

PLAN OF ASSESSMENTS FOR GRADES IV TO VIII

(Aligned with National Education Policy (NEP) 2020)

Academic Year 2026–27



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

Haryana, Gurugram

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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**, which envisages significant reforms in the assessment and examination system. The policy emphasizes a transition towards a more **holistic, competency-based, flexible, and learner-centric approach**, replacing traditional methods focused primarily on rote memorization.

In alignment with these reforms, the **State Council of Educational Research and Training (SCERT), Haryana, Gurugram** has developed the **Assessment Plan for the Academic Session 2026–27** for **Grades IV to XII**. This plan integrates key policy directives of NEP 2020 to ensure that assessment becomes a meaningful tool for enhancing learning outcomes and supporting student development.

The key recommendations of NEP 2020 related to assessment reforms are outlined below:

1. Para 4.34 – Transforming Assessment for Student Development

- Shift from **rote memorization to competency-based assessment** and emphasis on **analysis, critical thinking, and conceptual clarity**.
- Adoption of **formative and continuous assessment practices** and use of assessment as a tool for **improving teaching-learning processes**.

2. Para 4.35 – Holistic Progress Card

- Introduction of a **360-degree holistic progress card** and assessment across **cognitive, affective, and psychomotor domains**.
- Inclusion of **self-assessment, peer assessment, and teacher assessment** and use of **projects, portfolios, group activities, and experiential learning tools**.

3. Para 4.37 – Reforming Examinations

- Focus on **core competencies rather than memorization** and provision for **flexibility in subject choices**.
- Design of examinations to be **less stressful and more learner-friendly** and Introduction of **two opportunities (Annual and Supplementary Assessments i.e. AA-1 and AA-2)**.

4. Para 4.38 – Introduction of Flexible and Modular Assessments (School Based Assessments)

- Introduction of a **flexible and modular assessment system** and distribution of examination load through **semester/modular approaches**.
- Inclusion of both **objective (MCQ-based) and descriptive questions** and emphasis on assessing **deeper understanding and application of knowledge**.

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 in 4 to 8, 4 SBA in 9 & 11 and 3 SBA in 10 & 12 grades), Half Yearly Assessment (Grades 4 to 12), Pre Board Examination (Grades 10 and 12), Annual Assessment and Supplementary Assessment (Grades 4-8).
2. SBA will cover syllabus from monthly distribution of respective months, HYA will cover syllabus upto September and Annual Assessment will cover the complete syllabus from the prescribed textbooks.
3. Supplementary Assessment (AA-2) will be conducted within the period of 45 days after the result declaration for main subjects only. During this period, remedial classes will be provided to the needed students by the concerned teachers.
4. Non-qualified students of Annual Assessment (AA-1) in main subjects have to appear compulsorily in AA-2.
5. Qualified students who want to improve in one or more main subjects may also appear in AA-2.
6. 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.
7. Students opting for the AA-2 from 4 to 8 classes can register immediately after the AA-1 results are declared and subject wise class wise data will be compiled at district level for the printing of question papers.
8. No marksheet will be issued after AA-1; results will be recorded in the school's Result Register for reference.
9. Marksheets will be issued for 4 to 8 classes only after the AA-2 results are declared.
10. The achievement level of SBAs will be the part of internal assessment for all 4 to 12 classes.
11. The Mark Sheet cum Passing Certificate for 4th to 8th classes will display:
 - Marks obtained in the **SBAs**
 - Marks obtained in the **Half-Yearly and Annual Assessment**
 - Marks Obtained in **Practical/Internal assessment**
 - Final grades
12. Only the **best score between the two attempts i.e. (AA₁ & AA₂) for Grades 4th to 8th** will be shown. The rest of the assessment components will be recorded on the Holistic Progress Card (HPCs) of respective classes and result register.

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

SUBJECT GROUPING FOR 2026-27

- For classes 4th & 5th: Hindi, English, Mathematics, Environmental Studies and Physical & Wellbeing including Yog.
- For classes 6th to 8th

Group	Subjects
Compulsory Subject	(R1) Hindi, (R2) English, Science, Mathematics, Social Science, Art Education (Visual Arts, Music, Dance and Movement, Drama and Theatre, AI), Physical & Wellbeing including Yoga and Vocational Education
Elective-1	(R3- Sanskrit / Urdu / Punjabi)
Elective-2	Agriculture / Drawing / Music / Home Science

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**.

PLAN OF ASSESSMENT FOR THE ACADEMIC YEAR 2026-27 (CLASSES IV TO XII)

MONTH	TYPE OF ASSESSMENT	SYLLABUS COVERED
May 2026	SBA-1* in 4-8 Classes	April and May
July 2026	SBA-2* in 4 th to 8 th	April to July
August 2026	SBA-3* in 4-12 Classes	August
September 2026	Half-Yearly Assessment (HYA) in 4-8 Classes	April to September
November 2026	SBA-4* in 4-8 Classes	October to November
December 2026	SBA-5* in 4-8 Classes	December
January 2027	SBA-6* in 4- 8,	January to February
March 2027	Annual Assessment (AA-1) in 4-8 classes	Complete Syllabus
Last week of April 2027	Supplementary Assessment (AA-2) in 4 th -8 th classes	Complete Syllabus (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)

Note:

1. Classes IV to VIII: Syllabus/ content/competency will be covered according to the latest 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/ MIS Portal as directed by the Directorate.

DESIGN OF HALF-YEARLY (HYA) AND ANNUAL ASSESSMENTS (AA) – CLASSES IV to VIII

With the new structure of centralized assessments being conducted twice a year as half yearly and annual assessment, 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: R1, R2, R3 (Hindi, English, Sanskrit, Urdu and Punjabi) [HYA and AA will be of 80 marks out of which written will be of 60 Marks & Oral will be of 20 Marks]

a. Written Assessment (Reading Comprehension, Grammar, Vocabulary and Writing skills)

Half Yearly and Annual Assessment assessments of 60 marks each will be conducted for the mentioned skills based on a centrally developed competency-based assessment paper.

- Total Marks: 60
- Total Duration: 150 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. Mathematics

In alignment with **NEP 2020 (Para 4.25)**, the Mathematics Assessment Plan focuses on strengthening mathematical and computational thinking across all stages of school education to prepare learners for emerging fields such as artificial intelligence, machine learning, and data science. The assessment framework adopts a competency-based approach, emphasizing conceptual understanding, logical reasoning, and problem-solving abilities.

Key Assessment Focus

- Integration of **computational thinking across all stages** within the assessment framework.
 - Inclusion of **puzzle-based and game-based items** to promote engaging and joyful assessment.
 - Introduction of **coding-related and structured problem-solving questions** from the Middle Stage onwards.
 - Focus on assessing **logical reasoning, analytical thinking, and problem-solving skills**
- a. Half Yearly and Annual Assessment assessments of 80 marks each will be conducted based on a centrally developed competency-based assessment paper.
- Total Marks: 80 (60+20)
 - Total Duration: 150 minutes
 - Total Questions: 30

Part A: Written Assessment: 60

Type of Question	No. of Questions	Marks per Question	Total Marks	No. of Unfamiliar Questions	Computational Thinking and Puzzles	Knowledge	Understanding	Application
Objective Questions: 7 MCQ, 3 Fill ups, 3 One word, 2 Assertion Reasoning)	15	1	15	8	4	5	5	5
VSA (Very Short Answer)	6	2	12	2	1	2	2	2
SA (Short Answer)	6	3	18	2	1	2	2	2
LA (Long Answer) (1 question should be based on a source, pictorial or graphic)	3	5	15	1	0	1	1	1
Total	30		60	13	6	10	10	10

Part B: Activity Based Assessment- 20 Marks
Rubrics for Mathematics Activity & Practical Assessment

Sr. No.	Assessment Criteria	Marks	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)
1.	Conceptual Understanding	5	Demonstrates complete understanding of mathematical concepts and explains confidently with accurate reasoning.	Demonstrates good understanding with minor support.	Shows partial understanding of concepts.	Unable to explain concepts properly.
2.	Activity Performance & Participation	5	Performs all steps independently, actively participates, and completes activity correctly.	Performs activity with minimal guidance.	Participates but requires frequent support.	Limited participation and incomplete performance.
3.	Accuracy & Application	5	Calculations, representations, and applications are fully accurate and appropriately applied in real-life situations.	Minor errors in calculations/application.	Some correct responses but several errors present.	Frequent errors and incorrect application.
4.	Presentation & Record Work	5	Record work is neat, systematic, well-labeled, and completed on time.	Record work is mostly neat and complete.	Record work is partially complete or lacks organization.	Incomplete or poorly maintained record work.
	Total	20				

Scoring Breakdown:

18–20 marks: Excellent

14–17 marks: Good

10–13 marks: Satisfactory

Below 10 marks: Needs Improvement

3. Agriculture, Home Science and Science

- a. In Agriculture, Home Science, and Science, assessments will comprise Half Yearly and Annual Assessment assessments of 60 marks each and an activity-based component of 20 marks. The written assessment will be based on centrally developed competency-based tools. The activity-based assessment will be conducted by the respective teachers and will be aligned with activities related to the syllabus covered during the specific month or time period.
- Total Marks: 80 (60 Theory +20 Practical/ Activities)
 - Total Duration: 150 minutes
 - Total Questions: 30

Part: A

Written Assessment- 60 Marks

Type of Question	No. of Questions	Marks per Question	Total Marks	No. of Unfamiliar Questions	Knowledge	Understanding	Application
Objective Questions: (6 MCQ, 3 Fill ups, 3 One word, 3 Assertion reasoning)	15	1	15	7	4	6	5
VSA (Very Short Answer)	6	2	12	3	2	2	2
SA (Short Answer)	6	3	18	4	2	2	2
LA (Long Answer) (1 question should be based on a source, pictorial or graphic)map	3	5	15	1	1	1	1
Total	30		60	15	9	11	10

Part: B Activity Based Assessment- 20 Marks
Rubrics for Activity Based / practical based Assessment

Criteria	Max Marks	Excellent (Full Marks) (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Understanding of Concept	4	Identifies concept with major support.	Explains basic concept with some support.	Explains concept correctly and independently.	Relates concept with examples from surroundings and daily life.
Conduct of Activity / Practical Skills	4	Performs activity with continuous guidance..	Performs most steps correctly with support.	Performs activity independently and correctly.	Performs confidently, carefully uses available/local materials, and follows all steps properly.
Observation & Recording	4	Records very few observations or needs constant help.	Records basic observations with some errors.	Records observations correctly in simple words, tables, or drawings.	Records clear and detailed observations using neat tables, labelled diagrams, or examples from surroundings.
Interpretation & Application of Learning	4	Gives incomplete conclusion and needs support.	Gives simple conclusion related to activity	Explains results correctly using observations.	Connects learning with real-life situations such as farming, water, health, environment, or household activities.
Participation, Communication & Scientific Attitude	4	Participates only when asked and hesitates to explain	Participates with some confidence and responds to questions..	Participates actively, works well in group, and explains ideas clearly.	Shows curiosity, teamwork, confidence, respect for others' ideas, and uses scientific thinking in daily situations..
Total	20				

Scoring Breakdown:

18–20 marks: Excellent

14–17 marks: Good

10–13 marks: Satisfactory

Below 10 marks: Needs Improvement

4. Social Science

- Written Assessment (subject-specific competencies)
- In Social Science, Half Yearly and Annual Assessment assessments will be of 80 marks. Out of which 60 marks will be conducted based on a centrally developed competency-based assessment paper.
- 20 marks will include Experimental/ Experiential learning activities like historical landmark on local place, study of local geographical situation, understanding of local governance and financial literacy.**
 - Total Marks: 80 (60+20)
 - Total Duration: 150 minutes
 - Total Questions: 37

Type of Question	No. of Questions	Marks per Question	Total Marks	No. of Unfamiliar Questions	Knowledge	Understanding	Application
Objective Question: A/R-2, MCQ-8, F/TB-5, One word-5	15	1	15	7	5	6	4
VSA (Very Short Answer)	5	2	10	2	2	2	1
SA (Short Answer)	5	3	15	2	2	2	1
LA (Long Answer): (1 question should be based on a source, pictorial or graphic)	3	5	15	1	1	1	1
Map	1	5	5				
Total	29		60	12	10	11	7

Part: B Activity Based Assessment- 20 Marks
Activity Based / practical based Assessment- 20 Marks

Assessment Criteria	Max marks. 20	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
1. Understanding of the Topic	4	Understands very little and needs full support. (Example: Student can only name the Panchayat office.)	Understands basic idea with some help. (Example: Student tells that Panchayat works for village development.)	Explains the topic correctly in simple words. (Example: Student explains functions like water supply, roads, and cleanliness.)	Connects the topic with local problems and community needs. (Example: Student explains how Panchayat decisions affect village life.)
2. Participation and Completion of Activity	4	Participates only after repeated encouragement. (Example: Student does not interact during survey/activity.)	Participates in some parts of the activity. (Example: Student helps in writing answers.)	Participates actively and completes assigned work properly. (Example: Student asks questions and records information responsibly.)	Takes initiative and helps others complete the task. (Example: Student leads the group discussion/interview confidently.)
3. Observation and Collection of Information	4	Records very little information. (Example: Student notes only one or two points.)	Records basic information with some errors. (Example: Student writes incomplete details about community services.)	Collects and records correct information neatly. (Example: Student prepares proper notes/table of observations.)	Collects detailed information from different sources and presents systematically. (Example: Student compares facilities available in different areas of the village/town.)
4. Conclusion and Real-Life Connection	4	Finds it difficult to explain learning. (Example: Student cannot explain why local governance is important.)	Gives a simple conclusion. (Example: Student says Panchayat helps people.)	Explains learning with real-life examples. (Example: Student explains how local governance improves roads and sanitation.)	Suggests practical ideas or solutions for improvement. (Example: Student suggests steps for better cleanliness or water management.)
5. Presentation and Communication Skills		Hesitates to speak and explain ideas. (Example: Student speaks only one or two lines.)	Shares ideas with limited confidence. (Example: Student reads from notebook during presentation.)	Speaks clearly and explains ideas properly. (Example: Student confidently explains survey findings.)	Presents confidently, answers questions, and uses local examples effectively. (Example: Student discusses local issues and responds thoughtfully to classmates' questions.)

Scoring Breakdown:

18–20 marks: Excellent

14–17 marks: Good

10–13 marks: Satisfactory

Below 10 marks: Needs Improvement

5. Art Education

i) Drawing/ Visual Arts

- Written assessments will be conducted to evaluate subject-specific competencies.
- In Drawing, the assessment will comprise Half Yearly and Annual Assessment assessments of 60 marks each and an activity-based component of 20 marks. The written assessment will be conducted on centrally developed competency-based assessment paper. The activity-based assessment will be conducted by the respective teachers and will be aligned with activities related to the syllabus covered during the specific month or time period.

- **Total Marks:** 80 (60 + 20)
- **Total Duration:** 150 minutes
- **Total Questions:** 17

Type of Question	No. of Questions	Marks per Question	Total Marks	No. of Unfamiliar Questions	Knowledge	Understanding	Application
Objective Questions	12	1	12	4	3	5	4
VSA (Very Short Answer)	4	2	8	1	2	1	1
LA (Long Answer)	1	1	40	-	-	-	-
Total	17		60	5	5	6	1

(ii) **Music (Vocal/Instrumental), Dance and Movement, Drama and Theatre**

- Written assessments will be conducted to evaluate subject-specific competencies.
- In Music, the assessment will comprise Half Yearly and Annual Assessment assessments of 20 marks each and an activity-based component of 60 marks.
- The written assessment will be conducted on centrally developed competency-based assessment paper. The activity-based assessment will be conducted by the respective teachers and will be aligned with activities related to the syllabus covered during the specific month or time period.
 - Total Marks: 80 (20 + 60)
 - Total Duration: 120 minutes
 - Total Questions: 17

Type of Question	No. of Questions	Marks per Question	Total Marks	No. of Unfamiliar Questions	Knowledge	Understanding	Application
Objective Questions (2 MCQs, 2 Fill ups, 1 Assertion-Reasoning)	5	1	5	2	2	2	1
VSA (Very Short Answer)	2	2	4	1	1	1	-
SA (Short Answer)	2	3	6	1	1	-	1
LA (Long Answer)	1	1	5	-	-	-	-
Total	10		20	5	5	3	1

Note: For academic year 2026-27 Art Education is considered an optional subjects like the earlier years for assessment purpose.

6. **Physical Education and Well-being including Yog**

a. **Primary Level (Grades 3–5)**

For Grades 3 to 5, Yog will be assessed through Internal Assessment.

- The examination will be conducted in practical mode only.

b. **Middle Level (Grades 6–8)**

For Grades 6 to 8, Yog will be assessed through Internal Assessment.

- The assessment will comprise 70% practical and 30% theoretical components.



iii) **Vocational Education:**

- Written and practical project-based assessments will be conducted to evaluate subjectspecific competencies.
- In Pre-Voc , the assessment will comprise of Formative Assessment (Continuous)i.e., activity book, Portfolio and teacher's observation and Summative Assessment (Final)i.e., Written Test and oral /Viva.
- Each year, students undertake 3 projects, one from each form of work that means total 9 projects are completed across 6th to 8th
- The written assessment will be Internal Assessment developed on competency-based tools and should be of 30 mins.
- The activity-based assessment will be conducted by the respective teachers and will be aligned with activities related to the syllabus covered during the specific month or time period.
- The marking criteria should use a marks based system rather than a grading system
- Annual Total is 100 Marks

Formative Assessment (Continous)		
Criteria	Weightage	Remarks
Activity Book	30%	10% For each project
Portgolio	10%	for complete session
Teachers observation during Activities	20%	Throughout the Year
Total (Formative)	60%	

SummativeAssessment (Final performanve Evaluation)		
Criteria	Weightage	Remarks
Written Test	10%	5 MCQs and 5 Fill ups
Oral Presentation / Viva voce	30%	10% For each project
Total (Formative)	40%	

Method for Calculation of Final Results (Grades 6–8)

Please note the following methodology for calculating the final results for Grades 4 to 8:

1. Internal Assessment (IA) (*Applicable for Classes 4–8*)

Internal Assessment will carry a total of **20 marks**, comprising the following components:

SBA (School-Based Assessment):

Best 6 assessments (each out of 20 marks) will be considered.

Dividing factor: 12 → **Converted to 10 marks**

Classroom Participation: 05 marks

Attendance: 05 marks

Example: If a student secures **15 marks out of 20** in Internal Assessment, then **15 marks** will be reflected in the final result under Internal Assessment.

2. Half-Yearly Assessment

The Half-Yearly Assessment marks will be converted as follows:

Mathematics and Social Science:

80 marks → converted to **20 marks**

(*Multiplying factor: 0.25*)

Science:

60 marks → converted to **20 marks**

(*Multiplying factor: 0.33*)

Languages:

Total 80 marks will be calculated as:

Written: 60 marks

Oral Assessment: 20 marks

Example:

If a student scores **72 out of 80** in the Half-Yearly Assessment:

$72 \times 0.25 = \mathbf{18 \text{ marks}}$, which will be included in the final result.

3. Annual Assessment

All Subjects:

80 marks → converted to **60 marks**

(*Multiplying factor: 0.75*)

Example:

If a student scores **76 out of 80** in the Annual Assessment:
 $76 \times 0.75 = \mathbf{57 \text{ marks}}$, which will be included in the final result.

Languages:

Written: 60 marks

Oral Assessment: 20 marks (*refer to the prescribed rubric*)

Science:

Written: 60 marks

Activity-Based Assessment: 20 marks

4. Final Result Composition

The final result will be calculated out of **100 marks**, distributed as follows:

Internal Assessment (IA): 20 marks

(SBA, Classroom Participation, Attendance)

Half-Yearly Assessment: 20 marks

Annual Assessment: 60 marks



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