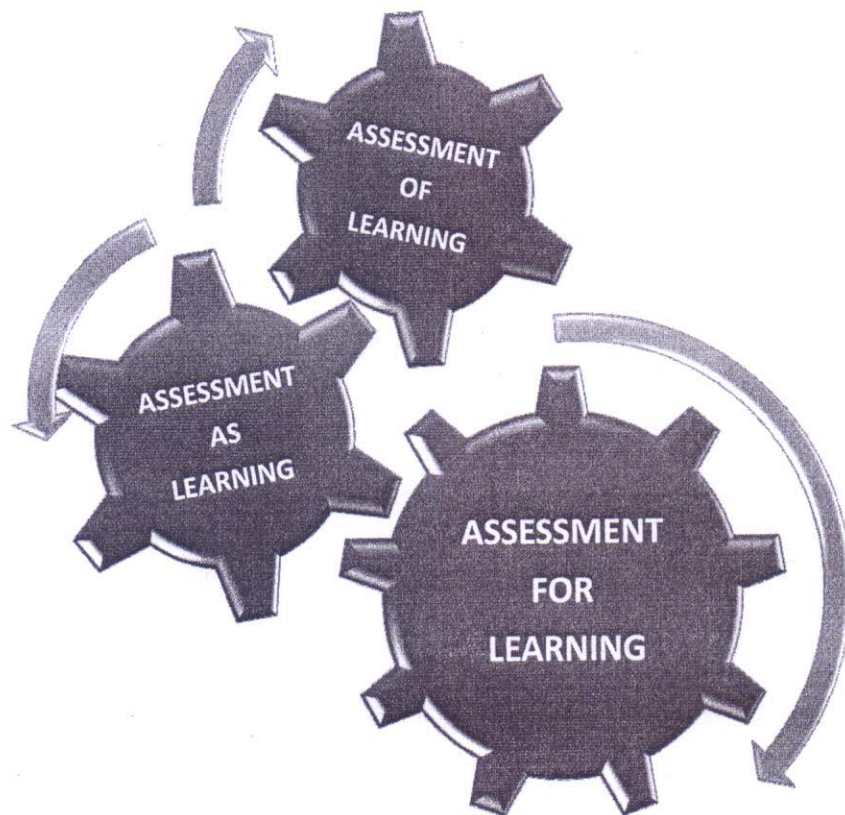




DAV CENTRE FOR ACADEMIC EXCELLENCE

DAV COLLEGE MANAGING COMMITTEE, DELHI



SCHEME OF ASSESSMENT

CLASSES 3 TO 7

SESSION 2022-23

FOREWORD

It is well-known that assessment is the lens for understanding student learning, identifying invisible lacunae and helping educators improve their teaching approaches. It should not only tell us 'what' our students learnt, but 'how' they learnt it and 'where they struggled'. Hence, assessment must provide a deep insight to students and teachers into the learning milestones, besides guiding the teachers to re-programme learning outcomes and teaching procedures to reduce any accidental learning gaps. Veritably, assessment has come a long way from 'Assessment OF learning' to 'Assessment FOR learning & Assessment AS learning'.

To date, assessment in schools has largely been based on rote learning or memorisation, as the sole aim of the whole teaching-learning process is seen to be a glowing progress report at the end of the session. Thus, the emphasis on remembering facts and procedures, rather than deep and conceptual understanding.

It has been recognised that in the formative years, students learn in a spiral way, expanding their knowledge every time they revisit a concept. New understanding and skills can be developed by approaching a concept from different directions. Maximum exposure should be given to students in developing competencies, by exploring the concepts from various perspectives and multiple disciplines. A conscious effort needs to be made to cater to individual differences in the classroom.

It is, therefore, highly recommended that a trans-disciplinary approach may be adopted, utilizing all possible resources to help students absorb a concept. In addition, abundant opportunities must be provided to apply newly acquired knowledge in real life situations.

With the advent of National Education Policy 2020, the fundamental need to evaluate higher-order skills, such as analysis, critical thinking and conceptual clarity, has not been identified, indicating a modification in the focus of assessments. There has been a welcome shift from 'content-based' assessment to 'competency-based' assessment. NEP 2020 emphasises the need to redesign progress report cards and testing of core competencies to reduce academic pressure and augment genuine learning. This paradigm shift calls for a 'competency-attainment' versus 'syllabus-completion' mindset.

A scholarly study says, "What and how students learn depends, to a major extent, on how they think they will be assessed." DAVCAE presents to the teachers of classes 3 to 7, a comprehensive layout for assessment in accordance with the principles laid down by NEP 2020. Setting up a comprehensive system of measurement and improvement of learning outcomes at the formative stage will mean a remarkable improvement in student competency in just a few years. I hope that the schools will adopt this new scheme whole-heartedly and we will be able to see a considerable positive change in the learning standards of our students within a few years.

On this hopeful note, wishing you good luck in your endeavours!

Happy teaching-learning!

Warm regards

Dr Nisha Peshin

Director (Academics & P.S. II)

DAV Centre for Academic Excellence

DAVCMC

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For classes 3 to 7, there will be two terms in an academic year.

TERM	SUMMER CLOSING SCHOOLS	WINTER CLOSING SCHOOLS
Term 1 (6 months)	April to September	February to July
Term 2 (6 months)	October to March	August to January

Note : Each term will be of 6 months' duration. However, the months may vary for some states.

Each term will carry 50% syllabus. In various classes, the syllabus will be as per the following scheme :

CLASS/GRADE	SYLLABUS
Classes 3, 4 & 5	Term 1 – 50% syllabus Term 2 – 50% syllabus
Class 6	Term 1 – 50% syllabus Term 2 – 50% syllabus + 20% syllabus of Term 1 (topics relevant for the next grade)
Class 7	Term 1 – 50% syllabus Term 2 – 50% syllabus + 30% syllabus of Term 1 (topics relevant for the next grade)

Assessment will be done in two ways and carry the below-mentioned weightage in each term :

- **PEN PAPER TESTS (P.P.T.) – 70%**
- **INTERNAL ASSESSMENT (I.A.) – 30%**

There will be two pen-paper tests in each term.

- Term 1 – Periodic Test 1
Periodic Test 2 / Half Yearly Exam
- Term 2 – Periodic Test 3
Periodic Test 4 / Annual Exam

(Note : PT 2 & 4 may be of longer duration and more marks than PT 1 & 3 depending upon the school's discretion)

The term-wise breakup & weightage is as follows :

TERM 1	TERM 2	WEIGHTAGE
PEN PAPER TESTS (PT 1 & PT 2/HALF YEARLY EXAM) 70 marks	PEN PAPER TESTS (PT 3 & PT 4/ANNUAL EXAM) 70 marks	70%
INTERNAL ASSESSMENT 1 30 marks	INTERNAL ASSESSMENT 2 30 marks	30%

