THE CENTRAL SCHOOL
DUBAI

ASSESSMENT POLICY

2025-2026

Assessment Policy Details

Created Date	September 2024
Last Reviewed Date	April,2025
Reviewed By	Assessment Committee
Date of Next Review	September,2025
Related Polices	Teaching & Learning Policy, Marking Policy

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Principal: Mr. Hiren Sangani

Table of Content

1. Introduction and Context

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

1.1. Rationale

Effective assessment is an essential part of good teaching and learning. Teachers answer the 'How do you know?' question regarding the attainment and progress of their pupils; it informs teacher planning and helps them to become reflective practitioners.

Recorded assessment data also serves the school at an academic management level to conduct self-evaluation and improve 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

- To allow all 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 knowledge.
- To allow teachers to plan teaching tools, pupil assignments, and activities that accurately address the needs and the gaps of each pupil's learning while building on their strengths.
- To establish a starting point and ending point from which progress can be ascertained.
- To track the attainment and progress of individual pupil groups and cohorts, and to inform future planning.
- To provide grade-level teachers with information which will ensure smooth transitions and promote continuity and progress across the school.
- To provide the senior leadership team with information that allows them to make ongoing judgments about the effectiveness of the school and identify strengths and areas that need improvement, which are used to inform school improvement planning.
- To provide subject area leaders with information that allows them to monitor and make judgments 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 several members overseeing the implementation and review of the assessment policy. Their roles and responsibilities are described below.

Head of Assessment

- To ensure that assessment data, both internal and external, is collated and analyzed by the appropriate stakeholders (Teachers, Subject Heads, Section Heads, Head of Assessment) depending on the assessment.
- To use assessment data to make recommendations to the school in support of effective teaching and learning.
- To ensure that assessment-related mandatory requirements set by local and international governing bodies (KHDA, CBSE, etc.) are met.
- To manage the whole-school data system.
- To keep data up to date and inform staff of the latest assessment-related information and requirements.
- To ensure consistency and fairness in assessment procedures and judgments, including through the internal moderation process.
- To ensure leaders are fully up to date and aware of school policies and procedures regarding assessment.
- To inform governors about the school's performance.
- To monitor Gap Analysis on a termly basis. Meet to discuss and make decisions regarding the following matters:
  - Update the assessment policy related to it.
  - Analyze assessment results.
  - Assessment tools like the Assessment Tracker testing system and their implementation in the school.
  - Validation, moderation, and collaboration of assessment practice in the school.
  - Administrative or academic matters related to external examinations.
  - Any area of concern or lack of clarity regarding assessment.
  - Any other matter that affects assessment practice in the school.

Head of Department and Head of Section/Assistant Head of Section

- To ensure lesson plans include clearly defined learning objectives and corresponding assessment opportunities.

- To advise teachers on assessment approaches and the recording of assessment data in their subjects.
- To utilize assessment data to evaluate the effectiveness of teaching and learning in their subject area and use this data to inform the subject action plan and raise standards within their subject areas.
- To review pupils' 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 are collated.
- To provide a blueprint of the assessment and marking scheme.
- To supervise moderation of summative assessment.
- To maintain regular communication with classroom or subject teachers regarding pupils' progress and attainment.
- To support teachers in the delivery of assessment tasks, including testing.

Head of Inclusion

- To monitor and report to the Head of Assessment on the progress of those on the SoD (Students of Determination) register.
- To use assessment data to update the SoD register in consultation with other staff.
- To ensure IEPs are reviewed and new targets are set termly in accordance with assessment results and in line with DSIB policy.
- To provide guidance and support in assessment procedures for children on the inclusion register.
- To identify Gifted and Talented children using assessment data and review the register annually.
- To use assessment data to plan for Gifted and Talented pupils' extension groups and opportunities.
- To monitor the attainment and progress of Gifted and Talented pupils across the school.

Classroom Teachers

Formative Assessment:

- To formulate and agree with students individual targets and enter them into the Class Story and the students' notebooks.
- To identify formative assessment approaches corresponding to the learning objectives in their 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 progress records/campaigns in accordance with guidance.
- To ensure that specific assessment requests by the Special Educational Needs Coordinator are carried out for pupils of determination and that Individual Education Plans (IEPs) are maintained and regularly reviewed in accordance with the school Inclusion Policy.

Summative Assessment:

- To design and administer internal summative assessments.
- To mark pupil assessments in accordance with the guidelines in this policy.
- To record internal summative results in Educore.
- To use summative assessment data to create intervention plans for pupils identified as underperforming.

Reporting:

- Twice a year, prepare pupil attainment and progress reports for parents based on assessment data.
- Communicate with parents regularly—both informally and during scheduled Parent-Teacher Meetings—to share updates on student results and improvement.

1.3. Assessment Committee

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

- Head of Assessment
- Members of the Senior Leadership Team
- Two representatives from each phase.

The committee meets on a monthly basis or when convened for a special session by the head. The Principal will attend and participate in assessment committee meetings and has final approval authority on the committee's decisions.

2. Overview of Assessment in TCS

2.1 Kindergarten

- **Term 1:** April to June
- **Term 2:** September to December
- **Term 3:** January to March

Baseline Assessment:

At the beginning of each academic year, a Diagnostic Assessment (Baseline Assessment) will be administered to understand each student's starting point in all developmental areas. This serves as a foundation for tracking progress over the year and setting individualized learning goals.

Continuous Assessment:

Assessment is ongoing and reflects the child's growth and learning through daily interactions, guided activities, and play. It also takes into account the cumulative progress across three terms in the academic year. Assessment identifies what students know, understand, and can do at different stages in the learning process.

5-Point Rubric Performance Indicators:

Criteria	
1 (Em) – Emerging	Does not yet meet expectations; requires additional support.
2 (Dp) – Developing	Meets basic expectations with some support.
3 (Ap) – Approaching	Shows ongoing progress toward meeting expectations.
4 (P) – Proficient	Fully meets and occasionally exceeds expectations for their age.
5 (Ex) – Exemplary:	Demonstrates consistent mastery above the expected level for their age.

Assessment Strategies:

- Checklists, Projects, and Portfolios.
- Classroom tasks, participation, and engagement.
- Practical or experimental learning.
- Teacher observation and conversation.
- Self-assessment and peer assessment.
- Oral presentations and home learning activities.
- Written assessment (KG2 - Term 3, where applicable).

2.2 Grade 1 and 2

Assessment is an ongoing process embedded directly within everyday classroom practices. Relying on observation-based and evidence-driven methods, our evaluation strategy is deeply integrated with hands-on learning experiences. Teachers actively assess children as they engage, explore, and discuss concepts, ensuring that student progress is measured authentically through direct interaction rather than isolated testing.

2.3 Grade 3 to 12

The assessment framework for these grades is divided into **Internal** (Formative and Summative), **International Benchmarking** (ASSET, CAT4, NGRT, ABT Arabic), and **External** (CBSE).

Overview of the assessment
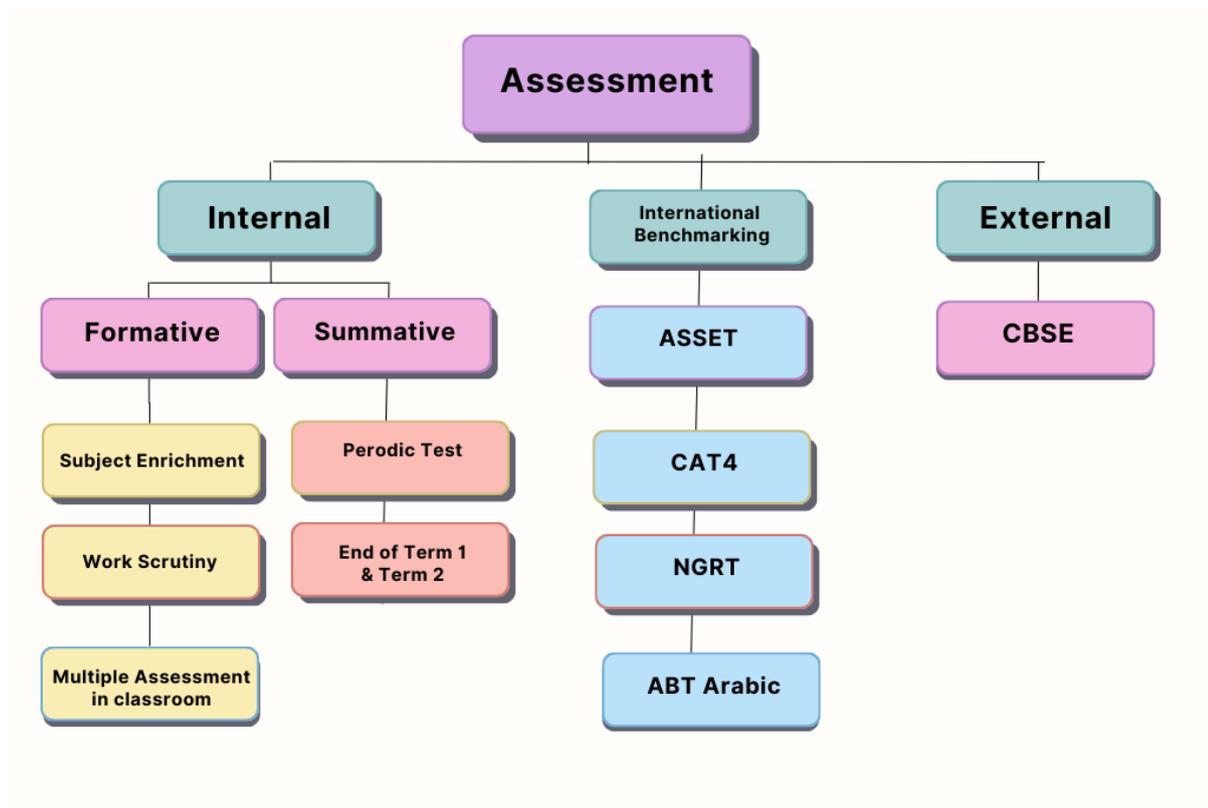
3. Detail of Internal Assessment Grade 3 to 12

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. Internal assessments are flexible and reflect the curriculum and objectives covered 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

Four high-stakes assessments per year:

- Periodic Test 1
- Term 1 Exam
- Periodic Test 2
- Term 2 Exam

Weightage by Section:

- **Grades 3-5:** 50% of the overall Year-end Grade.
- **Grades 6-7:** 70% of the overall Year-end Grade.
- **Grades 8-12:** 80% of the overall Year-end Grade.

3.3 Moderation

Moderation ensures that assessment outcomes are fair, valid, and reliable.

- **Scrutiny of Question Papers:** Papers and marking schemes are scrutinised by HODs to ensure they cover the curriculum and are free of technical errors.
- **Standardization:** Assessments are balanced at 80% Summative and 20% Continuous.
- **Moderation of Marking:** Includes pre-marking moderation (sample of 3 scripts) and post-marking moderation (4 random papers selected for buddy marking/remarking).

3.4 Reporting

Results are conveyed to parents via Parent-Teacher Meetings, Student-Led Conferences, and formal written reports (numerical or grade-based).

3.5 Assessment Analysis Approaches

Progress is measured against DSIB criteria. Target grades are determined by previous year-end results, ASSET Stanines, and CAT4 results. The Assessment Committee uses data from T1, T2, and Half-Yearly exams to ensure expected progress.

4. External Assessment

External summative assessment is a vital component of the assessment framework at TCS, encompassing standardized testing and international benchmarking.

4.1 Purpose

The purpose of engaging in international benchmarking of pupil attainment is threefold:

- To evaluate pupil attainment and progress in comparison with international peers.
- To obtain objective, externally verified performance data to help the school identify strengths and weaknesses in teaching and learning.
- To triangulate the school's internal assessment data, validating the accuracy and reliability of internal assessment processes.

4.2 External Assessment Providers

The school undertakes various external assessments in alignment with the National Agenda Parameters set 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.
ABT Arabic	Grade 3 to 9	1st Round: Sept 2nd Round: Feb	This assessment measures the four key language skills - Reading, Listening, Writing and Speaking. The assessment is

			based on the Arabic framework for Arabs and Non Arabs which is approved by M.O.E.
			-The assessment is based on Bloom's taxonomy and includes testing for all ability levels.
			-The reports are generated from the baseline assessment and the end of year assessment, outlining student progress and attainment throughout the year.
			-An overall school report will be generated based on attainment and progress for each year group and level.
			-Arabic Benchmark Test for Non-Arabs student according to the years of learning Arabic.
PISA 2022	Grade 10	Apr-May	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: » Scientific » Reading » Mathematical Literacy is key to lifelong learning. 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.
PIRLS 2021	Grade 4	Feb-Mar	PIRLS provides trends and international comparisons of fourth-grade students' reading achievement and students' competencies in relation to goals and standards for reading education.
TIMSS 2023	Grade 4 and 8	Feb-Mar	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.
NGRT	Grade 1 to 10	1st Test Window:1st June to 20th June 2nd Test Window: 2nd Oct to 31st Oct	The New Group Reading Test (NGRT) is a fully adaptive, standardised reading assessment. The assessment tests not just the ability of students to decode what they read, but also to comprehend and apply

		3rd Test Window: 5th Jan to 29th Jan	meaning. The test identifies the reading ages and the Standard Age Scores of our students.

4.3 Record-Keeping

The school maintains all externally validated data in a manner that:

- Complies with applicable data protection regulations.
- Allows each teacher to access data for their own classroom independently.

4.4 Reporting

TCS reports the results of external examinations (ASSET, CAT4, ABT Arabic, and Reading Assessments) directly to parents. Results are discussed during scheduled Parent-Teacher Meetings (PTMs).

4.5 Assessment Analysis Approaches

- **Measurement of Attainment:** Results are analyzed to determine the percentage of students meeting or exceeding curriculum standards. If gaps are identified, the curriculum is adapted accordingly. Detailed question-wise analysis is shared with HODs during regular Department meetings.
- **Cohort Progress:** Data is analyzed to determine the percentage of students making 'expected progress' or 'better than expected progress' over a full academic year.
- **Acceptable Progress:** A cohort is considered to be making acceptable, good, very good, or outstanding progress based on the proportion of students meeting expected growth targets.
- **Triangulation:** Data is triangulated by comparing a student's potential (CAT4) against their external attainment and internal assessment results.
- **Value Added (Seniors):** For senior students, value-added is calculated by comparing the net performance in Board exams against the CAT4 indicators provided by GL Education.

5. Formative Assessment

The purpose of Formative Assessment (Assessment for Learning - AfL) is to provide teachers and pupils with an accurate snapshot of attainment, leading to targeted improvements for both parties.

5.1 Formative Assessment in TCS

Internal formative assessment helps teachers identify performance levels on a continual basis to provide appropriate support or challenge. It allows students to measure their understanding against learning objectives. Day-to-day methods include:

- Rich questioning and learning conversations.
- Written and verbal feedback on student work.
- Group work observations and pupil conferences.
- Student self-assessments and peer marking.
- Short quizzes.

Tracking and Feedback Mechanisms:

- **Learning Objective Tracker:** Tracks competency levels against each objective to identify gaps and inform curriculum modifications.
- **Class Story:** Accessible to subject teachers (English, Math, and Science) for Grades 3 to 9. It integrates CAT4, internal, and external data to set year-end targets and improvement steps.
- **Diagnostic Marking:** Feedback is provided against specific objectives and success criteria. Pupils are required to respond to feedback to deepen learning.
- **Green Pen Policy:** Written feedback is provided in **green pen**, starting with a positive comment, followed by an area for development and a short "target activity." This communication is maintained on a "Chat Page" at the end of each unit.

6. Other Assessment

6.1 Entry and Baseline Assessment

The school establishes baseline attainment levels for every child at the start of the year or upon admission. Previous school records are analyzed to ascertain starting points and set appropriate performance targets for the academic year.

6.2 Identification of Students of Determination (SoDs)

A Student of Determination is defined as a student with a long-term physical, mental, intellectual, or sensory impairment that may restrict their full participation in education. Identification is conducted through school-wide screening, teacher referrals to the DEIW department, SEN CO observations, and formal assessment reports.

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│ School wide  │      │     IEP      │          │   Periodic   │
│  screening   │      │Implementation│ ──────── │  Evaluation  │
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│  Teacher's   │      │ IEP planning │          │   Parental   │
│ observation &│      │ with parents,│          │consultation  │
│Referal to DEIW│     │teachers, SEN │          │for Progress  │
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│Observation by│      │Referral to   │
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│  Parental    │      │   Informal   │
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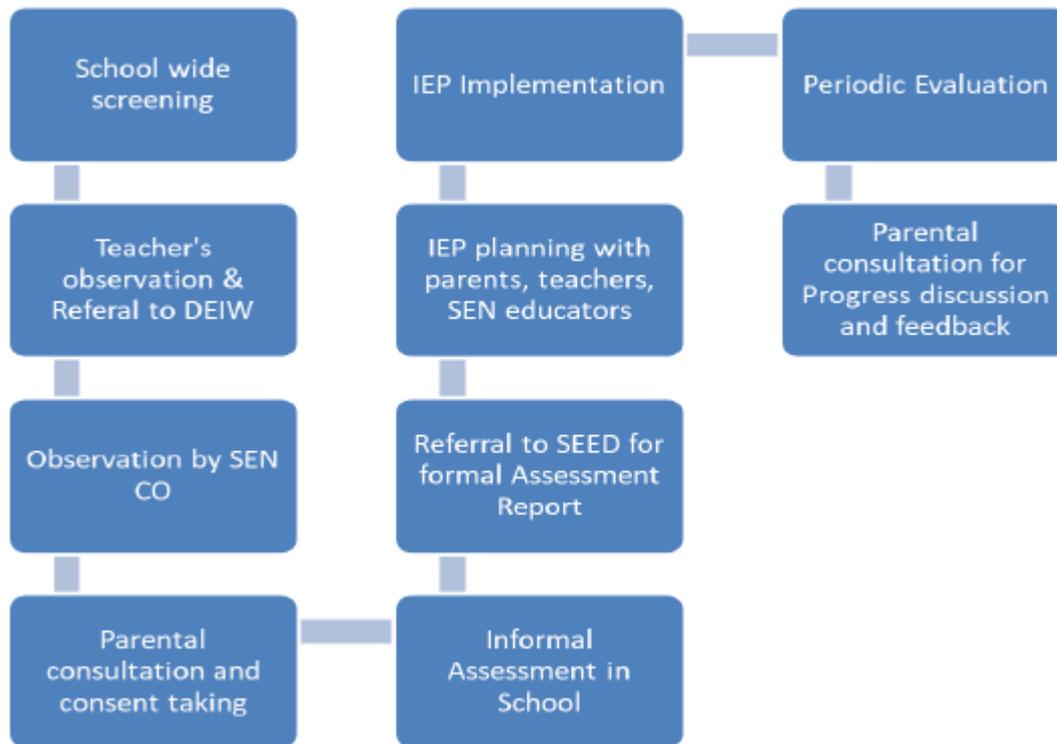
6.3 Screening of Gifted and Talented (G&T)

At the start of the academic year, teachers nominate G&T students based on observations and evidence. Nominations are reviewed by the DEIW department based on:

1. A mean CAT4 SAS of 125 or above.
2. An ASSET Stanine of 8 or above in at least two subjects.
3. Evidence of exceptional performance.
   Identified students are informally assessed by special educators (e.g., using SPM). Students scoring above the 90th percentile in intelligence are included in the G&T register. Formal assessment requires parental consent.

6.4 Digital Platforms

The following platforms are utilized to assess and track student progress:

Name	Grade	Descriptor
Achieve 3000	4 to 9	Achieve3000 is a differentiated literacy programme used to: Improve reading comprehension, Build vocabulary, Develop critical thinking, Track student progress through Lexile levels

Level up	KG 1 to 3	The Level Up Platform is effectively integrated across KG to Grade 3 to strengthen foundational skill development through age-appropriate, skill-based activities. It supports differentiated instruction, reinforces classroom learning, promotes independent practice, and enables continuous monitoring of student progress through engaging digital content.
First in Math	KG1 to 8	First in Math" (FIM) is a popular online, game-based program that helps K-8 students build essential math skills (like fluency, procedural, and computational) through engaging activities, making practice fun for independent learning and classroom use, boosting confidence, and improving test scores.
TabbieMath	Grd 9 & 10	TabbieMath is an AI-powered online math learning and revision platform designed for students (primarily CBSE) to improve conceptual understanding, critical thinking, and exam scores through personalized practice. It provides over 100,000 expert-created questions, detailed solutions, and progress analytics to help schools and students identify learning gaps and enhance competency-based learning

7. Monitoring and Evaluation

7.1 Assessment Committee Review

The Assessment Committee monitors policy implementation at least twice annually. The Assessment Coordinator presents evidence regarding:

- Policy adherence in core subjects.
- Implementation challenges and mitigation strategies.
- Proposed innovations or changes suggested by staff.
- Comparison between internal and external summative results, with evidence-based explanations for any major discrepancies.

7.2 Onboarding, Compliance, and Innovation

The Assessment Coordinator delivers comprehensive policy training to new staff during induction and to all staff when updates occur. Teachers must comply with all standards herein. The school maintains a digital repository for assessment tools (rubrics, past papers, benchmarking samples) accessible to all teachers. Suggestions for improvement are compiled annually and presented to the Assessment Committee for approval.

8. Conclusion

This Assessment Policy is a working document, regularly updated to reflect the needs of the school and the expectations of local governing bodies and international standards. Every member of the academic staff at TCS is responsible for knowing and abiding by these procedures. The Assessment Committee will oversee implementation and regularly evaluate the policy's adequacy in achieving its ultimate goal: supporting effective teaching and learning at the school.

REVIEW OF THE POLICY

Reviewed by	Senior Leadership Team	Reviewed & Approved	
Review Date	October 2025	Next Review Date	April 2026
Approved by	Principal	(Signature of the Principal)	Reviewed & Approved