VIKAS BHARATI PUBLIC SCHOOL

SESSION: 2026-2027

Multiple Assessment – Class 8

Dear students,

This file contains the details of the activities you are required to prepare and present in class as part of the Multiple Assessment. Please use your summer vacations to complete them along with your holiday homework. We will share the presentation dates later, so please stay prepared. All the best.

English

Lesson - Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science

Activity: Students will be divided into groups of four and will create a timeline chart on the life of any renowned scientist.

GROUP FORMATION
GROUP 1: Roll no. 1-4
GROUP 2: Roll no. 5-8
GROUP 3: Roll no. 9-12
….and so on.

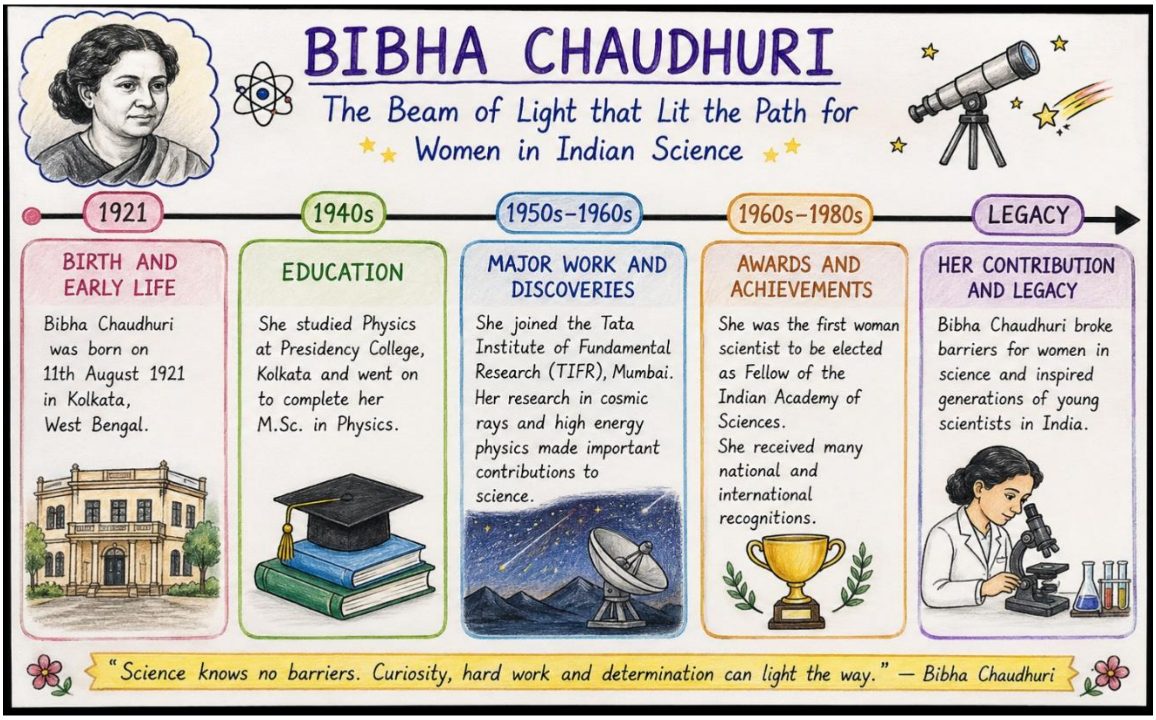
PRESENTATION
Each group will present the timeline dramatically.

Roles:

1. **Narrator** – Introduces scientist's achievements
2. **Scientist**– Acts as the scientist
3. **Reporter** – Interviews the scientist
4. **Young Student/Scientist** – Shows how he/she inspired future generations

NOTE: *Students can also use simple props (lab coat, telescope, medals, books)*

THE CHART MUST INCLUDE
· Name and picture of the scientist
· Birth and early life
· Education
· Major discoveries/inventions
· Awards and achievements



Learning Outcome:

1. Students will understand the journey of different scientists.
2. Develop speaking confidence and presentation skills.
3. Improve collaboration, creativity and communication skills

SCIENCE

Multiple Assessment -2

Activity- “Kathputli: The Talking Atoms Show”
Chapter : Nature of Matter: Elements, Compounds and Mixture

Dear Students,
Get ready to bring Science to Life through Art!
In this exciting activity, you will create **Kathputli** (**puppets)** to represent an element, a compound, and a mixture. Through your puppet characters, you will explain how matter is classified and how atoms combine.

You may choose examples such as:
- Hydrogen or Oxygen as an Element
- Water or Sodium chloride as a Compound
- Air or Soil as a Mixture

What You Will Do:

1. Create three puppets:
- One representing an Element
- One representing a Compound
- One representing a Mixture

2. Design them creatively using:
- Coloured paper / cloth
- Thread, beads, sequins
- Recycled materials

3. Prepare a short 2–3 minutes puppet dialogue where:
- Each puppet introduces itself
- Explains how it is formed
- Describes how it is different from the others

4. Present your puppet show in class.
- Let your puppets present and explain science in a fun and creative way!

Learning Objectives
Students will:
- Differentiate between elements, compounds, and mixtures
- Develop creativity and communication skills

- Integrate art with scientific concepts

Assessment Rubrics:

- Scientific Accuracy
- Creativity and Design
- Concept clarity in dialogue
- Presentation Skills

Remember: Matter may be invisible at the atomic level, but your creativity can make it **come alive on stage!**

Social Science

MULTIPLE ASSESSMENT ACTIVITY TERM-1 5 Marks

TITLE: Youth United Nations General Assembly – Vision 2030. The 17 Sustainable Development Goals

OBJECTIVES: Students will be able to:

- Demonstrate understanding of SDGs through oral expression.
- Develop structured public speaking skills.
- Think critically and propose realistic solution
- Build confidence in formal speaking situations.

STEPS:

Each student will represent one country, speak on any one SDG.

Deliver a structured 2-minute speech Which will include:

- Opening (30 seconds): "Honorable Chairperson and respected delegates, I represent __ (country). Today I speak on SDG _."
- Problem Explanation (1 minute)
  - * What is this SDG about?
  - * Why is it important globally?
- Solutions (30 seconds)

LEARNING OUTCOMES:

By the end of this activity, students will be able to:

1. Explain the meaning and importance of Sustainable Development Goals (SDGs).
2. Analyze global issues from the perspective of different countries.
3. Demonstrate structured public speaking skills in a formal setting.
4. Present logical and practical solutions for real-world problems.

RUBRICS

CRITERIA	MARKS
Knowledge & Understanding	1
Concept Clarity	1
Awareness	1
Accuracy	1
Global Responsibility	1
TOTAL	5

Mathematics

MULTIPLE ASSESSMENT – 1

“Number System Carnival” – Design a Mathematical Game

Students will design an innovative and engaging Maths Game based on the number system assigned to them roll number wise.

Roll No. 1-10 - Roman number system

Roll No. 11-20 - Egyptian number system

Roll No. 21-30 - Mesopotamian number system

Roll No. 31-40 - Hindu – Arabic number system

Roll No. 41 & above - Mayan and Chinese number system

Task:

Your game must include:

1 Discovery Round

Introduce symbols used in your number system.
Explain whether it is positional or non-positional.

2 Conversion Race

Prepare 15 mixed numbers (small and large).
Students convert them into your system within a time limit.

3 Puzzle or Mystery Challenge

Create a coded message or riddle using your number system.

Other must decode it.

4 Reflection Discussion

How did ancient civilizations use this system in trade, construction, or daily life?

What difficulties might students face while using it today?

Assessment Rubric

Total Marks: 5

S. No.	**Criteria**	**Marks**
1	Understanding of Number System	**1**
2	Conversion Race	**1**
3	Puzzle / Mystery Challenge	**1**
4	Creativity of Game	**1**
5	Explanation & Reflection	**1**
	Total	**5 Marks**