



Annexure 3 Rubric for Assessing Skills

Introduction

The National Education Policy, 2020 has envisioned that schools move towards competency-based education including a focus on 21st Century Skills. Keeping this in mind, from April 2021-22, the school will build back to the systems that were present during CBSE-i, when there was a focus towards developing and assessing

- 21st century skills
- Personal social emotional development
- Subject specific skills.

This document lists the rubric and process for assessing these areas.

21st Century Skills

21st century skills have taken centre stage in the last few years as we enter the 4th Industrial Revolution as well as the current challenges of the pandemic have demonstrated that students need to be agile problem solvers due to the uncertainty and volatility of the world.

The following table provides the rubric to follow when assessing a student's display of 21st century skills in the classroom:

21 st century skill	Expert	Proficient	Competent (Achieving)	Basic (Developing)	Novice (Needs Support)
Creativity & Innovation	Consistently displays very high levels of ingenuity, imagination, and multiple perspectives to generate new ideas. Consistently goes outside conventional boundaries when shaping ideas. Displays strong	Displays high levels of ingenuity, imagination, and multiple perspectives to generate new ideas. Able to think outside conventional boundaries when shaping ideas. Displays high levels of divergent and creative	Displays good levels of imagination. Able to use multiple perspectives to improve on the selected ideas. Displays good levels of divergent and creative perspectives during discussions and is	Displays limited imagination. Ask few questions, uses the feedback to modify ideas. Displays low levels of divergent and creative perspectives during discussions and is somewhat willing to experiment, improvise or take risks.	Largely reproduces existing ideas. Sporadically may come up with new ideas. Beginning to display divergent and creative perspectives during discussions and hesitates to experiment, improvise and take risks.



	divergent and creative perspectives during discussions and is very comfortable and confident to experiment, improvise or take risks.	perspectives during discussions and is comfortable and confident to experiment, improvise or take risks.	willing to experiment, improvise or take risks.		
Critical thinking & problem solving (HOTS)	Consistently uses evidence and appropriate questions as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions. Displays consistently high levels of interpretation and analytical skills that feed into action.	Uses evidence and appropriate questions to draw accurate and well-developed conclusions. Displays high levels of interpretation and analytical skills that feed into action.	Uses evidence and questions as the basis for judgments, drawing reasonable and appropriate conclusions. Displays good levels of interpretation and analytical skills that feed into action.	Uses evidence and questions to some extent, articulating arguments that are not strong on logic or strong connection to the evidence. Displays low levels of interpretation and analytical skills that feed into action.	Not able to use evidence and questions to draw out arguments. Arguments not articulated clearly, have illogical conclusions or misrepresent the evidence. Displays very low levels of interpretation and analytical skills that feed into action.
Application to real life situations	Consistently applies accurate knowledge to real life situations.	Mostly applies accurate knowledge to real life situations.	Largely applies appropriate knowledge to real life situations.	Is sometimes able to apply appropriate knowledge to real life situations.	Not able to apply appropriate knowledge to real life situations.
Collaboration and participation	Consistently displays strong skills of working with and supporting peers, with a focus to	Displays strong skills of working with and supporting peers, with a focus to achieve a set goal.	Displays good skills of working with and supporting peers, with a focus to achieve a set goal. Takes adequate	Displays some skills of working with and supporting peers, with a focus to achieve a set goal. Tends to get distracted	Displays sporadic skills of working with and supporting peers, with a focus to achieve a set goal. Tends to get easily



	achieve a set goal. Takes significant responsibility of actions in a group. Very actively engages and involves self in tasks.	Takes responsibility of actions in a group to achieve a task or a common goal. Actively engages and involves self in tasks.	responsibility of actions in a group to achieve task or a common goal. Appropriately engages and involves self in tasks.	sometimes. Often led by others in a group task or to achieve the common goal. Adequately engages and involves self in tasks.	distracted. Needs consistent guidance to complete group tasks or a common goal. Needs guidance to engage self in tasks.
Communication & presentation skills	Consistently displays significantly high levels of written and/or oral communication to effectively convey or share ideas and thoughts.	Displays high levels of written and/or oral communication to succinctly convey or share ideas and thoughts.	Displays good levels of written and/or oral communication to appropriately convey or share ideas and thoughts.	Displays adequate levels of written and/or oral communication to convey or share ideas and thoughts.	Displays a level of written and/or oral communication that conveys or shares some ideas and thoughts. Needs regular prompts to complete the set task.
Information literacy and Research skills	Consistently displays very strong skills to locate, extract, organize, analyze, evaluate and use or present information. Maintains very strong levels of academic integrity.	Displays strong skills to locate, extract, organize, analyze, evaluate and use or present information. Maintains strong levels of academic integrity.	Displays good skills to locate, extract, organize, analyze, evaluate and use or present information. Maintains appropriate levels of academic integrity.	Displays adequate skills to locate, extract, organize, analyze, evaluate and use or present information. Maintains adequate levels of academic integrity.	Sporadically displays skills to locate, extract, organize, analyze, evaluate and use or present information. Conducts research with some support. Maintains very low levels of academic integrity.
Digital literacy	Displays very strong understanding of Cyber security, netiquettes. Always takes appropriate safety	Displays a strong understanding of Cyber security, netiquettes. Mostly takes appropriate safety	Displays a good understanding of Cyber security, netiquettes. Majority of the time is able to safely and critically navigate	Displays some understanding of Cyber security, netiquettes. Is able to safely and critically navigate	Displays a low understanding of Cyber security, netiquettes. Is unable to safely and critically navigate between online sources.



	measures to navigate online sources. Expertly uses a wide range of digital tools / ICT to find, evaluate, create, and communicate information, ideas and research requiring both cognitive and technical skills.	measures to navigate online sources. Proficiently uses a wide range of digital tools / ICT to find, evaluate, create, and communicate information, ideas and research requiring both cognitive and technical skills.	between online sources. Competently uses a range of digital tools / ICT to find, evaluate, create, and communicate information, ideas and research requiring both cognitive and technical skills.	between online sources with guidance. Uses a few digital tools / ICT to find, evaluate, create, and communicate information, ideas and research requiring both cognitive and technical skills.	Uses a few digital tools / ICT to find, evaluate, create, and communicate information, ideas and research requiring both cognitive and technical skills.
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Who will assess these skills?

- All subject teachers

How often would these skills be assessed?

- Once a term; twice in the year

How will it be presented in the report card?

- The average mark across a particular skill, calculated from all subjects will be presented in the report card.

Will the rubric be displayed in the report card?

- No, only where the student is on the scale will be displayed.
- Teachers will use the rubric to assess students.
- Rubric to be shared with parents so that they are aware of what each element of the scale means.

Personal, Social and Emotional Development

For the holistic development of students, the school has focused on their personal, social and emotional development. However, the school has not captured this journey in the report card. Parents will be provided a comprehensive view of their wards with the inclusion of PSED in report cards.

- **Rating Scale to be used to assess Personal Social Emotional Development**

If a student demonstrates the skill in your class:

- 91% and above, then s/he is termed as being an Expert.
- 71-90%, then s/he is termed as being Proficient.



- 51 – 70%, then s/he is termed as being Competent.
- 33-50%, then s/he is termed as being Basic.
- 0-32%, then s/he is termed as being a Novice.

Every student will be assessed based on the observations teachers (subject and class teachers) make during classroom instruction, homework given, engagement in classroom tasks.

PSED Parameter	Meaning	Who will fill this into Phoenix?	Evidence that teachers could use to support their judgement
Understanding of self	Is aware of strengths and weaknesses and adopts relevant strategies to improve oneself.	Every subject teacher	<ul style="list-style-type: none"> • ASSET/ CAT4 internal assessment triangulation by every student • Notebook rubric • All online tools
Metacognition and Self-regulated learner	Able to set goals, plan self-learning, undertake tasks and reflect on learning. Demonstrates an understanding of how one thinks and learns. Undertakes self-reflective practice and questions to become a self-aware learner and individual.	Every subject teacher	<ul style="list-style-type: none"> • Maintenance of notebooks • Completion of self-paced modules • Student surveys • Behaviour charts
Planning, organizing and prioritizing	Methodical and organized. Establishes priorities and manages time to complete tasks and achieve goals.	Every subject teacher	<ul style="list-style-type: none"> • Submission of work on time • Punctuality to class • Scheduling to meet deadlines • Participation in co-curricular activities
Leadership and being accountable	Always holding oneself accountable for decisions and actions. Always willing to take up responsibility. Undertaken with care.	Every subject teacher	<ul style="list-style-type: none"> • Class duty lists • Willingness to offer help and take leadership roles and responsibilities in group activities or other tasks



PSED Parameter	Meaning	Who will fill this into Phoenix?	Evidence that teachers could use to support their judgement
Work habits	Recognizing habits and reframing them to suit your learning. Works ethically, with on-time submissions, well-presented work, works with clarity. Starts tasks and stays focused on them until completion	Every subject teacher	<ul style="list-style-type: none"> Punctuality in submissions Presentation quality shows work has been undertaken with care Shows academic integrity
Response to feedback	Positive attitude towards receiving feedback; willing to learn.	Every subject teacher	<ul style="list-style-type: none"> Does corrections in the notebook Makes comments on the next steps for improvement in the notebook
Listens attentively	Able to execute multiple instructions	Every subject teacher	<ul style="list-style-type: none"> Observation of non verbal cues of students during classroom tasks Quality of answers submitted during lessons Answers given during class
Social intelligence	Ability to get along with peers and understand and respects their points of views. Maintains collegial relations with peers. Willingness to help.	Every subject teacher	<ul style="list-style-type: none"> Lesson discussions Observation of students during tasks Quality of answers during lessons
Emotional regulation	Ability to recognize and understand emotions, displays emotions in a mature manner; understands the correlation between emotions and decision making.	Class teacher	<ul style="list-style-type: none"> Teacher observation



PSED Parameter	Meaning	Who will fill this into Phoenix?	Evidence that teachers could use to support their judgement
Flexible mindset and attitude	Displays receptiveness and open-mindedness; embraces changes in his/her stride; intellectually flexible and courageous.	Class teacher	<ul style="list-style-type: none">Teacher observation
Perseverance and grit	Can work under pressure for a sustained period of time to meet a given target. Seek challenges and opportunities without fear of failure.	Class teacher	<ul style="list-style-type: none">Teacher observation
Empathy and kindness	Ability to understand the emotional feelings of others; ability to put yourself in their place. Is generous, considerate and thoughtful.	Class teacher	<ul style="list-style-type: none">Teacher observation
Sportsmanship and fair play	Fair behaviour in treating others; respect for rules	PE teacher/ Class teacher	<ul style="list-style-type: none">Teacher observation
Team Spirit	Works well within a group by co-operating and building a feeling of camaraderie within the group.	PE teacher / Class Teacher	<ul style="list-style-type: none">Teacher observation

What will be seen in the report card?

- The average scale that every student gets against each of the above parameters.
- Only column 1 will be visible; no meaning of the skills be visible.

Do teachers have to use only the evidence listed above to make judgements?

- No, teachers can use any evidence they would like to make the judgements.
- Evidence used must be discussed with the Head of Section so that there is consistency in using evidences.

Subject Specific Skills

Along with content acquisition, every subject develops some specific skills in students. These are beyond the 21st century skills of critical thinking, problem solving and application of concepts to real life situations.

- Rating Scale to be used to assess Subject specific skills**



If a student demonstrates the skill in your class:

- 91% and above, then s/he is termed as being an Expert.
- 71-90%, then s/he is termed as being Proficient.
- 51 – 70%, then s/he is termed as being Competent.
- 33-50%, then s/he is termed as being Basic.
- 0-32%, then s/he is termed as being a Novice.

Islamic Education (Grades 6-12)	Meaning of Skill
Memorization and recitation of the Holy Qur'an	<ul style="list-style-type: none"> • Can recite the Holy Quran accurately applying proper Tajweed Rules • Able to interpret the meaning/vocabulary of the verses • Can read the hadith accurately
Citing references from the Divine Revelation	<ul style="list-style-type: none"> • Able to provide evidence from Qu'ranic ayaat and hadith to support concepts, during discussions. • Able to provide evidence from ayaat and hadith to advise others about matters pertaining to the Islamic Creed.
Citing references from the Seerah	<ul style="list-style-type: none"> • Able to provide evidence from the Prophet's biography or the biography of famous Islamic personalities to support concepts during discussions. • Can establish connections between the Holy Qur'an and the Prophet's(pbuh) biography.
Deducing Values from Ayaat/Hadith	<ul style="list-style-type: none"> • Can apply Islamic values and etiquettes, deduced from ayaat and hadith, in one's daily life.
Reflection on Islamic Rulings	<ul style="list-style-type: none"> • Able to pass judgements and deduce Islamic rulings for situations occurring in one's daily life. • Able to defend the Islamic Identity and the importance of maintaining it, in contemporary issues faced in everyday life.

Science (Grades 3 - 10)	Meaning of Skill
Lab Etiquette	<ul style="list-style-type: none"> • Is familiar with safety rules • Handles equipment/ chemicals/ materials with care and precision
Prediction	<ul style="list-style-type: none"> • Hypothesizes using scientific method. • Demonstrates logical thinking.



Observation and data handling	<ul style="list-style-type: none"> Keen observations are made. Data is gathered systematically and sequentially, in an organized manner.
Interpretation & Inference	<ul style="list-style-type: none"> Explanations include all steps of the scientific method. Each step is outlined and recorded with accuracy and attention to detail. Conclusions are purposefully derived from the observation and interpretation of data. Relevant scientific vocabulary is used.

Social Science (Grades 3-10)	Meaning of Skill
Reading	<ul style="list-style-type: none"> Able to read maps, data, tables, charts
Analysis	<ul style="list-style-type: none"> Ability to explain cause and effect Explores complex patterns, interactions, relationships Compares and contrasts concepts
Interpretation	<ul style="list-style-type: none"> Critically evaluate of visual and audio sources (listed under reading) Understanding timelines Demonstrate an understanding of multiple perspectives
Evidence usage	<ul style="list-style-type: none"> Accurately usages evidence to support reasoned arguments Critical analysis / inference of primary and secondary data source

Languages - Arabic, English, Malyalam, Hindi, French (Grades 3-10)	Meaning of Skill
Reading & Comprehension	<ul style="list-style-type: none"> Decodes words with accuracy Reads fluently: speed, accuracy and proper expression Builds vocabulary when reading



	<ul style="list-style-type: none"> • Makes meaning when reading • Able to answer questions based on unseen passages
Writing	<ul style="list-style-type: none"> • Communicates ideas effectively • Organizes information and thought • Uses grade appropriate vocabulary • Uses accurate spellings
Speaking	<ul style="list-style-type: none"> • Use of language during class and beyond class • Accurate pronunciation of words, intonation and rhythm • Ideas and knowledge are presented in an organized and logical manner • Speaks with clarity • Uses appropriate vocabulary
Listening	<ul style="list-style-type: none"> • Listens attentively • Comprehends oral text accurately

Mathematics (Grades 3-10)	Meaning of Skill
Number facility	<ul style="list-style-type: none"> • Ability to add, subtract, multiply and divide quickly and accurately
Reasoning	<ul style="list-style-type: none"> • Ability to choose the right mathematical methods or formulas to solve a problem. • Able to provide alternative ways of approaching a mathematical problem. • Ability to draw conclusions from evidence. • Ability to apply concepts in real life situations with mathematical reasoning.
Spatial	<ul style="list-style-type: none"> • Demonstrates understanding of patterns • Demonstrates understanding of shapes and their properties (geometry) • Constructs shapes with accuracy and precision
Problem solving	<ul style="list-style-type: none"> • Pose their problems • Understanding the problem



	<ul style="list-style-type: none"> • Devising a plan of solving the problem • Carrying out the plan • Examining the reasonableness of the result and making evaluations
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Art (Grades 3-10)	Meaning of Skill
Drawing skills	<ul style="list-style-type: none"> • Ability to draw an appropriate form.
Sense of colour and balance	<ul style="list-style-type: none"> • Use of wide range of colours • Colour combinations are balanced
Craftsmanship, accuracy, detail (For grades 3-5 only)	<ul style="list-style-type: none"> • The artwork is carefully created using consistent proportions, scale, details, and accuracy.
Tonal value (for grades 6-10 only)	<ul style="list-style-type: none"> • Able to shade appropriately to give the right effect • Able to use light / shadows in drawings and paintings
Creativity and imagination	<ul style="list-style-type: none"> • For Grades 3-5: Student strives to create art that is unexpected, unique, original, or inventive • For Grades 6 – 10: Ability to think and imagine images and create these on the given subjects

Music (Grades 3-10)	Meaning of Skill
Sense of rhythm/pitch/breath control (for grades 3-5)	<ul style="list-style-type: none"> • Sings mostly in tune within a limited range, showing developing awareness of diction and breath control
Sense of rhythm (For grades 6-10)	<ul style="list-style-type: none"> • Can sing or play an instrument in beat
Sense of pitch (For grades 6-10)	<ul style="list-style-type: none"> • Can sing or play an instrument at the required frequency
Sense of melody	<ul style="list-style-type: none"> • Singing in tune
Follows instructions (for grades 3-5)	<ul style="list-style-type: none"> • Follows simple performance directions

ICT (Grades 3-10)	Meaning of Skill
Application of digital tools	<ul style="list-style-type: none"> • Ability to use appropriate and multiple digital tools to support learning



Thinking Skills (For Grades 3-5)	<ul style="list-style-type: none"> Consistently and independently using creative, critical and reflective thinking in technology. Relates new learning to a range of other situations.
Logical reasoning (For Grades 6-10)	<ul style="list-style-type: none"> Ability to find solutions to a given problem using coding
Presentation	<ul style="list-style-type: none"> Publishing rendering, exporting ideas

Physical Education (Grades 3-12)	Meaning of Skill
Agility, speed, strength and endurance	<ul style="list-style-type: none"> Moving in different directions, levels and pathways
Object control	<ul style="list-style-type: none"> Ability to throw, catch, dribble, kick, strike with an object
Locomotor	<ul style="list-style-type: none"> Ability to walk, run, skip, jump Moving through space by self and with others
Technical skills	<ul style="list-style-type: none"> Ability to use equipment accurately Demonstrates skills required to play the term's sport Considers safety at all times

Swimming (Grades 3-5)	Meaning of Skill
Floating	<ul style="list-style-type: none"> Back and front float, head bobbing
Kick board	<ul style="list-style-type: none"> Smooth Fluid motion & fluid flutter kick
Elementary backstroke	<ul style="list-style-type: none"> Arms and legs synchronized Rhythmic breathing
Elementary breaststroke	<ul style="list-style-type: none"> Symmetrical/alienate kick and pull Rhythmic breathing

Dance (Grades 3-5)	Meaning of Skill
Stage presence	<ul style="list-style-type: none"> Dancer uses facial and body expressions when performing



Musicality	<ul style="list-style-type: none">• Understands time and rhythm and stays on beat
Technique	<ul style="list-style-type: none">• Demonstrates excellent understanding of dance style

For Grades 11 & 12

The following skills will be assessed for students of grades 11 & 12 in the subjects offered at the plus 2 level:

English	Meaning of the skill
Reading & Comprehension	<ul style="list-style-type: none">• Decodes words with accuracy• Reads fluently: speed, accuracy and proper expression• Builds vocabulary when reading• Makes meaning when reading• Able to answer questions based on unseen passages
Writing	<ul style="list-style-type: none">• Communicates ideas effectively• Organizes information and thought• Uses grade appropriate vocabulary• Uses accurate spellings
Speaking	<ul style="list-style-type: none">• Use of language during class and beyond class• Accurate pronunciation of words, intonation and rhythm• Ideas and knowledge are presented in an organized and logical manner• Speaks with clarity• Uses appropriate vocabulary
Listening	<ul style="list-style-type: none">• Listens attentively• Comprehends oral text accurately

Physics	Meaning of Skill
Lab Etiquette	<ul style="list-style-type: none">• Is familiar with safety rules



	<ul style="list-style-type: none"> • Handles equipment with care and precision
Prediction	<ul style="list-style-type: none"> • Hypothesizes using scientific method. • Demonstrates logical thinking.
Observation and data handling	<ul style="list-style-type: none"> • Keen observations are made. • Data is gathered systematically and sequentially, in an organized manner.
Interpretation & Inference	<ul style="list-style-type: none"> • Explanations include all steps of the scientific method. • Each step is outlined and recorded with accuracy and attention to detail. • Conclusions are purposefully derived from the observation and interpretation of data. • Relevant scientific vocabulary is used.

Chemistry	Meaning of Skill
Lab Etiquette	<ul style="list-style-type: none"> • Is familiar with safety rules • Handles equipment and chemicals with care and precision
Prediction	<ul style="list-style-type: none"> • Hypothesizes using scientific method. • Demonstrates logical thinking.
Observation and data handling	<ul style="list-style-type: none"> • Keen observations are made. • Data is gathered systematically and sequentially, in an organized manner.
Interpretation & Inference	<ul style="list-style-type: none"> • Explanations include all steps of the scientific method. • Each step is outlined and recorded with accuracy and attention to detail. • Conclusions are purposefully derived from the observation and interpretation of data. • Relevant scientific vocabulary is used.

Biology	Meaning of Skill
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Lab Etiquette	<ul style="list-style-type: none"> • Is familiar with safety rules • Handles equipment with care and precision
Prediction	<ul style="list-style-type: none"> • Hypothesizes using scientific method. • Demonstrates logical thinking.
Observation and data handling	<ul style="list-style-type: none"> • Keen observations are made. • Data is gathered systematically and sequentially, in an organized manner.
Interpretation & Inference	<ul style="list-style-type: none"> • Explanations include all steps of the scientific method. • Each step is outlined and recorded with accuracy and attention to detail. • Conclusions are purposefully derived from the observation and interpretation of data. • Relevant scientific vocabulary is used.

Mathematics	Meaning of Skill
Reasoning	<ul style="list-style-type: none"> • Ability to choose the right mathematical methods or formulas to solve a problem. • Able to provide alternative ways of approaching a mathematical problem. • Ability to draw conclusions from evidence. • Ability to apply concepts in real life situations with mathematical reasoning.
Spatial	<ul style="list-style-type: none"> • Demonstrates understanding of Trigonometry, Analytical Geometry & Calculus applications. • Design solids with accuracy and precision. •
Problem solving	<ul style="list-style-type: none"> • Pose their problems • Understanding the problem • Devising a plan of solving the problem • Carrying out the plan • Examining the reasonableness of the result and making evaluations
Investigation	<ul style="list-style-type: none"> • Develop and use their own mathematical strategies and ideas.



	<ul style="list-style-type: none"> • Make conjectures and hypotheses, design methods to test them and analyse results to see whether they are valid.
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Computer Science	Meaning of Skill
Debugging	<ul style="list-style-type: none"> • Ability to debug codes in response to detected errors.
Decomposition	<ul style="list-style-type: none"> • Ability to breakdown complex problems into smaller modules.
Analytical skills	<ul style="list-style-type: none"> • Ability to collect, analyze and interpret the unorganized data.

Accountancy	Meaning of Skill
Numerical Accuracy	<ul style="list-style-type: none"> • Closeness of a calculated value to its actual value.
Analysis and interpretation of data	<ul style="list-style-type: none"> • Implementation of processes through which data is reviewed for the purpose of arriving at an informed conclusion. • Assigns a meaning to the information analyzed and determines its signification and implications.
Reasoning	<ul style="list-style-type: none"> • Ability to choose the right accounting principle solve a problem. • Ability to draw conclusions from evidence. • Ability to apply concepts in real life situations with accounting principles.
Financial literacy	<ul style="list-style-type: none"> • For Grade 11: Ability to understand and effectively use various financial skills, including personal financial management, budgeting and investing. • For Grade 12: Ability to analyse, interpret company financial statements

Business Studies	Meaning of Skill
Logical reasoning	<ul style="list-style-type: none"> • Ability to systematically deconstruct a given scenario, analyse and reach a conclusion.
Decision making	<ul style="list-style-type: none"> • Ability to apply the principles of business management to reach effective and efficient decisions.
Financial Literacy	<ul style="list-style-type: none"> • Ability to understand and effectively use various financial skills, including personal financial management, budgeting and investing.



Economics	Meaning of Skill
Data analysis	<ul style="list-style-type: none">• Ability to read and understand charts, graphs, tables and other data sets.• Ability to analyse the data presented in charts, graphs, tables and other data sets to reach a conclusion.
Logical reasoning	<ul style="list-style-type: none">• Ability to systematically deconstruct a given scenario, using economic principles, to analyse and reach a conclusion.
Financial Literacy	<ul style="list-style-type: none">• Ability to apply economic concepts to take financial decisions.

Marketing	Meaning of Skill
Negotiation and influence	<ul style="list-style-type: none">• Ability to persuade using the principles of marketing.
Logical reasoning	<ul style="list-style-type: none">• Ability to systematically deconstruct a given scenario, using marketing strategies, to analyse and reach a conclusion.
Estimation and prediction	<ul style="list-style-type: none">• Ability to apply principles of marketing to estimate and predict future market trends.

Psychology	Meaning of Skill
Data Analysis	<ul style="list-style-type: none">• Ability to read and understand charts, graphs, tables and other data sets.• Ability to analyse the data presented in charts, graphs, tables and other data sets to reach a conclusion.• Ability to use data to interpret case studies.
Logical reasoning	<ul style="list-style-type: none">• Ability to systematically deconstruct a given scenario, using theories of psychology, to analyse and reach a conclusion.

Entrepreneurship	Meaning of Skill
Numerical accuracy	<ul style="list-style-type: none">• Closeness of a calculated value to its actual value.



Logical reasoning	<ul style="list-style-type: none"> Ability to systematically deconstruct a given scenario, using theories of management, to analyse and reach a conclusion.
Financial Literacy	<ul style="list-style-type: none"> For Grade 11: Ability to create relevant financial statements for a given scenario. For Grade 12: Ability to create business plans for a start up company.

Visual Art (as a CBSE subject)	Meaning of Skill
Observation	<ul style="list-style-type: none"> Ability to see the form and represent it on paper.
Sense of colour and balance	<ul style="list-style-type: none"> Use of wide range of colours and mediums Colour combinations are balanced
Tonal value	<ul style="list-style-type: none"> Able to shade appropriately to give the right effect Able to use light / shadows in drawings and paintings
Creativity and imagination	<ul style="list-style-type: none"> Able to visualize and envisage still life and landscapes

Physical Education (as a CBSE subject)	Meaning of Skill
Agility, speed, strength and endurance	<ul style="list-style-type: none"> Moving in different directions, levels and pathways
Object control	<ul style="list-style-type: none"> Ability to throw, catch, dribble, kick, strike with an object
Technical skills	<ul style="list-style-type: none"> Ability to use equipment accurately Demonstrates skills required to play the term's sport Considers safety at all times