DAV CENTRE FOR ACADEMIC EXCELLENCE

DAV COLLEGE MANAGING COMMITTEE, DELHI

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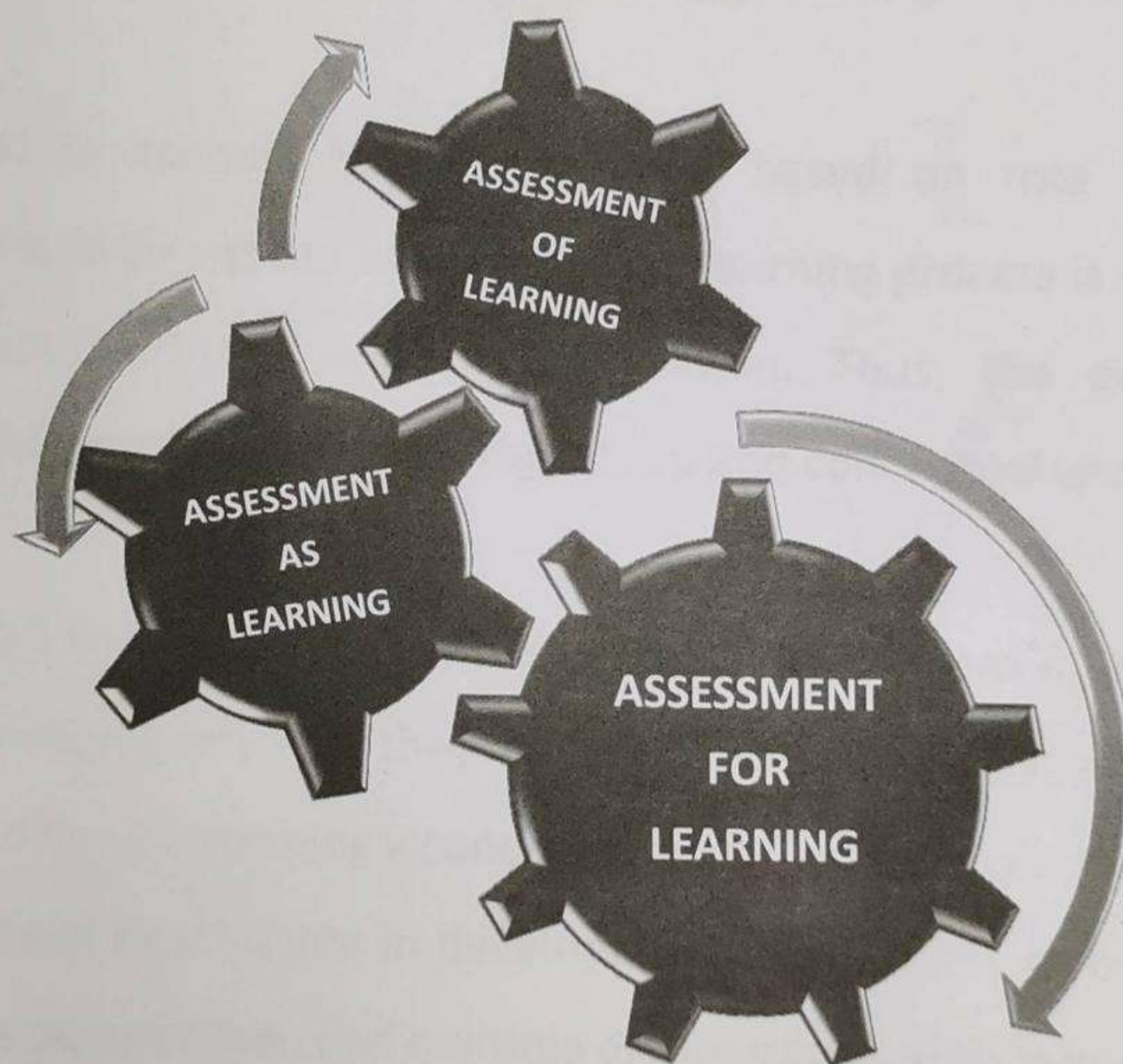
SCHEME OF ASSESSMENT

CLASSES 3 TO 7

SESSION 2022-23

FOREWORD

It is well-known that assessment is the lens for understanding student learning, identifying invisible lacunae and helping educators improve their teaching approaches. It should not only tell us 'what' our students learnt, but 'how' they learnt it and 'where they struggled'. Hence, assessment must provide a deep insight to students and teachers into the learning milestones, besides guiding the teachers to re-programme learning outcomes and teaching procedures to reduce any accidental learning gaps. Veritably, assessment has come a long way from 'Assessment _OF_ learning' to 'Assessment _FOR_ learning & Assessment _AS_ learning'.

To date, assessment in schools has largely been based on rote learning or memorisation, as the sole aim of the whole teaching-learning process is seen to be a glowing progress report at the end of the session. Thus, the emphasis on remembering facts and procedures, rather than deep and conceptual understanding.

It has been recognised that in the formative years, students learn in a spiral way, expanding their knowledge every time they revisit a concept. New understanding and skills can be developed by approaching a concept from different directions. Maximum exposure should be given to students in developing competencies, by exploring the concepts from various perspectives and multiple disciplines. A conscious effort needs to be made to cater to individual differences in the classroom.

It is, therefore, highly recommended that a trans-disciplinary approach may be adopted, utilizing all possible resources to help students absorb a concept. In addition, abundant opportunities must be provided to apply newly acquired knowledge in real life situations.

With the advent of National Education Policy 2020, the fundamental need to evaluate higher-order skills, such as analysis, critical thinking and conceptual clarity, has now been identified, indicating a modification in the focus of assessments. There has been a welcome shift from 'content-based' assessment to 'competency-based' assessment. NEP 2020 emphasises the need to redesign progress report cards and testing of core competencies to reduce academic pressure and augment genuine learning. This paradigm shift calls for a 'competency-attainment' versus 'syllabus-completion' mind-set.

A scholarly study says, "What and how students learn depends, to a major extent, on how they think they will be assessed." DAVCAE presents to the teachers of classes 3 to 7, a comprehensive layout for assessment in accordance with the principles laid down by NEP 2020. Setting up a comprehensive system of measurement and improvement of learning outcomes at the formative stage will mean a remarkable improvement in student competency in just a few years. I hope that the schools will adopt this new scheme whole-heartedly and we will be able to see a considerable positive change in the learning standards of our students within a few years.

On this hopeful note, wishing you good luck in your endeavours!

Happy teaching-learning!

Warm regards

Dr Nisha Peshin

Director (Academics & P.S. II)

DAV Centre for Academic Excellence

DAVCMC

SCHEME OF ASSESSMENT
CLASSES 3 TO 7
SESSION 2022-23

For classes 3 to 7, there will be two terms in an academic year.

TERM	SUMMER CLOSING SCHOOLS	WINTER CLOSING SCHOOLS
Term 1 (6 months)	April to September	February to July
Term 2 (6 months)	October to March	August to January
Note : Each term will be of 6 months' duration. However, the months may vary for some states.		

Each term will carry 50% syllabus. In various classes, the syllabus will be as per the following scheme :

CLASS/GRADE	SYLLABUS
Classes 3, 4 & 5	Term 1 – 50% syllabus Term 2 – 50% syllabus
Class 6	Term 1 – 50% syllabus Term 2 – 50% syllabus + 20% syllabus of Term 1 (topics relevant for the next grade)
Class 7	Term 1 – 50% syllabus Term 2 – 50% syllabus + 30% syllabus of Term 1 (topics relevant for the next grade)

Assessment will be done in two ways and carry the below-mentioned weightage in each term :
- **PEN PAPER TESTS (P.P.T.) – 70%**
- **INTERNAL ASSESSMENT (I.A.) – 30%**

There will be two pen-paper tests in each term.

- **Term 1 –** **Periodic Test 1**
  Periodic Test 2 / Half Yearly Exam

- **Term 2 –** **Periodic Test 3**
  Periodic Test 4 / Annual Exam

(Note : PT 2 & 4 may be of longer duration and more marks than PT 1 & 3 depending upon the school's discretion)

The term-wise breakup & weightage is as follows :

TERM 1	TERM 2	WEIGHTAGE
PEN PAPER TESTS (PT 1 & PT 2/HALF YEARLY EXAM) 70 marks	PEN PAPER TESTS (PT 3 & PT 4/ANNUAL EXAM) 70 marks	70%
INTERNAL ASSESSMENT 1 30 marks	INTERNAL ASSESSMENT 2 30 marks	30%

PEN PAPER TESTS

Pen paper tests must test core competencies and discourage rote learning. An ideal pen paper test must be balanced, with a variety of question items ranging from testing knowledge to understanding, application of concepts, analysis, evaluation and creative expression (Bloom's Taxonomy).

DIFFICULTY LEVEL : The difficulty level of the tests must be such that 50% test items can be attempted by an average student, 40% by good students and 10% by extremely outstanding students.

TYPOLOGY OF QUESTIONS :

- VSA – Very Short Answer type (including objective type – True/False, Fact/Opinion, Match the following, Analogy, Fill in the blanks, MCQs, Assertion-Reason, One word/line answer questions)
- SA – Short Answer type (subjective type; word limit from 20 to 60 words)
- LA – Long Answer Type (subjective type; word limit from 60 to 100 words)
- Case-study based questions
- LOTs (Lower Order thinking skills)
- HOTs (Higher Order Thinking Skills)

(Note : An internal choice in approximately 33% questions can be provided)

The approximate weightage of different typology of questions may be as follows :

S.NO.	COMPETENCIES	WEIGHTAGE %
1	**REMEMBERING & UNDERSTANDING** (state, name, list, identify, define, suggest, describe, outline, summarise, etc.)	50%
2	**APPLICATION OF CONCEPTS** (Calculate, illustrate, solve, show, explain, distinguish, choose, construct, organise, classify, etc.)	40%
3	**ANALYSIS, EVALUATION & CREATION** (compare, contrast, examine, simplify, justify, deduct, explain, prove, support, interpret, plan, propose, suggest, create, elaborate, discuss, compose, design, imagine, predict, etc.)	10%

INTERNAL ASSESSMENT

Internal assessment is based mostly on core competencies desired in each subject. Under each competency, parameters/tools to be used to test the competency are mentioned below. These parameters are derived from the Learning Outcomes outlined by NCERT. Schools are advised to design activities based on these parameters along with plausible rubrics for best results.

COMPETENCIES	ASSESSMENT PARAMETERS
LANGUAGES	
LISTENING & SPEAKING SKILL (10)	**LISTENING TASKS** (based on listening to recorded material/audio for gist, specific details, understanding, analysis, inference, to draw conclusions, to report/communicate, to sequence, to find purpose, to understand vocabulary, to draw a road map/picture, to act or follow, etc.)
	CONVERSATION (interviews, telephonic conversation, panel discussions, pair/group discussions, circle time, interactive activities, etc.)
	PHONICS (poem recitation, paragraph narration, word pronunciation, stress, intonation, pauses, tone, etc.)
	LANGUAGE FUNCTIONS (suggesting, advising, seeking/giving permissions, refusing/agreeing, offering, complaining, requesting, complimenting, apologising, ordering, etc.)
	PRESENTATION (topic presentation, picture description, story-telling, extempore, debate, radio show, advertisements, newsroom, role play, class assembly, etc.)
READING SKILL (5)	**READING COMPREHENSION** (reading for central idea, cause-effect, similarity & difference, predicting, fact & opinion, drawing conclusions, character analysis, creating concept maps/flow charts/graphic organisers, etc.)
	VOCABULARY & DICTIONARY USE (new words, synonyms, antonyms, idioms and their usage in sentences)
	LOUD READING (with focus on rhyme, rhythm, pronunciation, word & sentence stress, pauses, etc.)
WRITING SKILL & LANGAUGE CONVENTIONS (5)	**CREATIVE WRITING** (based on verbal or visual stimulus, sentence formation, paragraph drafting, describing an object/place/person/event, story writing, etc. using creativity, coherence, cohesion and appropriate sentence starters)
	GRAMMAR (games, activities and worksheets - contextual use of grammar for editing, fill-ups, cloze text, etc.)
	VOCABULARY & DICTIONARY USE (new words, synonyms, antonyms, idioms & proverbs, contextual usage in sentences)
	SPELLING (puzzles, worksheets, activities and games to learn spelling)
PORTFOLIO (5)	**NOTEBOOK PRESENTATION & CORRECTION WORK**
	ART INTEGRATED SUBJECT ENRICHMENT ACTIVITIES
	CLASS TEST/ORAL TEST/ VERBAL REASONING QUIZ
PROJECT (5)	**PROJECT & VIVA**
GOOD READER BONUS	(0/1/2/3/4 marks)* *For details, please see annexures*

SCIENCE	
COMPETENCIES	**ASSESSMENT PARAMETERS**
CRITICAL THINKING & EVALUATION (5)	GROUP DISCUSSION/SYMPOSIUM (GROUP)
	DEBATE/ELOCUTION/EXTEMPORE (INDIVIDUAL)
PROBLEM SOLVING & INFERENCE (5)	EXPERIMENT/PRACTICAL DEMO/LAB ACTIVITY
	FIELD STUDY – SURVEY/INTERVIEW/QUESTIONNAIRE/ INVESTIGATIVE TRIP/NATURE WALK
	PUZZLES/QUIZ/ORAL TESTS/MCQs BASED ON LOGICAL REASONING & CASE-BASED STUDY
COLLABORATION & CREATIVE THINKING (5)	SCIENCE EXHIBITION/STEM LAB
	MODEL/CHART/PPT WITH DEMO/PRESENTATION
	POSTERS/INFOGRAPHICS/MINDMAPS/FLOWCHARTS/WALL MAGAZINE
VALUE/ETHICAL APPLICATION OF CONCEPTS (5)	VALUE BASED ACTIVITY/PRESENTATION/STORY TELLING/ROLE PLAY/ AWARENESS CAMPAIGN/ PREVENTION DRIVES/TREE PLANTATION/ VACCINATION DRIVE ETC.
PROJECT & VIVA (5)	RESEARCH PROJECT
	VIVA VOCE
PORTFOLIO (5)	NOTEBOOK, FILE PRESENTATION & DIAGRAMS
	ASSIGNMENTS AND WORKSHEETS
	ART INTEGRATED SUBJECT ENRICHMENT ACTIVITIES

SOCIAL SCIENCE

COMPETENCIES	ASSESSMENT PARAMETERS
CRITICAL THINKING & EVALUATION (5)	GROUP DISCUSSION/SEMINAR/SYMPOSIUM/MOCK UN/ GRAM SABHA/GRAM PANCHAYAT/RWA/ELECTIONS (GROUP)
	DEBATE/ELOCUTION/EXTEMPORE/PRESENTATION (INDIVIDUAL)
PROBLEM SOLVING & INFERENCE (5)	FIELD STUDY – SURVEY/INTERVIEW/QUESTIONNAIRE/INVESTIGATIVE TRIP
	CASE-BASED STUDY/QUIZ/MCQs/ORAL TESTS/HOTs
COLLABORATION & CREATIVE THINKING (5)	MODEL/CHART/PPT PRESENTATION/DEMO/EXHIBITION
	POSTERS/INFOGRAPHICS/MINDMAPS/FLOWCHARTS/MONOGRAPHS
VALUE/ETHICAL APPLICATION OF CONCEPTS (5)	VALUE BASED ACTIVITY/PRESENTATION/ROLE PLAY/ STORYTELLING
	COMMUNITY SOCIAL WORK – DONATION DRIVE IN ORPHANAGE/ OLD AGE HOME/BLIND SCHOOL/ HOME FOR DIFFERENTLY ABLED/ CLEANLINESS DRIVE/SAVE MONUMENTS DRIVE/EACH ONE-TEACH ONE/ ADULT EDUCATION/CHILD LABOUR ETC. AWARENESS CAMPAIGNS ETC.
PORTFOLIO (5)	NOTEBOOK/FILE PRESENTATION & MAP WORK
	ASSIGNMENTS AND WORKSHEETS
	ART INTEGRATED SUBJECT ENRICHMENT ACTIVITIES
PROJECT & VIVA (5)	RESEARCH PROJECT
	VIVA VOCE

MATHEMATICS	
COMPETENCIES	**ASSESSMENT PARAMETERS**
EVALUATION & INFERENCE (5)	CASE-BASED QUESTIONS/WORD PROBLEMS/HOTs
CRITICAL THINKING & PROBLEM SOLVING (5)	COMPUTATION & DEDUCTION
	PUZZLES/QUIZZES BASED ON CODING-DECODING/ SEQUENCING/MENTAL ABILITY/NON-VERBAL REASONING/ GRAPHIC-BASED/PATTERN/SERIES ETC.
COLLABORATION & CREATIVE THINKING (5)	GROUP/INDIVIDUAL PROJECT & VIVA
	MODEL/CHART/PPT PRESENTATION/DEMO/POSTERS/ INFOGRAPHICS/ MINDMAPS/FLOWCHARTS/EXHIBITION
VALUE/ETHICAL APPLICATION OF CONCEPTS (5)	APPLICATION OF CONCEPTS OF MATHS IN REAL LIFE
	VALUE BASED ACTIVITY/PRESENTATION/ROLE PLAY/STORY TELLING
PORTFOLIO (5)	NOTEBOOK PRESENTATION, ASSIGNMENTS AND WORKSHEETS
	MATHS LAB/ART INTEGRATED SUBJECT ENRICHMENT ACTIVITIES
PROJECT & VIVA (5)	RESEARCH PROJECT
	VIVA VOCE

DIAGNOSIS & REMEDIATION

AS MENTIONED IN THE FOREWORD, THE PRIMARY PURPOSE OF ASSESSMENT IS TO PROVIDE GENUINE FEEDBACK TO THE TEACHERS REGARDING :

- LEARNING GAPS OF THEIR STUDENTS (WHERE THEY ARE STRUGGLING)
- INSIGHTS TO IMPROVISE OR IMPROVE THEIR TEACHING METHODS

IT IS RECOMMENDED THAT THE TEACHERS ASSESS/EVALUATE THE RESULTS/PERFORMANCE AT THE END OF EACH ASSESSMENT/TERM FOR EACH STUDENT INDIVIDUALLY, AS WELL AS FOR THE WHOLE GROUP/CLASS COLLECTIVELY IN EACH COMPETENCY.

THE LOWEST PERFORMING OUTCOMES MAY BE IDENTIFIED/DIAGNOSED FOR FOLLOW UP, SO THAT MORE PRACTICE, REINFORCEMENT OR REMEDIATION MAY BE DONE. SCHOOLS ARE ADVISED TO INCLUDE THE **TEACHER'S SELF-EVALUATION PRO-FORMA** GIVEN BELOW, IN THE TEACHER'S

DIARY/HANDBOOK (WHEREIN THE PERFORMANCE OF STUDENTS IS MAINTAINED BY THE TEACHERS).

AT THE END OF EACH TERM, THIS PRO FORMA WILL BE FILLED AND SUBMITTED TO THE HOD, FOLLOWED BY A SELF-ANALYSIS W.R.T. THE <u>LOWEST PERFORMING LEARNING OUTCOMES</u> TO HELP TEACHERS REVISE THEIR LEARNING OUTCOMES & OBJECTIVES. ON THE BASIS OF THE SAME, TEACHERS WILL PLAN THEIR TEACHING PEDAGOGY IN THE NEXT TERM IN CONSULTATION WITH HODS.

A SAMPLE IS GIVEN BELOW AS AN EXAMPLE.

TEACHER'S SELF-EVALUATION PRO FORMA			
Name : Ms. ABCD	**Class : 5**		**Subject : English**
Lowest Performing Outcomes Term 1 (where more practice/reinforcement is required)	**Learning Outcomes/ Competencies**	**Class average marks**	**Remedial measures to be taken**
	1. speaking	30%	-Will plan more speaking activities to remove stage fear -Will provide scaffolding - sentence beginners etc. -Will devise some reward system to promote speaking skills
	2. spelling	20%	-Will devote more time to spelling as while-reading task -Will plan games to learn spellings
	3. writing	35%	-Will provide more time to planning writing skills -Will provide required structures and guided writing techniques

PORTFOLIO

A PORTFOLIO IS A COLLECTION OF :

1. ALL PIECES OF EVIDENCE REFLECTING THE SKILLS ACQUIRED BY THE LEARNER
2. A COMPILATION OF STUDENT'S CREATIVITY AND ACHIEVEMENTS
3. A REFLECTIVE ANALYSIS BY THE STUDENT OF HOW MUCH S/HE HAS ACHIEVED AND HOW MUCH REMAINS TO BE ACHIEVED

THE PORTFOLIO SHOULD REFLECT CHILD'S LEARNING OF COMPETENCIES, SKILLS AND PROFICIENCY RATHER THAN MERE COPY-PASTE WORK & COSMETIC DECORATION OF THE FILE.

THE PORTFOLIO COMPRISES OF :

1. <u>NOTEBOOK</u> – THIS WILL INCLUDE THE PRESENTATION OF LEARNER'S UNDERSTANDING AND APPLICATION OF CONCEPTS/COMPETENCIES LEARNT IN THE CLASS AND REINFORCED AT HOME. IN SHORT, IT WILL HOLD ALL CLASSWORK, HOMEWORK TASKS, EXTRA ASSIGNMENTS AND WORKSHEETS, PRACTICE TESTS ETC.
IT ALSO INCLUDES WELL-PRESENTED WORK WITH NEAT & LEGIBLE HANDWRITING, FOLLOWED BY CORRECTION WORK, WHEREVER REQUIRED.
2. <u>SUBJECT ENRICHMENT ACTIVITY</u> – THIS INCLUDES ALL ART-INTEGRATED, CREATIVE AND EXPERIENTIAL ACTIVITIES (INTEGRATED WITH SPORTS, ART, MUSIC, DANCE, DRAMA, THEATRE, PHOTOGRAPHY, CULINARY SKILLS, IT, ETC.) PERFORMED BY THE LEARNER IN PAIR, GROUP OR

INDIVIDUALLY, TO MAKE THE LEARNING PROCESS LIVELY, EFFECTIVE AND DYNAMIC. THESE ACTIVITIES WILL REQUIRE/INVOLVE COMPLETE UNDERSTANDING AND APPLICATION OF CONCEPTS IN REAL-LIFE SITUATIONS.

HOW TO EXPRESS, HOW TO ACT, HOW TO DRAMATISE, HOW TO ADDRESS THE TOPIC, HOW TO PRESENT A TOPIC, HOW TO DISPLAY THE MATTER, HOW TO SIMPLIFY THE INFORMATION – ARE THE DIFFERENT TECHNIQUES THAT CAN BE ADOPTED.

SOME EXAMPLES OF SUBJECT ENRICHMENT ACTIVITIES CAN BE FOUND IN **CURRICULUM GUIDELINES** (DAVCAE).

IT IS SUGGESTED THAT A MINIMUM OF 4-5 ACTIVITIES AND MAXIMUM 7-8 ACTIVITIES BE ORGANISED IN AN ACADEMIC YEAR FOR EACH SUBJECT. RUBRICS OF SOME COMMONLY HELD ACTIVITIES ARE GIVEN AT THE END OF THE DOCUMENT.

RESEARCH PROJECT

THIS INCLUDES A TRANS-DISCIPLINARY RESEARCH PROJECT INVOLVING UNDERSTANDING & APPRECIATION OF ETHOS – HISTORICAL BACKGROUND, GEOGRAPHY, CLIMATE, LIFESTYLE, LIVELIHOODS, FLORA, FAUNA, FESTIVALS, HERITAGE, LANGUAGE & CULTURE OF THE PAIRED STATE (EK BHARAT SHRESHTHA BHARAT).

THE PURPOSE IS TO INCULCATE RESPECT AND TOLERANCE FOR OTHER STATE'S CULTURE, UNDERSTANDING OF THE CHALLENGES FACED AND COMPARATIVE ANALYSIS WITH ONE'S OWN STATE, TO AROUSE A FEELING OF EMPATHY, UNITY AND NATIONAL PRIDE.

MOREOVER, THE STUDENTS WILL LEARN THE SCIENTIFIC APPROACH OF RESEARCHING, ANALYSING AND PRESENTING THE COLLECTED DATA. MANY CREATIVE TASKS CAN BE INCLUDED IN THE PROJECT SUCH AS :

VIRTUAL TOUR, BROCHURE MAKING, TRAVELOGUE MAKING, ITINERARY MAKING, COLLAGE MAKING, ROUTE-MAP MAKING, COOKING TRADITIONAL RECIPE, TRADITIONAL DRESS SHOW, COMMON WORD DICTIONARY, HERBARIUM, FESTIVAL CELEBRATION, MONUMENT MODEL, AREA/POPULATION/ POLLUTION/CENSUS/DATA INTERPRETATION ETC.

THE PROJECT FILE WILL BE CREATED BY THE STUDENTS CONTAINING THE FOLLOWING COMPONENTS :

* INDEX & COVERPAGE
* TITLE/TOPIC
* BACKGROUND & OBJECTIVES
* DATA AND MATTER (WITH SUPPORTING PICTURES ETC.)
* ANALYSIS, FINDINGS & CONCLUSION
* BIBLIOGRAPHY & REFERENCES

REPORT CARD DESIGN

The below-mentioned standardised report card design prescribed by DAVCAE will be used for classes 3 to 7 from the session 2022-23 onwards.

SCHOOL NAME

COMPREHENSIVE PROGRESS REPORT
GRADES 3-7

STUDENT'S

PHOTO

STUDENT'S NAME :   CLASS & SECTION :
MOTHER'S NAME :   ADMISSION NO. :
FATHER'S NAME :   ATTENDANCE :

SCHOLASTIC AREAS

PEN PAPER TESTS (PP.T.)

MAIN SUBJECTS	TERM 1 (APRIL-SEPTEMBER)		TOTAL TERM 1	TERM 2 (OCTOBER-MARCH)		TOTAL TERM 2
	P.T.1	P.T.2/ HALF YEARLY EXAM	70	P.T.3	P.T. 4/ ANNUAL EXAM	70
ENGLISH						
HINDI						
SANSKRIT						
SOCIAL SCIENCE						
MATHS						
SCIENCE						

DETAILED INTERNAL ASSESSMENT

Language I - English		
Skills/competencies	TERM 1	TERM 2
Listening Skill (5)		
Speaking Skill (5)		
Reading Skill (5)		
Writing Skill & Language (Vocab, Spelling, Grammar) (5)		
Project & Viva (5)		
Portfolio (Notebook & SEA) (5)		
Reading Bonus (0/1/2/3/4)		
TOTAL (30)		

Language II - Hindi		
Skills/competencies	TERM 1	TERM 2
Listening Skill (5)		
Speaking Skill (5)		
Reading Skill (5)		
Writing Skill & Language (Vocab, Spelling, Grammar) (5)		
Project & Viva (5)		
Portfolio (Notebook & SEA) (5)		
Reading Bonus (0/1/2/3/4)		
TOTAL (30)		

Language III - Sanskrit/German/French/Punjabi		
Skills/competencies	TERM 1	TERM 2
Listening Skill (5)		
Speaking Skill (5)		
Reading Skill (5)		
Writing Skill & Language (Vocab, Spelling, Grammar) (5)		
Project & Viva (5)		
Portfolio (Notebook & SEA) (5)		
TOTAL (30)		

SOCIAL SCIENCE		
Skills/competencies	TERM 1	TERM 2
Critical Thinking & Evaluation (5)		
Problem-solving & Inference (5)		
Collaboration & Creative Thinking (5)		
Value/Ethical application of concepts (5)		
Project & Viva (5)		
Portfolio (Notebook & SEA) (5)		
TOTAL (30)		

SCIENCE			
Skills/competencies		TERM 1	TERM 2
Critical Thinking & Evaluation (5)			
Problem Solving & Inference (5)			
Collaboration & Creative Thinking (5)			
Value/Ethical Application of Concepts (5)			
Project & Viva (5)			
Portfolio (Notebook & SEA) (5)			
TOTAL (30)			

MATHEMATICS			
Skills/competencies		TERM 1	TERM 2
Evaluation & Inference (5)			
Critical Thinking & Problem Solving (5)			
Collaboration & Creative Thinking (5)			
Value/Ethical Application of Concepts (5)			
Project & Viva (5)			
Portfolio (Notebook & SEA) (5)			
TOTAL (30)			

CUMULATIVE SCORECARD (SCHOLASTIC AREAS)

SUBJECT	TERM 1 100		TERM 2 100		TOTAL MARKS 200	PERCENTAGE %	GRADE
	I.A. 1 30	PP.T. 1 70	I.A. 2 30	PP.T. 2 70			
ENGLISH							
HINDI							
LANGUAGE 3							
SOCIAL SCIENCE							
MATHEMATICS							
SCIENCE							
TOTAL							OVERALL GRADE

MINOR SUBJECTS	GRADE	
	TERM 1	TERM 2
GENERAL KNOWLEDGE		
NAITIK SHIKSHA		
COMPUTER/ICT		

8-POINT GRADING SCALE FOR SCHOLASTIC AREAS

A1	A2	B1	B2	C1	C2	D	E
91-100	81-90	71-80	61-70	51-60	41-50	33-40	32 & BELOW

CO-SCHOLASTIC AREAS

SOCIAL HABITS & ATTITUDES	TERM 1	TERM 2
COLLABORATION & COOPERATION		
CARE OF SCHOOL PROPERTY		
RELATIONS WITH PEERS		
RELATIONS WITH TEACHERS		
VALUES AND LIFE SKILLS		
ENVIRONMENT/COMMUNITY WORK		
PERSONAL HABITS & ATTITUDES		
INITIATIVE AND CONFIDENCE		
DISCIPLINE, PUNCTUALITY, REGULARITY		

HEALTH & PHYSICAL EDUCATION	TERM 1	TERM 2
CLEANLINESS (HAIR, HANDS, FACE, SHOES & UNIFORM)		
SEWA PROJECT		
SPORTS & GAMES		
YOGA		
VISUAL & PERFORMING ARTS		
ART, CRAFT, PAINTING, SCULPTURE		
MUSIC, DANCE, THEATRE, DRAMA		
SUPW/WORK EDUCATION		
LIFE SKILLS		

5-POINT GRADING SCALE FOR CO-SCHOLASTIC AREAS

A1	A2	B1	B2	C
HIGHLY COMPETENT	QUITE CAPABLE	PERFORMS SATISFACTORILY	TRYING WELL	CAN DO BETTER

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

NAME/TYPE OF EVENT	LEVEL (INTERNL./NATL./STATE/ZONAL/ INTERSCHOOL/INTRASCHOOL)	ORGANISED BY	DATE	PARTCIPATION/ POSITION HELD

TEACHER'S SUGGESTIVE REMARKS

Class Teacher

Examination In-Charge

S.Head/Vice-Principal/Principal

RUBRICS

A rubric is **a scoring tool/criteria that explicitly represents the performance expectations for an activity/task/assessment parameter**. A rubric divides the assigned activity into component parts and provides clear descriptions of the characteristics of the activity associated with each component.

A variety of activities such as story-telling, debates, interviews, role play, presentation, concept-mapping, poster making etc. can be used **ACROSS ALL SUBJECTS** with well-defined rubrics. Rubrics of some common activities have been given below as an example.

SUGGESTED RUBRICS FOR SOME COMMON ACTIVITIES

HANDS ON ACTIVITY

- CONCEPTUAL CLARITY
- PRESENTATION/LAYOUT
- CREATIVITY & ORIGINALITY
- EXPLANATION/DEMO

INTERVIEW

- RELEVANCE OF Q & A
- CONCEPTUAL CLARITY
- TURN TAKING
- CONFIDENCE

PROJECT

- RELEVANCE OF CONTENT
- CREATIVE PRESENTATION
- EXTENT OF RESEARCH
- DEMONSTRATION OR VIVA

GROUP DISCUSSION

- RELEVANCE OF CONTENT
- TURN TAKING
- COLLABORATION
- PRESENTATION

CAMPAIGN

- UNDERSTANDING OF PURPOSE
- EXTENT OF PARTICIPATION
- OUTREACH OR IMPACT
- PROPERTY/MEDIA USED

VALUE BASED ACTIVITY

- VALUE ACQUISITION
- AWARENESS OF PURPOSE
- CREATIVITY & ORIGINALITY
- OUTREACH/IMPACT

CONCEPT MAPPING

- RELEVANCE OF CONTENT
- ORGANISATION OF IDEAS
- TOPICS & SUBTOPICS/IDEAS
- RELATIONSHIP BETWEEN IDEAS

TOPIC PRESENTATION

- RELEVANCE OF CONTENT
- CONCEPTUAL CLARITY
- ORIGINALITY & CREATIVITY
- BODY LANGUAGE/CONFIDENCE

ROLE PLAY

- RELEVANCE OF SCRIPT
- PRESENTATION
- SOCIAL OUTREACH/MESSAGE
- COSTUMES & PROPS

STORY TELLING

- RELEVANCE OF CONTENT
- CREATIVITY/ORIGINALITY
- PHONICS & FLUENCY
- CREATIVE PRESENTATION

POSTER MAKING

- RELEVANCE OF CONTENT
- CREATIVE PRESENTATION
- OUTREACH/IMPACT
- SLOGAN/MESSAGE

PPT

- RELEVANCE OF CONTENT
- CREATIVE PRESENTATION
- EXTENT OF RESEARCH
- CONFIDENCE & FLUENCY

TO HELP YOU **FRAME RUBRICS** FOR DIFFERENT SUBJECT-SPECIFIC ACTIVITIES, GOOGLE SEARCH "**RUBISTAR**" AND CLICK ON "**CREATE A NEW RUBRIC**". PLEASE REFER TO THE IMAGE BELOW.
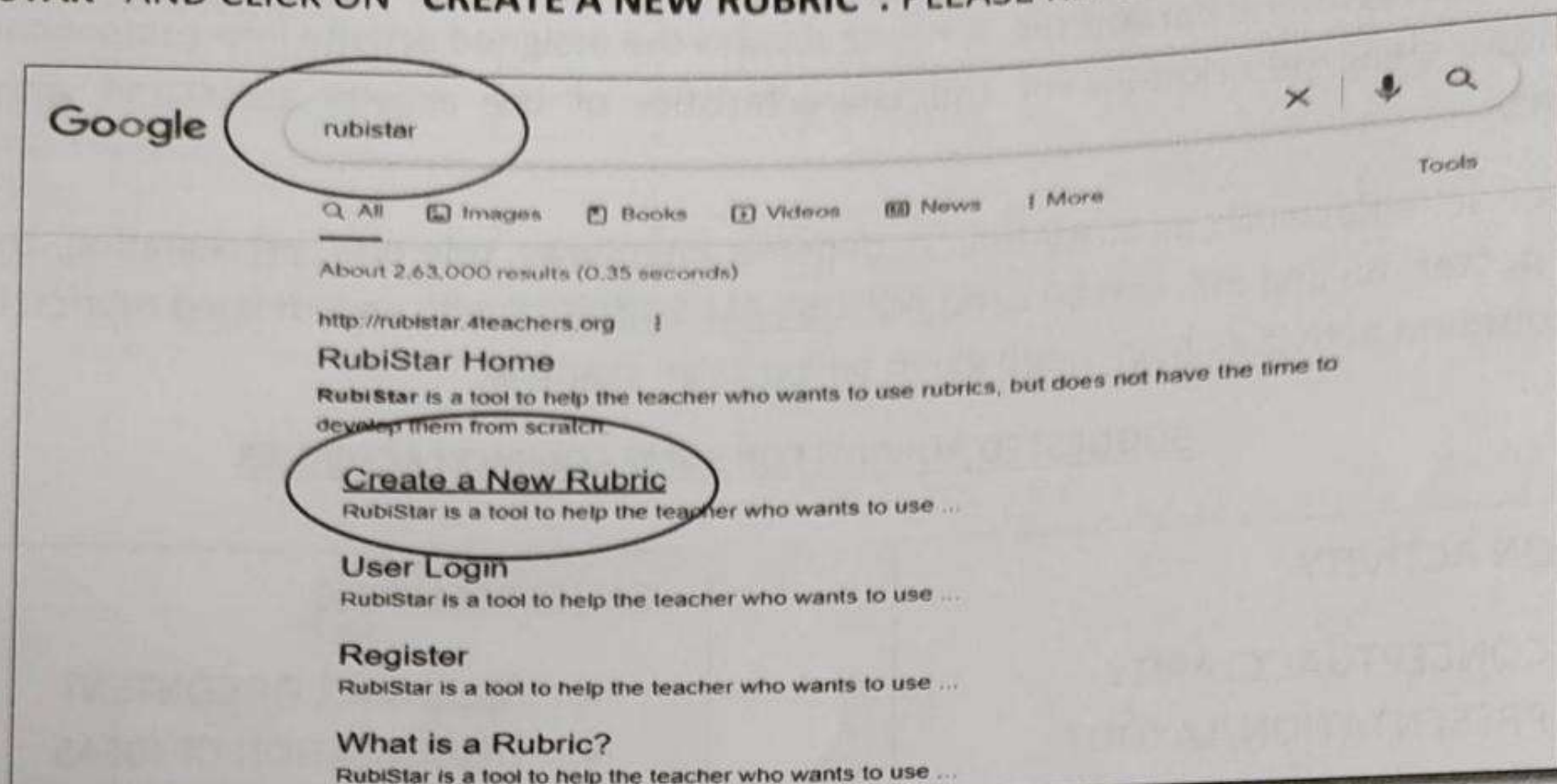
GOOD READER BONUS SCHEME

- A list of age-appropriate books must be selected by English teachers and recommended for reading for students. For example, 2 to 5 books in each term.

- The English PT exam can have a 'reading bonus section' at the end of the question paper. This will comprise of comprehension based questions from the recommended books.

- If the question paper is of 20 marks, the M.M. (maximum marks) at the top of the question paper will be 20+4. Four extra questions, carrying 1 mark each & subjective in nature, will be given in the reading bonus section.

- The learners who have read the books will be able to answer the questions and score bonus marks.

- These marks will be added to the bonus marks column in the 'INTERNAL ASSESSMENT' section of the report card by the language teacher, and added to the final internal assessment score (</= 30).

- As mentioned, students can get bonus scores (1/2/3/4) depending on the number of books read in a term.

- This scheme is to be put to practice twice in a term.

Note : Innovative techniques/best practices to promote avid readership among language learners will be discussed by DAVCAE faculty with MTs in CBPs throughout the session.

SUGGESTED BIBLIOGRAPHY
(FOR GOOD READER BONUS SCHEME)

Classes 3 to 7

1. CHILDREN'S BOOKS FROM NBT
2. The Noddy Series – Enid Blyton
3. Tales from Panchtantra
4. Karadi Tales
5. The Young Visitors- Daisy Ashford
6. The wind in the Willows-Kenneth Graham
7. The Tale of Mr. Tod- Beatrix Potter
8. Gulliver's Travels- Jonathan Swift
9. The Famous Five Series - Enid Blyton
10. The Happy Prince – Oscar Wilde
11. Malgudi days - R K Narayan
12. Under the Banyan Tree and other stories - R K Narayan
13. The Grandma's Tale and selected stories - R K Narayan
14. The Adventures of Tom Sawyer (abridged version) -   Mark Twain
15. The Adventures of Huckleberry Finn (abridged version) - Mark Twain
16. The Chronicles of Narnia   - C S Lewis
17. The Famous Five - Series by Enid Blyton
18. Stuart Little - E B White
19. Charlotte's Web - E B White
20. The Trumpet of the Swan - E B White
21. Harriet the Spy - Louise Fitzhugh
22. Charlie and the Chocolate Factory - Roald Dahl
23. Charlie and the Great Glass Elevator - Roald Dahl
24. Charlie and the Fantastic Mr Fox - Roald Dahl
25. George's Marvellous Medicine - Roald Dahl
26. James and the Giant Peach   - Roald Dahl
27. The Magic Finger - Roald Dahl
28. The Twits   -   Roald Dahl
29. The BFG   -   Roald Dahl
30. The Witches -   Roald Dahl
31. Matilda   - Roald Dahl
32. Rusty - Series by Ruskin Bond
33. The Puffin Book of Classic School Stories - Ruskin Bond
34. Mr Popper's Penguins - Richard and Florence Atwater
35. Tashi and the Dancing Shoes - Viva Education
36. Tashi and the Royal Tomb - Viva Education
37. Tashi and the Ghosts - Viva Education

38. Tashi and the Haunted House - Viva Education
39. Tashi and the Demons - Viva Education
40. Tashi and the Stolen Bus - Viva Education
41. Tashi and the Genie - Viva Education
42. Diary of a Wimpy Kid - Jeff Kinney
43. The Spiderwick Chronicles - Series by Tony Di Terlizzi & Holly Black
44. Rabindranath Tagore for Children
45. More Tales from Shakespeare
46. Tales from the Arabian Nights - S.Chand & Co.
47. The Flying Chariot - Manoj Pocket Books
48. Two Demons - Manoj Pocket Books
49. The Honest Thief - Manoj Pocket Books
50. The Drummer - Manoj Pocket Books
51. The Phantom Tollbooth - Norman Jester
52. Panchatantra Tales
53. Harry Potter Series - J K Rowling
54. Kim – Rudyard Kipling
55. Sherlock Holmes (Part 1, 2, 3, 4) – Sir Arthur Conan Doyle
56. Arabian Nights or One Thousand and One Nights
57. Aesop's Fables - William Caxton
58. Robinson Crusoe - Daniel Defoe
59. Gulliver's Travels - Jonathan Swift
60. Oliver Twist – Charles Dickens
61. A Christmas Carol - Charles Dickens
62. David Copperfield - Charles Dickens
63. A Tale of Two Cities - Charles Dickens
64. Swami & Friends - R K Narayan
65. The Man Eater of Malgudi - R K Narayan
66. The Hobbit - J R R Tolkien
67. The Three Musketeers - Alexandre Dumas
68. Tom Brown's Schooldays - Thomas Hughes
69. A Journey to the Center of the Earth - Jules Verne
70. Twenty Thousand Leagues under the Sea - Jules Verne
71. Alice's Adventures in Wonderland - Lewis Carroll
72. Little Women - Louisa May Alcott
73. The Princess and the Goblin - George MacDonald
74. Through the Looking-Glass - Lewis Carroll
75. The Adventures of Tom Sawyer - Mark Twain
76. Adventures of Huckleberry Finn - Mark Twain
77. Black Beauty - Anna Sewell
78. The Merry Adventures of Robin Hood - Howard Pyle
79. Treasure Island - Robert Louis Stevenson
80. Heidi - Johanna Spyri
81. King Solomon's Mines - H. Rider Haggard
82. Kidnapped - Robert Louis Stevenson
83. The Happy Prince and Other Tales - Oscar Wilde

84. **The Blue Fairy Book - Andrew Lang**
85. **The Adventures of Pinocchio - Carlo Collodi**
86. **The Jungle Book - Rudyard Kipling**
87. **The Wonderful Wizard of Oz - L. Frank Baum**
88. **Just So Stories - Rudyard Kipling**
89. **Geronimo Stilton Series**
90. **Thea Stilton Series**
91. **Famous Five series**
92. **Enid Blyton Series**
93. **Sci-fi Series**
94. **Famous autobiographies**
95. **Inspirational books**

NOTE : SCHOOLS MAY CHOOSE BOOKS AS PER THEIR AVAILABILTY IN THE MARKET.