

Assessment and Promotion Policy

Nursery - II

1. Introduction

In alignment with the **National Education Policy (NEP) 2020**, the Foundational Stage encompasses **five years of schooling**, beginning from **Nursery through Class II**. This stage lays the groundwork for holistic development and lifelong learning.

2. Pre-Primary (Nursery, LKG, UKG)

2.1 Teaching Approach

- Learning is facilitated through **theme-based teaching** aligned with the **National Curriculum Framework for the Foundational Stage (NCF-FS)**.
- The curriculum is designed to nurture **curiosity, creativity, and foundational competencies**.

2.2 Assessment and Promotion

- **Formal examinations are not conducted** at the pre-primary level.
- Promotion is determined through **Continuous and Comprehensive Evaluation (CCE)**, which considers the following aspects of a child's growth:

Personality development, Physical and emotional development, Academic performance, Participation in school activities

Assessments are carried out across the following **developmental domains**:

1. Physical and Motor Development
2. Socio-Emotional and Ethical Development
3. Cognitive Development (including numeracy)
4. Language and Literacy Development
5. Aesthetic and Cultural Development

3. Holistic Progress Card (HPC) – 360° Evaluation

The **Holistic Progress Card (HPC)** ensures a **comprehensive and multi-dimensional assessment** of student learning, integrating perspectives from teachers, parents, and learners.

3.1 Parents' Observation

- A section dedicated to **Parents' Observation** is included in the HPC to foster active parental participation in the learning journey.
- Parent feedback is collected **once per term** (three times a year for Nursery-KG and two times for I-II) after each assessment cycle through a structured questionnaire.
- Teachers analyse parent inputs alongside their own observations to identify areas of alignment or divergence in the child's development at home and in school.
- This process enhances **collaboration between parents, educators, and students**.

3.2 Self-Assessment

- Students are encouraged to **reflect on their own learning**, recognizing their strengths, areas for improvement, and overall progress.
- Self-assessment develops **self-awareness, ownership of learning, and accountability**.

3.3 Peer Assessment

- Students evaluate the work of their peers based on **defined criteria**.
- This process strengthens **analytical, evaluative, and collaborative skills**, while encouraging constructive feedback and teamwork.

Note: Self-Assessment and Peer Assessment are conducted **once per term** (three times a year for Nursery-KG and two times for I-II), following each assessment cycle.

4. Benefits of Self and Peer Assessment

The inclusion of self and peer assessment practices provide the following benefits:

- Promotes deeper engagement with the learning process.
- Enhances analytical and evaluative thinking.
- Fosters responsibility and accountability in students.
- Encourages students to take ownership of their learning journey.

5. Reporting Mechanism

- The **Holistic Progress Card (HPC)** is shared with parents at the end of each assessment cycle.
- Feedback sessions during **Parent-Teacher Meetings (PTMs)** provide opportunities for discussion and collaboration between stakeholders.

Assessment and Promotion Policy as per NEP-2020

Foundational Stage (Nursery to Class II)

The **Foundational Stage**, in alignment with NEP-2020, encompasses five years of schooling, including **Nursery to Class II**.

Classes NUR-LKG, UKG

- Teaching at the pre-primary level is **theme-based** and aligned with the **competencies prescribed in the National Curriculum Framework for the Foundational Stage (NCF-FS)**.
- **Formal examinations are not conducted** at this stage. Instead, promotion is based on **continuous and comprehensive assessment (CCE)** covering personality development, physical and emotional growth, academic performance, and participation in school activities.
- Assessment is conducted across the following developmental domains:
 - Physical and Motor Development
 - Socio-Emotional and Ethical Development
 - Cognitive Development (including Numeracy)
 - Language and Literacy Development
 - Aesthetic and Cultural Development

Holistic Progress Card (HPC) and 360° Evaluation

The **Holistic Progress Card (HPC)** integrates multiple perspectives—teachers, parents, and students—to provide a well-rounded view of a child's progress.

1. **Parents' Observation:** Parents play an active role in their child's learning journey through structured feedback. Parent observations are collected **three times a year** (once after each assessment cycle) via guided questionnaires. Teachers compare these observations with their own to identify similarities or differences in the child's development at home and in school, fostering collaboration between parents, educators, and students.
2. **Self-Assessment:** Students reflect on their own learning, strengths, areas of improvement, and personal growth. Conducted **once per term**, this process develops self-awareness and accountability in learning.
3. **Peer Assessment:** Students provide constructive feedback on each other's work, guided by set criteria. Conducted **once per term**, peer assessments encourage analytical and evaluative skills, while fostering collaboration and responsibility. Together, **self-assessment and peer assessment** act as observation tools to gauge whether learners can accurately evaluate their own competencies and those of their peers.

Student Portfolio

Each student maintains a **portfolio** that documents learning progress, achievements, and reflections over time. A portfolio includes:

- **Index** (serial number, page number, description, date, competency reference)
- **Personal details** (name, school, class, date of birth, age, photograph, observation date range)
- **Samples of work**, such as:
 - Artwork and drawing
 - Writing samples
 - Photographs of craft/model work and play activities
 - Video links of student presentations
 - Anecdotal records and transcripts of meaningful discussions
- They are **shared with parents during monthly PTMs and at the end of each term.**

Evaluation Scale

Student progress is measured on a **four-level scale**:

Level	Symbol	Interpretation: Student is...
Beginner	L1	At the initial stage of competency, requires significant support
Progressing	L2	Partially meets competency independently but needs occasional support
Proficient	L3	Consistently meets competency independently without support
Advanced	L4	Demonstrates mastery, supports peers, and requires more challenging tasks

Holistic Progress Card Publication

The **Holistic Progress Card** is issued **three times during the academic year**, once after the completion of each formative assessment cycle.

Classes I & 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 **concurrently with teaching-learning activities** and act as a continuous feedback mechanism for both teachers and learners. Promotion is based on **Continuous and Comprehensive Evaluation (CCE)** of a child's:

- Physical and emotional development
- Academic performance
- Active participation in school activities

The evaluation process is carried out across the following developmental domains:

- **Physical and Motor Development**
- **Socio-Emotional and Ethical Development**
- **Cognitive Development** (including Environmental Studies, Mathematics, and Computational Thinking)
- **Language and Literacy Development** (English and Hindi)
- **Aesthetic and Cultural Development** (Visual and Performing Arts, including Art, Craft, Music, Dance, and Theatre)

Art-Integrated Project

For Classes I and II, **one Art-Integrated Project** is designed based on the art form of the paired state, **Arunachal Pradesh**. The project may be assessed under one or more developmental domains, namely:

- Aesthetic and Cultural Development
- Cognitive Development
- Language and Literacy Development
- Physical Development
- Socio-Emotional and Ethical Development

Holistic Progress Card (HPC) and 360° Evaluation

The **Holistic Progress Card (HPC)** provides a comprehensive view of the child's progress by integrating feedback from teachers, parents, and students themselves.

1. **Parents' Observation:** A dedicated section in the HPC captures parental feedback to make parents active partners in their child's learning journey. Parent observations are collected **twice a year** (once after each term) through structured questionnaires. Teachers review these inputs alongside their own observations to identify areas of alignment or divergence in the child's development at home and in school.
2. **Self-Assessment:** Students reflect on their own learning experiences, strengths, and areas needing improvement. Conducted **once per term**, self-assessment promotes ownership of learning and accountability.
3. **Peer Assessment:** Students assess each other's work using defined criteria, offering constructive feedback and evaluation. Conducted **once per term**, peer assessment strengthens analytical thinking, evaluative skills, and collaboration. Together, self and peer assessments serve as observation tools within the HPC to determine whether learners can accurately evaluate their competencies and those of their peers.

Student Portfolio

Each student maintains a **portfolio** as a systematic record of their learning progress, achievements, and reflections.

A student portfolio includes:

- **Index** (serial number, page number, description, date, competency reference)
- **Personal details** (name, school, class, date of birth, age, photograph, observation date range)
- **Samples of work**, such as:
 - Artwork and drawings
 - Writing samples
 - Photographs of craft/model work and play activities
 - Video links of student presentations
 - Anecdotal records and transcripts of discussions with the child

Portfolios are **showcased during monthly PTMs and at the conclusion of each assessment cycle**.

Formative Assessment Cycles (2025–26)

Assessment Cycle	Start Date	End Date
Cycle 1	01.04.2025	22.07.2025
Cycle 2	23.07.2025	26.09.2025
Cycle 3	03.10.2025	12.12.2025
Cycle 4	15.12.2025	16.03.2026

Evaluation Scale

Student progress is reported using a **four-level scale**:

Level	Symbol	Interpretation :Student is...
Beginner	L1	At the initial stage of the target competency; requires considerable support
Progressing	L2	Partially meets the target competency independently but requires occasional support
Proficient	L3	Meets the target competency independently without support
Advanced	L4	Consistently achieves the target competency independently, supports peers, and requires more challenging tasks

Publication of Holistic Progress Card (HPC)

For Classes I and II, the **Holistic Progress Card** is published **twice during the academic year**:

- After **Formative Assessment Cycle 2**
- After **Formative Assessment Cycle 4**