



BRIGHT RIDERS SCHOOL, ABU DHABI

ASSESSMENT POLICY

KG ASSESSMENT POLICY

I. RATIONALE:

We believe that assessment is integral as it informs teaching & learning and enables the evaluation of current practices, existing policies and the achievement and progress of a learner, department, cycle and school level.

Objectives:

The objectives of assessment in our school are:

- To provide information about student learning; their knowledge, understanding of concepts and acquisition of skills to identify the learning needs of each child in order to plan for future learning experiences
- To help students understand what they need to do next to improve their work (self-assessment)
- To provide regular information for parents that enables them to support their child's learning
- To provide teachers with information & data that allows them to measure the effectiveness of teaching and learning.

II. (a) SUBJECTS OFFERED IN KINDERGARTEN & GRADING

SCHOLASTIC	CO SCHOLASTIC
✓ ENGLISH	✓ PT/GAMES
✓ MATHEMATICS	✓ ART - CRAFT
✓ ENVIRONMENTAL STUDIES	✓ DANCE - MUSIC

(b) GRADING

SCHOLASTIC	CO SCHOLASTIC
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Grade	Marks Range
A*	90 - 100
A	75 - 89
B	56 - 74
C	35 - 55
D	0 - 34

Grade	Marks Range
A	4 - 5
B	3 - 4
C	2 - 3
D	0 - 2

III. ASSESSMENT

At BRS, two different but complementary types of assessment are planned for and implemented as part of the regular learning and teaching process:

Formative Assessment

Formative assessment and teaching are directly linked and function purposefully together. By monitoring children's achievement during learning and taking note of children's understandings and skills, teachers are able to refine the teaching and learning process and gather assessment information that allows them to plan for the next steps in the learning process. Strategies for formative assessment, include specific tasks, as well as topic wise assessment and play experiences such as learning conversations, questions, notes made by the teacher during observations, a detailed analysis of a student's work and progression, and assessment of daily work sample. Student will be assessed on continuous basis for various learning outcomes.

Summative Assessment

Summative assessment gives teachers a clear insight into what children know as a result of, or at the end of a learning period. Summative assessment is understood as the culmination of the teaching and learning process. It gives children the opportunity to demonstrate what has been learnt and understood, and teachers the opportunity to reflect on the effectiveness of the teaching and learning process. Summative assessment data is used to report to parents at different stages / periods on progress in learning so that they can take the required steps for enhancing the level of learning & growth.

IV. RECORDING

Progress recording, tools and strategies for assessment

Class teachers have an assessment folder where records of learning progress for each child is kept. This enables teachers to access data on each child's learning and supports in planning for differentiated groups and in reporting to parents.

- Records of children's level or progress in subject or key areas (e.g. literacy, numeracy and scientific skills) through checklists or rubrics,
- IEPs and other SOD records
- Any relevant examples of children's work (text book exercises, notebook or worksheets)

We make use of a range of strategies and tools to assess and record children's knowledge understanding and learning. These include:

- Observation
- Checklists
- Photographs
- Illustrations
- Classroom & corridor displays
- Rubrics
- Student reflections (drawing happy / sad face, thumbs up/down)
- Student portfolios
- Anecdotal records

V. REPORTING

Reporting is about communicating what students know, understand and can do. It describes the progress of the child's learning and identifies areas for growth. Reporting takes several forms including Parent Conferences, written reports, the Student Portfolio and Shared Learning Days. Effective reporting involves:

- Open house - Involves parents, students and teachers as partners
 - Student portfolios – collection of student's work, samples on different subjects
 - Parental engagement programs/events/competitions
- * Progress report – uploaded in the school portal after completion of every term

At the end of KG 1, information about individual children is passed onto the KG 2 teacher through discussion. While discussing, the following information is provided to the KG 2 teacher:

- A brief about each child (their strengths, helpful support strategies, areas for development and any key information)
- A summary of subject area skills for Maths, language, social needs.
- SOD information (IEPs, any external therapies and supports)
- Highlight any children who have particular support needs (e.g. language development, social and emotional support)

ASSESSMENT POLICY (GRADES 1 TO 8)

RATIONALE

Effective Assessment is to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the student.

- ▶ helps **students** learn and monitor learning through progress measured and motivates them to work to the best of their ability.
- ▶ supports **teachers** to facilitate teaching and learning, to identify what children already know and take the next steps to guide them forward.
- ▶ Informs all **stakeholders** and ensures that a consistent, rigorous and meaningful assessment and reporting process is adhered to across the school.

OBJECTIVES

The objectives of assessment in the school are:

- ▶ to use suitable forms of assessment based on expectations which are clear, realistic and understood by the children.
- ▶ to enable the children to demonstrate what they know, understand and what they can do to improve their work.
- ▶ to allow teachers to plan work that accurately reflects the needs of each child.
- ▶ to provide regular information for parents that enables them to support their child's learning.
- ▶ to provide the SLT, Middle Leaders and teachers with information that allows them to make judgements about the effectiveness of teaching in the school.

HOW TO ASSESS

BRS assess students' learning in a continuous process which includes the four dimensions of assessment:

- Monitoring Learning
- Documenting Learning
- Measuring Learning
- Reporting on Learning

► Monitoring Learning

Monitoring helps to check the progress of learning against personal learning goals and success criteria. Internal assessment is conducted in three forms.

Assessment for Learning (Formative Assessments-FA)	<ul style="list-style-type: none"> • Teachers use student data to inform their teaching. • Students receive feedback from teachers about the learning journey and how to improve. • Tools used are Power Point presentations, Written report, Oral presentations, Project work, Posters, Model making, Booklets, Assignment, Case study, Journal, Group discussion, Research etc
Assessment of Learning (Summative Assessments - SA)	<ul style="list-style-type: none"> • Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards. • Tools used are teacher created tests, end of term exams, portfolios etc
Assessment as Learning	<ul style="list-style-type: none"> • Students involved in the learning process by monitoring their own progress, asking questions and practising skills. • Students use self assessment, peer assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.
External assessments	PISA, TIMMS, PIRLS, IBT(ACER), ASSET, CAT4, SHASTRA PRATHIBHA (SCIENCE INDIA FORUM), ARYABHATTA GANIT CHALLENGE (CBSE), SCIENCE CHALLENGE (CBSE)

► Documenting Learning

Documenting is the process to compile the evidence of learning,

- The documenting process of the assessment is continuous
- Individual records are developed through entries made in the individual assessment trackers, teacher's personal mark books and assessment folders (Student Portfolio, Reflections) and school portal as per the program requirement
- Samples of individual child's work that represent comprehension and are maintained as portfolios throughout the learning process if required by the program.

► Measuring Learning

Measuring is the process to capture what the student has learned at a particular "point in time" and analyze the data to inform learning and teaching.

- * A range of assessment tools, rubrics, descriptive indicators and marking schemes are used which comply the most comprehensive picture of student progress and achievement over time.
- * Students' learning is measured based on success criteria and learning outcome.
- * Data is used to analyze and inform teaching and learning.

*Student action and learner attributes cannot be measured. Rather they are monitored and documented.

*Constructive feedback is provided to students for their overall development.

► **Reporting on Learning**

Reporting is a process to describe the progress and achievement of the student’s learning.

· Feedback and Communication:

· Clear feedback on assessment results (AFL, AOL) are provided to students and Parents. They are offered guidance for improvement.

The term wise report card informs parents of their child’s progress in all areas, indicates whether children are working at, above or below the standards and contains targets for improvement.

- Parents are given the opportunity to discuss these reports with the teacher through parent teacher meetings
- Teachers and parent assess the student’s progress using a set of assessment tool.
- Parents are given the opportunity to discuss about the students’ progress during Parent Teacher Meeting which happens thrice a year
- Parent requests for meetings - Parents are invited to request a meeting with their child’s teacher to provide further clarification on an issue or if they have concerns about their child’s progress. The request may be made either directly through email or a phone call.

Special Education Needs (SEN) or inclusion policy

Student falling into the Special Education Needs will have an individualized education Plan for which, in certain cases, will result in a modified curriculum. In these cases the SEN department will report on student progress as per the reporting requirements.

SUBJECTS OFFERED, DESIGN OF THE ASSESSMENT&GRADING

PRIMARY (GRADES I TO IV)			
Subjects offered			
Scholastic		Co Scholastic	
Core subjects: English, Mathematics, EVS, Hindi, General knowledge		Work education (computers) Physical education Art & craft	
MoE subjects: Arabic, Islamic studies, Moral,Cultural Civic studies		Dance Music Personality development	
Design of the assessment			
Core subjects			
	Term1	Term2	Term3

Grades I to IV	30% FA 70% SA	30% FA 70% SA	30% FA 70% SA
MoE subjects			
Term1		Term 2	
50% FA 50% SA		50% FA 50% SA	
Co scholastic subjects			
Term1	Term2		Term3
FA only	FA only		FA only
GRADING SCALES			
I to IV			
Core subjects		MoE subjects	
Grade		Marks Range	
A*		90 - 100	
A		75 - 89	
B		56 - 74	
C		35 - 55	
D		0 - 34	
Grade		Marks Range	
A1		90 - 100	
A2		80 - 89	
B		70 - 79	
C		60 - 69	
D		50 - 59	
E		0 - 49	
Grade		Marks Range	
A		9 - 10	
B		7 - 8	
C		5 - 6	
D		0 - 4	

MIDDLES (GRADES V TO VIII)			
Subjects offered			
Scholastic		Co Scholastic	
Core subjects: English, Mathematics, EVS/Science, Hindi/French, Social studies (Indian), General knowledge MoE subjects: Arabic, Islamic studies, Moral Cultural Civic studies		Work education (computers) Physical education Art & craft Personality development	
Design of the assessment			
Core subjects			
	Term1	Term2	Term3
Grades I to IV	30% FA 70% SA	30% FA 70% SA	30% FA 70% SA
Grades V & VI	30% FA 70% SA	30% FA 70% SA	30% FA 70% SA
Grades VII & VIII	20% FA 80% SA	20% FA 80% SA	20% FA 80% SA
MoE subjects			

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RECORDING AND ANALYSIS OF ASSESSMENT DATA

The results of all forms of assessments are uploaded by the subject teachers within the term on the school data management software.

The software automatically analyses the data and generates the following reports about the assessment:

- List of students absent/missed the assessment
- Statistical information such as mean marks, highest/lowest marks, distribution of marks, standard deviation, etc.
- Student wise / subject wise performance trend over a term/academic year.

The result of the analysis shall be passed to the academic team (Head of school, subject coordinator, subject teachers) who shall discuss the same at the results discussion meetings. The outcome of these meetings from the basis for future planning of teaching and learning process

ABSENCE

If a is unable to attend an assessment due to ill-health supported with a medical report, average grade will be awarded as per the school policy. Re-assessment is conducted for MoE subjects only

If the student is representing the school in any curricular or cocurricular activity, grades will be awarded as per the school policy.

MALPRACTICE

- No communication of any sort is permitted between students from the time a student enters the exam hall until he/ she leaves the exam hall.
- No communication or exchange of materials when the exam is in progress.
- If any student is caught cheating during exam, his/her answer script will be confiscated and cancelled immediately. The student will not be permitted to write the specific exam paper and no marks will be awarded for any other part of the paper completed.
- If evidences of malpractice is identified by the teacher while marking the answer scripts, no marks will be awarded for the entire paper.
- The parent will be informed and further action will be taken after the decisions made from the examination department in coordination with SLT, which will review the issue and suggest action.
- Student and parent can make a written appeal, which will be raised, to the Examination department forwarded to SLT who will further review the case.

UAE NATIONAL AGENDA

BRS, Abu Dhabi embraces the UAE Vision 2021 by working towards achieving the set targets for TIMSS and PISA.

- Participation in the UAE National Agenda Parameter benchmark tests (CAT4, IBT, ASSET,)
- Share results and findings from the benchmark tests with all stakeholders
- Provisioned sessions with Teachers on data interpretations and analysis to identify strengths and weakness
- An innovative and enquiry-based approach towards 2050
- Curriculum mapping and review the same to adapt to meet the content and skills requirements of ASSET, TIMSS and PISA in Mathematics, Reading and Science
- Appropriate adaption, integration and interventions in teaching and learning strategies to develop students' critical thinking, investigation, problem solving, creativity, and inquiry skills, and their ability to apply knowledge to real life situations.

SENIOR SECONDARY (GRADES IX TO XII)

Subject: Assessment and Evaluation Practices of the Board for the Session 2023-24 (IX-XII)

The National Education Policy, 2020 has affirmed the need to move from rote learning to learning more focused on developing the creative and critical thinking capacities of students to meet the challenges of the 21st century proactively.

Accordingly, the Board has taken multiple steps towards implementation of Competency Focused Education in schools, ranging from aligning assessment to competencies, development of exemplar resources for teachers and students as well as continuous capacity building of teachers etc.

The Board has released guidelines vide Circular No. Acad- 05/2019 dated 18.01.2019; Circular No. Acad-11/2019 dated 06.03.2019; Circular No. Acad-18/2020 dated 16.03.2020; and Circular No.Acad-57/2022 dated 20.05.2022 to progressively align assessment to the vision of the NEP by including more competency-based questions in the Class X and XII Board examinations.

In continuation to these circulars, the Board is initiating further corresponding changes in the Examination and Assessment practices for the academic session 2023-24 to align assessment to Competency Focused Education. Therefore, in the forthcoming session a greater number of Competency Based Questions or questions that assess application of concepts in real-life situations will be part of the question paper.

The changes for classes IX-XII (2023-24) year-end Board Examinations are as under:

(Classes IX-X)		
Particulars	Academic Session 2022-23	Academic Session 2023-24
Composition of question paper year-end examination/ Board Examination (Theory)	<ul style="list-style-type: none"> Competency Based Questions are 40% in the form of Multiple-Choice Questions, Case Based Questions, Source Based Integrated Questions or any other type. Objective Questions are 20% Remaining 40% Questions are Short Answer/ Long Answer Questions 	<ul style="list-style-type: none"> Competency Focused Questions in the form of MCQs/Case Based Questions, Source-based Integrated Questions or any other type = 50% Select response type questions(MCQ) = 20% Constructed response questions (Short Answer/Long Answer type Questions, as per existing pattern) = 30%

(Classes XI-XII)		
Particulars	Academic Session 2022-23	Academic Session 2023-24
Composition of question paperyear-end examination/ Board Examination (Theory)	<ul style="list-style-type: none"> Competency Based Questions are 30% in the form of Multiple-Choice Questions, Case Based Questions, Source Based Integrated Questions or any other type. Objective Question are 20% Remaining 50% Questions are Short Answer/Long Answer Questions 	<ul style="list-style-type: none"> Competency Focused Questions in the form of MCQs/Case Based Questions, Source-based Integrated Questions or any other type = 40% Select response type questions(MCQ) = 20% Constructed response questions (Short Answer Questions/Long Answer type Questions, as per existing pattern) = 40%

Curriculum document released by the Board for the Academic Session 2023-24 and the Sample Question Papers may also be referred to for details of the QP design of individual subjects. Learning frameworks for various subjects for classes IX-XII are now available at the <https://cbseacademic.nic.in> for reference.

General Conditions:

- (i) The Scheme of Examinations and Pass Criteria for All India/Delhi Senior School Certificate and All India/Delhi Secondary Examinations conducted by the Board, shall be as laid down from time to time.
- (ii) Class XI/IX examinations shall be conducted internally by the schools themselves.
- (iii) The Board will conduct the external examinations at the end of Class XII/Class X.
- (iv) Class XII/Class X examinations will be based on the syllabi as prescribed by the Board for class XII/X respectively from time to time.
- (v) Number of papers, duration of examination and marks for each subject/paper will be as specified in the curriculum for the year.
- (vi) The Examination would be conducted in theory as well as in practicals, depending upon the nature of the subject(s) and the marks/grades allotted shall be as prescribed in the curriculum.
- (vii) Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.

Grading:

- (i) Assessment of theory/practical papers in external subjects shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the marks sheets issued to the candidates in case of subjects of external examinations. In case of internal assessment subjects, only grades shall be shown. *
- (ii) Letter grades on a nine-point scale shall be used for subjects of external examinations. However, for subjects of internal examination in Class X the assessment shall be made on a five-point scale I.e. A, B, C, D & E.
- (iii) The grades shall be derived from scores in case of subjects of external examination. In case of subjects of internal assessment, they shall be awarded by the schools.
- (iv) The qualifying marks in each subject of external examination shall be 33% at Secondary/Senior School Certificate Examinations. However, at Senior School Certificate Examination, in a subject involving practical work, a candidate must obtain 33% marks in the theory and 33% marks in the practical separately in addition to 33% marks in aggregate, in order to qualify in that subject.
- (v) For awarding the grades, the Board shall put all the passed students in a rank order and will award grades as follows:
 - A-1 Top 1/8th of the passed candidates
 - A-2 Next 1/8th of the passed candidates
 - B-1 Next 1/8th of the passed candidates
 - B-2 Next 1/8th of the passed candidates
 - C-1 Next 1/8th of the passed candidates
 - C-2 Next 1/8th of the passed candidates
 - D-1 Next 1/8th of the passed candidates
 - D-2 Next 1/8th of the passed candidates
 - E Failed candidates

Notes:

- (a) Minor variations in proportion of candidates to adjust ties will be made.
- (b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.
- (c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- (d) In respect of subjects where total number of candidates passing in a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

Merit Certificates:

- (i) The Board will award Merit Certificates in each subject to the top 0.1 % of candidates passing that subject, provided that they have passed the examination as per the pass criteria of the Board.
- (ii) The number of Merit Certificates in a subject, will be determined by rounding of the number of candidates passing the subject to the nearest multiple of

thousand. If the number of candidates passing a subject is less than 500, no merit certificate will be issued.

- (iii) In the matter of a tie, if one student gets a Merit Certificate, all candidates getting that score will get the Merit Certificate.

Scheme of Examinations (Senior School Certificate Examinations)

- (i) The Board shall conduct examination in all subjects except General Studies, Work Experience, Physical and Health Education, which will be assessed internally by the Schools.
- (ii) In all subjects examined by the Board, a student will be given one paper each carrying 100 marks for 3 hours. However, in subjects requiring practical examination, there will be a theory paper and a practical examination as required in the syllabi and courses.
- (iii) In Work Experience, General Studies and Physical and Health Education, the schools will maintain cumulative records of students periodical achievements and progress during the year. These records are subject to the scrutiny of the Board as and when deemed fit.
- (iv) A candidate from a recognized school who has some physical deformity or is otherwise unable to take part in Work Experience and Physical and Health Education, may be granted exemption by the Chairman on the recommendations of the Head of the Institution, supported by medical certificate from a Medical Officer of the rank not below an Assistant Surgeon.
- (v) Private/Patrachar Vidyalaya and candidates sponsored by Adult Schools shall be exempted from Work Experience, General Studies and Physical and Health Education.
- (vi) A candidate may offer an additional subject which can be either a language at elective level or another elective subject as prescribed in the Scheme of Studies, subject to the conditions laid down in the Pass Criteria.

Pass Criteria (Senior School Certificate Examination)

- (i) A candidate will be eligible to get the Pass Certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she is exempted. Failing this, result of the external examination will be withheld but not for a period of more than one year.
- (ii) 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.
- (iii) No overall division/distinction/aggregate shall be awarded.
- (iv) In respect of a candidate offering an additional subject, the following norms shall be applied:

(a) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/Hindi as one of the languages.

(b) An elective subject offered as an additional subject may replace one of the elective subjects offered by the candidate. It may also replace a language provided after replacement the candidate has English/Hindi as one of the languages.

(c) Additional language offered at elective level may replace an elective subject provided after replacement, the number of languages offered shall not exceed two.

- (v) Candidates exempted from one or more subjects of internal examination shall be eligible for appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.

Eligibility for Compartment in Senior School Certificate Examination:

A candidate failing in one of the five subjects of external examination shall be placed in compartment in that subject provided he/she qualifies in all the subjects of internal assessment.

Scheme of Examinations (Secondary School Examinations)

* (i) Assessment in the following subjects will be undertaken by the schools themselves in terms of grades on a five point scale (i.e. A,B,C,D & E) - Work Experience - Art Education - Physical and Health Education

(ii) The evaluation for subjects of internal assessment shall be based on cumulative record of the candidate during his/her continuous assessment in the school.

(iii) Schools are expected to maintain regular records of student's achievement and progress. These records are subject to scrutiny by the Board when it deems fit.

iv) Rest of the subjects of study not mentioned under subclause

(i) shall be externally examined by the Board. Details of question papers, marks and duration will be as per the Scheme of Examinations.

** (v) Heads of all affiliated institutions shall be required to issue "Certificate of School Based Evaluation" covering co-cognitive and other related areas of learning based on continuous and comprehensive evaluation of students who will be completing a course of study of ten years.

Pass Criteria (Secondary School Examinations)

- (i) A candidate will be eligible to get the Pass Certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she

is exempted. Failing this, the result of the external examination will be withheld but not for a period of more than one year.

- (ii) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 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%.
- (iii) No overall division/distinction/aggregate shall be awarded.
- (iv) In respect of a candidate offering an additional subject, the following norms shall be applied:
 - (a) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/Hindi as one of the languages; and
 - (b) The replacement shall satisfy the conditions as laid down in the Scheme of Studies. For appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.

Eligibility for Compartment in Secondary Examination:

A candidate failing in two of the five subjects of external examination shall be placed in compartment in those subjects provided he/she qualifies in all the subjects of internal assessment.

Compartment Examination for Secondary/Senior School Certificate Examination **

- i) A candidate placed in compartment may reappear at the compartmental examination to be held in July/August and may avail himself/herself of the second chance in March/April next year and may further avail himself/herself of the third chance at the compartmental examinations to be held in July/August of that year. The candidate will be declared 'Pass' provided he/she qualifies the compartmental subject/subjects in which he/she had failed. **
- ii) A candidate who does not appear or fails at one or all the chances of compartment shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical or retain their previous marks in one more annual examination after the Third Chance Compartment.
- iii) Syllabi and Courses for the Compartmental candidates in March Examination shall be the same as applicable to the candidates of full subjects appearing at the examination, ***
- iv) A candidate placed in compartment shall be allowed to appear only in those subjects in which he/she has been placed in compartment at the Second Chance Compartmental Examination to be held in March/April next year.

- v) For subjects involving practical work, in case the candidate has passed in practical at the main examination he/she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has failed in practical he/she shall have to appear in theory and practical both irrespective of the fact that he/she has already cleared the theory examination. ***
- vi) The candidate who is placed in Compartment in the Secondary School Examination (Class-X) shall be admitted provisionally to class XI till he takes in first chance Compartmental Examination to be held in July/August of that year. His/her admission shall be treated as cancelled if he/she fails to pass at the first chance Compartmental Examination, ****

RETENTION OF PRACTICAL MARKS IN RESPECT OF FAILURE CANDIDATES FOR SECONDARY/SENIOR SCHOOL CERTIFICATE EXAMINATIONS

- i) A candidate who has failed in the examination in the first attempt shall be required, to re-appear in all the subjects at the subsequent annual examination of the Board.
- ii) He/she shall appear only in theory part and his/her previous practical marks will be carried forward and accounted for if he/she has passed in practical.
- iii) In case a candidate has failed in practical he/she shall have to appear in theory and practical both.
- iv) If he/she fails to pass the examination in two consecutive years, after the first attempt he/she shall have to reappear in all the subjects including practical.

Additional Subject(s) :

A candidate who has passed the Secondary/Senior School Certificate Examination of the Board may offer an additional subject as a private candidate provided the additional subject is provided in the Scheme of Studies and is offered within SIX YEARS of passing the examination of the Board. No exemption from time limit will be given after six years
Facility to appear in additional subject will be available at the annual examination only.

Improvement of Performance in Senior School Certificate Examination **

- i) A candidate who has passed an examination of the Board may reappear for improvement of performance in one or more subject(s) in the main examination in the succeeding year only; however, a candidate who has passed an examination of the Board under Vocational Scheme may reappear for improvement of performance in one or more subject(s) in the main examination in the succeeding year or in the following year provided he/she has not pursued higher studies in the meantime. He /she will appear as private candidate. Those appearing for the whole examination may however appear as regular school candidates also if admitted by the school as regular

- students. In no case, a candidate shall be allowed more than one chance for improvement of his performance.
- ii) For subjects involving practical work, in case the candidate has passed in practical at the main examination, he/she shall be allowed to appear in the theory part only and marks in practical obtained at the main examination shall be carried forward and accounted for. In case a candidate has failed in practical he/she shall have to appear in theory and practical both irrespective of the fact that he/she has already cleared the theory examination. **
 - iii) Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the main examination as well as those of the improvement examination. ***
 - iv) A candidate appearing for improvement of performance in one or more subjects can not appear for additional subject simultaneously.

Secondary Examination:

- i) A candidate who has passed Secondary School Examination of the Board may appear at the examination for Improvement of performance in one or more subjects in the main examination in succeeding year only, provided he/she has not pursued higher studies in the mean time. He/ she shall appear as a private candidate. Those reappearing in the whole examination, may appear as regular school candidates also.
- ii) A candidate appearing for improvement in subject(s) involving practical shall appear only in theory and previous practical marks shall be carried forward and accounted for. *
- iii) Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the main examination as well as those of the improvement examination. ***
- iv) A candidate appearing for improvement of performance in one or more subjects can not appear for additional subject simultaneously. Patrachar Vidyalaya Candidates For Secondary Examination (i) Patrachar Vidyalaya candidates for Secondary School Examination will be required to offer two languages as laid down in the Scheme of Examination but will be allowed to offer Home Science, Commerce in place of Mathematics and Science & Technology. (ii) Patrachar Vidyalaya candidates for Secondary School Examinations from outside Delhi shall not be allowed to offer subjects involving practical work.

Exemption to Spastic, Blind, Physically Handicapped and Dyslexic Candidates:

Dyslexic, Spastic candidates and candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language, any four of the following subjects be offered: Mathematics, Science and Technology, Social Science, another language, Music, Painting, Home Science and Introductory Information Technology

SUBJECTS OFFERED, DESIGN OF THE ASSESSMENT&GRADING

Academic Pattern in the **Senior School Grade IX and Grade X** to be based on the CBSE system of Assessment & Examination

Senior School - Grade IX and Grade X			
Subjects offered			
Scholastic		Co Scholastic	
Core subjects: Languages –English & Hindi/Arabic Science Social Science Mathematics MoE subjects: <ul style="list-style-type: none"> • Arabic(Optional for GR10 onwards) Moral Cultural Civic studies • UAE SST. (1 to 9) • Islamic Studies • General Knowledge for non-Islamic Students 		<ul style="list-style-type: none"> • Art Education • Health and Physical Education (Work education is now subsumed in this) 	
Design of the assessment			
Core subjects			
	Grades IX	Grades X	
Competency Focused Questions in the form of MCQs/Case Based Questions, Source-based Integrated Questions or any other type = 50% • Select response type questions(MCQ) = 20% • Constructed response questions (Short Answer/Long Answer type Questions, as per existing pattern) = 30%	Assessment	Assessment	
	Periodic Test I	Periodic Test I	
	Periodic Test II	Periodic Test II	
	Half- Yearly Examination	Half- Yearly Examination	
	Periodic Test III	Periodic Test III	
	Annual Examination	Pre Board-1	Pre Board-2
GRADE IX & X THE ASSESSMENT HAS TWO PARTS	PEN & PAPER TEST	INTERNAL ASSESSMENT WHICH CONSISTS OF PERIODIC ASSESSMENTS,SUBJECT	

		ENRICHMENT, PORTFOLIO AND MULTIPLE ASSESSMENTS	
MoE subjects			
Term 1		Term 2	
50% P.T 50% SA		50% P.T 50% SA	
Co scholastic subjects			
Health & Physical Education (Work Education is subsumed in this/ Sports/Self- Defence/Yoga/NCC etc.)			
		<u>INTERNAL ASSESSMENT</u> - WHICH CONSISTS OF BEST TWO OF THREE PERIODIC ASSESSMENTS PLUS	
<p>NOTEBOOK SUBMISSION An important appraisal tool to ensure the regular and attentive participation of students in classroom transaction.</p> <p>It addresses the critical aspect of</p> <ul style="list-style-type: none"> • Regularity • Punctuality • Neatness • Notebook upkeep 		<p style="text-align: center;"><u>Subject Enrichment Activities</u></p> <p>These are subject specific activities aimed at enrichment of the understanding and skill development in students.</p> <p><u>Languages:</u> Activities conducted for subject enrichment in languages should aim at equipping the learner with effective Listening and Speaking skills. (ASL)</p> <p><u>Mathematics&Science:</u> Practical work and Laboratory activities.</p> <p><u>Social Science:</u> Map or project work</p>	MULTIPLE ASSESSMENT
		<p>Quizzes</p> <p>Project-work</p> <p>Self and peer assessment</p> <p>Collaborative projects</p> <p>Experiments</p> <p>Classroom demonstrations</p> <p>Any Other relevant assessment</p>	
Grading scale			
Core subjects		MoE subjects	
		Co scholastic subjects	

Grading Scale for Scholastic Areas (Class-IX) (School will award grades as per the following grading scale)		Grade	Marks Range	Grade	Marks Range
MARKS RANGE	GRADE	A1	90 - 100	A	9 - 10
91-100	A1	A2	80 - 89	B	7 - 8
81-90	A2	B	70 - 79	C	5 - 6
71-80	B1	C	60 - 69	D	0 - 4
61-70	B2	D	0 - 59		
51-60	C1				
41-50	C2				
33-40	D				
32 and below	*Essential Repeat				

Academic Pattern in the **Senior School Grade XI and Grade XII** to be based on the CBSE system of Assessment & Examination

SENIOR SECONDARY (Grade XI and XII):

Core subjects: English, Mathematics, Chemistry, Physics, Biology, Computer Science, I.P, Psychology, Physical Education, Accounts, Economics, Business Studies

MoE subjects: Arabic, Islamic studies, Moral Cultural Civic studies

Grade XI:

No.	Type of Assessment for core subjects	Maximum Marks
1.	Unit Test -1	25
2.	Unit Test - 2	25
3.	Half-Yearly	Theory:70/80 Practical :30/20
4	Unit Test -3	25
5.	Annual Examinations	Theory:70/80 Practical :30/20
MoE subjects		
Term1		Term 2
Assessment I- 20 Marks Assessment II -30 Marks SKILLS-50 Marks		Assessment I- 20 Marks Assessment II -30 Marks SKILLS-50 Marks

Grade XII:

No.	Type of Assessment	Maximum marks
1.	Unit Test -1	25
2.	Unit Test - 2	25
3.	Unit Test -3	25
4	Pre-Board I	Theory:70/80
5.	Pre-Board II	Theory:70/80 Practical :30/20

MoE subjects	
Term1	Term 2
Assessment I- 20Marks Assessment II -30Marks SKILLS-50 Marks	Assessment III-50 Marks Final Assessment -100 marks by ADEK

STRUCTURE OF THE EVALUATION SCHEME FOR GRADE 11 AND 12:

Students need to secure 35 % marks to pass for each core subject in cumulative.
For each MOE Subject, students need to secure 60 % marks to pass.

Dr. Rishikesh Padegaonkar
School Principal

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