



Bal Bharati
PUBLIC SCHOOL

GANGA RAM HOSPITAL MARG, NEW DELHI - 60
CBSE SCHOOL CODE 85030

ORIENTATION SESSION

2023-24



Bal Bharati
PUBLIC SCHOOL

GANGA RAM HOSPITAL MARG, NEW DELHI - 60
CBSE SCHOOL CODE 85030

ASSESSMENT & EVALUATION PRACTICES

CLASS IX & X 2023-24

Context and Assessment Structure



Introduction

National Education Policy

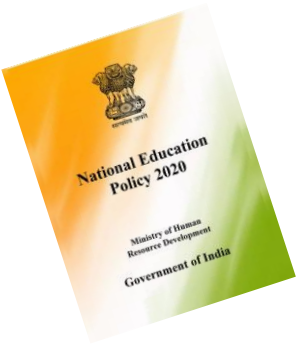
1. Need to **move from rote to competency-based learning**
2. **Equip learners with key competencies** to meet the challenges of the 21st century proactively

Key steps of CBSE to implement Competency Based Education (CBE)

1. **Examination and Assessment practices** for the year 2023-24 to **Competency Based Education (CBE)**
2. Development of **exemplar resources for teachers and students** on CBE pedagogy and assessment
3. Continued **Teacher Capacity Building**
4. **Forthcoming question paper** would have a greater number of **Competency Based Questions** or questions that **assess application of concepts in real-life/ unfamiliar situations**

Reference:

1. Circular No. Acad-45/2023 dated 6 April .2023 by CBSE
2. Order no. DE.5/212/ Exam/16-17/Part-1/ 365-374 dated 01.07.2022 by Directorate of Education, Govt of NCT of Delhi





Structure of Assessment Scheme



For academic year 2023-24, **Assessment System** has been **framed as per CBSE and DOE guidelines**

The **Assessment scheme will have** an

- 1. 80 marks** component for **Board examination (class X)** and **Annual Examination (class IX)** in all subjects (except optional subjects)
- 2. 20 marks** component of **Internal Assessment (IA)**

Students **must secure 33 percent in total** in each of these components.



Question Pattern

CLASS	TYPE OF QUESTIONS	PERCENTAGE
IX & X	Competency Focused Questions in the form of a) MCQs/Case Based Questions, b) Source-based Integrated Questions or any other type	50%
	Select response type questions (MCQ)	20%
	Constructed response questions (Short Answer/Long Answer type Questions, as per existing pattern)	30%



Assessment Scheme – Class IX

Test	Month	Marks	Duration	Weightage	Syllabus
Periodic Test 1	JULY 23	25	1 hr 10 mins	Average marks of the two Periodic Tests Half Yearly 30%	10%-15%
Half Yearly	SEPT 23	80	3 hrs		50%-60%
Periodic Test 2	NOV 23	25	1 hr 10 mins		10% -15%
Annual	FEB 24	80	3 hrs	Annual 50%	100%

Term wise weightage of marks CLASS IX

Subject	Periodic Test (IA)	Multiple Assessment (IA)	Portfolio (IA)	Subject Enrichment (IA)	Half yearly	Annual (IX)	Total marks
Subject with Theory 80 marks Internal Assessment 20 marks	5 (Average marks of the 2 Periodic Tests)	5	5	5	30	50	TH-80 IA-20



Assessment Scheme – Class X

Test	Month	Marks	Duration	Weightage	Syllabus
Periodic Test 1	JULY 23	25	1 hr 10 mins	Average marks of the best two Periodic Tests (out of three)	10%-15%
Half Yearly (Periodic Test 2)	SEPT 23	80	3 hrs		50%-60%
Periodic Test 3 / COMMON PRE-BOARD	DEC 23	80	3 hrs		100%
SECOND PRE-BOARD	JAN 24	80	3 hrs		100%
BOARD EXAM	MAR 24	80	3 hrs		100%

Term wise weightage of marks CLASS X

Subject	Periodic Test (IA)	Multiple Assessment (IA)	Portfolio (IA)	Subject Enrichment (IA)	Annual (X)	Total marks
Subject with Theory 80 marks Internal Assessment 20 marks	5 (Average marks of the best 2 Periodic Tests out of three)	5	5	5	80	TH-80 IA-20

Internal Assessment (IA)



Internal Assessment (IX & X)

Internal Assessment will be done **throughout the year** taking in consideration **different activities** covered under

- A. Subject enrichment
- B. Multiple Assessment
- C. Portfolio
- D. Pen & Paper assessment

Co-Scholastic Activities

Students will be assessed (**5-point grading scale A to E**) on 2 areas

- I. Health and Physical Education which includes Work Experience
- II. Art Education



A. Subject Enrichment

These are **subject specific application activities aimed at enrichment of the understanding and skill development**

1. **For Languages:** Activities conducted under Subject Enrichment in Languages will **aim at equipping the learner to develop effective speaking and listening skills.**
2. **For Mathematics:** The listed **laboratory activities and projects as given in the prescribed publications of CBSE/NCERT** will be followed
3. **For Science:** The **practical works / activities may be carried out as prescribed by the CBSE** in the curriculum.
4. **For Social Science:** Project work on **Consumer Rights or Social issues or Sustainable Developments.**





B. Multiple Assessments



A. Multiple Assessment as a part of Internal Assessment

B. Aimed at comprehensive evaluation of learner's performance

C. Provide flexibility to use multiple and diverse techniques to assess learners viz.

1. Observation
2. Oral tests
3. Individual or group work
4. Class discussion
5. Field work
6. Concept maps
7. Visual representations etc.



C. Portfolio



1. Form of a **journal or notebook** that includes, besides **class work, students' artifacts** selected within a **coherent framework along with their reflections**
2. Include **class work and homework assignments** that would **help evaluate learner's progress**
3. Besides this, portfolio should be **a space for student to display his/her exemplary work in the related area**
4. **Organization of ideas & content, photos, presentation, art integrated learning etc.**
5. The **listed activities and projects as given in the prescribed publications of CBSE/NCERT** will be followed



D. Periodic / Pen & Paper Assessment



These assessments tend to

1. Follow a **pattern quite similar to the final year examination**
2. Have a **gradually increasing portion of content**

Aim is to **prepare students for pen and paper exams** in a more confident manner



I. Health and Physical Education (Sports/Self-Defence/Yoga/NCC etc.) HPE



Focus of this area of curriculum is on

1. Health
2. Hygiene and sanitation
3. Work experience
4. Indigenous sports
5. Yoga
6. NCC
7. Self-defence
8. Fitness
9. Lifestyle choices



II. ART INTEGRATED LEARNING (AIL)

Art Education constitutes

1. **Curricular activities for the development of the wholesome personality of the children**
2. **Aesthetic sensibilities and**
3. **Respect for social values and cultural heritage**



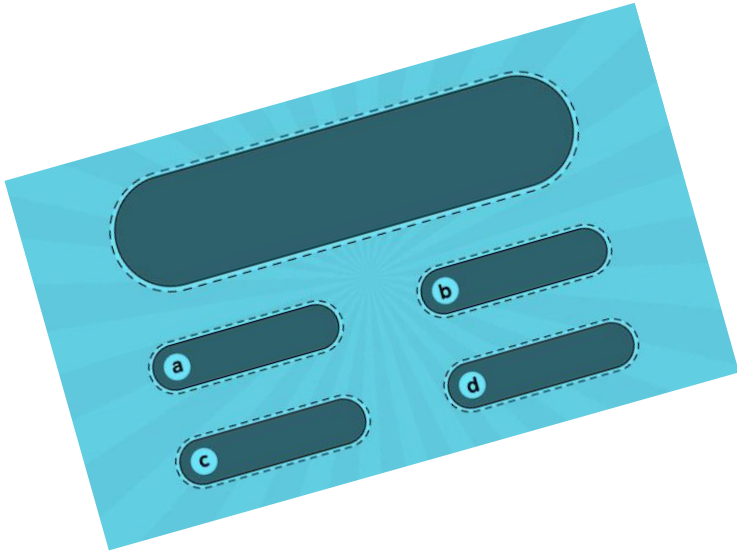
It encourages learners

1. To **develop creative expression**
2. **Sharpens keen observation**
3. Develops a **sense of organization and order**

Questions Pattern



a) Multiple Choice Questions (MCQ's)



An **objective assessment** in which **respondents are asked to select only correct answers** from the choices offered as a list.

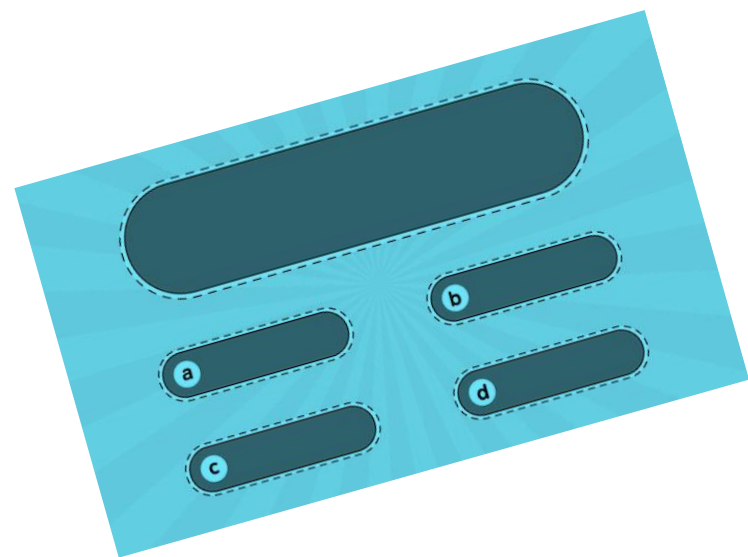


a) Multiple Choice Questions (MCQ's)

Sample

On placing a copper coin in a test tube containing green ferrous sulphate solution, it will be observed that the ferrous sulphate solution

- a) turns blue, and a grey substance is deposited on the copper coin
- b) turns colourless and a grey substance is deposited on the copper coin
- c) turns colourless and a reddish-brown substance is deposited on the copper coin
- d) remains green with no change in the copper coin





b) Case Based Questions (CBQ)



1. Generally, **application-based questions** that are **related to the concepts provided in the textbook**
2. The **plot** of the question is **based on a day-to-day life problem**
3. They are **designed to test the ability of student to relate theories and concepts to real world situations**



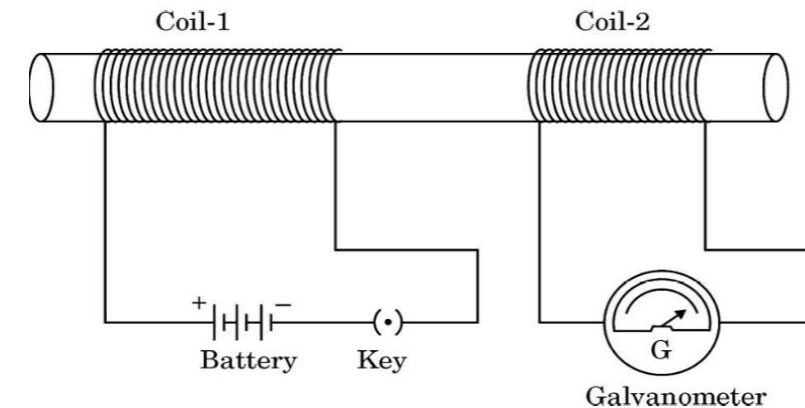
b) Case Based Questions (CBQ)



Sample

Take two different coils of copper wire having large number of turns, say 50 and 100 turns respectively. Insert them over a non-conducting roll as shown in the given figure. Connect the Coil-1, having large number of turns, in series with a battery and a plug key. Also connect the other Coil-2 with a galvanometer.

1. State what is observed in the galvanometer, when
(i) The key is closed. (ii) The key is opened.
2. Define the phenomenon involved in this case
3. Explain the reason for the current which is responsible for the deflection in the galvanometer





c) SOURCE BASED INTEGRATED QUESTIONS



1. **Straightforward interpretations by using evidence from one source** and broader knowledge to show an understanding of the period/ event/ issue
2. Students to **analyze a given text or source** and **reach a judgement**
3. Designed to **test a student's ability to understand and interpret information presented in a written or visual format.**

Sample

1. Read the following passage and answer the questions below: (followed by a passage and a set of questions)
2. Look at the following graph and answer the questions below: (followed by a graph and a set of questions)



c) SOURCE BASED INTEGRATED QUESTIONS

mes-NIE-Web-Ed-Nov-20-2020-Page1-4.pdf

1 / 4



4 BILLION

People or 45% of the world's population – could be overweight by 2050, with 1.5 billion – 16% – of them obese, if the current global dietary trend towards processed foods continues, warned the Potsdam Institute for Climate Impact Research. They said, 16% would be obese, compared with 9% currently among the 29% of the population, who are overweight

FACTOID

THE CAUSE

- Since 1965, global consumption has been moving towards highly-processed foods, high-protein meats, sugary products and carbohydrates. Meanwhile, many people have been skimping on vegetables, plant-based and whole foods and healthy starches
- The shift means more empty calories and high-fat diets that certainly

pack on the pounds, but don't do much to actually fuel our bodies

- According to experts, innovations in food science have made many of our meals manufactured, rather than grown.
- These processing methods are cheaper, faster and less vulnerable to the whims of weather and natural condi-

tions, making them reliable, but not actually better for our health

- As a result, 29% of the world was already overweight by 2010, and 9% were considered obese, with a body mass index (BMI)

- over 30
- The US is ahead of the grim curve



THE IMPACT

1 High rates of obesity and large population of overweight people drive up and worsen some of the most burdensome chronic diseases in the world – heart disease, diabetes, and being overweight is now a top risk factor for Covid-19 – to turn severe or fatal

2 Demand for food will surge by 50 per cent overall, with demand for milk and meat doubling as wealthier nations siphon resources from poorer ones, where a growing number of people will be underfed, even starving, the researchers predict

3 The Potsdam Institute for Climate Impact (PIK) found that if current trends in what and how people eat in various parts of the world continue, already wide gaps in nutrition will grow into gulfs in the coming 30 years

4 Interestingly, 500 million people will likely be underweight and living at the edge of starvation, they add

Source: Daily Mail



c) SOURCE BASED INTEGRATED QUESTIONS

Read the Newspaper clip and answer the questions

1. ***What could be the expected number of overweight people by 2050?***

- i. 4 billion
- ii. 500 billion
- iii. 1.5 billion
- iv. 30 billion

2. **Assertion** US is ahead of the grim curve

Reasoning Diet has shifted to more empty calories and high-fat diets
that pack on the pounds

- (i) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (ii) Both (A) and (R) are true and (R) is not the correct explanation of (A)
- (iii) (A) is true but (R) is false
- (iv) (A) is false but (R) is true.

3. ***What are the major reasons for obesity?***

- a. People consuming more food
- b. Consumption of highly processed food increasing worldwide
- c. Innovations of food science playing major role
- d. Demand for milk, meat and food items have doubled

- I. a, b & c are correct
- II. only b & c are correct
- III. b, c & d are correct
- IV. only c is correct





d) Constructed Response Questions



Constructed response can be defined as **an assessment task that requires students to apply their knowledge and critical thinking skills to problems.**

Often called **open-ended questions**, they **require the student to construct and develop their own answer without the help of other suggestions or choices**



d) Constructed Response Questions

Short answer and Long answer type questions

Sample

Question : What would be the consequences of deficiency of haemoglobin in your body?

Answer: The deficiency of hemoglobin in our body is called anemia. In anemia, the blood is unable to carry the sufficient amount of oxygen required by the body. So, respiration would be less, and less energy will be available to the body. The hemoglobin deficient person will feel weak, pale, lethargic and will be unable to perform heavy physical work.

.





Thank You