

PLAN OF ASSESSMENTS FOR GRADES IX TO XII

(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 IX 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 (4 SBA in 9 & 11 and 3 SBA in 10 & 12 grades), Half Yearly Assessment (Grades 9 to 12), Pre Board Examination (Grades 10 and 12).
2. SBA will cover syllabus from monthly distribution of respective months, HYA will cover syllabus up to September and Annual Assessment will cover the complete syllabus from the prescribed textbooks.
3. The achievement level of SBAs will be the part of internal assessment for all 9 to 12 classes.

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

MONTH	TYPE OF ASSESSMENT	SYLLABUS COVERED
May 2026	SBA-1* in 9-12 Classes	April and May
July 2026	SAT-1 in 9 th -12 th	April to July
August 2026	SBA-2* in 9-12 Classes	August
September 2026	Half-Yearly Assessment (HYA) in 9-12 Classes	April to September
November 2026	SBA-3* in 9-12 Classes	October to November
December 2026	SBA-4* in 9-12 Classes	December
January 2027	Pre Board – 10 th and 12 th Classes/ SAT-2 in 9 & 11 Classes	December-January (SAT) Complete Syllabus (Preboard)

Note:

1. Classes IX to XII: Syllabus/ content/competency will be covered according to the latest syllabus distribution available on BSEH Website <https://bseh.org.in/question-paper-design-202627>
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, Pre-Board and Annual Assessments on the AVSAR app/ MIS Portal as directed by the Directorate.

DETAIL DESIGN OF SAT, HALF YEARLY AND ANNUAL ASSESSMENTS CLASSES- IX TO XII

Student Assessment Test and Half-Yearly Assessment:

1. The SAT for classes 9 to 12 will be of 20 marks and half-yearly assessment will be of 40 marks, including both theory and practical however, the distribution of 20 and 40 marks between theory and practical may vary from subject to subject as per board design. For subjects without practical components, the theory paper will be of 20 and 40 marks, respectively. For subjects with practical components, the 20 and 40 marks will include both theory and practical. (Practical will be organized at school level).
2. The question paper design of the above examinations will be in accordance with the latest syllabus and design of Haryana School Education Board, Bhiwani, which is available on the website of the Board (<https://bseh.org.in/question-paper-design-202627>) . ***“The SAT question paper shall be prepared based on twenty five percent (25%) of the approved Final Examination blueprint and the Half Yearly Assessment (HYA) question paper shall be prepared based on fifty percent (50%) of the approved Final Examination blueprint maintaining due representation of the prescribed assessment framework.”***
3. In half yearly examination, the syllabus will be taken from April to September and in SAT examination, the syllabus of respective months will be taken, e.g. syllabus covered from April to July will be taken for July SAT and syllabus covered from October to December for December SAT.

Pre Board (X and XII) and Annual Assessment (IX to XII)

Annual and Pre-board examination will be conducted on the basis of design and scheme of studies 2026-27 issued by Board of school Education Haryana, Bhiwani.

For Internal Assessment: (Class IX and Class XI)

Internal Assessment will have total 20 marks which include following components:

SAT (2x3marks)	= 06 marks
Half Yearly Assessment	= 02 Marks
CRP/SBA	= 02 Marks
Project work	= 05 Marks
Attendance	= 05 Marks

- Above 75% to 80% = 01 mark
- Above 80% to 85% = 02 marks
- Above 85% to 90% = 03 marks
- Above 90% to 95% = 04 marks
- Above 95% = 05 marks

For Internal Assessment: (Class X and Class XII)

Internal Assessment will have total 20 marks which include following components:

SAT (2x 2 marks)	= 04 marks
Half Yearly Assessment	= 02 Marks
Pre-Board Assessment	= 02 Marks
CRP/SBA	= 02 Marks
Project work	= 05 Marks
Attendance	= 05 Marks

- Above 75% to 80% = 01 mark
- Above 80% to 85% = 02 marks
- Above 85% to 90% = 03 marks
- Above 90% to 95% = 04 marks
- Above 95% = 05 marks

CRITERIA FOR CRP/SBA :

Class room participation: Teacher will observe the student that how much he/she shows enthusiasm in asking questions and interactive with peers on the topic taught and record his/her performance. It will be recorded on monthly basis and then in the academic session taking average of monthly performance, marks will be provided on this component. There may be four criteria to record it as average, good, very good and excellent. For average: 0.5mark, good: 1 mark, very good: 1.5 marks, excellent : 2 marks will be taken.

School-Based Assessments (SBA) :Subject Teachers will conduct School-Based Assessments (SBA) in the classroom which may include quizzes, surveys, worksheets, assignments, portfolio and 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 conduct an 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. There may be four criteria to record its award as average, good, very good and excellent. For average: 0.5mark, good: 1 mark, very good: 1.5 marks, excellent: 2 marks will be taken

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