

EXAMINATION POLICY & ASSESSMENT PLAN

- The school follows the CBSE guidelines from Class Nursery to XII. Assessments of students are done through different skills they acquire throughout the year.
- School follows the curriculum as planned by the CBSE for all classes.
- A minimum of **75% attendance** in an academic session is required to be promoted to the next class.
- As per CBSE norms, exemption will be given to students on account of prolonged illness, loss of mother or father, authorized participation in sports in national or international level, or for any other reasons of similar nature.
- The academic year is divided into two terms for each class and each term has separate assessment reports.

The National Education Policy NEP 2020 states that “The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.”

Nursery to Class III

(NEP), 2020 recommends pedagogical and curricular restructuring of school education as 5+3+3+4, to make it more responsive and relevant to the developmental needs and interest of learners at different stages of the development. The age group **3 to 8 years** comprises the **Foundational Stage**. The National curriculum NCFFS (National Curriculum Framework for Foundational Stage), 2022 recommends age-appropriate pedagogy, curriculum and assessment.

The school follows the guidelines of NEP 2020 in full spirit.

The para 6.4.3 of NCFFS recommends **Holistic Progress Card (HPC)** which is an individualized and comprehensive reporting of a child's progress based on evidence gathered through classroom activities over a period of time. HPC aims to mark shift in assessment from one that primarily tests rote memorization skills, to one that is more regular and formative. Assessment at the Foundational Stage is not to provide any grade and score on a child's performance but to understand a child's progress in various learning outcomes and competencies. Assessment of children on all the essential aspects of their growth and development will be compiled in the form of a Holistic Progress Card (HPC), which is descriptive and analytic rather than merely numerical. Explicit tests and examinations are inappropriate assessment tools for this stage. Assessments are to be conducted largely in the form of qualitative observations by teachers.

This assessment policy aims to define the principles, processes, and practices for evaluating student learning and development in Classes Nursery to Class 3. The policy emphasizes a holistic approach, focusing on academic performance alongside social, emotional, and behavioural growth, supported by the Holistic Progress Card (HPC) for comprehensive student profiling.

Assessment Principles

- **Holistic Development:** Focus on intellectual, emotional, social, and physical growth.
- **Fairness and Transparency:** Clear, consistent, and unbiased assessment methods.
- **Continuous Feedback:** Ongoing assessment with timely, constructive feedback to support improvement.
- **Student-Centered Learning:** Encouraging self-awareness, reflection, and goal-setting.
- **Individual Growth Focus:** Recognizing diverse learning styles and paces.

HPC reports many unique competencies which are not just academic. It communicates the strengths and areas of improvement with participation and discussion between the teacher, the child and where possible, the parent.

HPC includes assessment of various competencies by the teacher through use of different assessment tools, to track the progress of the child against Competency that is defined for specific Curricular Goals.

The Curricular Goals for the Foundational Stage have been derived by giving consideration to the following domains:

- Physical development,
- Socio-emotional and ethical development
- Cognitive development
- Language and literacy development
- Aesthetic and cultural development
- Positive Learning Habits

These goals will be assessed continuously throughout the year through various parameters- class activities, quizzes, worksheets, assignments, class tests, oral interactions, peer/self-assessments, and projects.

The competencies are to be interpreted with the following levels of attainment.

- **Beginner:** Tries to achieve the Competency and associated Learning Outcomes with a lot of support from teachers.
- **Progressing:** Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
- **Proficient:** Achieves the Competency and associated Learning Outcomes on his/her own

Classes IV – V

- The student's performance is evaluated as per the latest CBSE guidelines for classes IV-V.
- The student's progress is assessed as per the following assessment plan.

TERM 1								
UT -1	Internal Assessment					Mid Term	TOTAL Term 1	GRADE
	Attendance	Subject Enrichment	Project based Activity	Portfolio	Multiple Assessment			
20	5	5	5	5	5	50	50	A1
5	5	5	5	5	5	20		

TERM 2							FINAL	
UT -2	Internal Assessment					Term End	(Mid Term (20) + Term 2(80))	GRADE
	Attendance	Subject Enrichment	Project based Activity	Portfolio	Multiple Assessment			
20	5	5	5	5	5	50	100	A1
5	5	5	5	5	5			

Points to be noted:

- Syllabus will be separate for both the terms.
- The Question Papers for the Mid Term Examinations will be set out of the syllabus of the First Term and Annual Examination will be held from the syllabus of the Second Term only.

- The question papers will be provided in the form of Question Paper Booklets along with space for answering the questions in the booklets itself.
- Fraction of the marks will be rounded off as per mathematical formula in all the subjects and classes, for example: 8.1 to 8.4 will be rounded off to 8.0 and 8.5 to 8.9 rounded off to 9.0.
- **Student's Attendance (5 Marks)**

Attendance Range in Percentage	Marks
96-100	5
91-95	4
86-90	3
81-85	2
76-80	1
Upto 75	NIL

- **Subject Enrichment (5 Marks)** - These activities are defined as the activities leading to experiential learning integrated with each subject and leading to subject enrichment of the child. Child shall be engaged in activities based on the content that connects different areas of knowledge, application and values with their lives and the world around. For example: Art Exhibition, Quiz, Poster Making, Role play, Sketching, Bulletin Board Making, Fun with Science Activities, Debate/ Declamation, Sketching, Bulletin Board Presentation or any other activity.
- **Project Based Activities (5 Marks)**- Project Based Activities are instructional approaches designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. Project Based Activities provide an opportunity for students to engage deeply with the targeted content with a focus on long-term retention. These activities facilitate the development of key skills like: Identification of Problems, Logical Thinking, Creativity, Inference Making and Problem Solving.
- **Portfolio (5 Marks)**- The Portfolio is to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed. It is a purposeful collection of intentionally chosen student's work representing a selection of performances that is assembled over time and describes the learner's efforts, progress, growth and achievement in key areas learning outcomes. Assessment will include self and peer assessment among others like achievement of student in the subject, reflections, narrations, etc. It holds the performance records and documents which represents a collection of their learning achievements. As a process, it enables learners to monitor their own learning systematically, reflect on their performance, redirect their efforts, and set future goals.
- **Multiple Assessment (5 Marks)** – It is aimed at evaluating the performance of the learner more comprehensively & regularly and provide schools/ teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, quizzes, concept maps, exit cards, visual expressions, Listening and Speaking Skills etc as per the demand of the subject and the context towards addressing, the goal of assessment for and as learning.
- **Unit Tests (5 Marks)**- Unit tests will be conducted for 20 marks which will be reduced to 5 marks. It is a tool for assessing through traditional written paper and pencil tests.
- The school promote co-curricular areas for the holistic development of the students. These activities will be graded on a 3 point grading scale (A to C).
A=Outstanding B=Very Good C=Fair
- Answer sheets pertaining to all the examinations including records of Internal Assessment will be maintained for a period of one year from the date of declaration of result for verification at the discretion of the Board. Subjudice cases, if any or those involving RTI/ Grievances may however, be retained till the decision of the case.
- No student will be held back in classes III & IV.

Passing Criteria for Class V

- In order to be declared "Pass" at the end of the session for promotion to the next higher class, a student must secure at least 33% marks in each subject studied by him/her during the session.
- He/She must secure overall 33 % marks i.e 33 marks out of 100.
- The promotion to the next higher class is also subject to the condition that a minimum of 25 % of marks must be scored in Mid Term Examination + Annual Examination i.e 18 marks out of 70 in each subject.
- A candidate not eligible to be declared "Pass" will be declared "Promoted" at the end of the session of a class provided he/she is entitled for grace marks.

- Grace marks up to maximum of 10 in all, not more than 05 marks in one subject, shall be awarded to a student to reach the minimum required 33% of marks in each subject provided that a minimum of 25% of marks are secured in each subject in Mid Term Examination + Annual Examination i.e 18 marks out of 70 marks to make him/her eligible for promotion.

Classes VI - VIII

TERM 1								
UT -1	Internal Assessment					Mid Term	TOTAL Term 1	GRADE
	Attendance	Subject Enrichment	Project based Activity	Portfolio	Multiple Assessment			
25	5	5	5	5	5	60	50	A1
5	5	5	5	5	5	20		

TERM 2							FINAL	
UT -2	Internal Assessment					Term End	(Mid Term (20) + Term 2(80))	GRADE
	Attendance	Subject Enrichment	Project based Activity	Portfolio	Multiple Assessment			
25	5	5	5	5	5	60	100	A1
5	5	5	5	5	5	50		

Grading Scale - Grading Scale for Scholastic Areas

MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & below	E (Essential Repeat)

Points to be noted:

- The Question Papers for the Mid Term Examinations will be set out of the syllabus of the First Term.
- The Question Papers for the Annual Examinations will be set out of the whole syllabus, covered in first term and second term.
- Fraction of the marks will be rounded off as per mathematical formula in all the subjects and classes, for example: 8.1 to 8.4 will be rounded off to 8.0 and 8.5 to 8.9 rounded off to 9.0.
- Student's Attendance (5 Marks)**

Attendance Range in Percentage	Marks
96-100	5
91-95	4
86-90	3
81-85	2
76-80	1
Upto 75	NIL

- **Subject Enrichment (5 Marks)** - These activities are defined as the activities leading to experiential learning integrated with each subject and leading to subject enrichment of the child. Child shall be engaged in activities based on the content that connects different areas of knowledge, application and values with their lives and the world around. For example: Art Exhibition, Quiz, Poster Making, Role play, Sketching, Bulletin Board Making, Fun with Science Activities, Debate/ Declamation, Sketching, Bulletin Board Presentation, Olympiads, Election/Youth Parliament, Dance/Drama, or any other activity.
- **Project Based Activities (5 Marks)**- Project Based Activities are instructional approaches designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. Project Based Activities provide an opportunity for students to engage deeply with the targeted content with a focus on long-term retention. These activities facilitate the development of key skills like: Identification of Problems, Logical Thinking, Creativity, Inference Making and Problem Solving.
- **Portfolio (5 Marks)**- The Portfolio is to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed. It is a purposeful collection of intentionally chosen student's work representing a selection of performances that is assembled over time and describes the learner's efforts, progress, growth and achievement in key areas learning outcomes. Assessment will include self and peer assessment among others like achievement of student in the subject, reflections, narrations, etc. It holds the performance records and documents which represents a collection of their learning achievements. As a process, it enables learners to monitor their own learning systematically, reflect on their performance, redirect their efforts, and set future goals.
- **Multiple Assessment (5 Marks)** – It is aimed at evaluating the performance of the learner more comprehensively & regularly and provide schools/ teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, quizzes, concept maps, exit cards, visual expressions, Listening and Speaking Skills etc as per the demand of the subject and the context towards addressing, the goal of assessment for and as learning.
- **Unit Tests (5 Marks)**- Unit tests will be conducted for 25 marks which will be reduced to 5 marks. It is a tool for assessing through traditional written paper and pencil tests.
- The school promote co-curricular areas for the holistic development of the students. These activities will be graded on a 3 point grading scale (A to C).
A=Outstanding B=Very Good C=Fair
- Answer sheets pertaining to all the examinations including records of Internal Assessment will be maintained for a period of one year from the date of declaration of result for verification at the discretion of the Board. Subjudice cases, if any involving RTI/ Grievances may however, be retained till the decision of the case.
- No student will be held back in classes VI & VII.

Passing Criteria for Class VIII

- In order to be declared "Pass" at the end of the session for promotion to the next higher class, a student must secure at least 33% marks in each subject studied by him/her during the session.
- He/She must secure overall 33 % marks i.e 33 marks out of 100.
- A candidate not eligible to be declared "Pass" will be declared "Promoted" at the end of the session of a class provided he/she is entitled for grace marks.
- The promotion with grace marks to the next higher class will be subject to the condition that a minimum of 25 % of marks be scored in each subject in Annual Examination i.e 13 marks out of 50.
- Grace marks up to maximum of 10 in all, not more than 05 marks in one subject, shall be awarded to a student to reach the minimum required 33% of marks in each subject provided that a minimum of 25% of marks are secured in each subject in the Annual Examination i.e 13 marks out of 50 marks to make him/her eligible for promotion.
- A candidate who appears in Annual Examination can be declared eligible for appearing at the Re-Examination in all the failing subject(s).
- Such a candidate will be eligible to appear in the subject(s) at a subsequent examination to be held within a period of two months from the date of declaration of the result known as the "Re Examination".
- Re-Examination will be conducted on the same syllabus and pattern of Annual Examination.
- Marks of the Attendance of the student (05 marks) + Subject Enrichment (05 marks) + Project based Activities(05 marks) + Portfolio(05 marks) + Multiple Assessment(05 marks) + Unit Test (05 marks) put together, will be carried forward and added with the marks obtained by the student in the Re Examination.
- Weightage of Marks obtained by the student in Re-Examination will be proportionately calculated out of 70 marks.

Assessment Plan

Class IX

TERM 1						TERM 2					FINAL		
IA/ Practical				Mid-Term (MT)			Internal Assessment/ Practical				Annual Exam (AE)	Grand Total	G R A D E
UT 1	PF 1	SEA 1	MA 1	Theory	Term-1 Total		UT 2	PF 2	SEA 2	MA 2	Theory		
July	Apr-Aug			Sept		G R A D E	Dec	Oct - Feb			Mar		
25							25						
5	5	5	5	80	100		5	5	5	5	80	100	

Class X

TERM 1		TERM 2				FINAL				
UT 1 (May)	UT 2 (Aug)	PB-1 (Oct)	PB-2 (Nov)	PB-3 (Dec)	PB-4 (Jan)	UT	PF	MA	SEA	Board Exam
40	40	80	80	80	80	5	5	5	5	80

UT= Unit Test; PF = Portfolio; SEA= Subject Enrichment Activity; IA= Internal Assessment; MA = Multiple Assessment; PB= Pre- Board;

Class XI

TERM 1				TERM 2		FINAL	
UT 1	Mid-Term (MT)	Term-1 Total	G R A D E	UT2	Annual Exam (AE)	Theory (MT + AE)* + IA/Practical (MT + AE)*	G R A D E
July	Sept	UT1(10) + MT (90)		Dec	Mar		
25	Th-1 + Pr/IA-1	100		25	Th-2 + Pr/IA-2		

* Weightage of theory and practical/internal assessment for both the terms will be calculated as per the circular No-DE.5/212/Exam/16-17/Part-I/365-374 dated 01/07/2022.

Class XII

TERM 1		TERM 2					FINAL	
UT 1 (May)	UT 2 (Aug)	IA /Practical	PB-1 (Oct)	PB-2 (Nov)	PB-3 (Dec)	PB-4 (Jan)	IA /Practical (External) (Jan-Feb)	Board Exam
40	40	70/ 50/ 40/ 30/ 20	30 / 50 / 60 / 70 / 80				70/ 50/ 40/ 30/ 20	30/ 50/ 60/ 70/ 80

UT= Unit Test

Pr= Practical;

IA= Internal Assessment;

PB= Pre-Board;

Review and Continuous Improvement

- This policy will be reviewed annually to reflect best practices and evolving educational needs. Feedback from stakeholders—teachers, students, and parents—will guide updates.