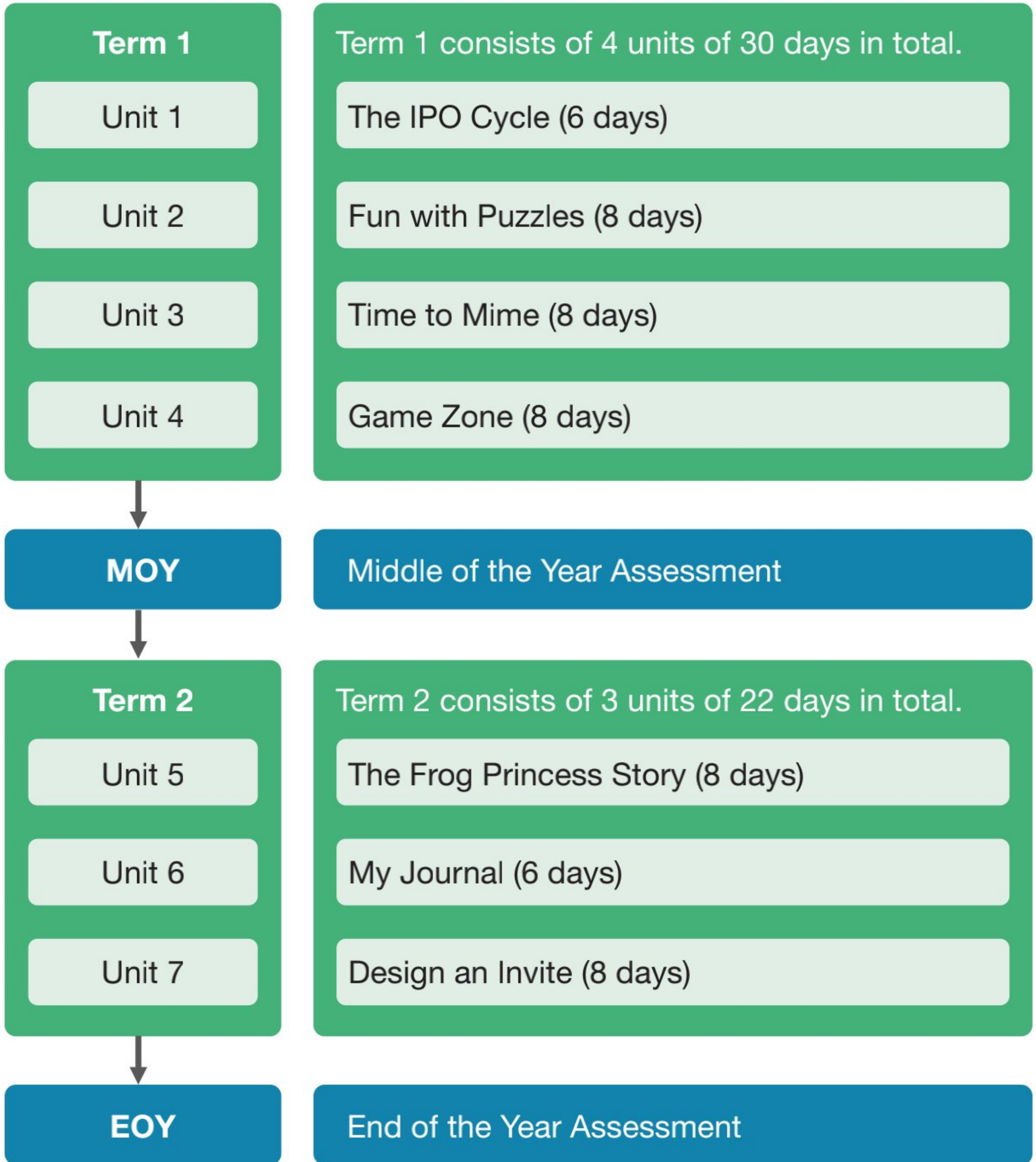



Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the Year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of MOY.

PART 1	Unit Name	USE	THINK	BUILD	Unit No.
	The IPO Cycle	Tux Paint	Observation Design Skills Visualisation	Draw a detailed computer IPO cycle.	1
	Fun with Puzzles	GCompris	Observation Visualisation	Create simple algorithms (set of instructions) to move a character through a maze using commands.	2
	Time to Mime	ScratchJr	Visualisation Design Skills	Create a mime story of a Lion and a Rat by adding multiple scenes.	3
	Game Zone	ScratchJr	Design Creativity Multimedia	Create a car racing game with two or more car characters and make them run when tapped. Challenge: Create a shooting game with a shooting character and birds.	4
PART 2	Unit Name	USE	THINK	BUILD	Unit No.
	The Frog Princess Story	ScratchJr	Design Creativity Coding	Create a Frog princess story with two scenes (day scene and night scene). Start the conversation between the characters and change the characters across scenes.	5
	My Journal	Word Processor	Design Visualisation	Create your own journal.	6
	Design an Invite	Word Processor	Observation Creativity Visualisation	Create a birthday party invitation.	7

The LEAD Method

3. Project—Based Learning: Students demonstrate skills such as abstraction, decomposition, visualisation, creativity, and problem-solving by building projects at the end of every unit.

Draw IPO Cycle of a Computer using Tux Paint
Unit 1



Maze Puzzles in GCompris
Unit 2



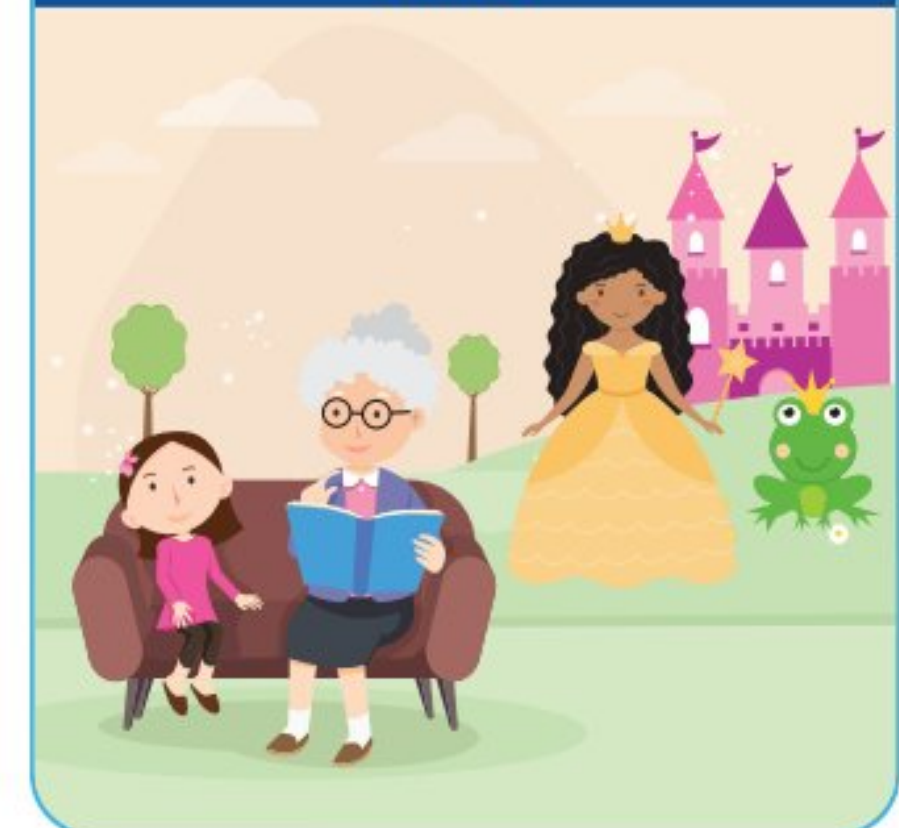
Mime Story using ScratchJr
Unit 3



Shooting Game using ScratchJr
Unit 4



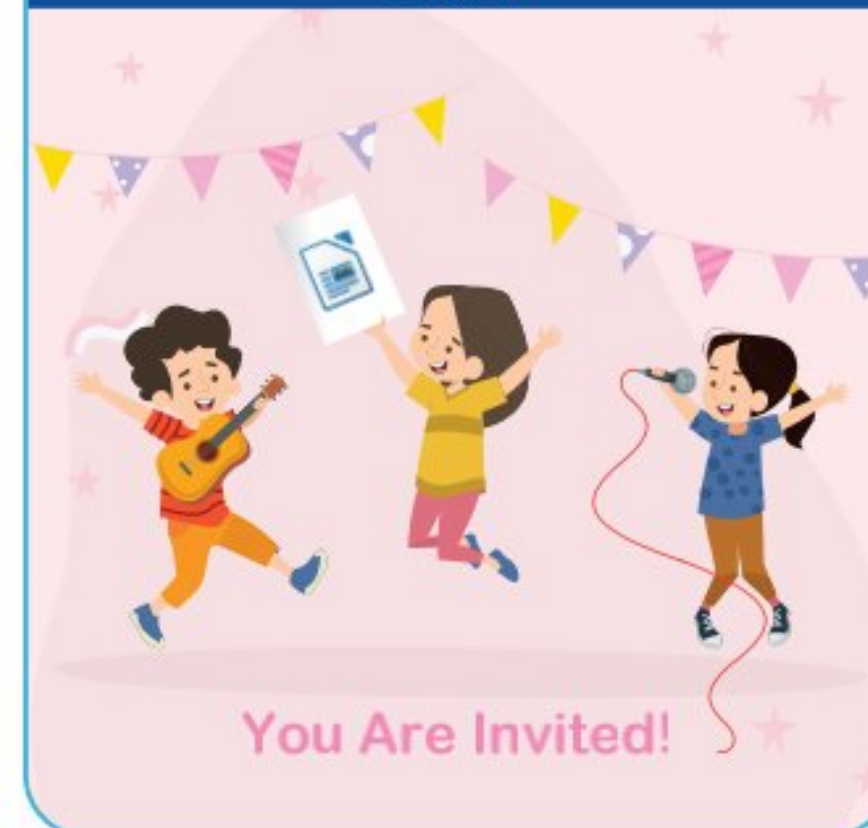
Frog Princess Story using ScratchJr
Unit 5



Create a Digital Journal using LibreOffice Writer
Unit 6



Create an Invite using LibreOffice Writer
Unit 7



Important Icons

Icons and Features of the Book

Introduction

Provides a brief idea of the concepts.

Activity

Helps students understand concepts and apply their learnings.

Skill Time

Provides USE-THINK-BUILD approach to create real-life projects.

Project

Helps students to integrate all the skills.

Checkpoint

Helps students to earn badges or certificates.

Quick Tips

Provide additional information about the concept.



SCAN ME



SCAN ME



SCAN ME

Students can access important resources at home by scanning these codes using the LEAD Student App.

Red: to watch videos on various topics

Blue: to read documents and learn concepts

Green: to download badges and certificates

Icons and Features used in the Lesson Plans



Turn and Talk

Ensure that you use the routines and structures as mentioned in the plans to achieve excellence in each unit.



Turn-Write-Pair-Share

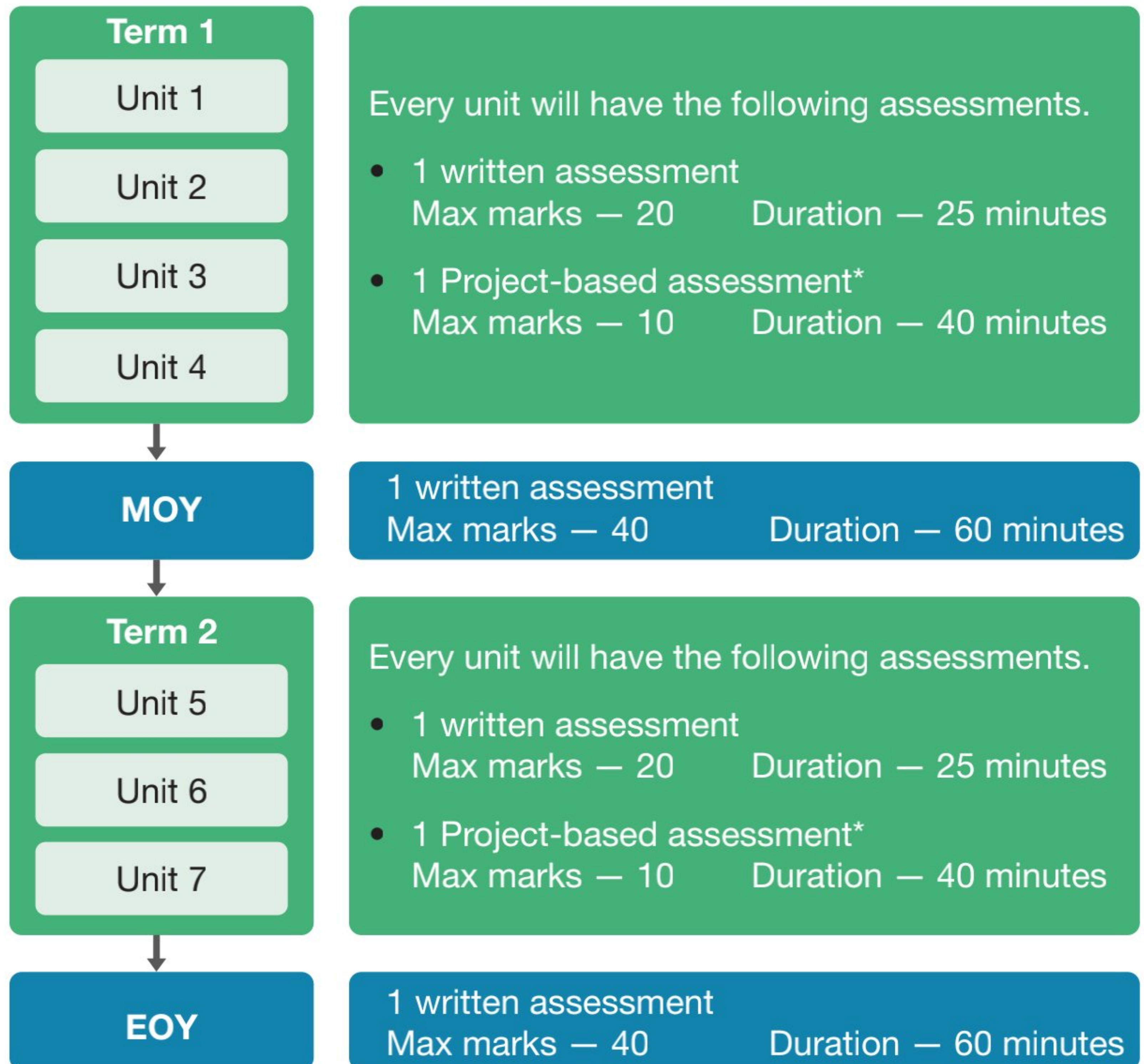
Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used.



Stop and Jot

Assessment Structure for the Year

The objective of the assessments is to check if all students have understood the concepts and can apply their learning. Based on the assessment data, it is very important to do strong remedial before progressing forward. The CCS curriculum prescribes and provides the following assessments.



Note: *This is in line with NEP 2020's recommendations to include computational thinking and project-based assessments from early years.



Assessment Framework

Unit Assessments

The written unit assessments will have the following structure.

Type of Question	Marks	Questions	Total Marks
Fill in the blanks	1	4	4
Select (tick, circle, colour) one option	1	4	4
Match the following	1	4	4
Very short answer questions	1	2	2
Very short answer questions – Fill Go	1	2	2
Short answer questions	2	2	4
		18 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Type of Question	Marks	Questions	Total Marks
Fill in the blanks	1	4	4
Select (tick, circle, colour) one option	1	4	4
Match the following	1	4	4
Very short answer questions	1	2	2
Very short answer questions – Fill Go	1	4	4
Short answer questions	2	4	8
Short answer questions – Coding	2	4	8
Short answer questions – Coding	3	2	6
		28 questions	40 marks

Note:

- In MOY - 100% questions will be from Term 1 Units.
- In EOY - 100% questions will be from Term 2 Units.



Assessment Framework

Project Evaluation Rubric

Duration: 40 minutes

Total marks: 10

Strand/Score	2 - Excellent	1.5 - Needs Improvement	1 - Unsatisfactory
Understanding	Student was able to understand the objectives of the project	Student partially understood the objectives and what needs to be created.	Student did not understand most of what was expected from the project.
Design	Student was able to visualise and design elements of the project very well.	Student was able to visualise and design elements of the project to satisfactory levels.	Student was not able to design some of the elements of the project.
Logic	Student was able to apply logical thinking to be able to solve the problem or steps required to create the project.	Student was partially able to solve the problem or apply the steps required to create the project.	Student was unable to think logically or apply the steps required to create the project.
Output	The output was as per prescribed project description.	The output was partially achieved as per project description.	The output achieved was not as per project description.
Completion and Time Management	Student was able to complete the project in the assigned time	Student was able to complete 75% of the project in the assigned time	Student was able to complete 50% or lesser of the project in the assigned time.

Difficulty level of Questions

Difficulty level of questions in the assessments are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analysing situations and building on top of what was taught in class.
Bloom's Level	<ul style="list-style-type: none"> Remember 	<ul style="list-style-type: none"> Understand Apply 	<ul style="list-style-type: none"> Application (complex) Evaluate Analyse Create

Note: ASMs (Term 1 / Term 2) • 30 (LOTS) • 50 (MOTS) • 20 (HOTS)
 MOY / EOY • 30 (LOTS) • 50 (MOTS) • 20 (HOTS)

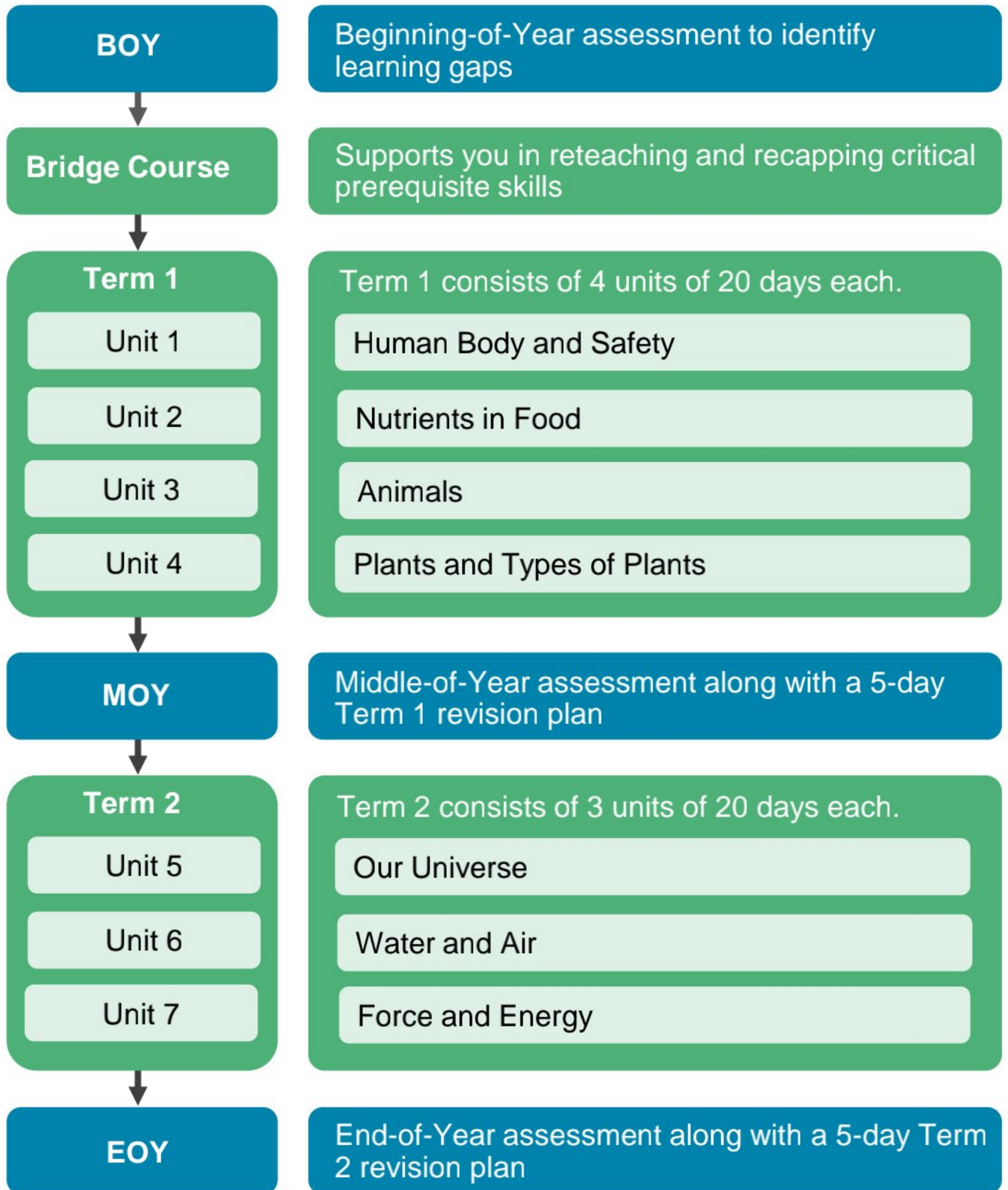


Class 2 – CCS

ALP

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the Year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of the MOY assessment.



TERM 1

1

UNIT 1 — HUMAN BODY AND SAFETY

- External Organs
- Internal Organs
- Habits to Keep the Body Safe

2

UNIT 2 — NUTRIENTS IN FOOD

- Food Groups and Nutrients
- Balanced Diet
- From the Farm to the Table

4

UNIT 4 — PLANTS AND TYPES OF PLANTS

- Parts of Plants and Their Functions
- Growth of Plants
- Taking Care of Plants

3

UNIT 3 — ANIMALS

- Different Types of Animals
- Importance of Animals
- Ways to Take Care of Animals

TERM 2

5

UNIT 5 — OUR UNIVERSE

- Solar System
- Features of Planets
- Phases and Features of Moon

6

UNIT 6 — WATER AND AIR

- Properties and Importance of Water
- Properties and Importance of Air
- Ways to Keep Water and Air Clean

7

UNIT 7 — FORCE AND ENERGY

- Effects of Force
- Relative Motion
- Heat Energy — Sources and Properties

The important skills that students will develop this year are:



THINKING SKILLS

- Solving real-world problems
- Creating new ideas
- Being curious
- Reflecting on their learning
- Learning from mistakes
- Thinking scientifically



COMMUNICATION SKILLS

- Communicating effectively
- Presenting ideas
- Using information

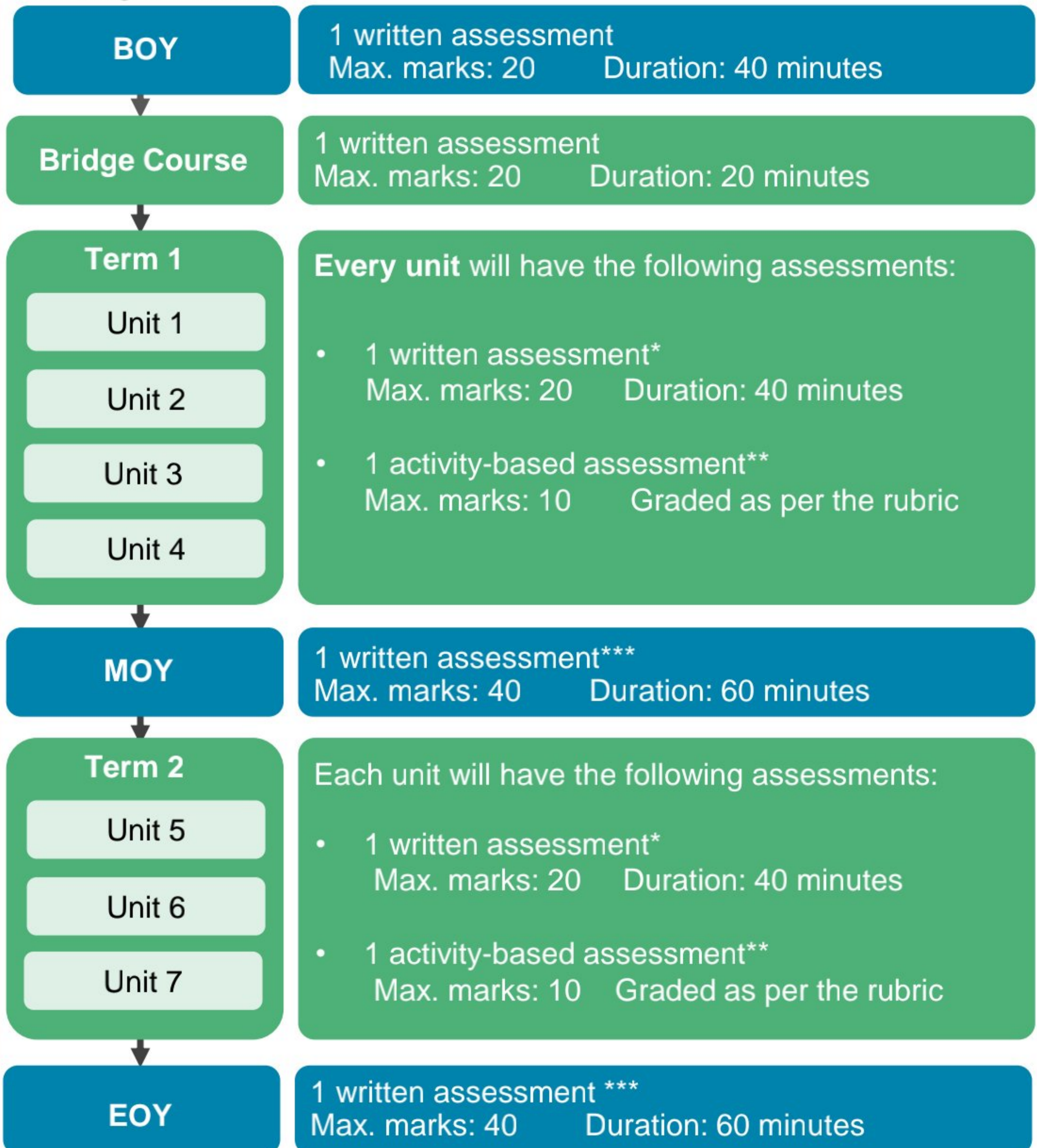


COLLABORATION SKILLS

- Working with others
- Appreciating others' ideas
- Resolving conflicts
- Connecting to their community

Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on the assessment data, it is very important to conduct remedial classes using LEAD's remedial recommendations before progressing forward. LEAD prescribes the following assessments:



*This includes an oral assessment for 5 marks.

**This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.

***This includes an oral assessment for 10 marks.

Assessment Framework

Unit Assessments

The written unit assessments have the following structure:

Type of Question	Marks	Questions	Total Marks
Select type questions	2	2	4
True / False	0.5	2	1
Match the following	2	1	2
Fill in the blanks	2	2	4
Short answer questions	2	2	4
Oral questions – Short	1	3	3
Oral questions – Long	2	1	2
		13 questions	20 marks

MOY and EOY Assessments

MOY and EOY assessments have the following structure:

Type of Question	Marks	Questions	Total Marks
Select type questions	2	3	6
True / False	0.5	4	2
Match the following	2	2	4
Fill in the blanks	2	5	10
Short answer questions	2	4	8
Oral questions – Short	1	6	6
Oral questions – Long	2	2	4
		26 questions	40 marks

Assessment Framework

Spiralling in Assessments

- In the MOY assessment — 100% of the questions will be from Term 1 units.
- In the EOY assessment — 85% of the questions will be from Term 2 units and 15% will be from Term 1 units.
- In Unit Assessments — The Unit 1 assessment has no spiralling. In the Unit 2 assessment, 90% of the questions will be from the unit and 10% will be from previous unit. In every subsequent unit assessment, 85% of the questions will be from the unit and 15% will be from the previous two units. This is to help students practise concepts and be better prepared for the MOY and EOY assessments.

Difficulty Level of Questions

The difficulty levels of the questions in the assessments are based on board guidelines. All questions are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analysing situations, and building on top of what was taught in class
Bloom's Level	Remember	Understand	Application (complex) Evaluate Analyse Create

In line with board guidelines, LEAD assessments follow the structure explained below.

Unit 1 — 60% LOTS : 30% MOTS : 10% HOTS

Unit 2 — 50% LOTS : 40% MOTS : 10% HOTS

Unit 3 — 40% LOTS : 50% MOTS : 10% HOTS

Unit 4 — 30% LOTS : 50% MOTS : 20% HOTS

MOY — 30% LOTS : 50% MOTS : 20% HOTS

Units 5, 6, and 7 — 30% LOTS : 50% MOTS : 20% HOTS

EOY — 30% LOTS : 50% MOTS : 20% HOTS

We gradually increase the level of difficulty for students in Term 1.

Materials Required

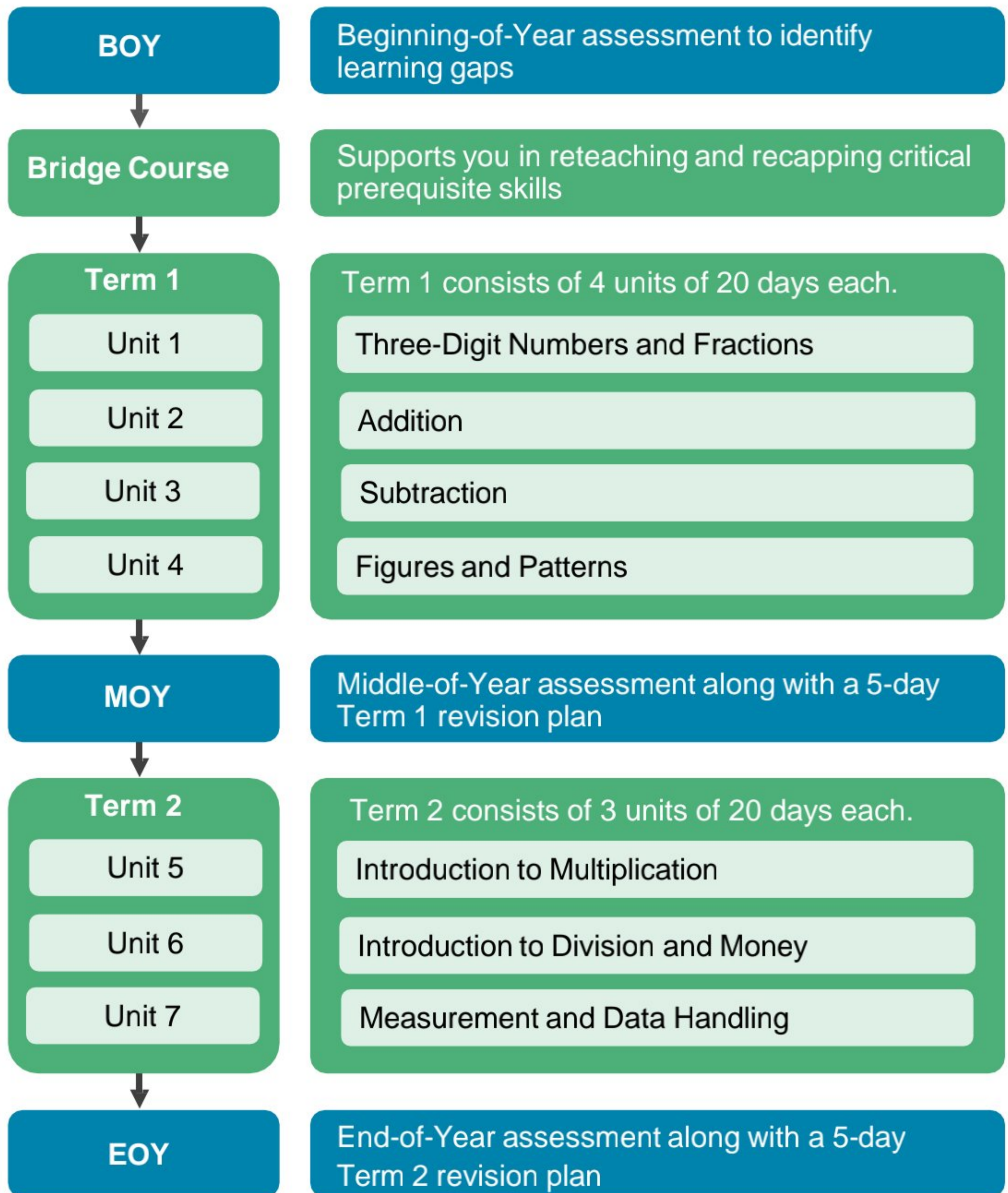
You will need the following materials for the various activities and experiments that will be conducted in Term 1.

To Be Taken from the School Kit	To be Bought Locally
<p>Unit 1: Human Body and Safety</p> <ul style="list-style-type: none"> • CRP-6 — Skelaton 	<p>Unit 1: Human Body and Safety</p> <ul style="list-style-type: none"> • Clay of three different colours • A piece of sponge • Four bendable straws • One big balloon • Three small balloons • A ball of clay • Two rubber bands • One dry coconut and one walnut
<p>Unit 2: Nutrients in Food</p> <ul style="list-style-type: none"> • CRP-7 — Food Groups • 25 Unifix blocks of different colours 	<p>Unit 2: Nutrients in Food</p> <ul style="list-style-type: none"> • A banana/A potato • Banana chips/potato chips • A fruit drink (packed) • Cut-outs of foods: fruits, vegetables, grains, meat, milk, etc. • A battery
<p>Unit 3: Animals</p> <ul style="list-style-type: none"> • CRP-8 — Overview of the unit • CRP-9 — Flashcards of animals • Puzzles on animals that live on land, water, and air 	<p>Unit 3: Animals</p> <ul style="list-style-type: none"> • A big torch • A piece of vegetable that can be eaten raw • Scissors • Chart paper sheets
<p>Unit 4: Plants and Types of Plants</p> <p>NA</p>	<p>Unit 4: Plants and Types of Plants</p> <ul style="list-style-type: none"> • Chart papers • Sketch pens • Airtight boxes • A4 sheets and marker • Transparent glasses/cups • Plastic straw • A whistle • Coloured paper

The list of materials required for Term 2 will be uploaded after the completion of Term 1.

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the Year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of the MOY assessment.



TERM 1

1

UNIT 1 – THREE-DIGIT NUMBERS & FRACTIONS

- 3-digit numbers with place values
- Odd and even numbers
- Half, quarter, and thirds

2

UNIT 2 – ADDITION

- Addition of 2-digit numbers with regrouping
- Addition of 3-digit numbers without regrouping
- Solving word problems

4

UNIT 4 – FIGURES AND PATTERNS

- Properties of flat and solid shapes
- Identifying solid shapes using shadows
- Repeated patterns of lines, shapes and numbers

3

UNIT 3 – SUBTRACTION

- Subtraction of 2-digit numbers with regrouping
- Subtraction of 3-digit numbers without regrouping
- Solving word problems

TERM 2

5

UNIT 5 – INTRODUCTION TO MULTIPLICATION

- Multiplication as repeated addition
- 1-digit and 2-digit multiplication
- Multiplication tables 1-10 and word problems

6

UNIT 6 – INTRODUCTION TO DIVISION & MONEY

- Introduction to Division
- Identify currency notes
- Finding change and equivalent amount of money

7

UNIT 7 – MEASUREMENT & DATA HANDLING

- Standard units of measurement
- Time by half-hour and quarter-hour, months, and seasons
- Introduction to observation, interview and bar graph

The important skills that students will develop this year are:



THINKING SKILLS

- Solving real-world problems
- Creating new ideas
- Being curious
- Reflecting on their learning
- Learning from mistakes



COMMUNICATION SKILLS

- Communicating effectively
- Presenting ideas
- Using information
- Using different media



COLLABORATION SKILLS

- Working with others
- Appreciating others' ideas
- Resolving conflicts
- Connecting to their Community
- Connecting to the nation

The LEAD Method

3. CPA: The Concrete-Pictorial-Abstract method helps students understand Math meaningfully.



Concrete



Students use physical objects to model and solve Math problems.



Pictorial



Students use drawings of physical objects to model and solve Math problems.



Abstract

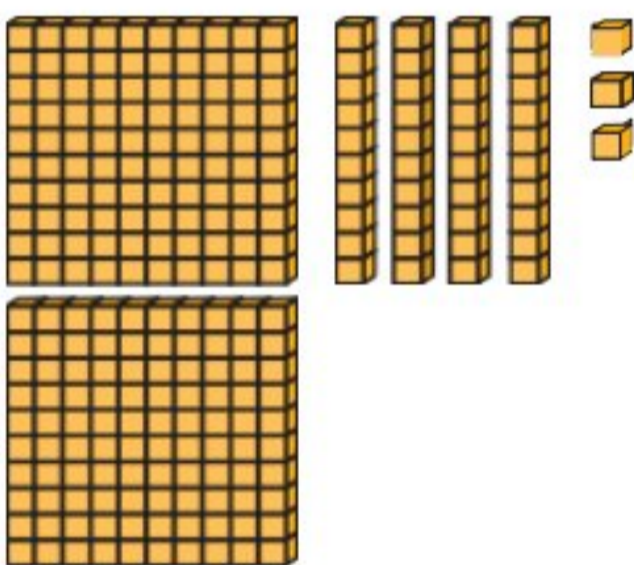
$$5 + 3 = 8$$



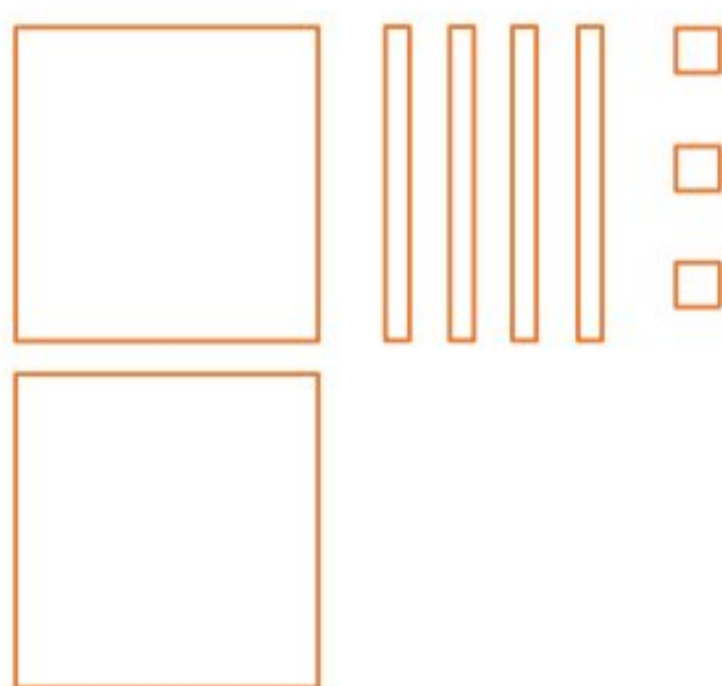
Students use symbols to represent drawings and to solve Math problems.



Concrete



Pictorial

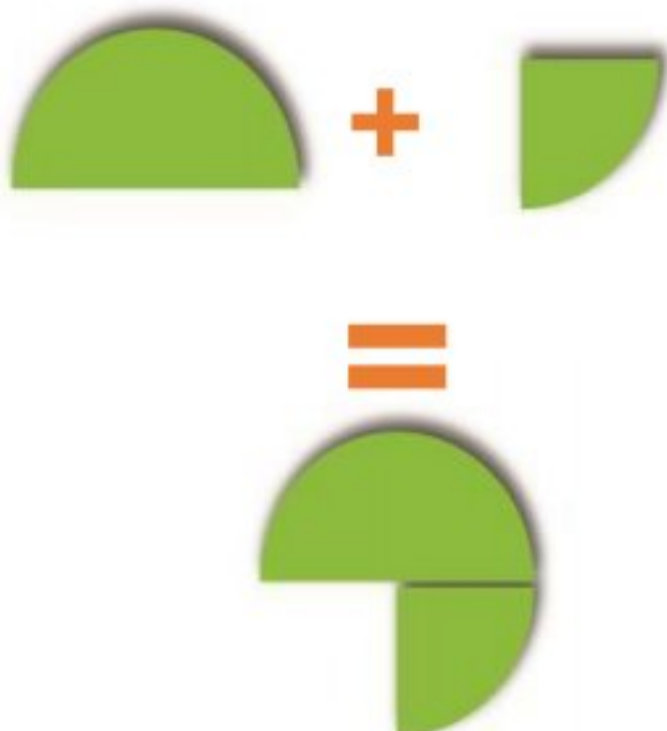


Abstract

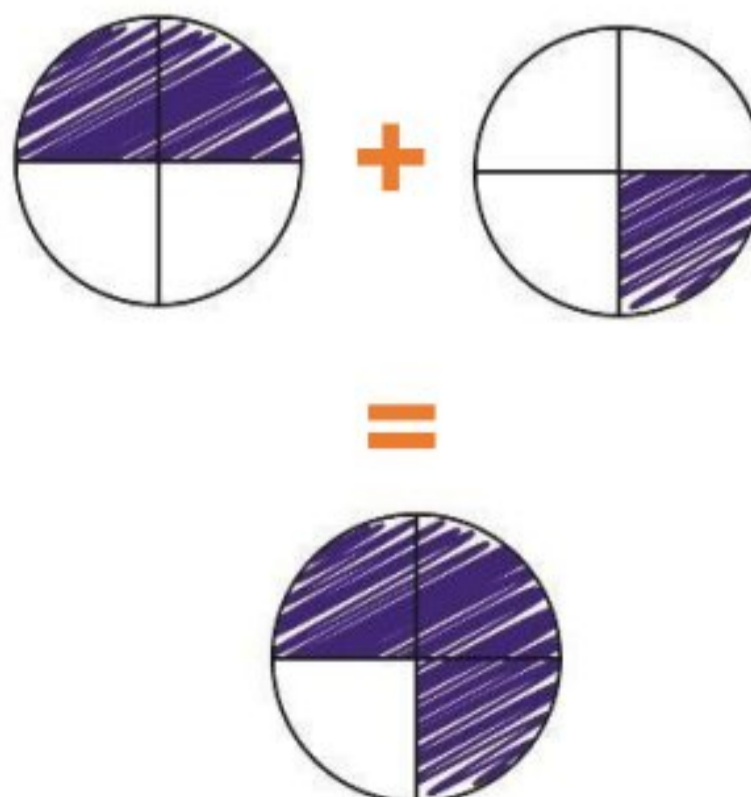
$$200 + 40 + 3 = 243$$



Concrete



Pictorial

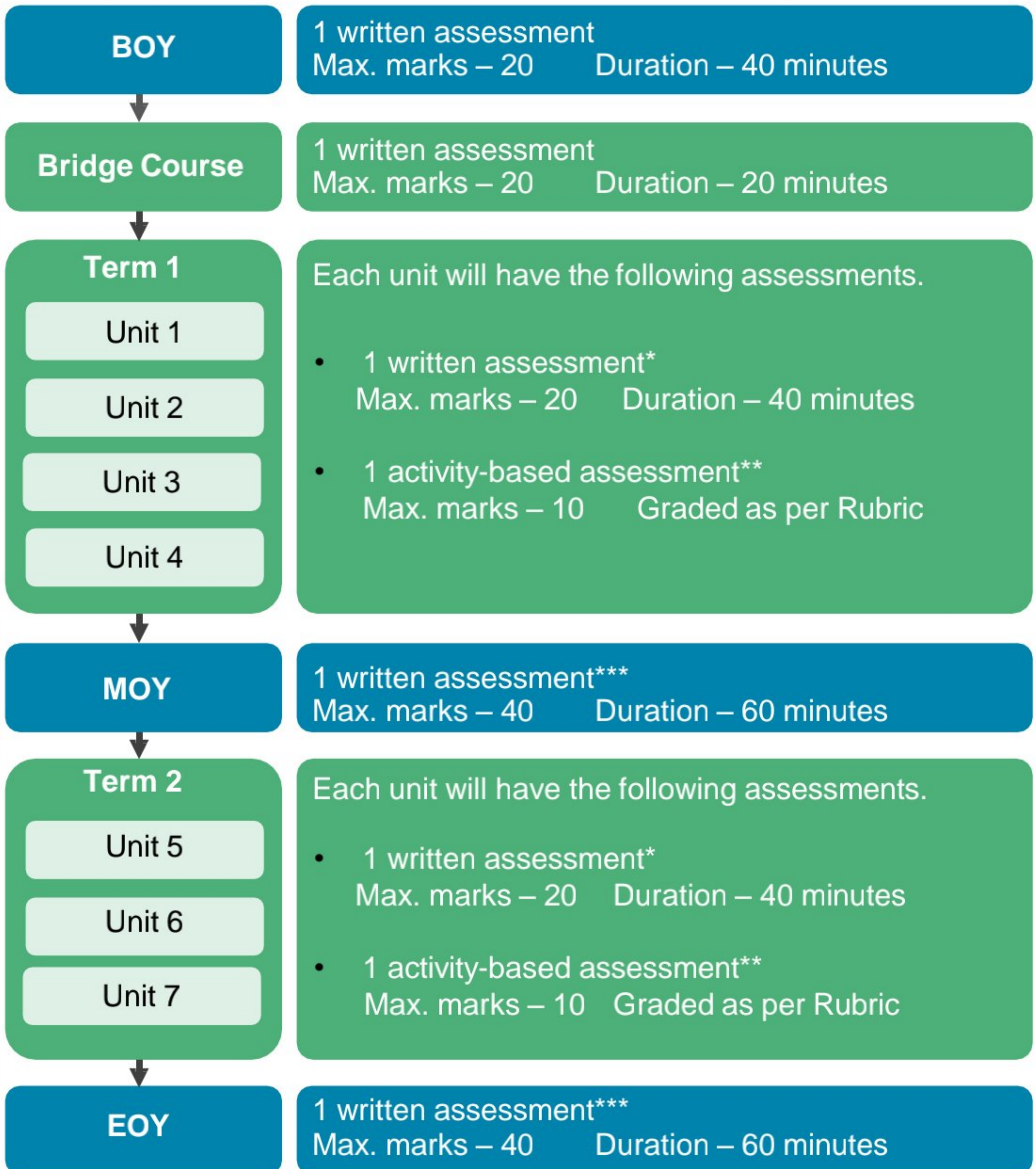


Abstract

$$\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$$

Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



* This includes an oral assessment for 5 marks

**This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.

***This includes an oral assessment for 10 marks.

Assessment Framework

Unit Assessments

The written unit assessments have the following structure.

Types of Question	Marks	Number of Questions	Total Marks
Select type questions	1	3	3
Fill in the blanks	1	2	2
Match the following	2	1	2
Short answer questions	2	4	8
Oral questions — Short	1	3	3
Oral questions — Long	2	1	2
		14 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Types of Question	Marks	Number of Questions	Total Marks
Select type questions	1	6	6
Fill in the blanks	1	4	4
Match the following	2	1	2
Short answer questions	2	9	18
Oral questions — Short	1	6	6
Oral questions — Long	2	2	4
		28 questions	40 marks

Assessment Framework

Spiralling in Assessments

- In the MOY assessment - 100% of the questions will be from Term 1 units.
- In the EOY assessment - 85% of the questions will be from Term 2 units and 15% will be from Term 1 units.
- In Unit Assessments - The Unit 1 assessment has no spiralling. In the Unit 2 assessment, 90% of the questions will be from the unit and 10% will be from previous unit. In every subsequent unit assessment, 85% of the questions will be from the unit and 15% will be from the previous two units. This is to help students practise concepts and be better prepared for the MOY and EOY assessments.

Difficulty Level of Questions

The difficulty levels of the questions in the assessments are based on board guidelines. All questions are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
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Bloom's Level	Remember	Understand Application (Simple)	Application (complex) Evaluate Analyse Create

In line with board guidelines, LEAD assessments follow the structure explained below:

Unit 1 - 60% LOTS : 30% MOTS : 10% HOTS

Unit 2 - 50% LOTS : 40% MOTS : 10% HOTS

Unit 3 - 40% LOTS : 50% MOTS : 10% HOTS

Unit 4 - 30% LOTS : 50% MOTS : 20% HOTS

MOY - 30% LOTS : 50% MOTS : 20% HOTS

Units 5, 6, and 7 - 30% LOTS : 50% MOTS : 20% HOTS

EOY - 30% LOTS : 50% MOTS : 20% HOTS

We slowly increase the level of difficulty for students in Term 1.

Materials Required

You will need the following materials for the various activities that will be conducted in Term 1.

To Be Taken from the School Kit	To Be Bought Locally
<p>Unit 1: Three-Digit Numbers and Fractions</p> <ul style="list-style-type: none"> Place value kit Counters Place value chart 1 	<p>Unit 1: Three-Digit Numbers and Fractions</p> <ul style="list-style-type: none"> Paper plates Scissors Apples Knife Crayons Markers
<p>Unit 2: Addition</p> <ul style="list-style-type: none"> Place value kit Place value chart 1 Counters 	<p>Unit 2: Addition</p> <ul style="list-style-type: none"> A4 sheets
<p>Unit 3: Subtraction</p> <ul style="list-style-type: none"> Place value kit Subtraction chart Digit cards 	<p>Unit 3: Subtraction</p> <ul style="list-style-type: none"> Chart papers
<p>Unit 4: Figures and Patterns</p> <ul style="list-style-type: none"> Pattern blocks Dice 	<p>Unit 4: Figures and Patterns</p> <ul style="list-style-type: none"> Chart papers A4 sheets Water colour paints Birthday caps Clay Toothpicks Plastic ball Electric battery Duster Torches Ice-cream cone

The list of materials required for Term 2 will be uploaded after the completion of Term 1.

अधिगम वार्षिक योजना

नीचे दी गई तालिका, उस सीखने की यात्रा को सारांशित करती है जिसे आप इस वर्ष अपने विद्यार्थियों के साथ पूरा करेंगे।

Bridge Course

महत्वपूर्ण पूर्व-अपेक्षित कौशलों का दोहराव करवाने और पुनः तैयार करने में आपकी सहायता करता है।

सत्र 1

इकाई 1

इकाई 2

इकाई 3

इकाई 4

सत्र 1 में 16-16 दिनों की 4 इकाइयाँ हैं।

हमारा विद्यालय

मित्रता

प्यारा भारत

अजब-गज़ब

MOY

अर्धवार्षिक प्रश्नपत्र (MOY) सत्र 1 के पाठ्यक्रम के दोहराव की 5 दिनों की शिक्षण योजना के साथ संलग्न किया गया है।

सत्र 2

इकाई 5

इकाई 6

इकाई 7

धरती पर हमारे सहभागी

आई रंगों की बारी

कल्पना की दुनिया

EOY

वार्षिक प्रश्न- पत्र (EOY) पाठ्यक्रम दोहराव की 5 दिनों की शिक्षण- योजना के साथ संलग्न किया गया है।

नोट- अभी आप सत्र-1 देख सकते हैं और MOY के पूरा होने के बाद ही आप सत्र 2 तक पहुँच सकते हैं।

विस्तृत वार्षिक पाठ्यक्रम

नीचे दिया गया रोडमैप प्रत्येक अवधि में शामिल इकाइयों को सूचीबद्ध करता है। सत्र 2 की इकाइयाँ MOY के पूरा होने के बाद टैब पर दिखाई देंगी।



सत्र 1

1

इकाई 1 हमारा विद्यालय

- नन्हें वीर (कविता)
- मेरी पाठशाला (चित्रकथा)
- चिड़ियाघर की सैर (चित्रकथा)
- विलोम शब्द
- भाषा के रूप
- वर्ण और वर्णमाला की अवधारणा
- वाक्य लेखन

2

इकाई 2 मित्रता

- बया रानी (कविता)
- पेड़ हमारे मित्र (चित्रकथा)
- साथ-साथ (कहानी)
- शब्दों को पहचान कर पढ़ना
- नाम वाले शब्दों (संज्ञा) की पहचान
- काम वाले शब्दों (क्रिया) की पहचान
- लिंग शब्दों की पहचान
- वाक्य लेखन

3

इकाई 3 प्यारा भारत

- मेरा देश (कविता)
- ऐसा देश है मेरा (कहानी)
- मेरा गाँव (कहानी)
- समान लय वाले शब्द
- वचन की अवधारणा
- चित्र वर्णन

4

इकाई 4 अजब-गजब

- अजब-गजब है दुनिया (कविता)
- शेर और आइसक्रीम (कहानी)
- समानार्थी शब्द
- 1-20 तक हिंदी की गिनती
- सर्वनाम शब्द की पहचान
- विषय से जुड़े अपने अनुभवों को कुछ वाक्यों में बोलना और लिखना

सत्र 2

5

इकाई 5 धरती पर हमारे सहभागी

- कोयल (कविता)
- प्रकृति का उपहार (कहानी)
- विलोम शब्द
- तुकांत शब्द
- क्रिया और धातु का संबंध
- विषय से जुड़े अपने अनुभवों को कुछ वाक्यों में बोलना और लिखना

6

इकाई 6 आई रंगों की बारी

- बूझो तो जानें (पहेली)
- तीन रंगों वाली बांसुरी (कहानी)
- सप्ताह के दिन
- समूहवाची शब्द
- विशेषण की अवधारणा
- चित्र देखकर वाक्य लेखन

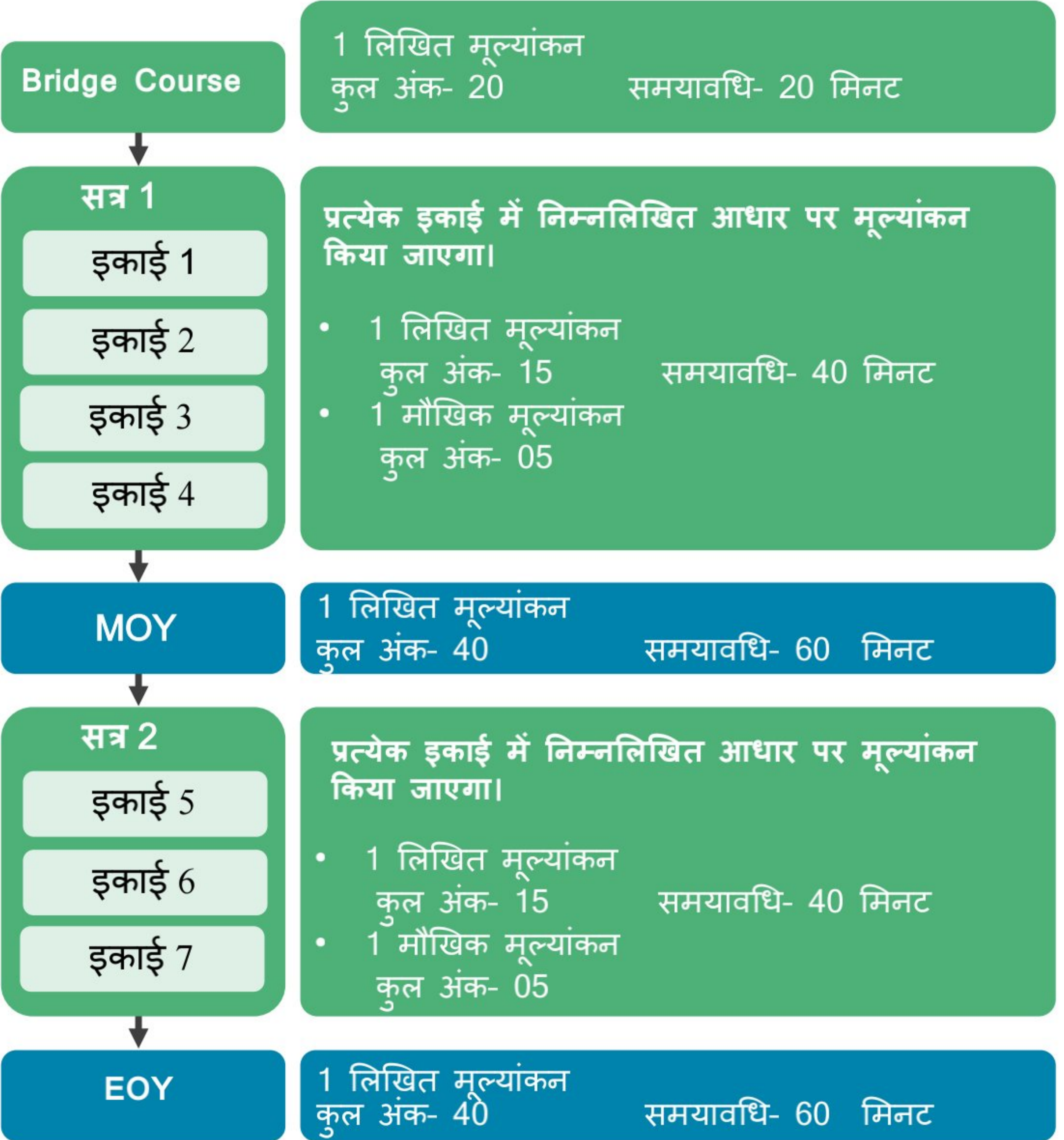
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इकाई 7 कल्पना की दुनिया

- नीलू तितली (कहानी)
- अनोखी इच्छा (चित्रकथा)
- अनेक शब्दों के लिये एक शब्द
- पर्यायवाची शब्द
- अनुस्वार और अनुनासिक शब्दों की समझ
- चित्र-कथा लेखन

वार्षिक मूल्यांकन योजना

मूल्यांकन का उद्देश्य यह जाँचना है कि क्या सभी विद्यार्थियों में विषय की समझ विकसित हो चुकी है और क्या वे उस समझ का प्रयोग अपने जीवन में कर सकते हैं? मूल्यांकन के विवरण के आधार पर, आगे बढ़ने से पहले 'लीड' के उपचारात्मक सुझावों का उपयोग करके प्रगति करना बहुत महत्वपूर्ण है। 'लीड' निम्नलिखित मूल्यांकन निर्धारित करता है—



* कक्षा 2 में 10 अंकों का मौखिक मूल्यांकन शामिल है।

* यह NEP 2020 की प्राथमिक कक्षाओं में गतिविधि-आधारित मूल्यांकन को शामिल करने के प्रस्ताव के अनुरूप है।

मूल्यांकन का प्रारूप

इकाई मूल्यांकन

लिखित इकाई मूल्यांकन में निम्नलिखित संरचना होती है-

प्रश्नों के प्रकार	अंक	प्रश्न	कुल अंक
बहुविकल्पीय प्रश्न	3	1	3
पहचान करना	2	1	2
रिक्त स्थान की पूर्ति	2	1	2
सही उत्तर का चुनाव	2	1	2
अति लघूत्तरीय प्रश्न	2	1	2
लघूत्तरीय प्रश्न	4	1	4
मौखिक प्रश्न	5	1	5
		7 प्रश्न	20 अंक

MOY & EOY मूल्यांकन

MOY और EOY मूल्यांकन की संरचना निम्नलिखित है-

प्रश्नों के प्रकार	अंक	प्रश्न	कुल अंक
बहुविकल्पीय प्रश्न	3	1	3
पहचान करना	1	1	1
एक शब्द में उत्तर	2	1	2
सही उत्तर का चुनाव	4	1	4
पहचान करना	4	1	4
मिलान करना	4	1	4
अति लघूत्तरीय प्रश्न	3	1	3
लघूत्तरीय प्रश्न	5	1	5
लघूत्तरीय प्रश्न	4	1	4
मौखिक प्रश्न	5	1	5
मौखिक प्रश्न	5	1	5
		11 प्रश्न	40 अंक

मूल्यांकन का प्रारूप

मूल्यांकन में स्पाइरलिंग

- MOY में - 100% प्रश्न सत्र 1 इकाइयों से होंगे।
- EOY में - 75 % प्रश्न सत्र 2 की इकाइयों से होंगे, और 25% प्रश्न सत्र 1 की इकाइयों से होंगे।
- इकाई मूल्यांकन में - 85% प्रश्न इकाई से और 15% प्रश्न पिछली यूनिट से होंगे। यह छात्रों को सभी अवधारणाओं के पूर्ण अभ्यास हेतु और MOY और EOY के लिए बेहतर तरीके से तैयार होने में मदद करने के लिए है।

प्रश्नों की कठिनाई का स्तर

मूल्यांकन में प्रश्नों की कठिनाई का स्तर बोर्ड द्वारा दिए गए दिशानिर्देशों पर आधारित है। सभी प्रश्नों को नीचे दी गई तालिका के अनुसार वर्गीकृत किया गया है—

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
परिभाषा	स्मरण ज्ञान पर आधारित प्रश्न	परिचित परिस्थितियों में कौशल लागू करने पर आधारित प्रश्न	अपरिचित परिस्थितियों में कौशल लागू करने, स्थितियों का विश्लेषण करने और कक्षा में जो पढ़ाया गया था, उस ज्ञान का अपने जीवन से जुड़ाव करने पर आधारित प्रश्न।
ब्लूम स्तर	स्मरण करना	समझना प्रयोग/लागू करना (सरल)	प्रयोग/लागू करना (जटिल) मूल्यांकन करना विश्लेषण सृजन करना

बोर्ड के दिशानिर्देशों के अनुसार, 'लीड' के मूल्यांकन के प्रारूप की विस्तृत जानकारी इस प्रकार है—

इकाई 1 - 60% LOTS : 30% MOTS : 10% HOTS

इकाई 2 - 60% LOTS : 30% MOTS : 10% HOTS

इकाई 3 - 60% LOTS : 30% MOTS : 10% HOTS

इकाई 4 - 60% LOTS : 30% MOTS : 10% HOTS

MOY - 50% LOTS : 40% MOTS : 10% HOTS

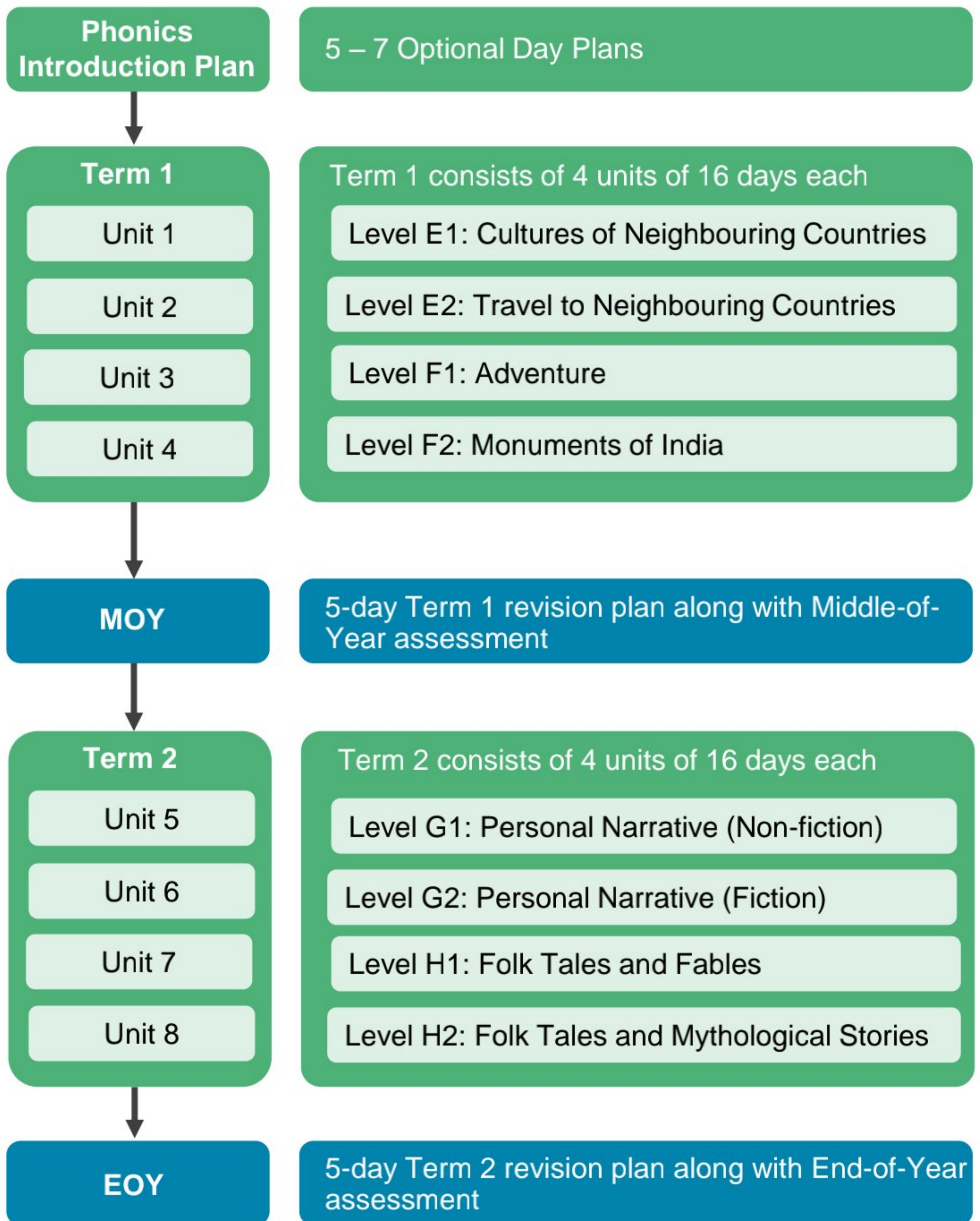
इकाई 5, 6, 7 - 50% LOTS : 40% MOTS : 10% HOTS

EOY - 50% LOTS : 40% MOTS : 10% HOTS

हम सत्र 1 में विद्यार्थियों के लिए कठिनाई का स्तर धीरे-धीरे बढ़ाते हैं।

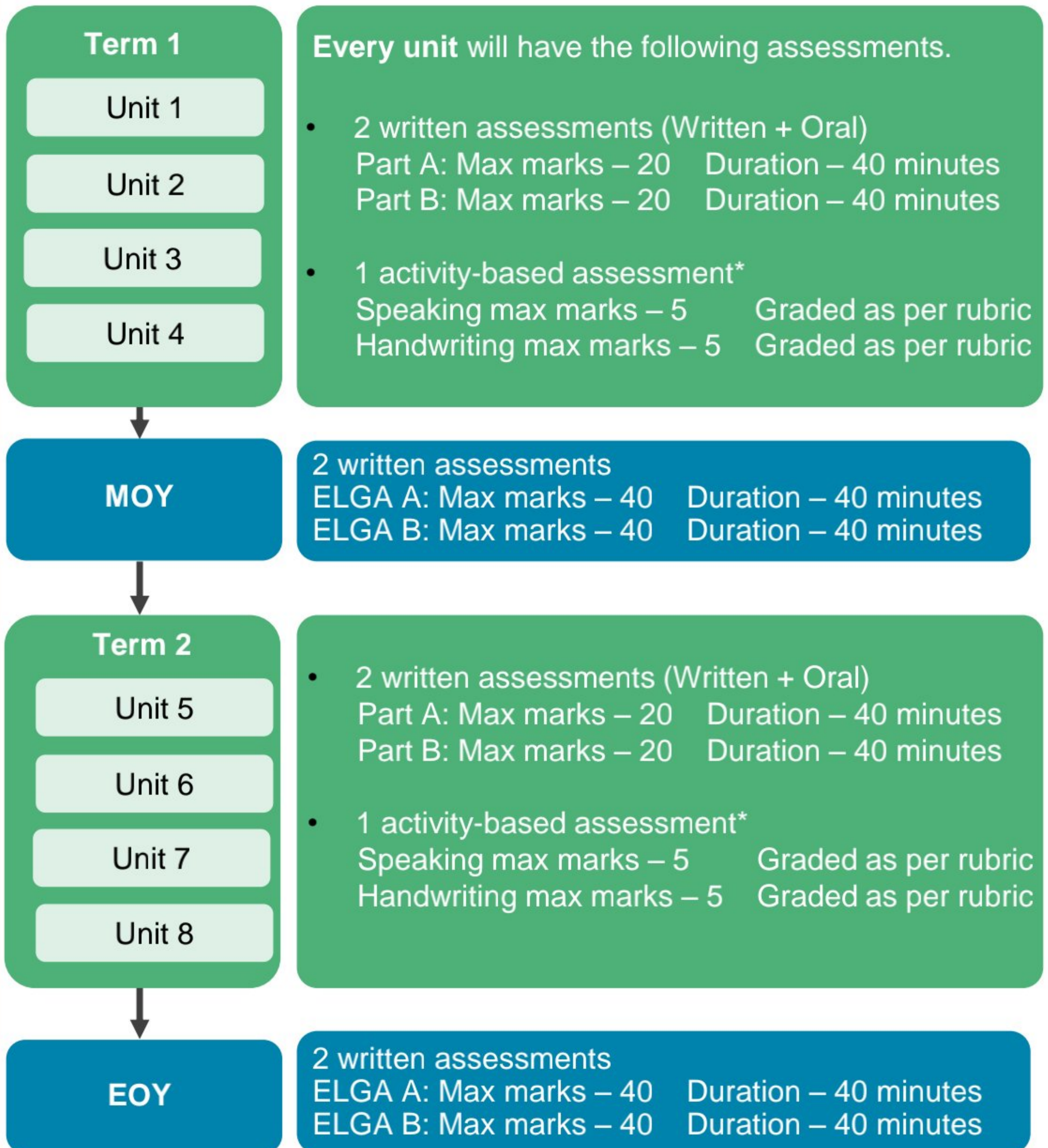
Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Assessment Structure for the year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



*This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.

Assessment Framework

Unit Assessments

The written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Phonics and Whole words	10 marks	Reading Comprehension*	8 marks
Writing	5 marks	Grammar	7 marks
Oral		Oral	
Phonics	5 marks	Whole Words	5 marks
Total	20 marks	Total	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

ELGA A		ELGA B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Phonics and Whole words	24 marks	Reading Comprehension*	20 marks
Writing	16 marks	Grammar	20 marks
Total	40 marks	Total	40 marks

*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

Assessment Framework

Spiraling in Assessments

- In MOY – 100% questions will be from Term 1 Units.
- In EOY – 75% questions will be from Term 2 Units, and 25% will be from Term 1 Units.
- In Unit Assessments – In units 2, 4, 6 and 8, 90% of the questions will be from the unit and 10% questions will be from the previous unit, that is, unit 1, 3, 5 and 7. This is to help students practise concepts and be better prepared for MOY and EOY.
- Difficulty level of questions in the assessments are based on Board guidelines.