Assessment Policy: Middle stage - VI to VIII

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

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

and Positive Learning Habits		

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 balanced with Formative Assessments throughout the year mapped to competencies from NCF_SE-Aug23 and Summative Assessments four times a year (PT1, PT2, PT3, Annual Exam) for reporting and standardised testing.

Click here for the HPC of the middle stage IPS HPC MS 26-27.xlsx

Note that curriculum bifurcation has been done in all subject areas. Every competency has been mapped with the tools for facilitation and assessment tools in the doughnut chart.

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 example, the **English competency tracker** looks like this:

Strands	Competency No	Competency statement	VI	VII	VIII
Listening	1.1	Identifies main points and summarises from a careful listening of the text (news articles, reports, editorials)			
	1.2	Listens to, plans, and conducts different kinds of interviews (structured and unstructured)			
Speaking	1.2	Listens to, plans, and conducts different kinds of interviews (structured and unstructured)			
	1.3	Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity)			
	2.3	Expresses through speech and writing their ideas and critiques on the various aspects of their social and cultural surroundings			
	4.1	Reads, responds to, and critically reviews books of varied genres (fiction and non-fiction)			
	5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable			
Reading	1.1	Identifies main points and summarises from a careful reading of the text (news articles, reports, editorials)			
	2.1	Identifies and appreciates different forms of literature (prose, poetry, drama) and styles of writing (narrative, descriptive, expository, persuasive) from various cultures and time periods			
	4.1	Reads, responds to, and critically reviews books of varied genres (fiction and non-fiction)			
	4.2	Uses books and other media resources effectively to find references to use in projects and other activities			
	5.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used			
Writing	1.3	Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity)			
	1.4	Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes			
	1.5	Creates content for audio, visual, or both, for different audiences and purposes			
	2.2	Identifies literary devices [simile, metaphor, personification (alankaras), hyperbole (athishayokthi), alliteration (anuprasa), idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing			
	2.3	Expresses through speech and writing their ideas and critiques on the various aspects of their social and cultural surroundings			
	3.1	Interprets and understands basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech, while reading different forms of literature, and applies them while writing			
	3.2	Writes prose, poetry, and drama using appropriate style and language			
	4.1	Reads, responds to, and critically reviews books of varied genres (fiction and non-fiction)			
	5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable			
	5.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)			
Grammar	2.2	Identifies literary devices [simile, metaphor, personification (alankaras), hyperbole (athishayokthi), alliteration (anuprasa), idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing			
	3.1	Interprets and understands basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech, while reading different forms of literature, and applies them while writing			
Vocabulary	5.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)			
Thinking	1.5	Creates content for audio, visual, or both, for different audiences and purposes			
	4.2	Uses books and other media resources effectively to find references to use in projects and other activities			

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

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 in each cycle 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 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.

- **Art integrated project** on the art form of the paired state – Arunachal Pradesh for schools in Uttar Pradesh and Madhya Pradesh for schools in Bihar has been planned and interweaved in the curriculum bifurcation documents. More art-integrated lessons have been planned across all subjects. More ideas can be found in this link AIL.

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

- **Self-assessment** (click here for 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.

- 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, schools may choose to occasionally pre-announce FAs for the purposes of ensuring accountability from students.

- 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 FAs** can be out of 5/10/15/20/25 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". Grades are to be given by the teacher teaching the Awakened Citizen Program or HVGP.

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

- The curriculum and the study material for **Vocational/Skill** Electives are available on this link-visit the CBSE skill education site for books and curriculum.Skill and VA/PA to be assessed twice a year.

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

SUMMATIVE ASSESSMENT: MARKS DISTRIBUTION, TIME (VI TO VIII): Click here for a sample blueprint for setting a question paper in Summative Assessments.

For all Periodic Tests and Annual Examinations, there will be a declared schedule, Time Table, Syllabus and blueprints. Periodic Test-2(HY) will be

TERM-I			TERM-II		
ASSESSMENTS	**MAX MARKS**	**TIME ALLOTTED**	**ASSESSMENTS**	**MAX MARKS**	**TIME ALLOTTED**
PT-1	30	65mins	PT-3	30	65mins
PT-2/HYE COMMON EXAM	80	3hours	ANNUAL	80	3hours
Computational thinking will have 30marks theory and 50marks practical in PT2 and Annual Exams. Maximum marks in PT1 and PT3 will be 30marks theory. Voc-subjects will have MM=50 and have 30% theory and 70% practical in PT2 & Annual; NO COMMON EXAM for vocational subjects in VI-VIII(bound to amend as per latest Kaushal Bodh Curriculum)					

Common for Grades VI to VIII.

Assessment Schedule - VI to VIII	
FORMATIVE ASSESSMENT CYCLE-1	Dates as per Almanac
PERIODIC TEST-1	
FORMATIVE ASSESSMENT CYCLE-2	
PERIODIC TEST-2	
FORMATIVE ASSESSMENT CYCLE-3	
PERIODIC TEST-3	
FORMATIVE ASSESSMENT CYCLE-4.	
Annual Examination	

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.**
2. **The retention or handover of answer sheets to parents after assessments will also be at the discretion of the respective schools.**

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

- The grading scale will be like this:

LEVEL	Symbol to be used in HPC	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 to 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: VIII-A

Enter Assessment: FA-C1

Enter Competency number: C2.1

Enter Total Marks: 10

Enter marks obtained: 9

Visible in HPC: L4

PROMOTION POLICY

POLICY DOCUMENT__ACADEMIC RETENTION POLICY .docx ..pdf

TABLE 6: LEAVE POLICY

Minimum eligibility criteria for appearing in SAs (PTs & Annual)	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). A 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 PTs or Annual. In rare cases HOI discretion may be exercised if the student is representing school and has missed SA.	• Teachers will not retake any exam. • In the case of summative exams (PTs/Annual) the overall % will be calculated including that of the absent exam and 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 school has separate arrangement for health card)*
- Include *pgs 2 and 3 of HPC* in Portfolio (to be done twice a year)
- Teachers are 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 and September.
- *File separators* (coloured page) to be used to mark different subject sections
- *The 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 am able to comprehend questions better, 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 mapped with the competency being tracked (choice is with the student whether to include or not)
- *Anecdotal* observation records of the teacher can be included mapped with the competency being tracked (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 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) MIDDLE STAGE-CLASS VI-VII-VIII					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		VI-A			
ASSESSMENT DATE:		11.05.23			
SL. No.	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Selection of samples (MM 2)	Chooses irrelevant samples. (0)	Chooses relevant samples some of the time. Tends to choose only good work. (.5)	Chooses relevant samples always. Understands the need to connect from one sample to the next. (1)	Chooses relevant samples always. Samples show evidence of a specific competency. Is able to tutor peer group. (2)

2	Organisation (MM 3)	No labels. No index page. No separation of samples according to competency. No sequencing. (0)	Some labels visible. Index page is there, but not organised well. Separation of samples has been done according to competency. Some sequencing is visible. (1)	Clear and appropriate labels. Index page well organised. Separation of samples according to competency. Sequencing is visible.(2)	Appropriate and technically correct labels. Clarity visiblt in index page. Samples grouped to show proficiency in a target competency. Sequencing visible. (3)
3	Reflection (MM 3)	Irrelevant statements. Unable to reflect on one's work.(0)	Some relevant statements about one's work - not grouped under relevant headings.(1)	Relevant and technically appropriate annotations grouped under relevant headings.(2)	Relevant, technically appropriate annotations that have clear directions for growth.(3)
4	Growth (MM 2)	Shows no change in quality of output after self-reflection(0)	Shows minor cosmetic changes in quality of output - has less linkages to reflection(1)	Shows deep, visible changes in quality of output over time -linkages to reflection are apparent and formative. (2)	Visible growth in quality of output over time. Is able to help peer-group in metacognition.(2)

Annexure 2: *Self-assessment*

RUBRIC FOR SELF ASSESSMENT (can be used with any competency)								
NAME OF CHILD : ANISH DAS								***CLASS & SEC: VIIIA***
SL. NO	DATE	AGE: __YRS _MTHS	COMPETENCY	DESCRIPTION OF ACTIVITY	Everyone could hear me - my voice was loud and clear	I clearly stated my position (For/ Against)	My speech was relevant (I did not stray from the topic)	I made at least three relevant arguments to support my stand

1	09-04-2023	11yrs 3mths	C1.1: Expresses opinions orally with a convincing argument	Short speech on: "We should not be secular"				

Annexure 3: *Peer-assessment*

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

Annexure 4: *Blueprint for setting question paper in Summative Assessments*

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

GRADE VI

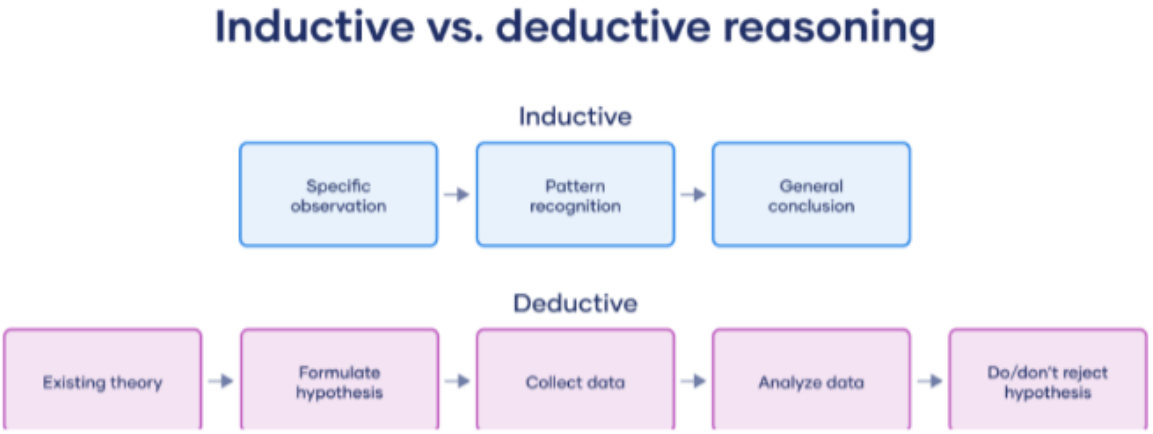
Blueprint for Annual Exam 2..-2.. CLASS .....VI.. Subject..MATHS.....

Sl. No	Chapter	1 MARK	2 MARKS	3 MARKS	4 MARKS	5 MARKS	TOPIC WISE TOTAL	
1	CH 6 Integers	4 (4)	1 (2)	1 (3)	1 (4)	1 (5)	18	
2	CH 7 Fractions	4 (4)	1 (2)	1 (3)	1 (4)	0	13	
3	CH 8 Decimals	4 (4)	1 (2)	1 (3)	0	1 (5)	14	
4	CH 12 Perimeter & Area	4 (4)	1 (2)	2 (6)	1 (4)	1 (5)	21	
5	CH 13 Data Handling	4 (4)	1 (2)	1 (3)	0	1 (5)	14	
	Q-TYPE WISE TOTAL	20 (20)	5 (10)	6 (18)	3 (12)	4 (20)	80	TOTAL MARKS IN THE QP
						TOTAL NUMBER OF QUESTIONS=>	38	

Annexure 5: *ASL*

(1)What is ASL? *(2)*Ideas on ASL

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



Suggested rubric for assessing laboratory work:

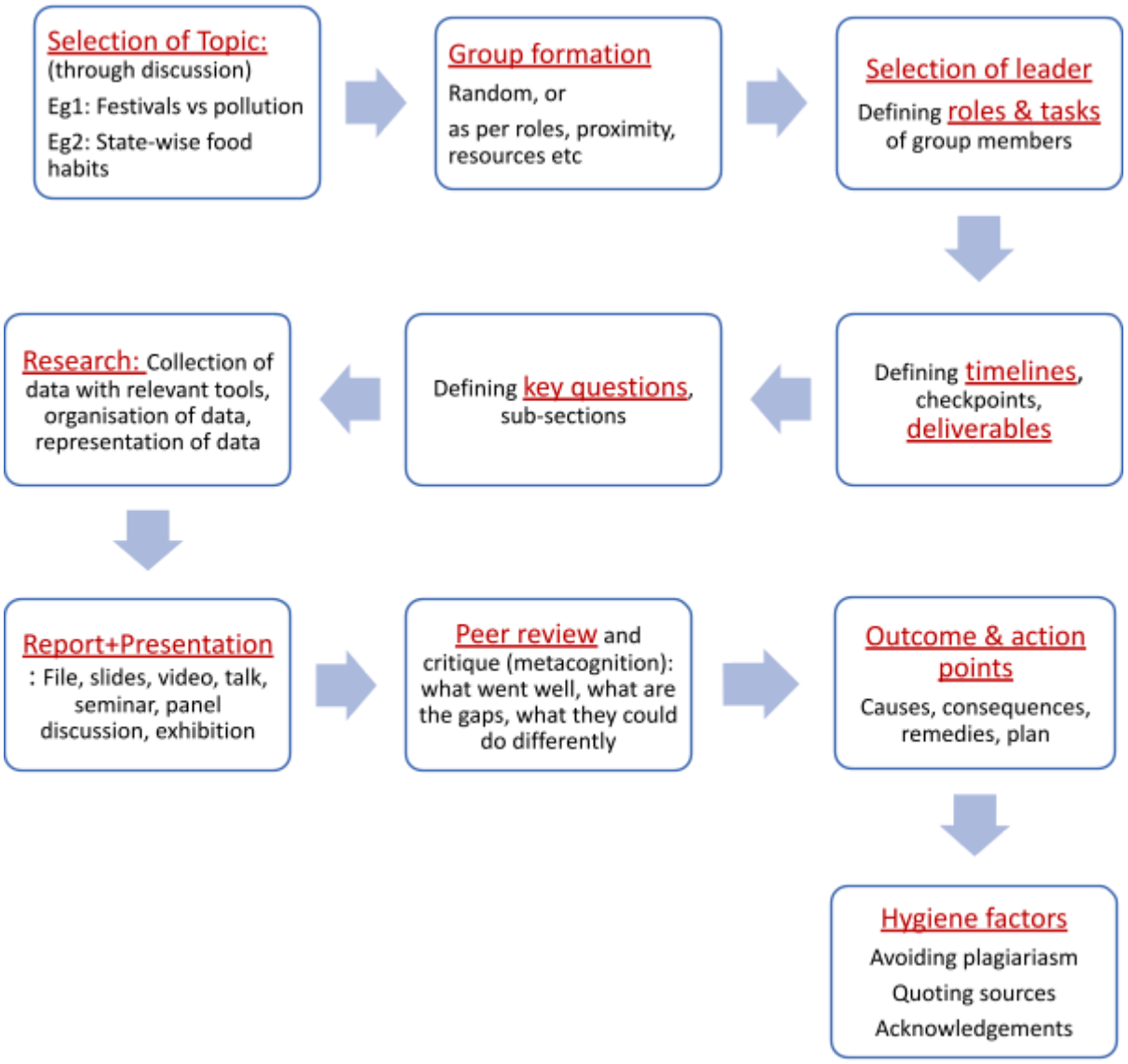
RUBRIC FOR LABORATORY (INDUCTIVE) - MIDDLE STAGE-CLASS VI-VIII					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		VII-A			
DATE OF ASSESSMENT (DD/MM/YY):		11.05.23			
Sl No	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Experiment	Is unable to understand the features of the experiment	Is able to understand the features of the experiment, but is unable to set it up.	Is able to understand features of the experiment and is able to set it up.	Is able to understand features of the experiment and is able to set it up. Is able to articulate and describe the markers of the experiment.
2	Recording observations	irrelevant observations	relevant but incomplete observations	relevant and comprehensive observations	relevant and comprehensive observations in technically correct language
3	Analysis of data	Raw data not organised	Raw data organised into a form where patterns are visible	Pattern recognition from processed data.	Data visualisation from processed data. Multiple inferences from processed data
4	Evaluation leading to generalisation. Arrive at a mathematical or	Unable to extrapolate pattern to theory	Is able to extrapolate pattern to form a generalisation	Is able to extrapolate pattern to form a generalisation.	Is able to extrapolate pattern to form a generalisation. Uses technical language. Is able to draw and

	scientific fact/ law/ theory.			Uses technical language.	explain flow diagram from experiment to generalisation.

RUBRIC FOR LABORATORY (DEDUCTIVE) -MIDDLE STAGE-CLASS VI-VIII					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		VII-A			
DATE OF ASSESSMENT (DD/MM/YY):		11.05.23			
SL. NO	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Formulate hypothesis	Irrelevant hypothesis statement	Hypothesis relevant but does not have clarity	Relevant hypothesis in clear technically appropriate language.	Relevant hypothesis in clear technically appropriate language. Clearly states the conditions under which the hypothesis holds.
2	Recording observations	irrelevant observations	relevant but incomplete observations	relevant and comprehensive observations	relevant and comprehensive observations in technically correct language
3	Analysis of data	Raw data not organised	Raw data organised into a form where patterns are visible	Pattern recognition from processed data.	Data visualisation from processed data. Multiple inferences from processed data
4	Evaluation leading to rejection or acceptance of initial hypothesis	Unable to connect pattern to initial hypothesis	Able to connect pattern to initial hypothesis.	Able to connect pattern to initial hypothesis and draw conclusion whether the data corroborates the hypothesis or not	Able to connect pattern to initial hypothesis and draw conclusion whether the data corroborates the hypothesis or not. Is able to draw and explain flow diagram from hypothesis to evaluation of data.

Annexure 7: *Projects*

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



RUBRIC FOR ASSESSING PROJECT - MIDDLE STAGE-CLASS VI-VIII					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		VII-A			
DATE OF ASSESSMENT (DD/MM/YY):		11.05.23			
SL NO	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Topics, sub-sections, key questions	Topic not relevant. Sub-sections and key questions are not connected and do not flow into the topic.	Topic chosen is relevant. Sub-sections are not sequenced. Questions do not have clarity.	Topic chosen is relevant. Sub-sections are sequenced. Questions have clarity.	Topic chosen is relevant. Sub-sections are sequenced. Questions have clarity. Mindmap is attached.

2	Research	Unplanned research - irrelevant data collection.	Planned research through relevant websites/ books. Data collected is relevant. Data not in organised form.	Planned research. Relevant data collection linked to key questions. Data organised into tables.	Planned research. Relevant data collection linked to key questions. Data organised into tables. Data visualisation (charts and graphs) has been done to understand key takeaways.
3	Presentation & peer review	Lack of clarity in presentation. Could not answer queries of peers. Could not ask other teams any relevant questions.	Presentation has clarity, is sequenced logically. Could not satisfactorily answer queries of peers. Could not frame relevant questions for other teams.	Presentation has clarity, is sequenced logically, addresses key questions. Could answer queries of peers. Could frame relevant questions for other teams.	Presentation has clarity, is sequenced logically, addresses key questions. Could answer queries of peers. Had a logical conclusion with a clear response to SO WHAT? Was able to ask other teams questions mapped to critical thinking.
4	Team interactions	Team members do not have clarity regarding roles and expectations.	Team members know roles and expectations but have worked in silos.	Team members have clarity of role and expectations. Team members discuss & ideate together.	Team members have clarity in role and expectations. They offer supportive feedback to each other, have documented checkpoint discussions, can offer anecdotal records of teamwork. The team has common vision and focus.
5	Adherance to timelines	Incomplete project.	Project partially completed. Data collection complete. Data organisation and interpretation incomplete.	Project completed on time. All parts of the project organised and presented as expected.	Project completed on time. All parts of the project organised and presented as expected. Records of checkpoint interactions are included.
6	Clear outcomes	No conclusion reached.	Conclusion drawn is not linked to key questions.	Conclusion is relevant and is linked to key questions.	Conclusion is relevant and is linked to key questions. Action plan is clearly articulated.
7	Sources & originality	Sources not quoted. Plagiarism visible. No original thought or effort.	Sources are listed. No original thought or effort. Mainly copied from various websites.	Sources are listed. Original thought and effort visible. Data from various resources have been interpreted by the team.	Sources are listed. Original thought and effort visible. Data from various resources have been used to establish point of view and paint a cohesive picture of findings.
8	Viva-voce	Could not answer any question.	Could answer questions which are mapped to "remembering". Did not give relevant answers to all questions.	Could answer questions mapped to higher levels of Bloom's taxonomy.	Could answer questions mapped to higher levels of Bloom's taxonomy. Capable of metacognition - could self-assess and identify areas of improvement.

SKILL MODULES BEING OFFERED BY CBSE IN MIDDLE SCHOOL

Key->

I: Engaging with life and nature

II: Engaging with machines and materials

III: Engaging with people

S. No.	CODE	SKILL MODULES	KEYS
1	901	Artificial Intelligence	II

2	902	Beauty & Wellness	III
3	903	Design Thinking & Innovation	II
4	904	Financial Literacy	III
5	905	Handicrafts	II
6	906	Information Technology	II
7	907	Marketing/ Commercial Application	III
8	908	Mass Media - Being Media Literate	III
9	909	Travel & Tourism	III
10	910	Coding	II
11	911	Data Science (Class VIII only)	II
12	912	Augmented Reality / Virtual Reality	II
13	913	Digital Citizenship	II
14	914	Life Cycle of Medicine & Vaccine	I
15	915	Things you should know about keeping Medicines at home	III
16	916	What to do when Doctor is not around	III
17	917	Humanity & Covid-19	III
18	918	Blue Pottery	II
19	919	Pottery	II
20	920	Block Printing	II

21	**921**	**Food**	**I**
22	**922**	**Food Preservation**	**III**
23	**923**	**Baking**	**III**
24	**924**	**Herbal Heritage**	**I**
25	**925**	**Khadi**	**II**
26	**926**	**Mask making**	**II**
27	**927**	**Mass Media**	**III**
28	**928**	**Making of a Graphic Novel**	**II**
29	**929**	**Kashmiri Embroidery**	**II**
30	**930**	**Embroidery**	**II**
31	**931**	**Rockets**	**II**
32	**932**	**Satellites**	**II**
33	**933**	**Application of Satellites**	**II**

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:_____

==========

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:_____