

ASSESSMENT POLICY (2026-27)
MIDDLE STAGE (Classes VI–VIII)

A competency-based, continuous and holistic assessment framework aligned with NEP 2020, NCF-SE 2023 and applicable CBSE directions.

1. Purpose and Scope

As per the National Education Policy (NEP) 2020, the Middle Stage comprises Classes VI to VIII. During these years, learners build conceptual understanding, develop critical thinking and problem-solving skills, and gradually become independent learners. The assessment system is designed to evaluate not only academic achievement but also the overall growth and development of every child.

2. Middle Stage: Curricular Areas

The Middle Stage comprises Classes VI, VII and VIII. The curricular areas covered under this policy are:

Domain	Subjects
Language and Literacy Development	English (R1)
	Hindi (R2)
	Third Language (R3)
Cognitive Development	Mathematics
	Computational Thinking and Artificial Intelligence which includes Computational Thinking (logical reasoning and problem solving), Artificial Intelligence (Artificial Intelligence readiness) and Digital Skills.
	Science
	Social Science
Aesthetic and Cultural Development	Arts Education – Visual Arts, Theatre, Music, Dance and Movement
Physical Development using Motor Skills	Physical Education – Games, Yoga and Health Education
Vocational Education	Kaushal Bodh
SEEL	Social Emotional Ethical Learning (Values, inclusion, diversity, environmental sensitivity, rootedness in India)
	Positive Learning Habits

3. Assessment Philosophy

In accordance with NEP 2020, the school follows a competency-based assessment system that shifts the focus from one-time, high-stakes examinations to continuous assessment for learning. Students are assessed regularly through classroom activities and periodic examinations to monitor their progress, provide timely feedback, and strengthen conceptual understanding.

4. Formative Assessment (FA)

Formative Assessments are conducted continuously throughout the academic year and are integrated with the teaching-learning process. They help teachers identify learning gaps and provide immediate support wherever required.

Therefore the assessment structure is now balanced with Formative Assessments throughout the year mapped to competencies from NCF_SE-Aug23 and Summative Assessments four times a year (PT1, PT2, PT3, Annual Exam) for reporting and standardized testing.

The formative assessment include:

- Open Door Assessment (ODA) – Science and Mathematics.
- AcadAlly – Science and Mathematics, an AI powered learning platform
- School Cinema – formative evidence for the SEEL domain.
- Assessment of Speaking and Listening (ASL) in Languages.
- Laboratory/hands-on work in Science, Mathematics and Computational Thinking.
- Subject projects and project-based learning in Social Science and other relevant subjects.
- Art Integrated Projects.
- Student Portfolio.
- Self-assessment and peer-assessment.
- Parent observation.
- Classroom observations, quizzes, worksheets, discussions and competency-based tasks.

There will be **no standardised examinations** in FAs with prior information, schedule, and syllabus. The FAs would be taken **in parallel** with teaching-learning activities to act as a feedback loop for teachers and learners.

4.1 Specific Formative Assessment Components

4.1.1 Open Door Assessment (ODA)

In Science and Mathematics, Open Door assessments are designed by our educational partners, the Open Door Organisation, consisting of a team of people from some of the finest universities - such as the IITs and NITs - in India.

Open Door Assessments aim to nurture critical thinking in students and give them an edge over other students out there in various competitive exams.

These assessments are MCQ based tests conducted in two stages- Learning(L) and Re- Learning (RL).

Teachers prepare students for these assessments through regular classroom discussions, worksheets containing questions with higher order thinking skills.

4.1.2 AcadAlly

AcadAlly is an innovative AI-powered learning platform, dedicated to transforming education through personalized and adaptive learning solutions. The platform provides real-time diagnostic assessments, personalized learning pathways, instant doubt resolution, and data-driven academic insights. In addition to students doing multiple assessments at their level, one assessment each in Science and Math would be conducted in School per month(as mentioned in timetable).

4.1.3 Portfolio

Student Portfolio is a collection of a student's work that shows their learning progress, achievements, skills, and reflections over time. Portfolio is to be maintained by every child to record his/her work and track the progress of his/her 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 student's work which can include artwork, drawing, writing samples etc.
- Photographs of models and craft work
- Link to a video of the student's work
- Organised record of interesting discussions held with the student

A designated folder is provided as part of the stationery and book set, intended for the systematic maintenance of the student portfolio.

- The portfolio will be assessed four times in an academic year once in each FAC Cycle. Assessment of the portfolio is not based on the sample chosen but strictly on student reflection and annotation. Some examples of reflection and annotations are shared below:
- What I did well (eg. I used appropriate vocabulary)
- What I did not do well (eg. I need practice in sentence construction)
- What I did not understand (I do not understand how to calculate LCM)
- What I need help with (I need help with subject-verb agreement)
- Progress made or not from the last sample in the portfolio with reasons and examples (I can comprehend questions better, but I need to work on my presentation of information)
- Action plan or solution to challenge areas (I will take help from my peer Sujata, to understand LCM and attempt all problems from NCERT).

4.1.4 Self-& Peer Assessment

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.

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 i.e., **twice** during the academic year in FAC 2 and FAC 4 through a set of questions in the HPC.

4.1.5 Parent Observation

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 in FAC 2 and FAC 4 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.

5. Kaushal Bodh

In continuation of our commitment to holistic education and in alignment with the NEP- 2020 and the NCFSE 2023. Indirapuram Public School is pleased to introduce Kaushal Bodh for Classes VI-VIII as part of the regular school curriculum. These sessions are being conducted during the First Period as notified earlier.

Kaushal Bodh (Classes VI-VIII) introduces students to vocational awareness through age-appropriate projects that are organised around Three Forms of Work, enabling students to understand the world of work through practical experiences:

1. Work with Life Forms: Learning through activities related to plants, animals and the environment,
2. Work with Machines and Materials: Developing practical skills by designing, creating, repairing and using tools.
3. Work in Human Services: Understanding the importance of service to society by interacting with people, identifying their needs and developing communication, empathy and teamwork.

The programme follows a continuous, competency-based assessment model that gives greater importance to practical learning than conventional written examinations. Students will be assessed through Activity Book and classroom tasks, Portfolio, Practical, Oral Presentation/Viva Voce, Teacher observations and Short written assessments twice a year with segregation as follows:

Term I (PT-2)	Work in Human Services
Term II (Annual Examination)	Work with Life Forms Work with Machines and Materials

6. Summative Assessment (SA)

Summative Assessments are conducted at scheduled intervals to evaluate overall learning.

The academic year comprises-

Assessment	Maximum Marks
Periodic Test 1 (PT-1)	30
Periodic Test 2 / Half-Yearly Examination	80
Periodic Test 3 (PT-3)	30
Annual Examination	80

Detailed examination schedules and syllabus will be shared before every examination.

- Games, yoga, martial arts and health education will be subsumed in “physical education” and will be assessed twice a year in PT-2 and Annual Examinations.
- Kaushal Bodh and Art education will be assessed twice a year in PT-2 and Annual Examinations.
- Periodic Tests Answer Sheets will be handed over in respective PTMs.

7. Assessment Calendar – 2026–27

Assessment Schedule - VI to VIII			
ASSESSMENT	STARTS	ENDS	SUMMATIVE ASSESSMENTS
FORMATIVE ASSESSMENT CYCLE-1	01.04.2026	10.07.2026	PT 1 - 13.07.2026 TO 21.07.2026
FORMATIVE ASSESSMENT CYCLE-2	22.07.2026	04.09.2026	PT 2 - 07.09.2026 TO 21.09.2026
FORMATIVE ASSESSMENT CYCLE-3	22.09.2026	01.12.2026	PT 3 - 02.12.2026 TO 10.12.2026
FORMATIVE ASSESSMENT CYCLE-4	11.12.2026	25.02.2027	ANNUAL EXAM - 26.02.2027 TO 15.03.2027

Dates are subject to the final school examination circular and may be revised where required.

8. Reporting through the Holistic Progress Card (HPC)

The HPC reports learner achievement through competency levels rather than marks alone. It presents academic progress along with competencies, life skills and broader developmental evidence.

Level	Symbol	Marks Equivalent	Interpretation
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Level 1 – Beginner	L1	0–40%	at the beginning stage of the target competency and needs a great deal of support.
Level 2 – Progressing	L2	41–60%	able to meet some part of target competency independently but needs occasional support.
Level 3 – Proficient	L3	61–80%	able to meet the target competency independently without any support
Level 4 – Advanced	L4	81–100%	able to achieve the target competency independently. Helps & supports others to achieve LO. Requires more challenging tasks.

9. Inclusion and CWSN

Assessment planning for Children With Special Needs (CWSN) shall be adapted according to the learner's identified needs, competency levels and approved accommodations. Reasonable accommodations shall be implemented in accordance with applicable CBSE provisions and the school's inclusive education processes.

10. Attendance and Eligibility for Assessment

Students are expected to maintain a minimum attendance of 75%, subject to applicable rules and authorised exemptions.

- The school shall communicate concerns regarding low attendance to parents at appropriate intervals.
- For absence due to medical emergency/infectious disease or participation in recognised district/state/national/international events, supporting documents should ordinarily be submitted within three working days.
- Periodic Tests and Annual Examinations will not be re-conducted.

11. Leave Policy

Minimum eligibility criteria for appearing in SAs (PTs & Annual)	ABSENCE & SUBSEQUENT ACTION	ABSENCE WITHOUT VALID DOCUMENTS
School will inform parents about low attendance (less than 75%) in writing, at regular intervals (at least after every FA-cycle). A written explanation from parents for absence is expected.	1. In case of absence because of a medical emergency or infectious diseases of self or close family member, a medical certificate has to be submitted within three working days of the date of absence at the exam. 2. In case of absence because of an event of significance (sports, music, competitions or otherwise) at the district/ state/ national/ international level, a valid document has to be submitted within three working days of the date of absence at the exam. In both the above cases.	In the case of summative exams (PTs/Annual) the overall % will be calculated including that of the absent exam and the student will be considered as having

	3. In case of summative exams (PTs/Annual/ PBs) the overall % will be calculated excluding that of the absent exam. No re-exam will be conducted	obtained zero in the exam.
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12. Promotion & Retention Policy

Classes VI & VII

Promotion depends on annual academic performance.

If a learner fails(scores less than 33%) in one subject in Annual Examination

3. Promotion will generally be granted with additional academic support.
4. Parents may be required to provide a written commitment to support the learner's progress.

If a learner fails(scores less than 33%) in two subjects in Annual Examination

- The learner will be bound to appear for retests.
- Promotion/Promotion on Probation will be decided based on retest results and overall academic performance.
- Parents may be required to provide a written commitment to support the learner's progress.

If a learner fails(scores less than 33%) in three or more subjects in Annual Examination

- Learner will be bound to appear for retests.
- Promotion on Critical Probation will be decided based on retest results and overall academic performance. Parents may be required to provide a written commitment to support the learner's progress.
- If a learner fails in all three/more subjects in retest, with poor overall academic performance, he/she may seek retention.

Class VIII

As Class VIII prepares learners for the Secondary Stage (Classes IX & X), promotion standards are more rigorous.

If a learner fails(scores less than 33%) in one/two subjects in Annual Examination

1. The learner will be bound to appear for retests.
2. Promotion/Promotion on Probation will be decided based on retest results and overall academic performance. Parents may be required to provide a written commitment to support the learner's progress.
3. If a learner fails in two subjects in retest, with poor overall academic performance, he/she may seek retention.

If a learner fails(scores less than 33%) in three subjects in Annual Examination

1. Intensive remedial support will be provided to learners and learners will be bound to appear for retests.
2. Promotion on Critical Probation will be decided based on retest results and overall academic performance. Parents may be required to provide a written commitment to support the learner's progress.
3. If a learner fails in all three/more subjects in retest, with poor overall academic performance, he/she may seek retention.

If a learner fails(scores less than 33%) in four or more subjects in Annual Examination

1. The learner will be retained in Class VIII to strengthen academic foundations and ensure readiness for the increased academic demands of Classes IX and X.