Subject: Assessment policy: **Preparatory stage: III to V**

As per NEP-2020, the preparatory stage consists of three years of schooling: Class-3, Class-4 and Class-5. The **curricular areas** are:*[NCF-SE Aug23: pgs 59-61]*

- **Languages** (English & Hindi) - (from the domain of "language and literacy" of the FS): by the end of preparatory stage, the goal would be to create independent readers and writers in both L1 and L2. *NCF-SEAug23: R1:pgs 241-242, R2: pgs 244-245, R3(only for schools having 3rd lang in class V): pg246-247*

- **Mathematics** (includes computational thinking)- (from the cognitive domain of the FS): Foundational Numeracy to be achieved by class III. Mathematics helps us understand the world through patterns, measurement, and quantities; also develops capacities for problem-solving and logical reasoning. *NCF-SE Aug23: pgs 273-274*

- **World Around Us** (from the cognitive domain of the foundational stage): Children will engage broadly and deeply with the natural and human environments around them. They will develop skills of observation, data collection and analysis, for forming and verifying hypotheses. They will gain a socio-cultural understanding of the human world around them. *NCF-SE Aug23:WAU: pgs 391-393*

- **Vocational Education** (Curricular goal for "seva", CG-5 in foundational stage): is subsumed in WAU. Children will be encouraged to use their minds and bodies towards productive work including growing vegetables, cooking, stitching, etc.

- **Arts** (Art, craft, music, dance, theatre) (from the aesthetic and cultural development domain of the foundational stage): Children will start gaining specific skills in different forms of arts that would enable them to express themselves in more elaborate ways. *NCF-SE Aug23: Arts: pgs 361-364*

- **Physical Education** (includes games, yoga, health education, martial arts) **-** (from the physical and motor development domain of the foundational stage): introduction to sports and more formal engagement in physical activity will be the emphasis. *NCF-SE Aug23*: *Physical education: pgs 426-427*

- **Socio-Emotional-Ethical Learning and Positive Learning Habits** (continues from the foundational stage): Goals will be met through a diverse set of activities.

As per NEP2020 there needs to be a paradigm shift away from high-stakes one-shot summative assessments to low stakes, assessment for and as learning. Therefore the assessment structure is now focused on Formative Assessments throughout the year mapped to competencies from NCF_SE-Aug23.

Click here for the HPC of the preparatory stage https://tinyurl.com/IPS-PS-HPC-25-26

Note that curriculum bifurcation has been done in all subject areas. For every subject, a competency tracker shows which competency is being taught in which class - the aim is to complete all competencies in that stage.

For eg the English competency tracker looks like this:

Strands	Competency No	Competency Statement	III	IV	V
Listening	1.2	Summarises core ideas from material read out in class			
Speaking	1.1	Converses fluently and meaningfully in different contexts			
	1.3	Makes oral presentations (show and tell, short welcome notes,anchoring of small events, short speeches, class debates)			
Reading	2.1	Applies varied comprehension strategies (inferring, predicting,visualising) to understand different texts			
	2.2	Understands main ideas and draws essential conclusions from the material read			
	5.1	Borrows books from the Library regularly to read at home			
	5.2	Demonstrates interest in reading books from the Library			
Writing	3.1	Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs			
	3.2	Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text			
	3.3	Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose			
	3.4	Uses appropriate grammar and structure in their writing			
Grammar	3.4	Uses appropriate grammar and structure in their writing			
Vocabulary	4.1	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts			
	4.2	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas			
Thinking	2.2	Understands main ideas and draws essential conclusions from the material read			

The WAU competency tracker is given below:

Strand	Competency Number	Competency Statement	3	4	5
Family Community Diversity	1.1	Observes and identifies the natural and social components in their immediate environment .			
	1.2	Describes relationships among family members & traditions in the family & community.			
	1.3	Asks questions and makes predictions about simple patterns observed in the immediate environment like rituals, celebration etc.			
	1.4	Explains the functioning of local institutions (family & school) in different forms (story, drawing, tabulating data, reports), and analyses their roles.			
	1.5	Uses local materials to create simple objects like family tree, festival goodies etc on their own for display or use in classroom processes.			
	2.2	Describes the relationship between the natural environment and cultural practices in their immediate environment (food, traditions).			
	2.3	Connects changes in the environment and the lives of their family and community, as communicated by elders and through local stories (changes in occupation,resources, celebrations, communication).			
	3.2	Discusses how to prepare for emergency situations (smoke, fire, small injuries, burns, electrical safety) based on discussions with family and community, or personal experiences.			
	4.2	Observes and describes cultural diversity in their immediate environment (food, clothing, games,festivals related to harvest and sowing).			
	4.6	Identifies the needs of people in different situations – access to resources, equal opportunities.			
	4.7	Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly always helping others in need regardless of background).			
	6.1	Performs simple inquiry related to specific questions independently or in groups.			
	6.2	Presents observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression).			
Food and Nutrition	2.1	Identifies natural and humanmade systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)			
	2.2	Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions)			
Health, Hygiene and Wellbeing	3.1	Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals			
	3.3	Develops simple labels and slogans, and participates in roleplay on safety and protection in the local environment to be displayed/done in school and locality			
The Living World	1.1	Observes and identifies the natural and social components in their immediate environment .			
	1.3	Asks questions and makes predictions about simple patterns observed in the immediate environment like rituals, celebration etc.			
	2.1	Identifies natural and humanmade systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)			
	4.1	Observes and describes diversity among plants, and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat)			
	4.5	Identifies needs of plants, birds, and animals, and how they can be supported (water, soil, food, care).			
Resources , energy and engineering	1.1	Observes and identifies the natural and social components in their immediate environment .			
	2.1	Identifies natural and humanmade systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)			
	4.3	Describes usage of natural resources in their immediate environment			
	4.4	Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets)			
	6.1	Performs simple inquiry related to specific questions independently or in groups.			
	6.2	Presents observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression).			
	7.1	Gains familiarity with using the scientific method in investigations, as well as familiarity with other crosscutting concepts such as energy, matter, and systems that apply across the domains of science and engineering.			
	7.2	Gains familiarity with inter-disciplinary core ideas in the natural sciences, as well as in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later Grades.			
Terrain and Space	1.1	Observes and identifies the natural and social components in their immediate environment .			
	1.3	Asks questions and makes predictions about simple patterns observed in the immediate environment like rituals, celebration etc.			
	1.4	Explains the functioning of local institutions (family & school) in different forms (story, drawing, tabulating data, reports), and analyses their roles.			
	2.1	Identifies natural and humanmade systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)			
	3.1	Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals			
	4.6	Identifies the needs of people in different situations – access to resources, equal opportunities.			
	5.1	Explains a line drawing of their school, village, and ward C5.3			
	5.2	Draws a sketch of their school, village, and ward using symbols and directions.			
	5.3	Reads simple maps of city, state, and country to identify natural and humanmade features (well, lake, post office, school, hospital) with reference to symbols and directions			
	6.1	Performs simple inquiry related to specific questions independently or in groups			

HINDI COMPETENCY TRACKER:

STRANDS	COMPETENCY	Competency statement	Class-3	Class-4	Class-5
LISTENING	C-1.1	Listens to poems, stories, and conversations and locates important ideas in them			
	C-1.2	Comprehends narrated/read out stories and identifies characters, storyline, and key aspects			
SPEAKING	C-1.3	Converses meaningfully and coherently			
	C-1.4	Makes oral presentations and participates in group discussions			
READING	C-2.1	Develops phonological awareness further by blending phonemes/ syllables into words and segmenting words into phonemes/ syllables			
	C-2.2	Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks			
	C-2.3	Reads stories and passages fluently and accurately with appropriate pauses			
	C-2.4	Comprehends the meaning of stories, poems, and story posters			
	C-2.5	Demonstrates interest in picking up and reading a variety of children's books			
WRITING	C-3.1	Writes a paragraph to express understanding and experiences			
	C-3.2	Creates simple posters, invites, and instructions with appropriate information and purpose			
	C-3.3	Writes stories, poems, and conversations based on imagination and experiences			
GRAMMAR	C-2.1	Develops phonological awareness further by blending phonemes/ syllables into words and segmenting words into phonemes/ syllables			
	C-2.2	Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks			
VOCABULARY	C4.1	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas			
THINKING	C-1.2	Comprehends narrated/read out stories and identifies characters, storyline, and key aspects			
	C-3.2	Creates simple posters, invites, and instructions with appropriate information and purpose			

MATH COMPETENCY TRACKER:

STRANDS	COMPETENCY NUMBER	COMPETENCY STATEMENT	Class 3	Class 4	Class 5
PATTERNS	C-1.4	Recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka–Fibonacci numbers.			
	C-2.4	Discovers, recognises, describes, and extends patterns in 2D and 3D shapes			
NUMBER SENSE	C-1.1	Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers			
	C-1.2	Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers			
OPERATIONS ON NUMBERS	C-1.2	Represents and compares commonly used fractions in da parts of unit wholes, as locations on number lines and as numbers			
	C-1.3	Understands and visualises arithmetic operations and th them, knows addition and multiplication tables at least u applies the four basic operations on whole numbers to s			
	C-4.1	Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)			
	C-4.2	Learns to systematically count and list all possible perm or combination given a constraint, in simple situations (to make a committee of two people from a group of five			
	C-4.3	Selects appropriate methods and tools for computing w as mental computation, estimation, or paper- pencil calc with the context			
	C-5.1	Understands the development of zero in India and the for writing numerals, the history of its transmission to the world, and its modern impact on our lives and in all technology			
SPATIAL SENSE	C-2.1	Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attrib			
	C-2.2	Describes location and movement using both common l mathematical vocabulary; understands the notion of m			
	C-2.3	Recognises and creates symmetry (reflection, rotation) shapes			
	C-2.4	Discovers, recognises, describes, and extends patterns			
MEASUREMENTS	C-3.1	Measures in non-standard and standard units and evaluates the need for standard units			
	C-3.2	Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured			
	C-3.3	Carries out simple unit conversions, such as from c system of measurement			
	C-3.4	Understands the definition and formula for the are length times breadth			
	C-3.5	Devises strategies for estimating the distance, lengt and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units			
	C-3.6	Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas			
	C-3.7	Evaluates the conservation of attributes like length and volume, and solves daily-life problems related to them			
	C-4.1	Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)			
	C-4.3	Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper- pencil calculation, in accordance with the context			
DATA HANDLING, REPRESENTATION & VISUALISATION	C5.1(MS)	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median			
	C5.2(MS)	Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make			
MATHEMATISATION	C-4.1	Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)			
	C-4.3	Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper- pencil calculation, in accordance with the context			

Curricular Area:

World Around Us (Inter-disciplinary

Curricular Goal: CG-4

Develops sensitivity to social and natural en

Competency: C-4.3

Describes usage of natural resources in thei

Learning Outcome:

Lists materials used in the construction of h

Every competency has been mapped with the tools for facilitation and with assessment tools in the doughnut chart.

Please follow these in every subject. As one transacts the curriculum, the FAs as planned will be taken in tandem with the facilitation and the results will be uploaded in the ERP as an ongoing process.

We will not be declaring any minimum number of FAs to be taken as we will be taking assessments with every competency being taught. For the purpose of monitoring, please refer to the curriculum bifurcation of that class subject in the Teacher Toolkit.

Formative assessments will include:-

- **Open door assessment** -Both "learning" and "relearning" scores will be reported for *Science* and *Mathematics* in a separate table in HPC.

- ASL in Languages- Click here for more information, Laboratory-hands on work in WAU, Mathematics and Computational thinking- Click here for a sample rubric, Project work (click here for steps in planning & rubrics) will be part of the bouquet of formative assessments.

- Art integration has been done in all curricular areas and is interweaved in the curriculum bifurcation document. Further ideas can be found in this link AIL.

- In addition, the Ek Bharat Shreshtha Bharat project will be done on the art form of the paired state – Arunachal Pradesh for schools in Uttar Pradesh and Madhya Pradesh for schools in Bihar.

- **A portfolio** will have to be maintained by every child. Click here for details.

- **Self-assessment** (click here for a sample)**, and peer-assessment** (click here for a sample), will be used as techniques in the FAs.

- **Parent observation** will be part of the HPC, preferably in a bilingual format.

- There will be **no standardised examinations** in FAs with prior information, schedule, and syllabus. The FAs must be taken **in parallel** with teaching-learning activities to act as a feedback loop for teachers and learners. However, for purposes of accountability schools may choose to occasionally pre-announce FAs.

- Formative assessment must be of **various types.** Refer to the following for ideas:
    - Teacher's Resource for ideas on assessments
    - TTKT-Assessments
    - TTKT-FA TOOLS (Will be progressively crowd-populated)

- **Full marks for formative assessments** may be anything from 5 marks to 20 marks- but filling in ERP should be out of 10 marks only. So teachers will calculate out of 10 and fill in the ERP.

- In case a competency is tested more than once in an FA cycle, then the best score will be taken by the teacher and then uploaded in ERP.

- Human Values and global perspectives (**HVGP**) to be subsumed in "socio-emotional & ethical learning". The class teacher will fill up the SEEL-PLH page & will ensure that the self & peer assessment part is filled effectively and in an authentic manner.

- **Games, yoga, martial arts, and health education** will be subsumed in "physical education".

- It is expected that all facilitators will **share the rubric with the learners** before all assessments. Learners will also co-create rubrics.

Assessment structure for the preparatory stage will be as follows: (No common exam)

Assessment Schedule - III to V			
ASSESSMENT	**STARTS**	**ENDS**	**SUMMATIVE ASSESSMENTS**
FORMATIVE ASSESSMENT CYCLE-1	**Dates as per Almanac**		* No PTs for Classes **III - IV** * **Class V**: ONLY Annual Exam (50 Marks/ 120mins)
FORMATIVE ASSESSMENT CYCLE-2			
FORMATIVE ASSESSMENT CYCLE-3			
FORMATIVE ASSESSMENT CYCLE-4			

Click here for a sample blueprint for setting a question paper in Summative Assessments.

For Annual Examinations, there will be a declared schedule, Time Table, Syllabus and blueprints.

REPORTING IN HOLISTIC PROGRESS CARD (HPC) (III-V): The grading scale will be like this:

LEVEL	Symbol to be used in Facilitator's Journal	Marks equivalence in %	INTERPRETATION: Student is...
Beginner-LEVEL-1	L1	0-40	at the beginning stage of the target competency and needs a great deal of support.
Progressing LEVEL-2	L2	41-60	able to meet some part of target competency independently but needs occasional support.
Proficient LEVEL-3	L3	61-80	able to meet the target competency independently without any support
Advanced LEVEL-4	L4	81-100	able achieve the target competency independently. Helps & supports others to achieve LO. Requires more challenging tasks.

- Here is an example of how assessment data may be recorded in the ERP:

Enter subject : Language R1	**Enter class and section: V-A**	**Enter Assessment: FA-C1**	**Enter Competency number: C2.1**
Enter Total Marks: 10	**Enter marks obtained: 6**	**Calculation in ERP: 6/10=> 60%=>L2**	**Visible in HPC: L2**

PROMOTION POLICY

LEAVE POLICY

Intimation about low attendance	ABSENCE & SUBSEQUENT ACTION	ABSENCE WITHOUT VALID DOCUMENTS
School will inform parents about low attendance (less than 75%) in writing, at regular intervals (at least after every FA-cycle). Written explanation from parents for absence is expected	In case of absence because of a medical emergency or infectious diseases of self or close family member, a medical certificate has to be submitted within three working days of the date of absence at the exam. In case of absence because of an event of significance (sports, music, competitions or otherwise) at the district/ state/ national/ international level, a valid document has to be submitted within three working days of the date of absence at the exam. In both the above cases, Teachers are expected to retake FA wherever possible in case of valid reasons, or use an appropriate code while entering marks in ERP or use the marks from another FA that tests the same competency. No re-exam will be conducted for class V Annual. In rare cases, HOI discretion may be exercised if the student is representing the school and has missed SA.	Teachers will not retake any exam. In case of absence in summative exams (Annual) the student will be considered as having obtained zero in the exam.

ACTION TO BE TAKEN FOR STUDENTS NOT FULFILLING GRADE-LEVEL EXPECTATIONS	PASSING/ DETENTION CRITERIA revised as per circular
Schools should track students getting L1 in FAs and/or SAs. A[illegible]hroughout th[illegible]ent PTM register record) support for improvement (remedial classes, curated video links, practice worksheets, topic tests, question bank, etc) re-assessment (discretion of HOI) wherever necessary. Detailed records are to be kept for such students.	Promoted with undertaking if the student fails to achieve grade-level expectations in grades **III and IV.** A list of competencies across subjects must be prepared where the child has got L1 and this must be communicated to parents and the next class teacher - these must form the basis of remedial classes and individual education plans in the next class to enable acquisition of these competencies within the stage. A student may be detained in **class III or class IV** only if parents and students opt to repeat a year. Here is the form. In **class V**: the school should prepare a consolidated list of competencies across subjects wherever the child has consistently got L1. The scores obtained in the Annual Examination should also be considered if they are below 40%. Along with this grid, the grid of L1 competencies received from the previous two classes must form the basis of an ongoing conversation with parents(at least thrice in the session). The principal along with the academic team may use this information to detain the child in **class- V** if the core competencies in each subject have not been attained and it is felt that the child will not be able to cope with the next grade level. ***Note:*** Every effort will be made to provide this consolidated L1 grid through ERP.

Joyeeta Dasgupta
Assistant Director (Education-Schools)
Indirapuram Group of Institutions

Annexure 1: *Portfolio*

Portfolios to be maintained by the student to track the progress of the declared competency.
Points to remember:

- Include *personal details*: Name of the child, school, class, date of birth.
- Include *health details*: height, weight, periodic health check-up details *(optional if a school has a separate arrangement for a health card)*
- Include *pgs 2 and 3 of HPC* in Portfolio (to be done twice a year)
- Teachers to *declare the competency being tracked* for the next time period (to be vetted by HODs). The competency being tracked will be declared in April, September, and December.
- *File separators* (coloured page) to be used to mark different subject sections
- *Index page* of the portfolio to have the following:
  - S.NO
  - Page no of the sample of work
  - Description of sample
  - Date of the sample chosen
  - Date of reflection
  - Competency being tracked
- *A sample of work* can be
  - student *artwork*
  - student's *writing samples*: worksheets, assignments, FAs, project reports, lab records, summaries after group discussion or role-play, etc
  - *Photographs* of child's work or learning journey
  - *Link* to a video of the student's work
- Every sample must have *annotations* with student reflections:-
  - what I did well (eg. I used appropriate vocabulary)
  - what I did not do well (eg. I need practice in sentence construction)
  - what I did not understand (I do not understand how to calculate LCM)
  - what I need help with (I need help with subject-verb agreement)
  - progress made or not from the last sample in the portfolio with reasons and examples (I can comprehend questions better, but I need to work on my presentation of information)
  - action plan or solution to challenge areas (I will take help from my peer Sujata, to understand LCM and attempt all problems from NCERT)
- *Peer assessment* can be included and mapped with the competency being tracked (the choice is with the student whether to include or not)
- *Anecdotal* observation records of the teacher can be included and mapped with the competency being tracked (the choice is with the student whether to include or not)
- *Periodic summary* by learner and teacher at the end of the tracking time of the competency.
- *Assessment* of the portfolio should not be on the sample chosen (which may or may not be good) but should be based strictly on student reflection and annotation. Comments by the teacher should be on bettering the reflections and annotation.

RUBRIC FOR PORTFOLIO - (INDICATOR OF METACOGNITION) PREPARATORY STAGE-CLASS III-IV-V					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		IV-A			
DATE OF ASSESSMENT		11.05.23			
SERIAL NUMBER	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Selection of samples	Chooses irrelevant samples.	Chooses relevant samples some of the time. Tends to choose only good work.	Chooses relevant samples always. Understands the need to connect from one sample to the next.	Chooses relevant samples always. Samples show evidence of a specific competency. Is able to tutor peer group.
2	Organisation	No labels. No index page. No separation of samples according to competency. No sequencing.	Some labels visible. Index page is there, but not organised well. Separation of samples has been done according to competency. Some sequencing is visible.	Clear and appropriate labels. Index page well organised. Separation of samples according to competency. Sequencing is visible.	Appropriate and technically correct labels. Clarity visiblt in index page. Samples grouped to show proficiency in a target competency. Sequencing visible.
3	Reflection	Irrelevant statements. Unable to reflect on one's work.	Some relevant statements about one's work - not grouped under relevant headings.	Relevant and technically appropriate annotations grouped under relevant headings.	Relevant, technically appropriate annotations that have clear directions for growth.
4	Growth	Shows no change in quality of output after self-reflection	Shows minor cosmetic changes in quality of output - has less linkages to reflection	Shows deep, visible changes in quality of output over time - linkages to reflection are apparent and formative.	Visible growth in quality of output over time. Is able to help peer-group in metacognition.

Rubric for **assessing portfolio** must be shared with students. Here is an example: =

Annexure 2: *Self-assessment*

RUBRIC FOR SELF ASSESSMENT (can be used with any competency)								
NAME OF CHILD : ANISH DAS							***CLASS & SEC: IVA***	
SL. NO.	DATE	AGE: _YRS _MTHS	COMPETENCY	DESCRIPTION OF ACTIVITY	Everyone could hear me - my voice was loud and clear	I clearly stated my position (For/ Against)	My speech was relevant (I did not stray from the topic)	I made at least three relevant arguments to support my stand
1	09-04-2023	9yrs 3months	C1.5: Makes oral presentations (class debates, short welcome notes, anchoring of small events, short speech)	Short speech on: "We should not take bath every day"				

Annexure 3: *Peer-assessment*

RUBRIC FOR PEER ASSESSMENT								
NAME OF CHILD : ANISH DAS					***CLASS& SEC:IVA***			
					My teammate....			
SL. NO.	DATE	AGE _YRS _MTHS	COMPETENCY	DESCRIPTION OF ACTIVITY	chose the right tool	could use the tool appropriately - he/she understands the meaning of perimeter	stated the answer with the appropriate unit	could explain the approach
1	10-04-2023	9yrs 3months	C-3.4: Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight and volume.	Find the perimeter of irregular shapes given by facilitator				

Annexure 4: *Blueprint for setting question paper in Summative Assessments*

Click here for details of question paper design. A sample blueprint format is given below.

Sl. No	Concept	Competency (refer to doughnut chart)	Level of Bloom's Taxonomy (any one of remembering, understanding, applying, analysing, evaluating, creating)	Difficulty level (Easy/ Medium/ Difficult)	Item format (SR/ CR)	Marks allotted
			Total remembering= Total understanding= Total applying= Total analysing= Total evaluating= Total creating=	Total Easy= Total Medium= Total Difficult=	Total SR= Total CR=	Total=

SR=> Selected Response
CR=> Constructed Response

The two major item or response formats are Constructed Response and Selected Response. Constructed response items require students to supply their own responses. They include short answers, essays, and performance assessments.

Selected response items require the students to choose an answer from a set of two or more options. Common types of selected response items include multiple choice items, true/false items and matching items.

Remembering	" What do I expect the learner to know?"
Understanding	" Can learners interpret what they know?" " Can they extrapolate from what they know?"
Applying	" Can learners see the relevance of this idea to that situation ?"
Analysing	" Can learners analyse elements of the subject field?" " Can they analyse relationships in the field?" "Can they analyse organizational principles?"
Evaluating	" Can the learners make judgements based on internal evidence?" " Can they make judgments based on external evidence?"
Creating	" Can the learners produce unique communication in the field ?" " Can they develop a plan or a proposed set of operations?" " Can they derive a set of abstract relationships?"

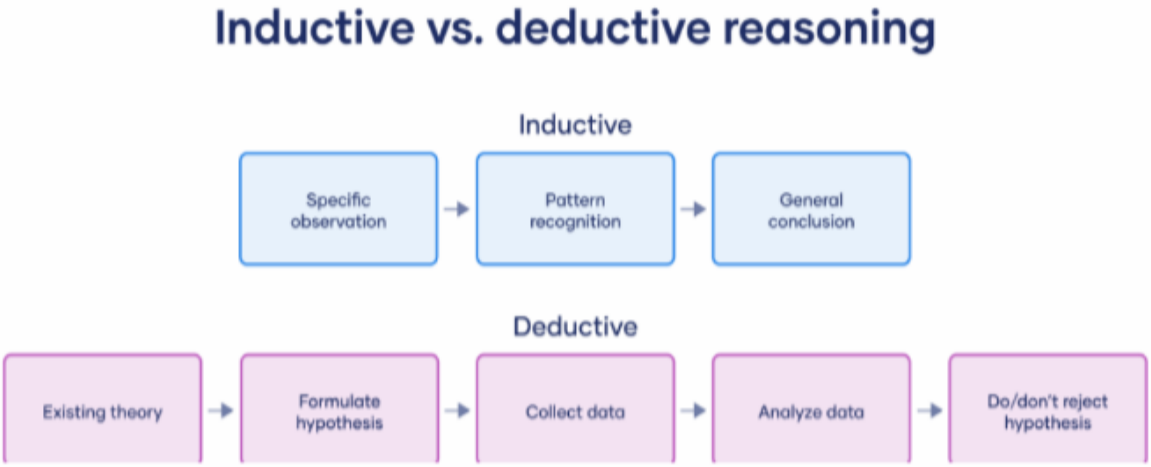
Applying	Correct use of facts, rules, or idea.	Calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model	How would you use…? What examples can you find…? Solve_____ using what you have learned…? How would you organise	By the end of the year the students will be able to… *derive meaning from or of the poem or the formulae or*

Level	Level attributes	Action verbs	Question	Expected Learning outcomes
Remem-bering	Memorization, recognition or recall of facts.	List, recite, define, name, match, quote, recall, identify, recognize, label	What is…? How is..? Where is…? When did happen? List three… Who was…?	By the end of the year the students will be able to… *recite the poem or state the formulae or state historical facts*
Under-stating	Demonstrating an understanding of ideas by organising, giving description and organising main ideas.	Compare, contrast, demonstrate, outline, rephrase, translate, summarize deduct	How would you classify the type of…? How would you compare…? State in your own words…?	By the end of the year the students will be able to... *explain the poem or formulae or historical events in own words*

Creating	Combining parts to make a new whole. Combining elements in a new pattern or proposing alternative solutions.	Design, formulate, build, invent, create, compose, generate, derive, modify, develop	How would you improve…? What would happen if…? How could you change (modify) the plot (plan)…? What could be done to minimize (maximize)…? What way would you design…?	By the end of the year the student will be able to *create a new poem.*

Annexure 5: *ASL*
What is ASL?
Ideas on ASL

Annexure 6: *Laboratory work:* should follow either inductive or deductive reasoning – like this:



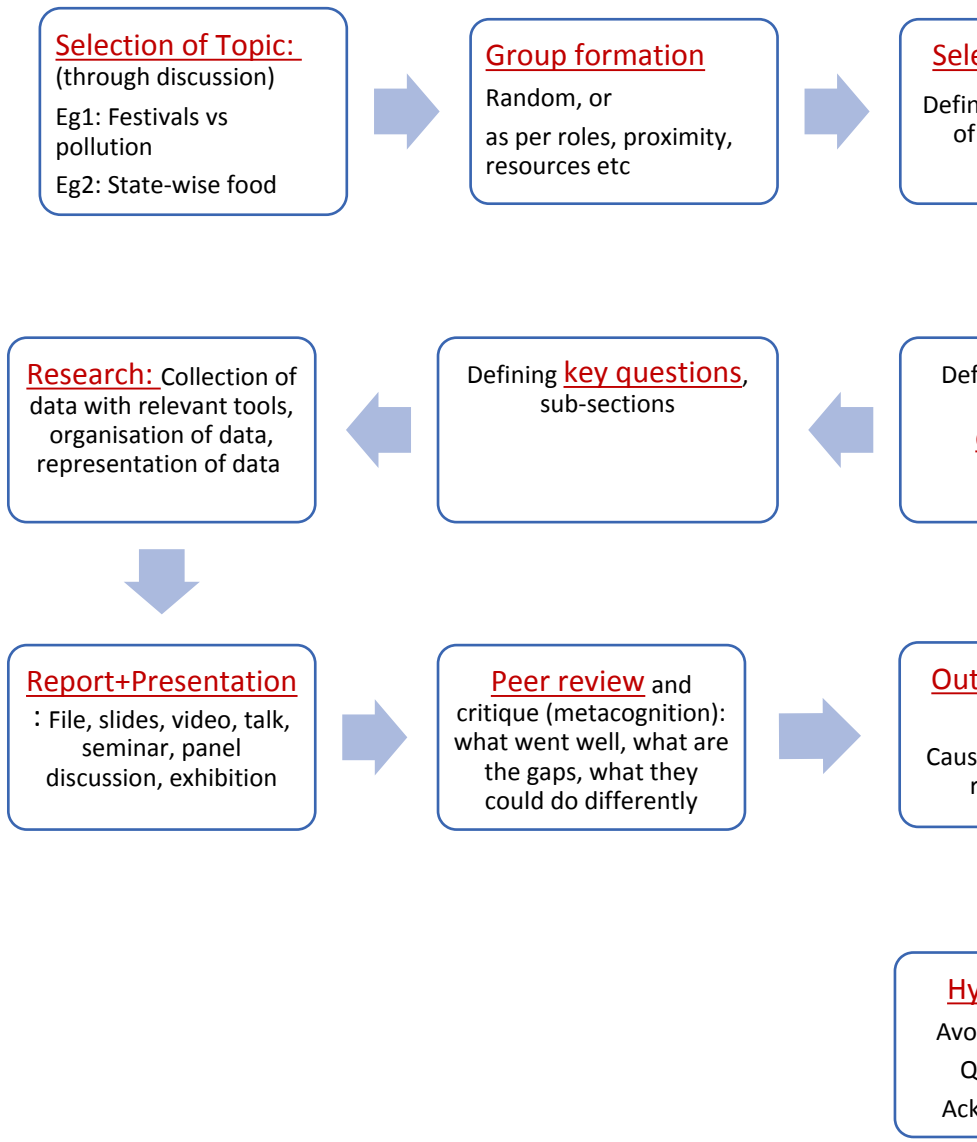
Suggested rubric for assessing laboratory work:

RUBRIC FOR LABORATORY (INDUCTIVE) - PREPARATORY STAGE-CLASS III-IV-V					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		IV-A			
DATE OF ASSESSMENT		11.05.23			
SERIAL NUMBER	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Experiment	Is unable to understand the features of the experiment	Is able to understand the features of the experiment, but is unable to set it up.	Is able to understand features of the experiment and is able to set it up.	Is able to understand features of the experiment and is able to set it up. Is able to articulate and describe the markers of the experiment.
2	Recording observations	irrelevant observations	relevant but incomplete observations	relevant and comprehensive observations	relevant and comprehensive observations in technically correct language
3	Analysis of data	Raw data not organised	Raw data organised into a form where patterns are visible	Pattern recognition from processed data.	Data visualisation from processed data. Multiple inferences from processed data
4	Evaluation leading to generalisation. Arrive at a mathematical or scientific fact/ law/ theory.	Unable to extrapolate pattern to theory	Is able to extrapolate pattern to form a generalisation	Is able to extrapolate pattern to form a generalisation. Uses technical language.	Is able to extrapolate pattern to form a generalisation. Uses technical language. Is able to draw and explain flow diagram from experiment to generalisation.

RUBRIC FOR LABORATORY (DEDUCTIVE) - PREPARATORY STAGE-CLASS III-IV-V					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		IV-A			
DATE OF ASSESSMENT		11.05.23			
SERIAL NUMBER	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Formulate hypothesis	Irrelevant hypothesis statement	Hypothesis relevant but does not have clarity	Relevant hypothesis in clear technically appropriate language.	Relevant hypothesis in clear technically appropriate language. Clearly states the conditions under which the hypothesis holds.
2	Recording observations	irrelevant observations	relevant but incomplete observations	relevant and comprehensive observations	relevant and comprehensive observations in technically correct language
3	Analysis of data	Raw data not organised	Raw data organised into a form where patterns are visible	Pattern recognition from processed data.	Data visualisation from processed data. Multiple inferences from processed data
4	Evaluation leading to rejection or acceptance of initial hypothesis	Unable to connect pattern to initial hypothesis	Able to connect pattern to initial hypothesis.	Able to connect pattern to initial hypothesis and draw conclusion whether the data corroborates the hypothesis or not	Able to connect pattern to initial hypothesis and draw conclusion whether the data corroborates the hypothesis or not. Is able to draw and explain flow diagram from hypothesis to evaluation of data.

Annexure 7: *Projects*

Here are the steps to be followed for planning, executing and leading student projects.



RUBRIC FOR ASSESSING PROJECT - PREPARATORY STAGE-CLASS III-IV-V					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		IV-A			
DATE OF ASSESSMENT		11.05.23			
SERIAL NUMBER	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Topics, sub-sections, key questions	Topic not relevant. Sub-sections and key questions are not connected and do not flow into the topic.	Topic chosen is relevant. Sub-sections are not sequenced. Questions do not have clarity.	Topic chosen is relevant. Sub-sections are sequenced. Questions have clarity.	Topic chosen is relevant. Sub-sections are sequenced. Questions have clarity. Mindmap is attached.
2	Research	Unplanned research - irrelevant data collection.	Planned research through relevant websites/ books. Data collected is relevant. Data not in organised form.	Planned research. Relevant data collection linked to key questions. Data organised into tables.	Planned research. Relevant data collection linked to key questions. Data organised into tables. Data visualisation (charts and graphs) has been done to understand key takeaways.
3	Presentation & peer review	Lack of clarity in presentation. Could not answer queries of peers. Could not ask other teams any relevant questions.	Presentation has clarity, is sequenced logically. Could not satisfactorily answer queries of peers. Could not frame relevant questions for other teams.	Presentation has clarity, is sequenced logically, addresses key questions. Could answer queries of peers. Could frame relevant questions for other teams.	Presentation has clarity, is sequenced logically, addresses key questions. Could answer queries of peers. Had a logical conclusion with a clear response to SO WHAT? Was able to ask other teams questions mapped to critical thinking.
4	Team interactions	Team members do not have clarity regarding roles and expectations.	Team members know roles and expectations but have worked in silos.	Team members have clarity of role and expectations. Team members discuss & ideate together.	Team members have clarity in role and expectations. They offer supportive feedback to each other, have documented checkpoint discussions, can offer anecdotal records of teamwork. The team has common vision and focus.
5	Adherance to timelines	Incomplete project.	Project partially completed. Data collection complete. Data organisation and interpretation incomplete.	Project completed on time. All parts of the project organised and presented as expected.	Project completed on time. All parts of the project organised and presented as expected. Records of checkpoint interactions are included.
6	Clear outcomes	No conclusion reached.	Conclusion drawn is not linked to key questions.	Conclusion is relevant and is linked to key questions.	Conclusion is relevant and is linked to key questions. Action plan is clearly articulated.
7	Sources & originality	Sources not quoted. Plagiarism visible. No original thought or effort.	Sources are listed. No original thought or effort. Mainly copied from various websites.	Sources are listed. Original thought and effort visible. Data from various resources have been interpreted by the team.	Sources are listed. Original thought and effort visible. Data from various resources have been used to establish point of view and paint a cohesive picture of findings.
8	Viva-voce	Could not answer any question.	Could answer questions which are mapped to "remembering". Did not give relevant answers to all questions.	Could answer questions mapped to higher levels of Bloom's taxonomy.	Could answer questions mapped to higher levels of Bloom's taxonomy. Capable of metacognition - could self-assess and identify areas of improvement.

Undertaking format for promotion with warning

Principal Date: _____
[insert Name of School]

Subject: **Letter of Undertaking for promotion to the next class**

Dear Sir/Madam,
I, *[insert name of guardian in full]*, guardian of *[insert full name of student]* of class *[insert class & section]* hereby declare that I have been given complete information by the school, of my ward's challenges in meeting the expected grade levels standards.
I hereby commit that I will support & monitor my ward in session *[insert the next academic session]* in order to bridge the gap and enable him/her to acquire grade-level competencies in class *[insert class]*. I am aware that promotion to the next class requires strict adherence to the educational plan agreed by me so that my ward is able to cope with the academic expectations.

Yours Sincerely,
[Signature of guardian]
[Name of guardian]
Mobile No. of Guardian: _____
Email address of Guardian:_____
ID proof provided by guardian:_____
==========

Undertaking format for repeating a grade

Principal Date: _____
[insert Name of School]

Subject: **Letter of Undertaking for repeating a class**

Dear Sir/Madam,
I, *[insert name of guardian in full]*, guardian of *[insert full name of student]* of class *[insert class & section]* request you to kindly allow my ward to repeat class *[insert class]* in session *[insert the next academic session]* to enable him/her to acquire grade-level competencies.

This decision has been taken by me after careful consideration, without any coercion or pressure from the school and I will not change my decision in future.

Yours Sincerely,

[Signature of guardian]

[Name of guardian]
Mobile No. of Guardian: _____
Email address of Guardian:_____
ID proof provided by guardian:_____