



BALLIA JAIPURIA SCHOOL

ASSESSMENT & EXAMINATION POLICY

Academic Session 2026-2027 | LKG to Class XII

FAIR • CONTINUOUS • COMPETENCY-BASED • TRANSPARENT

This policy establishes a coherent system for assessment, examination, reporting, promotion, academic support and examination integrity across all stages of the school.

Policy Owner	Principal / Academic Department
Effective From	Academic Session 2026-2027
Applicable To	Students from LKG to Class XII
Review Cycle	Annual or whenever CBSE / competent authority issues revised directions
Policy Version	1.0
Approval	Management / Principal - To be signed after formal adoption



1 PURPOSE, SCOPE AND AUTHORITY

The purpose of this policy is to ensure that assessment is valid, reliable, inclusive, age-appropriate, learning-outcome focused and consistently implemented. It applies to all scholastic and co-scholastic assessment conducted by Ballia Jaipuria School from LKG to Class XII.

- The policy is aligned with the applicable CBSE curriculum, subject-specific assessment schemes, examination bye-laws and official directions issued from time to time.
- For Classes X and XII, Board-issued instructions, subject-wise marks distribution, practical/project guidelines and pass criteria shall prevail over any conflicting school provision.
- For LKG to Class VIII, the school assessment framework is designed to support progression, foundational learning, competencies, wellbeing and timely academic intervention.

Supremacy clause: If CBSE, NCERT, the Government of Uttar Pradesh or another competent authority revises an applicable rule, the latest official direction shall automatically prevail and this policy shall be read accordingly.

2 ASSESSMENT PRINCIPLES

Principle	Application
Learning-focused	Assessment shall identify what a learner knows, understands and can apply, not merely what the learner can reproduce from memory.
Continuous and balanced	Teachers shall use written, oral, practical, performance, project, portfolio and observational evidence throughout the year.
Competency-based	Questions and tasks shall assess application, analysis, reasoning, communication, creativity and problem-solving in addition to knowledge.
Inclusive	Reasonable accommodations and officially permitted concessions shall be provided to eligible students with disabilities or documented learning needs.
Transparent	Assessment schedules, syllabus coverage, general criteria and reporting timelines shall be communicated through the school calendar or circulars.
Ethical and confidential	Question papers, answer scripts, marks, student data and examination records shall be handled securely and professionally.
Developmental	Assessment shall be used to plan remediation, enrichment, counselling and differentiated instruction.
No unhealthy ranking	The school shall not publicly rank or compare young learners. Feedback shall focus on progress, effort, strengths and next steps.

3 ASSESSMENT MODES AND EVIDENCE

- Baseline and readiness assessment to understand starting levels and learning needs.
- Observation, conversation, oral response, reading, recitation and demonstration.
- Classwork, homework, worksheets, notebooks and portfolio evidence.
- Periodic written tests, unit tests, term examinations, annual examinations and pre-board examinations.
- Projects, practical work, laboratory records, field-based tasks, viva voce and subject enrichment.
- Quizzes, debates, presentations, role play, collaborative tasks and multiple assessment strategies.
- Art, health, physical education, work education, values, participation and co-scholastic development.

Assessment records

Teachers shall maintain accurate and timely records in the prescribed registers, ERP, mark sheets, portfolios, rubrics or other approved systems. Any correction in marks must be authorised and traceable.



4 STAGE-WISE ASSESSMENT FRAMEWORK

4.1 LKG-UKG: Foundational Stage

Assessment shall be observation-led, play-based and developmental. Formal high-stakes examinations, public ranking and pass/fail labelling shall not be used.

Developmental Domain	Evidence	Reporting
Language & Communication	Listening, speaking, vocabulary, pre-reading and expression	Consistently Demonstrates / Progressing / Emerging / Needs Support
Early Numeracy	Number sense, patterns, comparison, shapes and problem-solving	Descriptive progress profile
Physical & Motor Development	Gross motor, fine motor, coordination and self-care	Observation-based comments
Socio-emotional Development	Interaction, confidence, routines, empathy and self-regulation	Strengths and next steps
Creative & Environmental Awareness	Art, music, imagination, observation and exploration	Portfolio and teacher narrative

4.2 Classes I-II

Assessment shall remain low-stakes and primarily formative, with short age-appropriate written, oral and performance tasks. The emphasis shall be on foundational literacy, numeracy, communication and learning habits.

Component	Suggested Weight	Purpose
Continuous formative evidence	70%	Observation, reading, oral work, worksheets, classwork, projects and portfolio
Term-end review tasks	30%	Short written/oral/performance assessment across key competencies

Reporting: Achievement shall be reported through grades/descriptors and qualitative feedback. Percentage-based public comparison or class rank shall not be displayed.

4.3 Classes III-V

Assessment Component	Weight	Illustrative Evidence
Periodic / formative assessment	20%	Short tests, quizzes, oral work, reading and written tasks
Portfolio / notebook / project	10%	Regularity, quality, reflection, application and completion
Half-Yearly Examination	30%	Cumulative written/performance assessment
Annual Examination	40%	Year-end cumulative assessment with age-appropriate competency questions



4.4 Classes VI-VIII

Assessment Component	Weight	Illustrative Evidence
Periodic written assessment	20%	Unit / periodic tests and subject-wise written response
Multiple assessment / portfolio / enrichment	10%	Quiz, debate, viva, practical, project, notebook and presentation
Half-Yearly Examination	30%	Cumulative examination covering the notified syllabus
Annual Examination	40%	Cumulative examination with competency and application-based items

4.5 Classes IX-X: Secondary Stage

The school shall follow the current CBSE secondary assessment scheme. For the main scholastic subjects, the standard structure is an 80-mark Annual/Board Examination and 20 marks of Internal Assessment.

Component	Marks	Description
Annual Examination - Class IX / Board Examination - Class X	80	Entire notified syllabus and subject-specific question paper design
Periodic Assessment	5	Best/converted periodic pen-and-paper assessment as per school plan
Multiple Assessment	5	Quiz, oral work, debate, role play, presentation or other approved strategies
Portfolio	5	Notebook, classwork, reflection, assignments and evidence of progress
Subject Enrichment	5	Practical, laboratory, listening-speaking, map, project or subject-specific activity

Class X pass criterion: A student is required to secure the minimum qualifying marks notified by CBSE. Under the current Board clarification, 33% is required in each subject by combining theory and internal assessment marks.

4.6 Class XI: School-conducted Senior Secondary Examination

Class XI examinations are conducted by the school. The examination pattern, theory/practical/project distribution and syllabus shall follow the relevant CBSE subject curriculum. Periodic and half-yearly examinations are used for progress monitoring; the Annual Examination and prescribed practical/project/internal components determine promotion.

- A student must secure at least 33% in each subject to qualify for promotion, unless a higher or different subject-specific requirement is officially notified.
- For a subject having theory and practical/project components, the student must meet the minimum qualifying requirement separately in the components as prescribed by the school/CBSE scheme.
- The same subject combination selected in Class XI shall ordinarily continue in Class XII, subject to CBSE rules.

4.7 Class XII: Board Examination Stage

The final assessment shall be governed by the current CBSE subject-wise marks breakup, practical/project/internal assessment procedures and Board Examination. School periodic tests and pre-board examinations are diagnostic and do not replace or alter Board-awarded marks.

Class XII pass criterion: For a subject involving practical work, the current CBSE rule requires 33% in theory and 33% in practical separately, along with 33% in aggregate for the subject. Subject-specific instructions shall prevail.



5 QUESTION PAPER DESIGN AND QUALITY ASSURANCE

- Question papers shall be mapped to the notified syllabus, learning outcomes, competencies, marks distribution and duration.
- Papers shall include an appropriate balance of objective, short-answer, long-answer, source/case-based, application and higher-order questions.
- The difficulty level should be balanced and reasonable, with sufficient opportunity for average learners to demonstrate achievement and for advanced learners to demonstrate depth.
- Internal choices shall be provided where required by the applicable CBSE subject design.
- No question shall assess content outside the notified syllabus or depend on ambiguous, discriminatory or culturally insensitive wording.
- A blueprint, marking scheme and model answer shall be prepared for major examinations.
- The Examination Department / Academic Head may moderate question papers before printing and may review unusual result patterns after assessment.

Competency-based assessment: Teachers shall progressively increase authentic, real-life and application-oriented questions. Assessment shall test understanding, analysis, synthesis, judgement and problem-solving, not rote recall alone.

6 EXAMINATION SCHEDULE, SYLLABUS AND COMMUNICATION

- The tentative examination calendar shall be published through the Academic Calendar and may be revised through an official circular.
- The syllabus, date sheet, reporting time, duration and general instructions shall be communicated before each major examination.
- The school may conduct baseline tests, periodic tests, half-yearly examinations, annual examinations, pre-boards, practicals, projects and remedial assessments according to the academic plan.
- No teacher, student or parent may rely on an unofficial message, personal chat or verbal statement as an amendment to the examination schedule.

7 STUDENT EXAMINATION CONDUCT

1. Students must report at the announced time in proper uniform and carry the permitted stationery and school identity card, where required.
2. Mobile phones, smart watches, electronic communication devices, unauthorised calculators, written material and any prohibited item are not permitted.
3. Students must follow seating, attendance, answer-book and invigilator instructions.
4. Borrowing, communicating, looking at another answer script, possessing unauthorised material or assisting another candidate is prohibited.
5. Students must not write identifying marks, appeals, threatening language or irrelevant material in answer books.
6. Any illness or emergency during an examination must be immediately reported to the invigilator.

8 ABSENCE, MEDICAL CASES AND RE-ASSESSMENT

- Absence from an assessment must be reported to the school without delay through the prescribed channel.
- Medical absence must be supported by a valid medical certificate and other documents requested by the school.
- A re-assessment is not automatic. The Principal / Examination Committee may permit it for documented and genuine circumstances, subject to schedule and academic feasibility.
- A student absent without approved reason may be marked absent and may not receive a separate examination.
- For Board examinations, practical examinations and Board-controlled assessments, CBSE rules and deadlines shall apply.

Alternative assessment: Where a re-assessment is approved, the school may use a different paper, oral assessment, practical task, project or another valid method covering the same learning outcomes.

9 UNFAIR MEANS AND ACADEMIC INTEGRITY

Suspected unfair means shall be documented by the invigilator and referred to the Examination Committee / Principal. The student shall be given an opportunity to provide an explanation before a decision is recorded.



Illustrative Misconduct	Possible School Action	Additional Action
Possession or use of unauthorised material/device	Cancellation of the affected paper or award of zero, depending on severity	Parent meeting and written warning
Copying, communication or assisting another candidate	Cancellation / proportionate academic penalty	Behavioural intervention and undertaking
Impersonation, paper leakage, theft, tampering or organised malpractice	Cancellation and disciplinary proceedings	Referral to competent authority / CBSE where applicable
Plagiarism or fabricated project/practical work	Resubmission with penalty or zero in the affected component	Academic integrity counselling

Proportionality: The final action shall consider age, intent, evidence, repetition, seriousness and applicable CBSE requirements. Board examination unfair-means cases shall be handled strictly under Board rules.

10 ATTENDANCE AND EXAMINATION ELIGIBILITY

Regular attendance is essential for learning, practical work, internal assessment and examination eligibility.

- For Classes IX, X, XI and XII, students are expected to maintain at least 75% attendance, subject to the current CBSE Examination Bye-Laws and any permitted condonation process.
- Attendance in practicals, projects, internal assessments and subject-enrichment activities is compulsory unless formally exempted.
- Parents shall monitor attendance and respond promptly to shortage notices issued by the school.
- Submission of a medical certificate does not by itself guarantee condonation, promotion, re-examination or Board eligibility.

11 GRADING, PROMOTION AND ACADEMIC SUPPORT

11.1 School grading scale for marks-based reporting

Marks Range	Grade	Performance Descriptor
91-100	A1	Outstanding
81-90	A2	Excellent
71-80	B1	Very Good
61-70	B2	Good
51-60	C1	Satisfactory
41-50	C2	Adequate
33-40	D	Minimum Qualifying Level
Below 33	E	Needs Improvement / Not Qualified

11.2 Promotion framework

Stage	Promotion / Progression Basis
LKG-UKG	Holistic developmental readiness, participation, progress and support plan; no public rank or formal fail label.
Classes I-II	Achievement of foundational competencies and overall progress, supported by targeted intervention where needed.



Stage	Promotion / Progression Basis
Classes III-VIII	Overall annual performance, minimum subject achievement, attendance, completion of essential work and applicable RTE / State rules.
Class IX	CBSE-aligned school assessment, internal assessment, annual examination and applicable pass/promotion rules.
Class X	Result and eligibility determined under CBSE Board rules.
Class XI	Qualification in each subject under the school/CBSE-aligned promotion scheme and completion of practical/project/internal requirements.
Class XII	Result determined by CBSE Board pass criteria and subject-specific requirements.

11.3 Remedial and enrichment support

- Students below expected learning levels shall receive targeted feedback, practice, remediation and parent communication.
- Students demonstrating advanced achievement shall be offered enrichment, extended tasks, competitions, projects or leadership opportunities.
- The school may require attendance in remedial classes, completion of vacation work or an improvement assessment as an academic support measure.

12 RESULT PREPARATION, REPORTING AND REVIEW

- Marks shall be entered, verified and approved through the designated school process before publication.
- Report cards shall include subject achievement and may include attendance, work habits, co-scholastic development and teacher remarks.
- Results may be withheld temporarily where mandatory records, projects, practicals, fees-related clearance or disciplinary processes remain incomplete, subject to law and Board rules.
- The school may show evaluated answer scripts or provide academic feedback on notified dates. Answer scripts remain school records unless otherwise required.
- A request concerning totaling, unmarked answers or data-entry error should be submitted in writing within three working days of result communication. Re-evaluation of academic judgement is not automatic.
- For Class X and XII Board results, verification, photocopy and re-evaluation shall be available only through the procedure and timeline notified by CBSE.

13 INCLUSIVE ASSESSMENT AND CONCESSIONS

The school is committed to equitable assessment. Eligible students with disabilities or documented needs may receive reasonable accommodations in accordance with the Rights of Persons with Disabilities framework, CBSE directions and professional recommendations.

- Extra time, scribe/reader support, enlarged print, assistive devices or alternate modes where officially permitted.
- Flexible seating, supervised breaks or reduced-distraction environment where appropriate.
- Modified classroom assessment method without diluting the essential learning outcome, where educationally justified.
- Confidential handling of medical, psychological and disability-related information.

Prior approval: Board examination concessions require timely application, supporting documents and approval under the current CBSE procedure. A school-level accommodation does not automatically guarantee the same concession in a Board examination.

14 ROLES AND RESPONSIBILITIES

Stakeholder	Core Responsibility
Principal	Approve the assessment plan, ensure compliance, decide exceptional cases and protect fairness.



Stakeholder	Core Responsibility
Academic Head / Examination In-charge	Prepare schedules, ensure security, coordinate papers, invigilation, moderation, records and results.
Teachers	Plan valid assessments, communicate expectations, evaluate consistently, maintain records and provide feedback/support.
Students	Attend regularly, prepare honestly, submit work on time and follow examination instructions.
Parents / Guardians	Support regular attendance and study habits, monitor communication and avoid unfair pressure or interference.
IT / ERP / Office Team	Protect student data, maintain accurate records and ensure authorised publication of results.

15 POLICY REVIEW, INTERPRETATION AND REFERENCES

The Principal shall interpret this policy in consultation with the Academic Department and Management. The policy shall be reviewed annually and may be amended through an approved school circular.

Primary regulatory and academic references

- CBSE Curriculum for Academic Year 2026-27 - Secondary and Senior Secondary subject curricula.
- CBSE Examination Bye-Laws and current amendments.
- CBSE Secondary assessment scheme: 80-mark Annual/Board Examination and 20-mark Internal Assessment.
- CBSE Handbook of Assessment and Evaluation and Competency-Based Education resources.
- CBSE attendance directions requiring 75% attendance for Classes IX-XII, subject to applicable rules.
- CBSE pass-criteria clarification: Class X - 33% combined theory and internal assessment; Class XII - 33% separately in theory and practical where applicable.
- Applicable Government of Uttar Pradesh and RTE provisions for school education and promotion.

Publication note: This policy may be uploaded on the school website after formal approval. The signed master copy maintained by the school shall be treated as the authoritative version.



16 FORMAL ADOPTION AND APPROVAL

This policy becomes operational after approval by the competent school authority. All departments shall implement it consistently and maintain the records required for academic review, inspection and statutory compliance.

Acknowledgement: The signatories confirm that the policy has been reviewed and adopted for the academic session 2026-2027, subject to amendments issued by CBSE or any competent authority.

Prepared / Reviewed By	Approved By	Management Approval
Name: _____ Designation: _____ Date: _____ Signature: _____	Name: _____ Designation: _____ Date: _____ Signature: _____	Name: _____ Designation: _____ Date: _____ Signature: _____