SESSION 5

Part D: Classroom Interactions

The old report card: Only Teacher says how you are.

HPC

Part A gives information about the Self.

Part B gives information about what the learners' reflection and peer feedback.

Part C gives information about my project work.

Part D gives information about what the teacher sees daily in the classroom.

The How-to-Fill Guide for Part D frames it by :

Activity (Classroom Interaction)

↓

Observation/Evidence

↓

Competency/Skill demonstrated

↓

Reflection/Feedback.

Examples of EVIDENCE by duration

Duration	Classroom activity	Evidence collected
5–10 minutes	Think–pair–share	Brief teacher observation or student response
15–20 minutes	Group discussion or debate	Observation checklist on participation and reasoning
30–40 minutes	Role play or problem-solving task	Assessment notes, worksheet, or completed task
One class period	Science experiment	Observation sheet and conclusion
One week	Collecting and presenting information on a topic	Short report, chart, or presentation
One month	Reading activities or vocabulary development	Reading record or samples of written work
One term	Participation in varied classroom activities	Summary of teacher observations and selected work samples

Worked out example of an Observation by Duration in your classroom context

In February the teacher observes Asenla in a particular day as she was shouting, the teacher writes – Asenla showed Aggressive behaviour during lab experiment.

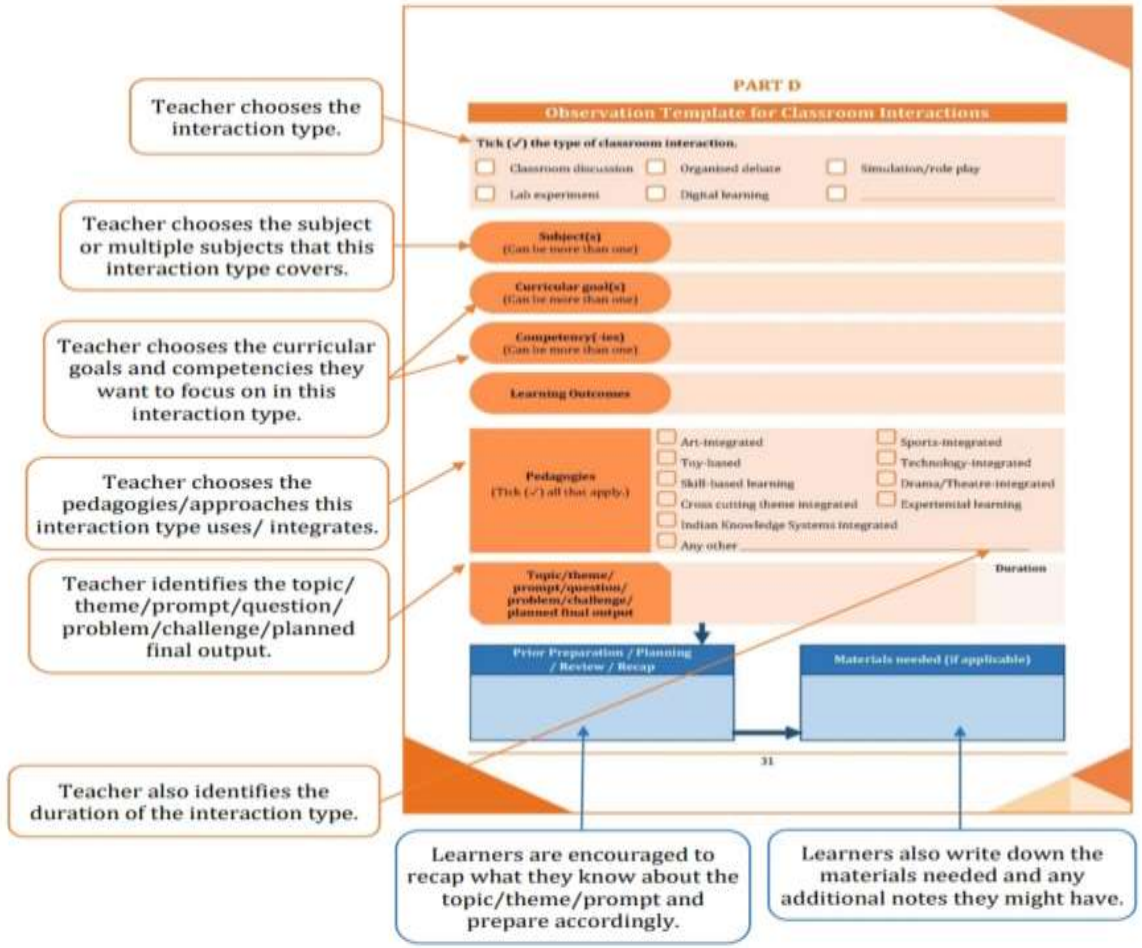
But over the next few months duration
March- Asenla was shouting during class activity
April- Asenla was sharing ideas …
May- Asenla was seen helping others …
June- Asenla was leading group activity
July- Asenla was leading activities etc

Then the final remark is Part D becomes:
'Initially struggles with self-regulation, but shows significant improvement in collaboration over the term.'

PROGRESSION OVER A DURATION OF TIME
AND NOT THE PERFORMANCE IN ONE DAY

Observation Template for Classroom Interactions Page 1

The flow of the observation template for classroom interactions is given below.



What Counts as a Classroom Interaction



Classroom Discussion



Organised Debate



Simulation / Role Play



Lab Experiment



Digital Learning

What Counts as a Classroom Interaction



Classroom Discussion

Formats that can pass as classroom discussion:

Pair-share. Small-group discussion. Whole-class discussion. Panel discussion. Problem-solving discussion, Text-based discussion, Opinion / issue discussion etc.

All in an informal setting

What Counts as a Classroom Interaction



Organised Debate

An organised debate is a more formal setting and it can be conducted in the classroom.

What Counts as a Classroom Interaction



Simulation / Role Play

Not scripted or memorised. But planned and purposeful.

Actual communication/ interaction skills

What Counts as a Classroom Interaction



Lab Experiment

Laboratory Experiment – controlled practical investigation, mainly Science.
Practical Activity – application of concepts through doing/creating.
Field Investigation – observation/data collection outside the classroom.
Project Work – extended inquiry resulting in a product/report.

What Counts as a Classroom Interaction



Digital Learning

Smart-boards. Computers. Mobile devices. Educational videos. Simulations. Digital Textbooks and Interactive Content. Online platforms. Digital Presentations.

Blank Space for classroom activity

The How to fill Guide mentions Dramatic Presentation. It can be any other activity. *It can be subject specific classroom activity*

Mathematics : Mathematical investigation, puzzle solving, data collection and analysis, estimation activity, mathematical modelling, geometry construction

Science : Experiment, observation, demonstration, hypothesis testing, model making, data interpretation, field-based observation

Social Science : Case study, map work, mock election, local history investigation, community survey, source/document analysis, timeline construction

English : Interview, storytelling, creative writing, speech, language survey, book review, newspaper analysis, dialogue writing, recitation

Second Language : Oral history collection, local vocabulary survey, proverb collection, storytelling, folk-song documentation, translation activity, community-language interview

Art Education : Poster making, sketching, collage, visual interpretation, local-art study, design activity, art appreciation

Physical & Health Education : Fitness activity, skill demonstration, rules-and-strategy analysis, first-aid demonstration, health-awareness activity

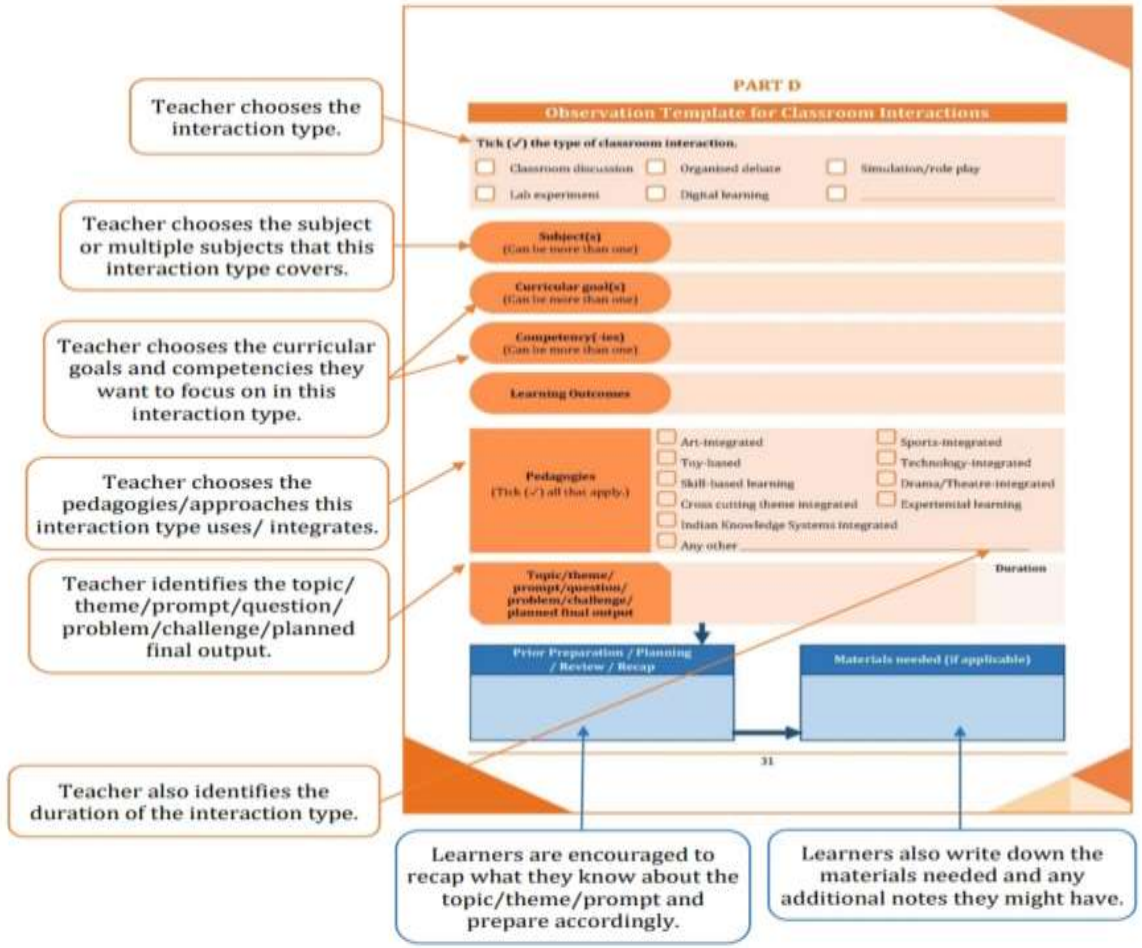
Vocational Education : Product making, budgeting activity, entrepreneurship task, repair/maintenance activity, gardening, craft activity

EE : Waste audit, biodiversity observation, water-use survey, environmental poster, local environmental problem-solving

Music : Group singing, rhythm activity, musical composition, local-folk-music study, instrument demonstration

Observation Template for Classroom Interactions Page 1

The flow of the observation template for classroom interactions is given below.



Worked Example of an Activity

Type ticked: Debate

*Topic: "***Community-based Conservation is More Effective than Government Action Alone***" ·*

(2 Periods/ 120 minutes)

Subject teachers involved: **English, Social Science (Geography), Environmental Education**

Teacher's 5 for Awareness, 5 for Sensitivity and 5 for Creativity

AWARENESS

- Identifies and articulates relevant issues
- Presents positions clearly in oral form
- Acknowledges and addresses counterarguments
- Presents clear supporting evidence for claims
- Presents material in an organised manner

SENSITIVITY

- Adopts communication strategies appropriate to the audience.
- Recognizes the wider social implications of the subject, issue or problem.
- Handles disagreements or conflicts appropriately.
- Adopts tone appropriately.
- Encourages and values contributions from all participants

CREATIVITY

- Generates novel ideas, and solutions.
- Constructs original arguments supported by evidence.
- Applies imaginative approaches to problem-solving.
- Adapts and modifies ideas in response to peer feedback.
- Relates issues to relevant personal experiences.

During the debate

Asenla fulfils 4 of the 5 → tick 4.

Awareness: 4

Sensitivity: 3

Creativity: 2

The full Overview:

Teacher 4 / 3 / 2 → Advanced · Proficient · Proficient.

Learner ticked 2 / 3 / 2 → Proficient · Advanced · Proficient.

Peer (Vikho) 3 / 2 / 1 → Advanced · Proficient · Beginner.

Scoring

Teacher: five chosen parameters. Learner and peer: three fixed statements each.

Assessor	Statements	Max	Bands Beginner / Proficient / Advanced		
Teacher	5 chosen per ability	**5**	0–1	/ 2–3 /	4–5
Learner	3 fixed per ability	**3**	0–1	/ 2 /	3
Peer	3 fixed per ability	**3**	0–1	/ 2 /	3

Same peer bands as Parts B and C: 0–1 / 2 / 3.
The one set of bands that never changes.

Classroom interaction type	Content areas where the interaction type works well	
Classroom discussion	History Geography Political Science Psychology Sociology Anthropology Archaeology Philosophy	Development Economics Media and Journalism Sustainability and Climate Change Indian Knowledge Systems Legal Studies
Organised debate	Political Science Economics Development Economics	Sociology Anthropology Legal Studies
Simulation/role play	Sociology Anthropology Archaeology Biology Computational Biology Earth Sciences	Business Studies Sustainability and Climate Media and Journalism Family and Community Sciences Indian Knowledge Systems
Lab experiment	Biology Chemistry Physics Modern Physics	Computational Biology Earth Sciences Mathematics Psychology

Dramatic presentation	Literature (Indian and World) Indian Classical Music Folk Music Contemporary Music Theatre Puppetry Sculpture	Fine Arts Folk Painting Graphic Design Motion Pictures Photography Textile Designing

* Please note, this list is only illustrative and not a definitive list of possible combinations in any classroom.

The Condition set by the How to Fill HPC Guide:

- Assess only interactions where learners engage with prior knowledge.

- Marks are not the takeaways. What the teacher writes is the main takeaway in Part D.

If learners speak, reason and respond — it counts!

Observation Template for Classroom Interactions Page 6

Teacher uses an appropriate selection of these parameters or ones they construct themselves.

Assessment Parameters for Classroom Interactions

These statements are not intended to complete list. You may create your own or adapt these according to the type of classroom interaction and the classroom dynamics.

Awareness

- Identifies and articulates relevant issues within the context of the interaction
- Produces valid positions, content, data, or findings relevant to the topic or problem
- Shows ability to clearly and concisely present positions, findings, or results in oral or written form
- Shows ability to collect, preserve and present relevant supporting data or other supporting materials
- Demonstrates a clear understanding of key concepts relevant to the topic of the interaction
- Acknowledges and addresses counterarguments effectively
- Acknowledges the global perspectives relevant to the topic of the interaction
- Evaluates the reliability and credibility of information sources
- Displays knowledge of interdisciplinary connections relevant to the topic of the interaction
- Integrates knowledge from multiple sources to enhance the topic of the interaction
- Shows understanding of historical or contextual factors influencing the topic of the interaction
- Presents clear supporting evidence for claims
- Demonstrates a clear understanding of the purpose of the interaction
- Presents material relevant to the interaction in an organized and systematic manner
- Shows ability to explain apparent contradictions in supporting data or materials

Sensitivity

- Adapts communication strategies appropriate to the audience
- Is willing and able to share knowledge to improve the effort of the group
- Facilitates an inclusive and supportive environment for all participants
- Takes on an appropriate share of the work involved in the interaction
- Recognizes the wider social implications of the subject, issue or problem
- Responds empathetically to personal experiences shared in the interaction
- Adapts approach to the peer/group dynamics that develop during the interaction
- Responds empathetically to the viewpoints of others
- Recognizes and respects diverse communication styles
- Adopts a tone appropriate for the given format
- Handles disagreements or conflicts appropriately
- Encourages and values contributions from all participants
- Acknowledges the emotional content of the interaction
- Employs emotional appeals and strategies as appropriate to the interaction
- Accepts constructive critiques and uses them to improve the interaction
- Responds appropriately to expressions of emotion by other members of the group

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Teachers are encouraged to use these assessment parameters as a framework. They can tweak the existing parameters or add more of their own.

Observation Template for Classroom Interactions Page 7

Creativity

- Generates novel ideas, solutions, or approaches to the interaction
- Constructs original arguments supported by evidence
- Applies novel or unusual evidence in support of positions or claims
- Applies imaginative approaches to problem-solving
- Utilizes varied media resources to support key points as appropriate
- Demonstrates a willingness to take risks
- Adapts and modifies ideas in response to peer feedback
- Demonstrates willingness to abandon unpromising approaches and to seek new solutions
- Goes beyond material provided and offers innovative responses
- Inspires other group members to take novel approaches to the interaction
- Combines knowledge of disparate subject areas in effective ways
- Relates issues to relevant personal experiences as appropriate

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Five Parameters, Chosen BEFORE the Class

Rule one:

Choose your five parameters while planning the lesson

During the class your eyes stay on the learners; you only tick.

Rule two:

Small numbers demand more caution

Reuse a good parameter set across similar interactions — practical, and the guide permits it.

Quick, Frequent — and one tick moves a band

Brief Comments and Pedagogical Interventions Recommended (Teacher Assessment -Page 35)

No Generic remarks such as- 'Good' or 'Improved' or Work Harder"

Observed need → Brief Intervention → Intended Improvement

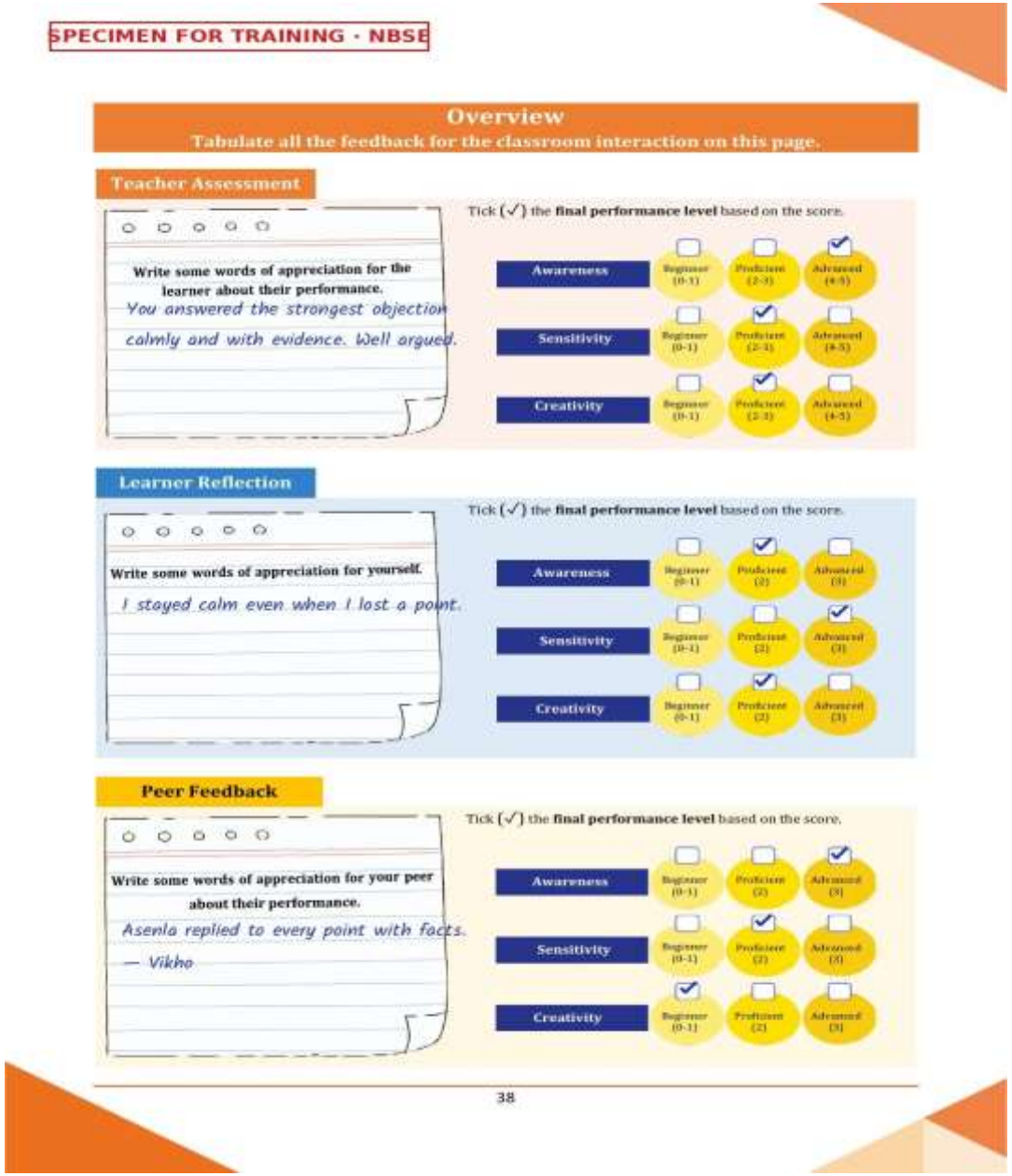
Some Examples:

"Asenla needs support in organising ideas → use graphic organisers and guided paragraph writing → improve coherence in written expression."

Lab Experiment- *"Asenla followed the experimental procedure and recorded observations but needed some assistance in explaining the results.*
Provide guided questions and opportunities for Asenla to interpret observations and explain the results independently."

Role-Play- "Asenla presented the assigned role confidently, expressed relevant ideas and responded appropriately to others.
Encourage Asenla to take on more challenging roles, support peers and participate in debates requiring evidence-based arguments."

Part D Overview Page
Filled up specimen


SPECIMEN FOR TRAINING · NBSE

Overview

Tabulate all the feedback for the classroom interaction on this page.

Teacher Assessment

Write some words of appreciation for the learner about their performance.

You answered the strongest objection calmly and with evidence. Well argued.

Tick (✓) the final performance level based on the score.

	Beginner (0-1)	Proficient (2-3)	Advanced (4-5)
Awareness	☐	☐	☑
Sensitivity	☐	☑	☐
Creativity	☐	☑	☐

Learner Reflection

Write some words of appreciation for yourself.

I stayed calm even when I lost a point.

Tick (✓) the final performance level based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☑	☐
Sensitivity	☐	☐	☑
Creativity	☐	☑	☐

Peer Feedback

Write some words of appreciation for your peer about their performance.

Asenla replied to every point with facts.

— Vikho

Tick (✓) the final performance level based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☐	☑
Sensitivity	☐	☑	☐
Creativity	☑	☐	☐

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SPECIMEN FOR TRAINING · NBSE

- Notepads carry the appreciation — in sentences, not adjectives.
- Teacher finalises the performance level.
- The peer note is signed — (Vikho owns his words about Asenla.)

Words of Appreciation: One Standard

Everywhere the notepads appear — Teacher, Learner, Peer

A note of appreciation

"You answered the strongest objection calmly and with evidence."

One sentence. One observed behaviour.

A greeting card

"Excellent debater!"

Names nothing, teaches nothing, could be photocopied onto any child's page.

Writing precise appreciation is itself a Sensitivity skill, and the card knows it — that is why the notepads share a page with the scores.

Teach your learners the difference before their first peer note. It will show in every notepad for the rest of the year.

Learner Reflection and Peer Assessment

The Learner Reflection and the Peer Feedback has three fixed statements per ability

For **Learner reflection – Appreciation Bubble**, the main risks could be:

Vague responses – "I did well" without specifics.
Overestimation – Students may rate themselves unrealistically highly.
Under-confidence – Some may hesitate to acknowledge their strengths.
Copying/model answers – Reflection may become mechanical.
Superficial completion – Filled in only to complete the task.
Difficulty identifying strengths – Students may need prompts to reflect meaningfully.
Recommendation: Use a simple prompt such as **"I am proud of…"** or **"I did well in…"** with a few examples to guide students.

For **Peer Feedback – Appreciation Bubbles**, the main risks could be:

Generic comments – "Good", "Nice", "Well done".
Peer bias – Feedback influenced by friendship or personal preferences.
Copying – Students repeat others' responses.
Superficial reflection – Bubbles filled only as a formality.
Inappropriate comments – Teasing or irrelevant remarks.
Difficulty expressing ideas – Students may lack the language to give specific feedback.
Over-praising – Appreciation without constructive suggestions.
Time-consuming – Too many bubbles may become burdensome.

Part D in a box

Part D is the Light One – So Do it Often!

5 chosen parameters <u>BEFORE</u>,
Ticks earned <u>DURING</u>,
Bands read <u>AFTER</u>.

Every tick has a behaviour (Evidence) behind it.


Thank
you