

POLICY FOR CHECK POINTS ASSESSMENTS

1. **General.** Check Points are continuous assessments meant to provide ongoing feedback to teachers and parents about student's learning. Check Points should be used as a tool to understand the gaps in teaching and learning to improve the academic attainment of students.

2. **Content of Check Points.** Content of Check Point, now onwards, will be decided by Subject Coordinators (in consultation with subject teachers) during Subject Coordination Meetings. The selected content must not exceed 3 topics / concepts per Check Point. It must be shared with the parents at least 1 week prior to Check Point.

Note: Entire syllabus covered MUST NOT be given to students for preparation. It is the key concepts (relevant to spiral progression) that are to be assessed, NOT the entire content.

3. **Duration of Check Points.** The allotted time for Regular or Zero Period must be kept in view while setting the Check Point Test to ensure students' completion of the assigned task.

4. **Structure of Check Points.** Check Points must be structured according to the six stages of cognitive domain of Revised Bloom's Taxonomy, ranging from basic to challenging questions catering all types of students (below average, average & above average). Therefore, multiple questioning techniques should be used to assess the comprehension and understanding of taught concepts by including subjective as well as objective type questions in Check Points.

Percentage of objective to subjective parts in Check Points must cohere with that for Term Exams Papers, as provided in policy (Refer to Page 84-88 of Assessment Policy- Annex IV-Bi).

5. **Marks Allocation:** The marks allocation for each question must be justified to avoid inflated marking.

6. **Marking of Check Points.** Check Points must be checked and marked according to the Subject-wise General Marking Scheme provided in Assessment & Examination Policy 2019-20 (Ref page 89-92, Anx V).