

GIIS-AD-Policy-25-026

ASSESSMENT/EXAM POLICY

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Introduction

Assessment is one of the most important tools for educational improvement as it helps create a culture of using data and evidence to evaluate and enhance the performance of students, staff, and schools. In a school environment as diverse as Abu Dhabi's, the standardization of assessment data equally allows for the establishment of a common ground to drive change. This policy sets out the basic requirements for the creation of a culture of assessment in schools.

Purpose

To ensure the planning and management of exams is conducted efficiently and in the best interests of candidates.

To ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

The exams policy will be reviewed every year.

Identify high-quality internal and external assessment methods that use data-driven decision-making processes to inform teaching and learning and raise the level of student achievement.

Specify the ADEK-mandated external assessments that need to be implemented and used as indicators of student progress and attainment in the emirate of Abu Dhabi

Require that assessment data is analyzed, monitored, and shared with relevant stakeholders.

Exam responsibilities:

Assessment Head

Overall responsibility for the exam centre.

Manages the administration of public and internal exams and the production of exam results.

Advises the senior leadership team, subject and class teachers, and other relevant support staff on all exam timetables and application procedures as set by the various exam boards.

Oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.

Consults with teaching staff to ensure that necessary coursework (portion) is completed on time.

Prepare guidelines for teachers to prepare question papers for different examination. Prepare precise and lucid instructions regarding (a) pattern of question paper (b) types of questions (c) rational marks allotted to different types of question, (d) language of instruction, etc.

Collection of question papers from the subject teachers and verification of their quality assurance.

Provides and confirms detailed data on estimated entries.

Receives, checks and stores securely all exam papers and completed scripts.

Identifies and manages exam timetable clashes.

Liaises with the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams both internal and external.

Liaises with the Deputy Head (Academic) in producing exam timetables for all internal exams.

Prepares and presents reports to the Deputy Head (Academic) showing results achieved.

Submits candidates' coursework marks, tracks dispatch, and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.

Arranges for dissemination of exam results and certificates to candidates and maintains systems and processes to support the timely entry of candidates for their exams.

Organise the examination invigilation duty.

Invigilators

Collection of exam papers and other material from the exam office before the start of the exam.

Follow the seating plan for all the exams.

Need to give proper instructions about the behaviour in examination hall prior to the commencement of exam.

Fill the attendance sheet with the names of absentees and their roll number.

Must sign the answer sheets after checking the details entered by the students.

Should not use mobile phones and laptops during invigilation time.

Should not sit during invigilation time.

Teachers of class 3 – 6 need to check the answer scripts before collecting to see if all the questions have been attempted by the students or not. If not, ask them to attempt it.

Also check their name, roll number, number of additional sheets, etc.

Collect the papers according to the roll number wise.

Must be aware of evacuation procedures in any emergency.

Subject Teachers:

Should follow the timeline for completing the portion and submitting the question papers.

Should follow the question paper setting format which is given by the exam department.

Should get the approval from their respective leads and coordinator, before submitting the question papers to the exam department.

Submit the question papers with vetting form along with parallel teacher's, HOD's and Coordinator's signature.

Subject teachers will not be allowed to visit examination hall during the conduct of their subject exam.

To avoid movement of subject teachers please ensure that the Question Paper is free of any errors.

Before beginning the correction, the answer key must be corrected by the subject leads.

Send the students list those who needs re-exam as soon as correcting the papers,

Enter the marks and remarks in Mygiis immediately after the verification done by the cross-checking committee.

Download the report card from the Mygiis and send it to the respective students after the instruction given by the exam department.

QUALITY ASSURANCE MECHANISMS

Added requirement for QA mechanism for internal assessments Schools shall adopt and implement a rigorous quality assurance process for internal assessments including regular reviews of assessment types, moderation of marking to ensure consistency and fairness, and calibration sessions to align their assessment practices with established standards and expectations to ensure validity and reliability.

ACADEMIC GRADES

Added requirement on grades to be based on achievement

Schools shall ensure that final grades/marks are solely reflecting student achievement towards standards and learning outcomes, however, other components should be reported separately, in line with the ADEK Student Performance Reports Policy.

For KG1 and KG2

Assessment as per NEP/NCF policy

For Grade 1 and 2:

Assessment will be as per NEP/NCF policy.

Question paper setting format:

For Grade 3 to 12:

The question paper must be set for maximum 20 marks for PT1 and PT2 for both CBSE and Ministry subjects with the time duration of 45 minutes.

The question paper must be set for maximum 20 marks for Pre-Midterm and Post midterm for both

CBSE and Ministry subjects with the time duration is 45 minutes.

The question papers must be set for maximum 40 marks from grades 3 to 5 for Half Yearly and Annual Examinations for CBSE subjects with time duration 1:30 Hours.

The question papers must be set for maximum 80 marks from grades 6 to 11 for Half Yearly and Annual Examinations for CBSE subjects with time duration 3:00 Hours.

The question papers must be set for maximum 50 marks from grades 3 to 11 for Half Yearly and

Annual Examinations for Ministry subjects with time duration 2:00 Hours.

Add your department name in the question paper (In header).

Add Roll No. to the question paper.

Preparation of Question Paper should be done with proper alignment, date and page numbers must be mentioned.

Font: Arial – 12 - to be used for the body of the question paper.

Instructions and headings – Arial – 14 (Bold).

Marks: Arial – 12 (Bold). Format [mark x No. of questions = total] (follow the same type of bracket given above)

Teacher must adhere to the Question Paper submission schedule. Late submission will not be accepted by the exam committee unless recommended by the coordinator or Principal.

Numbering pattern must not be confusing.

Main questions/ Instructions must be typed in Roman numbers. Sub-questions must be typed in numerals.

Page number pattern: Bottom of page- Bold number mentioned as page 1 of 1 in centre.

Spacing: 1.5

Try to put the instructions (paragraph) and questions on the same page.

Space must be given between section topic and the Questions.

Clear instructions (subject specific) must be given at the beginning of the question paper, answering of questions in question paper itself or use of answer sheet etc.

Grading Criteria for Scholastic Areas

CBSE Subjects		Islamic Education & Arabic		MSCS	
Eng/Math/Sci/SST/Hindi/ICT/French					
Range of Marks	Grade	Range of Marks	Grade	Range of Marks	Grade

91-100	A1	91-100	A1	91-100	A1
81-90	A2	81-90	A2	81-90	A2
71-80	B1	71-80	B1	71-80	B1
61-70	B2	61-70	B2	61-70	B2
51-60	C1	55-60	C	51-60	C
41-50	C2	50-54	D	40-50	D
33-40	D	Below 50	E	Below 40	E

Subject teacher must set a re-test question paper for the students who get grade E.

Candidates

A seat with name and ID number will be allotted to each student. The student must find and occupy the seat particularly assigned to him/her.

The unruly behaviour of the students toward the invigilator is considered a serious offence.

Students shall not leave the examination room temporarily during the period of the examination. A student who leaves the examination hall before the expiration of examination must surrender his/her answer script to the invigilator otherwise will be considered as cheating.

Students are required to bring their own pens, pencils, erasers, rulers etc. While the examination is in progress, they are not allowed to borrow these items from other students.

Students are not allowed to keep books, papers, or other aids with them during the examination.

Students are reminded that cheating in an examination is considered a serious offence which would lead to expulsion from the examination.

The following would be treated as 'cheating' during an examination: -

Communicating or trying to communicate in any way with fellow students –

Attempting to view examination papers of others.

Using unapproved examination materials, such as: calculators, mobile phones, formulas

Possessing "cheat sheets".

Writing on desk, body parts, dress, scale or in any other materials If a student is caught cheating (irrespective of the extent) in any form his/her script will be marked "zero" in that examination, she/he will have to leave the examination room immediately and no reexamination will be taken later.

Absentees

If any student was absent during the exam time for a valid reason, some percentage of their other exam marks will be taken an account for her/his non attempted exams.

No retest will be conducted for the absentees.

Additional Learning Needs

A candidate's additional learning needs' requirements are determined by the ALN department.

The ALN Department will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam.

The ALN Department can inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

The school shall keep records of the accommodation and modifications required by individual students and ensure that teachers and invigilators have access to these records.

The school shall ensure that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.

Exam Days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available to the invigilator(s).
The School Porter and Exams Officer are responsible for setting up the allocated rooms.

Results:

Candidates will receive individual results through our school portal (Mygiis) on results days.

Policy:

Approaches to utilize internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes.

Identification of the assessment methods to be used, appropriate to the age/stage of students.

Implementation of ADEK-mandated external assessments, including a focus on achieving the school's international assessment targets.

Use of Internal Assessments: Schools shall implement different forms of internal assessments as required or deemed appropriate according to curriculum, age, purpose, and need, such as those indicated in the table below.

Specific Requirements for Formative Assessments: A school's Assessment Policy shall include specific requirements on formative assessments with guidelines for educators on:

Carrying out regular, continuous assessments of all students.

Sharing learning outcomes with students and parents in addition to the assessment criteria used to evaluate the student's work.

Creating opportunities for peer and self-assessment enables students to think critically and metacognitively about their own work in relation to success criteria and next steps for learning.

Ensuring instructional planning includes a variety of means to assess student's progress (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements).

Provision of accommodations and modifications for students with additional learning needs to enable the equitable participation of all students.

Working with students to help them set challenging learning targets for themselves, monitor their own progress, and continuously improve.

Specific Requirements for Summative Assessments: The school's Assessment Policy shall include specific requirements on summative assessments with guidelines for educators on:

Assessing student progress through a variety of methods, including selected/constructed response and performance tasks and project-based assessment aligned to the school's curriculum standards.

Adapting assessments to cater to students with different abilities, including appropriate accommodations and modifications for students with additional learning needs aligned to their individual needs.

Analysis and use of the results of assessments to inform teaching and learning.

Examples of rubrics and/or grading criteria used.

Moderation protocols and a commitment to ensuring grading consistency.

Invigilation protocols and a commitment to ensuring assessment integrity.

External Assessments

Use of External Assessments: Schools shall implement different forms of external assessments as

required or deemed appropriate according to curriculum, grade, purpose, and need, such as those indicated in Table 2. Types of external assessment

Type of Assessment	Description
Standardized Benchmark Assessments (SBA)	Assessments developed by external assessment provider are administered annually and used to determine student attainment and progress. These are mandated based on curriculum.
International Assessments	Assessments (PISA, PIRLS, TIMSS) developed by external assessment providers administered periodically that are used to compare student performance nationally and internationally
Board Exams	<p>Formally designed, quality-assured assessments marked by an exam board or independent organization (CBSE). These are high stake standardized assessments that validate the completion of a secondary certificate that are prerequisites for or enhance the prospect of university admissions.</p> <p>Added transparency on Board Exam Fees a) Schools shall publish, on their website, their board exam fees as per the quotations from the assessment provider for that year. b) Schools may charge an administrative fee in line with the ADEK School Fees Policy.</p>

International Assessments: The school shall administer all international assessments required by ADEK (e.g., ASSET, PISA, TIMSS, and PIRLS).

1. Schools shall adhere to all requirements issued by ADEK regarding the administration of international assessments.
2. Schools shall analyze and review the international assessment school reports and utilize recommendations for school improvement planning and target setting.
3. Schools shall engage the whole school community in developing short- and long-term improvement strategies to meet their international assessment targets.

Board Exams: The school shall register all eligible students for board exams, as required, to obtain high school equivalency in accordance with the latest UAE ministerial resolution concerning the system of equivalence of school certificates.

The school should encourage high-performing students to sit for the highest-level options for their board exams.

The school shall communicate this recommendation to parents and engage with them to encourage students to choose this option.

The school shall document the communication, recommendation, and final decision taken by the student and their parents.

The school are permitted to charge parents the fees for board exams for which a student is registered (including an admin fee that covers the processing of documents).

Student performance on these assessments shall be reported to ADEK annually for tracking on eSIS

and monitoring of progress.

The chosen assessments by the school (whether SBAs or national exams) require ADEK approval. Schools shall explain to parents the purpose of assessments utilized and how they will be used to inform their child's future learning.

Schools should follow up with parents to ensure maximum participation in external assessments. Exemption of a student from external assessments requires ADEK approval.

Utilization of Assessment Data:

a. Internal assessment: After every exam (PT1, term 1, PT2, term2) detailed analysis of the results should be done. 7S analysis tool should be used to provide elaborate analysis of the data.

b. Based on the analysis report, subject leads are responsible to prepare subject improvement/intervention plan to ensure appropriate support is provided to the students of all groups (high achievers, average, low achievers and Gifted & Talented students)

External assessment: ASSET should be conducted mandatorily every year as per ADEK assessment policy for grades 3 to 9. Analysis of the assessment data should be done every year by the respective subject leads (English, Math & Science). Action plan should be prepared by the Subject leads under the guidance of SLT.

Review of the action plan/intervention plan should be done twice a year.



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