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DIRECTORATE OF ELEMENTARY EDUCATION
GOVERNMENT OF TRIPURA
Shiksha Bhavan , Agartala

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NOTICE

Draft Scheme of Assessment and Promotion Policy for Classes III to V and Classes VI to VIII have been prepared and uploaded in the following websites: www.scertripura.org , www.elementaryeducation.tripura.gov.in and www.ssatripura.com

All the Teachers, Students, Guardians, Academicians, Educationists and other interested persons are requested to visit the website and extend their suggestions / views within 10th August , 2019 to the office of the undersigned or can mail directly to the following email addresses: directorscertripura@gmail.com ; dir.ee-tr@gov.in ; spossatripura@gmail.com .


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Draft Scheme of Assessment and Promotion Policy for Class III to V

Below cited Scheme of Assessment and Promotion Policy for Class III to V will remain valid for 3 (Three) Academic years commencing from 2019-20 and will be reviewed afterwards.

(1) Understanding behind the Scheme of Assessment

As the children in classes III to V are very young, it is felt that academic burden should not be very high in these years. Yet these years, serve as the basis for foundational learning, and it is necessary that adequate importance is given to basic skills of reading, writing, speaking and understanding, fluently, as well as basic arithmetical skills.

Also, in light of the fact that our students are at widely variable levels of learning, the assessment methodologies should also be variable. The assessment of a grade appropriate child and of a child who is struggling with reading a textbook of 3 classes prior to his current level, would be unfair, both to the child and his teacher. The aim of assessments is not to demonstrate to students and their teachers – what they don't know. Rather, to encourage, by testing what they know, and to nudge the classroom transaction towards the right academic goals.

In light of the amendments to the RTE Act and the consequent amendments to RTE rules, it is felt that if children are detained on their grasp of curriculum alone, i.e. on the syllabus, it may not only lead to a large number of children being detained, but also, the child with learning gaps, and his teacher, would once again be caught in the quagmire of syllabus and textbooks, not giving them the time and flexibility to catch up on basic skills, which is the basic requisite for this child to learn anything at all, in all his years of schooling. Also, the gifted child, and the grade appropriate child should be able to learn at their pace and be tested accordingly.

- (2) Thus, for classes III to V, academic session will be divided into **two terms** namely Term-1 & Term-2. The entire curriculum would also be divided into 2(Two) parts for Term 1 and Term 2.
- (3) There will be no detention of any child in classes III and IV. However there will be detention in class V, if the child is unable to read and write fluently, in the primary medium of instruction, and do basic mathematical operations, at the time of the annual exam, and including the compartmental examination, which will be held in the next two months. *(The reason for deciding the Final/Annual examination as the time for assessing the basic proficiency of the child in reading / writing, and basic mathematical skills, for the purpose of detention/promotion, is to give the child and his teacher maximum possible time to work on his basic skills.)*



(4) Centralised question paper for School based examination will be printed and supplied in secrecy to all schools for the Half-yearly examination and Final/Annual examination of classes III/IV of Government schools. The question papers in all other periodic assessment/Unit Test and class tests/Wednesday tests/internal assessments would be continued to be made by the teachers of the school. SCERT would only upload some sample papers from time to time, online, for reference purpose.

(5) **Question papers of Half-yearly and Final/ Annual Examination**

The question papers of Half-yearly examination and Final / Annual examination would have **3 (Three) sections as stated below :**

Section	Content	Assigned Marks	To be attempted	
			Class Appropriate students	Students with learning gap (i.e. 'Sadhana' and 'Prerana' Group)
A	Questions on Fluency of reading skill / Basic numerical skills	40	Compulsory	Compulsory
B	Questions from the content earmarked as focussed syllabus/ curriculum	20	Compulsory	Compulsory
C	Questions from the curriculum other than of focussed syllabus	40	Compulsory	Optional
Total		100		

- Section A in both languages and for EVS, would have simple paragraphs from the text / any other place and would test the ability of the child to read and answer with some understanding of some basic questions.
- Section B would have basic knowledge/application based questions, from the curriculum, from focus syllabus.
- Section C would have curriculum based questions – both application based and recall based from the rest of the syllabus.

Students of grade appropriate classes would attempt all 3(three) sections where as student of 'Sadhana' and 'Prerana' groups may attempt only Section A and Section B but there is no bar for them to attempt section C also.

(6) **Promotion Policy for students of Class V**

To decide whether a child of class V will be promoted to class VI or not or will be detained in class V itself, the single parameter/criterion would be that the child should secure 60% marks in Section A of the paper ie 24 marks out of 40 marks at the Annual Examination and not in Half Yearly Examination (For explanation please read para-3) . The basic criterion herein is to see that whether the child can fluently read a text, with understanding, in the medium of instruction, and whether he can do basic mathematical operations.

The overall marks secured in all 3 (Three) sections combined in Annual Examination would lead to the child securing a particular percentage and grade but the section B and section C would not affect the promotion or detention of the child from class V to class VI.

In class III and class IV, there will be NO DETENTION, even if the child does not score passing marks in any of the sections or overall assessment system.

If a child does not secure 60% marks in Section A, the child will be given specialized academic inputs compulsorily by the school so as to prepare him/ her for the Compartmental Examination which will be held within a period of two months after the annual assessment. HM and teacher concerned of the subject(s), in which the student is unable to score pass marks holds the responsibility to give additional and specialized inputs to the child in this intervening 2 (Two) months. Compartmental examination will be only on section A and not the curriculum based sections i.e. Section B and Section C will not be tested in the compartmental examination.

(7) Tentative Schedule of conducting different Test / Examination for Class III to V

Term	Mode of Assessment	Time-line Provided for conducting Test / Examination
T-1	1 st Periodic Assessment	1 st week of August
	Half Yearly Examination	3 rd week of September
T-2	2 nd Periodic Assessment	3 rd week of December
	Annual Examination	3 rd week of February to 1 st week of March

Periodic Assessment is the Unit Test exercise which will be done in the month of August and December and will be a pen& paper test on the curriculum. [For children with learning gaps (i.e.'Sadhana' and 'Prerana' Group) assessment of basic skills will be part of this and not just curriculum based questions]. Detailed circular on this is being issued separately.

(8) Pattern of Weightage of Marks

Pattern of Weightage of marks will be as below :

a) Term-1

Attendance	Periodic Test-1	Half yearly Exam	Total
5	0 Only for feedback to teachers, students and parents	35 Details of design are stated at para 5 above. This Examination will have weightage for assessment but will not affect detention	40

b) Term-2

Attendance	Periodic Test-2	Annual Exam	Total
5	0 Only for feedback to teachers, students and parents	55 Details of design are stated at para 5 above. Detention with respect to Vth grade will be contingent on Section A of this examination.	60

Assessment may be of any number of marks as decided by paper setters. However annual examination must be of 100 marks and half yearly examination of minimum 50 marks. The aforesaid % is of weightage to calculate final assessment.

(9) Regarding attendance :

Weightage of attendance for each of the Term-1 & Term-2 will be as below:

% of Attendance	85% & above	75%-84.9%	65%-74.9%	50%-65%	Less than 50%
Weightage	5	4	3	1	0

(10) Grading system :

Grading system will be as shown below:

Range of Marks	91 and above	81-90	71-80	61-70	51-60	41-50	33-40	32 and below
Grade	A1	A2	B1	B2	C1	C2	D	E

- (11) All enrolled children will be permitted to appear in the annual assessment, without any internal screening or limitations.
- (12) All extracurricular activities will be strongly encouraged, and even subjects if they can be taught in playful methodology/ art integrated learning, would be good for children. Grades will be awarded in the report card for the same.
- (13) Flexibility is given to the HMs/TICs to relax the passing/promotion criterion for specially abled children (Persons with Benchmark disabilities, as per the Rights of Persons with Disabilities Act, 2016, which includes children with learning disabilities), by up to 50% . Thus, for a specially abled child scoring even up to 12 marks out of 40 in Section A of the final examination may be allowed to be promoted, after specific written decision of HM.
- (14) For any student who is unable to appear in the Final/Annual examination in class V due to ill health, (to be duly supported by a medical certificate), a re-test may be held in the last week of March.
- (15) This Scheme of Assessment is compulsory for all Government Schools. Government Aided Schools must follow the same Scheme of Examination, though, they may, implement stricter learning norms, if they so deem it fit. Illustratively, they may set pass percentage more than stipulated above. However, dilution of standards, as set in this Scheme of Examination, will not be done.

Private unaided schools may either adopt this or formulate their own Scheme of Examination with the overall frame work of the Right of Children to Free and Compulsory Education Act and amendments thereof, it's corresponding Rules, provisions of the Rights of Persons with Disabilities Act and norms of C.B.S.E and I.C.S.E etc.