

PLAN OF ASSESSMENTS FOR IV TO VIII

(Revised on 30.07.2025)

Academic Year 2025-26



State Council of Educational Research and Training
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Overview

Implementation of NEP 2020: Changes in the Examination System

The **Government of India** has introduced the **National Education Policy (NEP) 2020**, bringing significant reforms to the assessment and examination system. The key recommendations from NEP 2020 regarding examinations are outlined below:

Key Recommendations from NEP 2020

1. Para 4.37 – Reforming Examinations

The policy emphasizes a shift from rote learning to a **holistic, competency-based assessment system**. Key reforms include:

- The **existing exam structure will be reformed** to reduce the need for coaching classes.
- **Assessments will focus on core competencies** rather than mere memorization.
- **Students will have the flexibility** to choose subjects based on their interests.
- Examinations will be **designed to be less stressful**, ensuring that any student who attends school regularly and puts in basic effort can perform well without excessive preparation.
- To reduce the **high-stakes pressure of board exams**, students will be allowed **two attempts per year**—one main examination and one improvement examination.

2. Para 4.38 – Introduction of Flexible and Modular Assessments

In addition to best-of-two attempts, the policy suggests:

- Developing a **semester-based or modular assessment system** to distribute exam pressure evenly.
- Offering **two levels of assessment** in subjects like mathematics, allowing students to opt for either a **standard** or **advanced** level.
- Restructuring assessments to include **both objective (MCQ-based) and descriptive components** to evaluate deeper understanding.

Schedule for Assessments:

Examination	Duration
Half-Yearly Assessment (HYA)	24 September 2025 – 04 October 2025
Annual Assessment (AA-1)	16 March 2026 – 27 March 2026
Improvement/Supplementary Assessment (AA-2)	20 April 2026-01 May 2026

- **One improvement examination will be conducted within the period of 45 days after the result declaration.** During this period, remedial classes will be provided to the needed students by the concerned teachers.
- Non-qualified students of AA-1 have to appear compulsorily in AA-2.
- Qualified students who want to improve in one or more subjects may also appear in AA-2
- Regarding detention of students who are unable to qualify AA-2, a decision* is yet to be taken and will be informed in due course of time.

**As per gazette notification 715 G.S.R. 777 (E) dated 16.12.2024*

Highlights of the New Examination Scheme

1. **Examination system will be more continuous and comprehensive as it is blend of both School Based Assessment i.e. 6 SBAs, Half Yearly Assessment and Annual Assessment.**
2. **SBA will cover syllabus from Monthly distribution of respective months, HYA will cover half syllabus till September and Annual Assessment will cover the full syllabus from the prescribed textbooks.**
3. **Grouping of subjects:**
 - **Science, Mathematics, Social Science, Hindi, and English** will have individual examinations on separate days.
 - **Regional and foreign languages** (e.g., Sanskrit, Urdu, Punjabi) will be grouped together and examined on the same day.
 - **Remaining subjects** (e.g. Agriculture, Drawing, Music & Home Science, Physical and Health Education) will be grouped separately and examined on the same day.
4. **Students opting for the second (improvement) examination (AA-2) can register immediately after the first exam (AA-1) results are declared.**
5. **No marksheet will be issued after AA-1;** results will be recorded in the school's **Result Register** for reference.
6. **Marksheets will be issued only after the AA-2 results are declared.**
7. **The achievement level of SBAs will be the part of internal assessment.**
8. **Internal assessments will be conducted only once for AA-1 & AA-2.**
9. The **Mark Sheet cum Passing Certificate** will display:
 - Marks obtained in the **Half-Yearly and Annual Assessment**
 - Practical/Internal assessment marks
 - Final grades

10. Only the **best score between the two attempts** will be shown. The rest of the assessment components will be recorded on the Holistic Progress Card of respective classes.

Subject Grouping for 2025-26

- **For grades 4-5 classes:** Hindi, English, Math and EVS
- **For classes 6th to 8th**

Group	Subjects
Compulsory subject	(R1)Hindi, (R2)English, Science, Mathematics, Social Science, Yoga
Elective-1	R3- Sanskrit / Urdu / Punjabi
Elective-2	Agriculture / Drawing / Music & Home Science / Physical and Health Education)

The proposed assessment reforms aim to make examinations **less stressful, more flexible, and competency-driven**. By **reducing examination pressure, allowing multiple attempts**, and **focusing on real understanding rather than memorization**, these changes will help students learn in a more **engaging and meaningful way**.

*Criteria for Yoga assessment: For yoga refer to SCERT website <https://scertharyana.gov.in/teacher-resources/>

PLAN OF ASSESSMENT FOR THE ACADEMIC YEAR 2025-26 (CLASSES IV TO VIII)

MONTH	TYPE OF ASSESSMENT	SYLLABUS COVERED
May 2025	SBA-1 (Activity Based)	April and May
July 2025	SBA-2 (MCQ Assignment)	April to July
August 2025	SBA-3 (Activity Based)	April to August
September 2025	Half-Yearly Assessment (HYA)	April to September
November 2025	SBA-4 (Activity Based)	October to November
December 2025	SBA-5 (MCQ Assignment)	December

February 2026	SBA-6 (Activity Based)	Complete Syllabus
March 2026	Annual Assessment (AA-1)	Complete Syllabus
Last week of April 2026	Supplementary Assessment (AA-2)	Complete Syllabus <i>(for those students who are unable to qualify one or more Subjects or those who want to reappear in one or more subjects in a particular class)</i>

Note:

1. Classes IV to VIII: Syllabus/ content/competency will be covered according to the syllabus distribution available on SCERT website. (<https://scertharyana.gov.in/monthwise-distribution-of-syllabus>)
2. School-based assessments (SBA) will be conducted at the school level and can include Class Level Quiz/Classroom Activities/ Project Work/ Worksheet/ Take-home Assignment/ Classroom Assignments/ Presentations/portfolios surveys etc. These Assessments may cover one or more topics or chapters studied during the specified period. **The subject teacher** will maintain a student-wise record of school-based assessments. For further details of SBA, refer to 'Adhyapak Sandarishka' available at the SCERT website: <https://scertharyana.gov.in>
3. Teachers will upload the awards for all SBAs, HYAs, and Annual Assessments on the AVSAR app as directed by the Directorate.
4. In SBA 2& 5 assignments 20 Multiple Choice Questions will be given to students of respective classes and subjects. The maximum time to attempt the paper will be 40 minutes.

DESIGN OF HALF-YEARLY AND ANNUAL ASSESSMENTs – CLASSES IV to VIII

With the new structure of centralized assessments being conducted twice a year, a more refined approach with a specified blueprint has been developed. This will ensure assessment consistency and focus on diverse content and cognitive domains.

1. Language Subjects (Hindi, English, Sanskrit, Urdu and Punjabi)

Blueprint: (Refer to Annexure for Competency to Question mapping)

- a. Written Assessment (Reading Comprehension, Grammar, Vocabulary and Writing skills)
 - A written assessment of 30 marks will be conducted for the mentioned skills based on a centrally developed competency-based assessment paper.
 - Total Marks: 60
 - Total Duration: 120 minutes
 - Total Questions: 30

Type of Question	No. of Questions	Marks per Question	Total Marks	No. of Unfamiliar Questions	Knowledge	Understanding	Application
MCQ (3 questions should be on unseen passage comprehension and 7 MCQs from Grammar and Text)	10	1	10	5	3	3	4
Objective (one word/fill ups, etc.) (Grammar, vocabulary, sentence transformation, and error spotting)	5	1	5	3	1	2	2
VSA (Very Short Answer) (Both Questions from textbooks out of which 1 question on value-based moral reasoning and ethical perspectives)	6	2	12	1	2	2	2
SA (Short Answer) (All questions from textbook out of which 1 question on comprehension from prose and poetry)	6	3	18	0	2	2	2
LA (Long Answer) (1 question on writing skills and 1 questions from textbook 1 question comprehension based)	3	5	15	1	0	2	1
Total	30		60	10	8	11	11

b. Oral Assessment (Speaking, Listening and Communication skills)

Concerned language teachers will conduct oral assessments covering the students' speaking, listening and communication skills, assessing competencies related to speaking and listening as per the monthly distribution of the syllabus. It can be done through small presentations, debates, declamation, group discussions, Interviews, etc.

- Total Marks: 20
- Total Duration: 15 minutes per student

Thus, in language subjects, both written (a) and oral assessment (b) will comprise 80 marks.

Rubrics for Oral Assessment

Listening and Speaking Skills Rubric (Total: 20 Marks)

Criteria	Max Marks	Excellent (Full Marks)	Good	Satisfactory	Needs Improvement
Listening Comprehension	4	Understands and responds accurately and completely.	Understands most content with minor errors.	Understands basic content, misses some details.	Struggles to understand or respond.
Fluency	3	Speaks smoothly, no hesitation.	Slight hesitation, overall fluent.	Noticeable pauses; uneven flow.	Frequent pauses; difficult to follow.
Pronunciation	3	Very clear pronunciation; easily understood.	Mostly clear, minor errors.	Some errors; affects clarity a little.	Many errors; hard to understand.
Vocabulary Usage	3	Uses rich, varied, and appropriate vocabulary.	Appropriate but limited vocabulary.	Repetitive or basic vocabulary.	Very limited or incorrect vocabulary.
Grammar & Sentence Structure	4	Accurate grammar and varied sentence structures.	Few grammatical mistakes.	Several errors; meaning still clear.	Frequent errors; hinders understanding.
Confidence & Engagement	3	Very confident, maintains eye contact, engaging.	Mostly confident, some signs of engagement.	A bit shy or distracted.	Very hesitant and disengaged.

Note: In cases where children with special needs present with hearing or speech disabilities, the assessment plan and rubric shall be determined by the special educators at the block level.

Scoring Breakdown:

18–20 marks: Excellent

14–17 marks: Good

10–13 marks: Satisfactory

Below 10 marks: Needs Improvement

2. Other than Language Subjects

Blueprint: (Refer to Annexure for Competency to Question mapping)

- a. Written Assessment (subject-specific competencies)
- b. In all subjects other than languages, a written assessment of 80 marks will be conducted based on a centrally developed competency-based assessment paper.
 - Total Marks: 80
 - Total Duration: 150 minutes
 - Total Questions: 42

Type of Question	No. of Questions	Marks per Question	Total Marks	No. of Unfamiliar Questions	Knowledge	Understanding	Application
MCQ <i>(5 questions should be based on a source, pictorial or graphic)</i>	20	1	20	10	6	8	6
Objective	5	1	5	2	2	2	1
VSA (Very Short Answer)	6	2	12	3	2	2	2
SA (Short Answer)	6	3	18	4	2	2	2
LA (Long Answer) <i>(1 question should be based on a source, pictorial or graphic)</i>	5	5	25	2	1	1	3
Total	42		80	21	13	15	14

Calculation of Final Results

Please note the following method to calculate the final results of Grades 6 to 8.

- **Internal Assessment (IA)*:** Internal Assessment will have a total 20 marks, which includes the following components:
 - SBA (6 each of 20 Marks) (Dividing factor 12) = 10 Marks
 - Classroom participation* = 05 Marks
 - Attendance = 05 Marks

For Example, if a student scores 15 marks out of 20 in all Internal Assessment Components. Then, 15 marks will be taken in his/her final results towards the Internal Assessment.

- **Half-Yearly Assessment:** 80 marks to be converted into 20 marks for Annual Result. (Multiplying factor 0.25)
 - For Example, if a student scores 72 marks out of 80 in Half Yearly Assessments. Then 72 marks will be Multiplied by 0.25 = $72 \times 0.25 = 18$ marks, which will be taken in his/her final results towards the Half-Yearly Assessment.
 - For language subjects 80 marks will be obtained after adding: written 60 marks & oral assessment 20 marks.
- **Annual Assessment:** 80 marks to be converted into 60 marks for Annual Result. (Multiplying factor 0.75)
 - For Example, if a student scores 76 marks out of 80 in Annual Assessment. Then 76 marks will be Multiplied by 0.75 = $76 \times 0.75 = 57$ marks, which will be taken in his/her final results towards Annual Assessment.
 - For language subjects 80 marks will be given as : written 60 marks & oral assessment 20 marks(*Refer to Rubric given above). **Thus, for a total of 100 marks, 20 marks will come from the Half-Yearly Assessment, 60 marks will come from Annual Assessment, and 20 marks will come from Internal Assessment, i.e. SBA, Classroom participation, Exchange of books and attendance.**

CRITERIA FOR INTERNAL ASSESSMENT (CLASSES 4th TO 8th) *

School-Based Assessments (SBA): Subject Teachers will conduct SBA six times in a year in the classroom, which may include quizzes, surveys, projects, worksheets, assignments, portfolios, presentations, etc., depending on the topic or chapter. For example, an art teacher can ask students to create a portfolio, using it as an assessment tool during SBA, while a science teacher may experiment. Similarly, a language teacher may use essay writing, poetic recitation, or role-play as tools for SBA, as per the context and learning objectives. The assessment data will be recorded for every SBA and aggregated over the academic session, with the marks averaged to determine the student's performance on this component. Each SBA is of 20 marks. Thus, the total marks for all SBAs for a particular subject is 120, which will be converted into 10 marks for the Annual Result, using a dividing factor of 12. For example, if a student scores 72 marks out of 120 in all SBAs, their score will be divided by $72 = 72/12 = 6$ marks, which will be taken for his/her final Internal Assessment.

Classroom participation: The Teacher will observe the student and how much he/she shows enthusiasm in asking questions and is interactive with peers on the topics taught and record his/her performance. Observations will be recorded every month and then at the end of the academic session. Taking the average of monthly performance, marks will be provided on this component.

There may be five criteria to record its marks as: less than average = 1 mark, average = 2 marks, good = 3 marks, very good = 4 marks, excellent = 5 marks will be taken.

Attendance: The Teacher will keep a record of the attendance of students.

To provide marks on this component, the criteria will be followed as:

- 1-20% = 1 mark,
- 21-40% = 2 marks,
- 41-60% = 3 marks,
- 61- 80% = 4 marks and;
- above 80% = 5 marks

Note: Internal Assessment will be done at the school level by the concerned teacher, and awards will be uploaded on AVSAR APP or as directed by the directorate, and its record will be maintained at the school level.

**Classroom participation includes discipline, regularity, punctuality, respect towards the teacher, group participation, maintenance, exchange of books, etc.*

CONDUCTING SCHOOL-BASED ASSESSMENTS

School-based assessments aim to evaluate student learning through diverse, classroom-integrated methods. These assessments provide multiple opportunities to measure understanding, skills, and application of knowledge beyond conventional examinations.

Assessment Tools and Methods:

The SBAs will be conducted at the school level and may include, but are not limited to, the following methods:

- **Class Level Quizzes:** Short tests to gauge immediate comprehension of topics.
- **Classroom Activities:** Interactive sessions to encourage participation and practical understanding.
- **Project Work:** Hands-on projects that integrate theoretical learning with real-world application.
- **Worksheets:** Structured exercises covering one or more topics/chapter areas.
- **Take-home Assignments:** Tasks designed to reinforce learning outside the classroom environment.
- **Classroom Assignments:** In-class tasks aimed at consolidating daily lessons.
- **Presentations:** Oral or multimedia presentations that develop communication and analytical skills.

Coverage of Content:

- Each assessment may cover one or more topics or chapters studied during the specified period.
- The variety of assessment types ensures a comprehensive evaluation of both conceptual understanding and practical skills.

Teacher Responsibilities:

- The subject teacher is responsible for planning and administering these assessments.
- A student-wise record of the SBAs must be maintained, ensuring that every student's performance is accurately documented for ongoing monitoring and support.

- **Additional Reference:**

For further details regarding the structure, guidelines, and implementation of SBAs, please refer to the 'Adhyapak Sandarishka' available on the Haryana SCERT website.

COGNITIVE DOMAINS OF A QUESTION

Question characteristics: Question characteristics is a classification of questions based on the cognitive ability it requires to solve. This classification is based on Bloom's taxonomy. For formative and summative assessments, questions have been classified into Knowledge, Understanding and Application types.

Examples:-

Knowledge: Simple, familiar and procedural questions, often asked in the way textbook questions are asked

What is the sum of 579 and 1326?

A : 1895

B : 1905

C : 6016

D : 7116

Understanding: Tests the concept at a deeper level in an unfamiliar format

Which of these can come in the box to make the number sentence true?

$$\square \div 3 = 25$$

A : 75

B : 28

C : 22

D : 8

Application: Tests if the student can apply the understanding of the concept, which often requires critical thinking

Barkha saw the following picture in her Maths book.



She tried to represent the above picture in numbers. Which of her following representations is correct?

A : $4 \times 4 \times 4 \times 4 \times 4$

B : $5 + 5 + 5 + 5 + 5$

C : $4 + 4 + 4 + 4 + 4$

D : $5 \times 5 \times 5 \times 5 \times 5$