

Ref No: RIS - IPS/Admin/Assessment Policy /IX & X

**Assessment Policy Applicable for Classes IX and X for Session ,2023-2024**

**Radiant International School & Indirapuram Public Schools**

**(Schools under the aegis of Indirapuram Group of Institutions)**

**Date of issue: 26<sup>th</sup> April, 2023**

**Applicable for: Session 2023-24**

**Approved by:**



**Mrs. Rita Singh**

Group CEO, Indirapuram Group of Institutions

**Vision of the Schools:**

To develop Physically Fit, Socially Responsible, Morally Upright Global Citizens with reflective and inquisitive minds through actions for Sustainable Goals, Standardized Tools and Inclusive Practices

**Mission of the Schools:**

The schools have a mission to maintain a sharp focus on the pursuit of attaining the highest academic standards. In addition, the schools aim at the holistic development of its students by creating in them:

- an understanding and appreciation of India's rich culture
- a sense of integrity, ethics, and uncompromising honesty
- a strong secular ethos
- leadership, with a sense of teamwork and fair play
- an awareness of the environment
- a concern for the less fortunate
- a concern for human rights and democratic values
- an inquisitive mind and a spirit of adventure
- a global perspective

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**Assessment Policy**

The assessment policy includes a definition of “domain” -the area of learning that is being measured. It explains which aspects of the domain are covered in the assessment. The framework also outlines how the assessment is constructed, by highlighting the proportion of items for each of the aspects of the learning domain that makes up the assessment. Further, it describes the response or item formats that are used, the length and the number of items in the assessment. The policy also outlines how results of the assessment may be reported.

**Objective:**

1. To assess the breadth and depth of a student's knowledge and critical analysis of major areas as per the respective class/age group.
2. To give clarity and transparency to all the stakeholders about the rules and regulations with respect to the examinations conducted for classes IX to X
3. To ensure proper documentation related to the area of examinations for classes IX to X.

**Scope:**

To be used by the examination in-charges, teachers, students and parents of all the schools of Indirapuram Group of Schools in both Patna and NCR regions.

**Where:** At all the schools of IGS in Patna and NCR region

## 1.0 Curriculum Areas at Secondary Level

For the all-around development of students in consonance with the holistic approach to education, the schools of IGS have done away with artificial boundaries between the co-curricular domain and the curricular domain. Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses major learning areas as under:

- 1.1. Languages include Hindi, English, German, French and Sanskrit:** The curricula in languages focus on listening, speaking, reading, and writing skills and, hence, develop effective communicative proficiency so that learners are enabled to use language to comprehend, acquire and communicate ideas in an effective manner.
- 1.2. Social Science :**( Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world.
- 1.3. Science:** (Biology, Chemistry and Physics) includes gaining knowledge about Food, Materials, The World of the Living, how things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources. The Focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life.
- 1.4. Mathematics:** includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize the ability to apply this Knowledge and acquired skills in their daily life and the skills to think mathematically. It also includes understanding of the principles of reasoning and problem solving. Children learn to rationalize and reason about per-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns. Mathematics is offered at two different levels i.e., Mathematics (Basic) & Mathematics Standard to suit needs of different learners.
- 1.5. Skills Electives-** A well-skilled workforce is one of the key requirements for the prosperity and growth for any country. Some skills come from general education, but specific occupational skills are also important. Typically, initial vocational education and training systems have a big part to play in supplying these skills. To develop skills and talents as a form of free expression, a variety of competency-based subjects under NSQF like Retail, Information Technology, Marketing & Sales, Banking, Finance, AI etc are offered. Choosing any one Skill subject at secondary level can help the child to pursue what truly interests or pleases him or her. The curriculum and the study material for the Skill Electives is available on the CBSE academic website under the tab 'Skill Education' and can be accessed through the link: <https://cbseacademic.nic.in/skill-education.html>.
- 1.6. Art Education** entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, and valuing art and cultural heritage. In addition, Arts should be integrated with other subjects to promote creative thinking and expression

**1.7. Health and Physical Education** focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, well being, and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, Yoga, NCC (Applicable in RIS-Patna only), self-defence, fitness and lifestyle choices.

**1.8. Discipline significantly impacts character shaping and building a career. Sincerity, good behaviour and values develop strength and foster unity and cooperation. Therefore, the element of discipline has been introduced. Class teachers will be responsible for grading the students on a 5-point grading scale (A to E).**

**Note: Work Experience/Club Activities:** The Work Experience has been subsumed in the Health and Physical Education, however, it is an integral part of the curriculum and is given as much focus as Health and Physical Education.

## 2. Subjects to be offered:

Class IX and X is a composite course. Students therefore should take only those subjects in class IX which they intend to continue in Class-X. Subjects can be offered as under:

Subjects		Names of the subjects
<b>Compulsory</b>	Subject 1 Language I (Hindi-Course B or English Language and Literature)	Language I (Hindi -Course B or English Language and Literature. <b>(Group -L)</b> )
<b>Compulsory</b>	Subject 2	Language II (Anyone from the Group of Languages <b>(Group-L)</b> other than the Language chosen as Subject 1).
<b>Compulsory</b>	Subject 3	Mathematics -Basic or Mathematics Standard <b>(Group - A-1)</b>

<b>Compulsory</b>	Subject 4	Science <b>(Group -A-1)</b>
<b>Compulsory</b>	Subject 5	Social Science <b>(Group -A-1)</b>
<b>Optional</b>	Subject 6	Skill subject <b>(Group-S)</b>
	Subject 7	Language III /Any subject other than opted above
<b>Subjects of Internal Assessment</b>	Subject 8 and 9 Art Education Assessment and certification at school level	Art Education Health & Physical Education Work Experience*

### **\*Work experience is subsumed in Health and Physical Education**

**2.1.** The Board Examination in Mathematics is held at two levels in Class X. However, it is not applicable to the internal assessment done in Mathematics at the school level in class X. For details, please refer [Circular No. Acad. 03/2019](#). It may be noted that the students who are opting Mathematics - Basic will have the option of taking Applied Mathematics (241) as an Elective at Class XI/Sr. Secondary though they may not be permitted to take Mathematics (041) at Sr. Secondary level. However, a student who has opted Mathematics - standard can offer any one of the two available Mathematics at Sr. secondary level.

### **2.2 Pass Criteria Class X-**

**2.2.1.** In order to be declared as having passed the annual examination, a candidate has to obtain a grade higher “than E” (i.e., at least 33% marks) in all main five subjects of external examination in the main or any five at the compartmental examinations.

**2.2.2.** If a student fails in any one of the three compulsory subjects (i.e. Science, Mathematics and Social Science) and passes in the Skill subject (offered as sixth optional subject), then that subject will be replaced by the Skill subject and the result of Class X Board examination will be computed accordingly.

**2.2.3.** If a student fails in any language subject, out of first five subjects, the same will be replaced by the language taken as seventh subject (in case of no skills subjects offered) or as seventh subject (optional), provided that he or she has passed this language and after replacement either Hindi or English remains as a passed language in the first five subjects.

### **2.3. Pass Criteria for Class IX:**

- 2.3.1.** In order to be declared as having passed the annual examination, a candidate has to obtain a grade higher than E (i.e., at least 33% marks) in all main five subjects of external examination in the main or any five
- 2.3.2.** The student would fall in compartment category if he/she fails in any one of the three compulsory academic subjects (i.e., Science, Mathematics and Social Science) and even if passes in the Skill (Vocational) subject (offered as 6th additional subject). If the student fails to clear the compartment exam too, then that subject would be replaced by the skill subject provided that he/she has passed that skill subject and the result of Class IX examination will be computed accordingly.
- 2.3.3.** It is expected that all the students would have studied three languages up to class VIII. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language. **However, CWSN is exempt from the study of third languages.**

### **2.4. Compartment Cases:**

- 2.4.1.** Failing in two subjects out of the compulsory 5 subjects offered would result the student to be in the compartment category in the subjects he/she has failed provided he/she qualifies the internal assessments of all the subjects.
- 2.4.2.** A candidate placed in compartment category will have to appear for the compartmental examination/retest as conducted by the school after result declaration of class IX for class IX students and within a month of the result declaration of class X by CBSE for class X students.
- 2.4.3.** A candidate who does not appear or fails at one or all the chances of compartment/retest examination conducted by school for class IX and by CBSE for class X shall be considered as detained in class IX/X and will have to repeat class IX/X and reappear in all the subjects in the subsequent annual examination /Board examination of upcoming session.
- 2.4.4.** Syllabus and Courses for the Compartmental candidates of class X, in Feb/March Examination and that for compartment cases of class conducted by school shall be the same as applicable to the regular candidates of full subjects appearing in the March- February examination respectively.
- 2.4.5.** For subjects involving Internal Assessment, in case the candidate has passed in internal assessment, he/she shall appear only in theory part and previous internal assessment marks will be carried forward for both class IX and class X.
- 2.5.** Either Hindi or English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously.



- 2.6.** Students offering additional sixth skill subjects may also offer an additional language III/ any subject as seventh subject.
- 2.7.** Out of the three subjects - Computer Application (Code 165), Information Technology (Code 402) and Artificial Intelligence (code 417) - only one can be offered. A combination of any of these subjects is not permitted.
- 2.8.** Several exemptions/concessions to candidates with disabilities as defined in the **“THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016”**. Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the Board and the Standard Operating Procedure for availing these concessions are available on [:https://www.cbse.gov.in/cbsenew/Examination\\_Circular/2019/5\\_CIRCULAR.pdf](https://www.cbse.gov.in/cbsenew/Examination_Circular/2019/5_CIRCULAR.pdf)

### 3. List of subjects offered by Indirapuram Group of Schools at Secondary Level:

LANGUAGE (Group -L)						
Sr. No.	CODE	NAME	Theory Marks	Marks Time (h)	Internal Marks	Total Marks
1	085	HINDI COURSE-B	80	3	20	100
2	184	ENGLISH LANG & LIT.	80	3	20	100
3	018	FRENCH	80	3	20	100
4	020	GERMAN	80	3	20	100
5	122	SANSKRIT	80	3	20	100

<b>COMPULSORY SUBJECTS (Group-A-1)</b>							
<b>Sr. No.</b>	<b>CODE</b>	<b>NAME</b>		<b>Theory Marks</b>	<b>Time (h)</b>	<b>Internal Marks</b>	<b>Total Marks</b>
<b>1</b>	<b>041</b>	MATHEMATICS -STANDARD	<b>ANY ONE</b>	<b>80</b>	<b>3</b>	<b>20</b>	<b>100</b>
	<b>241</b>	MATHEMATICS -BASIC					
<b>2</b>	<b>086</b>	SCIENCE		<b>80</b>	<b>3</b>	<b>20</b>	<b>100</b>
<b>3</b>	<b>087</b>	SOCIAL SCIENCE		<b>80</b>	<b>3</b>	<b>20</b>	<b>100</b>

<b>SKILL SUBJECTS (Group -S)</b>				
<b>S. No.</b>	<b>Code</b>	<b>Name of the Subjects</b>	<b>Marks</b>	
			<b>Theory</b>	<b>Practical</b>
1.	<b>402</b>	Information Technology	50	50
2.	<b>413</b>	Health Care	50	50
3.	<b>417</b>	Artificial Intelligence	50	50
4	<b>405</b>	Introduction to Financial Markets	50	50

5.	<b>406</b>	Introduction to tourism	50	50
6.	<b>419</b>	Data Science	50	50
7	<b>422</b>	Design Thinking & Innovation (NEW)	50	50

The curriculum and the study material for the Skill Electives is available on the CBSE academic website under the tab 'Skill Education' and can be accessed through the link: [https://cbseacademic.nic.in/web\\_material/CurriculumMain24/Sec/Curriculum\\_Sec\\_2023-24.pdf](https://cbseacademic.nic.in/web_material/CurriculumMain24/Sec/Curriculum_Sec_2023-24.pdf).

**4. STRUCTURE OF ASSESSMENT SCHEME FOR CLASSES IX AND X**

Term Name	Assessment Name	Pen and Paper Test (5 marks)					Formative Assessment			
		PT's (05 marks)	Month & Time Duration	M.M	Weightage	Remarks	Months - other activities besides PT's	Multiple Assessment 2 (05 marks)	Portfolio 3 (05 marks)	Subject Enrichment 4 (05 marks)
Term 1	FA Cycle -1	Periodic test - 1	Class IX 90 minutes  24/7/23 to 4/8/23 -NCR  10/7/23 to 18/7/23 Patna region  12/5/23 24/5/23 (Both regions) 90 minutes (Class X)	40	5	* At the end of the term-1 PT-1 out of 5 marks to be accounted for internal assessment.  *The Weightage of 80 marks to be taken from PT2 and reported at the end of term -1.  * Term 1 end report card would include following out of 100 marks- +5 marks from PT1 +5 marks from Multiple assessment + 5 marks from Portfolio + 5 marks from subject enrichment +80 marks from PT2	3/4/23 to 21/7/23	*Minimum three activities to be done in cycles FA1 and FA 2 for each subject.  *Average of all three activities to be calculated for each FA cycle for each subject out of 5 marks  *Best average out of 5 marks of FA1 and FA2 to be accounted at the end of Term-1	*Minimum three activities to be done in cycles FA1 and FA 2 for each subject.  *Average of all three activities to be calculated for each FA cycle for each subject out of 5 marks  *Best average out of 5 marks of FA1 and FA2 to be accounted at the end of Term-1	*Minimum three activities to be done in cycles FA1 and FA 2 for each subject.  *Average of all three activities to be calculated for each FA cycle for each subject out of 5 marks  *Best average out of 5 marks of FA1 and FA2 to be accounted at the end of Term-1
	FA Cycle -2	Periodic test - 2 (Half Yearly)	11/9/23 to 22/9/23 180 minutes	80	5		7/8/23 to 8/9/23			
Term 2	FA Cycle - 3	Periodic test - 3	6/12/23 to 18/12/23 90 minutes	40	5	* At the end of term 2 each Periodic test (PT-1, PT-2 & PT-3 ) is to be converted out of 5 marks and average of best 2 out of (PT-1, PT-2 & PT-3 ) to be taken out of 5 marks and accounted for internal assessment at the end of the session.	25/9/23 to 5/12/23	*Minimum three activities to be done in FA3 cycle for each subject.	*Minimum three activities to be done in FA3 cycle for each subject.	*Minimum three activities to be done in FA3 cycle for each subject.
	FA Cycle - 4	PRE-BOARD (For Class X)  Annual Exam/Board	11/01/2024 to 22/01/24  7/2/23 to 19/2/23	80  80	80	*The Weightage of 80 marks to be taken from the annual exam ( for class IX) and reported at the end of term -2.  * Term 2 end report card would include following out of 100 marks- +5 marks from PT's (PT1, PT2 & PT3) +5 marks from Multiple assessments + 5 marks from Portfolios + 5 marks from subject enrichment +80 marks from annual exam	19/12/23 to 6/2/23	*Average of all three activities to be calculated for each FA3 cycle for each subject.  * Best of the averages calculated in FA1, FA2 and FA3 to be accounted for at the end of the session.  *No formative activities to be done in FA4.	*Average of all three activities to be calculated for each FA3 cycle for each subject.  * Average of the best two of the averages calculated in FA1, FA2 and FA3 to be accounted for at the end of the session.  *No formative activities to be done in FA4.	*Average of all three activities to be calculated for each FA3 cycle for each subject.  * Average of the best two of the averages calculated in FA1, FA2 and FA3 to be accounted for at the end of the session.  *No formative activities to be done in FA4.
Only PT2/Half yearly would be conducted centrally throughout both the regions							The consolidation of these 3 heads of internal assessment to be done by the end of January			

- 4.1 The Assessment scheme will have an 80 marks component for Board examination (class X) and Annual Examination (class IX) in all subjects except compulsory subjects to be assessed internally along with a 20 marks component of Internal Assessment. Students have to secure 33 percent in total in each of these components.
- 4.2 All subjects would have four activities namely **one Multiple Assessment, one Subject Enrichment, one Portfolio and one Periodic test** included in each FA cycle
- 4.3 There will be no standardized examinations with prior information, schedule, and syllabus except for Periodic tests.
- 4.4 Formative Assessments will be evenly distributed and mapped with every concept/skill area.
- 4.5 Every Assessment must be recorded in the facilitator journal on the assessment record page, even if some assessments are left out of the final report.
- 4.6 Marks range for formative assessment will be from 10 marks.
- 4.7 **There will be no preparatory leave(s) during Periodic Tests -I and Periodic test -III and would be conducted within regular school hours only. Regular classes would continue after the above said tests.**
- 4.8 There will be no common examination for the skill subjects and the same will be assessed internally by the respective schools.
- 4.9. The schools of IGS would prepare the blueprints for all the subjects, preferably in all assessments and involuntarily for the assessments which are common throughout both the regions as per the allocated duties.
- 4.10. The schools of IGS would prepare the answer schemes for all the subjects, preferably in all assessments and involuntarily for the assessments which are common throughout both the regions as per the allocated duties.
- 4.11. Refer to Annexure – A of the assessment policy for more details on point number 4.9 & 4.10.

## **5. Details of Internal Assessment for class IX & X (20 Marks):**

One-time year-end examination is complemented and supplemented with Internal Assessment (IA) that assesses students in diverse manner, at different times and also examines a broad range of curriculum objectives. IA, in effect school-based assessment, plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers of students' progress and therefore supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning.

- 5.1 Periodic Assessment (Cycle) (05 Marks)** The main purpose of Periodic Assessment is to assess the learning progress of students. Such Assessment done at regular intervals provides feedback and insight to teachers regarding learners' needs and helps them to improve instruction, do remedial teaching and set curricular targets for a student or a group of students. The feedback also helps students to know their errors as well as strengths

and weaknesses. The students, thus, are enabled for better learning and setting up realistic goals. In essence, this is assessment for, of and as learning. **As earlier the periodic tests would be restricted to 3 in each subject in a year and the average of best 2 out of 5 marks would be taken for final submission of marks.**

**5.2 Multiple Assessments (05 marks):** Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers would determine the type and frequency of these. This would make assessment more comprehensive and provide schools/teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning, such as, quizzes, project-work, Self and peer assessment, collaborative projects, experiments, classroom demonstrations, etc. Caution must be observed that recording of such assessment is not cumbersome and can be easily translated into individual student scores. Thus, **developing simple scoring criteria and rubrics** becomes of equal importance when deciding to use a particular technique. In tune with the purpose of periodic assessment, i.e., to provide feedback to improve teaching and learning, it becomes of equal importance to use follow-up measures in case students are found deficient in proficiency of relevant learning outcomes. **At the end of term II best of the averages of the Multiple assessments of FA1, FA2 & FA3 will be taken into account.**

**5.2.1. In the subjects Mathematics and Science Open Door assessments will be accounted as one of the activities against multiple assessments in each FA (one each in FA1, FA2 & FA3).**

**5.3 Portfolio (05 marks):** The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed. A portfolio is a collection of chosen work by a student representing a selection of performances that is collected over time and describes the learner's efforts, progress, and achievement in key areas. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. Assessment would include self and peer assessment among others. Its use is recommended as a support to the new instructional approaches that emphasize student's role in constructing knowledge and understanding. For a simpler approach, it is suggested that the portfolio take the form of a journal or notebook that would include besides class work, students' artifacts selected within a coherent framework along with their reflections. Learner here is an active participant involved in constructing his or her journey through the portfolio building process of selecting, organizing and reflecting. This portfolio can be seen both as a process and as a product:

**5.3.1 a. As a product,** it holds the performance records and documents; a student has produced during the learning course and represents a collection of their learning achievements.

**5.3.1 b. As a process,** it enables learners to monitor their own learning systematically, reflect on their performance, redirect their efforts and set future goals. A portfolio offers the possibility of assessing more complex and important aspects of a learning areas or subject matter that can't be accessed through traditional forms of testing.

**5.3.2. It provides a profile of a learner's abilities** – in-depth growth and progress helps to develop among students an awareness of their own learning. The focus on self-assessment and reflection helps students to identify their strengths and weaknesses thereby facilitating setting up of realistic improvement goals. The active role that students plays in self-assessment not only motivates them but also help to develop meta cognitive skills which enable them to make adjustments not only in their learning in school but beyond as well; provides an opportunity to share own learning with peers and review and give feedback on each other's work. Peer Assessment thus becomes a great support that further facilitates a clear understanding and evaluation of personal goals;

**5.3.3** It is suggested that the portfolios would include class work and homework assignments that would help evaluate learner's progress. Besides this, a portfolio should be a space for a student to display his/her exemplary work in the related area. The attention should be to promote techniques such as annotation, identification of key words / topics/ themes, summation and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc. The sample of creative work and evidence that demonstrate process skills or development of critical thinking or problem-solving merit inclusion as well. A periodic review of the evidence included in the portfolio would facilitate self-assessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses. The portfolios also provide an opportunity to learners to share and comment on each other's work. Such peer assessment facilitates understanding of criteria of good work to students.

**5.3.4** It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavour. Assessing Portfolios Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. These key elements of the particular criteria need to be specified as well. Suggested are some elements to judge student's portfolio: Organization – Neatness, Creativity and Visual Appeal, Completion of guided work focused on specific curricular objectives, Evidences of student's growth, Inclusion of all relevant work (Completeness) Teachers can include other subject relevant criteria and elements to assess portfolios.

**5.3.5 A Word of Caution:** Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible. Developing them should not be a burden on students- both in terms of cost and time.

**5.3.6. At the end of term II best of the averages of Portfolios of FA1, FA2 & FA3 will be taken into account.**

**5.4 Subject Enrichment Activities (05 marks):** Subject enrichment activities aligned with the secondary school curriculum aim at enrichment of the understanding and skill development. They provide in-depth learning that motivates students to dig deeper into the discipline. These enrichment activities need to challenge students and permit them to apply knowledge to the next level. These activities become an important instrument to

learn the processes by which knowledge is generated in a particular discipline. They ought to provide opportunity to students to explore their own interests as well along with an understanding of the nature of particular discipline. It is important that the Subject Enrichment Activities be conducted with rigour and focus. Some suggestions for this are as follows: Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity. The specified activities in practical work in Science and Mathematics need to be conducted in the investigatory spirit in congruence to the aims and objectives of the subject. The focus must shift from the confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/ problems encountered. The discipline of Social Science puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self-expression but is more about perceptions and a special way of understanding and responding to work. Exploring ideas and meanings through the works of artists/experts/ writers/poets, the students would develop imagination and critical awareness.

**At the end of term II best of the averages of FA1, FA2 & FA3 will be taken into account.**

## **6. Grading System for Board Examination for (Class X) and Annual Examination (class IX) for 80 marks:**

### **6.1 FOR SCHOLASTICA AREA**

**6.1.1** The Board Examination in each subject will cover the entire syllabus of Class-X. Grades corresponding to the marks shall be on the basis of a 9-point grading system. Grades will be awarded in each scholastic subject. For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:



<b>A-1</b>	<b>Top 1/8th of the pass candidates.</b>
<b>A-2</b>	<b>Next 1/8th of the candidates pass.</b>
<b>B-1</b>	<b>Next 1/8th of the candidates pass.</b>
<b>B-2</b>	<b>Next 1/8th of the candidates pass.</b>
<b>C-1</b>	<b>Next 1/8th of the candidates pass.</b>
<b>C-2</b>	<b>Next 1/8th of the candidates pass.</b>
<b>D-1</b>	<b>Next 1/8th of the candidates pass.</b>
<b>D-2</b>	<b>Next 1/8th of the candidates pass.</b>
<b>E</b>	<b>Essential Repeat</b>

**6.1.2 For Class IX:** The assessment scheme will be similar to class X Board examination. However, the grading in class IX will be as follows:

<b>MARKS RANGE</b>	<b>ADE</b>
<b>91-100</b>	<b>A1</b>
<b>81-90</b>	<b>A2</b>
<b>71 - 80</b>	<b>B1</b>
<b>61-70</b>	<b>B2</b>
<b>51-60</b>	<b>C1</b>
<b>41-50</b>	<b>C2</b>
<b>33-40</b>	<b>D</b>
<b>32 &amp; below</b>	<b>IMPROVEMENT</b>

**6.2. For Co Scholastic Area-**

**6.2.1. Details of Five-point Grading for Art Education (Classes IX and X)**

<b>Grade</b>	<b>Connotation</b>
<b>A</b>	<b>Exemplar</b>
<b>B</b>	<b>Proficient</b>

<b>C</b>	<b>Developing</b>
<b>D</b>	<b>Emerging</b>
<b>E</b>	<b>Beginner</b>

**6.2.2. Parameters of Assessment for HPE:**

<b>Areas</b>	<b>Product</b>	<b>Process</b>
Health and Physical Education including Work Experience	Overall fitness	Participation, team- spirit, commitment and honest effort.
Art Education	Expression, creativity and Aesthetic appeal	Participation, Creative process, material use, appreciation, reflection, effort, craftsmanship and completion

**6.2.3. Grading Scale for Discipline: (03-point grading scale):**

<b>Grade</b>	<b>Connotation</b>
<b>A</b>	<b>Outstanding</b>
<b>B</b>	<b>Very good</b>
<b>C</b>	<b>Fair</b>

**7. Design of the Question Paper for Annual Examinations/Board Examination:**

As per CBSE guidelines, the Assessment and Evaluation pattern for Annual Examinations/Board Examinations will be as follows:

**7.1** Competency Focused Questions in the form of MCQs/Case Based Questions, Source-based Integrated Questions or any other type = 50%

**7.2** Select response type questions (MCQ) = 20%

**7.3** Constructed response questions (Short Answer/Long Answer type Questions, as per existing pattern) = 30%

**8. Session End Report card sample for classes IX & X**

**ACADEMIC SESSION: 2023-2024  
REPORT CARD FOR CLASS IX**

Student's Photo

**Admission No.:**  
**Student's Name:**  
**Name of Mother:**  
**Name of Father:**

**Roll No.:**  
**Class/Section**  
**Date of Birth:**  
**Exam:**

Subjects	Part A: Scholastic Area						Over All Marks (100)	Over All Grade
	Multiple Assessment (5)	Portfolio (5)	Subject Enrichment (5)	Periodic Test (5)	Total (20)	Annual Examination (80)		
Subject 1								
Subject 2								
Subject 3								

Subject 4								
Subject 5								

Grades- **A1: 91-100, A2: 81-90, B1: 71 – 80, B2: 61-70, C1: 51-60, C2: 41-50, D: 33-40, E (NEEDS IMPROVEMENT): 33 & BELOW**

**Skill Subject**

Subjects	Marks			Grade
	Theory (50)	Practical (50)	Total (100)	
Subject opted				

**Part B: Co-Scholastic Area (on a 05-point (A-E) grading)**

Co-Scholastic Areas	Grade
<b>SEWA (Community service/Club Activity)</b>	
<b>Art Education</b>	
<b>Health &amp; Physical Education</b>	

**Part C: Discipline (03-point, A-C grading scale)**

Co-Scholastic Areas	Grade
<b>Discipline</b>	

**Part D:** Any Outstanding Achievement during the session\_\_\_\_\_

**Part E: Attendance**

Term	Total Number of working days	Number of days attended the school	% attendance

<b>Term-1</b>			
<b>Term-2</b>			

Result: \_\_\_\_\_

**Signature of Class Teacher****Signature of Principal**

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**(Note: Student's Report of Fitness Assessment should be attached and provided to the student along with the report card)**

**9. Refer to Annexure -A of the assessment policy for better understanding of following -**

**10.1. Assessment structure**

**10.2. Blueprint structure**

**10.3. Steps involved in development of blueprints**

**10.4. Process of item writing**

**10.5. Preparation of marking scheme**