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 pg50]*

- **Languages**(English and Hindi) - (from the domain of "language and literacy" of the foundational stage): by end of preparatory stage, the goal would be to make children independent readers and writers in both L1 and L2.

- **Mathematics** (includes computational thinking)- (from the cognitive domain of the foundational stage): Foundational Numeracy to be achieved by class III. Mathematics helps us understand the world through patterns, measurement, and quantities. Mathematics education also develops capacities for problem solving and logical reasoning.

- **World Around Us** (EVS) (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 hypothesis. They will gain socio-cultural understanding of the human world around them.

- **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.

- **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.

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

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

Assessment structure for the preparatory stage will be as follows:

TERM-1	TERM-2
FORMATIVE ASSESSMENT CYCLE-FAC1 3/4/23 TO 21/7/23	**FORMATIVE ASSESSMENT CYCLE-FAC3** 25/9/23 TO 5/12/23
PERIODIC TEST-PT1 24/7/23 TO 4/8/23	**PERIODIC TEST-PT3** 6/12/23 TO 18/12/23
FORMATIVE ASSESSMENT CYCLE-FAC2 7/8/23 TO 8/9/23	**FORMATIVE ASSESSMENT CYCLE-FAC4** 19/12/23 TO 1/3/24
PERIODIC TEST-PT-2 11/9/23 TO 22/9/23	**ANNUAL EXAMINATION** 5/3/24 TO 18/3/24
PTM 29/4/23, 13/5/23, 8/7/23, 12/8/23, 9/9/23	PTM 14/10/23, 11/11/23, 9/12/23, 27/1/24, 24/2/24, 23/3/24 *NEW SESSION 1/4/24*

Minimum number of FAs to be taken per cycle will be as per the following table: *[NCF-SE R1:pg139-140, R2: pg144, R3(only for schools having 3rd language in class V): pg148, Math: pgs181-182, WAU: pgs340-341, Arts: pgs301-304, Physical education: pgs397-399]*

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	LISTENING C1.2, C1.3	1		1	1
	SPEAKING (includes grammar) C1.1, C1.4, C1.5	1		1	1
	READING C2.1, C2.2, C2.3, C5.1, C5.2, C5.3	1	1	1	1
	WRITING (includes grammar) C3.1, C3.2, C3.3, C3.4	1	1	1	1
	VOCABULARY C4.1, C4.2	1		1	1
LANGUAGE R2-HINDI	LISTENING C1.1, C1.2	1		1	1
	SPEAKING (includes grammar) C1.3, C1.4	1		1	1
	READING C2.1, C2.2, C2.3, C2.3, C2.4, C2.5	1	1	1	1
	WRITING (includes grammar) C3.1, C3.2, C3.3	1	1	1	1
	VOCABULARY C4.1, C4.2, C4.3	1		1	1
LANGUAGE R3- SANSKRIT/ FRENCH/ GERMAN	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
MATHEMATICS	PATTERNS C1.4	4	2	4	4
	NUMBER SENSE C1.1, C1.2				
	OPERATIONS ON NUMBERS C1.3				
	SPATIAL SENSE C2.1, C2.2, C2.3, C2.4, C2.5				
	MEASUREMENTS C3.1, C3.2, C3.3, C3.4, C3.5, C3.6				
	DATA HANDLING, REPRESENTATION AND VISUALISATION				
	MATHEMATISATION C4.1, C4.2, C5.1				
COMPUTATIONAL THINKING		2	1	2	2

NOTE: COMPUTATIONAL THINKING will follow the competencies detailed in the curriculum bifurcation document made by the computer departments of IGS.

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
WORLD AROUND US	Family, relationships, community, managing disaster C1.1, C1.2, C1.4, C2.3, C3.2	4	2	4	4
	Animals, birds, insects C1.1, C2.1, C4.1, C4.5				
	Plants, forests, agriculture C2.1, C4.1, C4.5				
	Food C2.1, C2.2				
	Human body, health & hygiene C3.1				
	Resources-air, water, land, energy C1.1, C2.1, C4.3, C4.4				
	Work and Play, Things we make and do C2.2, C6.1, C6.2				
	Festivals, culture, tradition, crafts C1.3, C1.5, C2.2				
	Shelter, immigration C3.1, C4.6				
	Diversity, inclusion C4.2, C4.6				
	Travel, communication, maps C2.1, C5.1, C5.2, C5.3				
	Terrain, Climate, Space C1.1, C1.3				
ARTS LEVEL-1: C1.1, C1.2, C1.3	Visual Arts - LEVEL-2 C1.1, C1.2, C2.1, C2.2, C3.1, C3.2, C4.1, C4.2	1	1	1	1
	PA-Theatre - LEVEL-2 C1.1, C1.2, C2.1, C2.2, C3.1, C3.2, C4.1, C4.2	1	1	1	1
	PA-Dance - LEVEL-2 C1.1, C1.2, C2.1, C2.2, C3.1, C3.2, C4.1, C4.2	1	1	1	1
	PA-Music - LEVEL-2 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- C1.1 to C4.2) LEVEL-II (implement asap - C1.1 to C4.2)	1	1	1	1
VOCATIONAL EDUCATION	Integrated in "World around us"				

- **Open door relearning assessment** score should be included as one of the FA scores for reporting for *World Around Us* 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 based in classes 3-4-5 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. This will also be part of the FA smorgasbord. Unlike the foundational stage, portfolio will not be one for every child, but one for every curricular area per 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.

- **Parent evaluation** (click here for sample)**,** will be part of the HPC

- 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 resource for achieving LOs (TTKT) for ideas on assessments
  - Assessment Details- Foundational Stage (annexure)
  - 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** can be anything from 5 marks to 20 marks which will then be converted to percentage.

- 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".

- 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.

PERIODIC TESTS (III TO V):

Assessments	III-V	
PT-1	Max. Marks: 30, Time: 60 Minutes	
PT-2(COMMON)/HY	Max. Marks: 30, Time: 60 Minutes	
PT-3	Max. Marks: 30, Time: 60 Minutes	
ANNUAL EXAM	(For Grades III & IV) Max. Marks: 30 Time: 60 Minutes	(For Grade V) Max. Marks: 50 Time: 120 Minutes

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 III to V.

FOR REPORTING IN HOLISTIC PROGRESS CARD (HPC) (III-V):

- 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 average of best two will be considered for the HPC.

- The 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 observations may be recorded in the facilitator's journal:

ASSESSMENT RECORD CLASS & SEC-III-A SUBJECT_World Around Us	
DATE	12-04-2023
TOPIC	**C4.3**- natural resources
SUB-TOPIC	**LO:**Lists materials used in construction of houses
METHOD	WORKSHEET
TOTAL MARKS	20
NAME OF STUDENT	MARKS OBTAINED-LEVEL ACHIEVED
ANISH DASGUPTA	4
	L1 (4/20 is converted to % =>20% which is L1)
MODHURA DUTT	10
	L2 (10/20 is converted to % =>50% which is L2)
VISHAL SINGH	15
	L3 (15/20 is converted to % =>75% which is L3)
SANJAY MISHRA	18
	L4 (18/20 is converted to % =>90% which is L4)

Curricular Area:

World Around Us (Inter-disciplinary area)

↓

Curricular Goal: CG-4

Develops sensitivity to social and natural environments

↓

Competency: C-4.3

Observes and describes natural resources & their uses in the immediate environment

↓

Learning Outcome:

Lists materials used in the construction of houses around them

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

MATHEMATICS					
	COMPETENCY-1	COMPETENCY-2	COMPETENCY-3	COMPETENCY-4	COMPETENCY-5
FA-C1	L1	L3			
PT-1	L2				
FA-C2	L3	L4	L2		
PT-2	L3				
FA-C3			L3	L4	
PT-3	L4				
FA-C4				L4	L3
ANNUAL	L3				

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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) 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.

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 finished on time	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: *Parent evaluation*

	RUBRIC FOR PARENT OBSERVATION			
	NAME OF CHILD:			
	CLASS:			
	AGE(_YRS_MTHS):			
	DATE OF REPORTING (DD/MM/YY):			
SL. NO.	COMPETENCIES	Code	TERM-1 description	TERM-2 description
1	Converses fluently and meaningfully in different contexts	C-1.1		
2	Borrows books from the library regularly to be read at home	C-5.1		
3	Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri naksha).	C-2.3		
4	Creates artworks collaboratively and shares own thoughts and feelings while responding to arts and culture in their surroundings. (Especially during festivals and family traditions - eg. Floor decorations)	C-1.3		
5	Demonstrates curiosity towards local art forms and culture	C-4.2		
6	Describes structures, relationships, and traditions in the family and community	C-1.2		
7	Expresses the changes in the lives of their family and community as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication)	C-2.3		
8	Discusses how to prepare for emergency situations (pandemic, floods, landslide, unseasonal rains) based on discussions with family and community, or personal experiences	C-3.2		
9	Draws a sketch of their school, village and ward using symbols and directions	C-5.3		
10	Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, and feeling unwell.	C-2.3		
11	Identifies characteristics of good touch/bad touch in the context of physical activity and describes ways of reporting it	C-2.5		
12	Maintaining flowerpots/kitchen gardens, dialogue with shopkeepers during visits to the local markets.	Voc. Edu- WAU		

13	Is respectful towards all human beings without bias of gender, religion, caste, profession, appearance, ability			
14	Is kind and empathetic towards animals, birds, plants			
15	Helps in household chores			
16	Expresses interest to learn the culinary arts			
17	Takes care of own belongings - polishes own shoes, puts away books and toys, cleans room, packs bag for school			
18	Handles disappointments calmly - when refused something the child desires			
19	Is not addicted to mobile device			
20	Takes care of elderly family members			
21	Goes to sleep by 9pm			
22	Does not demand/eat junk food regularly			

Annexure 5: _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?" " 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?"

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	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*

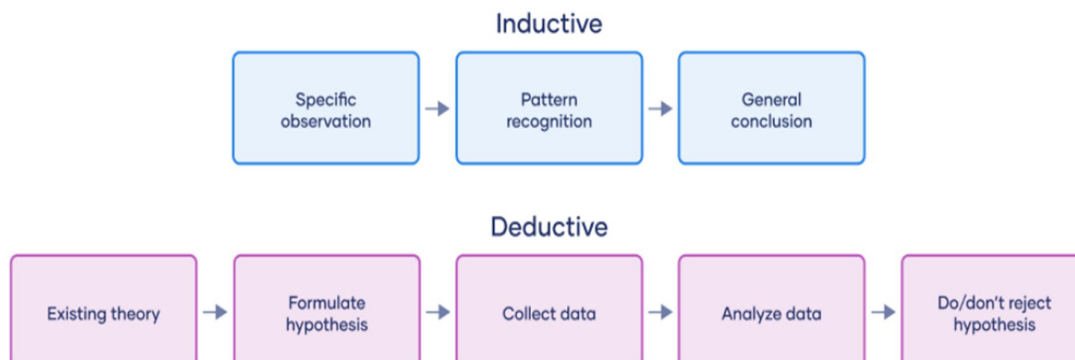|				
Applying	Correct use of facts, rules, or idea.	Calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model	How would you use…? What examples can you find…? Solve_____ using what you have learned…? How would you organise_____ to show…? How would you show your understanding?	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 6: *ASL*
What is ASL?
Ideas on ASL

Annexure 7: *Laboratory work:* should follow either inductive or deductive reasoning – like this:
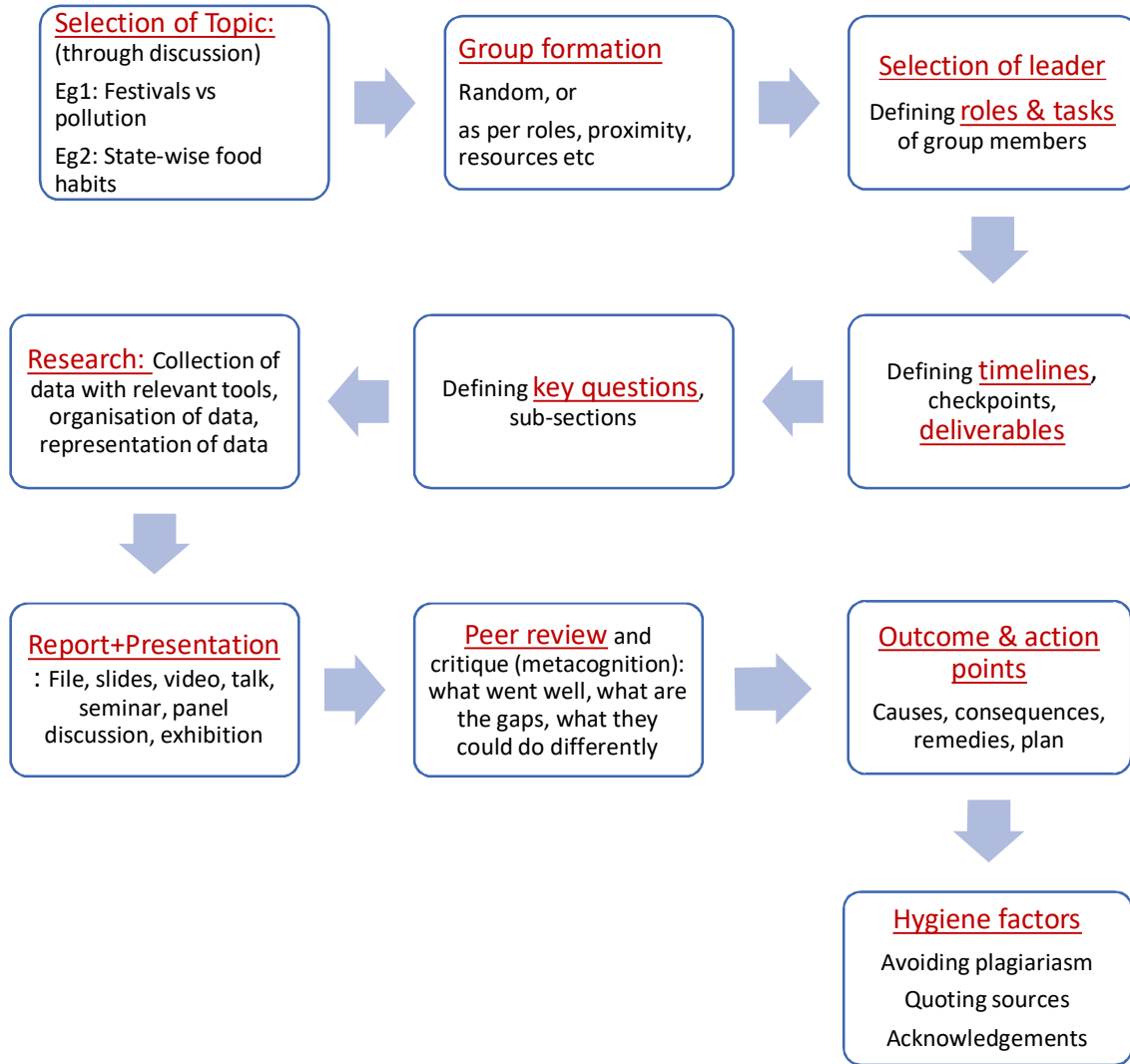

Inductive vs. deductive reasoning

Inductive

Specific observation → Pattern recognition → General conclusion

Deductive

Existing theory → Formulate hypothesis → Collect data → Analyze data → Do/don't reject hypothesis

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 8: <u>*Projects*</u>

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

<u>Selection of Topic:</u>
(through discussion)

Eg1: Festivals vs pollution

Eg2: State-wise food habits

→

<u>Group formation</u>
Random, or

as per roles, proximity, resources etc

→

<u>Selection of leader</u>
Defining <u>roles & tasks</u> of group members

↓

<u>Research:</u> Collection of data with relevant tools, organisation of data, representation of data

←

Defining <u>key questions</u>, sub-sections

←

Defining <u>timelines</u>, checkpoints, <u>deliverables</u>

↓

<u>Report+Presentation</u>
: File, slides, video, talk, seminar, panel discussion, exhibition

→

<u>Peer review</u> and critique (metacognition): what went well, what are the gaps, what they could do differently

→

<u>Outcome & action points</u>

Causes, consequences, remedies, plan

↓

<u>Hygiene factors</u>
Avoiding plagiariasm
Quoting sources
Acknowledgements

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.