STEPS TO

6

ASSESSING CHANGEMAKER SKILLS IN STUDENTS

A ROAD MAP FOR SCHOOLS

ASHOKA

Credits

Best Practices Foundation
Innovating with the poor

CONTENTS

INTRODUCTION

Objective

The purpose of this toolkit is to provide a road map that enables schools to assess the development of Changemaker Skills in their students, and illustrates assessment methodologies used by public and private schools.

Figure 1: Changemaker Skills

Empathy The ability to understand and respond sensitively to others' feelings

Teamwork The ability to work in groups by including others' ideas in the work

Leadership The ability to take responsibility and motivate others to do the same

Creative Problem Solving The ability to overcome problems by formulating clear plans of action with measurable results

What are Changemaker Skills?

Changemaker Skills include **empathy, teamwork, leadership and creative problem-solving** – vital skills that every child must possess to be able to navigate complex social challenges and affect transformative change in our rapidly changing times *(Figure 1: Changemaker Skills)*. They enable the individual to:

● Interact with others more effectively

● Take sound decisions

● Communicate better

● Grow professionally

Why are Changemaker Skills important?

Sixty five per cent of children entering primary school today will eventually work in jobs that don't exist yet.[1] Automation, information flows and technological changes will accelerate the need for adaptation in the workplace.

Bill Drayton, Founder CEO, Ashoka said "In an earlier era, society realized it needed universal literacy. Today, schools have to develop the curriculums and assessments to make the changemaking mentality universal. They have to understand this is their criteria for success."[2]

(Box 1: Impact of Changemaker Skills in public and private schools).

Box 1: Impact of Changemaker Skills in public and private schools

Students from TVS Academy, Hosur, raised community awareness on waste management by launching a recycling project to collect thousands of discarded plastic bottles and up cycled them into benches for a meeting place for themselves. Their efforts won them Wipro's earthian Award. Another group of students from the same school discovered that girls from a government school dropped out because of the poor state of the school's toilets. They raised funds to install a water tank and assembled the pipes themselves.

These projects gave the students a sense of accomplishment, and furthered their school's commitment to fostering excellence and compassion.

Rajakiya Uchha Prathamika Vidyalaya, an inclusive government school in Khinyera, Rajasthan, welcomes

[1] World Economic Forum. (2016). The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution. Available at http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf (accessed 19 January, 2018].
[2] David Brooks, Everyone a Changemaker, https://www.nytimes.com/2018/02/08/opinion/changemaker-social-entrepreneur.html

children of all abilities, and encourages them to learn together. Minu, 6, is a class 1 student who cannot hear or speak. Her classmates embrace her as a friend, taking her by the hand when the lunch bell rings,

playing catch and hopscotch with her, and helping her cross the road after school.

Anuradha from Avasara Academy, Pune, started a small art and craft business to help her mother meet the household expenses. She has also trained her friends on quilling so that they do not have to experience the financial hardships that her family has. "I learnt how to make flowers from crepe paper and realised I could make a business of it. Now my friends and I make earrings, fridge magnets, greeting cards, paper flowers, envelopes and key chains. We put up stalls on festivals, weekends and holidays. I know that price depends on time, effort and labour, but I find it difficult to calculate the effort. Whatever we earn, we re-invest in new material," she says.

With the proliferation of information technology comes a growing mandate for developing social and emotional abilities.[3] Investing in equipping students with these helps them develop a well-rounded personality, become more job-worthy, as well as brings significant benefits to professionals, industry and the economy.[4]

Why assess Changemaker Skills?

Assessing Changemaker Skills has benefits for schools, teachers and students by making the skills visible and tangible (Figure 2: Benefits of assessing Changemaker Skills).

How are Changemaker Skills assessed?

The system of assessment presented in this toolkit (Figure 3: Components of a Changemaker Skills assessment cycle) has emerged from the best practices of Changemaker Skills assessment methodologies of three different types of schools (Annexure 1: Changemaker Skills Assessment Systems in Public and Private Schools):

- Rajakiya Uchcha Prathamika Vidyalaya (Khinyera) is a rural government school in Bikaner

- TVS Academy is a private school in Hosur, for children from middle-income families.

- Avasara Academy is a private school in Pune, for girls with high potential from low-income families.

Figure 2: Benefits of assessing Changemaker Skills

Teachers can identify exactly where students must focus to improve their outlook and performance

Official grading builds students' confidence, and helps them set and achieve goals

Seeing a formal assessment in their report cards encourages students as well as their parents to give the subject due priority, and to understand its relevance in a rapidly changing world and workplace

It formally enables students to track their own progress

It encourages students to learn as a team, thereby reducing the teacher's work

Employers are able to choose candidates with high scores in collaboration or team work, leadership and problem solving

[3] World Economic Forum. (2016). The 10 skills you need to thrive in the Fourth Industrial Revolution. (online) Available at: https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/ (accessed 21 November 2017).

[4] Deloitte Australia. (2017). Soft skills for business success | Deloitte Australia | Deloitte Access Economics, Human Capital. Available at: https://www2.deloitte.com/au/en/pages/economics/articles/soft-skills-business-success.html (accessed 21 November, 2017).

Each assessment cycle consists of six steps as follows:

Step 1: Develop tools

The teachers adopt new assessment tools or adapt existing ones based on the needs of their students.

Step 2: Orient stakeholders

The teachers and students are oriented to the Changemaker Skills selected for assessment, and why and how they will be assessed.

Step 3: Set goals

The students set realistic, relevant goals related to these Changemaker Skills *(Annexure 2: Student Reflection Form)*.

Step 4: Assign activities

The teachers assign group work or projects inside or outside the classroom that enable students to work on these skills.

Step 5: Assess progress

The teachers conduct (at least) a baseline and end line assessment to evaluate the students' progress.

Step 6: Assign scores

The teachers discuss the final scores that will appear in the students' report cards *(Annexure 3: Sample Report Card)*. These scores form the basis for the next cycle of assessment, which begins with setting new goals.

Figure 3: Components of an Assessment Cycle

1 Develop tools
2 Orient stakeholders
3 Set goals
4 Assign activities
5 Assess progress
6 Assign scores

Developing & Assessing Changemaker Skills

STEP 1: DEVELOP TOOLS

OBJECTIVE

To examine existing assessment tools, tailor them to the mission of the school, and establish their relevance to students.

RESOURCES

- A small task force of senior teachers headed by the Principal
- Time (in the first week of the academic year).
- Tested templates of external surveys to measure Changemaker Skills
- Visuals of steps towards the goals
- Basic stationery

METHOD

1. The task force determines the Changemaker Skills that are best suited for their students and best aligned to the values of the school.

2. By reviewing assessment tools from other schools or the Internet, the task force then selects suitable tools to assess the above skills.

3. The teachers determine the platform for children to develop and demonstrate these Changemaker skills through class projects, group activities, and other opportunities. This platform is used to evaluate the assessment tools.

4. Teachers pilot the above set of tools to gather sample data in order to make changes, where required and to standardize the tool.

5. This standardised tool is now tested with students for one academic cycle and iterated as necessary.

6. The scores for the skills selected for assessment are included in the students' report cards.

Box 2: Bal Club

The Bal Club at the government school in Khinyera, Rajasthan, fosters holistic development in students. They learn about their rights, how to create savings groups, open bank accounts, make handmade products, and sell them at exhibitions. They meet every month, set an agenda, discuss matters that affect their lives, prepare action plans, and record minutes. Every member has a savings account in which he or she puts aside some money every month. These on-going activities help the teachers inculcate and assess leadership, teamwork and other skills in students

INTENDED OUTCOME

A tool to measure Changemaker Skills, created by the teachers to fit the needs of their students.

STEP 2: ORIENT STAKEHOLDERS

OBJECTIVE

To enable the teachers and students to arrive at a consensus on how the Changemaker Skills will be measured and the tool that will be used to measure them.

RESOURCES

- Time: The school Principal spends two hours in the second week of the academic year, orienting the teaching staff, particularly new staff, to the assessment tool.
- The final assessment tool
- Videos, books, articles, case studies, role-plays, background notes on the selected projects.
- Basic stationery

METHOD

1. The school Principal orients the staff to the importance of building the skills in the students, and trains them in the use of the assessment tool.
2. During training, the teachers practice using the assessment tool by simulating situations they are likely to encounter in the classroom.
3. The teachers explain to the children why inculcating these skills is important, and remind them that that they will be scored on how they display these skills in their assignments.
4. The teachers compare notes on each student's performance and discuss, particularly with the new staff, how to assess the skills.

INTENDED OUTCOMES

1. The teachers can deliver and assess the skills in their students.
2. The students understand the importance of the skills being assessed, and that their scores will appear in their report cards.

STEP 3: SET GOALS

OBJECTIVE

To help the students decide how they will develop Changemaker Skills.

> A dream with a date becomes a goal

RESOURCES

- Time: One period at the beginning of every exam cycle or term.
- The teachers involved in the programme
- Flip charts to explain goal setting to the students
- Report cards with the previous scores
- Goal setting journal, paper or notebook for each student

METHOD

1. The teachers allot time in class to discuss the Changemaker Skills the students can build.
2. Every student writes down his or her goals in this regard.
3. The teacher moves around the class helping the students set realistic goals.
4. Regular meetings are held with the parents, teachers and students, where the students report their progress and use the feedback to evaluate their performance.

Changemakers are people who can see the patterns around them, identify the problems in any situation, figure out ways to solve the problem, organize fluid teams, lead collective action and then continually adapt as situations change

Source: *Everyone a Changemaker by David Brooks*
https://www.nytimes.com/2018/02/08 /opinion/changemaker-social- entrepreneur.html

INTENDED OUTCOME

Students can set their own goals and own their efforts to develop Changemaker Skills *(Box 3: Cultivating empathy).*

Box 3: Cultivating empathy

Rama, a class 9 student of TVS Academy set herself the behavioural goal of developing empathetic relationships because she found it difficult to interact with people. Her community project, which brought her into contact with girls from government schools, showed her how the lack of functional toilets – something she had always taken for granted – posed a major hindrance to the girls' attending school. Rama and her peers swung into action, working out a budget of Rs 80,000 for the project. They fixed the plumbing themselves to save Rs 25,000 on the labour, and raised the remaining amount through the school and its network. The project helped Rama learn the importance of compassion and empathy. "The smiles on the faces of the girls made me happy. Empathy makes us better people," she said.

STEP 4: ASSIGN ACTIVITIES

OBJECTIVE

To enable the teachers to assign classwork and projects that help the students practice their Changemaker Skills in a supportive environment.

RESOURCES

- Principal, teachers and peers
- Worksheets
- Report card to track progress
- Lesson plans

METHOD

1. The teachers help the students set small goals.

2. The teachers and students discuss aspects of the class work and projects that could be modified to better suit their requirements.

3. The teachers give the students these assignments to help them develop and demonstrate their Changemaker Skills *(Box 4: Keeping students motivated)*.

4. The teachers create non-competitive support groups to help the students improve specific skills *(Box 5: Working as a team)* through peer learning.

5. The teachers meet individually with students whose report cards show they need additional inputs, to understand how to help them progress.

6. The students showcase their progress through their group work, assignments or portfolios at the end of the academic cycle.

7. The students re-evaluate their goals as their scores change over time.

Box 4: Keeping students motivated

Observing that one of her students was bored and disinterested, a teacher at TVS Academy took the child aside for a conversation. She found out that the child did not find the class stimulating enough. She then assigned him tasks more aligned to his interests, and continued to motivate him to participate. The boy reworked his goal and his attitude gradually changed. He came to class prepared and his participation took the group discussions to a new level altogether. This helped him improve the group dynamics and achieve his goal of becoming more collaborative.

Box 5: Working as a team

When Sujatha joined Avasara Academy in 2016, she was very shy around new people. Her report card showed that she could improve her collaboration skills. Towards this end, she was assigned to an advisor to be part of a focused intervention.

"During the intervention, we were taught how to collaborate, be good listeners and talk to others. I was encouraged to reflect and ask questions to understand what was being said before responding. We talked to each other in class to learn how to become collaborative." The intervention taught Sujatha how to be a good listener, how to talk with others and how to work in a team.

"I now build on my partner's point when she talks, whereas before I just kept quiet." She was grateful to her teachers for helping her progress to a higher grade in just one semester. Her teachers also appreciated her proactiveness in improving her teamwork skills.

INTENDED OUTCOME

The teachers can align classwork and project work with their students' goals.

STEP 5: ASSESS PROGRESS

OBJECTIVE

To assess students' progress in acquiring Changemaker Skills.

RESOURCES

- Principal, teachers and students
- Students' self-assessment notes
- Teachers' student observation records
- Data sheets to compile students' scores from self-assessments and teachers' observations.

METHOD

1. The teachers track the students through baseline and end line assessments.
2. End line assessments are conducted at the end of an exam cycle which also serves as a baseline for the next cycle.
3. The teachers observe the students' participation, communication and interaction with each other.
4. The students record their progress in their notebooks every day.
5. The students self-assess themselves in groups, referring to their notes to appraise their progress.
6. The teachers collate the information in a data sheet to analyse and grade the students' performance.
7. The teachers provide regular feedback to show the students where they are vis-à-vis where they planned to be.
8. The students ask for help, if required, to reach their goals.
9. The teachers provide individual counselling to students who need more attention.
10. The teachers and students assess progress together. They discuss why some strategies are slower to show results and consider adopting a different course of action, if necessary.

INTENDED OUTCOMES

- The teachers and students can track progress throughout the year and make changes, where required, before year ends
- The students experience a tangible difference in their conduct at home and in school.
- The students learn to take ownership of their performance and progress.

STEP 6: ASSIGN SCORES

OBJECTIVE

To assign scores in order to track students progress in acquiring Changemaker Skills.

RESOURCES

- Individual sheets for each student's scores on Changemaker Skills
- Teacher's comments book to record students progress on an ongoing basis
- Every teacher's data sheet with a compilation of student assessments for every grade they teach
- Time and space for teachers to meet at the end of the academic cycle
- Standardised report cards

METHOD

1. The teachers grade the students' progress on their Changemaker Skills based on their own observations, one-on-one discussions, and the students' journals (*Box 6: Taking responsibility*).

2. Teachers discuss the students' performance with each other to arrive at a consolidated score for each child's progress.

3. The grades are included in their report cards and lay the foundation for positive reinforcement and further efforts.

4. The report cards are shared with the students and their parents.

5. Students use their scores to re-evaluate their goals and begin anew the goal setting process.

Box 6: Taking responsibility

Puja, class 6, lives with her parents and two siblings. She was unable to cope with her history, math, science and Hindi homework. Her teachers and peers urged her to pay more attention to her homework to no avail. It was only when she saw her report card that she realised she would benefit from scoring higher in responsibility. She took her teachers' advice to write her daily tasks in a planner, do her homework, and learn a new Hindi word every day. This helped her do her homework and classwork better. Her grade in responsibility increased, as did her academic performance.

INTENDED OUTCOME

Report cards help to share the final outcome at the end of the year with students and their parents, and plan for the following year

THE IMPACT OF AN ASSESSMENT SYSTEM FOR CHANGEMAKER SKILLS

Assessing and grading Changemaker Skills in the report card emphasises their importance, and enables evaluation of a child's progress in acquiring them. A formal assessment system reinforces a commitment to:

- Boosting students' confidence and helping them take responsibility for their actions in order to thrive academically, socially, and emotionally at home and in the workplace, as Anuradha did when she launched her quilling enterprise *(see Boxes 1 and 3).*

- Supporting teachers to design a curriculum and community projects that motivate students to identify problems, and find and implement solutions *(Box 7: Designing class projects to inculcate Changemaker Skills),* thus growing into pro-active leaders and Changemakers.

- Improving teacher efficiency and optimising their workload by encouraging students to collaborate on lessons and homework.

Box 7: Designing class projects to inculcate Changemaker Skills

- Realising his subject did not lend itself easily to student collaboration, a teacher from Avasara Academy redesigned his projects, assigning his class 6 students the task of mapping the school together. The first step towards this was to develop rapport and trust. The students were then assigned to new groups with new dynamics to give them the opportunity to develop teambuilding skills.

- The teachers and students of TVS Academy decided to set up libraries in four government schools instead of spending money on events and festival celebrations. They provided books, furniture, and other assistance, learning in the process to become more empathetic and develop a sense of responsibility towards students in schools that do not provide the facilities their own school does. In another instance, teachers tested lake water to demonstrate how Ganesha idols made from plaster of Paris pollute the waterways. The students decided to make clay Ganeshas embedded with seeds that would sprout when the idols were immersed in water. The entire school spent a whole day making 410 idols that they then showed to their community and took home. Their parents were happy to use these idols instead of having to buy them from the market. The teachers then urged the students to tackle another form of pollution by having a cracker-free Diwali.

- Anisha, a new student in the government school in Khinyera, Rajasthan, was happy to be taught by caring teachers who showed an interest in each student. The school provides stationery and learning materials, and the students are taught about personal hygiene, and the importance of qualities that extend beyond academics, such as the ability to be a good team player.

ENABLERS

A culture in which doing badly or failing is seen as part of the learning process provides the space and opportunity for students to learn by thinking critically, exploring and questioning. It enables them to acquire skills, values and attitudes that positively impact not just their own lives but also their communities. Such a culture is essential for enabling students to acquire Changemaker Skills and for allowing their teachers and Principal to assess them. The factors that enable such a culture include the following:

- The Principal, teachers, students, parents, and Student Management Committee (SMCs) believe in the importance of Changemaker Skills and the need to assess them.

- Partnerships that define roles and build support among parents, students and educators are established.

- The Changemaker Skills that will be assessed are clearly defined.

- Students practice their Changemaker Skills in a safe, supportive environment.

- Students are urged to care as much about building character as about getting good scores.

- Teachers work closely together to standardise scoring across all classes.

- The efforts of teachers who have helped bring about positive change in their students are recognised and appreciated.

- The students and teachers assess and evolve Changemaker Skills, without disrupting the regular lesson schedule.

- Skill development sessions are scheduled in accordance with government recommendations.

- The students keep their parents formally updated on their scores and progress.

- Events and festivals are used as occasions to demonstrate compassion and teamwork through activities such as eco-friendly Ganesha pujas, cracker-free Diwali celebrations, cleaning the school campus, making compost pits, and participating in Bal Clubs.

CHALLENGES AND SOLUTIONS

|	Challenges	Solutions
1.	Catalysing staff commitment and enthusiasm to implement an assessment system for Changemaker Skills	• Provide evidence and share government recommendations to explain why Changemaker Skills matter • Explain the link between assessment of these skills and reduced workload for the teachers • Showcase how Changemaker Skills can improve students' academic performance, make them job ready, and enhance the school's reputation.
2.	Helping teachers understand the assessment tool and measures	• Orient new teachers to the assessment process • Provide periodic refresher training for the teachers • Update the teachers when new skills or measures are added • Consider involving external experts in teacher training.
3.	Creating an assessment tool. Obtain and modify assessment tools used by other schools	• Conduct exposure visits to other schools and talk to the teachers in these schools • Train the teachers to create assessment tools (what they are, how to assess them).
4.	Assessing children while giving them adequate attention	• Offer adequate activity-based learning and group work tailored to the Changemaker Skills being developed and assessed
5.	Processes becoming mechanical, and students faking skills, such as by pretending to collaborate when the teacher walks into class.	• Help the students understand that acquiring Changemaker Skills is more important than getting good grades • Create an environment where students know that it is okay to make mistakes or score low grades as there is always room for improvement • Create innovative, exciting assignments.
6.	Time and resource constraints	• Emphasise the fact that very little additional time is needed once the programme is integrated into the schedule • Point out that the rewards of inculcating and assessing Changemaker Skills in students far outweigh the constraints.
7.	Resistance from parents	• Orient parents to the importance of Changemaker Skills in today's workplace.

ANNEXURE 1: Changemaker Skills assessment systems in public and private schools

The ability to interact and build relationships with others is essential skills for young people in the workplace. Incorporating these skills into the school curriculum gives young adolescents a head start. The Changemaker Skills assessment systems presented here emerge from a study of a cross-section of schools for students from diverse socio-economic backgrounds. They have emerged from the specific needs of the students of these schools and constitute best practices that may be adapted to suit the needs of other schools.

Assessment System in a Government School (Rajakiya Uchcha Prathamika Vidyalaya, Khinyera, Rajasthan)

This school uses an assessment system based on the state's adoption of the assessment framework introduced by the Central Board of Secondary Education (CBSE) in India. This assessed all aspects of students' development and has been implemented in the school with support from a non-

Figure A1.1: Assessment System at a government school, Rajasthan
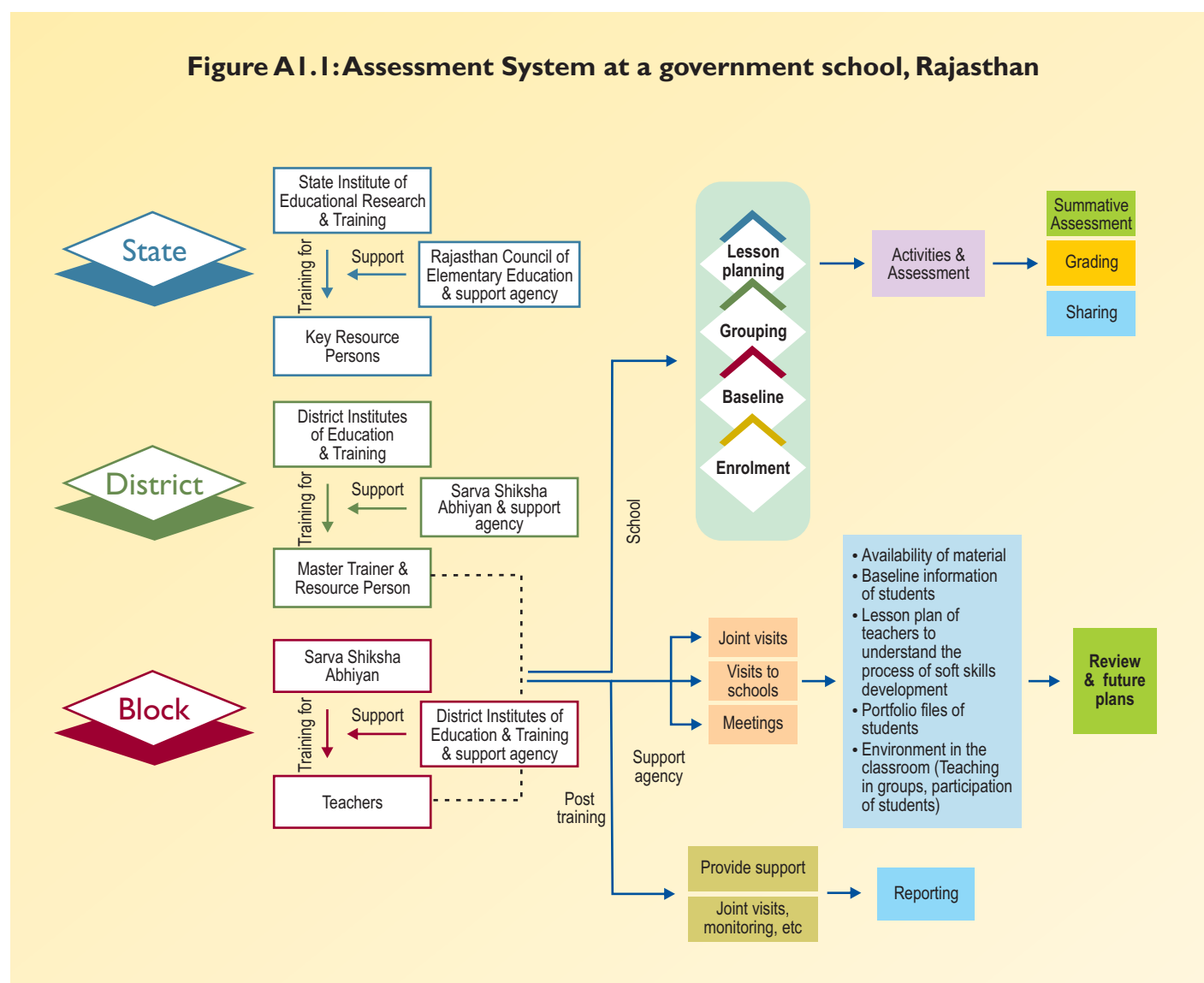
ANNEXURE 1: Changemaker Skills assessment systems in public and private schools
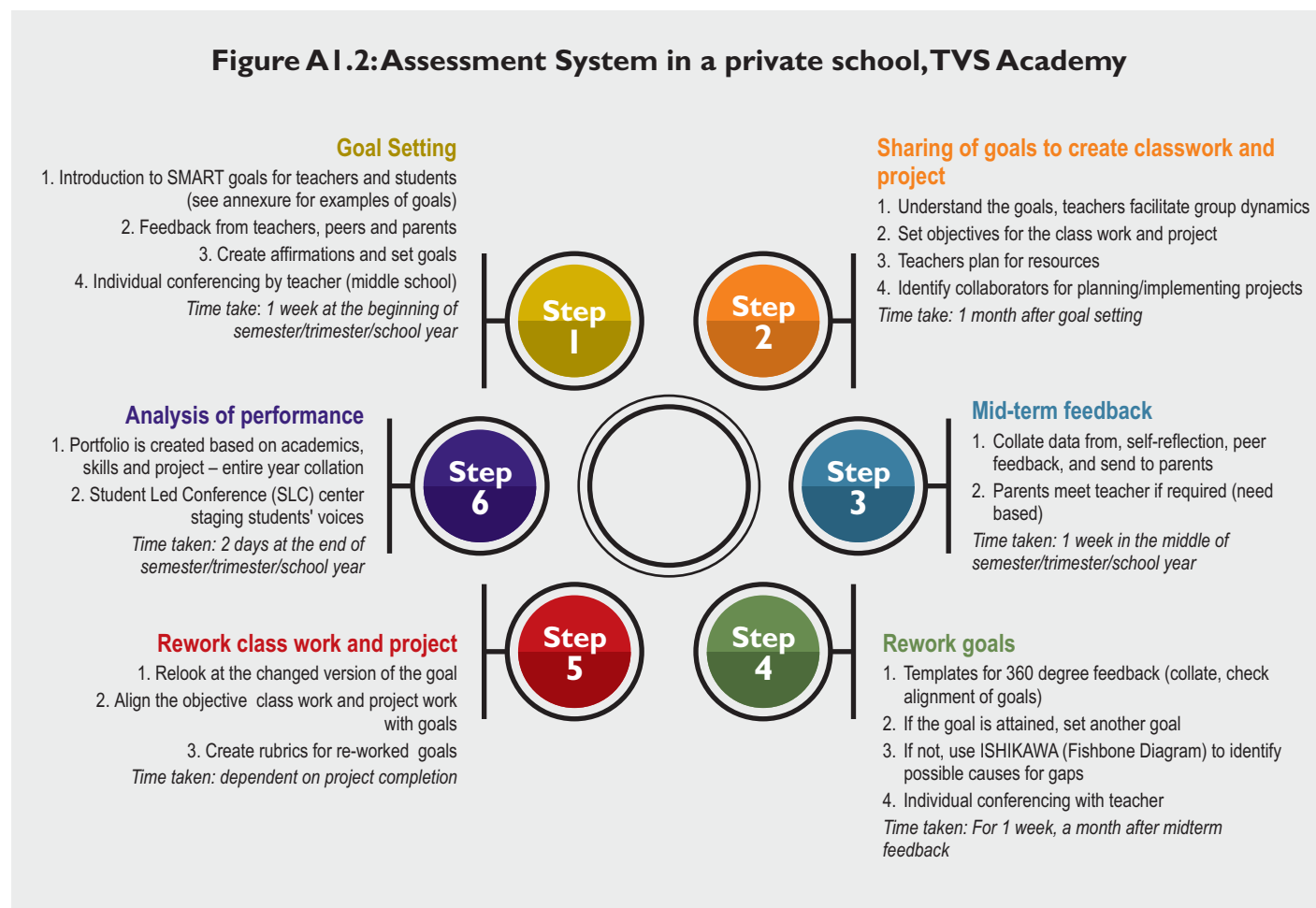
governmental organisation called the URMUL Trust. The features of this system are as follows:

- The Changemaker Skills assessed include cooperation, care, self-confidence, initiative and punctuality.
- Multiple stakeholders are engaged under the aegis of Sarva Shiksha Abhiyan, such as the State Institute for Educational Research and Training, District Institute of Education and Training, other schools, teachers and support agencies.
- The stakeholders are trained to implement the assessment framework across the district.
- The multiple-evidence based tools and techniques used for assessment include observation, checklists, portfolios and inputs from other teachers and peers.

Private school - TVS Academy, Hosur

The Changemaker Skills assessment system at TVS Academy is a 360-degree assessment that includes students', peers', teachers', parents' and siblings' analyses of performance at midterm and the end of the year. The system was developed in line with the school's mission to instil compassion, intelligence and a sense of responsibility that would drive its students to work towards building a better world. It involves a six-step process to evaluate empathy, leadership, goal setting, classwork, projects, and teachers' observations through the year (*Figure A1.2: Assessment system in a private school, TVS Academy*).

Figure A1.2: Assessment System in a private school, TVS Academy

Goal Setting
1. Introduction to SMART goals for teachers and students (see annexure for examples of goals)
2. Feedback from teachers, peers and parents
3. Create affirmations and set goals
4. Individual conferencing by teacher (middle school)
Time take: 1 week at the beginning of semester/trimester/school year

Sharing of goals to create classwork and project
1. Understand the goals, teachers facilitate group dynamics
2. Set objectives for the class work and project
3. Teachers plan for resources
4. Identify collaborators for planning/implementing projects
Time take: 1 month after goal setting

Analysis of performance
1. Portfolio is created based on academics, skills and project – entire year collation
2. Student Led Conference (SLC) center staging students' voices
Time taken: 2 days at the end of semester/trimester/school year

Mid-term feedback
1. Collate data from, self-reflection, peer feedback, and send to parents
2. Parents meet teacher if required (need based)
Time taken: 1 week in the middle of semester/trimester/school year

Rework class work and project
1. Relook at the changed version of the goal
2. Align the objective class work and project work with goals
3. Create rubrics for re-worked goals
Time taken: dependent on project completion

Rework goals
1. Templates for 360 degree feedback (collate, check alignment of goals)
2. If the goal is attained, set another goal
3. If not, use ISHIKAWA (Fishbone Diagram) to identify possible causes for gaps
4. Individual conferencing with teacher
Time taken: For 1 week, a month after midterm feedback

ANNEXURE 1: Changemaker Skills assessment systems in public and private schools

Private school for high-potential students from low-income families - Avasara Academy, Pune

The assessment system designed by Avasara Academy, Pune, seeks to enable high-potential students from low opportunity backgrounds to make the transition into schools with high academic standards. See Figure A1.3: Assessment system in a private school Avasara Academy (for students from low-income families).

The teachers realised that responsibility through self-management is the first skill their students need to acquire since they have no exposure to basic work practices. Thus, encouraging them to manage their time effectively, come prepared to school and work together is essential to helping them cope in school, and fulfil their career potential.

Figure A1.3: Assessment system in a private school, Avasara Academy (for students from low-income families)

1 Design of Rubrics by senior management and teacher's task force (Re-visits this task every 2-3 years)

2 Senior management decides which soft skills to assess (Based on the decision to assess a new skill, rubric is designed every 2-3 years)

3 Staff orientation by senior management, Department Chairs (Half day, beginning of semester/trimester school year)

4 Student orientation by teachers (Half day in 1st month of semester/trimester/school year)

5 Assessment by teachers, students and advisors (On-going)

Development of Soft Skills

7 Goal setting by students (End of every semester/trimester)

6 Scoring in report card by teachers, advisors and counsellors (End of every semester/trimester)

Intervention

ANNEXURE 2: Sample Student Reflection Form for Setting Goals

Student: _____

Standard: _____

Date: _____

Subject: _____

Strengths: What I do well	Challenges: What I need to improve
1.	1.
2.	2.
3.	3.
Goals: What I will do to improve	

Reflections
The comments from my teachers in my report card tell me that:

Were you surprised by anything on your report card? Why?

Prioritising my goals
Which goal(s) seem the most important to focus on right now? Why?

Source: TVS Academy, Hosur

ANNEXURE 3: Sample Report Card at Government Senior Secondary School, Khinyera

School No: _____

Student Name: _____

Class: _____

Personal qualities and aptitude
Please tick the box most appropriate for the student's skill:

Skill	Level	Tick
Cooperation and care	Friendly, cooperative relationships with peers and teachers	
	Understands and empathises with different points of view	
	Open, receptive, mingles well with others	
Self-confidence and initiative	Takes responsibility	
	Takes the initiative to address challenges	
	Seeks assistance from peers and teachers when necessary	
Punctuality	Excellent	
	Average	
	Satisfactory	

Source: An extract of a report card used at Government Secondary School, Khinyera, translated from Hindi.

ANNEXURE 4: Sample Scoring Guides/Rubrics

Student Name: _____

Class: _____

Rubric for Responsibility

	AP	DV	BG
Preparedness/organisation	Always comes to class with all necessary materials; materials are well organised. Plans and prioritises goals.	Usually comes to class with all necessary materials; materials are organised. Sets and sometimes prioritises goals.	Occasionally comes to class prepared; materials maybe poorly organised. Sets goals but can have difficulty prioritising them.
Time management	Arrives to class on time, ready to learn; helps others get started. Independently moves from task to task as needed.	Arrives to class on time, ready to learn. Makes effective use of class time without reminders to stay on task.	Usually comes to class on time, but is sometimes late. Usually ready to learn. May require help getting started. Needs reminders often to stay on task during class time.
Completion of work	Completes all work (e.g., homework, readings, projects). Meets all deadlines.	Completes most work. Meets most deadlines.	Occasionally or infrequently submits complete work. Meets some deadlines, sometimes asks for an extension.
Personal responsibility	Always takes responsibility for her actions and choices.	Mostly takes responsibility for her own actions and choices.	Occasionally takes responsibility for her own actions and choices; Makes excuses often.

AP – Applying (>75%)

DV – Developing (50-75%)

BG – Beginning (40-50%)

NE – Not evident (0-40%)

Source: Avasara Academy, Pune. Rubric for Responsibility and Collaboration.

ANNEXURE 4: Sample Scoring Guides/Rubrics

Rubric For Collaboration and Social Skills

	AP	DV	BG
Participating in a group	Able to participate effectively regardless of the topic and group members.	Contributes effectively and consistently to the work of a group, but sometimes struggles because of group members or the task. Occasionally needs prompting by others.	Rarely participates without being prompted by others; or sometimes makes little effort even when prompted.
Understanding others (empathy and conflict resolution)	Invites others' perspectives and integrates them with her own, regardless of the group members.	Recognises others' perspectives and harmonises the group, but sometimes struggles in difficult situations.	Has difficulty recognising and respecting that others may have a different perspective.
Leading others	Looks for and takes leadership roles to help a group achieve a goal in all situations.	Is willing to lead and is able move a group towards achieving a goal when the situation is not difficult.	Takes leadership roles only when asked; Has difficulty leading a group toward achieving a goal without major help from others.

AP – Applying (>75%)

DV – Developing (50-75%)
BG – Beginning (40-50%)

NE – Not evident (0-40%)

Source: Avasara Academy, Pune. Rubric for Responsibility and Collaboration.

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