



**Government of Jammu and Kashmir**  
State Council of Educational Research and Training  
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Subject: Draft "Student Assessment & Evaluation Scheme" upto class 9<sup>th</sup> –reg.

**Public Notice**

1. SCERT J&K has designed "**Student Assessment & Evaluation Scheme**" upto Class 9<sup>th</sup> in accordance with the provisions in National Education Policy-2020 & Right of Children to Free and Compulsory Education Act, 2019 (Amendment) annexed to this notice.
2. Before the document is processed further, it is hereby notified for information of the general public at large, and stake holders like students, parents, teachers, teacher educators and academicians to share their inputs, views and opinions on contents of above draft document.
3. The inputs may kindly be shared on e-mail ID: [examsjkscert@gmail.com](mailto:examsjkscert@gmail.com) following format before **20.08.2022**.

Para No. of draft document	Inputs/comments/suggestions	contact details
1	2	3

Encl: 04- lvs

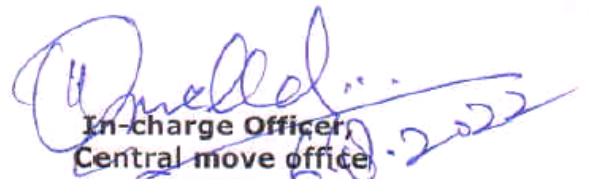
No.: JKSCERT- C/AU-II/13/2022/1852-57

Dated: 06.08.2022

**Sd/  
Director,  
SCERT**

Copy to:

1. Director School Education Kashmir/ Jammu.
2. Secretary, JK BoSE Srinagar/Jammu
3. OSD to Advisor (B) to Hon'ble Lieutenant Governor, JKUT.
4. Private Secretary to Principal Secretary to Government, School Education Department.
5. PA to Director JKSCERT, JKUT.
6. In-charge Website SED/ SCERT/ DSE-J/K with the request to upload the document on their websites for inputs.
7. Office record.

  
**In-charge Officer,  
Central move office  
SCERT**

## **Annexure**

### Students Assessment Scheme for Classes upto class 9<sup>th</sup> in JKUT

1. There is paradigm shift from rote learning to competency/experiential learning in schooling as envisaged in National Education Policy 2020. Principles of child learning include a fair and free environment that makes learning a joyous rather than onerous experience, aligned to the developmental stages of child and protecting from de-motivation and adverse impact.
2. Every effort needs to encourage students to reach class 9<sup>th</sup> with particular focus on regular assessment; evaluation and remedial teaching. The paradigm shift from "Assessment of Learning" to "Assessment for Learning" is to ensure that assessment serves its basic purpose in the educational system.
3. Diagnostic tools necessitate both assessment as learning, assessment of learning and assessment for learning. Primary objective of the education system is not meant to test what student has been taught or to bring child under stress, but instead to identify potential learners and organizing remedial teaching on a sustained basis as an integral part of learning process.
4. National Education Policy -2020 envisages the modification of existing 10+2 pattern in school education with a new curricular and pedagogical structure of 5+3+3+4 design, consisting of 5+3+3+4:
  - a) Foundational Stage of 5 years in two parts with 3 years of Anganwadi/pre-school (Bal-vatika) plus +2 years in primary school in Grades (I & II), covering age group 3-8 years.
  - b) Preparatory Stage of 3 years from Grades (III to V) covering age group 8-11 years.
  - c) Middle Stage of 3 years from Grades (VI-VIII), covering age group 11-14 years
  - d) Secondary Stage Grades (IX-XII), in 2-Phases i.e, 9 & 10 in Phase-I and 11 & 12 in Phase-II covering age group 14-18 years.
5. The main recommendations of the National Education Policy-2020 regarding the examination reforms are as under (Refer NEP-2020; Chapter(4) relevant Clauses):
  - a) (4.34)..... aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity.

- b) (4.35) .....Multidimensional report card/ progress card that reflects in great detail the progress as well as the uniqueness of each Learner (360 Degree)..... the use of Artificial Intelligence (AI) based software to track progress of students and to enable them to make optimal career choices. Support for Gifted Students and Students with Special Talent.
- c) (4.40) "..... all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority"..... the Grade 3 examination, in particular, would test basic literacy, numeracy, and other foundational skills.

*\* The Holistic Progress Card (HPC) is a revolutionary tool that has the potential to bring about paradigm shift in the very nature of pedagogy, teaching and learning process, assessment practices and teacher training. In this perspective a National Assessment Centre 'PARAKH' (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will be set up. The body will be responsible for suggesting guidelines for student assessment and evaluation for all recognized school boards, including state boards.*

6. Provisions in RTE (Amendment) Act, 2019 section 16 provisions are:

- (1) There shall be a regular examination in **the fifth class and in the eighth class** at the end of every academic year.
- (2) If a child fails in the examination referred to in sub -section (1), he shall be given additional instructions and granted opportunity for re-examination within a period of two month from date of declaration of the result.
- (3) The appropriate Government may allow schools to hold back a child in the fifth class or in the eighth class or in both classes, in such manner and subject to such conditions as may be prescribed ,if he fails in the re-examination referred to in sub-section(20:Provide that the appropriate Government may decide not to hold back a child in any class till the completion of elementary education.
- (4) No child shall be expelled from a school till the completion of elementary education."

7. In light of the provisions in National Education Policy -2020 & Right of Children to Free and Compulsory Education (Amended) Act, 2019, the detailed mechanism for implementation of Examination, Assessment and Evaluation Framework of JKUT for Classes 1<sup>st</sup> to 9<sup>th</sup> is as under:

<b>Examination, Assessment and Evaluation Framework</b>		
Stage	Duration	Scheme of Assessment
<b>I-Foundational Stage (ECCE):</b>		
Aganwardi / Pre-School / Balvatika	3 Years	a) Assessment for the Foundational Stage shall be through School Based Assessment (SBA) and should be stress-free and largely through qualitative observation, based on performance of the child in a multitude of experiences and activities. b) Various tools and techniques like anecdotal records, checklist, portfolio, and interactions (through a holistic 360-degree assessment with teacher, peers, family and friends) can be used for assessment.
Class I and II	2 Years	
<b>II-Preparatory Stage:</b>		
Class 3 <sup>rd</sup>	3 Years	Assessment shall be done as per NIPUN guidelines.
Class 4 <sup>th</sup>		Continuous Formative Assessment (CFA) to be conducted by schools along with Summative Assessment (SA) at the end of Academic session at school Level.
Class 5 <sup>th</sup>		a) Continuous Formative Assessments (CFA) as per School Based Assessment (SBA) throughout the academic session at school level. b) External Summative Assessment (SA) (Term-End) based on Identified Learning Outcome based Competencies at the end of academic session to be conducted by DIETs under the mentorship of SCERT. c) External Summative Assessment (SA) (Term-End) for Class 5 <sup>th</sup> to be conducted at the respective schools (only Govt. Schools) under the supervision of the Complex Head and concerned DIET and the assessment tools/question paper shall be provided by SCERT.
<b>III-Middle Stage:</b>		
Class 6 <sup>th</sup>	3 Years	Continuous Formative Assessments (CFA) to be conducted by schools along with Summative Assessment at the end of Academic session at school Level.
Class 7 <sup>th</sup>		Continuous Formative Assessment (CFA) to be conducted by schools along with Summative Assessment at the end of Academic session at school Level.
Class 8 <sup>th</sup>		a) Continuous Formative Assessments (CFA) as per School Based Assessment (SBA) throughout the academic session at school level. b) External Summative Assessment (SA) (Term-End) based on Identified Learning

		Outcome based Competencies at the end of academic session to be conducted by DIETs at Complex Level (Both Govt. as well as all Govt. recognized Private schools) under the mentorship of SCERT, J&K. c) Question Papers/ Assessment Tools for External Summative Assessment (SA) (Term-End) shall be provided by SCERT.
IV-Secondary Stage:		
Class 9 <sup>th</sup>	1 Year	Continuous Formative Assessment (CFA) to be conducted by schools along with Summative Assessment at the end of Academic session at school Level. The schools shall make appropriate remedial teaching arrangements for identified potential learners to avoid dentition in class 9 <sup>th</sup> .

#### 8. Criteria for Evaluation:

FA-I to FA-VI (SBA)	30 Marks (5 Marks Each)	Qualifying Criteria  As per existing norms of examination	Assessment of the students will further be divided in two Components: a) Academic Component: 70 Marks. b) Co-curricular Component: 30 Marks  Question Paper for summative Assessment will be on identified Learning outcomes in each subject.
Summative Assessment (SA)	40 Marks		
Total (FA-I to VI + SA)	70 Marks		
Total	70 Marks (for Class III - VIII)		
Co-curricular Component	30 Marks		
Grand Total	100 Marks		
FA: (Formative Assessment)			

#### 9. Non academic activities:

Activity		Marks
1.	Yoga/Sports	5
2.	Debates/Seminars/Quizzes, etc.	5
3.	Activities such as cleanliness, environment, cultural activities, health & hygiene, skills etc., at School/Cluster/Zone/District/ Divisional/UT Level	5
4.	Morning Assembly	2
5.	Attendance 80% to 89% = 2 Marks 90% and above = 3 Marks	5
6.	Discipline	2
7.	Parent's Participation (Community Interaction)	2
8.	Moral Education through stories, Biographies, etc.	2
9.	Behaviour	2
<b>Total Marks</b>		<b>30</b>

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