

JINDAL VIDYA MANDIR VASIND



ASSESSMENT POLICY

Introduction

JVM supports the concepts of 'Assessment for Learning' and 'Assessment of Learning'. These concepts underline the belief that effective assessment provides information to improve teaching and learning, as well as providing ways to ascertain and develop the academic standards in each grade. Students are given regular feedback on their learning; so that they can better understand what it is that they need to focus on to develop their skills and knowledge more effectively. Through continuous assessment, teachers are able to adapt their teaching, using a detailed knowledge of each student. Parents receive regular reports on their child's progress so that all stakeholders are able to work together to continuously develop academic proficiency in all students.

Principles of Assessment:

Assessment is always considered an integral part of the teaching-learning process. The assessment reflects how well classroom instruction has been organized by teachers and how far learners have progressed in their learning. It is an inbuilt process in teaching-learning, teachers can understand the needs of the learners better and accordingly change or adjust the quality of their instruction during the purpose of teaching the unit itself.

The main principle of assessment at JVM is to provide students with feedback on their learning, in order to allow students to learn and improve further.

Effective assessment ensures a balance between continuous assessment and summative assessment that allows teachers to reflect and modify instruction to meet the learning requirements of all learners in the classroom and to effectively gauge student attainment and progress. Students and teachers must have opportunities to reflect on learning within the classroom to ensure that assessment is effective in promoting learning.

Purpose of Assessment Policy:

The purpose of school assessment is multifaceted and serves several important functions in the educational system. These assessments are designed to evaluate and enhance the learning process for both students and educators.:

- ❖ **Measuring Learning Outcomes:** Assessments provide a means to measure and evaluate what students have learned and the extent to which they have mastered the intended curriculum or educational objectives.
- ❖ **Feedback for Improvement:** Assessments offer valuable feedback to students, teachers, and educational institutions. They highlight areas where students excel and areas that may require further attention or improvement. This feedback can inform instructional strategies and curriculum development.
- ❖ **Accountability:** School assessments are often used to hold schools, educators, and students accountable for their performance. They provide a basis for evaluating the effectiveness of the education system and ensuring that schools are meeting established standards.
- ❖ **Identification of Learning Gaps:** Assessments can help identify learning gaps or areas where students are struggling. This information is essential for educators to provide targeted support and interventions to help students catch up and succeed.

- ❖ **Setting Goals and Objectives:** Assessment data can be used to set specific, measurable, achievable, relevant, and time-bound (SMART) goals for students and educational programs. These goals guide teaching and learning strategies.
- ❖ **Motivation:** Assessments can motivate students to engage more actively in their learning by providing benchmarks and goals. The desire to perform well on assessments can encourage students to put in effort and focus on their studies.
- ❖ **Research and Evaluation:** School assessments provide data that can be used in educational research to study the impact of different teaching methods, interventions, and policies. Researchers can evaluate the effectiveness of educational programs and make evidence-based recommendations.
- ❖ **Individualized Instruction:** Assessment data can inform individualized instruction, allowing teachers to tailor their teaching methods to meet the unique needs of each student.
- ❖ **Long-Term Planning:** Assessment data can be used to track and predict trends in educational performance, which can inform long-term planning and policy development.

It's important to note that assessments come in various forms, including formative assessments (used during the learning process to inform instruction), summative assessments (used to evaluate learning outcomes at the end of a period), and diagnostic assessments (used to identify areas of strength and weakness). Each serves a distinct purpose within the educational framework.

List of examples of assessment used are:

- Class Test
- Portfolios (Home Work, completion of classwork, written work, research, projects, worksheets, problem solving etc.)
- Multiple Assessment Tests
- Oral Activity
- Art Integration
- Practical work
- Group work in the form of research projects
- Group discussions
- Peer assessment
- Fieldwork
- Document and textbook-based questions
- Summarization
- Individual and team presentation
- Multiple choice quizzes
- Presentations

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses.

Summative assessments will normally:

- Take the form of a written test /exam or project with a clear rubric
- Be taken under controlled conditions
- Be graded by the teacher
- Be linked to the curriculum objectives
- Contribute to a student's termly report grade of Form

GRADING SYSTEMS

The grading system in a school assessment policy defines the method used to assign grades or scores to students based on their performance in various assessments and coursework. Grading systems include a range of letter grades or numerical scores, each of which corresponds to a level of achievement. It is the philosophy of the School that students will respond more positively to the opportunity for success than the threat of failure. The School shall seek, therefore, to make achievement both recognizable and possible for the student.

Grading Scale

For Classes 1 to 9 and 11

Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
Below 33	E

Re-exam policy:

A Re-exam Policy outlines the procedures and guidelines for students who are unable to take a scheduled exam due to valid and documented reasons. This policy helps ensure fairness, consistency, and transparency in the process of accommodating students who have missed an exam. Below is a template for a re-exam policy that JVM adapt.

Re-exam Policy:

1. Purpose

- The purpose of this re-exam policy is to provide a fair and equitable process for students who are unable to take a scheduled exam due to documented and valid reasons. The policy aims to ensure that students have an opportunity to demonstrate their knowledge and understanding of the course material without unfair penalties.

2. Eligibility for Re-Exams:- Students may be eligible for a re-exam under the following circumstances:

- As per CBSE Guidelines
- School-sanctioned absences: Such as participation in a School-sanctioned event.

3. Notification and Documentation:- To be eligible for a re-exam, students must:

- Notify the exam I/C as soon as possible, preferably in advance, or within a reasonable time after the exam date.

- Provide appropriate documentation supporting their absence. This may include a doctor's note, a letter from the relevant school/university department, or other relevant documentation.

4. Scheduling Re-Exams:-

- The exam I/C, in consultation with the Principal, will determine a suitable date and time for the re-exam. This should be arranged as soon as reasonably possible, typically within a reasonable timeframe, and should avoid scheduling conflicts.
- The re-exam may be of a different format or content, as determined by the principal, to ensure fairness and security.

5. Responsibilities of the Exam I/C:-

- The exam I/C is responsible for facilitating the administration of the re-exam, ensuring the security and integrity of the exam, and communicating the results to the student.

6. Receiving Grades:-

- Re-exam grades will be based on the same grading criteria as the original exam, unless the exam format or content was modified.
- Students should receive feedback and their grade for the re-exam in a timely manner.

7. Implementation:-

- This re-exam policy will be implemented for all courses within the institution, and students will be made aware of this policy at the beginning of each course.

Reporting of Assessment:

The school believes that feedback is the component of assessment that lets us interpret the judgement and improve our work. To make reporting effective, parents, teachers and students are partnered.

Comprehensive, honest, fair and credible reports are generated.

Types of Reporting

1. Parent-Teacher Meeting: PTMs are conducted on the last day of every month where teachers give information to parents about the student's progress, development and needs, answer parents' questions, and address their concerns.
2. Progress Card Distribution: The final evaluation report on the performance during the academic session will be given based on the evaluation process involving all the essential elements learnt during the Program of Inquiry.

Annexure of JVM Exam

Types of tests / exams:

- For Classes 1 to 5

1. Class Test – 15Marks (Every Wednesday for all Scholastic Subjects)
 2. Periodic Test-1 – 30M
 3. Term1 – 60M
 4. Periodic Test-2 – 30M
 5. Term-2 – 60M
- For Classes 6 to8
 1. Class Test – 15Marks (Every Wednesday for all Scholastic Subjects)
 2. Periodic Test-1 – 40M
 3. Term1 – 80M
 4. Periodic Test-2 – 40M
 5. Term-2 – 80M
 - For Class 9
 1. Class Test – 15Marks (Every Wednesday for all Scholastic Subjects)
 2. Pre-Mid Term – 40M
 3. Mid-Term – 60M
 4. Post-Mid Term – 40M
 5. Annual – 60M
 - For Class 10
 1. Class Test – 15Marks (Every Wednesday for all Scholastic Subjects)
 2. Pre-Mid Term – 40M
 3. Mid-Term – 60M
 4. Post-Mid Term – 40M
 5. Prelim-1 – 80M
 6. Prelim-2 – 80M

For Classes 11 <ol style="list-style-type: none"> 1. Class Test – 15Marks 2. Unit Test-1 – 40M 3. Half Yearly – 70/80M 4. Unit Test-2 – 40M 5. Annual – 70/80M 	For Classes 12 <ol style="list-style-type: none"> 1. Class Test – 15Marks 2. Unit Test-1 – 40M 3. Half Yearly – 70/80M 4. Unit Test-2 – 40M 5. Prelim-1 –70/80M
Subjects And Marks Allotted English : 80M IP/PE : 70M Maths : 80M B.Studies : 80M Economics : 80M Accountancy : 80M Biology : 70M Physics : 70M Chemistry : 70M	Internal / Practical: ALS : 20M IP/PE: 30M Maths : 20M B.S. . : 20M Economics : 20M Accountancy : 20M Biology : 30M Physics : 30M Chemistry : 30M

Instructions for teachers :-

- a. Submission of Annual syllabus - Before the commencement of the academic session

- b. Submission of Question papers with Marking scheme & Blueprint to the HOD. - 20 Days before the start of examination
- c. Submission of Question paper sets by the HODs to the Examination Dept. - 10 Days before start of examination
- d. Teachers are accountable for correctness of the Question Paper. No correction will be allowed at the time of proof reading.
- e. If any teacher wants to do correction he/she should take the permission from Principal.
- f. Teachers can take help of IT Department in advance if they have any queries regarding question paper making.
- g. Distribution of seating arrangement to the class teachers from exam department.
- h. Distribution of Answer papers to the subject teachers for correction.

Meeting the standards for JVM

- 1. Assessment at the school aligns with the requirements of the programme(s).
- 2. The school communicates its assessment philosophy, policy and procedures to the school community.
- 3. The school uses a range of strategies and tools to assess student learning.
- 4. The school provides students with feedback to inform and improve their learning.
- 5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
- 6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
- 7. The school analyses assessment data to inform teaching and learning.