



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 Assessment ▪ Year End/Board Examination ▪ School 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 Work • No 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 Assessed ▪ On 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/ Practical ▪ Board Examination ▪ Assessment 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, Shankar Vihar (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)