



The School That Cares!

ASSESSMENT POLICY

FOUNDATIONAL STAGE

As per NEP-2020, the foundational stage consists of five years of schooling i.e. Nursery to Class II.

PRE-PRIMARY (NURSERY, LKG, UKG)

- **Theme-based teaching** is conducted for the pre-primary section, aligned with the competencies from the **National Curriculum Framework for Foundational Stage (NCF-FS)**.
- **Formal tests or examinations** are not conducted for pre-primary students.
- **Promotion** is based on continuous and comprehensive assessment (CCE) of a child's **personality, physical and emotional development, academic performance, and participation** in school activities. The assessment is conducted under the following developmental domains:
 - Physical and motor development
 - Socio-emotional-ethical development
 - Cognitive development (including numeracy)
 - Language and literacy development
 - Aesthetic and cultural development
- Parent observation, self-assessment and peer assessment are included in the Holistic Progress Card in order to ensure 360° evaluation and to provide a holistic view of the progress of the child.

Parents' Observation - To make parents an integral part of a child's learning journey, a section on Parents' Observation is given in the Holistic Progress Card to ensure their role in the development of the child.

Parent Observations are taken once in every term i.e. **three times** during the academic year, after each assessment cycle through a set of questions where parents share their observations, feedback, and reflections on their child's progress.

The HPC fosters collaboration between parents, educators, and students as the teachers compare parent feedback with their own observations to identify any similarities or differences in the child's development at home and in the school.

Self-Assessment refers to the process where students evaluate their own work or performance. They reflect on their learning, strengths, weaknesses, and areas for improvement.

Peer Assessment refers to the process where students evaluate each other's work. It involves giving feedback, assigning grades, or both, based on set criteria.

- **Self-assessment and Peer Assessment** are part of “observation” tools and an integral part of Holistic Progress Card to understand whether the learner can accurately assess his/her own competency and the same is also assessed by the peer group.
- **Self-assessment and Peer Assessment are included** in every term ie, **three times** during the academic year, after each assessment cycle through a set of questions mentioned in the HPC.

Self and Peer Assessments encourage students to engage more deeply with the teaching learning process. Evaluating others or their own work sharpens analytical and evaluative skills. Students take ownership of their learning and become more accountable for their performance.

- A **Student Portfolio** is a collection of a student's work that shows their learning progress, achievements, skills, and reflections over time.

Portfolios are maintained to record student work and track the progress of a child's development.

The following should be included in a portfolio:

- *Index* (S.No, pg no. of sample of work, description of sample, sample date, competency number)
- *Personal details*: Name, school, class, date of birth, age, observation date range, photograph
- Samples of child work includes:
 - Child's *artwork*, drawing
 - Child's *writing* samples
 - Photographs of models and craft work* made by the child
 - Photographs* of the child at play
 - Link* to a video of the student's work
 - Organised *record of interesting discussions* held with the child
 - Anecdotal observation records*
- A designated folder is provided as part of the stationery and book set, intended for the systematic maintenance of the student portfolio.
- Portfolios are show-cased to the parents in the monthly PTM and at the end of each Term.

- The academic session is divided into three assessment cycles as mentioned below:

Formative Assessment Cycles		
ASSESSMENT	STARTS	ENDS
FORMATIVE ASSESSMENT CYCLE-1	01.04.2025	14.08.2025
FORMATIVE ASSESSMENT CYCLE-2	18.08.2025	28.11.2025
FORMATIVE ASSESSMENT CYCLE-3	01.12.2025	20.03.2026

- The evaluation scale followed is described in the table given below:

LEVEL	Symbols	INTERPRETATION: Student is...
Beginner- LEVEL-1	L1	at the beginning stage of the target competency and needs a great deal of support.
Progressing LEVEL-2	L2	able to meet some part of target competency independently but needs occasional support.
Proficient LEVEL-3	L3	able to meet the target competency independently without any support
Advanced LEVEL-4	L4	able to achieve the target competency independently. Helps & supports others to achieve LO. Requires more challenging tasks.

- The **Holistic Progress Card (HPC)** is published **three times** during the academic year, after each assessment cycle.

CLASSES I AND II

The assessment structure emphasizes **Formative Assessments** throughout the academic year, aligned with the competencies from the **National Curriculum Framework for School Education (NCF_SE-Aug 23)**.

Formative Assessments are conducted in two engaging formats:

- **Pre-announced Formative Assessments:** These assessments are conducted for accountability purposes, with a date sheet and syllabus shared in advance.

- **Ongoing Formative Assessments:** These assessments are conducted in parallel with the teaching-learning activities, serving as a feedback loop for both teachers and learners.

Promotion is based on continuous and comprehensive assessment (CCE) of a child's **physical and emotional development, academic performance, and participation** in school activities. The assessments are conducted under the following developmental domains:

- Physical and motor development
 - Socio-emotional-ethical development
 - Cognitive development (including numeracy) (EVS, Mathematics, Computational thinking)
 - Language and literacy development (English and Hindi)
 - Aesthetic and cultural development (visual & performing arts including Art, Craft, Music, Dance, Theatre)
- One **Art-Integrated Project** is planned for classes I & II based on the art form of the paired state – Arunachal Pradesh. This may be assessed under one or more of the following domains: “aesthetic and cultural development”, “cognitive development”, “language & literacy development”, “physical development”, and “socio-emotional & ethical development”.
 - **Parent observation, self-assessment, and peer assessment** are included in the **Holistic Progress Card (HPC)** to ensure a **360-degree evaluation** and provide a holistic view of the child’s progress.

Parents’ Observation - To make parents an integral part of a child’s learning journey, a section on Parents’ Observation is given in the Holistic Progress Card to ensure their role in the development of the child. Parent Observations are taken once in every term ie, **twice** during the academic year, through a set of questions where parents share their observations, feedback, and reflections on their child's progress

The HPC fosters collaboration between parents, educators, and students as the teachers compare parent feedback with their own observations to identify any similarities or differences in the child's development at home and in school.

Self Assessment refer to the process where students evaluate their own work or performance. They reflect on their learning, strengths, weaknesses, and areas for improvement.

Peer Assessment refers to the process where students evaluate each other’s work. It involves giving feedback, assigning grades, or both, based on set criteria.

- **Self-assessment and Peer Assessment** are part of “observation” tools and an integral part of Holistic Progress Card to understand whether the learner can accurately assess his/her own competency and the same is also assessed by the peer group.

- **Self-assessment and Peer Assessment are included** in every term ie, **two times** during the academic year, through a set of questions in the HPC.

Self and Peer Assessments encourage students to engage more deeply with the teaching learning process. Evaluating others or their own work sharpens analytical and evaluative skills. Students take ownership of their learning and become more accountable for their performance.

- **A Student Portfolio** is a collection of a student's work that shows their learning progress, achievements, skills, and reflections over time. Portfolios are maintained to record student work and track the progress of a child's development. The following should be included in a portfolio:
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 - Organised record of interesting discussions* held with the child
 - Anecdotal observation records*
 - A designated folder is provided as part of the stationery and book set, intended for the systematic maintenance of the student portfolio.
 - Portfolios are show-cased to parents in the monthly PTM and at the end of each Formative Assessment Cycle.
- The academic session is divided into four assessment cycles.

Formative Assessment Cycles		
ASSESSMENT	STARTS	ENDS
FORMATIVE ASSESSMENT CYCLE-1	01.04.2025	22.07.2025
FORMATIVE ASSESSMENT CYCLE-2	23.07.2025	26.09.2025
FORMATIVE ASSESSMENT CYCLE-3	03.10.2025	12.12.2025
FORMATIVE ASSESSMENT CYCLE-4	15.12.2025	16.03.2026

- The evaluation scale followed is described in the table given below:

LEVEL	Symbol	INTERPRETATION: Student is...
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Proficient LEVEL-3	L3	able to meet the target competency independently without any support
Advanced LEVEL-4	L4	Able to achieve the target competency independently. Helps & supports others to achieve LO. Requires more challenging tasks.

- The **Holistic Progress Card (HPC)** is published **twice** during the academic year for **Classes I and II** (after **Formative Assessment Cycle 2 & Formative Assessment Cycle 4**).