Date: 24/06/23   CIRCULAR NO: IGI/EDU/23-006

Subject: Assessment policy

Foundational stage: Nursery, LKG, UKG

Theme based teaching will be done for pre-primary section which will follow NCF-FS and will use resources from Jadui Pitara, available on DIKSHA portal.

Suggested themes are:
- Unique, amazing me (My body, my thoughts, my emotions)
- My people and me (Myself, my family, my friends, my school)
- Healthy, happy me (Food including fruits and vegetables, health, hygiene, cleanliness, safety)
- Magical nature and me (Plant life, animal life including birds and water animals)
- Incredible world and me (air, water, earth, universe, seasons)
- Connected me (community, neighbourhood, people who help us, transport)
- India and me (our country, our festivals, our diversity)

Developmental domains must be covered using the umbrella of the themes. The development domains are: *(NCF-FS pgs 20, 54, 56)*
- physical and motor development (sharirik & pranik vikas)-*annamya & pranamaya kosha*
- socio-emotional-ethical development (manasik vikas)-*manomaya kosha*
- cognitive development (including numeracy) (bauddhik vikas)-*vijnanamaya kosha*
- language and literacy development (bauddhik vikas)- *vijnanamaya kosha*
- aesthetic and cultural development (chaitsik vikas) -*anandamaya kosha*

- The list of competencies under each developmental domain will be as per NCF-FS *pgs 59 to 63*. *These competencies will be reflected in our progress card and hence needs to be closely followed.*

- Schools need to develop a curriculum bifurcation document like the one given below and fill each cell with the relevant competency *(pgs 59 to 63).* Learning outcomes for each class (we consider Nur=A, LKG=B, UKG=C, I=D, II=E) are given on *pgs225 to 274 in* NCF-FS.

DOMAINS ➡️ Suggested THEMES ⬇️	Physical and motor development	Socio-emotional-ethical development	Cognitive development (including numeracy)	Language and literacy development	Aesthetic and cultural development
Unique, amazing me (My body, my thoughts, my emotions)					
My people and me (Myself, my family, my friends)					
Healthy, happy me (Food including fruits and vegetables, health, hygiene, cleanliness, safety)					
Magical nature and me (Plant life, animal life including birds and water animals)					
Incredible world and me (air, water, earth, universe, seasons)					
Connected me (community, neighbourhood, people who help us, transport)					
India and me (our country, our festivals, our diversity)					

Assessment will be based on **class observation** and scrutiny of child produced **artefacts** that will be included in a portfolio. Objective rubrics must be used whenever observation is being done or artefacts are being graded.

- Click here for ideas on *FAs*.

- Here is a suggested rubric for class observation:

RUBRIC FOR CLASS OBSERVATION AT FOUNDATIONAL STAGE		
NAME OF CHILD		
CLASS		
AGE	_____YEARS _____MONTHS	
DATE OF OBSERVATION		(DD/MM/YY)
TIME FROM :	TIME TO:	
AREA (CLASSROOM/ OUTSIDE PLAY AREA/ INDOOR ACTIVITY ROOM)		
ACTIVITY & MATERIALS USED		
PURPOSE OF OBSERVATION		
ANECDOTAL OBSERVATION	INTERPRETATION	ACTION PLAN

- Here is a suggested checklist for observing reading skills:

CHECKLIST FOR OBSERVATION: READING SKILLS-FS		ASSESSMENT-1	ASSESSMENT-2	ASSESSMENT-3
NAME OF CHILD				
CLASS				
AGE(__YRS__MTHS):				
DATE OF OBSERVATION (DD/MM/YY):				
SERIAL NUMBER	COMPETENCIES			
1	Distinguishes between printed text and pictures			
2	Holds book right side up, opens it, flips pages to explore			
3	Pretends to read familiar books based on pictures in the story			
4	Follows words from left to right and top to bottom on a printed page			
5	Speaks about the book by looking at the cover page			
6	Recognizes simple punctuation marks			
7	Knows that words are made of letters			
8	Visually connects letters to corresponding sounds			
9	Recognizes own name as sight word			

- Portfolios to be maintained to record student work and track the progress of a child's development. The following should be included in a portfolio:

    o Name of the child, school, class, date of birth, age, observation date range, photograph

    o Health details (height, weight, periodic health check-up details)

    o Parent feedback of child's interests, strengths, challenges, relationships

    o Child's artwork, drawing

    o Child's writing samples

    o Photographs of models and craft work made by the child

    o Photographs of the child at play

    o Organised record of interesting discussions held with the child

    o Ongoing developmental progress checklist form

    o Anecdotal observation records

- Rubric for **assessing portfolio**: Here is an example:

RUBRIC FOR PORTFOLIO - FOUNDATIONAL STAGE				
NAME OF CHILD				
CLASS				
AGE(_YRS_MTHS):				
DATE OF ACTIVITY (DD/MM/YY):				
SERIAL NUMBER	COMPETENCIES	DESCRIPTION OF SAMPLE-1	DESCRIPTION OF SAMPLE-2	DESCRIPTION OF SAMPLE-3
1	Identifies and extends simple shape patterns			
2	Identifies and extends simple number patterns			
3	Recognises, makes and classifies basic geometric shapes			
4	Sorts objects and makes groups			
5	Arranges objects in sequence			

- **Parents' observation** can be included to ensure their role in the development of their child and to give a holistic view of the progress of the child. This is to be done once every term. Here is a suggested rubric for parent observation on some of the expected competencies:*(NCF-FS pg227-274)*

RUBRIC FOR PARENT OBSERVATION					
NAME OF CHILD:					
CLASS:					
AGE(_YRS_MTHS):					
DATE OF REPORTING (DD/MM/YY):					
SERIAL NUMBER	**COMPETENCIES**	**Code**	**TERM-1 description**	**TERM-2 description**	**TERM-3 description**
			Mention wherever adult help is needed. Anecdotal records to be encouraged wherever possible		
1	Eats from a variety of food groups - needs adult support?	C1.1			
2	Identifies things that can or cannot be eaten	C1.1			
3	Identifies healthy & unhealthy food - gives reason why some food items are unhealthy or healthy	C1.1			
4	Follows picture recipes to prepare simple snack with adult support	C1.1			
5	Eats without spilling or wasting food	C1.1			
6	Washes hands before eating and after using toilet	C1.2			
7	Can dress and put on shoes independently	C1.2			
8	Uses dustbin to dispose garbage	C1.3			
9	Places soiled plates in designated place	C1.3			
10	Avoids danger - fire, hot stove, knife, broken glass, heavy objects, electric plugs. Handles scissors and sharp objects with care.	C1.4			
11	Aware of road safety and traffic rules. Aware of traffic signals and symbols	C1.5			
12	Understands difference between safe and unsafe touch. Conveys discomfort to familiar adults. Does not accept candies or gifts from strangers.	C1.6			
13	Can identify community helpers who can help during need	C1.6			
14	Identifies various smells and tastes	C2.4			
15	Catches, throws, kicks a ball	C3.1			
16	Stands on one leg, is able to hop	C3.2			
17	Able to hold spoon/crayon/paintbrush	C3.3			
18	Able to pick up a cup or tumbler	C3.3			
19	Which is the preferred hand?	C3.3			
20	Able to screw/unscrew bottle caps	C3.3			
21	Able to fold a cloth	C3.3			
22	Able to put a button through its hole	C3.3			
23	Able to open a door	C3.3			
24	Able to peel fruits like banana or orange	C3.3			
25	Jumps, hops, walks backwards	C3.4			

SERIAL NUMBER	COMPETENCIES	Code	TERM-1 description	TERM-2 description	TERM-3 description
			Mention wherever adult help is needed. Anecdotal records to be encouraged wherever possible		
26	Shares information like own name and surname, address, school, parent's name	C4.1			
27	Favourite food, toy, dress, person, activity	C4.1			
28	Can express preferences (I want/don't want this)	C4.2			
29	Can describe feelings and say why they are feeling this way	C4.2			
30	Interacts with familiar and unfamiliar adults and children. Is able to make friends.	C4.3			
31	Plays cooperatively with other children	C4.4			
32	Helps in the kitchen, or helps to clean a vehicle, or does dusting in the house, puts away toys and clothes in their proper places, waters plants	C5.1			
33	Joyous and kind with plant and animal life	C6.1			
34	Asks "why" questions	C9.3			
35	Can carry on conversations (about daily life)	C9.3			
36	Can follow instructions (mention upto how many steps)	C9.4			
37	Listens to stories, identifies plot/characters, retells in own words	C9.5			
38	Sustains engagement with a task for short periods of time (mention duration)	C13.1			

- Self-assessment and peer-assessment are a part of "observation" tools. Here is a **self-assessment rubric** for Nursery, LKG, UKG :

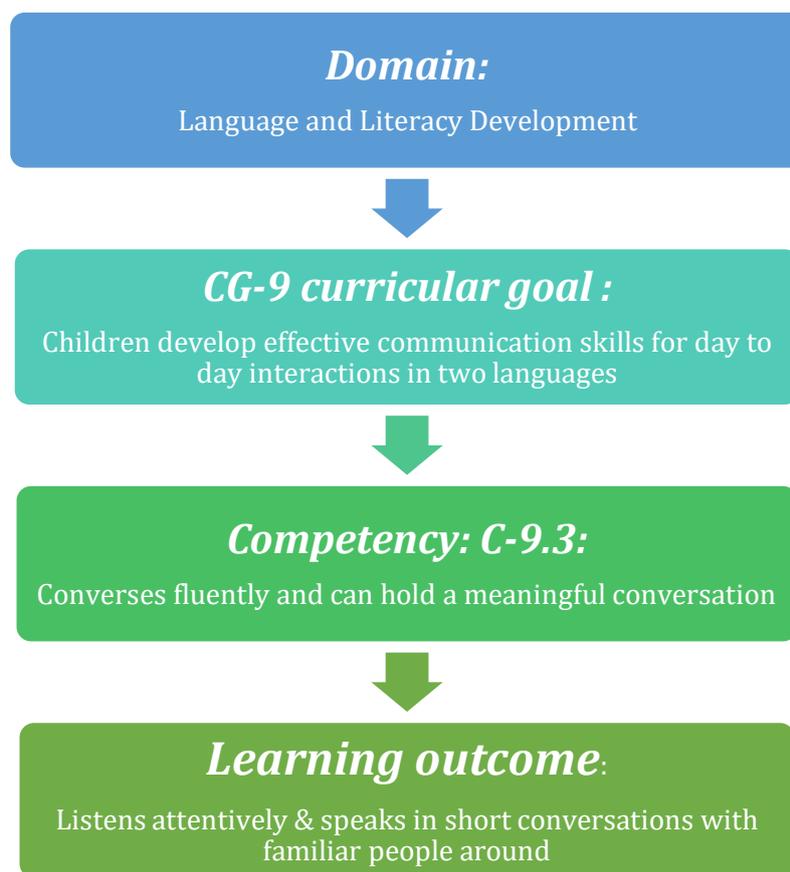| RUBRIC FOR SELF ASSESSMENT (can be used with any competency)								
NAME OF CHILD : RENU SHARMA								CLASS& SEC:LKG-A
SL. NO.	DATE	AGE _YRS_MTHS	COMPETENCY	DESCRIPTION OF ACTIVITY	I don't understand this.	I understand this. I can do this with help.	I understand this. I can teach someone.	Remarks of child written by teacher after a conversation with the child
1	09-04-2023	4yrs 3months	C8.1: Sorts objects into groups and sub-groups based on more than one category.	10 beads of different colours (3 red, 2 blue, 5 green) and shapes were given to the child. Instruction: put beads into groups according to colour.		✓		I liked doing this. I want to do it again.

- Here is a **peer-assessment** rubric:

					RUBRIC FOR PEER ASSESSMENT (can be used with any competency)				
					NAME OF CHILD : AKHIL YADAV				**CLASS& SEC:UKG-A**
SL. NO.	DATE	AGE _YRS_MTHS	COMPETENCY	DESCRIPTION OF ACTIVITY	My classmate did not share. I could not do anything.	We shared the task. We did our own parts without conflict	We shared the task. We discussed and did it together	Remarks of child written by teacher after a conversation with the child	
1	09-04-2023	5yrs 3months	C-12.4: Works collaboratively in the arts	Group of 3 children were given 6 empty egg cartons glued together. They were given paint, paintbrush. Instructions: Colour them together			✓	We created a pattern. She did the reds and I did the blues alternatively.	

- Teacher must record their observations in all developmental domains (in the assessment record pages of the facilitator's journal) and populate the portfolio at least once every month.

- Here is an example of how observations may be recorded in the facilitator's journal:

ASSESSMENT RECORD CLASS & SEC_NURSERY-A_ SUBJECT__LANGUAGE & LITERACY DEVELOPMENT	
DATE	08-04-2023
TOPIC	**C9.3**-converses fluently, can hold meaningful conversations
SUB-TOPIC	LO: Listens attentively & speaks in short conversations with familiar people around
METHOD	Observation
TOTAL MARKS	
NAME OF STUDENT	MARKS OBTAINED
ANITA SINGH	L1
MD. SOHRAB	L2
ANIL SRIVASTAV	L4
RUPALI SEN	L3

- In the TOPIC row, the code **C9.3** refers to a competency number. Refer to NCF-FS *pg62.*

Domain:

Language and Literacy Development

CG-9 curricular goal :

Children develop effective communication skills for day to day interactions in two languages

Competency: C-9.3:

Converses fluently and can hold a meaningful conversation

Learning outcome:

Listens attentively & speaks in short conversations with familiar people around

- The scale will be as follows: *(NCF-FS PG184)*

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

- Holistic progress card is being designed in alignment with CBSE and will be shared shortly. Progress card will be sent home ***thrice a year (by 14th August, by 14th December, by 20th March)***

- Assessment performance selected competencies/learning outcomes will be reflected in the progress card. In case more than one assessment has been taken in any competency/learning outcome, the best will be considered.

- **Note: There will be no assessment with previous announcement, time schedule, or syllabus.**

Foundational stage: Classes I and II

As per NEP-2020, the foundational stage consists of five years of schooling: Nursery, Lower KG, Upper KG, Class 1 and Class 2. Therefore, the domains of development in classes 1&2 will be the same as the domains of Nursery, Lower KG and Upper KG.

- The development domains are:
  - physical and motor development
  - socio-emotional-ethical development
  - cognitive development (including numeracy) (EVS, Mathematics, Computational thinking)
  - language and literacy development (English and Hindi)
  - aesthetic and cultural development (visual & performing arts including Art, Craft, Music, Dance, Theatre)

FORMATIVE ASSESSMENT CYCLE-FAC1	FORMATIVE ASSESSMENT CYCLE-FAC2	FORMATIVE ASSESSMENT CYCLE-FAC3	FORMATIVE ASSESSMENT CYCLE-FAC4
3/4/23 TO 14/7/23	17/7/23 TO 22/9/23	25/9/23 TO 18/12/23	19/12/23 TO 15/3/24
PTM 29/4/23 13/5/23 8/7/23	PTM 12/8/23 9/9/23	PTM 14/10/23 11/11/23 9/12/23	PTM 27/1/24 24/2/24 23/3/24 New session starts on 1/4/24
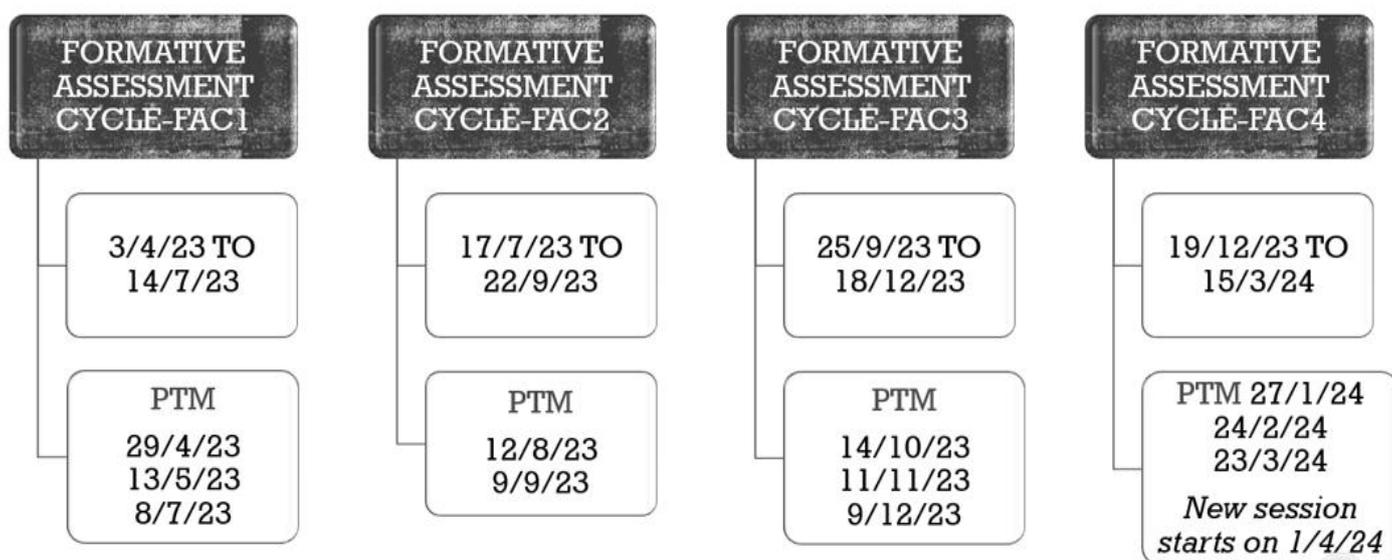
- **Minimum number of FAs to be taken per cycle will be as per the following table:** *[NCF-FS L1&L2:pg62, pgs257-266, Cognitive development(math):pg61, pgs246-256, Cognitive development (computational thinking):pg61, pgs243-245, Aesthetic & cultural dev: pg63, pgs267-270, Socio-emotional-ethical dev: pg60, pgs237-242, Physical dev:pg59, pgs227-236, Positive learning habits:pg63, pgs271-274]*

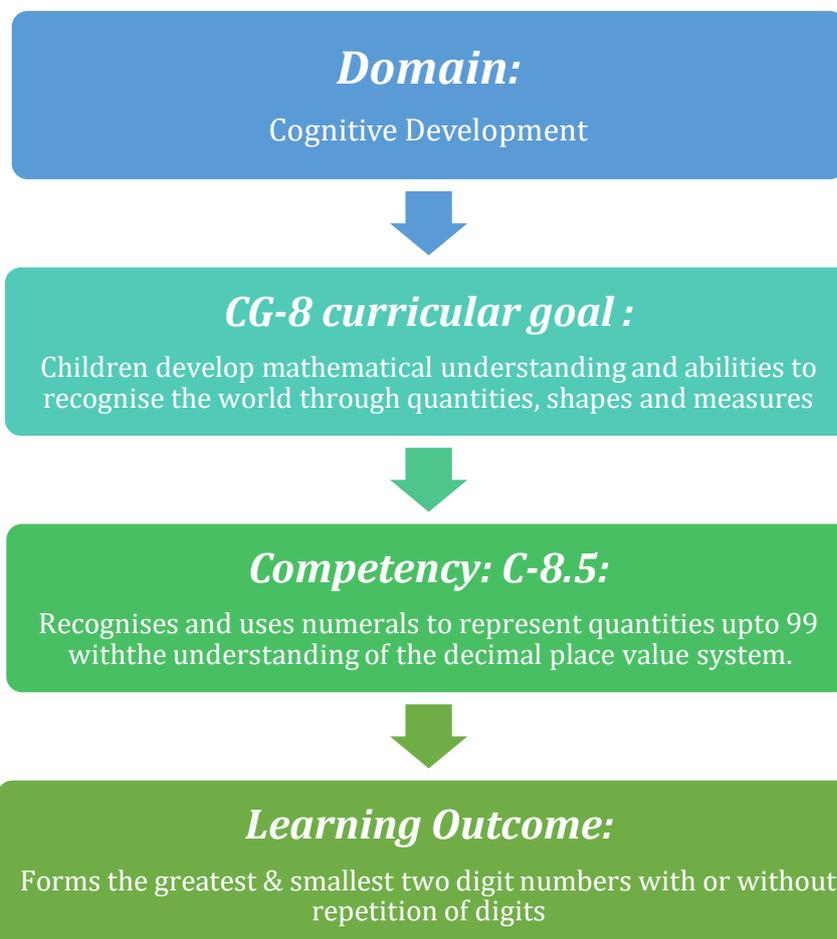| SUBJECTS	COMPETENCIES	TERM-I Result by 23/9/23		TERM-II Result by 23/3/23	
		FA-C1 3/4/23 TO 14/7/23	FA-C2 17/7/23 TO 22/9/23	FA-C3 25/9/23 TO 18/12/23	FA-C4 19/12/23 TO 15/3/23
LANGUAGE & LITERACY DEVELOPMENT : L1-ENGLISH (includes EVS)	LISTENING [C9.1, C9.4, C9.5]	1	1	1	1
	SPEAKING (includes grammar & vocabulary) [C9.2, C9.3, C9.4, C9.6, C9.7]	1	1	1	1
	READING [C10.1 TO C10.7, C10.9, C11.1, C11.2]	1	1	1	1
	WRITING (includes grammar & vocabulary) [C10.3, C10.8, C11.1, C11.2]	1	1	1	1
LANGUAGE & LITERACY DEVELOPMENT : L2-HINDI	LISTENING [C9.1, C9.4, C9.5]	1	1	1	1
	SPEAKING (includes grammar & vocabulary) [C9.2, C9.3, C9.4, C9.6, C9.7]	1	1	1	1
	READING [C10.1 TO C10.7, C10.9, C11.1, C11.2]	1	1	1	1
	WRITING (includes grammar & vocabulary) [C10.3, C10.8, C11.1, C11.2]	1	1	1	1

SUBJECTS	COMPETENCIES	TERM-I Result by 23/9/23		TERM-II Result by 23/3/23	
		FA-C1 3/4/23 TO 14/7/23	FA-C2 17/7/23 TO 22/9/23	FA-C3 25/9/23 TO 18/12/23	FA-C4 19/12/23 TO 15/3/23
COGNITIVE DEVELOPMENT: MATHEMATICS	PATTERNS C8.2	4	4	4	4
	NUMBER SENSE C8.3, C8.4, C8.5				
	OPERATIONS ON NUMBERS C8.6, C8.7				
	SPATIAL SENSE C8.8				
	MEASUREMENTS C8.9, C8.10, C8.11				
	DATA HANDLING C8.1				
	MATHEMATISATION C8.12, C8.13				
COGNITIVE DEVELOPMENT: COMPUTATIONAL THINKING	C7.1 TO C7.3	1	1	1	1

SUBJECTS	COMPETENCIES	TERM-I Result by 23/9/23		TERM-II Result by 23/3/23	
		FA-C1 3/4/23 TO 14/7/23	FA-C2 17/7/23 TO 22/9/23	FA-C3 25/9/23 TO 18/12/23	FA-C4 19/12/23 TO 15/3/23
AESTHETIC & CULTURAL DEVELOPMENT	ART C12.1, C12.3, C12.5		1		1
	MUSIC C12.2		1		1
	DANCE C12.4		1		1
SOCIO-EMOTIONAL & ETHICAL DEVELOPMENT	C4.1 TO C4.7 C5.1 C6.1	1	1	1	1
PHYSICAL DEVELOPMENT	C-1.1 TO C1.6, C-2.1 TO C2.6, C3.1 TO C3.4	1	1	1	1
POSITIVE LEARNING HABITS	C13.1 TO C13.4	1	1	1	1

- At least one *art integrated project* to be planned based in classes 1&2 on the art form of the paired state – Arunachal Pradesh for schools in Uttar Pradesh and Madhya Pradesh for schools in Bihar. This may be assessed under one or more of the following domains: "aesthetic and cultural development", "cognitive development", "language & literacy development", "physical development", "socio-emotional & ethical development". Details of this can be found in this link AIL.
- Human Values and global perspectives (*HVGP*) to be subsumed in the domain of "socio-emotional & ethical development".
- *Games, yoga, martial arts, health education* will be subsumed in the domain of "physical development".
- 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.
- FAs will be *evenly distributed* across a term.
- FAs must be of *various types*. Click here for ideas on *FAs.*
- FAs must be *mapped with the competencies* transacted in that term.
- Every assessment *must be recorded* in the facilitator's journal on the assessment record page, even if some assessments are left out of the final progress card.

FOR REPORTING IN HOLISTIC PROGRESS CARD (HPC) (I -II):

- Assessment performance in selected competencies/learning outcomes will be reflected in the progress card.

- In case more than one assessment has been taken in any competency/learning outcome, the best will be considered for the HPC.

- The scale will be as given earlier. Click here.

- Teacher must record the assessment grades in all developmental domains (in the assessment record pages of the facilitator's journal) and populate the portfolio at least once every month.

- Here is an example of how observations may be recorded in the facilitator's journal:

ASSESSMENT RECORD CLASS & SEC-II-A_ SUBJECT__COGNITIVE DEVELOPMENT	
DATE	12-04-2023
TOPIC	C8.5-decimal place value system.
SUB-TOPIC	LO: Forms the greatest & smallest two digit numbers with or without repetition of digits
METHOD	WORKSHEET
TOTAL MARKS	
NAME OF STUDENT	MARKS OBTAINED
ANISH DASGUPTA	L1
MODHURA DUTT	L2
VISHAL SINGH	L4
SANJAY MISHRA	L3

Domain:
Cognitive Development

⬇

CG-8 curricular goal :
Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures

⬇

Competency: C-8.5:
Recognises and uses numerals to represent quantities upto 99 withthe understanding of the decimal place value system.

⬇

Learning Outcome:
Forms the greatest & smallest two digit numbers with or without repetition of digits

Here are two examples of self-assessment rubrics:

K-W-H-L

RUBRIC FOR SELF ASSESSMENT (can be used with any competency)									
NAME OF CHILD : ANISH DAS								CLASS & SEC: IIA	
SL. NO.	DATE	AGE _YRS_MTHS	COMPETENCY	DESCRIPTION OF ACTIVITY	I KNOW	I WANT TO KNOW	HOW WILL I KNOW	WHAT I HAVE LEARNT	Reflections of the child
1	09-04-2023	7yrs 3months	C7.2 : Observes and understands cause & effect relationships by forming simple hypothesis & uses observations to explain their hypothesis	Drawing a house using Tux-paint					

3-2-1-NEW

RUBRIC FOR SELF ASSESSMENT (can be used with any competency)								
NAME OF CHILD : ANISH DAS							CLASS & SEC: IIA	
SL. NO.	DATE	AGE _YRS_MTHS	COMPETENCY	DESCRIPTION OF ACTIVITY	THREE things I learnt	TWO things I found interesting	ONE Question I have	NEW WORDS to remember
1	09-04-2023	7yrs 3months	C7.2 : Observes and understands cause & effect relationships by forming simple hypothesis & uses observations to explain their hypothesis	Tub of water, one plate, one nail. What floats, what sinks				

Here is an example of a **peer-assessment** rubric:

RUBRIC FOR PEER ASSESSMENT (can be used with any competency)										
NAME OF CHILD : ANISH DAS								CLASS& SEC:IIA		
						My teammate....				
SL. NO.	DATE	AGE _YRS_MTHS	COMPETENCY	LEARNING OBJECTIVE	DESCRIPTION OF ACTIVITY	..refused to take turns	..could not focus on task	..showed team spirit, took turns, cheered teammates	..tried hard even though he is not fast	..was a good leader, used effective strategy
1	10-04-2023	7yrs 3months	C-3.4:Shows strength and endurance in carrying, walking, and running	LO:Runs around and jumps over objects with ease	Group activity: Ladder race			✓	✓	

- Portfolios to be maintained to record student work and track the progress of a child's development. The list of things to be included in a portfolio are given here.
- Rubric for **assessing portfolio**: Here is an example for this stage:

RUBRIC FOR PORTFOLIO - FOUNDATIONAL STAGE-CLASS I & II				
NAME OF CHILD:		MANJIR GUPTA		
CLASS		II-A		
AGE(_YRS_MTHS):		8YRS 1MTH	8 YRS 3MTHS	8 YRS 5MTHS
DATE OF ACTIVITY (DD/MM/YY):		11.05.23	11.07.23	11.09.23
SERIAL NUMBER	COMPETENCIES	DESCRIPTION OF SAMPLE-1	DESCRIPTION OF SAMPLE-2	DESCRIPTION OF SAMPLE-3
1	C10.8 Creates a sequence of pictures & short sentences mapped with them with accuracy	Strucuture is correct, but picture sequence does not carry meaning	Picture sequence forms a logical story. Sentences not mapped properly.	Picture sequence mapped with the sentences tells a meaningful story.

- **Parents' observation** can be included to ensure their role in the development of the child and to give a holistic view of the child's progress. To be done once every term. Suggested rubric is given below. All the points may not be filled every term. Only the relevant areas to be filled in.

RUBRIC FOR PARENT OBSERVATION				
NAME OF CHILD:				
CLASS:				
AGE(_YRS_MTHS):				
DATE OF REPORTING (DD/MM/YY):				
SERIAL NUMBER	COMPETENCIES	Code	TERM-1 description	TERM-2 description
1	Wants to have a variety of food items from different food groups	C1.1		
2	Guesses ingredients of coooked food & says whether they are good or bad for health	C1.1		
3	Recognises ingredients in packaged food food & says whether they are good or bad for health	C1.1		
4	Prepares nutritious snacks independently and is able to follow a recipe	C1.1		
5	Serves appropriate portions of food on their own without spilling	C1.1		
6	Is independent in self-care & hygeine: comb hair, brush teeth, take bath, clean themselves after using the bathroom	C1.2		
7	Disposes garbage properly	C1.3		
8	Cleans own room- puts away toys & books in its proper place	C1.3		
9	Independependently uses scissors, nail cutter	C1.4		
10	Follows traffic rules while cycling, skating, walking on the road	C1.5		

SERIAL NUMBER	COMPETENCIES	Code	TERM-1 description	TERM-2 description
11	Recognises safety signals- avoids fire (in the kitchen or puja room), uses electricity safely, does not touch dangerous household cleaning equipment, does not play with garbage or sewage water	C1.5		
12	Understands good and bad touch, people who can/cannot be trusted in the neighbourhood	C1.6		
13	Does anulom vilom breathing - sits still for a while	C2.6		
14	Catches, throws and kicks ball in play or game situations	C3.1		
15	Skips and hops with rope with comfort	C3.2		
16	Carries heavy objects (chair/ table/ bag/small pots/ bucket of water) with good balance & technique	C3.2		
17	Shows good body balance - can ride a bike with speed	C3.2		
18	Uses controlled hand movements while cutting, holding, threading, buttoning	C3.3		
19	Shows strength & endurance while walking long distance on different trails (mention kms.)	C3.4		
20	Expresses capabilites and interest in contributing to society (when I grow up I want to be...)	C4.1		
21	Shares & values the work of adults in the family (my mother is a doctor & helps people get better, my father is a homemaker & helps us to lead balanced lives)	C4.1		
22	Is able to handle emotions appropriately - stops crying & explains why they are upset, laughs at jokes, sits quietly when upset, shares emotions with adults	C4.2		
23	Interacts with familiar and less familiar people with respect (namaste, please, thank you, sorry)	C4.3		
24	Understands & responds to procedural rules in play with other children.	C4.3		
25	Enjoys company of peers. Can manage in strange environment with support of adults	C4.3		
26	Has circle of friends in school and or neighbourhood	C4.3		
27	Asks for help from adults when in need; helps others in need	C4.3		
28	Articulates questions on similarities and differences among people - does not bully others because of their differences	C4.7		
29	Helps in the kitchen, or to clean a vehicle, or does dusting in the house	C5.1		
30	Takes care of plants and animals. Has kindness and empathy towards animals.	C6.1		
31	Asks "why" questions	C7.2		
32	Shows fluency and confort in using digital material in learning situations - smartphone, tablet, computer, headphones	C7.3		

SERIAL NUMBER	COMPETENCIES	Code	TERM-1 description	TERM-2 description
33	Adds up notes and cons upto Rs100	C8.11		
34	Shows interest in listening to certain kinds of stories and poems - can explain their reason for preference	C9.1		
35	Sings/ recites songs and poems with two or more stanzas	C9.1		
36	Engages in conversations, waits for their turn to speak, engages in discussion about a topic	C9.3		
37	Can follow instructions with conditional branching - if it rains do not water the plants	C9.4		
38	Gives clear instructions consisting of several steps	C9.4		
39	Creates own story with plots and multiple characters	C9.6		
40	Reads short news items or publicity pamphlets and explains content	C10.7		
41	Reads a variety of books - fiction & non-fiction	C10.9		
42	Sustains engagement with a task for long periods of time (more than 20minutes)	C13.1		

Annexure-1: *ideas for Formative Assessments (covers all stages- foundational, preparatory, middle and secondary*

1. Exit Cards
2. Admit cards
3. Draw it!
4. 3-2-1-New:3 things you found out, 2 interesting things, 1 question you still have, New words
5. Signal It

    Ask students to display a designated colour slip to indicate their degree of confidence in their understanding of a concept, principle, or process. For example:

   - Green: I understand ____ and can explain it in my own words.
   - Yellow: I'm not completely sure about ____ and doubt I could explain it.
   - Red: I don't yet understand ____ and cannot explain it.

6. Choose it =>

    Present students with a few binary-choice statements or questions containing an understanding or a common misconception and have them select a response (e.g., True or False, Agree or Disagree) This efficient technique is particularly effective to use in checking students' prior knowledge or potential misconceptions before beginning new instruction.

7. Picture it->

    Have students create a visual or symbolic representation (concept map) of information and abstract concepts and then explain their graphic. Picturing techniques are especially useful to see if students understand how various concepts or elements of a process are related.
    Examples:
    Draw a visual web of factors affecting plant growth.
    Develop a concept map to illustrate how a bill becomes a law.
    Create a story map or sequence diagram showing the major events in the story.

8. Troubleshooting:

Present students with a common misconception or a frequent procedural error. See if they can:
Identify the flaw or error, and (even better)
Correct it.
Their responses will provide a quick check of the depth of their understanding.
Examples:
Present a rough draft of writing and ask students to serve as an editor to mark compositional and grammatical errors.
Have students review work on a multistep word problem to identify computational mistakes and reasoning errors, and correct them.

9. SUMMARIZE IT

Having students regularly summarize what they are learning is not only an effective means of helping them increase comprehension and retention of new material, it can also provide teachers with insight into whether students are really grasping important ideas.
Here are a few examples of this technique:

- Compose a tweet in 280 characters or less answering the question: What is the big idea that you have learned about _____?
- Record a one-minute podcast or vodcast using an app on a smartphone or tablet to summarize the key concepts from one or more lessons.
- Prepare a weekly letter to your teacher (or parents) summarizing something that you now understand as a result of your learning during the past week.

10. APPLY IT

Understanding is revealed when students can transfer their learning to new situations. Accordingly, one of the best checks for understanding is to see if students can apply material in a somewhat novel context. This technique includes asking students to find or create new and novel examples to illustrate a newly learned concept. Here are some examples:

- Create a "real life" word problem to see if other students understand how to calculate surface area.
- Locate a news article or blog post that presents an example of the tension between individual rights and the common good.
- Find examples of symmetry somewhere in our school or on the playground.

11. TEACH IT

Ask students to teach a new concept or skill to someone else. You'll be able to gauge their degree of understanding as you review or observe their lesson.
Here are two examples:

- Develop a five-minute lesson to teach about how supply and demand can affect the price of things. Use one or more specific examples that we have not discussed.
- Your friend has been absent and missed the last two lessons where you learned about community helpers. Draw a picture of at least five helpers in our community to help them understand the concept of a community helper.
- In virtual learning environments, students can record a lesson they are teaching using a laptop, tablet, or cell phone camera.

12. ANALOGIZE IT

- Invite students to develop an analogy or metaphor to illustrate a newly learned concept or skill. Be cautious when interpreting student responses to this technique—a student may very well understand a concept but be unable to generate an appropriate analogy. Asking

students to explain their analogies will give you further insight into their understanding.
- Here's a prompt for students: A ____ is like a ____ because ____.
- Example:
  A fraction is a part of a whole like a wheel is a part of a bicycle.

13. Summary Poem Activity:
- List 10 key words from an assigned text.
- Do a free verse poem with the words you highlighted.
- Write a summary of the reading based on the words you highlighted.

14. Invent the Quiz
- Write 10 higher-order text questions related to the content.
- Pick 2 and answer them in half a page.

15. The 411
• Describe the author's objective.

16. Opinion Chart
 • List opinions about the content in one half of a T-chart, and support your opinions in the right column.

17. So What? Journal
• Identify the main idea of the lesson. Why is it important?

18. Teacher Observation Checklist

19. Evaluate
• What is the author's main point? What are the arguments for and against this idea?

20. Describe
• What are the important characteristics or features of the main concept or idea of the reading?

21. Define
• Pick out an important word or phrase that the author introduces. What does this word or phrase mean?

22. Compare & Contrast
• Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similarities and differences between these ideas?

23. Question Stems

24. Mind Map
 • Create a mind map that represents a concept. May also use a diagram-making tool (like Gliffy).

25. Intrigue Journal
• List the five most interesting, controversial, or resonant ideas you found in the readings. Include page #s and a short rationale (100 words) for your selection.

26. Advertisement
• Create an ad, with visuals and text, for the newly learned concept.

27. 5 Words
• What 5 words would you use to describe? Explain and justify your choices.

28. Muddy Moment
• What frustrates and confuses you about the text? Why?

29. Collage
 • Create a collage around the lesson's themes. Explain your choices in one paragraph.

30. Talk Show Panel
• Have a cast of experts debate the finer points of …

31. Study Guide • What are the main topics, supporting details, important person's contributions, terms, and definitions?

32. Illustration
• Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.

33. KWHL Chart
• What do you know, what do you want to know, how will you know and what have you learned?

34. Sticky Notes Annotation
• Use sticky notes to describe key passages that are notable or that you have questions about.

35. Anticipation Guide
• Establish a purpose for reading and create post-reading reflections and discussion.

36. Simile
• What we learned today is like .

37. The Minute Paper
• In 1 minute, describe the most meaningful thing you've learned.

38. Interview You
• You're the guest expert on 60 Minutes.
Answer: 1) What are component parts of ?
        2) Why does this topic matter?

39. Double Entry Notebook
• Create a two-column table. Use the left column to write down 5–8 important quotations. Use the right column to record reactions to the quotations.

40. Comic Book
• Use a comic book creation tool like Bitstrips to represent understanding. Or ask learners to draw in the old-fashioned way

41. Classroom TED Talk

42. Podcast
• Play the part of a content expert and discuss content- related issues on a podcast, using the free Easypodcast.

43. Create a Multimedia Poster

44. Twitter Post
• Define in under 140 characters.

45. Dramatic Interpretation
• Dramatize a critical scene from a complex narrative.

46. Ballad
• Summarize a narrative using a poem or song structure.

47. Pamphlet
• Describe the key features of in a visually and textually compelling pamphlet.

48. You've Got Mail
• Each student writes a question about a topic on the front of an envelope; the answer is included inside. Questions are then "mailed" around the room. Each learner writes her answer on a slip of scratch paper and confirms its correctness by reading the "official answer" before she places her own response in the envelope. After several series of mailings and a class discussion about the subject, the envelopes are deposited in the teacher's letterbox.

49. Bio Poem
• To describe a character or a person, write a poem that includes: Line1->First Name. Line 2-> 3–4 adjectives that describe the person. Line3-> Important relationship. Line4-> 2–3 things, people, or ideas that the person loved. Line5-> 3 feelings the person experienced. Line 6->3 fears the person experienced. Line7->Accomplishments. Line-8->2–3 things the person wanted to see happen or wanted to experience. Line9-> His or her residence. Line10->Last name

50. Sketch
   • Visually represent new knowledge.
51. Top 10 List
   • What are the most important takeaways, written with humor
52. Conference
    • A short, focused discussion between the teacher and student.
53. Debrief
   • Reflect immediately after an activity.
54. Devil's advocate
   • Given a common misconception about a topic, students explain why they agree or disagree with it.

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