Gulf Asian English School

G A E S

Oh Lord ! Increase me in Knowledge

SHARJAH, UAE

GULF ASIAN ENGLISH SCHOOL

SHARJAH, UAE

ASSESSMENT POLICY

ACADEMIC YEAR 2026-2027



RATIONALE

Gulf Asian English School is committed to providing high standards of Teaching, Learning and Assessment in a caring and supportive environment where every student can flourish. Assessment is designed to be reliable, valid, fair and consistent, enabling accurate evaluation of students' learning and progress. Qualified and experienced teachers monitor student achievement, communicate progress regularly with parents, and use assessment evidence to provide appropriate support, interventions and preparation for CBSE examinations.

AIMS OF THE POLICY

The Assessment Policy aims to:

1. Ensure that assessments are **appropriate, ambitious, consistent, fair and transparent**.
2. Provide meaningful and understandable assessment information to students, parents, teachers and other stakeholders.
3. Enable students to understand their learning, identify areas for improvement and recognise their next steps.
4. Ensure compliance with the **National Education Policy (NEP) 2020**, CBSE requirements and UAE National Agenda parameters.
5. Ensure that assessments are **consistent, coherent, valid and aligned with curriculum objectives**.
6. Support teachers in continuously assessing, monitoring and responding to students' learning and progress.
7. Provide accurate information on student achievement and progress to parents, school leaders and other stakeholders.
8. Identify students who require **additional support, intervention or enrichment**.
9. Use assessment evidence to raise standards of attainment and address identified areas of need.
10. Analyse assessment data to **inform curriculum modification, teaching strategies and targeted interventions**.
11. Provide appropriate preparation and support to enable students to achieve success in CBSE examinations and other external assessments.

Assessment plays an important role in providing school leaders and teachers with reliable information to evaluate student learning, monitor progress and make informed decisions about the effectiveness of teaching and learning. At Gulf Asian English School (GAES), assessment comprises **External Assessments** and **Internal Assessments.**

EXTERNAL ASSESSMENTS

In alignment with the UAE National Agenda parameters, CBSE requirements and international benchmarking frameworks, GAES conducts and participates in the following external assessments:

1. **CAT4 – Cognitive Abilities Test 4**
2. **TIMSS – Trends in International Mathematics and Science Study**
3. **PIRLS – Progress in International Reading Literacy Study**
4. **ASSET – Assessment of Scholastic Skills through Educational Testing (English, Mathematics, Science and Reading Assessment)**
5. **PISA – Programme for International Student Assessment**
6. **IBT Arabic – International Benchmarking Test**
7. **SAFAL – Structured Assessment for Analyzing Learning**
8. **CBSE Class X and Class XII Board Examinations**

1. CAT4 – Cognitive Abilities Test 4

CAT4 is a cognitive abilities assessment designed to provide insights into students' developed abilities and academic potential. It assesses cognitive ability across four areas:

- Verbal Reasoning
- Non-Verbal Reasoning
- Quantitative Reasoning
- Spatial Reasoning

At GAES, CAT4 is conducted for students in Grades 3, 5, 7 and 9. Analysis of the results helps teachers understand students' cognitive strengths and learning needs, set appropriate targets and plan differentiated and personalised learning.

2. TIMSS

TIMSS (Trends in International Mathematics and Science Study) is an international assessment that measures students' achievement in Mathematics and Science. It is conducted every four years and assesses students at Grade 4 and Grade 8. The UAE participates in TIMSS to benchmark students' performance against international standards and support improvements in Mathematics and Science education.

3. PIRLS

PIRLS (Progress in International Reading Literacy Study) is an international assessment that measures Reading Literacy among students at Grade 4. It is conducted every five years and provides information on students' reading achievement and reading-related practices. The UAE's participation in PIRLS supports the improvement of reading literacy and enables comparison with international benchmarks.

4. ASSET

ASSET (Assessment of Scholastic Skills through Educational Testing) is a skill-based assessment that measures students' conceptual understanding, application and higher-order thinking skills. At GAES, ASSET is conducted for Grades 3, 5, 7 and 9 in English, Mathematics, Science and Reading.

The analysis of ASSET results helps identify learning gaps, monitor student progress and plan targeted interventions to strengthen learning outcomes.

5. PISA – Programme for International Student Assessment

PISA, conducted by the Organisation for Economic Co-operation and Development (OECD), is an international assessment of students' ability to apply knowledge and skills to real-life situations. It primarily assesses Reading, Mathematics and Science among students around 15 years of age.

PISA results provide valuable information for benchmarking student performance internationally and supporting the UAE's educational goals and National Agenda targets.

6. IBT Arabic – International Benchmarking Test

The International Benchmarking Test (IBT) – Arabic assesses students' Arabic language skills against international benchmarks and standards. At GAES, the assessment is conducted for students in Classes 3, 5, 7 and 9.

The results are analysed to identify learning gaps, monitor progress and plan targeted interventions to improve students' Arabic language proficiency.

7. SAFAL – Structured Assessment for Analyzing Learning

SAFAL (Structured Assessment for Analyzing Learning) is a competency-based diagnostic assessment introduced by CBSE to promote competency-focused learning and provide evidence of students' learning outcomes.

The assessment helps schools identify students' strengths and learning gaps and use the findings to improve teaching and learning practices.

8. CBSE Board Examinations

The CBSE Board Examinations are conducted for students of Class X and Class XII in accordance with the guidelines and examination framework prescribed by the Central Board of Secondary Education (CBSE).

The examinations assess students' attainment of the prescribed curriculum and competencies and provide a formal measure of their academic achievement. The school supports students through systematic preparation, regular assessments, targeted interventions and academic guidance to help them achieve their potential.

INTERNAL ASSESSMENTS

Internal assessments at Gulf Asian English School comprise Formative Assessments and Summative Assessments. These assessments are conducted regularly to monitor student learning, provide feedback, identify learning gaps and inform teaching, intervention and curriculum planning.

Formative Assessments

Formative assessment is an ongoing process used by teachers during lessons, units and courses to monitor students' understanding, learning needs and progress. It provides timely feedback that enables teachers to adapt teaching strategies and resources while helping students recognise their strengths, address areas for improvement and identify their next steps in learning.

Formative assessment at GAES includes:

1. Diagnostic Assessment

A diagnostic assessment is a baseline assessment conducted at the beginning of the academic year, term or unit to determine students' existing knowledge, skills, strengths and areas for development.

At GAES, diagnostic assessments are conducted during the first week of the academic year for Classes 1–12. The results are used to:

- Identify students' prior knowledge, strengths and learning gaps.

- Plan appropriate curriculum, schemes of work and lessons.
- Provide differentiated instruction and targeted support.
- Establish learning targets and monitor progress.

2. Assessment For Learning (Afl)

Assessment for Learning (AfL) is a formative approach in which assessment evidence and feedback are used to improve students' learning while learning is taking place. Teachers use a range of strategies to check understanding, provide constructive feedback and identify the next steps required for improvement.

AfL may include:

- Online quizzes and digital tools such as Kahoot and Socrative
- Objective tests and questioning
- Concept maps
- Portfolios
- Presentations
- Exit cards
- Think-Pair-Share
- Assignments and projects
- Class activities
- Informal presentations
- Teacher questioning and observation

3. Assessment As Learning (Aal)

Assessment as Learning (AAL) focuses on students becoming active participants in monitoring and evaluating their own learning. Students use self-assessment, peer assessment, reflection and teacher feedback to understand their progress, take responsibility for their learning and identify areas for improvement.

Strategies may include:

- Rubrics
- Checklists
- Self-assessment
- Peer assessment
- Learning journals and reflection
- Student-led evaluation of tasks

Summative Assessments

Summative Assessment, or Assessment of Learning (AoL), is conducted at the end of a unit, term or academic period to evaluate students' achievement against defined curriculum objectives, standards and learning outcomes. It provides evidence of students' overall attainment and progress and supports decisions regarding achievement, intervention and future learning.

Summative assessment may include:

- Written and objective tests
- Multiple-choice questions
- Projects
- Portfolios
- Essays and extended responses
- Half-Yearly Examinations
- Annual Examinations
- Term-end assessments
- Other school-based summative assessments

The results of summative assessments are analysed to identify learning gaps, students requiring additional support, areas for curriculum improvement and overall patterns of achievement. The findings are used to inform teaching strategies, targeted interventions and future curriculum planning.

METHODS OF ASSESSMENTS

Based on the learning objectives, various types of assessments are used in the school.

Assessment methods		
• Multiple choice questions, • Short answer questions, • Essays • Quiz • Rubrics/exit tickets	• Projects • Coursework • Examinations • Practical activities • Observations	• Discussion • Journals • Peer assessment • Self-assessment

USE OF ASSESSMENT DATA

Assessment data is systematically collected, triangulated, analysed and used to improve teaching and learning and enhance student attainment and progress. Teachers and school leaders use assessment evidence to make informed decisions and to identify appropriate next steps for individual students, groups and the school.

Assessment data is used to:

- Review and improve curriculum planning and teaching strategies.
- Design lesson plans based on students' attainment, progress and identified learning needs.
- Set high expectations, challenging targets and individual learning goals for students.
- Enable students to reflect on and discuss their progress and identify their next steps.
- Identify learning gaps and develop targeted intervention and support strategies.
- Plan differentiated, personalised and inclusive teaching, learning and assessment.
- Provide timely, meaningful and descriptive feedback to students, parents and relevant stakeholders.
- Monitor the impact of interventions and adjust teaching strategies accordingly.
- Identify trends in attainment and progress across subjects, grades and groups of students.
- Inform curriculum modification and school improvement planning.

- Engage parents as partners in supporting their children's learning and progress.

RECORDING AND REPORTING

Assessment records are maintained accurately, systematically and confidentially to provide a clear picture of each student's attainment, progress and learning needs. Records may include:

- Anecdotal records
- Assessment data records
- Teachers' diaries
- Students' portfolios
- Students' notebooks
- Student trackers
- Report cards
- Intervention and progress records

Student achievement and progress are communicated regularly to students and parents through both formal and informal channels. Feedback is provided following assessments to ensure that students and parents understand areas of strength, areas for improvement and the next steps in learning.

Parent-Teacher Meetings and Open Houses are organised at appropriate points in the academic year, including following:

- Diagnostic Test
- Periodic Tests/1st Quarterly Examination
- Term 1 Examinations
- Model Examinations
- Annual Examinations

The school also provides opportunities for parents to view and celebrate students' wider achievements through Carnivals, Annual Day, Sports Day, club activities and other school events.

ROLES AND RESPONSIBILITIES OF THE LEADERSHIP TEAM

The Senior Leadership Team (SLT) and Middle Leadership Team (MLT) are responsible for monitoring the effective implementation of assessment practices and maintaining high standards of assessment, recording and reporting across the school.

The leadership team ensures that:

- Assessment, recording and reporting procedures are clear, consistent and effectively implemented.
- The Assessment Policy is regularly monitored, reviewed and implemented across all phases and subjects.
- Curriculum expectations are aligned with CBSE requirements, school examination standards and relevant international benchmarks.
- Assessments are valid, reliable, fair, inclusive and appropriate for their intended purpose.
- Assessment data is accurately analysed and triangulated to identify students' strengths, learning gaps and areas requiring improvement, with appropriate targets set accordingly.
- Student attainment and progress are systematically tracked across curricular and co-curricular areas.
- Internal and external assessments are planned, administered and conducted fairly, securely and effectively.
- Teachers receive appropriate training and professional development in assessment practices, data analysis, target setting and the use of assessment evidence to inform teaching and learning.
- Students and parents understand the purpose and importance of international and external assessments such as CAT4, ASSET, TIMSS, PISA, PIRLS and IBT Arabic, and approach these assessments responsibly.
- Regular meetings are conducted with teachers to analyse assessment data, monitor student progress, evaluate interventions and identify further support required.
- Assessment outcomes are evaluated against school, local, national and international comparative data to identify trends and patterns over time.

- The performance of different groups of students is analysed to identify gaps, strengths and areas for improvement and to promote equity and inclusion.
- Teachers have a clear understanding of students' abilities, learning needs and individual differences and use assessment evidence to plan appropriate and responsive teaching.
- Assessment findings contribute to curriculum modification, school improvement planning and the continuous improvement of teaching and learning.

CURRICULUM

Gulf Asian English School follows CBSE curriculum which is a standardised competence based Indian curriculum offered across the globe. We aim to impart skills and values for excellence in all realms of life in an environment that provide personal attention. Well qualified and experienced teachers monitor children's progress. The assessment is communicated to the parents regularly. Special classes, adequate training and series of tests are conducted to enable the students to come out successfully in the CBSE examination.

KINDERGARTEN

The foundation stage of the learning process is introduced via "Learn while you Play" methodology. Emphasis is given on nurturing the cognitive skills and motor skills in a fun filled environment. The audio-visual aids, hands on experiences and use of technology stimulate the minds which help them to retain the information easily.

KG Students will be assessed in six different areas:

1. Physical Development
2. Socio-emotional Ethical Development
3. Cognitive Development
4. Language and Literacy Development
5. Aesthetic and Cultural Development
6. Positive Learning Habits

- Arabic is a compulsory subject for all students
- Islamic Studies is mandatory for Muslim students and Life Skills is for non-Muslim students.

Entry level test will be conducted for Classes KG to 12 in the first week of re-opening

CONTINUOUS EVALUATION SCHEDULE

KG1 & KG2	
Assessment	**Period**
Term - 1	April - September
Term - 2	October - March

SYSTEM OF EVALUATION

CLASS 1 – 5

Term 1 (50 Marks)	Term 2 (50 Marks)
20 Marks - Periodic Assessment + 30 Marks Half Yearly Exam	20 Marks - Periodic Assessment + 30 Marks Annual Exam
Periodic Assessment=20 Marks Periodic Test (10 Marks) + Notebook Submission (5 Marks) + Subject Enrichment Activity (5 Marks)	

ASSESSMENT STRUCTURE FOR CLASS 1-5

Term	Time Period	Assessment Type	Tentative Date	Portion	Marks	Marks Weightage
Term 1	April- May	Periodic Test 1 +NB+SEA	June	25% (Term 1)	20	20%
	June –September	Term 1	September.	50% (Entire portion for Term 1)	60	30%
Term 2	October- January	Periodic Test 2 +NB+SEA	January	25% (Term 2)	20	20%
	February- March	Annual Exam	March	50% (Entire portion for Term 2)	60	30%

*NB- Notebook * SEA- Subject Enrichment Activity

*For Classes 3-5, Subject Enrichment-2 in Maths, Science & English will carry weightage from ASSET Exam.

PART 1: SCHOLASTIC AREA - 1 to 5

SUBJECTS COVERED:

LANGUAGE 1 - English
LANGUAGE 2 - 2nd language
LANGUAGE 3 - Arabic
MATHEMATICS
SCIENCE
SOCIAL SCIENCE
ISLAMIC STUDIES / MORAL SCIENCE
SOCIAL STUDIES & MORAL EDUCATION

8 POINT GRADING SCALE (CLASS 1-5)

GRADE	MARK RANGE
A1	91-100
A2	81-90
B1	71-80
B2	61-70
C1	51-60
C2	41-50
D	33-40
E (ESSENTIAL REPEAT)	32 & BELOW

PART 2: CO-SCHOLASTIC AREA (CLASS: 1-5)

- Work Education
- Art Education
- Health & Physical Education

These activities are graded on a 3-point scale (A to C) and will have no descriptive indicators.

3 POINT GRADING SCALE

Grade	Remark
A	EXCELLENT
B	VERY GOOD
C	FAIR

PART 3: BEHAVIOUR MANAGEMENT SKILLS (CLASS 1-5)

All the students will get 80 Marks for their positive behaviour. Marks will be deducted from the total for any offences outlined in the Behaviour Management By law (Based on Ministerial Resolution No.851 of Year 2018). Students who consistently demonstrate

exemplary behaviour outlined in the Behaviour Management Bylaw will have the opportunity to earn the additional 20 marks. 60% shall be the minimum expected mark of behaviour.

Positive Behaviour	80	100
Exemplary Behaviour	20	

All offenses will be documented by the class teacher, and the total behaviour marks will be tallied at the end of the academic year.

EVALUATION OF CLASS 6-8

PART 1: SCHOLASTIC AREA - 6 to 8
SUBJECTS COVERED: LANGUAGE 1 - English LANGUAGE 2 - 2nd language LANGUAGE 3 - Arabic MATHEMATICS SCIENCE SOCIAL SCIENCE ISLAMIC STUDIES / MORAL SCIENCE SOCIAL STUDIES & MORAL EDUCATION

SYSTEM OF EVALUATION

EVALUATION FOR CLASS 6-8	
TERM-1 (100 MARKS)	TERM-2 (100 MARKS)
20 Marks Periodic Assessment + 80 Marks Half Yearly Exam	20 Marks Periodic Assessment + 80 Marks Yearly Exam
Periodic Assessment Periodic Test (10 Marks) + Notebook Submission (5 Marks) + Subject Enrichment Activity (5 Marks)	

ASSESSMENT STRUCTURE FOR CLASSES 6-8

Term	Time Period	Type of Assessment	Tentative Date	Portion	Marks	Weightage of Marks
Term I	April - May	Periodic Test I +NB+SEA*	June	25% (Term I)	40 Marks	10%
	June - September	Term - 1	September	50% (Entire portion for Term I)	80 Marks	40%
Term II	October - January	Periodic TestII +NB+SEA*	January	25% (Term II)	40 Marks	10%
	February - March	Annual Exam.	March	Entire portion for Term II	80 Marks	40%

*NB-Notebook *SEA-Subject Enrichment Activity

For Grades 6-8, Subject Enrichment-2 in Maths, Science & English will carry weightage from ASSET Exam.

8-POINT GRADING SCALE (CLASS: 6-8)

GRADE	MARK RANGE
A1	91-100
A2	81-90
B1	71-80
B2	61-70
C1	51-60
C2	41-50
D	33-40
E (ESSENTIAL REPEAT)	32 & BELOW

PART 2: CO-SCHOLASTIC AREA (CLASS: 6-8)

- Work Education
- Art Education
- Health & Physical Education

These activities are graded on a 3-point scale (A to C) and will have no descriptive indicators.

3 POINT GRADING SCALE

Grade	Remark
A	EXCELLENT
B	VERY GOOD
C	FAIR

PART 3: BEHAVIOUR MANAGEMENT SKILLS (CLASS 6-8)

All the students will get 80 Marks for their positive behaviour. Marks will be deducted from the total for any offences outlined in the Behaviour Management By law (Based on Ministerial Resolution No.851 of Year 2018). Students who consistently demonstrate exemplary behaviour outlined in the Behaviour Management Bylaw will have the opportunity to earn the additional 20 marks. 60% shall be the minimum expected mark of behaviour.

Positive Behaviour	80	100
Exemplary Behaviour	20	

All offenses will be documented by the class teacher, and the total behaviour marks will be tallied at the end of the academic year.

SECONDARY SCHOOL -CLASS 9& 10

Each student is evaluated according to annual assessment scheme which comprises written tests, Subject Enrichment Activities, and notebook submission for each subject.

Arabic language & SSME (Only for Class 9) are mandatory. Value education is emphasized through Islamic Studies & Moral Education (Class 10).

Information Technology is given as an additional subject for Class 9 & 10. For Mathematics (Class 10) Basic & Standard options are available. Those who opt for Basic will not be eligible for science stream with maths for Class 11.

The system of Evaluation is based on CBSE.

***Subject to the CBSE Schedule**

EVALUATION SCHEDULE

GRADE 9 & 10		
Assessment	**Period**	**Weightage**
Periodic Test 1	June	20%
Periodic Test 2	September	
Periodic Test 3	November (Class 10)	
	January (Class 9)	
Internal Assessment	On going	
Model Exam (Grade 10 only)	January 2027	Admission Test for Class 11
Annual Examination (Board Exam for Grade X)	February 2027	80%

***Subjected to CBSE date sheet**

EVALUATION OF CLASS 9& 10

PART 1: SCHOLASTIC AREA - 9 to 10
SUBJECTS COVERED: LANGUAGE 1 - English LANGUAGE 2 - 2nd language LANGUAGE 3 - Arabic MATHEMATICS SCIENCE SOCIAL SCIENCE ADDITIONAL SUBJECT : INFORMATION TECHNOLOGY ISLAMIC STUDIES **SOCIAL STUDIES & MORAL EDUCATION (Class 9)** **MORAL EDUCATION (Class 10)**

ASSESSMENT STRUCTURE FOR CLASS 9&10

Time Period	Type of Assessment	Tentative Date	Portion	Marks	Weightage of Marks
April - May	Periodic Test 1	June	40%	50	Best two as per CBSE 10%
June - 3rd Week of September	Periodic Test 2	September	Next 30% +PT 1 portion	80	
October – 3rd week of November	Periodic Test 3 (Grade - 10)	November	The remaining 30% + PT 1 & 2 portions	80	
October - 1st Week of January	Periodic Test 3 (Grade - 9)	January	The remaining 30% + PT 1 & 2 portions	80	
April -February	Internal Assessment	April -February	Portfolio, subject enrichment activity, Note Book submission	-	10%
February - March	Annual Exam.	February (Class 9)	Entire Portion for the Year	80	80%
February - March	Annual Exam.	February (Class10)	Entire Portion for the Year	80	

***Subject to the CBSE Schedule**

Pre-board exam will be conducted in the first week of January for Grade X

GRADING SCALE OF CLASS 9& 10

CLASS 10

Grade	Octile
A1	Top 1/8th of the passed candidates
A2	Next 1/8th of the passed candidates
B1	Next 1/8th of the passed candidates
B2	Next 1/8th of the passed candidates
C1	Next 1/8th of the passed candidates
C2	Next 1/8th of the passed candidates
D1	Next 1/8th of the passed candidates
D2	Next 1/8th of the passed candidates
E	Essential Repeat

CLASS 9

MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D

PART 2: CO-SCHOLASTIC AREA (CLASS: 6-8)

- Work Education
- Art Education
- Health & Physical Education

These activities are graded on a 5-point scale (A to E) and will have no descriptive indicators.

5-POINT GRADING SCALE

Grade	Remark
A	EXEMPLARY
B	PROFICIENT
C	DEVELOPING
D	EMERGING
E	BEGINNER

PART 3: BEHAVIOUR MANAGEMENT SKILLS (CLASS 9&10)

All the students will get 80 Marks for their positive behaviour. Marks will be deducted from the total for any offences outlined in the Behaviour Management By law (Based on Ministerial Resolution No.851 of Year 2018). Students who consistently demonstrate exemplary behaviour outlined in the Behaviour Management Bylaw will have the opportunity to earn the additional 20 marks. 60% shall be the minimum expected mark of behaviour.

Positive Behaviour	80	100
Exemplary Behaviour	20	

All offenses will be documented by the class teacher, and the total behaviour marks will be tallied at the end of the academic year.

SENIOR SECONDARY SCHOOL (CLASS 11&12)

This is the stage where the students are specialised in subjects of their choice, paving way for future career.

Emphasis is laid on in-depth knowledge of the subjects, in theory and application. Remedial classes ensure individual attention to all students to gear up for the CBSE Board Examinations.

- Arabic & Moral Education are mandatory as per MoE direction.
- Islamic Studies is mandatory for Muslim students.

STREAMS OFFERED

SCIENCE STREAM	
Compulsory Subjects	- **English Core** - **Physics** - **Chemistry** - **Multimedia**
Optional Subjects	- **Biology/Computer Science** - **Math/*Home Science/Informatics Practices**

***Note: Home Science as an optional subject is available only for girls and Informatics Practices for Boys.**

COMMERCE STREAM	
Compulsory Subjects	- English Core - Accountancy - Business Studies - Multimedia
Optional Subjects	- Economics/Informatics Practices - Marketing/*Home Science

***Note: Home Science as an optional subject is available only for girls**

STRUCTURE OF ASSESSMENT SCHEME

CLASS 11 & 12

The Assessment scheme will have theory, internal assessment or practical components as per syllabus given for each subject. Board shall conduct annual examinations for Class 12.

The assessment scheme for Class 11 will be similar to Class 12Board Examination and shall be carried out at the school level.

The Board Examination for Class 12 will cover the entire syllabus of Class 12 as per syllabus for each subject.

EVALUATION SCHEDULE FOR CLASS 1

Assessment	Tentative Date	Weightage of Marks (Gr. XI)
1st Quarterly Exam	May	10%
Term 1	September	40%
2nd Quarterly Exam	January	10%
Annual Exam	February	40%

EVALUATION SCHEDULE FOR CLASS 12

Assessment	Tentative Date	
1st Quarterly Exam	May	
Term 1	September	
Model Exam 1	November	
Model Practical Examination	December	
CBSE Board Practical Examination	January*	
Annual Examination Class 12 (Theory)	February*	As per CBSE

***Subject to CBSE notification**

INTERNAL ASSESSMENT (CLASS 11& 12)

SUBJECT & SUBJECT CODE	GRADES
Work Experience (500)	A1, A2, B1, B2, C1, C2, D1, D2 & E
Physical & Health Education (502)	A1, A2, B1, B2, C1, C2, D1, D2 & E
General Studies (503)	A1, A2, B1, B2, C1, C2, D1, D2 & E

MONITORING AND REVIEW OF ASSESSMENT POLICY

The school Governors and Senior Leadership Team are responsible for monitoring the implementation ofassessment policy. They review the Policy annuall