



المدرسة الهندية الجديدة
NEW INDIAN SCHOOL

NIS ASSESSMENT POLICY 2026-2027

Signed

Principal : 

Date : 02/03/2026

Reviewed By : **Governing Body | SLT**

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Next Review Due By

Date : 05/03/2027

NIS ASSESSMENT POLICY

CONTENTS		
1	INTRODUCTION	3
2	PURPOSE OF POLICY	3
3	ASSESSMENT APPROCHES	3
4	ASSESSMENT AND RECORD KEEPING IN KINTERGARTEN	6
5	REPORTING TO PARENTS	7
6	ROLES AND RESPONSIBILITIES:	7
7	CENTRALISED DATA MANAGEMENT SYSTEM	10
8	ASSESSMENT SCHEDULE AND BENCHMARK EXAMS	10
9	ASSESSMENT STRUCTURE	11
10	EXTERNAL CURRICULUM ASSESSMENT TEST:	17
11	DATA ANALYSIS (ATTAINMENT, PROGRESS AND TRENDS AS PER MOE)	17
12	CONCLUSION	18

1. INTRODUCTION

At New Indian School, Ras Al Khaimah, we are committed to closely tracking each student's progress and achievements to offer them the best opportunities and support. Our assessment approach is thoughtfully designed to cater to individual learning needs, helping every student unlock their true potential

2. PURPOSE OF POLICY

The New Indian School, Ras Al Khaimah, Assessment Policy has been developed as part of our commitment to providing robust and comprehensive assessment information that teachers can effectively use to personalize and enhance learning.

Through this policy, we aim to:

- Provide clear guidelines on the approaches to assessment at New Indian School, Ras Al Khaimah.
- Clearly outline how and when assessment practices will be monitored and evaluated.
- Enable our learners to demonstrate their knowledge, understanding, and skills in their learning.
- Allow teachers to provide feedback that accurately reflects the individual needs of each learner.
- Help our learners understand their next steps and how they can improve their work.
- Regularly report information to parents, empowering them to support their child's learning journey.

3. ASSESSMENT APPROACHES

At New Indian School, Ras Al Khaimah, we view assessment as an integral part of teaching and learning, closely connected to our curriculum. Our assessment systems align with the criteria of the NCERT while placing a strong emphasis on mastery. Assessments are designed to recognize students' strengths and identify areas where they need additional support. At New Indian School, Ras Al Khaimah, an assessment schedule is established, outlining the arrangements for all assessment activities.

We use five overarching forms of assessment:

- 3.1. Baseline Test
- 3.2. Formative assessment.
- 3.3. Internal summative assessment.
- 3.4. External Benchmark Assessments.
- 3.5. Cognitive Ability Tests (CAT4);
- 3.6. International Benchmark assessments.

3.1. BASELINE TEST

At New Indian School, the Baseline Test is conducted at the start of the academic year. It helps teachers assess students' prior knowledge and identify learning gaps.

The test is diagnostic in nature and does not impact final grades. Results guide lesson planning and support tailored instruction. It sets a strong foundation for tracking student progress throughout the year.

3.2 FORMATIVE ASSESSMENT

Teachers use information from lessons to identify how pupils are performing on a continuing basis and use this information to provide appropriate support or challenge and to evaluate teaching and plan future lessons. Learners use feedback to measure their knowledge and understanding against learning objectives and identify areas in their learning which they need to improve. A range of day-to-day formative assessments will be used including, for example:

- Open ended questioning.
- Observations.
- Use of success criteria.
- Peer and self-assessment.
- Project based Learning.
- Target setting.
- Feedback and marking.
- Discussion.
- Use of exemplars to demonstrate standards.
- Presentations.
- Conversations with children about their learning journey.

3.3 SUMMATIVE ASSESSMENT

Teachers use summative assessments to evaluate learning at the end of a unit, or period, and to measure the impact of their own teaching. School leaders use summative assessment to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to ensure they make expected or better progress. Summative judgements relate to performance against the National Curriculum expectations. Test materials are used at varying points throughout the academic year to support teachers with making accurate teacher assessment judgements. Summative data is always used alongside formative assessment data to develop a well-rounded picture of each child. Summative assessment is monitored and documented so learning is made visible to all stakeholders. At NIS summative data is captured four times a year and recorded on the school ERP (SMS), Phoenix.

A range of in-school summative assessments will be used including, for example:

- 3.3.1. End of term and end of year tests.
- 3.3.2 Short end of topic or unit tests/tasks.
- 3.3.3 Teacher judgements relating to the National Curriculum expectations.
- 3.3.4 Mock exams.

3.4 EXTERNAL BENCHMARK ASSESSMENTS

External benchmark assessments are used to enable school leaders to monitor the performance of student cohorts, identify areas where interventions may be required, and collaborate with teachers to ensure students are supported in achieving sufficient progress and attainment. These assessments also help teachers understand national expectations and evaluate their own performance in a broader national context. The results of these assessments are shared with parents and learners to help them understand how they are

performing compared to students in the UK.

The following External Benchmark Assessments used at NIS are:

- **ASSET**
- **Cognitive Abilities Test (CAT4)**
- **ABT(ARABIC,ISLAMIC&SS)**
- **PIRLS 2021**
- **TIMSS 2023**
- **PISA 2025**

If students are absent during any of the above assessments, arrangements will be made for them to complete the assessments at their earliest convenience.

ASSET (Assessment of Scholastic Skills through Educational Testing)

ASSET exams are designed to benchmark students' academic performance at both national and international levels. Students in Grades 3 to 9, along with their parents and faculty involved in conducting ASSET exams, will receive the results. These results will highlight strengths and areas for improvement, and teachers will use them to design individualized learning strategies to address any gaps in understanding.

ABT,ISBT&SSBT:

Test	Focus	Format	Key Feature
ABT	Reading, writing, grammar, spelling, vocabulary	Texts & exercises	Diagnostic feedback & regional benchmarking
ISBT	Islamic principles & practices	MCQs, scenario-based, textual analysis	Detailed feedback & regional benchmarking
SSBT	History, geography, civics, current events	MCQs, data interpretation, scenario-based	Diagnostic insights & regional benchmarking

3.5 COGNITIVE ABILITY TESTING (CAT4)

The Cognitive Abilities Test (CAT4) is a diagnostic assessment that helps students and teachers understand how they learn and identify academic potential. It assesses how students think in areas known to impact learning. CAT4 is administered from Year 4 onward and evaluates students' abilities in the following reasoning aptitudes:

1. Verbal reasoning
2. Quantitative reasoning
3. Non-verbal reasoning
4. Spatial ability

3.6 INTERNATIONAL BENCHMARK ASSESSMENTS

TIMSS (Trends in International Mathematics and Science Study)

TIMSS is one of the UAE National Agenda objectives aimed at making the UAE one of

the most successful countries in providing world-class education. The goal is to be among the 15 highest-performing countries in TIMSS. The next TIMSS tests will take place in 2027 for Year 5 students.

PISA (Program for International Student Assessment)

The PISA (Program for International Student Assessment) evaluates the skills and knowledge of 15-year-old students in reading, mathematics, and science, providing an international benchmark in line with the UAE National Agenda goal of ranking among the top 20 countries. This year, it was conducted for Grades 7–12 students born in 2009, using standardized tests with multiple-choice and scenario-based questions under strict guidelines. Results offer diagnostic insights, highlight strengths, identify areas for improvement, and inform teaching strategies. Performance is benchmarked nationally and internationally, supporting targeted interventions. Students are expected to maintain academic integrity, and the assessment cycle is reviewed annually to align with updated frameworks and national objectives.

4. ASSESSMENT AND RECORD KEEPING IN KINTERGARTEN

On-going assessment is an essential aspect of the effectiveness of teaching

Observations take place daily (both formally and informally). Teachers make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations to capture significant moments of children’s learning, known as ‘remarking on the remarkable’. Observations are recorded in different formats (e.g. narrative style, photographs and videos) and saved on our one drive. These observations are aligned to developmental milestones and inform summative profiling of children’s development.

The main method of assessment is through practitioners’ observations of children in different learning contexts, including both adult focused activities and child-initiated play. Other methods of assessing children in the KG include engaging alongside children in their play, annotation of children’s written work and talking with children about their task or play. Observations are evaluated, children’s learning priorities are identified, and relevant learning opportunities are planned to support children to make the next steps and progress.

Baseline assessment is carried out using a developmental milestones profiling tool on ARC pathway, during the children’s first half term in school. Judgements made on children’s development are based on practitioners’ evidence of children’s behavior observed independently and consistently in their self-initiated activities across all areas of learning and development. This profiling continues throughout the year to inform teachers’ summative judgements at the end of each term.

In TERM 1 and TERM 2 parents receive an overview of attainment and progress. At the end of the summer term a written report is sent to parents. This is a summative record of the child’s yearly achievement and identifies targets for the child’s next steps for learning.

Examples of moderation activities include:

- Planning and review with colleagues.
- Book Looks.
- Review of ARC Pathway learning journeys.
- Case studies and holistic pictures.
- Moderation with colleagues from other schools.

INCLUSION

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's additional learning needs and any requirements for support and intervention.

These include:

- Internal Special Need Screening tests.
- Non-verbal reasoning assessments.
- Assessments carried out by external agencies in support of the child

5. REPORTING TO PARENTS

We communicate clear information related to student learning to parents through parent/teacher meetings, interim reports and end of year reports.

Parents/Teacher Meetings

normal parent teacher meetings are held termly in both primary and secondary. Parents meet with the class and specialist teachers. Teachers share progress and attainment information and next steps in learning. Parents can request further meetings throughout the year if required.

Interim Reports

Parents will receive interim reports twice within the year, which outline attainment, progress and attitude to learning.

End of Year Reports

Parents will receive an end of year report which outlines attainment and attitude to learning in all curriculum areas, as well as areas of strength and next steps in learning for all core subject areas.

6. ROLES AND RESPONSIBILITIES:

Principal

- Ensure effective implementation of all rules, regulations, and guidelines issued by the Examination Boards and the Directorate of General Education.
- Provide leadership, supervision, and necessary resources to the Examination Wing.
- Approve examination timetables, seating arrangements, invigilation duties, and final result publication.

- Maintain the integrity, confidentiality, and fairness of all examinations conducted in the school.

Vice Principal

- Assist in planning, coordinating, and monitoring examination-related activities.
- Ensure timely communication between departments, teachers, and the Examination Wing.
- Oversee documentation, discipline, and procedural compliance during examinations.
- Address operational issues that arise during internal and board examinations.

Assessment Data Coordinator (Data Lead)

- Maintain and update all student assessment records, internal marks, practical scores, and attendance in the official portals.
- Verify the accuracy of marks submitted by teachers before final submission to the board.
- Prepare, consolidate, and analyze assessment reports for HSE I, HSE II, and board examinations to identify trends, performance patterns, and areas for improvement.
- Coordinate with HODs, class teachers, and the Examination Wing to resolve discrepancies in data.
- Ensure confidentiality, security, and integrity of all assessment-related information.
- Provide analytical insights to the Principal, Vice Principal, and HODs for academic planning and student performance enhancement.

Associate Data Lead (Departmental Assistant)

- Collect marks, attendance, and practical scores from teachers in their department.
- Verify departmental data for accuracy and completeness before submission to the Data Lead.
- Maintain departmental records of internal assessments, practicals, and terminal evaluations.
- Coordinate with HODs, teachers, and class teachers to resolve discrepancies in assessment data.
- Assist in uploading departmental data to official portals as per deadlines.

Examination Wing

- Prepare examination timetables, seating plans, hall arrangements, and invigilation schedules.
- Ensure secure handling, storage, and confidentiality of question papers, answer booklets, and related materials.
- Coordinate internal, practical, model, and board examinations in compliance with official guidelines.
- Monitor the overall environment to maintain discipline and fairness during examinations.

Head of Department (HOD)

- Oversee syllabus completion, assessment planning, and evaluation standards within their department.
- Review and approve question papers, answer keys, and mark distributions prepared by teachers.
- Ensure teachers maintain accurate academic records and submit exam-related requirements on time.
- Support examination procedures and reporting in coordination with the Exam Wing and Associate Data Lead.

Teachers

- Prepare assessments, question papers, and evaluation schemes in line with board standards.
- Invigilate examinations fairly and ensure adherence to exam rules and discipline.
- Mark answer scripts objectively and submit scores within the stipulated timelines.
- Guide students regarding exam rules, preparation strategies, and academic improvement.

Class Teachers

- Maintain accurate class lists, student information, and attendance records.
- Communicate examination schedules, rules, and instructions to students and parents.
- Ensure students are prepared and aware of exam protocols and requirements.
- Support the Examination Wing in smooth conduct of assessments and examinations.

Students

- Follow all examination rules, regulations, and instructions issued by the school and examination boards.
- Maintain honesty and avoid any form of malpractice during assessments or examinations.
- Arrive on time, bring required materials, and demonstrate sincere effort in all assessments.
- Maintain discipline and cooperate with invigilators and examination staff.

7. CENTRALISED DATA MANAGEMENT SYSTEM

The school implements Orison ERP to facilitate the efficient management of administrative, academic, and assessment functions. The system provides centralised data management, precise student tracking, and comprehensive reporting while maintaining role-based access. Access is categorised into four main levels: Teachers, Heads of Departments (HODs), Administrators, and Subject Coordinators, ensuring secure, controlled, and accountable usage in alignment with the school's commitment to quality education and regulatory compliance.



8. ASSESSMENT SCHEDULE AND BENCHMARK EXAMS

These formative assessments are purely informal; however, the date and time of the test will be announced beforehand. These assessments will be conducted during regular periods for the subjects concerned.

Summative Assessment (SA)

This assessment test is the final assessment of the student's performance. This assessment will be conducted twice a year, at the end of each term (Term 1 and Term 2) in the form of a proper pen and paper-based test conducted by the schools themselves.

EVALUATION SCHEDULE

ASSESSMENTS	MONTH	GRADE
BASE LINE /PT1/UT1	APRIL	1-12
TERM1	JUNE	1-12
UNIT TEST II	OCTOBER	
TERM2	DECEMBER	1-9
REVISION & TEST SERIES (X-XII)	DECEMBER	10,11&12
MODEL EXAMINATION I	JANUARY	10-12
MODEL EXAMINATION II	FEBRUARY	10-12
ANNUAL EXAMINATION (TERM 3)	FEBRUARY - MARCH	1-9
EXTERNAL BOARD EXAMINATIONS (THEORY & PRACTICAL)	FEBRUARY - MARCH	10 ,11&12
NOTEBOOK/PORTFOLIO, SUBJECT ENRICHMENT (SE), MULTIPLE ASSESSMENTS	CCE	1-12

External International Benchmark Assessment

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 to validate the accuracy and reliability of its internal assessment process.

EXTERNAL BENCHMARK EXAMS

Assessment	Targeted Students	Expected Time of Conduct
ASSET (English, Math, Science)	Grade 3 to Grade 9	November - January
ABT (Arabic A& B ,Islamic A&B &MSCS A/MSCS B)	Grade 3 to Grade 9	May (First round) January (Second round)
GL Cognitive ability test - CAT4	Grades 3,5,7,9	September - October
PIRLS (Reading Literacy)	Grade 4	Every 5 Years
PISA (Reading, Math, Science)	15-Year-old Students	Every 3 Years (May)
TIMSS (Math, Science)	Grade 4, Grade 8	Every 4 Years

9.ASSESSMENT STRUCTURE

CLASS	Subject	Duration	Written Exam	CE	Total	Pass %	
1-5	Arabic A/Arabic B	1 hr. 30 minutes	40		10	50	50%
	Islamic A/Islamic B/Moral Science	1 hr. 30 minutes	40		10	50	50%
	Social Studies	1 hr. 30 minutes	40		10	50	30%
	MSCS A/MSCS B	1 hr. 30 minutes	40		10	50	50%
	English	1 hr. 30 minutes	40		10	50	30%
	Hindi/General Knowledge	1 hr. 30 minutes	40		10	50	30%
	Malayalam/Special English/Urdu	1 hr. 30 minutes	40		10	50	30%
	Maths	1 hr. 30 minutes	40		10	50	30%

	Science	1 hr. 30 minutes	40	10	50	30%
	Computer	1 hr. 30 minutes	40	10	50	30%
CLASS 6-7	Subject	Duration	Written Exam	CE	Total	Pass %
	Arabic A/Arabic B	1 hr. 30 minutes	40	10	50	50%
	Islamic A/Islamic B/Moral Science	1 hr. 30 minutes	40	10	50	50%
	Social Studies	1 hr. 30 minutes	40	10	50	30%
	MSCS A/MSCS B	1 hr. 30 minutes	40	10	50	50%
	English	1 hr. 30 minutes	40	10	50	30%
	Hindi/General Knowledge	1 hr. 30 minutes	40	10	50	30%
	Malayalam/Special English/Urdu	1 hr. 30 minutes	40	10	50	30%
	Maths	1 hr. 30 minutes	40	10	50	30%
	Physics	1 hr. 30 minutes	40	10	50	30%
	Chemistry	1 hr. 30 minutes	40	10	50	30%
	Biology	1 hr. 30 minutes	40	10	50	30%
	Computer	1 hr. 30 minutes	40	10	50	30%
	CLASS 8	Subject	Duration	Written Exam	CE	Total
Arabic A/Arabic B		1 hr. 30 minutes	40	10	50	50%
Islamic A/Islamic B/Moral Science		1 hr. 30 minutes	40	10	50	50%
Social Studies		1 hr. 30 minutes	40	10	50	30%

		minutes				
	MSCS A/MSCS B	1 hr. 30 minutes	40	10	50	50%
	English	1 hr. 30 minutes	40	10	50	30%
	Hindi/General Knowledge	1 hr. 30 minutes	40	10	50	30%
	Malayalam/Special English	1 hr. 30 minutes	40	10	50	30%
	Maths	1 hr. 30 minutes	40	10	50	30%
	Physics	1 hr. 30 minutes	40	10	50	30%
	Chemistry	1 hr. 30 minutes	40	10	50	30%
	Biology	1 hr. 30 minutes	40	10	50	30%
	Computer	1 hr. 30 minutes	40	10	50	30%
CLASS 9-10	Subject	Duration	Written Exam	CE	Total	Pass %
	Arabic A/Arabic B	2 Hrs. 30 Minutes	80	20	100	60%
	Islamic A/Islamic B/Moral Science	1 hr. 30 minutes	40	10	50	60%
	Social Studies	2. hrs 30 min	80	10	100	30%
	MSCS A/MSCS B	1 hr. 30 minutes	40	1 hr. 30 minutes	40	60%
	English	2. hrs 30 minutes	80	10	100	30%
	Hindi/General Knowledge	1 hr. 30 minutes	40	10	50	30%
	Malayalam1/Additional English	1 hr. 30 minutes	40	10	50	30%
	Malayalam2/Special English	1 hr. 30 minutes	40	10	50	30%
	Maths	2. hrs 30 min	80	10	100	30%
	Physics	1 hr. 30 minutes	40	10	50	30%
	Chemistry	1 hr. 30 minutes	40	10	50	30%
	Biology	1 hr. 30 minutes	40	10	50	30%
	Computer	1 hr. 30 minutes	40	10	50	30%

CLASS 11/12 Science	Subject	Duration	Written Exam	CE	Total	Pass %
	Arabic A/Arabic B	2. hrs 30 minutes	80	20	100	60%
	Islamic A/Islamic B/Moral Science	2. hrs 30 minutes	80	20	100	60%
	English	2. hrs 30 minutes	80	20	100	30%
	Malayalam /Hindi/Arabic	2. hrs 30 minutes	80	20	100	30%
	Maths	2. hrs	60	20	80	30%
	Physics	2. hrs	60	20	80	30%
	Chemistry	2. hrs	60	20	80	30%
	Biology/ Computer Science	2. hrs	60	20	80	30%
CLASS 11/12 Commerce	SUBJECT	DURATION OF EXAM	MARK			PASS %
PHASE 4	Arabic A/Arabic B	2. hrs 30 min	80	20	100	60%
	Islamic A/Islamic B/Moral Science	2 Hrs. 30 Minutes	80	20	100	60%
	English	2. hrs 30 min	80	20	100	30%
	Malayalam /Hindi/Arabic	2. hrs 45 min	100			30%
	Computer Application	2. hrs	60	20	80	30%
	Accountancy	2. hrs	60	20	80	30%
	Economics	2. hrs 30 min	80	20	100	30%
	Business Studies	2. hrs 30 min	80	20	100	30%

PORTION BREAKDOWN FOR THE ANNUAL EXAMINATION – GRADES 1 TO 12

CLASS	PORTION
1-5	100% FROM TERM 2 T3 FULL PORTION
6	10% FROM T1 90% FROM T2 T3 FULL PORTION
7	20% FROM T1 80% FROM T3 T3 FULL PORTION
8	30% FROM T1 70% FROM T3 T3 FULL PORTION
9-12	FULL PORTION (T1+T2+T3)

PORTION BREAKDOWN FOR TERM 2 EXAMINATION – GRADES 1 TO 12

CLASS	PORTION
1-5	10 %FROM TERM 1 T2 FULL PORTION
6	20%FROM TERM 1 T2 FULL PORTION
7	30%FROM TERM 1 T2 FULL PORTION
8	40%FROM TERM 1 T2 FULL PORTION
9-12	FULL PORTION (T1+T2)

NIS EXAM DATES (INTERNAL) 2025-2026

EXAM	STARTING DATE	END DATE
FIRST TERM	19/06/2025	30/06/2025
SECOND TERM	04/12/2025	11/12/2025
EXTRA COACHING CLASS (X, XI & XII)	15/12/2025	19/12/2025
PREMODEL EXAM (X, XI, & XII)	12/01/2026	05/02/2026
ANNUAL EXAM	18/02/2026	05/03/2026
BOARD EXAM THEORY (X, XI&XII AS PER KERALA GOVT CIRCULAR) MARCH 2026)		

NIS EXAM DATES (EXTERNAL) 2025-2026

TERM	EXAM	STARTING DATE	END DATE
I	ABT,ISBT,SSBT (1 ST ROUND)	21 ST MAY	6 TH JUNE
	PISA	21 ST MAY	22 ND MAY
II	CAT4	8 TH SEPTEMBER	11 TH SEPTEMBER
III	ASSET	24 TH NOVEMBER	TILL JANUARY
	ABT,ISBT,SSBT (2 ND ROUND)	JANUARY	JANUARY

10.EXTERNAL CURRICULUM ASSESSMENT TEST:

- The Kerala Board of Higher Secondary Examinations shall be constituted to oversee all matters related to higher secondary examinations, including the preparation, administration, and finalization of results.
- The Higher Secondary Examination Branch of the Directorate of General Education, Government of Kerala, shall function under the general supervision and control of the Director. The Director, who serves as the Chairman of the Kerala Board of Higher Secondary Examinations, is responsible for ensuring the proper and efficient conduct of all examinations.
- At the school level, the Principal shall serve as the Examination Coordinator for all Kerala Board examinations, ensuring compliance with board guidelines and the smooth administration of examination-related procedures. For Grade 10,11 and 12 as per the Board Examination on March (End of the academic year)
- The Practical Examination is conducted at the end of HSE 1 but the final Practical Examination (with score 40) is at the end of Higher Secondary Course before the Board Practical Theory Examination.
- There is a separate minimum for TE (Terminal Evaluation) as 30% ,24 marks of the subjects without Practical and 18 marks for the subjects with Practical in both HSE I and HSE II separately.

11.ATTAINMENT, PROGRESS AND TRENDS AS PER UAE INSPECTION FRAMEWORK

Attainment: In education, attainment refers to the level of achievement or success that a student reaches in their learning journey. It typically encompasses the knowledge, skills, and understanding that students acquire through their education. Attainment can be measured through various means such as exams, assessments, projects, and observations. It's often assessed against predetermined standards or benchmarks set by educational authorities, like the MOE. Attainment levels may vary across subjects and grade levels, and they provide valuable insights into students' proficiency and mastery of the curriculum.

ATTAINMENT MEASURES				
ABOVE M STANDARD(7,8GG)	CURRICULU (40-4G)%	(50-60)%	(61-74)%	>=75%

INLINE CURRICULUM (5,6,7,8GG)	G	ABOVE STANDARD	>= 75%	>= 75%	>= 75%	>= 75%
JUDGEMENT	ACCEPTABLE	GOOD	VERY GOOD	OUTSTANDING		

Progress: Progress in education refers to the advancement or improvement made by students over time in their learning journey. It's about how students develop their skills, knowledge, and understanding as they move through the educational system. Progress can be measured by comparing a student's current level of attainment to their previous levels, assessing growth in various areas such as academic achievement, social skills, and personal development. Monitoring progress allows educators to identify areas where students may need additional support or challenge and to adjust teaching strategies accordingly. Progress is not always linear and can be influenced by various factors, including teaching quality, resources, student engagement, and individual differences.

Above Expected: If a student or group of students consistently shows performance that is more than **2 points** above the expected level (or benchmark), they would be categorized as "Above Expected." This shows that they are excelling.

Expected: If the performance is within **0-1 points** of the expected standard, the student is categorized as meeting expectations, indicating they are on track.

Below Expected: If the performance is **0 or more points below** the expected level, the student is categorized as falling below expectations, and they may require extra support or intervention.

Within the MOE framework, both attainment and progress are crucial metrics for evaluating the effectiveness of educational policies, programs, and practices. The MOE often sets targets and standards for both attainment levels and progress rates to ensure that students receive a high-quality education and are adequately prepared for future endeavors. Additionally, the MOE may provide guidelines, resources, and support to schools and educators to

Above Expected(7,8 &9)	(40-49)%	(50-60)%	(61-74)%	>=75%
Expected G Above Expected(5,6,7,8&9)	>= 75	>= 75	>= 75	>= 75
Judgement	Acceptable	Good	Very Good	Outstanding

facilitate continuous improvement in both attainment and progress for all students, regardless of background

Ultimately, this policy fosters a **growth-oriented environment** that encourages students to reach their full potential academically, socially, and emotionally. It enables educators to adapt their strategies, ensuring that all students receive the support and guidance they need to thrive, in alignment with the UAE's vision for educational excellence and **effective school performance.**

Conclusion

The assessment plan at New Indian School ensures a balanced, inclusive, and student-centered approach to evaluating learning. By combining various assessment methods with timely feedback, it supports academic growth, informs teaching, and empowers students to take ownership of their progress. This plan reflects our dedication to nurturing well-rounded, lifelong learners.

VERSION CONTROL

Version	Date	Description of Changes	Approved By	Next Review Date
1.0	01 April 2024	Initial policy development aligned with RAKDOK guidelines	Principal	15 April 2025
1.1	15 April 2025	Added inclusion strategies, SEND support mechanisms	Principal	02 March 2026
1.2	02 March 2026	Updated technology protocols and platform usage	Principal	05 March 2027