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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 VI to VIII

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

(1) Understanding behind the Scheme of Assessment

The students in classes VI to VIII are at critical juncture of their academic life, which will determine their retention in school at secondary level, as well as their future academic and career choices. It is necessary that classroom transactions move towards creating a spirit of enquiry and a hunger to learn and to question, amongst our students, to test every fact on the anvil of rationality. The assessment methodologies and question papers in exams serve as the light house which guides the ships of teachers' pedagogies and classroom transactions. If question papers are recall based, then classrooms will be dens of rote memorisation, and if question papers are application based, they will challenge teachers to apply their minds and nudge students into the same.

However, the uncomfortable truth, as the NAS report, ASER report, and comprehensive baseline survey have amply demonstrated, must also be accepted, that, there are chasms in the basic learning levels of children. Nearly, 67% of students in class VIII were not able to do division, with ease, in our survey. Around 36% in class VIII cannot fluently read a IIInd class textbook.


But simply allowing the students to be promoted to class IX, carrying the baggage of 4-5 years of learning gaps, will be detrimental to this child, who would then be under substantial pressure to clear Xth class, whereas he is struggling with IVth class mathematics and III rd class verbal skills.

At the same time, the system must offer suitable opportunities for the grade appropriate student and the gifted student, to challenge her intellect and push her to achieve her highest potential.

Thus, as our students are at widely variable levels of learning, the assessment methodologies should also be variable. 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.

- (2) The academic session will be divided into **two terms** namely, Term-1 & Term-2. Term -1 will cover the period from 1st April to 30th September whereas Term-2 will cover the period from 1st October to 31st March of the every academic year. Term-1 and Term-2 will cumulatively cover syllabus, as shown below

Sl	Class	Extent of infusion of important content of Term-1 into Term-2
a)	Class VI	5% to 10%
b)	Class VII	10% to 20%
c)	Class VIII	20% to 30%



- (3) There will be no detention of any child in classes VI and VII. However there will be detention in class VIII. In case of class VIII, 33% marks in aggregate will be necessary for promotion to next level in total assessment, including internal assessment, with 20% minimum individual score in Final Examination in each subject. There will be no grace marks. The child will be given facility of compartmental examination, once, in all subjects within a period of 2 (Two) months from the date of declaration of result with no minimum marks requirement in final examination.

(The reason for deciding the final/annual examination as the time, for according the maximum weightage of marks, for the purpose of detention/promotion, is to give the student and his teacher maximum possible time to prepare for the same.)

- (4) Centralised question paper will be printed and supplied in secrecy to all Government schools for the Half-yearly examination and Final / Annual examination which will be held as a school based examination to avoid stress to students. 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.A) 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 Basic skills like reading with Comprehension and answer and basic Mathematical skills	20	Compulsory	Compulsory
B	Questions from the content earmarked as focussed syllabus/ curriculum	40	Compulsory	Compulsory
C	Questions from the curriculum other than that of focussed syllabus	40	Compulsory	Optional
Total		100		

- Section A in both languages and for Science & Social Studies 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 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.

(5.B) In the Half Yearly and Final/ Annual Examination, the challenge of designing the examination pattern , in particular for students of Class VIII is difficult in the light of following issues :

- i) The Half Yearly and Final/ Annual Examination in combined manner have weightage of 80% in the entire assessment
- ii) A large no of students are struggling to study fluently their text books in Class VIII (nearly 35%) and with basic mathematics (nearly 56%)
- iii) At the same time grade appropriate / gifted children need to be posed sufficient challenge / stimulation to achieve highest potential. Also inter group equity need to be monitored so that neither grade appropriate child nor the child with learning gaps penalised.
- iv) Thus for the Child with learning gap, opportunity is being given to secure at least 20% marks out of 60% of the Question paper (Section A and Section B) and he /she is not prohibited for attempting residual 40% of question paper (Section C) rather being encouraged to do so.
- v) Infusion of syllabus, as prescribed manner in para-2, will be done for focus syllabus of Term-1 to focus syllabus of Term-2 and similar process will be observed for remaining syllabus.
- vi) Thus , the Question paper for Half Yearly Examination and Annual / Final Examination has been designed 3 (Three) sections as cited in para-5 A.

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

As stated earlier, there will be no criteria for detention for Class VI & Class VII. School authority will take necessary measure to give additional and specialised inputs so as to enhance competency of the children securing less than 40% marks.

In case of class VIII, 33% marks are necessary for each subject for promotion to next level in total assessment including internal assessment. The child will be given facility of compartmental examination, once, in all subjects within a period of 2 (Two) months from the date of declaration of result with no minimum marks requirement in final examination, to appear in compartmental examination.

Compartment examination will cover the same syllabus as of Annual / Final Examination and will have same duration of examination, total marks and weightage of marks as per Annual / Final Examination and securing adequate marks so that total marks, including internal assessment, is equal to or more than 33% would be necessary for promotion to next level.

However, at every stage of assessment, students, scoring less than 40% will compulsorily be tagged in a ratio of 1:5 of teachers and students and specialized inputs will be given to the students and is a mandatory responsibility of the HM (or, Teacher in Charge) and teacher of that subject .



(7) **Tentative Schedule of conducting different Test / Examination for Class VI to VIII**

Tentative Schedule of conducting different Test / Examination for these classes is cited below

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

- Internal Assessment will be based on the Teacher's observation of Student, as an individual learner. This may take into account such matter as punctuality, sincerity attention, responsiveness, note book submission and specifically performance in Class test , specially Wednesday Tests .
- Periodic Assessment is the Unit Text 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].

(8) **Pattern of Weightage of Marks**

Pattern of Weightage of marks will be as below :

Attendance	Internal Assessment	1 st Periodic Assessment	2 nd Periodic Assessment	Half Yearly Examination	Annual Examination
5	5	5	5	30	50

(9) **Regarding attendance :**

Weightage of attendance for the full academic year will be as below:

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

Less than 50% attendance can not appear in the Final Examination, unless child is unwell and presents a medical certificate from a Medical Officer .

(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 extra curricular 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%. Detailed guidelines regarding this will be issued separately.
- (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 Assessment, though, they may, implement stricter learning norms, if they so deem it fit. Illustratively, they may set pass percentage as 40% , rather than 33%. However, dilution of standards, as set in this Scheme of Assessment, will not be done.
- Private unaided schools may either adopt this or formulate their own Scheme of Assessment 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.

