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 as actual materials and 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)-*annamaya & 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.*

- Our group of schools have developed a curriculum bifurcation document like the one given below along 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 format for class observation:

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				
NAME OF CHILD				
CLASS				
	AGE(__YRS__MTHS):			
	DATE OF OBSERVATION (DD/MM/YY):			
SERIAL NUMBER	COMPETENCIES	ASSESSMENT-1	ASSESSMENT-2	ASSESSMENT-3
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:
    - *Index* (S.No, pg no. of sample of work, description of sample, sample date, competency number)
    - *Personal details*: Name, school, class, date of birth, age, observation date range, photograph
    - *Health details:* height, weight, periodic health check-up details *(optional if school has separate arrangement for health card)*
    - Include *pgs 2 and 3 of HPC* in Portfolio (to be done thrice a year)
    - Samples
        - Child's *artwork*, drawing
        - Child's *writing* samples
        - *Photographs of models and craft work* made by the child
        - *Photographs* of the child at play
        - *Link* to a video of the student's work
        - Organised *record of interesting discussions* held with the child
        - *Anecdotal observation records*

- Format for **tracking portfolio**: Here is an example:

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' observations** 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 format for parent observation on some of the expected competencies:*(NCF-FS pg227-274)*

PARENT OBSERVATION (NUR-LKG-UKG)														
AGE(__YRS__MTHS):														
DATE OF REPORTING (DD/MM/YY):														
SERIAL NUMBER	COMPETENCIES	Code	TERM-I				TERM-II				TERM-III			
1	Identifies things that can or cannot be eaten	C1.1												
2	Eats without spilling or wasting food	C1.1												
3	Washes hands before eating and after using toilet	C1.2												
4	Can dress and put on shoes independently	C1.2												
5	Uses dustbin to dispose garbage	C1.3												
6	Avoids danger - fire, hot stove, knife, broken glass, heavy objects,	C1.4												
7	Aware of road safety and traffic rules. Aware of traffic signals and symbols	C1.5												
8	Understands difference between safe and unsafe touch. Conveys discomfort to familiar adults. Does not accept candies or gifts from strangers.	C1.6												
9	Able to screw/unscrew bottle caps	C3.3												
10	Able to open a door	C3.3												
11	Able to peel fruits like banana or orange	C3.3												
12	Shares information like own name and surname, address, school, parent's name	C4.1												
13	Can express choice regarding favourite food, toy, dress, person, activity	C4.1												
14	Can express preferences (I want/don't want this)	C4.2												
15	Interacts with familiar and unfamiliar adults and children. Is able to make friends.	C4.3												
16	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												
17	Joyous and kind with plant and animal life	C6.1												
18	Asks "why" questions	C9.3												

- Self-assessment and peer assessment are 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:Ankita Kumari								Class & Sec: LKG A	
Sl.NO	DATE	AGE_YRS_MNTHS	COMPETENCY	DESCRIPTION OF ACTIVITY	I don't understand this	I understand this. I can do this with help	I understand this. I can do independently	I understand this, can do independently,can teach others	Remarks of Child written by teacher after a conversation with the child
1	09.04.2023	4 years 3 months	C8.1:sorts objects into groups and sub-groups based on more than one category	10 beads of different colors (3 red, 2 blue, 5 green) and shapes were given to the child Instructions: put beads into groups according to color		✓			I liked doing this. I want to do this again

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

Rubric for Peer Assessment(can be used with any competency)									
Name of Child:Nidhi								**Class & Sec: UKG A**	
Sl.NO	**DATE**	**AGE_YRS_MNTHS**	**COMPETENCY**	**DESCRIPTION OF ACTIVITY**	**My classmate did not share , I could not do anything**	**We did our own parts without collaboration**	**We shared the task. We did our own parts. We argued a lot**	**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	5 years 3 months	C12.4:Works collaboratively in the arts.	Group of 3 children were given 6 empty egg cartans glued together. They were given paint,piant brush. Instructions:color them together				✓	We created a pattern. She did the reds and I did the blues alternatively.

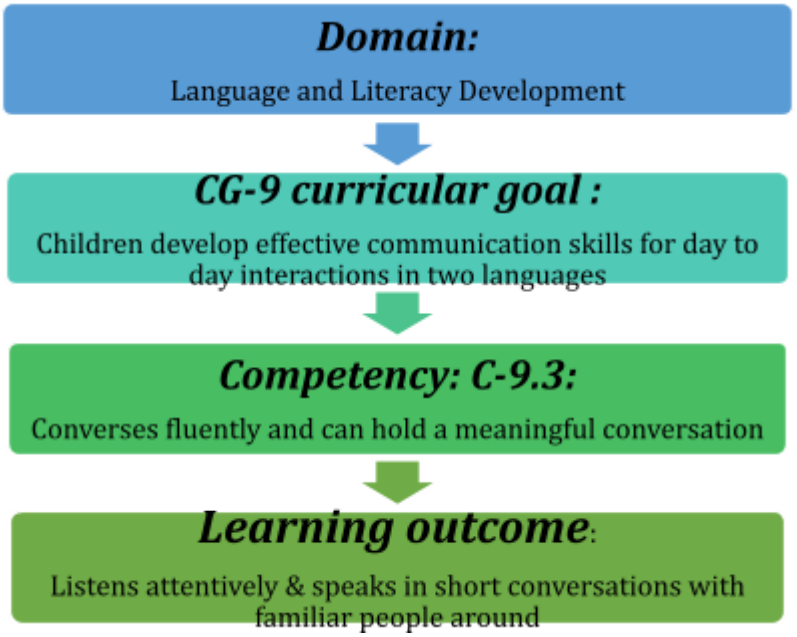
- Self-assessment and peer assessment on the page of positive learning habits in the HPC of FS assess the same attitude of the learner. This is because NEP-NCF has declared metacognition and reflective learning to be educational goals. Teachers are expected to record grades from self and peer of learners for the same competency to understand whether the learner can accurately assess his/her own competency.

Rubric for Self/ Peer Assessment (can be used with the competencies of positive learning habit of HPC-FS)								
Name of Child: Mohit Singh								**Class & Sec: UKG A**
Sl. NO	**DATE**	**AGE_YRS_MNTHS**	**COMPETENCY**	**ASSESSMENT**	**Never**	**Rarely**	**Sometimes**	**Always**
1	09.04.2023	5 years 3 months	I FOLLOWED CLASSROOM RULES	SELF ASSESSMENT		✓		
				PEER ASSESSMENT				✓
2	09.04.2023	5 years 3 months	I WAS KIND AND HELPFUL TO MY CLASSMATES	SELF ASSESSMENT			✓	
				PEER ASSESSMENT	✓			
3	09.04.2023	5 years 3 months	I TOOK CARE OF MY THINGS	SELF ASSESSMENT				✓
				PEER ASSESSMENT		✓		

- Teachers must record their observations in all developmental domains in a suitable achievement record sheet & ERP. The portfolio is to be populated at least once every month. Here is an example of how the grade entries will look:

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
NAME OF STUDENT	GRADES 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.*



- Click here to get the Holistic Progress Card for FS. HPC will be published ***thrice a year (after the end of every FA cycle) . Dates as per Almanac***

- 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 to achieve the target competency independently. Helps & supports others to achieve LO. Requires more challenging tasks.

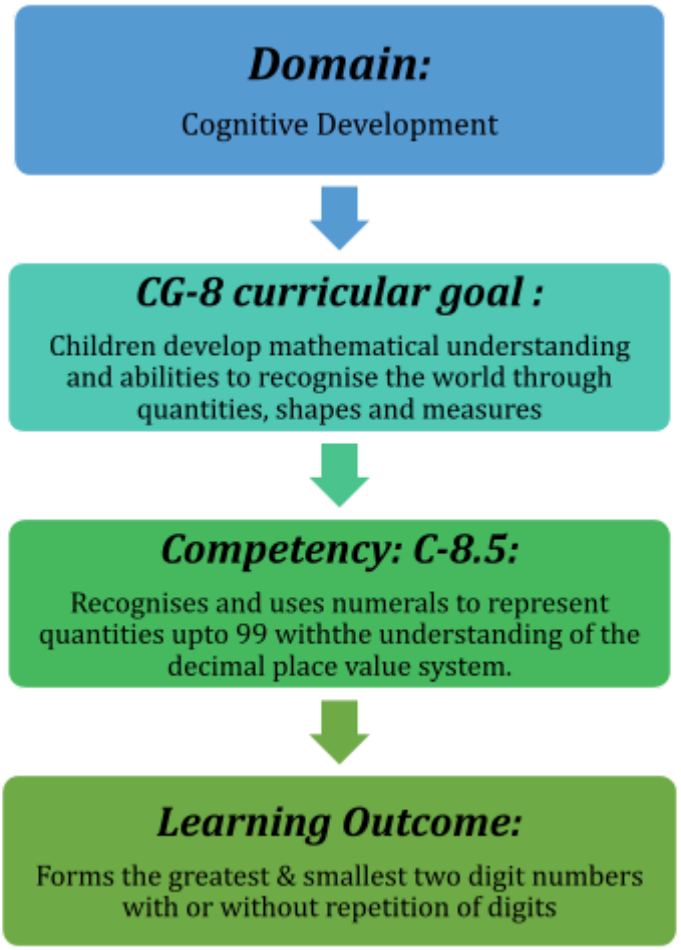
- Assessment performance, in competencies mapped in the doughnut charts, will be reflected in the progress card. In case more than one assessment has been taken in any competency/learning outcome, the best will be considered.

- **Note: There will be no assessment with previous announcements, time schedules, 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)



- Our group of schools have developed a curriculum bifurcation document along with the relevant competency *(NCF-FSpgs 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.

- Assessment cycle will be as per Almanac & there will be no summative assessment (No PT/ HY/ Annual). HPC will be published ***twice a year (after the end of FA2 &FA4). Dates as per Almanac***

- As one transacts the curriculum, the FAs ***mapped with the competencies,*** as planned in the doughnut charts, will be taken ***in parallel*** with the facilitation, will act as a feedback loop for teachers and learners, and the results will be uploaded in the ERP as ***an ongoing process***.

- There will be ***no standardised examinations*** in FAs with prior information, schedule, and syllabus.

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

- FAs must be of ***various types***. Click here for ideas on ***FAs.***

- At least one ***art-integrated project*** is 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", and "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, and health education*** will be subsumed in the domain of "physical development". ***Seva-CG-5***, also under physical development, covers pre-vocational skills.

- Club Details of a particular student, to be added in HPC of schools having clubs in Class I and II.Concerned Club In-charge to give levels (L1/L2/L3/L4) to students twice a year i.e at end of each term.

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

- Click IPS HPC FS 26-27.xlsx for the HPC of the foundation stage.
- In case more than one FA 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.
- The teacher must record observations in all developmental domains in the ERP and populate the portfolio at least once every month. Here is an example of how the grade entries will look in the mark register::

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
NAME OF STUDENT	GRADES OBTAINED
ANISH DASGUPTA	L1
MODHURA DUTT	L2
VISHAL SINGH	L4
SANJAY MISHRA	L3

Self-assessment and peer assessment will be used as FA techniques.

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:Nidhi								Class & Sec: II A	
Sl.NO	**DATE**	**AGE_YRS_MNTHS**	**COMPETENCY**	**LEARNING OBJECTIVE**	**DESCRIPTION OF ACTIVITY**	My Teammate.....			
						Could not understand the task at hand	**Understood the task.Had difficulty in completing the task**	**Easily understood the task.Complted the task with competence.**	**Completed the task with effective startegy**
1	10.04.2023	7 years 3 months	C3.4:Shows strength and endurance I carrying ,walking & running	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 is given here.
- Format for **tracking portfolio**: Here is an example for this stage:

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' observations** are to 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. All the points may not be filled every term. Only the relevant areas are to be filled in. See **prObs-I-IIPg8** page of HPC for this.

Note:

There will be no detention in this stage. Schools will inform parents once in every FA cycle if the attendance is below 75%. HOI will extend special consideration in case of ill health or family calamity. If parents voluntarily opt to make their ward repeat the year there should be a written undertaking from the parents.
Schools will closely track students and whenever the child fails to achieve L2 grade or above, corrective action and support will be given by schools to bring the child up to the expected grade level.

LEAVE POLICY

Schools will inform parents about low attendance (less than 75%) in writing, at regular intervals (at least after every FA cycle).

In case of medical leave, a medical certificate has to be submitted on the day of rejoining the school. In this case teaching and assessing the child for competencies missed during the absence is recommended.
In case of absence because of an event of significance (sports, music, competitions or otherwise) at the district/ state/ national/ international level, a valid document has to be submitted before taking leave and the school will give permission in writing. In this case teaching and assessing the child for competencies missed during the absence is recommended.

***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 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 graphics. 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 the writing and ask students to serve as editors 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 keywords 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 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 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. Line 3 -> Important relationship. Line 4 -> 2–3 things, people, or ideas that the person loved. Line 5 -> 3 feelings the person experienced. Line 6->3 fears the person experienced. Line 7 ->Accomplishments. Line-8->2–3 things the person wanted to see happen or wanted to experience. Line 9 -> 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 humour
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.

***Annexure-2**: Undertaking format*

Principal Date: _____
[insert Name of School]

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

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

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

Yours Sincerely,

[Signature of guardian]

[Name of guardian]

Mobile No. of Guardian: _____

Email address of Guardian:_____

ID proof provided by guardian:_____