

(pages 8 to 15 of Secondary Curriculum Manual 2018-19)

3. STRUCTURE OF ASSESSMENT SCHEME

The contents of the Circular no. Acad-05/2017 dated January 31st, 2017 available at CBSE website may carefully be applied for the structure of assessment.

The Assessment scheme will have an 80 marks component for Board examination (class X) and Annual examination (class IX) in all scholastic subjects along with a 20 marks component of Internal Assessment. Students have to secure 33 percent marks separately in each of these components.

3.1 Board Examination for (Class X) and Annual School examination (Class IX) 80 marks

For Class X:

The Board Examination for 80 marks in each subject will cover 100% syllabus of only Class-X. The examination paper will be designed for a 3 hours duration. Marks and Grades both will be awarded in each scholastic subject and a **9-point grading system, as followed by the Board in Class XII** will be applicable. For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:

A-1	Top 1/8th of the passed candidates
A-2	Next 1/8th of the passed candidates
B-1	Next 1/8th of the passed candidates
B-2	Next 1/8th of the passed candidates
C-1	Next 1/8th of the passed candidates
C-2	Next 1/8th of the passed candidates
D-1	Next 1/8th of the passed candidates
D-2	Next 1/8th of the passed candidates
E	Failed candidates

Notes :-

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

For Class IX:

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

Grading Scale for Scholastic Areas (Class-IX)

(School will award grades as per the following grading scale)

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 and below	E (Failed)

3.2 Internal Assessment (20 Marks)

With effect from the academic session 2017-18, the CBSE has introduced the remodeled structure of assessment which also includes a component of **Internal Assessment (IA) of 20 marks**. IA comprises Periodic Tests (PT) with weightage of 10 marks, Notebook Submission of 5 marks and Subject Enrichment Activities of 5 marks. Internal Assessment emphasizes that the acquisition of learning may be assessed through multiple approaches.

The internal assessment brings the elements of attention to the process of teaching – learning. It helps teachers to set their curricular targets for students and adjust pedagogy as per the need of students. It appraises both teachers and students about the extent of learning at a point when timely intervention or remedial action can be made. It also provides a mechanism for individual learner to actively understand the level of their attainment. By analyzing and discussing their queries, the students develop strategies to improve learning and enhance their study habits and, therefore, accordingly formulate strategies with the help of parents and teachers.

(i) Periodic Test (PT) for 10 Marks

Periodic Test is a Pen and Paper assessment which is to be conducted by the respective subject teacher. The format of periodic test must have questions items with a balance mix, such as, very short answer (VSA), short answer (SA) and long answer (LA) to effectively assess the knowledge, understanding, application, skills, analysis, evaluation and synthesis. Depending on the nature of subject, the subject teacher will have the liberty of incorporating any other types of questions too. The modalities of the PT are as follows:

- a) **Mode:** The periodic test is to be taken in the form of pen-paper test.
- b) **Schedule:** In the entire Academic Year, three Periodic Tests in each subject may be conducted as follows :

Test	Pre Mid-term (PT-I)	Mid-Term (PT-II)	Post Mid-Term (PT-III)
Month	July-August	November	December-January

This is only a suggestive schedule and schools may conduct periodic tests as per their convenience. The winter bound schools would develop their own schedule with similar time gaps between two consecutive tests.

c) **Syllabus:** The portion of syllabus will be **cumulatively covered in periodic test** with reference to the announcement of date of tests by schools.

d) **Average of Marks:** Once schools complete conduct of all the three periodic tests, they will convert the weightage of each of the three tests into ten marks each for identifying **best two tests**. The best two will be taken into consideration and the average of the two shall be taken as the final marks for PT.

e) **The school will ensure simple documentation to keep a record of performance as suggested in detail circular no. Acad-05/2017.**

f) **Sharing of Feedback/Performance:** The students' achievement in each test must be shared with the students and their parents to give them an overview of the level of learning that has taken place during different periods. Feedback will help parents formulate interventions (conducive ambience, support materials, motivation and morale-boosting) to further enhance learning. A teacher, while sharing the feedback with student or parent, should be empathetic, non-judgmental and motivating. It is recommended that the teacher share best examples/performances of IA with the class to motivate all learners.

(ii) Notebooks Submission (5 Marks)

Notebook Submission is a compulsory part of the internal assessment carrying a weightage of five marks from the academic year 2017-18 as an appraisal tool to ensure the regular and attentive participation of students in classroom transaction.

Notebook submission broadly aims at enhancing seriousness of students towards preparing different types of notes on the topics being taught in the classroom as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.

Notebooks are permanent records of the information processing by students and can act as a reference to revisit and help in documenting classroom activities and their own reflections. Notebooks encourage students to use writing for thinking and empowers them to actively monitor their own learning process.

Notebooks submission offers opportunities to develop proficiency in writing skills and helps in acquisition of appropriate vocabulary and semantic knowledge of the language. Through Notebooks, students also gain efficiency in writing by improving speed and handwriting. Moreover, notebooks also promotes techniques such as annotation, summarization, identification of keywords, themes and topics etc.

Notebooks may also be a tool for teacher to ascertain engagement level of the students and their organizational skills. Notebooks serve as an important evidence for Principals to keep track of the learning of students and progress of teaching learning in a particular class. Notebooks can also add value in planning remedial strategies. It also keeps parents informed about the academic progress of their ward and the coverage of syllabus in the class.

Assessment of Notebook: While assessing Notebook Submission, teachers should follow these parameters:

- a. **Regularity:** refers to bringing notebooks as per the timetable. Students who do not bring the notebooks regularly should be motivated/encouraged/ counselled to be regular in bringing the notebooks.
- b. **Completion of Assignment/work done:** Timely and regular completion of work done/assignments in notebook is expected from students. Special attention/counseling /feedback to parents should be given to students who do not complete the assignment/work.
- c. **Neatness and Upkeep of Notebook:** Quality of work in the notebook (legible, properly-indexed and dated, properly titled and labelled topics, creativity, neatness, cognitive/psycho-motor skills, e.g. drawing of graphs/ diagrams/analytical work done in the assignment given)

(iii) Subject Enrichment Activities (5 Marks)

These are subject specific activities aimed at **enrichment of the understanding and skill development**. These activities are to be recorded internally by respective subject teachers.

For Languages: Activities conducted for subject enrichment in languages should aim at equipping the learner with effective Listening and Speaking skills. Assessment of listening and speaking skills will be done on the basis of Interaction, Pronunciation, Fluency, Coherence, Vocabulary and Grammar.

For Mathematics: The listed laboratory activities and projects as given in the prescribed publication of CBSE/NCERT may be followed.

For Science: The listed practical works / activities may be carried out as prescribed by the CBSE in the curriculum. It is well recognized that concepts of science are best understood by students through demonstration and lab experiments.

For Social Science: Map and project work may be undertaken as prescribed by the CBSE in the curriculum.

3.3 Co-Scholastic Areas

Education envisages the comprehensive and holistic development of children and, hence, Co-scholastic activities are essential. CBSE recommends three major Co-scholastic activities viz., Work Education, Art Education and Health and Physical Education. Notification No Acad-05/2017 dated January 31 may be referred to in this regard.

(a) Work Education

Work education is a distinct curricular area for students for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance. Work education can be viewed as purposive and meaningful manual work organized as an integral part of the learning process, resulting in dignity of labour, Self-fulfilment and goods/services useful to the community.

Work education activities are to be undertaken over a sustained period (to be distinguished from a short-duration innovative experiment) where the student can engage and participate in the chosen activities under the supervision of the concerned teacher. Wherever possible, the students should be provided industrial exposure and the experts may also be invited to interact with students in school.

(b) Art Education

Art Education constitutes curricular activities for the development of the wholesome personality of the children, aesthetic sensibilities and respect for social values and cultural heritage. It encourages learners to develop creative expression, sharpens keen observation and develops a sense of organization and order.

Students may select **one form each from Visual Arts** (drawing, painting, murals, collages, crafts, sculpture, etc.) **and Performing Arts** (dance, music, drama, puppetry and Folk Art forms etc.). Children's participation in activities / competitions organized and conducted throughout the year form the basis of assessing the student by the Visual Art/Performing Art teacher.

(c) Health and Physical Education (Sports/Self-Defence/Yoga/NCC etc.)

Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area of curriculum is on helping children develop a positive attitude and commitment to lifelong, healthy and active living and the capacity to live satisfying,

productive lives with the help of health, hygiene and sanitation, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices.

Health and Physical Activity, preferably sports must be given a regular period daily from Grades 9 to 12. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools as they develop physical fitness, discipline, sportsmanship combined with patriotism, self-sacrifice and health care. Similarly Self-Defence may be actively taught to students, especially girl students, as it instils confidence and empowers them. The teachers should ensure that the students get opportunities to participate in activities of their choice and help them in identifying and nurturing their talents and gain confidence.

The Physical Education Teacher will maintain the record of all the Health and Physical Education activities / competitions that each of the children participate in. The Comprehensive School Health Manuals (four volumes) brought out by CBSE could be referred to for detailed information and the graded activities could be taken up as part of the curriculum in school.

To address the Health aspect of HPE, qualified doctors should examine children once in the academic year along with a follow-up session during the year. This has also been stated in affiliation byelaws of the Board. School should also bring any noticeable disability in a student to the notice of the school counsellor and parents. Cases of special needs of students with medical history must be carefully noted and handled accordingly.

Assessment of Co-Scholastic Areas

Assessment of Co-scholastic Areas may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5-point grading scale (A to E) for classes IX-X and will have no descriptive indicators. The students shall be assessed on any two activities of her/his choice from each of the three areas i.e. Work Education, Art Education, Health and Physical Education. No upscaling of grades will be done.

The concerned teacher would make an objective assessment of the level of performance / participation demonstrated by a student throughout the academic year and finally assign grades.

Parameters of Assessment

While the students are engaged in the co-scholastic areas, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Co-scholastic Areas	Product	Process
Work Education or Pre-Vocational Education	Utility, Durability and Aesthetic appeal	Participation, cooperativeness, patience, systematic approach, neatness and cleanliness in work and work place and devotion and honest effort in work
Art Education	Expression, creativity and Aesthetic appeal	Participation, cooperativeness, patience, systematic approach, neatness and cleanliness in work and work place and devotion and honest effort in work
Health and Physical Education	Overall fitness	Participation, Team-spirit, Commitment and Honest effort.

Details of Five-point Grading for Co-scholastic Areas (Class IX and X)

A	Outstanding
B	Very Good
C	Good
D	Fair
E	Average

3.4 Discipline (Attendance, Sincerity, Behaviour, Values)

Discipline is adherence to rules and regulations for attainment of optimum learning in school, therefore, students should abide by the rules stipulated in the prospectus of the school. Discipline significantly impacts career shaping and helps build character, sincerity, self-control, perseverance, good behavior and values. It teaches students to focus on the long term goals instead of satiating their instant demands.

Constitutional values and those that are universal should also be encouraged amongst students. Hygiene, sanitation, cleanliness, dedication, honesty, truthfulness, kindness, empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behavior in their wards.

Class teacher will grade the students on a Five-point scale (A to E) keeping in view the overall attendance, sincerity, values and behavior of the students.