



ASSESSMENT POLICY

Sanskar School aims to:

- equip its pupils with a **critical and global outlook** which will make them committed citizens of the world.
- recognize **and channelize the potential** of the pupil and develop thinking, communication, social, scientific and interpersonal skills.
- foster **cognitive, affective and psychomotor development** and enable the pupil to make connections with the acquired knowledge in his/her everyday life

Assessment is an integral part of the teaching learning process at Sanskar School. It allows achievements to be recognized and helps both teachers and learners to reflect on and review their performance and progress. It is the process that focuses on holistic development.

Assessment is a tool used by the teachers to continuously monitor students' progress in a nonthreatening, friendly and supportive environment. It involves regular descriptive feedback, a chance for the students to reflect on their performance, take advice and improve.

In addition to this, assessment is totally stress free and enjoyable for the students at Sanskar School, and also develops in them the spirit of competitiveness and self- assessment.

The objectives of assessment at Sanskar School are:

- ✦ to support and enhance student learning.
- ✦ to be diagnostic, evaluative and remedial.
- ✦ to focus on all key areas of student learning and development i.e., Scholastic and Co-scholastic as it helps to ascertain strengths and weaknesses of the learner.

- ✦ to have a variety of assessment tools catering to varying needs of a learner.
- ✦ to make assessments continuous as well as comprehensive.
- ✦ to help develop cognitive, psychomotor and affective skills.
- ✦ to use evaluation for the improvement of students' achievement and teaching- learning strategies on the basis of regular diagnosis followed by remedial instructions.
- ✦ to give importance to each learner's way of responding and learning and time it takes to do so.
- ✦ to report on a continuous basis and be sensitive to each learner's response.
- ✦ to provide feedback that will lead to positive action and help the learner to do better.

Assessment focuses on the learner's ability to:

- ✦ learn and acquire desired skills related to different subject areas.
- ✦ acquire a level of achievement in different subject areas in the requisite measure.
- ✦ develop individual skills, interest, attitude and motivation.
- ✦ respond to different situations and opportunities both in and out of school.
- ✦ apply what is learnt in a varied of environment, circumstances and situations.
- ✦ manifest academic honesty in all their internal and external assessment.
- ✦ work independently, collaboratively and harmoniously.
- ✦ reflect, analyze and evaluate and taking action.

Evaluation System:

Examination Pattern and Grading (Assessment Criterion Being Used): For Pre-Primary to Grade V.

The system of evaluation followed at Sanskar School is Continuous and Comprehensive Evaluation system which refers to a system of school based evaluation of a student that covers all aspects of a student development in a continuous process rather than an event, it is built into the total teaching-learning process and spread over the entire span of academic session.

Assessments are designed in order to assess the essential elements (knowledge, concepts, ATL, attributes and action) and promote the acquisition of Learner profiles for evolution of international mindedness.

Pre-Assessment occurs before the beginning of new learning to uncover prior knowledge and experiences.

Formative Assessment is a tool used by the teachers to continuously monitor student progress in a nonthreatening, supportive environment.

Formative Assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners. It is also carried out for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

Summative Assessment is carried out at the end of the course of learning. It measures or 'sums-up' how much student has learned from the course. Summative assessment is assessment of conceptual understanding within the central idea.

Term-1 and Term-2 Assessment tools and strategies:

The assessment of the development and learning of young students is an essential component of the curriculum. Students are observed in the variety of situations and a range of assessment strategies are implemented. Tools such as rubrics, exemplars, checklist and anecdotal records and strategies such as observations, performance assessments, selective responses and open-ended tasks are selected in order to provide a balanced view of the students.

Reporting Criteria

A four-point grading scale is followed with the description as follows:

Excelling (point -4): Has achieved expected requirements and consistently provide evidence of learning that is high in quality. Analyses situations and applies knowledge, skills and understanding.

Achieving (point-3): Has met the expected requirements and provide quality work evidence most of the time. Demonstrates and applies knowledge, skills and understanding.

Developing (point-2): Has partially achieved the requirements and provides some work evidence. Needs help to apply knowledge, skills and understanding.

Beginning (point-1): Is beginning to develop knowledge, skills and understanding. Is unable to discuss independently, his /her learning in meaningful ways with others

Reporting:

Regular reporting is done on a one to one basis to the parents during Open House Sessions which are organised on a regular basis throughout the session.

Through two and three way of conference students share their learning process with the parents and teachers.

Written reporting of the student's progress is done twice a year, once at the end of each semester/term. Parents collect their ward's written report and feedback and remedial measures are shared with the parents.

The performance of a student is graded, based on a 4-point scale with descriptive indicators given at the end of the Performance Profile.

For classes VI to VIII

- i. Introduction of Periodic Test Evaluation in classes VI to VIII is spread in an academic year. Each term has one Unit Test.
- ii. The assessment structure and examination for classes VI to VIII is as follows: -

Subjects	TERM-1 (100 marks) (1 st half of the session) 20 marks Periodic Assessment+ 80 marks for Term-1 Exam		TERM-2 (100 marks) (2 nd half of the session) 20 marks Periodic Assessment + 80 marks for Term-2 Exam	
	PA 20 marks	Term-1 Exam	PA 20 marks	Term-2 Exam
English Hindi Sanskrit/French Mathematics Science Social Science Computer Science	<ul style="list-style-type: none"> Periodic Test 10 marks with syllabus covered till announcement of test dates by school. Note Book Submission 5 marks at term end. Sub Enrichment 5 marks at term end. 	<ul style="list-style-type: none"> Written exam for 80 marks with syllabus covered till announcement of Term-1 exam dates by school. 	<ul style="list-style-type: none"> Periodic Test 10 marks with syllabus covered till Announcement of test dates by school Notebook submission 5 marks at term end Sub Enrichment 5 marks at term end 	<p>Written exam for 80 marks with syllabus coverage as below:</p> <p>Class VI: 10% of 1st term covering significant topics + entire syllabus of 2nd term</p> <p>Class VII: 20% of 1st term covering significant topics + entire syllabus of 2nd term</p> <p>Class VIII: 30% of 1st term covering significant topics + entire syllabus of 2nd term</p>

Co-Scholastic Activities (Classes VI-VIII): For the holistic development of the student, cocurricular activities in the following areas be carried out in CBSE affiliated schools by the teachers and will be graded term-wise on a 3-point grading scale (A= Very Good, B=Good and C= Fair).The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities:

- Work Education-** Work Education refers to skill-based activities resulting in goods or services useful to the community
- Art Education** (Visual & Performing Art)
- Health and Physical Education** (Sports/Martial Arts/Yoga/NCC etc.)
- Discipline (Classes VI-VIII):** The students will be assessed for the discipline which will be based on the factors like attendance, sincerity, behavior, values and tidiness,

respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 3-point grading scale (A= Outstanding, B= Very Good and C= Fair)

Scholastic grade points in VI to VIII:

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 & Below	E

Assessment for Classes IX – X

The assessment structure and examination for classes IX and X is as follows: -

	Classes IX- X
Maximum marks per subject :	100
Types of assessment	<ul style="list-style-type: none"> • Internal Assessment • Year End/Board Examination • School Based Assessment of Co- scholastic Areas (Art Education, Health and Physical Education including Work Experience, Discipline) • Two Pre-Board examinations.
Marks distribution	Internal Assessment: Year End/Board Examination IT: 50:50 All the other subjects: 20:80

Internal Assessment		
Periodic Assessment		
Components of Internal Assessment	Pen Paper Test	5 marks
	Multiple Assessment strategies to be used. (Quizzes, oral test, concept map, exit cards, visual expression etc.)	5 marks
	Portfolio (Classwork plus peer assessment, self -assessment, achievements of student in the subject, reflections, narrations, journals etc.)	5 marks

	Subject enrichment <ul style="list-style-type: none"> • Social Science Project Work • Maths and Science practical work • ASL for English. • Subject enrichment work for English and Hindi • No changes in other subjects 	5 marks
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Assessment for Classes XI – XII

Internal assessment conducted through 4 Unit Tests and 2 Examinations (Mid Term and Final Exam)

The assessment structure and examination for classes XI and XII is as follows: -

	Classes XI- XII
Maximum marks per subject:	100 marks

Types of assessment	<ul style="list-style-type: none"> • Internal Assessment/ Practical • Board Examination/Year End • Assessment of Co-scholastic areas (Health and Education Physical including Work Education, General Studies) • Two Pre-Board examinations.
Marks distribution	<p>Internal Assessment / Practical: Board Exam/ Year end Exam</p> <ul style="list-style-type: none"> ✦ 20:80 Applied Mathematics, Languages, Political Science and Legal Studies, Humanities (Political Science, History, Economics) / Commerce Based Subjects (Accounts, Economics and BST) and some other subjects) ✦ 30:70 (Science based subjects and some other subjects such as Physics, Chemistry, Biology, Mathematics, IP, PE, EP, Geography and Psychology) ✦ 70:30 (Commercial Arts and some other subjects) ✦ 50:50 Yoga ✦ 40:60 Financial Market Management

School Examinations

Any attempts to collude, cheat and carry unauthorized material will result in no grade being awarded. The students give two examinations every year, at the end of each semester of the school year and the results of these examinations are recorded and shared with students and parents. The examinations are conducted like preboards exams following the same pattern and mark schemes.

Academic Integrity

At the beginning of the session students are made aware of the school's Academic Integrity Policy. If a student is found guilty of academic misconduct, he/she will not be awarded grade.

The student will be penalized in case of any plagiarism, collusion or duplication in all internal and external assessments.

Home Work:

Students are given homework tasks every day and a sufficient amount of time to complete it. A student is required to put in two hours of work at home regularly. On weekends projects are given which should be submitted on the following Monday. Students who fail to complete their homework are given 3 warnings after which they are detained in school and their parents are informed about their irregularity and inconsistency in work. Teachers ensure that all work/project is the original work of the students and not copied from any source.

Predicted Grade Policy

The teacher awards predicted grades on the basis of Summative and Formative Assessments such as class participation, presentation, discussion, and class test and semester exams.

The teachers are asked to award predicted grades twice so that they are able to assess the students and also obtain accuracy in the process.

Steering Committee

Sanskar School Assessment Policy steering committee comprises of –

- Principal
- Vice Principal
- CBSE Coordinators
- Section Coordinators
- 2 Facilitators per Programme
- 2 Parent Representatives

It is the responsibility of the committee to oversee the procedures needed to develop the Assessment Policy of the School, communicate the same to all the stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

As with other policies and processes, this policy has been drafted with inputs from various sections of the School community and shall be reviewed and shared with all the stakeholders of the school.

Assessment Policy Review

Assessment Policy will be reviewed by the Steering Committee at the beginning of every academic year. The effectiveness of the Assessment Policy as a working document will be reviewed with the help of collaborative discussions and meetings.

Communicating the policy to various stake holders through:

1. Provision of hardcopies of the policy.
2. The official school website.
3. Electronic mails.

SANSKAR SCHOOL

ESSENTIAL AGREEMENT FOR ASSESSMENT

The faculty at Sanskar School agrees:

- to use a range of Assessment strategies and tools.
- to use assessments as feedback to improve learning.
- to record and report student progress as per the Assessment Policy.