

Assessment and Promotion Policy as per NEP-2020

Preparatory Stage (Class III-V)

1. Introduction

In accordance with the **National Education Policy (NEP) 2020**, the Preparatory Stage encompasses **three years of schooling (Classes III to V)**. This stage focuses on developing strong foundational skills, nurturing creativity, and fostering socio-emotional growth through a balance of academic and co-curricular activities.

2. Curricular Areas

The curriculum for Classes III to V comprises the following areas of learning:

- **Languages (English and Hindi)**
- **Mathematics** (including Computational Thinking)
- **World Around Us (WAU)** – Students engage deeply with natural and human environments. *Vocational Education* is integrated within WAU, with activities such as cooking and other productive tasks.
- **Arts** (Art, Craft, Music, Dance)
- **Physical Education** (Games, Yoga, Health Education)
- **Socio-Emotional and Ethical Learning, along with Positive Learning Habits**

3. Assessment Philosophy

In line with NEP-2020, there is a shift from high-stakes summative examinations towards **low-stakes, competency-based formative assessments**. The assessment framework emphasizes **assessment for learning** and **assessment as learning**, rather than solely **assessment of learning**.

4. Structure of Formative Assessments

Formative Assessments are conducted throughout the year and are mapped to competencies outlined in **NCF-SE (August 2023)**.

4.1 Components of Formative Assessments

- **Open Door Assessment (ODA)** in WAU and Mathematics
- **ASL (Assessment of Speaking and Listening)** in Languages
- **Art-Integrated Projects**
- **Student Portfolio**
- **Self-Assessment**
- **Peer Assessment**
- **Parent Observation**

4.2 Formats of Formative Assessments

1. **Formative Assessments** are conducted in parallel with classroom teaching, functioning as continuous feedback loops for both teachers and students.

5. Role of Stakeholders in the Holistic Progress Card (HPC)

5.1 Parents' Observation

- Parents' feedback is formally incorporated into the **Holistic Progress Card (HPC)**.

- Observations are collected **twice during the academic year** (at the conclusion of FAC 2 and FAC 4) through guided questionnaires.
- This process ensures **collaborative evaluation** by comparing parental insights with teachers' observations.

5.2 Self-Assessment

- Students reflect on their own work, identifying strengths, weaknesses, and areas for improvement.
- This fosters **self-awareness, accountability, and ownership of learning**.

5.3 Peer Assessment

- Students provide structured feedback on each other's work using defined criteria.
- This practice enhances **analytical skills, evaluative ability, and collaborative learning**.

Note: Self and Peer Assessments are conducted twice a year (FAC 2 and FAC 4) and are included in the HPC as integral "observation tools."

6. Open Door Assessment (ODA) – WAU and Mathematics

- Conducted in collaboration with the **Open Door Organisation**, comprising experts from premier institutions such as IITs and NITs.
- Designed to nurture **critical thinking and problem-solving skills**.
- **Format:** Multiple Choice Questions (MCQ-based), conducted in two stages:
 - **Learning (L)**
 - **Re-Learning (RL)**
- **Frequency:** Four times a year (once in each FAC).
- Results are uploaded to the **ODA portal**, accessible to parents. Students are provided with individual login IDs for performance tracking.

7. Additional Assessment Tools

- **ASL (Assessment of Speaking and Listening):** Evaluates language competencies.
- **Hands-on Laboratory Work:** In WAU, Mathematics, and Computational Thinking.
- **Art Integration:** Woven across curricular areas, with a special focus on the *Ek Bharat Shreshtha Bharat Project* for Classes III–V, based on the art forms of the paired state *Arunachal Pradesh*.

8. Student Portfolio

Each student maintains a **portfolio** to record progress, achievements, and reflections.

8.1 Portfolio Contents

- Index (serial number, page number, description, sample date, competency reference)
- Personal details (name, class, school, DOB, age, observation range, photograph)
- Samples of work:
 - Artwork and drawings
 - Writing samples
 - Photographs of craft/model work and play
 - Video links of presentations
 - Anecdotal records and transcripts of discussions

8.2 Portfolio Assessment

- Conducted **twice a year** (in FAC 2 and FAC 4).
- Assessment is **based on reflections and annotations** rather than the sample itself. Examples include:

- *What I did well* (e.g., used appropriate vocabulary)
- *What I need to improve* (e.g., sentence construction)
- *What I did not understand* (e.g., calculating LCM)
- *Action Plan* (e.g., peer support, NCERT practice exercises)
- Portfolios are showcased during **monthly PTMs** and at the end of each Formative Assessment Cycle.

09. Grading Scale

Level	Symbol	Marks (%)	Interpretation
Beginner	L1	0–40	At the initial stage of competency; requires significant support
Progressing	L2	41–60	Partially meets competency independently; requires occasional support
Proficient	L3	61–80	Consistently meets competency independently
Advanced	L4	81–100	Demonstrates mastery, supports peers, requires more challenging tasks

10. Reporting

- The **Holistic Progress Card (HPC)** is published **twice during the academic year**:
 - At the end of **FAC 2**
 - At the end of **FAC 4**
- Parent-Teacher Meetings (PTMs) are held regularly to review progress, share feedback, and strengthen home-school collaboration.