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 Aug23: pgs 59-61]*

- **Languages** (English & Hindi) - (from the domain of "language and literacy" of the FS): by the end of preparatory stage, the goal would be to create independent readers and writers in both L1 and L2. *NCF-SEAug23: R1:pgs 241-242, R2: pgs 244-245, R3(only for schools having 3rd lang in class V): pg246-247*
- **Mathematics** (includes computational thinking)- (from the cognitive domain of the FS): Foundational Numeracy to be achieved by class III. Mathematics helps us understand the world through patterns, measurement, and quantities; also develops capacities for problem-solving and logical reasoning. *NCF-SE Aug23: pgs 273-274*
- **World Around Us** (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 hypotheses. They will gain a socio-cultural understanding of the human world around them. *NCF-SE Aug23:WAU: pgs 391-393*
- **Vocational Education** (Curricular goal for "seva", CG-5 in foundational stage): is subsumed in WAU. Children will be encouraged to use their minds and bodies towards productive work including growing vegetables, cooking, stitching, etc.
- **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. *NCF-SE Aug23: Arts: pgs 361-364*
- **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. *NCF-SE Aug23*: *Physical education: pgs 426-427*
- **Socio-Emotional-Ethical Learning and Positive Learning Habits** (continues from the foundational stage): Goals will be met through a diverse set of activities.

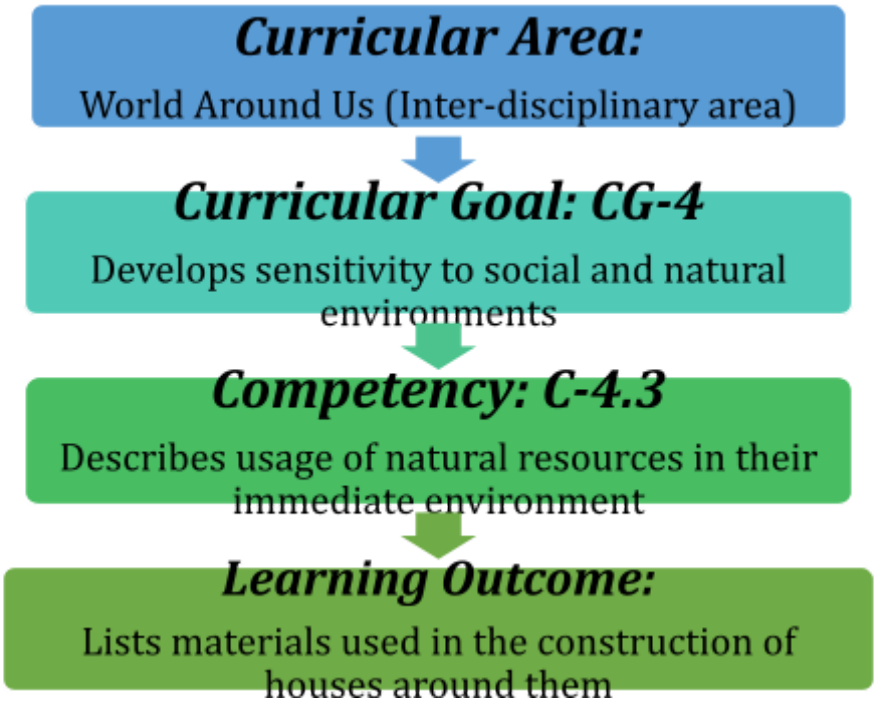
As per NEP2020 there needs to be a paradigm shift away from high-stakes one-shot summative assessments to low stakes, assessment for and as learning. Therefore the assessment structure is now focused on Formative Assessments throughout the year mapped to competencies from NCF_SE-Aug23.

Click here for the HPC of the preparatory stageIPS HPC PS 26-27.xlsx

Note that curriculum bifurcation has been done in all subject areas. For every subject, a competency tracker shows which competency is being taught in which class - the aim is to complete all competencies in that stage.
For eg the English competency tracker looks like this:

Strands	Competency	Competency Statement	III	IV	V
Listening	1.2	Summarises core ideas from material read out in class			
Speaking	1.1	Converses fluently and meaningfully in different contexts			
	1.3	Makes oral presentations (show and tell, short welcome notes,anchoring of			
Reading	2.1	Applies varied comprehension strategies (inferring, predicting,visualising) to			
	2.2	Understands main ideas and draws essential conclusions from the material read			
	5.1	Borrows books from the Library regularly to read at home			
	5.2	Demonstrates interest in reading books from the Library			
Writing	3.1	Uses writing strategies, such as sequencing, identifying headings/sub-headings,			
	3.2	Writes clear and coherent paragraphs that convey their understanding of a given			
	3.3	Creates posters, invites, simple poems, stories, and dialogues with appropriate			
	3.4	Uses appropriate grammar and structure in their writing			
Grammar	3.4	Uses appropriate grammar and structure in their writing			
Vocabulary	4.1	Discusses meanings of words and develops vocabulary by listening to and			
	4.2	Discusses meanings of words and develops vocabulary by listening to and			
Thinking	2.2	Understands main ideas and draws essential conclusions from the material read			

Kindly refer to Curriculum Donut Charts for Curriculum Bifurcation and Competency trackers.



Every competency has been mapped with the tools for facilitation and with assessment tools in the doughnut chart.

Please follow these in every subject. As one transacts the curriculum, the FAs as planned will be taken in tandem with the facilitation and the results will be uploaded in the ERP as an ongoing process.

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.

Formative assessments will include:-

- **Open door assessment** -Both "learning" and "relearning" scores will be reported for *Science* and *Mathematics* in a separate table in HPC.

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

- Art integration has been done in all curricular areas and is interweaved in the curriculum bifurcation document. Further ideas can be found in this link AIL.

- In addition, the Ek Bharat Shreshtha Bharat project will be done on the art form of the paired state – Arunachal Pradesh for schools in Uttar Pradesh and Madhya Pradesh for schools in Bihar.

- **A portfolio** will have to be maintained by every child. Click here for details.

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

- **Parent observation** will be part of the HPC, preferably in a bilingual format.

- 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. However, for purposes of accountability schools may choose to occasionally pre-announce FAs.

- 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)

School Cinema and Acad-Ally(only in IPSCR) to be also used as tools for FA.

- **Full marks for formative assessments** may be anything from 5 marks to 20 marks- but filling in ERP should be out of 10 marks only. So teachers will calculate out of 10 and fill in the ERP.

- In case a competency is tested more than once in an FA cycle, then the best score will be taken by the teacher and then uploaded in ERP.

- Human Values and global perspectives (**HVGP**) to be subsumed in "socio-emotional & ethical learning". The class teacher will fill up the SEEL-PLH page & will ensure that the self & peer assessment part is filled effectively and in an authentic manner.

- **Games, yoga, martial arts and health education** will be subsumed in "physical education" and will be assessed twice a year..

- It is expected that all facilitators will **share the rubric with the learners** before all assessments. Learners will also co-create rubrics.

Assessment structure for the preparatory stage will be as follows: (No common exam)

Assessment Schedule - III to V			
ASSESSMENT	**STARTS**	**ENDS**	**SUMMATIVE ASSESSMENTS**
FORMATIVE ASSESSMENT CYCLE-1	**Dates as per Almanac**		ONLY Annual Exams for III to V (50 Marks/ 120mins)
FORMATIVE ASSESSMENT CYCLE-2			
FORMATIVE ASSESSMENT CYCLE-3			
FORMATIVE ASSESSMENT CYCLE-4			

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

For Annual Examinations, there will be a declared schedule, Time Table, Syllabus and blueprints.

- **Students of Classes III to V will not get any preparatory leave during the annual examination period.**
- **On days when an exam is scheduled, students are required to attend regular classes after completing their exam, which lasts for 2 hours.**
- **On non- exam days, regular classes will also continue as usual.**

Note:

1. **For CWSN (Children With Special Needs), assessment planning will be determined by individual schools based on the needs and competency levels of students in Classes III to V.**
2. **The retention or handover of answer sheets to parents after assessments will also be at the discretion of the respective schools.**

REPORTING IN HOLISTIC PROGRESS CARD (HPC) (III-V): The grading 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 assessment data may be recorded in the ERP:

Enter subject : Language R1	**Enter class and section: V-A**	**Enter Assessment: FA-C1**	**Enter Competency number: C2.1**
Enter Total Marks: 10	**Enter marks obtained: 6**	**Calculation in ERP: 6/10=> 60%=>L2**	**Visible in HPC: L2**

PROMOTION POLICY

POLICY DOCUMENT _ ACADEMIC RETENTION POLICY .docx ..pdf

LEAVE POLICY

Intimation about low attendance	ABSENCE & SUBSEQUENT ACTION	ABSENCE WITHOUT VALID DOCUMENTS
School will inform parents about low attendance (less than 75%) in writing, at regular intervals (at least after every FA-cycle). Written explanation from parents for absence is expected.	• In case of absence because of a medical emergency or infectious diseases of self or close family member, a medical certificate has to be submitted within three working days of the date of absence at the exam. • 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 within three working days of the date of absence at the exam. In both the above cases, • Teachers are expected to retake FA wherever possible in case of valid reasons, or use an appropriate code while entering marks in ERP or use the marks from another FA that tests the same competency. • No re-exam will be conducted for class V Annual. In rare cases, HOI discretion may be exercised if the student is representing the school and has missed SA.	• Teachers will not retake any exam. • In case of absence in summative exams (Annual) the student will be considered as having obtained zero in the exam.

Annexure 1: *Portfolio*

Portfolios to be maintained by the student to track the progress of the declared competency.
Points to remember:

- Include *personal details*: Name of the child, school, class, date of birth.
- Include *health details*: height, weight, periodic health check-up details *(optional if a school has a separate arrangement for a health card)*
- Include *pgs 2 and 3 of HPC* in Portfolio (to be done twice a year)
- Teachers to *declare the competency being tracked* for the next time period (to be vetted by HODs). The competency being tracked will be declared in April, September, and December.
- *File separators* (coloured page) to be used to mark different subject sections
- *Index page* of the portfolio to have the following:
    - S.NO
    - Page no of the sample of work
    - Description of sample
    - Date of the sample chosen
    - Date of reflection
    - Competency being tracked
- *A sample of work* can be

    - student *artwork*
    - student's *writing samples*: worksheets, assignments, FAs, project reports, lab records, summaries after group discussion or role-play, etc
    - *Photographs* of child's work or learning journey
    - *Link* to a video of the student's work
- Every sample must have *annotations* with student reflections:-
    - what I did well (eg. I used appropriate vocabulary)
    - what I did not do well (eg. I need practice in sentence construction)
    - what I did not understand (I do not understand how to calculate LCM)
    - what I need help with (I need help with subject-verb agreement)
    - progress made or not from the last sample in the portfolio with reasons and examples (I can comprehend questions better, but I need to work on my presentation of information)
    - action plan or solution to challenge areas (I will take help from my peer Sujata, to understand LCM and attempt all problems from NCERT)
- *Peer assessment* can be included and mapped with the competency being tracked (the choice is with the student whether to include or not)
- *Anecdotal* observation records of the teacher can be included and mapped with the competency being tracked (the choice is with the student whether to include or not)
- *Periodic summary* by learner and teacher at the end of the tracking time of the competency.
- *Assessment* of the portfolio should not be on the sample chosen (which may or may not be good) but should be based strictly on student reflection and annotation. Comments by the teacher should be on bettering the reflections and annotation.

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 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: *Blueprint for setting question paper in Summative Assessments*

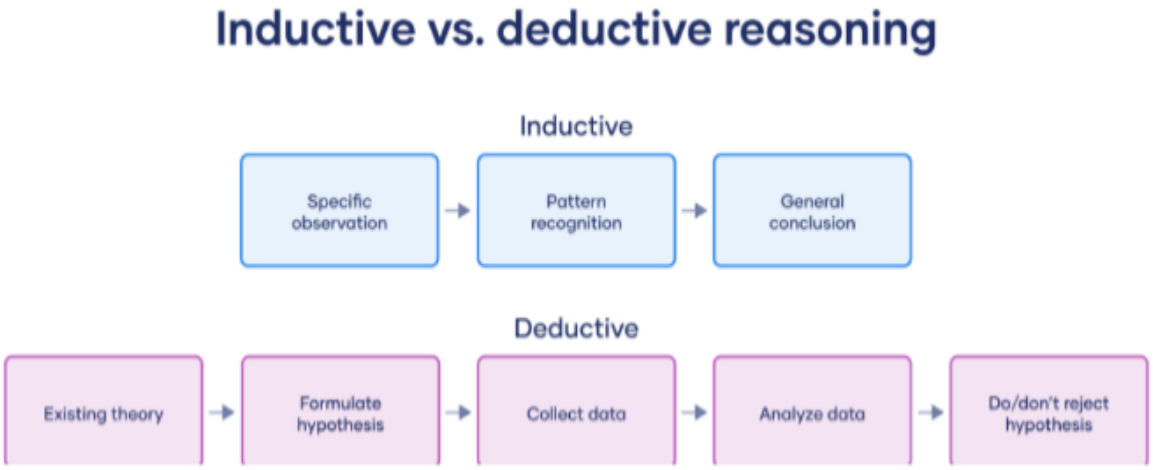
Click here for details of question paper design. A sample blueprint format is given below.

Annual Examination (202_-2_)								
Blueprint								
Class V								
Subject - WAU								
S. No	**Chapter**	**1 MARK**	**2 MARKS**	**3 MARKS**	**4 MARKS**	**5 MARKS**	**TOPIC WISE**	

							TOTAL	
1	**Ch-16 Everything Is Matter**	4	2	4		1	16	
2	**Ch18 Air We Breathe**	3	1	5	1		16	
3	**Ch-20 Finding Places**	3	2	4		1	18	
	Q-TYPE WISE TOTAL	10	5	13	4	6	**50**	**TOTAL MARKS <= IN THE QP**
	TOTAL NUMBER OF QUESTIONS=>						**36**	

Annexure 5: *ASL*
What is ASL?
Ideas on ASL

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



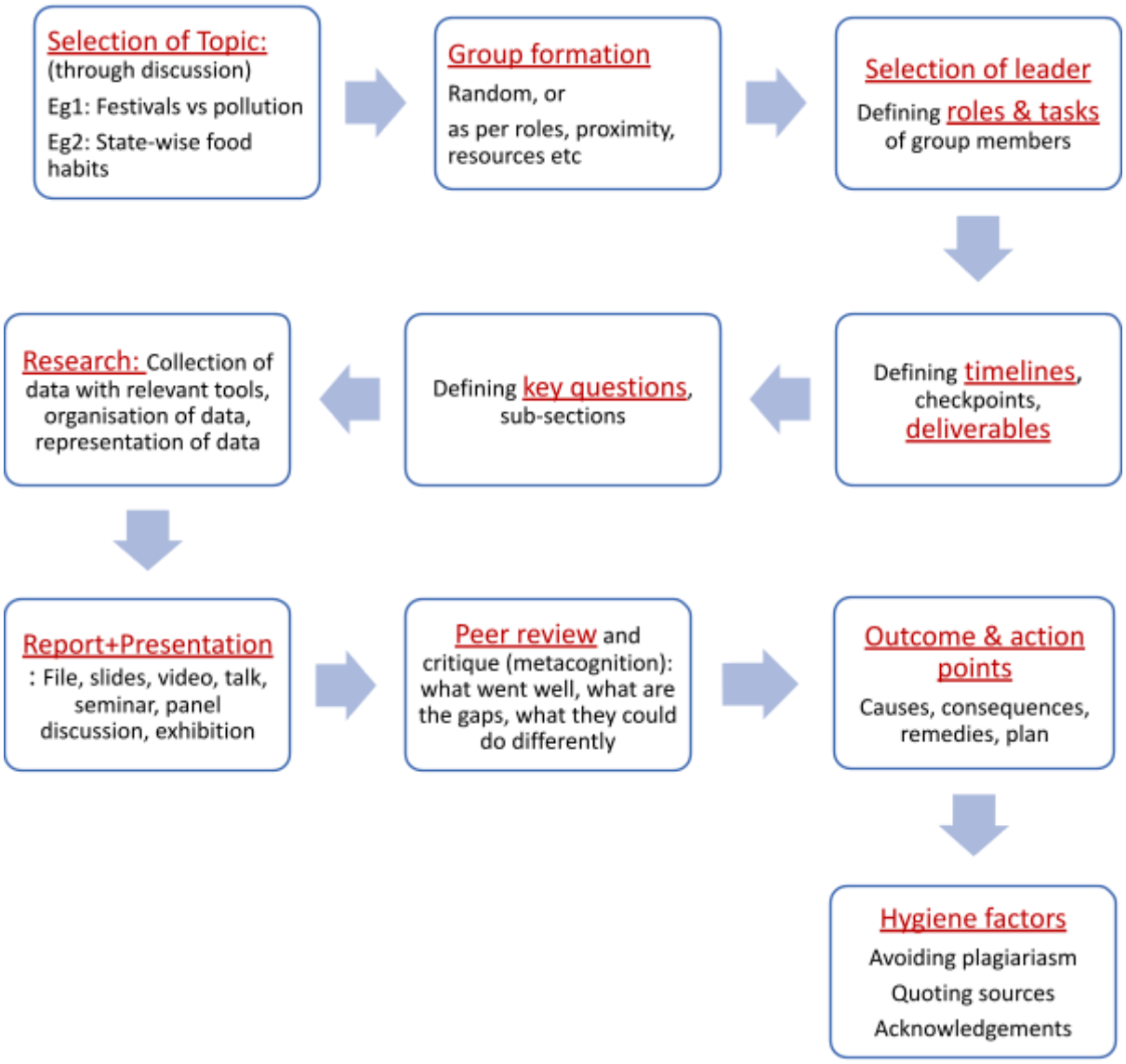
Suggested rubric for assessing laboratory work:

RUBRIC FOR LABORATORY (INDUCTIVE) - 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 7: *Projects*

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



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.

Undertaking format for promotion with warning

Principal Date: _____
[insert Name of School]

Subject: **Letter of Undertaking for promotion to the next class**

Dear Sir/Madam,
I, *[insert name of guardian in full]*, guardian of *[insert full name of student]* of class *[insert class & section]* hereby declare that I have been given complete information by the school, of my ward's challenges in meeting the expected grade levels standards.
I hereby commit that I will support & monitor my ward in session *[insert the next academic session]* in order to bridge the gap and enable him/her to acquire grade-level competencies in class *[insert class]*. I am aware that promotion to the next class requires strict adherence to the educational plan agreed by me so that my ward is able to cope with the academic expectations.

Yours Sincerely,
[Signature of guardian]
[Name of guardian]
Mobile No. of Guardian: _____
Email address of Guardian:_____
ID proof provided by guardian:_____
==========

Undertaking format for repeating a grade

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:_____