Monitoring and Evaluation of Assessment Policy Implementation23

7.1. Assessment Committee Review.....16

7.2. Onboarding, Compliance, and Innovation.....16

8. Conclusion17

1. Introduction and Context

This document comprises the assessment policy in place at the New Indian Model School Dubai. It outlines the different types of assessment, strategies, and principles guiding the assessment practice at the school.

1.1. Rationale







Overall the purpose of assessment is to improve standards, not merely to measure them.

Source: Ofsted

Effective assessment is an essential element of good teaching and learning. It helps teachers answer the 'How do you know?' question regarding the attainment and progress of their own pupils. It informs teachers' planning, and helps them become reflective practitioners.

Recorded assessment data also serves the school at an academic management level to conduct self-evaluation and improvement planning with regards to particular strengths and weaknesses.

This policy offers guidance on four types of assessment employed in the school:

-  1. External Summative Assessment
-  2. Internal Summative Assessment
-  3. Formative Assessment (AfL)
-  4. Other Forms of Assessment

1.1.1. Overall Aims of Assessment

Assessment serves a wide range of aims. These include but are not limited to:

- To allow pupils to demonstrate what they know, understand and are able to do independently;
- To demonstrate to pupils how well they are doing and what they can do in order to improve their learning;
- To allow teachers to plan teaching tools, pupil assignments, and activities that accurately address the needs and gaps in each pupil's learning, while building on their strengths;
- To establish a starting and endpoint from which progress can be ascertained;
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning;
- To provide grade level teachers with information which will ensure smooth transition and promote continuity and progression across the school;

- To provide the Senior Leadership Team with information that allows them to make ongoing judgements about the effectiveness of the school and identify strengths and areas of need, which are used to inform school improvement planning;
- To provide subject area leaders with information that allows them to monitor and make judgements about the effectiveness of teaching and learning in their subject area;
- To provide governors with information on the school’s performance which will aid their monitoring process;
- To provide regular information for parents which will enable them to support their children’s learning;
- To provide parents with information about the overall performance of the school.

1.2. Roles and Responsibilities

There are a number of key actors overseeing the implementation and review of assessment policy. Their roles and responsibilities are described below:

| Assessment Head | Assessment Committee (in addition to the duties of the Assessment Head) |
|---|--|
| <ul style="list-style-type: none"> ▪ To ensure assessment data (both internal and external) is collated and analysed by the appropriate stakeholders (teachers, subject/section heads, or Assessment Head, depending on assessment). ▪ To use assessment data to make recommendations to the school in support of effective teaching and learning. ▪ To ensure that assessment-related statutory requirements set by local and international governing bodies (e.g., KHDA, CBSE, etc.) are met. ▪ To manage whole-school data systems. ▪ To keep up to date and inform staff on the latest assessment-related information and requirements. ▪ To ensure consistency and fairness in assessment procedures and judgements, including through internal moderation procedures. ▪ To remain up to date with Assessment pedagogy and best practice. ▪ To monitor Gap Analysis on a termly basis. | <p>Meet to discuss and make decisions regarding the following matters:</p> <ul style="list-style-type: none"> ▪ Assessment policy, and any updates related to it; ▪ Assessment results and analyses related to them; ▪ Assessment tools (e.g. trackers, systems, tests) and their implementation in the school; ▪ Validation, moderation, and calibration of assessment practice in the school; ▪ Administrative or academic matters related to external examinations; ▪ Any areas of concern or lack of clarity that the Assessment Head might have; and ▪ Any other matter which affects the assessment practice in the school. |

| | |
|---|---|
| <ul style="list-style-type: none"> ▪ To ensure team leaders are fully up to date and aware of the school's policy and procedures regarding assessment. ▪ To inform Governors about the school's performance on at least a termly basis. | |
| <p>Heads of Department and HOS/Asst. HOS</p> | <p>Learning Support Assistants (LSA's)</p> |
| <ul style="list-style-type: none"> ▪ To ensure lesson plans include clearly defined learning objectives and corresponding assessment opportunities. ▪ To advise teachers on assessment approaches and recording of assessment data in their subject. ▪ To utilise assessment data to evaluate the effectiveness of teaching and learning in their subject and to use this data to inform subject action plans and raise standards within their subject area. ▪ To review Pupil Progress at high stakes assessment points and undertake gap analysis ▪ To lead teachers in pupil progress meetings. ▪ To ensure Reading tests are administered, and results collated. ▪ To provide a blueprint of assessments and marking schemes. ▪ Supervise moderation of Summative Assessment. | <ul style="list-style-type: none"> ▪ To annotate and mark children's work as appropriate and in line with this policy, in order to inform Teacher Assessment. ▪ To maintain regular communication with classroom or subject teachers regarding pupil progress and attainment. ▪ To support teachers in the delivery of assessment tasks including testing. |
| <p>Head of Inclusion</p> | <p>G&T Child Coordinator</p> |
| <ul style="list-style-type: none"> ▪ To monitor and report to the Head of assessment on the progress of pupils on the SEND register. ▪ To use assessment data to update the SEN register, in consultation with other staff. ▪ To ensure IEPs are reviewed and new targets set termly in accordance with pupils' | <ul style="list-style-type: none"> ▪ To identify gifted, able and talented children, using assessment data, and review the register annually. ▪ To use assessment data to plan for able child extension groups and opportunities. ▪ To monitor the attainment and progress of able children across the school. |

assessment results, and in line with the DIEW policy.

- To provide guidance and support in assessment procedures for children on the Inclusion register.

Classroom Teachers

▪ **AfL/ Formative Assessment:**

- To formulate and agree with students individual targets and to enter in class story and student notebooks
- To identify formative assessment approaches corresponding to learning objectives in the daily lesson plans;
- To use class story and student tracker to monitor children's attainment and progress.
- To use class story and student tracker during lesson planning;
- To mark ongoing pupil work, as per the guidelines in this Policy
- To maintain the chat page in accordance with guidance ;
- To ensure that the specific assessments requested by the Special Educational Needs Coordinator are carried out for pupils of determination and that Individual Education Plans are maintained and regularly reviewed in accordance with the school's DEIW Policy.

▪ **Summative Assessment:**

- To design and administer (internal) summative assessments
- To mark pupils' assessments in accordance with the guidelines in this Policy.
- To record the internal summative assessment results in Educare
- To use summative assessment data to create intervention plans for pupils identified as underperforming ;
- To facilitate student's self assessment of their scores in half yearly examination

▪ **Reporting:**

- To twice a year prepare a pupil attainment and progress reports for parents, based on assessment data;
- Liaise with parents on an ad hoc basis regarding attainment and progress of students
- Liaise with parents during scheduled Parent Teacher Meetings and Student Led Conference

The Current Assessment Manager at the school is: Ms. Supriya Sehgal

1.3. Assessment Committee (AC)

The Assessment Committee is an integral part of maintaining the school’s assessment standards, and comprises the following stakeholders:

- The Assessment Head(who serves as the Committee Chair);
- Three members of the Senior Leadership Team;
- Two representatives of each Phase.

The Committee meets on a monthly basis, or when convened for a called-for session by the Chair. The principal will attend and participate in the AC meetings, and have the final approval authority on the Committee’s decisions.

2. Overview of assessment in NIMS per section

2.1 Kindergarten & Montessori (Foundational Stage)

Term 1

April to June

Term 2

September to December

Term 3

January to March

Diagnostic assessment:

A baseline test is performed at the start of the year. It helps teachers to prevent assumptions on what students know.

A screening test is also performed by the department of empowerment, inclusion and wellbeing to identify students with challenges and mentor them accordingly.

Continuous Assessment:-

Assessment in Kindergarten is a continuous process of gathering and interpreting evidence to make judgments about student learning. Assessment identifies what students know, understand and can do at different stages in the learning process. Assessment assists teachers to plan, guide and implement learning.

5 scale rubrics are used as students' performance indicators.

| |
|------------------------|
| Performance Indicators |
|------------------------|

| | |
|----|---|
| A+ | Exceeds expectations |
| A | Fully meets expectations |
| B | Progressing towards expected level |
| C | Meets expectations at a beginning level |
| D | Not within expectations |

Rubrics are guided by the following principles:

- Students have different learning styles
- Students have different cultural experiences, expectations and needs
- Students perform differently according to the context of learning
- Students need to know their achievements and areas for improvement in the learning process
- Students should receive feedback that is positive and constructive

Assessment is consistent and ongoing using different assessment strategies such as:

- Self-assessment and peer assessment
- Monthly and termly checklists
- Projects and portfolios
- Classroom tasks
- Home learning
- Class participation
- Practical or experiential learning
- Teachers' observations and discussions
- Written assessment
- Oral assessment (including student presentations or other oral presentations)

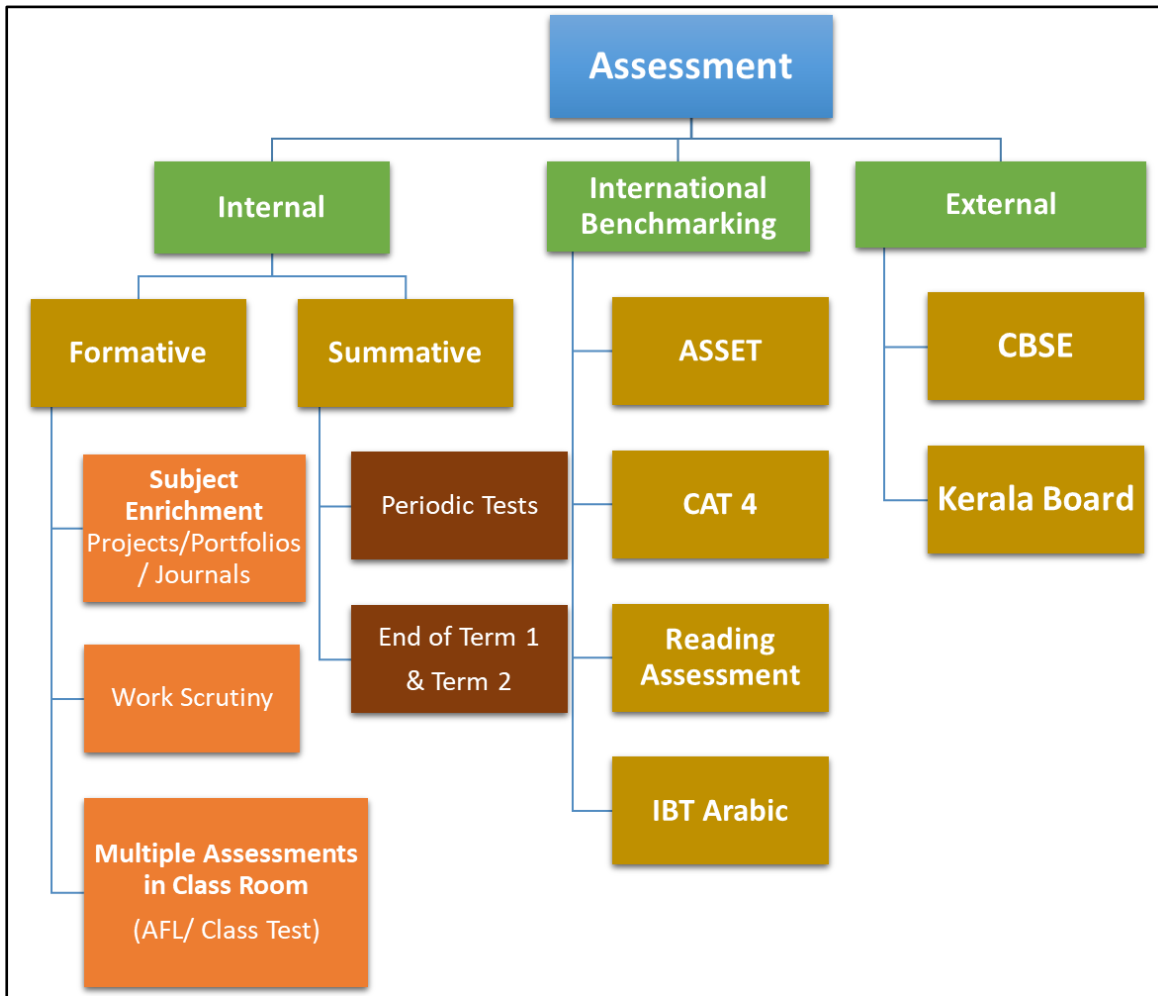
2.2 Grade 1&2 (Foundational Stage)

The assessment approaches are as KG with two principal changes:-

- Assessment capture points are based on two terms
 - Term 1**
April to September
 - Term 2**
October to March
- Pen and paper tests will be undertaken at the end of each term .
- The weightage of ongoing and summative assessments is
 - 80% continuous - as KG
 - 20% pen and paper tests

2.3 GRADE 3-12

Overview of assessment Grade 3-12



3.0. Detail of Internal Summative Assessment Grade 3-12

3.1 Purpose

Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. It provides information about a pupil's progress in subject knowledge, understanding and skills. Compared to external summative assessments, internal ones are flexible and can reflect more closely the curriculum and objectives covered by the pupils in the school.

3.2 High Stakes summative assessment

Assessment capture points are based on two terms

Term 1

April to September

Term 2

October to March

There are four high stakes summative assessments per year

Periodic Test 1

Term 1

Periodic Test 2

Term 2

*** Weightage by section**

Grade 3-5 50% of the overall Year end Grade

Grade 6-7 70% of the overall Year end Grade

Grade 8-12 80% of the overall Year end Grade

* Please see Appendix for details

3.3 Moderation

Moderation is a process separate from the marking of assessments, which ensures that an assessment outcome (e.g. mark and / or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed.

Scrutiny of Question Papers:

Question papers are scrutinised for all summative assessments. Papers, along with marking schemes are sent to all Heads of Department for their consideration and comment. The purpose of scrutiny is to help ensure that the curriculum outcomes for the Term are assessed. The papers are checked for the following:

- Are standardised questions used?
- Do the questions unambiguously communicate the examiner's intentions? Assessment Summative: 80% Continuous: 20%
- Are the questions completable in the time allotted?
- Is the marking scheme sufficiently detailed to allow efficient and consistent marking?
- Does the examination fairly cover the material examined?
- Are there any technical errors?
- Could the writing style be improved?

For half yearly and final examination in the NIMS group of schools, final moderation is undertaken centrally by the Examination Department at Corporate Office.

Moderation of marking:

Pre-marking moderation: A sample of the 3 answer scripts representing the different ability groups are marked individually by the teachers. The moderator reviews these samples and the team concludes the mark scheme is applied consistently and any discrepancy is addressed.

Post-marking moderation: 4 papers are selected at random from all teachers. Buddy teachers will then remark on the papers to check the mark scheme has been applied consistently by that teacher. If any discrepancies arise the whole batch of papers will be remarked. Cross-checking for accuracy in following the marking scheme is ensured by the moderator.

3.4 Reporting

High-stakes summative assessments are designed by the facility for the purpose of determining pupils' attainment at critical points in time.

The results of high stakes assessment are conveyed to parents via Parent Teacher Meetings/Student Led Conferences and by formal written reports the latter most often are presented in grade-related or numerical terms.

3.5 Assessment analysis approaches

Progress in a year is considered in line with the DSIB criteria for progress.

The starting point of student learning in an academic year, and their target Grade, is determined by the Grade achieved in the previous end of year examinations, their ASSET Stanine and CAT 4 result.

The three high stakes internal summative assessment data capture points i.e. T1, T2 and Half Yearly examinations are used by the Assessment Committee to ensure expected progress is being made by the students.

The Half Yearly examination papers are analysed by students to determine the gaps in their learning and develop their own remedial strategies.

4.0 External Summative Assessment

External summative assessment is a key part of the assessment practice at NIMS, and refers to standardised testing and international benchmarking.

4.1 Purpose

The purpose of engaging in international benchmarking of pupils' attainment is three-fold:

- To evaluate the pupils' attainment and progress in comparison with their peers internationally;
- To obtain objective, externally verified data on pupils' performance that can help the school identify the strengths and weaknesses of learning and teaching;
- To triangulate the school's internal assessment data in order to validate the accuracy and reliability of its internal assessment process.

4.2 External Assessment providers

The school undertakes a variety of external assessments, all in line with the expectations of the National Agenda Parameters set out by the KHDA.

| Type of Assessment | Eligible Grades | Time Frame Window | Description |
|--------------------|------------------------------------|-------------------|---|
| CAT4 | Grade 3, 5,7,9,11 & New admissions | Sep-Nov | The Cognitive Abilities Test (CAT4) assesses a student's ability to think across four different reasoning batteries: » Verbal reasoning – thinking with words. » Quantitative reasoning – thinking with numbers. » Non-Verbal reasoning – thinking with shapes. » Spatial reasoning – thinking with shapes and space. |
| Asset Exam | Grade 3 to 9 | Jan-Mar | ASSET is a skill-based test that measures a student's conceptual understanding and benchmarks the school's performance at international, national & regional levels with actionable insights through easy-to-understand reports. As part of the UAE National Agenda Parameter requirements for the 2022-23 academic year, the Dubai School Inspection Bureau (DSIB) has recommended ASSET as one of the third-party international benchmarking tests for Indian schools. |
| IBT Arabic | Grade 3 to 9 | Nov - Dec | The Arabic B assessments are designed for non-native Arabic speakers and are designed in Levels based on the number of years the students have studied Arabic |

| | | | |
|---------------------------|---------------|---|---|
| Bench mark | | | <p>B curriculum.</p> <p>Features and Benefits for Students and Parents:</p> <ul style="list-style-type: none"> » Comprehensive assessment of student performance and ability. » High quality test items that are challenging and engaging across all ability levels. » Reports that include clear descriptions of skills and concepts that have been mastered. » Reports that highlight strengths and weaknesses in different skills areas and can be used as remedial intervention to improve learning |
| PISA 2022 | Grade 10 | Apr - May | <p>The Programme for International Student Assessment gathers skills and knowledge of students worldwide and compares them internationally. PISA is a project of the Organization for Economic Cooperation and Development (OECD). The three main domains of PISA:</p> <ul style="list-style-type: none"> » Scientific » Reading » Mathematical Literacy - are key to lifelong learning. <p>PISA assesses the performance of 15-year-olds, provides information on the results of teaching and learning in schools and shows developments in the educational system.</p> |
| PIRLS 2021 | Grade 4 | Feb - March | <p>PIRLS provides trends and international comparisons of fourth grade students' reading achievement and students' competencies in relation to goals and standards for reading education.</p> |
| TIMSS 2023 | Grade 4 and 8 | Feb - March | <p>The Trends in International Mathematics and Science Study (TIMSS) provides reliable and timely trend data on the mathematics and science achievement of Grades 4 & 8 students compared to that of students in other countries.</p> |
| READING ASSESSMENT | Grade 1 to 10 | <p>1st Test Window 1st June to 20th June</p> <p>2nd Test Window 2nd Oct to 31st Oct</p> <p>3rd Test Window 1st Feb to 29th Feb</p> | <p>Ei Reading Assessment is conducted for the Grades 1 to 10. The Reading Assessment will be conducted thrice a year. It gives the students reading literacy levels as compared to the international standards.</p> |

4.3 Record-Keeping

The school maintains all externally validated data that:

- Complies with applicable data protection regulations;
- Allows each teacher to access it for their own classroom independently;
- For at least the past 5 years in its entirety and at least 10 years as summary analyses.

4.4 Reporting

NIMS reports the results of external examinations i.e ASSET, CAT 4, IBT Arabic & Reading Assessment directly to parents. Discussion with parents is undertaken at the next PTM.

4.5 Assessment analysis approaches

Measurement of attainment - results are analysed to determine the percentage of students at and above and at the curriculum standard. Further analysis is undertaken as indicated and if needed the curriculum is adapted accordingly.

Detailed question wise analysis is used to help pinpoint attainment gaps.

The data is shared with HOD's and form a regular part of Department meetings

Measure of progress of cohort - data is analysed to determine the percentage of students making 'expected progress' and 'better than expected progress' from their starting point over a period of time (1 full year)

* A cohort making acceptable or better progress: The extent to which a student cohort (grade/year/EAL group etc.) is considered to be making acceptable, good, very good or outstanding progress will depend upon the proportion of the cohort that is making expected or better than expected progress in a similar manner to how we evaluate whether a cohort is attaining at an acceptable or better level.

Triangulation: Data is triangulated by comparing a student's ability (CAT 4), external attainment and internal attainment.

For seniors:-

Value added:

The average value of the net performance of students when compared with grades received for each student's Board exam 'Vs' the CAT 4 indicator provided by GL Education

5.0 Formative Assessment

The purpose of Formative Assessment (AFL) is to give the teacher and the pupils an accurate snapshot of the pupils' attainment level, resulting in improvement-targeted action on both their parts.

Internal Formative Assessment helps :-

- Teachers to identify how students are performing on a continual basis and to use this information to provide appropriate support or challenge and evaluate teaching and plans for future lessons
- Students to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

5.1 Formative assessment in NIMS

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning throughout the lesson
- Written and verbal feedback of children's work
- Learning conversations
- Observations during Group work
- Student self-assessments
- Peer marking
- Pupil conferences
- Short quizzes

Progress is carefully monitored each and every lesson so as to quickly identify learning gaps and inform teaching and learning to effectively support and challenge students depending on their individual learning needs. Tracking is carried out using the following forms:

Learning Objective Tracker: This tracker shows each student's competency level against each learning objective. Learning gaps are identified and curriculum modifications are made to ensure the learning needs of all students are met.

Class Story: Class story is accessible to each subject teacher (Eng, Math & Science) of Grades 3 to 9 which gives them information about the CAT 4, Internal & external attainment. Teacher uses the data to set the end of year target and gives the steps of improvement to achieve the target.

Diagnostic Marking: Feedback is given on attainment against a set of objectives; success criteria is given and response from pupils is required to strengthen the teaching and learning process in order to deepen and accelerate learning.

Written feedback is given in **green pen**, begins with a **positive**, then an **area for development** and a **short activity** which allows the students to address their **target**. This communication between the teacher and the student is maintained on a Chat page at the end of a unit.

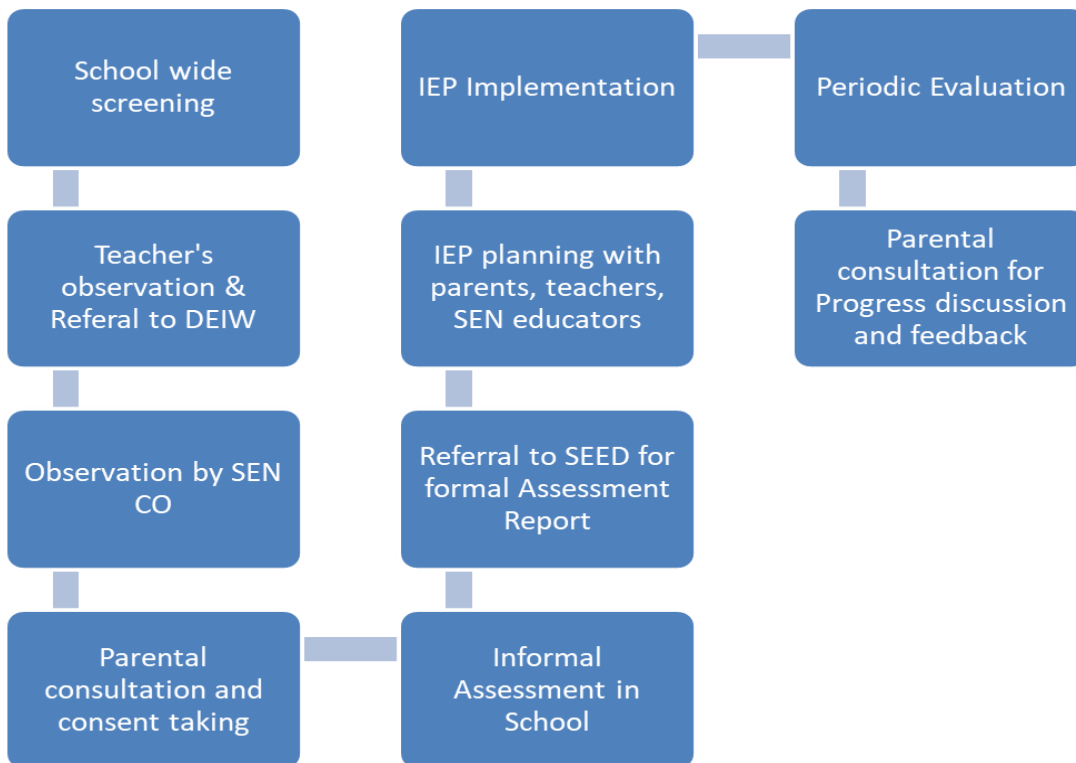
6. Other Assessment

6.1 What happens when a child enters the school

Yearly baselines are important. It is the responsibility of the school to establish the attainment levels of the children at the beginning of the year, or at the point at which a child joins the school, if it is in the middle of the academic year. Previous school records can also be analysed to ascertain pupils' respective starting points. Subsequently, appropriate pupil performance targets should be set for the academic year.

6.2 How are SODs identified?

A student of determination (SOD) is a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age. Identification of students of determination is done through the following manner.



6.3 Screening of Gifted and talented






In the beginning of the academic year, the teachers are instructed to nominate the gifted and talented students of their class based on their observations and evidences to support the nomination.. The nominations received are then reviewed by the deiv based on the following criterias

- 1.The student should have a mean SAS of 125 or above
2. Asset stanine of 8 or above in at least two subjects.
3. Based on evidences submitted

Later the identified students are informally assessed by the special educators or counsellors using a characteristic screener developed for the identification of gifted and talented students. Students who score more than the 50 percentile in the area of intelligence is included in the list of gifted. Then the final list of G&T students is prepared. Formal assessment is done only if the parental consent is obtained.

6.4 Digital Platforms

The following digital platforms also help us assess the progress of our students.

| NAME | GRADE | DESCRIPTOR |
|---|---------|--|
|  | KG1 - 2 | Raz-Plus provides rich, high-quality printable, projectable, and electronic books at different levels of text complexity. This app is used to develop the individual reading levels of students and improve comprehension and fluency. |
|  | KG TO 8 | Students practise vocabulary by completing game-based activities that integrate assigned lessons and make learning fun. With online and mobile access through the Kids A-Z student portal, students can complete assignments and earn rewards in class, at home, or on the go. |
|  | KG TO 8 | Writing A–Z is a complete K-5 writing curriculum solution, making writing instruction easier for teachers and engaging for students. |
|  | KG TO 8 | Science A-Z ensures that teachers have the resources they need to develop students' science knowledge and practices while also supporting key literacy skills. |
|  | 1 TO 10 | Mangahigh is a game based learning used in class, for setting homework, revision and much more on any handheld device to master the Mathematics concepts. |

7.0 Monitoring and Evaluation of Assessment Policy Implementation

7.1 Assessment Committee Review

The monitoring and evaluation of Assessment Policy Implementation is undertaken by the Assessment Committee, at least on a twice-yearly basis. The Assessment Coordinator gives a presentation and evidence covering the following points:

- Overview of assessment policy adherence in core subjects;
- Challenges with policy implementation (if any) and mitigation strategies taken;
- Relevant innovations / changes to the policy to be made (if any) as suggested by the teachers or the Coordinator him or her-self;
- Comparison of internal summative vs. external summative assessment results for core subjects;
- Explanations (with evidence) for any major discrepancies between internal and external summative assessment results.

7.2 Onboarding, Compliance, and Innovation

To ensure successful implementation of the policy, the Assessment Coordinator is responsible for delivering training to any **new staff** at least once a year during induction on the policy comprehensively, and to **everyone**, if and when relevant changes to the policy are made.

Teachers are required to comply with the standards and processes included herein.

The Assessment Coordinator must also ensure that there is a mechanism in place within the school for sharing assessment policy tools, concerns, issues, and suggestions. A repository for the assessment policy tools, such as rubrics, past papers, marked past papers for benchmarking, etc. must be created and all teachers given access to it, and training on its use.

Suggestions submitted by the teachers and other school staff through this mechanism must be compiled at least once a year and reasonable suggestions presented to the Assessment Committee at the relevant meeting. The Committee then votes on the implementation of any such suggestions.

8.0 Conclusion

This Assessment Policy is intended to be a working document, which is regularly revised and updated to reflect the school's needs and expectations of local governing bodies, and international standards. Every member of academic staff at NIMS is responsible to know and abide by the standards and procedures outlined in this Policy. The Academic Committee's responsibility is to ensure the familiarity of staff with the Policy, oversee its implementation in the daily life of the school, and regularly evaluate the adequacy of the Policy for meeting its ultimate goal: **supporting effective teaching and learning at the school.**

Appendix

Weightage by section

Grade III – V

| Subjects | TERM-1 (50 Marks) (April to September) 30 marks Internal Assessment + 20 marks for Term 1 Exam | | TERM-2 (50 Marks) (October to March) 30 marks Internal Assessment + 20 marks for Term 2 Exam | | Final weightage for promotion to next grade |
|---|---|---|--|---|---|
| English Mathematics Science Language – 1 Language – 2 | IA 30 Marks Periodic Test – 1 (10 Marks) with Syllabus covered till announcemen t of test dates by school. Multiple assessment (5 marks) Portfolio (5 Marks) Subject Enrichment Activity (10 Marks) | Term 1 written Exam for 20 Marks as per the syllabus covered till announcement of test dates by school. (September 2023) | IA 30 Marks Periodic Test – 2 (10 Marks) with Syllabus covered till announcement of test dates by school. Multiple assessment (5 marks) Portfolio (5 Marks) Subject Enrichment Activity (10 Marks) | Term 2 written Exam for 20 Marks as per the syllabus covered commencing February 2024. | Term1 + Term 2 (100 marks) |

Grade VI & VII

| Subjects | TERM-1(100 Marks) (April to September) 40 marks Internal Assessment + 60 marks for Term 1 Exam | | TERM-2(100 Marks) (October to March) 40 marks Internal Assessment + 60 marks for Term 2 Exam | | Final weightage for promotion to next grade |
|---|---|---|--|--|---|
| English Mathematics Science Social Science Language – 1 Language – 2 | IA 40 Marks Periodic Test – 1 (10 Marks) with Syllabus covered till announcement of test dates by school. Multiple assessment (10 marks) Portfolio (5 Marks) Subject Enrichment Activity (15 Marks) | Term 1 written Exam for 60 Marks as per the syllabus covered till announcement of test dates by school. (September 2023) | IA 40 Marks Periodic Test – 2 (10 Marks) with Syllabus covered till announcement of test dates by school. Multiple assessment (10marks) Portfolio (5 Marks) Subject Enrichment Activity (15 Marks) | Term 2 written Exam for 60 Marks as per the syllabus covered commencing February 2024. | Average of Term 1 & Term 2 |

Grade VIII & IX

| Subjects | TERM-1(100 Marks) (April to September) 20 marks Internal Assessment + 80 marks for Term 1 Exam | | TERM-2(100 Marks) (October to March) 20 marks Internal Assessment + 80 marks for Term 2 Exam | | Final weightage for promotion to next grade |
|---|---|---|---|--|---|
| English Mathematics Science Social Science Language – 1 Language – 2 | IA 20 Marks Periodic Test – 1 (5 Marks) with Syllabus covered till announcement of test dates by school. Multiple assessment (5marks) Portfolio (5 Marks) Subject Enrichment Activity (5 Marks) | Term 1 written Exam for 80 Marks as per the syllabus covered till announcement of test dates by school. (September 2023) | IA 20 Marks Periodic Test – 2 (5 Marks) with Syllabus covered till announcement of test dates by school. Multiple assessment (5marks) Portfolio (5 Marks) Subject Enrichment Activity (5 Marks) | Term 2 written Exam for 80 Marks as per the syllabus covered commencing February 2024. | Average of Term 1 & Term 2 |

Grade X:

| Subjects | TERM-1(100 Marks) (1st Half of the session) 20 marks Internal Assessment + 80 marks for Term 1 Exam | | TERM-2(100 Marks) (2nd Half of the session) 20 marks Internal Assessment + 80 marks for Board Examination | | Final weightage for promotion to next grade |
|---|---|---|---|--|---|
| English Mathematics Science Social Science Language – 1 Language – 2 | IA 20 Marks Periodic Test – 1 (5 Marks) with Syllabus covered till announcement of test dates by school. Multiple assessment (5marks) Portfolio (5 Marks) Subject Enrichment Activity (5 Marks) | Term 1 written Exam for 80 Marks as per the syllabus covered till announcement of test dates by school. (September 2023) | IA 20 Marks Periodic Test – 2 (5 Marks) with Syllabus covered till announcement of test dates by school. Multiple assessment (5marks) Portfolio (5 Marks) Subject Enrichment Activity (5 Marks) | Term 2 Board Exam for 80 Marks | Internal scores sent by the school for 20 marks + The marks obtained in board exam |

Grade XI & XII CBSE:

| Class | Term | Assessments | Description |
|--------------|-------------|--------------------|---|
| XI | I | Term 1 | School based internal assessment Question Papers (on syllabus of Term I & II) and Marking Scheme supplied by NIMS group of schools and evaluation carried out by the school for grade 11 |
| XII | I | Term 1 | Term – 1 Board exam for Grade 12 |
| | II | Term II | Grade 12 – Board Examination Grade 11 – School Based |

| | Term 1 | | Board Exam | |
|-----------------------|--------|-----------|------------|-----------|
| | Theory | Practical | Theory | Practical |
| English | 80 | 20 | 80 | 20 |
| Physics | 70 | 30 | 70 | 30 |
| Chemistry | 70 | 30 | 70 | 30 |
| Biology | 70 | 30 | 70 | 30 |
| Physical Education | 70 | 30 | 70 | 30 |
| Home Science | 70 | 30 | 70 | 30 |
| Computer Science | 70 | 30 | 70 | 30 |
| Painting | 30 | 70 | 30 | 70 |
| Mathematics | 80 | 20 | 80 | 20 |
| Psychology | 70 | 30 | 70 | 30 |
| Informatics Practices | 70 | 30 | 70 | 30 |
| Accountancy | 80 | 20 | 80 | 20 |
| Business Studies | 80 | 20 | 80 | 20 |
| Economics | 80 | 20 | 80 | 20 |
| Marketing | 60 | 40 | 60 | 40 |

Grade XI & XII KERALA BOARD

| | Term 1 | | Board Exam | | |
|-------------------------|--------|----------|------------|----------|-------------|
| | Theory | Internal | Theory | Internal | Practical * |
| English | 80 | | 80 | 20 | |
| Hindi | 80 | | 80 | 20 | |
| Computerised Accounting | 60 | 20 | 60 | 20 | 40 |
| Business Studies | 80 | | 80 | 20 | |
| Economics | 80 | | 80 | 20 | |
| Home Science | 60 | 20 | 60 | 20 | 40 |
| Malayalam | 80 | | 80 | 20 | |
| Physics | 60 | 20 | 60 | 20 | 40 |
| Chemistry | 60 | 20 | 60 | 20 | 40 |
| Biology | 60 | 20 | 60 | 20 | 40 |
| Mathematics | 60 | 20 | 60 | 20 | 40 |
| Computer Application | 60 | 20 | 60 | 20 | 40 |
| Psychology | 60 | 20 | 60 | 20 | 40 |

***(Only in Grade 12 Board Examination)**

Grade I to X MOE Examination

| Subjects | Term I (50 Marks) | Term II (50 Marks) |
|-------------------|-------------------|--------------------|
| Islamic Education | School Based Exam | School Based Exam |
| Arabic | | |
| UAE SST | | |
| MEP | | |

Promotion Criteria

| | |
|--------------------------|---|
| Foundation & Preparatory | <ul style="list-style-type: none"> · All promotion |
| Middle | <ul style="list-style-type: none"> · The student shall be promoted if he /she has · a score of minimum 35% in all subjects · 20% marks in one subject and 35% marks in the remaining subjects · 25% marks in two subjects and 35% marks in the remaining subjects · 30% marks in three subject and 35% marks in the remaining subjects |
| Secondary | <ul style="list-style-type: none"> · 33% in all the subjects with separate minimum in both theory and practical · Compartment for one subject · More than one subject will be detained |
| MOE subjects | <ul style="list-style-type: none"> · Arabic and Islamic Education passing marks are 50% · UAE SST passing marks are 40 % · If a child fails in these ministry subjects he / she shall be considered for retest |