



केन्द्रीय विद्यालय संगठन / KENDRIYA VIDYALAYA SANGATHAN
(Under Min. of HRD, Deptt. of Education, Govt. of India)

18-संस्थागत क्षेत्र / 18-Institutional Area
शहीद जीत सिंह मार्ग / Shaheed Jeet Singh Marg
नई दिल्ली - 110016 / New Delhi - 110016

Te l: 26856498, Fax N O. 011-26514179

www.kvsangathan.nic.in

Dated: 11.03.2020

F. No. 11-DAC Exam (Rule)/32/2018-EDP Section/1101-1135

The Deputy Commissioner/Director
Kendriya Vidyalaya Sangathan
All Regional Offices/ZIETs &
The Principal
Kendriya Vidyalaya
Tehran, Moscow & Kathmandu.

Subject: - **Clarification related to Internal Assessment in Class IX and Class XI (Mathematics).**

Madam/Sir,

With reference to the subject mentioned above, I am to convey the approval of the Competent Authority for finalization of Report Card for class IX and Class XI (Mathematics) and promotion of students in next higher class for session 2019-20 as per details below:

(A) Class IX: As per CBSE circular No. Acad-11/2019 dated March 6, 2019 regarding Strengthening Assessment and Evaluation Practices, the weightage for Internal Assessment includes four parts of 05 marks each, as mentioned below and has been incorporated in the Report Card (Copy attached).

Sl.No.	Components of Internal Assessment	Weightage of Marks
1	Best two Periodic Tests	5
2	Multiple assessment	5
3	Portfolio	5
4	Subject Enrichment Activities	5
Total =		20

(B) Class XI (Mathematics):

- The students have to pass separately in Theory and Internal Assessment with 33% marks in each category in Mathematics.**
- The 20 Marks of Internal Assessment of Class XI (Mathematics) may be calculated as per details below:**


INTERNAL ASSESSMENT	
Mathematics Activities	20 Marks
• The activities performed by the students throughout the year and record keeping	10 Marks
• Assessment of the activity performed during the year end test	06 Marks
• Viva-Voce	04 Marks

3. The theory component is of 90 marks includes (30 Marks Half Yearly +50 Marks Session Ending+10 Marks Periodic Test (Best 02 out of 03). The criteria applicable to other subjects i.e. Accountancy, Business Studies, Economics etc. has been followed for Mathematics also. A sample of Report Card is attached.

The other criteria for **Result preparation** of Class IX and XI will remain the same.

You are, therefore, requested to issue necessary guidelines to Principals of all Kendriya Vidyalayas under your jurisdiction accordingly for preparation of Report Cards.

Yours faithfully,


(Piya Thakur)

Joint Commissioner (Acad)I/c

Encl: As stated above

Copy to:-

1. PS to the Commissioner, KVS (HQ) for information.
2. PS to the Additional Commissioner (Acad), KVS for information.



KENDRIYA VIDYALAYA SANGATHAN



Kendriya Vidyalaya:.....Region.....

Academic Session: 2019-20

Progress Report Card

Class IX

Roll No:
Student's Name:
Date of Birth:

ADMN No:
Mother's Name:
Father's Name:

Class & SEC:
CBSE REGN No:

Scholastic Areas	Internal Assessment									Final Assessment			Grade
	Periodic Tests (Best two)			Multiple Assessment		Portfolio		Subject Enrichment Activities		Internal Assessment	Session Ending Examination	Marks Obtained	
	PT1	PT2	WT	MM	WT	MM	WT	MM	WT	MM 20 (c+e+g+i)	MM 80	MM 100 (x+y)	
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(x)	(y)	(z)	
English	10	10	5	25	5	25	5	25	5	20	80	100	
Hindi													
Mathematics													
Science													
Social Science													
Any other additional subject													

Co-Scholastic Areas: [on a 5-point (A-E) grading scale]	Grade	Maximum Marks	500
Work Education (or Pre-vocational education)		Marks Obtained	
Art Education			
Health & Physical Education		%	

Discipline: [on a 5-point (A-E) grading scale] _____

Class Teacher's Remarks

Attendance:out ofMeetings attended(%)

RESULT:.....

Date..... Signature of Class Teacher

Signature of Checker

Signature of Principal
Seal



KENDRIYA VIDYALAYA SANGATHAN

Kendriya Vidyalaya:.....Region.....

Academic Session: 2019-20

Progress Report Card

Class XI



Roll No:
Student's Name:
Date of Birth:

ADMN No:
Mother's Name:
Father's Name:

Class & SEC:
CBSE REGN No:

PART-A													
Subject	Marks					Weightage for Promotion					Final Assessment		
	Periodic Test 1	Periodic Test 2	H.Y. Exam	S.E.E	Mathematical Activities	Periodic Test 1	Periodic Test 2	H.Y. Exam	S. E.E	Mathematical Activities	Internal Assessment (Maths Activities)	Total of Theory = f+g+h+i	Grand Total = x+Y
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(x)	(y)	(z)
Mathematics	40	40	80	80	20	5	5	30	50	10	10	90	100

PART-B													
Subject	Marks					Weightage for Promotion					Final Assessment		
	Periodic Test 1	Periodic Test 2	H.Y. Exam	S.E.E.	Practical/ Project	Periodic Test 1	Periodic Test 2	H.Y. Exam	S.E.E	Practical/ Project	Internal Assessment (Practical/ Project)	Total of Theory = f+g+h+i	Grand Total = x+y
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(x)	(y)	(z)
English	40	40	70/80	70/80	30/20	10	10	30	35/40	15/10	15/10	85/90	100
Physics/Business Studies/ History													
Chemistry/ Accounts/ Geography													
Biology/Economics/ Pol. SC													
Comp. Science/ I.P./ Hindi													
Any other Additional Subject													

Co-Scholastic Areas as per class XII CBSE grading system	Grade
Work Education	
General Studies	
Health & Physical Education	

Pass Criteria : Student must obtain 33% in each Column of final Assessment

Class Teacher's Remarks

Attendance:out ofMeetings attended(%)

RESULT:.....

Date.....

Signature of Class Teacher

Signature of Checker

Signature of Principal
Seal



F.1001/CBSE/Dir(Acad)/2019

March 6, 2019

Circular No. Acad-11/2019

All Heads of CBSE affiliated schools

Subject: Strengthening Assessment and Evaluation Practices of the Board.

As we focus our attention on 'what our students are learning' alongwith 'the skill sets they are acquiring', it becomes imperative to strengthen current Assessment and Evaluation Practices and align them to the future requirements of the learners. The Board has always stressed that its students must acquire the skills of critical thinking, problem solving, analyzing information, collaboration, effective communication, developing curiosity and imagination as part of the learning process. You are also aware that the Board continues to make small changes in the assessment and evaluation practices almost every year to eventually reach the goal of achieving the aforementioned skills for all its students.

Report card of the National Assessment Survey (2017-18) has indicated that the performance of CBSE class X students in Mathematics, Science, Social Science, English and Modern Indian Language is 52%, 51%, 53%, 58% and 62% respectively. Although this competency-based survey places the CBSE students above the national average, it indicates that there is ample scope for improvement in their performance.

Further, the decision by MHRD to participate in PISA (Programme for International Student Assessment) in 2021, has given even more impetus to the requirement of aligning the Board's assessment system to future requirements. It may also be mentioned here, that since the Board has made it mandatory for all its affiliated schools to adopt the Learning Outcomes vide circular dated 18.01.2019, it is a necessity now that 'assessment of learning' must be augmented with 'assessment as learning' and 'assessment for learning'.

In view of above, countrywide consultations were held with CBSE stake holders including teachers, students, heads of Institutions and experts in the field to suggest ways to strengthen the Assessment and Evaluation Practices of the Board. It was agreed upon that the School Based /Internal Assessment needs to be strengthened by incorporating more diverse strategies. Further, there is need of exposing the students to different types and formats of questions in the year end/Board examination, so that a large range of learning outcomes can be assessed. Based on this, following few changes are proposed in the Assessment and Examination practices for the year **2019-20 onwards**. As the next academic session (2019-20) is going to start from April 2019 onwards, hence a summary view of the proposed changes in Internal Assessment and Year End/ Board Examinations are hereby informed in advance.



The changes proposed for IX-X (2019-20) are as under:

Classes IX- X				
	Existing		Proposed	
Maximum marks per subject :	100		No Change	
Types of assessment	<ul style="list-style-type: none">Internal AssessmentYear End/Board ExaminationSchool Based Assessment of Co-scholastic Areas (Art Education, Health and Physical Education including Work Experience , Discipline)		No Change	
Marks distribution	Internal Assessment : Year End/Board Examination 20:80		No Change	
Internal Assessment				
Components of Internal Assessment	Existing		Proposed	
	Periodic Test		Periodic Assessment	
	Periodic Test (Pen Paper Test)	10 marks	Pen Paper Test	5 marks
			Multiple Assessment strategies to be used. (quizzes, oral test, concept map, exit cards, visual expression etc.)	5 marks
	Notebook (Class work)	5 marks	Portfolio (Classwork plus peer assessment, self -assessment, achievements of student in the subject, reflections, narrations, journals, etc)	5 marks
Subject Enrichment - consisting of aspects like Practical work for Science; Labwork for	5 marks	Subject enrichment <ul style="list-style-type: none">Social Science Project WorkNo changes in other subjects	5 marks	



	Mathematics; Map work & Project Work for Social Science and Listening and Speaking skills for languages, etc.			
Board Examination/ Year-end Examination				
Board Examination	Existing		Proposed	
Marks	Marks 80		No change	
Duration	3 hours		No change	
Internal Choice	33%		No change	
Components of Board examination paper	Short Answer/Long Answer (Objective as well as Subjective)		Objective type including Multiple Choice Questions	20 marks (This is already incorporated in 2019 Board Exams in many subjects)
			Subjective – number of questions will be reduced to enable student to have enough time to give analytical and creative responses.	60 marks
School Based Assessment of Co-scholastic Areas (Work Experience, Art Education, Health & Physical Education Discipline)				
Assessment of Co-scholastic areas	Existing		Proposed	
	<ul style="list-style-type: none">Internally AssessedOn a 5-point scale		No change	



The changes proposed for XI-XII (2019-20) are as under:

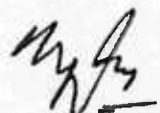
Classes XI- XII			
	Existing	Proposed	
Maximum marks per subject:	100 marks	No Change	
Types of assessment	<ul style="list-style-type: none">Internal Assessment/ PracticalBoard ExaminationAssessment of Co-scholastic areas (Health and Physical Education including Work Education, General Studies)	No Change	
Marks distribution	Internal Assessment / Practical: Board Exam/ Year end Exam <ul style="list-style-type: none">0:100 (Mathematics, Languages, Political Science, and Legal Studies)20:80 (Humanities / Commerce Based Subjects and some other subjects)30:70 (Science based subjects and some other subjects)70:30 (Fine Arts and some other subjects)	Compulsory portion of Internal Assessment/ Project work/ Practical in all subjects of at least 20 marks	
Board Examination/ Year-end Examination			
Board Examination/ year end examination	Existing	Proposed	
Marks	Maximum Marks 100/80/70/30 As per nature of subject	<ul style="list-style-type: none">80 Marks in Mathematics, Languages, Political Science and Legal Studies.No change in other subjects	
Duration	3 hours	3 hours for all subjects of 100/80/70 Marks and 2 hours for papers with less than 70 marks theory portion.	
Components of Board examination paper	Short Answer/Long Answer (Objective as well as Subjective)	Objective type including Multiple Choice Questions	Minimum 25% marks in Year End/ Board Exam
		Subjective – number of questions will be reduced to enable student to have enough	Maximum 75% marks in Year End/ Board Exam



		time to give analytical and creative responses	
Internal Assessment/ Project work/ Practical			
Internal Assessment/ Project/ Practical	Existing		Proposed
	<ul style="list-style-type: none">▪ 0 marks (Mathematics, Languages, Political Science)▪ 20 marks (Humanities / Commerce Based Subjects and some other subjects)▪ 30 marks (Science based subjects and some other subjects)▪ 70 marks (Fine Arts and some other subjects)		<ul style="list-style-type: none">▪ 20 marks (Mathematics, Languages, Political Science and Legal Studies)▪ No change in remaining subjects
School Based Assessment of Co-scholastic Areas (Work Education, General Studies, Health & Physical Education)			
Assessment of Co-scholastic areas	Existing		Proposed
	<ul style="list-style-type: none">▪ Internally Assessed		Internally Assessed

It may be noted that the changes introduced in 2019 Board Exams – that is, 33% internal options and section wise format – shall continue henceforth for all subjects. The details of the Year End-Board Examination/ Internal Assessment/School Based Assessment for the academic year 2019-20, shall be reflected in the Curriculum document to be published by the Board. The curriculum document shall be made available to all the schools by April 2019. This circular is being issued in advance to enable schools to prepare for implementing the few proposed changes from next academic session (2019-20) onwards.

Schools are also hereby informed that the Board is preparing detailed guidelines on how Art can be integrated with the teaching learning process at all levels. This is a part of the Board's thrust on innovative pedagogy, that will go a long way in achieving the process of 'assessment as learning'. These guidelines are being issued separately.


(Dr. Joseph Emmanuel)
Director (Academics)



Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, ND-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
8. The Director of Education, S.I.E., CBSE Cell, VIP Road, Junglee Ghat, P.O. 744103, A&N Island
9. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini
10. The Additional Director General of Army Education, A – Wing, Sena Bhawan, DHQ, PO, New Delhi
11. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No 202, ShankarVihar (Near APS), Delhi Cantt-110010
12. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
13. All Heads of COEs of CBSE
14. All Joint Secretaries/ Deputy Secretaries/ Assistant Secretaries, CBSE
15. In charge IT Unit with the request to put this circular on the CBSE Academic website
16. The Sr. Public Relations Officer, CBSE
17. PPS to Chairperson, CBSE
18. SPS to Secretary, Controller of Examinations, Director (Information Technology), Director (Edusat & Research), Director (Skill Education & Training), Director (Professional Exams), Director (CTET), CBSE.

Director (Academics)

For Class IX:

The assessment scheme will be similar to class X Board examination. However, the grading in class IX will be as follows:

Grading Scale for Scholastic Areas (Class-IX) (School will award grades as per the following grading scale)	
MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	E (Failed)

❖ Absolute grading is to be given in class IX keeping in view the number of students appearing from any particular school as against positional grading used for class X.

4.2 Internal Assessment (20 Marks)

One time year-end examination is complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manner, at different times and also examines a broad range of curriculum objectives. IA, in effect school based assessment, plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers' of students' progress and therefore supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning.

4.2.1 Periodic Assessment

The main purpose of Periodic Assessment is to assess the learning progress of students. Such Assessment done at regular intervals provides feedback and insight to teachers regarding learners' needs and helps them to improve instruction, do remedial teaching and set curricular targets for a student or a group of students. The feedback also helps students to know their errors as well as strengths and weaknesses. The students, thus, are enabled for better learning and setting up realistic goals. In essence, this is *assessment for, of and as learning*. Periodic Assessment is further divided into the following:

1. **Periodic Tests (05 marks):** As earlier, these would be restricted to 3 in each subject in an academic year and the average of best 2 would to be taken for final submission of marks. These tests tend to follow a pattern, which is quite similar to the final end of course examination, and have a

gradually increasing portion of content. Hence, they also tend to prepare students for final summative exams in a more confident manner.

The weightage of this component, however, would be of 05 marks only.

2. Multiple Assessment (05 marks): Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers would determine the type and frequency of these. This would make assessment more comprehensive and provide schools/teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment *for* and *as* learning.

Caution must be observed that recording of such assessment is not cumbersome and can be easily translated into individual student scores. Thus, developing simple scoring criteria and rubrics becomes of equal importance when deciding to use a particular technique. In tune with purpose of periodic assessment i.e. to provide feedback to improve teaching and learning, it becomes of equal importance to use follow-up measures in case students are found deficient in proficiency of relevant learning outcomes.

The weightage of this component would be of 05 marks.

4.2.2 . Portfolio

The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed.

What is a portfolio?

- a) A portfolio is a purposeful collection of intentionally chosen student's work representing a selection of performances that is assembled over time and describes the learner's efforts, progress, growth and achievement in key areas learning outcomes. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. Assessment would include self and peer assessment among others. Its use is recommended as a support to the new instructional approaches that emphasize student's role in constructing knowledge and understanding.
- b) For a more simple approach in the first year, it is suggested that the portfolio take the form of a journal or notebook that would include besides classwork, students artifacts selected within a coherent framework along with their reflections. Learner here is an active participant involved in constructing his or her journey through the portfolio building process of selecting, organizing and reflecting. In the second year, Schools are expected to develop the portfolios as per para 4.2.2 (a)
- c) **This portfolio can be seen both as a process and as a product:**
As a product, it holds the performance records and documents, a student has produced during the learning course and represents a collection of their learning achievements.

As a process, it enables learners to monitor their own learning systematically, reflect on their performance, redirect their efforts and set future goals.

d) What purposes does a portfolio serve?

In a general sense, a portfolio

- offers the possibility of assessing more complex and important aspects of a learning areas or subject matter that can't be assessed through traditional forms of testing;
- provides a profile of learner's abilities – in-depth growth and progress
- serves as a concrete vehicle for an ongoing communication or exchange of information and feedback among various stakeholders - students, peers teachers, administrators. It may even be used to compare achievement across classrooms or schools;
- serves as a lens and helps to develop among students an awareness of their own learning. The focus on self assessment and reflection helps students to identify their strengths and weaknesses thereby facilitating setting up of realistic improvement goals. The active role that students plays in examining what they have done and what they want to accomplish, not only motivates them but also help to develop metacognitive skills which enable them to make adjustments not only in their learning in school but beyond as well;
- provide an opportunity to share own learning with peers and review and give feedback on each other's work. Peer Assessment thus becomes a great support that further facilitates a clear understanding and evaluation of personal goals;

Thus, a portfolio, on one hand helps to establish a common vision of goals and holistic picture of students learning, on the other, increases accountability and contributes to improved teaching and learning. Enabling review of curriculum and instruction, it may also be seen as a tool for curriculum enhancement.

How to prepare a portfolio?

At the outset, it is important to know *why-a portfolio is being created and be clear of the purposes without purpose*. Without purpose, it simply becomes a catalogue of student's work. It is suggested that the portfolios be an extension of note books developed subject-wise. They would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as annotation, identification of key words / topics / themes, summarization and organization of ideas and content.

The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem solving merit inclusion as well. A periodic review of the evidences includes in the portfolio would facilitate self assessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses. The portfolio also provide an opportunity to learners to share and comment on each other's work. Such peer assessment

facilitate understanding of criteria of good work to students. It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavor.

Assessing Portfolios

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – the factors to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. The key elements of the particular criteria need to be specified as well.

Suggested are some elements to judge student's portfolio:

- Organization – Neatness and Visual Appeal
- Completion of guided work focused on specific curricular objectives
- Evidences of student's growth
- Inclusion of all relevant work (Completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

A Word of Caution: Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible. Developing them should not be a burden on students- both in terms of cost and time.

The weightage of this component would be of 05 marks.

4.2.3 Subject Enrichment Activities

Subject enrichment activities aligned with the secondary school curriculum aim at enrichment of the understanding and skill development. They provide in-depth learning that motivates students to dig deeper into the discipline. These enrichment activities need to challenge students and permit them to apply knowledge to the next level. These activities become an important instrument to learn the processes by which knowledge is generated in a particular discipline. They ought to provide opportunity to students to explore their own interests as well along with an understanding of the nature of particular discipline.

It is important that the Subject Enrichment Activities be conducted with rigour and focus. Some suggestions for this are as follows:

Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.

The specified activities in practical work in **Science** and **Mathematics** need to be conducted in the investigatory spirit in congruence to be spirit of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find

solutions to questions/problems encountered.

The discipline of **Social Science** puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions a special way of understanding and responding to work. Exploring into ideas and meanings through the works of artists/experts/writers/poets, the students would develop imagination and critical awareness.

The weightage of this component would be of 05 marks.

4.3 Co-Scholastic Areas

Education envisages the comprehensive and holistic development of children and, hence, Co-scholastic activities are essential. CBSE recommends two major Co- scholastic activities viz., Art Education and Health and Physical Education in which the area of Work experience is subsumed. .

(a) Art Education

Art Education constitutes curricular activities for the development of the wholesome personality of the children, aesthetic sensibilities and respect for social values and cultural heritage. It encourages learners to develop creative expression, sharpens keen observation and develops a sense of organization and order. Students may select one form each from Visual Arts(drawing, painting, murals, collages, crafts, sculpture, etc.) and Performing Arts (dance, music, drama, puppetry and Folk Art forms etc.). Children's participation in activities / competitions organized and conducted throughout the year form the basis of assessing the student by the Visual Art/Performing Art teacher.

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

Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area of curriculum is on helping children develop a positive attitude and commitment to life long, healthy and active living and the capacity to live satisfying, productive lives with the help of health, hygiene and sanitation, work experience, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices.

Health and Physical Activities, preferably sports must be given one regular period per day. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools as they develop physical fitness, discipline, sportsmanship combined with patriotism, self-sacrifice and health care. Similarly Self-defense may be actively taught to students, especially girl students, as it

MATHEMATICS
QUESTION PAPER DESIGN
CLASS – XI (2019-20)

Time : 3Hours

Max. Marks: 80

S. No.	Typology of Questions	Very Short Answer-Objective type (VSA) (1 Mark)	Short Answer-I (SA) (2 Marks)	Long Answer-I (SA) (4 Marks)	Long Answer (LA) (6 Marks)	Total Marks	% Weightage
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	4	1	1	1	16	20
2	Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	6	2	3	1	28	35
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	6	2	1	1	20	25
4	Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	4	1	1	1	16	20
Total		20x1 =20	6x2 =12	6x4=24	4x6=24	80	100

QUESTION-WISE BREAK-UP

Type of Question	Mark per Question	Total No. of Questions	Total Marks
VSA	1	20	20
SA	2	6	12
LA I	4	6	24
LA II	6	4	24
Total		36	80

1. *No chapter wise weightage. Care to be taken to cover all the chapters*
2. *Suitable internal variations may be made for generating various templates keeping the overall weightage to different form of questions and typology of questions same.*

Choice(s):

There will be no overall choice in the question paper.

INTERNAL ASSESSMENT	20 MARKS
Periodic Tests (Best 2 out of 3 tests conducted)	10 Marks
Mathematics Activities	10 Marks

However, 33% internal choices will be given

Note: Please refer the guidelines given under XII Mathematics Syllabus:

QUESTION-WISE BREAK-UP

Type of Question	Mark per Question	Total No. of Questions	Total Marks
VSA	1	20	20
SA	2	6	12
LA I	4	6	24
LA II	6	4	24
Total		36	80

1. *No chapter wise weightage. Care to be taken to cover all the chapters*
2. *Suitable internal variations may be made for generating various templates keeping the overall weightage to different form of questions and typology of questions same.*

Choice(s):

There will be no overall choice in the question paper.

However, 33% internal choices will be given.

INTERNAL ASSESSMENT	20 MARKS
Periodic Tests (Best 2 out of 3 tests conducted)	10 Marks
Mathematics Activities	10 Marks

Note: For activities NCERT Lab Manual may be referred

Conduct of Periodic Tests:

Periodic Test is a Pen and Paper assessment which is to be conducted by the subject teacher. The format of periodic test must have questions items with a balance mix, such as, very short answer (VSA), short answer (SA) and long answer (LA) to effectively assess the knowledge, understanding, application, skills, analysis, evaluation and synthesis. The subject teacher will have the liberty of incorporating any other types of questions too. The modalities of the PT are as follows:

- a) **Mode:** The periodic test is to be taken in the form of pen-papertest.
- b) **Schedule:** In the entire Academic Year, three Periodic Tests in each subject may be conducted as follows:

Test	Pre Mid-term (PT-I)	Mid-Term (PT-II)	Post Mid-Term (PT-III)
Tentative Month	July-August	November	December-January

This is only a suggestive schedule and schools may conduct periodic tests as per their convenience. The winter bound schools would develop their own schedule with similar time gaps between two consecutive tests.

- c) **Average of Marks:** Once schools complete the conduct of all the three periodic tests, they will convert the weightage of each of the three tests into ten marks each for identifying best two tests. The best two will be taken into consideration and the average of the two shall be taken as the final marks for PT.
- d) The school will ensure simple documentation to keep a record of performance
- e) **Sharing of Feedback/Performance:** The students' achievement in each test must be shared with the students and their parents to give them an overview of the level of learning that has taken place during different periods. Feedback will help parents formulate interventions (conducive ambience, support materials, motivation and morale-boosting) to further enhance learning. A teacher, while sharing the feedback with student or parent, should be empathetic, non- judgmental and motivating. It is recommended that the teacher share best examples/performances with the class to motivate all learners.

Assessment of Activity Work:

Throughout the year any 10 activities shall be performed by the student from the activities given in the NCERT Laboratory Manual for the respective class (XI or XII) which is available on the link : <http://www.ncert.nic.in/exemplar/labmanuals.html> A record of the same may be kept by the student. An year end test on the activity may be conducted at the School Level.

The weightage are as under:

- The activities performed by the student through out the year
and record keeping : 5 marks
- Assessment of the activity performed during the year end test: 3 marks
- Viva-voce : 2 marks