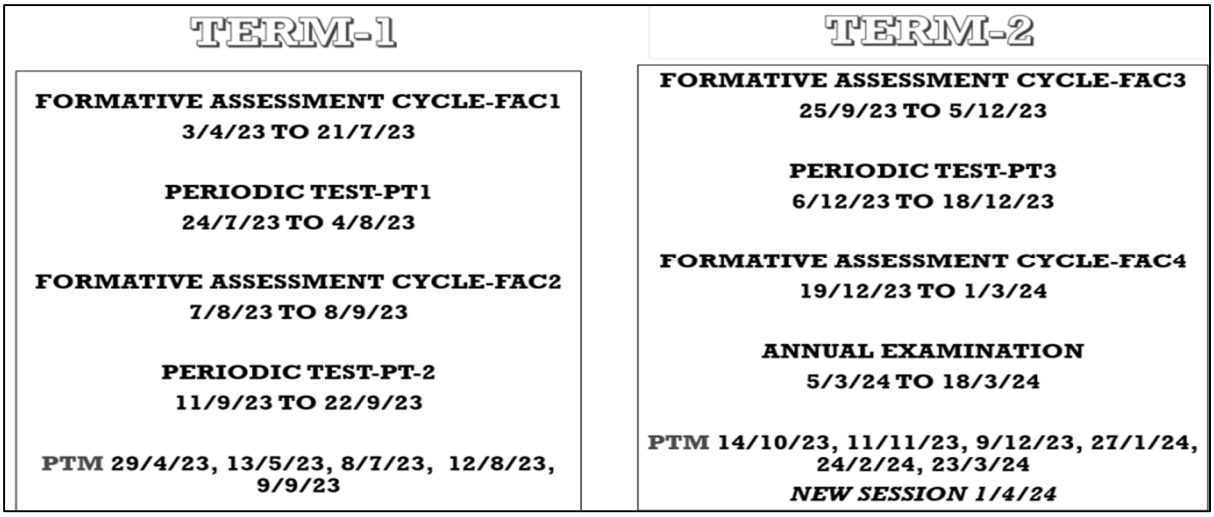
Date: 30/06/23 CIRCULAR NO: IGI/EDU/23-008

# Assessment Policy: Middle stage - VI to VIII

As per NEP-2020, the middle stage consists of three years of schooling: Class-6, Class7- and Class-8. The **curricular areas** progress from the foundation stage and preparatory stage as follows:

| **FOUNDATION STAGE** *(Nur-II)* | **PREPARATORY STAGE** *(III-V)* | **MIDDLE STAGE** *(VI-VIII)* |
|---|---|---|
| Language & Literacy Development | R1 (English) | R1(English) |
| | R2 (Hindi) | R2(Hindi) |
| | -- | R3(French, German, Sanskrit) |
| Cognitive Development | Mathematics | Mathematics |
| | Computational Thinking | Computational Thinking |
| | World Around Us | Science |
| | | Social Science |
| Seva | ⇧ Vocational Education subsumed in World Around Us. | Vocational/Skill education<br><br>***Engaging with Life & Nature***<br>->agriculture, animal husbandry, nursery, pest control, etc<br><br>***Engaging with Machine & Material***<br>->mechanic shops, carpentry, tailoring etc<br><br>***Engaging with People***<br>->hotels, restaurant, hospitals, gyms,<br>old-age homes, beauty salons, etc) |
| Physical Development (including motor skills) | Physical Education<br>->Nested Learning standards (Level1 & Level2) | Physical Education<br>->Nested Learning standards (Level1 & Level2) |
| Aesthetic & Cultural development | Arts Education<br>->Nested Learning standards (Level1 & Level2)<br>Visual Arts<br>Theatre<br>Music<br>Dance & Movement | Arts Education<br>->Nested Learning standards (Level1 & Level2)<br>Visual Arts<br>Theatre<br>Music<br>Dance & Movement |
| Socio-Emotional-Ethical Learning and Positive Learning Habits | Values, inclusion, diversity, environmental sensitivity, rootedness in India | Values, inclusion, diversity, environmental sensitivity, rootedness in India |

**Assessment structure** for the middle stage will be as follows:




**Minimum number of FAs to be taken per cycle will be as per the following table:**

| SUBJECTS | COMPETENCIES | TERM-I | | TERM-II | |
|---|---|---|---|---|---|
| | | FA-C1 3/4/23 TO 21/7/23 | FA-C2 7/8/23 TO 8/9/23 | FA-C3 25/9/23 TO 5/12/23 | FA-C4 19/12/23 TO 1/3/23 |
| LANGUAGE R1-ENGLISH pg140 | **LISTENING** C1.2, C1.3 | 1 | | 1 | 1 |
| | **SPEAKING** C1.3, C1.4,C2.3,C4.2 | 1 | | 1 | 1 |
| | **READING (includes grammar)** C1.1, C2.1, C2.2 C3.1, C4.1, C5.1, C5.2 | 1 | 1 | 1 | 1 |
| | **WRITING (includes grammar) C1.5, C1.6, C2.3, C3.2, C3.3** | 1 | 1 | 1 | 1 |
| | **PORTFOLIO** | 1 | 1 | 1 | 1 |
| | **SUBJECT ENRICHMENT (ASL)** | | 1 | | 1 |
| LANGUAGE R2-HINDI pg145 | **LISTENING** C3.1 | 1 | | 1 | 1 |
| | **SPEAKING** C3.1 | 1 | | 1 | 1 |
| | **READING (includes grammar)** C1.1, C1.2, C1.3, C4.1, C4.2, C5.1 | 1 | 1 | 1 | 1 |
| | **WRITING** (includes grammar) C2.1, C2.2, C3.2 | 1 | 1 | 1 | 1 |
| | **PORTFOLIO** | 1 | 1 | 1 | 1 |
| | **SUBJECT ENRICHMENT (ASL)** | | 1 | | 1 |

| .SUBJECTS | COMPETENCIES | TERM-I | | TERM-II | |
|---|---|---|---|---|---|
| | | **FA-C1 3/4/23 TO 21/7/23** | **FA-C2 7/8/23 TO 8/9/23** | **FA-C3 25/9/23 TO 5/12/23** | **FA-C4 19/12/23 TO 1/3/23** |
| LANGUAGE R3-SANSKRIT/ FRENCH/ GERMAN pg148 | **LISTENING** C1.2 | 1 | | 1 | 1 |
| | **SPEAKING** (includes grammar) C1.1, C1.3 | 1 | | 1 | 1 |
| | **READING** C2.1, C2.2 | 1 | 1 | 1 | 1 |
| | **WRITING** (includes grammar) C3.1, C3.2 | 1 | 1 | 1 | 1 |
| | **PORTFOLIO** | 1 | 1 | 1 | 1 |
| | **SUBJECT ENRICHMENT (ASL)** | | 1 | | 1 |
| MATHEMATICS pg183 | PATTERNS C1.2 | 4 | 2 | 4 | 4 |
| | NUMBER SENSE C1.3, C1.4, C1.5, C1.6 | | | | |
| | OPERATIONS ON NUMBERS C1.1 | | | | |
| | ALGEBRA C2.1, C2.2, C2.3, C2.4 | | | | |
| | SPATIAL SENSE C3.1, C3.2, C3.3, C3.4 | | | | |
| | MEASUREMENTS C4.1, C4.2, C4.3, C4.4, C4.5 | | | | |
| | DATA HANDLING, REPRESENTATION AND VISUALISATION C5.1, C5.2 | | | | |
| | MATHEMATISATION C6.1, C7.1, C7.2 | | | | |
| | EVOLUTION OF MATHEMATICS C8.1. C8.2 | | | | |
| | PORTFOLIO | 1 | 1 | 1 | 1 |
| | SUBJECT ENRICHMENT (MATH LAB) | | 1 | | 1 |

| SUBJECTS | COMPETENCIES | TERM-I | | TERM-II | |
|---|---|---|---|---|---|
| | | FA-C1 3/4/23 TO 21/7/23 | FA-C2 7/8/23 TO 8/9/23 | FA-C3 25/9/23 TO 5/12/23 | FA-C4 19/12/23 TO 1/3/23 |
| COMPUTATIONAL THINKING pg185 The competencies detailed by IGS teachers in the curriculum bifurcation document to be followed | C9.1, C9.2 | 2 | 1 | 2 | 2 |
| | PORTFOLIO | | 1 | | 1 |
| | SUBJECT ENRICHMENT (LAB) | | 1 | | 1 |
| SCIENCE pg216 | CHEMISTRY C1.1 to C1,4 | 4 | 2 | 4 | 4 |
| | PHYSICS C2.1 to C2.5 | | | | |
| | BIOLOGY C3.1 to C3.4, C4.1 to C4.4 | | | | |
| | SCIENCE IN HUMAN LIFE C5.1, C5.2 | | | | |
| | EVOLUTION OF SCIENCE C6.1 | | | | |
| | SCIENTIFIC TEMPERAMENT C6.2, C7.1 to C7.3 | | | | |
| | PORTFOLIO | 1 | 1 | 1 | 1 |
| | SUBJECT ENRICHMENT (LAB) | | 1 | | 1 |
| SOCIAL SCIENCE pg257 | HISTORY C1.1, C1.2, C2.1 to C2.3, C3.1, C3.2 | 4 | 2 | 4 | 4 |
| | GEOGRAPHY C5.1 to C5.4 | | | | |
| | POLITICAL SCIENCE C6.1, C6.2, C8.1 TO C8.3 | | | | |
| | SOCIOLOGY C7.1, C7.2 | | | | |
| | ECONOMICS C9.1 TO C9.3 | | | | |
| | INDIA C4.1, C4.2 | | | | |
| | PORTFOLIO | 1 | 1 | 1 | 1 |
| | SUBJECT ENRICHMENT (PROJECT) | | 1 | | 1 |

| SUBJECTS | COMPETENCIES | TERM-I | | TERM-II | |
|---|---|---|---|---|---|
| | | **FA-C1 3/4/23 TO 21/7/23** | **FA-C2 7/8/23 TO 8/9/23** | **FA-C3 25/9/23 TO 5/12/23** | **FA-C4 19/12/23 TO 1/3/23** |
| ARTS LEVEL-1:pg304- C1.1, C1.2, C1.3 **ART INTEGRATED PROJECT** (Collaborate with Language or Social Science or Science or Mathematics dept) | VISUAL ARTS LEVEL-2 pg305 C1.1, C1.2, C2.1, C2.2, C3.1, C3.2, C4.1, C4.2 | 1 | 1 | 1 | 1 |
| | PA-THEATRE LEVEL-2 pg305 C1.1, C1.2, C2.1, C2.2, C3.1, C3.2, C4.1, C4.2 | 1 | 1 | 1 | 1 |
| | PA-DANCE LEVEL-2 pg307 C1.1, C1.2, C2.1, C2.2, C3.1, C3.2, C4.1, C4.2 | 1 | 1 | 1 | 1 |
| | PA-MUSIC LEVEL-2 pg306 C1.1, C1.2, C2.1, C2.2, C3.1, C3.2, C4.1, C4.2 | 1 | 1 | 1 | 1 |
| SOCIO-EMOTIONAL & ETHICAL LEARNING+ POSITIVE LEARNING HABITS | Diverse activities and rubrics to be designed | | 1 | | 1 |
| PHYSICAL EDUCATION | LEVEL-I (Implement now-pg401- C1.1 to C7.4)<br><br>LEVEL-II (Implement ASAP-pg403- C1.1 to C6.3) | 1 | 1 | 1 | 1 |
| VOCATIONAL EDUCATION<br><br>1) Engaging with Life & Nature<br><br>2) Engaging with Machine & Material<br><br>3) Engaging with | pg 437 C1.1 TO C4.1 Three projects to be done - one in each area | 1 | 1 | 1 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| People | | | | | |

- **Open door relearning assessment** score should be included as one of the FA scores for reporting for *Science* and *Mathematics* in each cycle.

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

- At least one **art integrated project** to be planned in classes 6-7-8 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 curricular areas as a FA. Details of this can be found in this link AIL.

- **Portfolio** will have to be maintained for every child. Techniques and format for this will be co-created for every curricular area. Click here for a sample of portfolio assessment.

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

- 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.

- 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)

- Formative Assessments will be **evenly distributed** and **mapped with the competencies** transacted in that term.

- **Full marks for formative assessments** should be 10marks. Sum of best two will be reported in HPC for FAC1 and FAC3. Average of best two will be reported in HPC for FAC2 and FAC4

- Human Values and global perspectives (**HVGP**) to be subsumed in "socio-emotional & ethical learning".

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

- The curriculum and the study material for **Vocational/Skill** Electives is available here. Follow this link to visit CBSE skill education site for books and curriculum.

- From this stage, it is expected that all facilitators will **share the rubric of assessment** before a FA/SA. Learners will also co-create rubrics.

**MARKS DISTRIBUTION, WEIGHTAGE, TIME (VI TO VIII):**

| TERM-I | | | | TERM-II | | | |
|---|---|---|---|---|---|---|---|
| **ASSESSMENTS** | **MAX MARKS** | **TIME ALLOTTED** | **WEIGHTAGE** | **ASSESSMENTS** | **MAX MARKS** | **TIME ALLOTTED** | **WEIGHTAGE** |
| FAC1 | 10 | -- | 20Marks | FAC3 | 10 | -- | 20Marks |
| PT-1 | 30 | 60mins | 10 Marks | PT 3 | 30 | 60mins | 10 Marks |
| FAC2 | 10 | -- | 10Marks | FAC4 | 10 | -- | 10Marks |
| SE | 10 | -- | 10Marks | SE | 10 | -- | 10Marks |
| PORTFOLIO | 10 | -- | 10Marks | PORTFOLIO | 10 | -- | 10Marks |
| PT-2/HYE | 80 | 3hours | 40 Marks | ANNUAL | 80 | 3hours | 40 Marks |
| | | ***TOTAL*** | ***100*** | | | ***TOTAL*** | ***100*** |

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

**For all Periodic Tests and Annual Examinations, there will be declared schedule, Time Table, Syllabus and blue prints. Periodic Test-2(HY) will be common for Grades VI to VIII.**

**FOR REPORTING IN HOLISTIC PROGRESS CARD (HPC) (VI-VIII):**

- The grading scale will be like this:

| For Languages, Mathematics, Science, Social Science, Computational thinking | | For Arts Education, Physical education, skill/ vocational education | | |
|---|---|---|---|---|
| MARKS RANGE | GRADE | MARKS RANGE | GRADE | INTERPRETATION |
| 91-100 | A1 | 81-100 | A | EXEMPLAR |
| 81-90 | A2 | 61-80 | B | PROFICIENT |
| 71-80 | B1 | 41-60 | C | DEVELOPING |
| 61-70 | B2 | 21-40 | D | EMERGING |
| 51-60 | C1 | 0-20 | E | BEGINNER |
| 41-50 | C2 | | | |
| 33-40 | D | | | |
| 32 OR BELOW | E | | | |

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

| **ASSESSMENT RECORD<br>CLASS & SEC-VIII-A_<br>SUBJECT_MATHEMATICS** | |
|---|---|
| **DATE** | 12-04-2023 |
| **TOPIC** | **C2.3**-Linear equations |
| **SUB-TOPIC** | **LO:**Solution of LE in one variable |
| **METHOD** | WORKSHEET |

| TOTAL MARKS | 10 |
|---|---|
| **NAME OF STUDENT** | **MARKS OBTAINED** |
| ANISH DASGUPTA | 5 |
| MODHURA DUTT | 10 |
| VISHAL SINGH | 8 |
| SHIBY ABRAHAM | 6 |

This is a snapshot of what the HPC is going to look like.

| | **TERM-I** | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | FAC1 MM:20 | PT-1 MM:10 | FAC2 MM:10 | SE MM:10 | PORTFOLIO MM:10 | PT-2 MM:40 | TOTAL MM:100 | GRADE |
| ENGLISH | | | | | | | | |
| HINDI | | | | | | | | |
| LANGUAGE-3 | | | | | | | | |
| MATHEMATICS | | | | | | | | |
| SCIENCE | | | | | | | | |
| SOCIAL SCIENCE | | | | | | | | |
| COMPUTATIONAL THINKING | | | | | | | | |

| **AREAS** | **TERM-I** | **TERM-II** |
|---|---|---|
| ARTS EDUCATION | | |
| PHYSICAL EDUCATION | | |
| VOCATIONAL EDUCATION | | |

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***Annexure 1:*** *Portfolio*

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:

- *Personal details*: Name of the child, school, class, date of birth, age, photograph
- *Health details*: height, weight, periodic health check-up details
- *Parent feedback*: of child's interests, strengths, challenges, relationships
- *Peer-assessment*
- Student *artwork* and evidence of art integrated learning
- Student's *writing samples*: worksheets, assignments, project report, lab records
- Photographs of child's work or learning journey

- Ongoing *developmental progress checklist* form
- *Anecdotal* observation records
- Student reflections/ self-assessments through rubric and through *annotations*
- *Periodic summary* by learner, organisation & representation of learning journey

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

| **RUBRIC FOR PORTFOLIO - (INDICATOR OF METACOGNITION) MIDDLE STAGE-CLASS VI-VII-VIII** | | | | | |
|---|---|---|---|---|---|
| NAME OF CHILD: | | MANJIR GUPTA | | | |
| CLASS: | | VI-A | | | |
| DATE OF ASSESSMENT (DD/MM/YY): | | 11.05.23 | | | |
| SL. No. | COMPETENCIES | Level-I (BEGINNER) | Level-II (PROGRESSING) | Level-III (PROFICIENT) | Level-IV (ADVANCED) |
| 1 | Selection of samples (MM 2) | Chooses irrelevant samples. (0) | Chooses relevant samples some of the time. Tends to choose only good work. (.5) | Chooses relevant samples always. Understands the need to connect from one sample to the next. (1) | Chooses relevant samples always. Samples show evidence of a specific competency. Is able to tutor peer group. (2) |
| 2 | Organisation (MM 3) | No labels. No index page. No separation of samples according to competency. No sequencing. (0) | Some labels visible. Index page is there, but not organised well. Separation of samples has been done according to competency. Some sequencing is visible. (1) | Clear and appropriate labels. Index page well organised. Separation of samples according to competency. Sequencing is visible.(2) | Appropriate and technically correct labels. Clarity visiblt in index page. Samples grouped to show proficiency in a target competency. Sequencing visible. (3) |
| 3 | Reflection (MM 3) | Irrelevant statements. Unable to reflect on one's work.(0) | Some relevant statements about one's work - not grouped under relevant headings.(1) | Relevant and technically appropriate annotations grouped under relevant headings.(2) | Relevant, technically appropriate annotations that have clear directions for growth.(3) |
| 4 | Growth (MM 2) | Shows no change in quality of output after self-reflection( 0) | Shows minor cosmetic changes in quality of output - has less linkages to reflection(1) | Shows deep, visible changes in quality of output over time -linkages to reflection are apparent and formative. (2) | Visible growth in quality of output over time. Is able to help peer-group in metacognition.(2) |

***Annexure 2:*** *Self-assessment*

| **RUBRIC FOR SELF ASSESSMENT (can be used with any competency)** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ***NAME OF CHILD : ANISH DAS*** | | | | | | | | ***CLASS & SEC: VIIIA*** | |
| 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 finished on time | I made at least three relevant arguments to support my stand |
| 1 | 09-04-2023 | 11yrs 3mths | C1.1: Expresses opinions orally with a convincing argument | Short speech on: "We should not be secular" | | | | | |

***Annexure 3:*** *Peer-assessment*

| **RUBRIC FOR PEER ASSESSMENT** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ***NAME OF CHILD : ANISH DAS*** | | | | | | | | ***CLASS& SEC:VIA*** |
| SL. NO. | DATE | AGE _YRS _MTHS | COMPETENCY | DESCRIPTION OF ACTIVITY | My teammate…. | | | |
| | | | | | chose the right variables and constants | could frame the equation | mapped the real life situation accurately | could explain the approach |
| 1 | 10-04-2023 | 11yrs 3months | C-2.3: Solves linear equations | Express a real life situation in the form of a simple linear equation | | | | |

## ***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.

| Topic | Learning outcome | Competency | Cognitive Levels (Bloom's taxonomy) | | | | | | Difficulty levels | | | Item format types | | | Total Items | Testing time |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | Easy | Medium | Difficult | SR | CR (TYPE-1) | CR (TYPE-2) | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | 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, essay, and performance assessments.

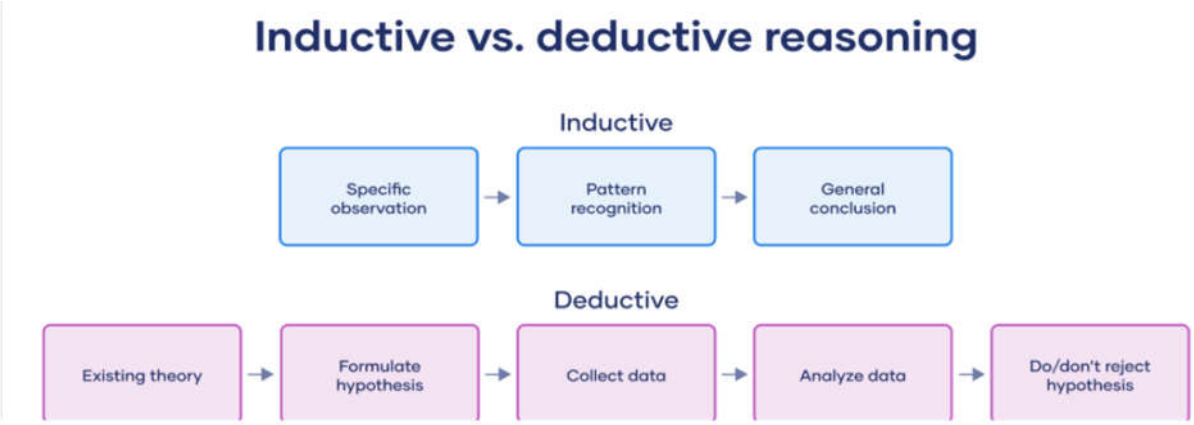
Selected response items require the students to choose an answer from a set of two or more options. Common types of selected response items include multiple choice items, true/false items and matching items.

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

| Level | Level attributes | Action verbs | Question | Expected Learning outcomes |
|---|---|---|---|---|
| **Remembering** | 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* |
| **Understating** | Demonstrating an understanding of ideas by organising, giving description and organising main ideas. | Compare, contrast, demonstrate, outline, rephrase, translate, summarize | 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* |
| **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_____ to show…? How would you show your understanding? | By the end of the year the students will be able to… *derive meaning from or of the poem or the formulae or historical events.* |
| **Analysing** | Breaking down information into component parts. Making inferences and finding evidence to support generalisation. | Classify, outline break down, categorise, analyse, diagram, illustrate | Why do you think? What is the theme..? What motive is there…? List the parts… What inference can you make…? | By the end of the year the student will be able to… *differentiate between the different aspects/ content of the poem, or formulae or historical events.* |
| **Evaluating** | Judging the value or worth of information or ideas. Presenting and defending opinions about information, validity of ideas etc. | Choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct | What is your opinion…? How would you prove…? Disprove…? Would it be better if…? Why did they (the character) choose…? What would you recommend…? How would you rate…? | By the end of the year the student will be able to… *differentiate between which part of the poem is more valuable/ applicable.* |
| **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*
*(1)What is ASL?* *(2)*Ideas on ASL

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



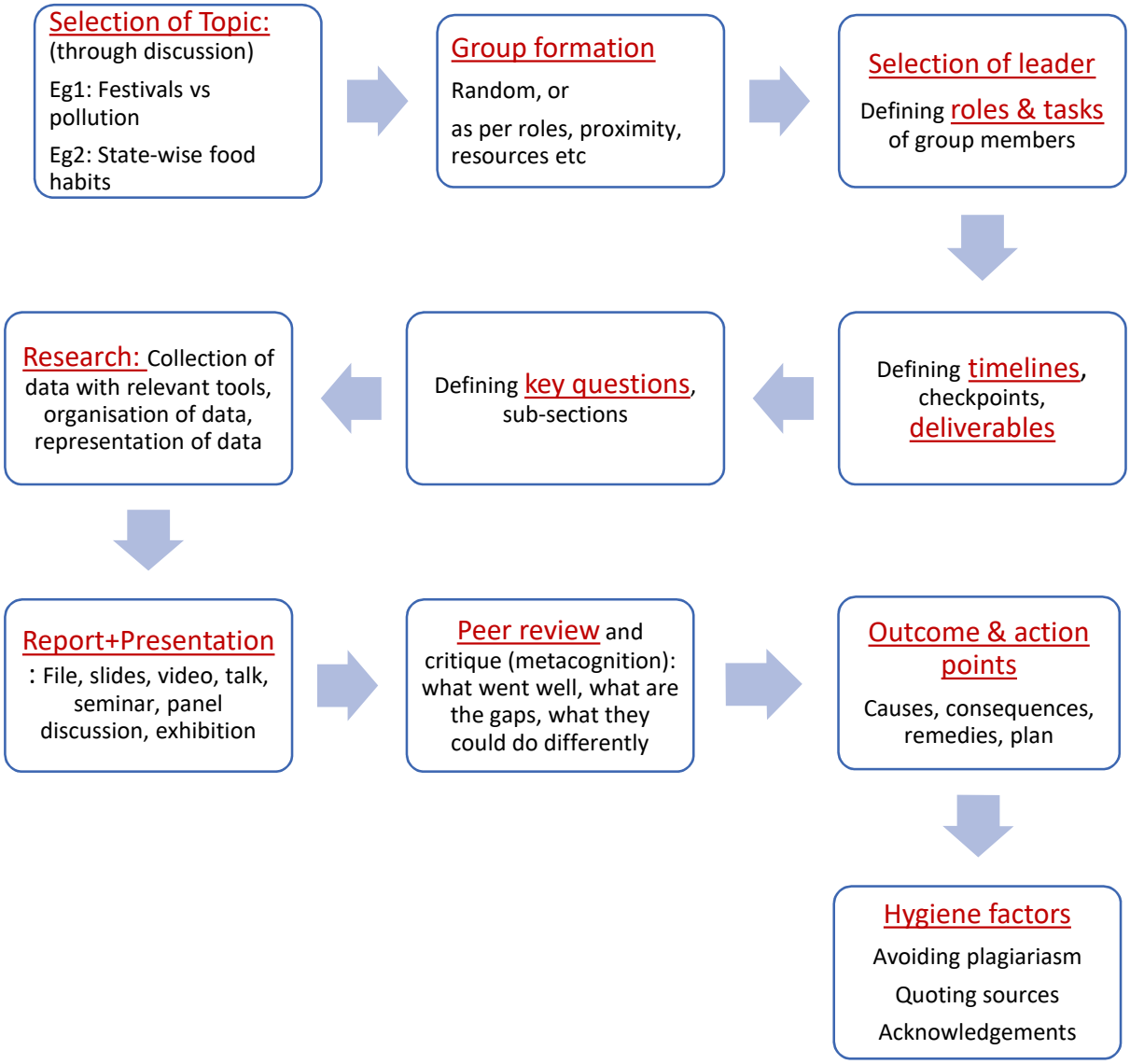

Suggested rubric for assessing laboratory work:

| RUBRIC FOR LABORATORY (INDUCTIVE) - MIDDLE STAGE-CLASS VI-VIII | | | | | |
|---|---|---|---|---|---|
| NAME OF CHILD: | | MANJIR GUPTA | | | |
| CLASS: | | VII-A | | | |
| DATE OF ASSESSMENT (DD/MM/YY): | | 11.05.23 | | | |
| Sl No | 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) -MIDDLE STAGE-CLASS VI-VIII | | | | | |
|---|---|---|---|---|---|
| NAME OF CHILD: | | MANJIR GUPTA | | | |
| CLASS: | | VII-A | | | |
| DATE OF ASSESSMENT (DD/MM/YY): | | 11.05.23 | | | |
| SL. NO | 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 - MIDDLE STAGE-CLASS VI-VIII | | | | | |
|---|---|---|---|---|---|
| NAME OF CHILD: | | MANJIR GUPTA | | | |
| CLASS: | | VII-A | | | |
| DATE OF ASSESSMENT (DD/MM/YY): | | 11.05.23 | | | |
| SL NO | 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. |