

SCHEME OF STUDIES AND ASSESSMENT

Introduction

Our school's educational approach is based on value-driven principles, aiming to nurture intellectual, emotional, social, and physical development. The curriculum and assessment methods are designed to provide clear, actionable feedback and prepare students for future challenges. We have designed our own 'Choithram Education Policy' and 'Choithram Curriculum Framework' to personalise the approach as per needs of our students, to meet all future challenges and preparing children for them, to align all the practices and procedures with our philosophy & value system. These documents and approaches are in complete agreement with the NEP 2020 and National Curriculum Frameworks.

1. FOUNDATIONAL STAGE I (NURSERY TO SENIOR MONTESSORI) AND FOUNDATIONAL STAGE II (GRADE I & II)

The Foundational Stage Curriculum of our school is designed as a **holistic and interconnected framework** which is interdisciplinary, experiential, story based, play, exploration, arts, movement, and environmental engagement. Learning outcomes are clearly defined but flexible, recognising that every child progresses at a unique pace. The curriculum is thoughtfully designed to meet individual learner needs, providing opportunities to explore and enhance various skills and concepts.

Learning Domains: Learning is anchored across five developmental domains:

Cognitive Development: Basic Numeracy - Counting, comparison, patterning, measurement, reasoning, and early problem-solving.

Language Development: Vocabulary development, phonological awareness, conversations, storytelling, emergent reading and writing.

Social and Emotional Development: Empathy, cooperation, emotional regulation, self-awareness, responsibility.

Aesthetic Development: Music, dance, drama, drawing, craft, traditional art forms, creative expression.

Sensory - Motor Development: Motor planning, sensory integration, coordination, spatial awareness.

Aims for Nursery–Senior Montessori [Age 3 – 6 Years]

- Promoting joyful, play-based discovery of the world.
- Strengthening pre-literacy and pre-numeracy through sensory-rich experiences.
- Developing oral language through stories, conversations, rhymes, and music.
- Building self-help skills, confidence, and emotional expression.
- Fostering imagination and creativity through art, and movement.
- Instilling core human values of kindness, respect, cooperation, and honesty.
- Encouraging curiosity, persistence, and early problem-solving.

Aims for Grades 1 & 2 [Age 6 – 8 Years]

- Transitioning to formal learning with emphasis on skill-building in: Reading and writing, Mathematics, Science, Arts, Physical education.
- Imparting foundational literacy and age specific numeracy.
- Strengthening comprehension, reasoning, and analytical thinking.
- Encouraging inquiry, experimentation, and reflection.
- Building ethical understanding, collaboration, and social responsibility.
- Integrating responsible digital awareness and environmental sensitivity.
- Applying learning to real-life contexts through projects and experiences.
- Strengthening self-regulation, independence, and resilience.
- Assessing learning through rubrics, portfolios, and continuous qualitative

Assessment Details

- **No formal written examinations.**
- **Continuous Observation & Assessment:** Teachers observe children during all activities, noting progress in language, numeracy, art, music, movement, and life skills.
- **Checklists:** Structured checklists are used to record the development of specific skills (e.g., communication, motor skills, social interaction).
- **Activity-Based Evaluation:** Assessment includes classroom activities, oral responses, hands-on tasks, and creative work.
- **Difficulty Level wise Worksheets (in Grade 1 and 2)**
- **Response Records:** Teachers document children's responses, participation, and behaviour in various classroom situations.
- **Development Tracking:** Regular monitoring of each child's growth in all developmental areas.
- **Progress Reports:** Non-graded, descriptive reports are prepared for each child, highlighting strengths, areas for improvement, and unique achievements. Progress is documented in prescribed formats and shared with parents during scheduled meetings and through written reports.
- **Parent Communication:** Feedback is shared with parents through meetings and written reports at least twice a year.

2. PREPARATORY STAGE (GRADE III TO V)

Scheme of Studies

Students transition from development-based learning to formal subject teaching while maintaining an interdisciplinary approach. Our curriculum focuses on:

- **Skill Development** - Both academic and life skills
- **Activity-Based Learning** - Hands-on experiences
- **Real-Life Application** - Connecting knowledge to practical situations.
- **Holistic Growth** - Balanced development across all areas

Subjects: English, Hindi, Mathematics, Science, Social Science, Artificial Intelligence, Visual & Performing Arts, Sports & Physical Education.

Assessment Details

- **No formal written examinations for Grades III–V.**
- **Continuous Assessment:** Students are evaluated throughout the year in all subjects.
- **Activity-Based Evaluation:** Includes projects, assignments, worksheets, and practical tasks.
- **Participation Monitoring:** Teachers track classroom involvement, attentiveness, and teamwork.
- **Practical Applications:** Field trips, nature walks, and hands-on activities are part of the assessment.
- **Group Work:** Team projects assess collaboration, communication, and problem-solving skills.
- **Rubrics-Based Assessment:** Clear performance indicators are used for each task, so students and parents know what is expected.
- **Difficulty Level wise Worksheets**
- **Portfolio:** A collection of student work demonstrates progress and achievements.
- **Feedback:** Regular, detailed feedback is provided to help students improve.
- **Reporting:** Progress is shared with parents through detailed report cards and meetings.

3. MIDDLE STAGE [GRADE VI TO VIII]

Scheme of Studies:

Enhanced Curriculum: Building upon primary education, students engage with more structured learning.

Core Subjects:

- English, Hindi, Mathematics, Science, Social Science & Artificial Intelligence.

Third Language (From Class VI):

- Choice between Sanskrit and French

Subject Enrichment Activities:

- Problem-based learning
- Interdisciplinary projects
- Practical work
- Field studies
- Creative writing
- Literary activities

Assessment Structure: Term-wise Assessment Pattern

Term I (April to September)		Term II (October to March)	
Assessment	Weightage	Assessment	Weightage
I Internal Assessment (SEA - I)	15 %	III Internal Assessment (SEA - III)	15 %
II Internal Assessment (SEA - II)	15 %	IV Internal assessment (SEA - IV)	15 %
I Term End Assessment (TEA - I)	20 %	II Term End Assessment (TEA - II)	20 %
Total Term - I	50%	Total Term - II	50%

SEA = Subject Enrichment Activities

4. SECONDARY STAGE [GRADE IX TO XII]

E-1. SECONDARY GRADES [IX & X]:

Scheme of studies of secondary classes include English, Hindi, Mathematics, Science, Social Science and Artificial Intelligence. Apart from studies in each subject various subject enrichment activities are also conducted. Subject enrichment activities include Projects, Practicals, Presentations, Literary and Creative writing etc. According to Remodelled Assessment structure of the CBSE for Classes IX and X, the overall assessment of a child is based on Internal Assessment of 20 Marks and Final Examination of 80 Marks where the Internal Assessment is based on Unit tests, written assignments, multiple assessments and subject enrichment activities; and the term end examination is a formal written examination. The design of the scheme is as follows:

S No.	Assessment	Weightage (in Marks)
1.	Unit Test - I	5
2.	Unit Test - II	

3.	Unit Test - III	
4.	Multiple Assessment	5
5.	Written Assignments/ Portfolio	5
6.	Subject Enrichment Activities	5
7.	Final Assessment Test (School Based Test for Class IX / Board Examination for Class X)	80

The performance in the co-scholastic areas in classes VI to X is assessed by using rubrics designed for various cocurricular activities as mentioned previously and the performance is graded on a five- point scale (For Classes IX & X) and three-point scale (For Classes VI to VIII) mentioned with the promotion rules. The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others.

E-2. SENIOR SECONDARY GRADES [XI & XII]:

The Scheme of studies for classes XI and XII is same as directed by the CBSE in its curriculum. The Final Assessment of a child in Class XI is based on the cumulative performance calculated according to the following scheme of assessment:

S. No.	Assessment
1.	10 % from three Unit Tests
2.	20 % from Half Yearly Examination
3.	70 % from Final Examination

The assessment of progress of a child in Class XII is based on Two Unit tests, Half Yearly Examination and Preboard Examination. However, the Final Assessment will be based on XII Board examination conducted by the CBSE.

FEEDBACK OF PERFORMANCE AND PROGRESS:

The feedback on children's performance and progress is given to the parents in the form of:

1. Subject Report (Classes I-V)

- Detailed analysis of child's standing in various skills and sub-skills
- Specific remedial measures for academic improvement
- Individual progress tracking

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2. Progress Report (All Classes)

- Overall performance in scholastic areas
- Co-scholastic achievements and areas for growth
- Marks/grades from all assessments
- Teacher recommendations and observations