Key Performance Indicator (GRADE VIII : MATHEMATICS)											
KPI NAME	**KPI DEFINITION**	**WHERE ARE WE NOW? (scale & description)**	**KPI GOAL**	**KPI LIMIT**	**WHAT WE NEED TO DO?**	**HOW WILL IT BE ACHIEVED**	**KPI MEASUREMENT**	**REVIEW**	**KPI REPORTING**	**KPI ACHIEVEMENT**	**KPI IMPROVEMENT**

1. Comprehension Skills	Enhancing the comprehension skill of the students while solving the questions based on the chapter linear equation in one variables and Polynomials.	50 % of the students are able to comprehend the question and able to frame equation /draw figure out of word problem	55%	±2	1. We will help the students to frame equation from the given word problem 2. To make connections between mathematics and their own lives 3. Put more emphasis on technical vocabulary in mathematics like depreciated, exceed, consecutive and so on. 4.Difference in the identities like $a^2 - b^2$ and $(a - b)^2$	1.By giving them different situations in the class (like Arjun's age is twice as Shriya's age, cost of a book is 50 more than three times the cost of a notebook) and ask students to frame equation 2.Explain by paper cutting and pasting method	After every class test/ worksheet	after LP	at the end of term 1		
2. Comprehension Skills	Enhancing the comprehension skill of the students while solving the questions	51 % of the students are able to comprehend the question and able to	55%	±2	1. We will help the students to frame equation from the given word	1.By giving them different situations in the class (like Arjun's age is twice as	After every class test/ worksheet	after LP	at the end of term 1		

	based on the chapter linear equation in one variables and Polynomials.	frame equation /draw figure out of word problem			problem 2. To make connections between mathematics and their own lives 3. Put more emphasis on technical vocabulary in mathematics like depreciated, exceed, consecutive and so on. 4.Difference in the identities like $a^2 - b^2$ and $(a - b)^2$	Shriya's age, cost of a book is 50 more than three times the cost of a notebook) and ask students to frame equation 2.Explain by paper cutting and pasting method					
3. Representation Skills	Developing the representation while plotting graph and visualisation skill / observation skill of the students while doing analytical	55% of the students were able to represent the correct information /data with proper scale and unit	65%	±3	1. create mathematical ideas in drawings, able to make mathematical equations and write steps involved. 2. solve problems in the form of	1.By asking them to construct a square root up to 20 2.In order to strengthen the concept, we have class room activity in which students have	Activity to verify the Properties of a parallelogram paper folding and Represent the given data in the form of a pie-chart	after LP	at the end of term 1		

	questions based on geometry like triangle, Quadrilateral.				mathematical representations	to identify their position w.r.t origin 3.Visual aids such as diagrams, graphs, and charts can help to understand concepts better. These aids help to visualize the problem and understand the steps involved.					
4. Application Skill .	Enhancing the application skill while doing application-based question (properties and formulae) on different concept like concave and convex polygons, parallelogram geometry	45% of the students were able to apply the concepts	52%	±3	1. We will make the students to identify the activities where the application of concept is there 2. Make them understand the application of correct concept in the given	1. By explaining the properties of parallelograms by paper cutting and pasting method. 2. By helping the students to derive the formula for $(a^2-b^2)=(a+b)(a-b)$ 3. Make the	after every worksheet/ class activity	after LP	at the end of term 1		

	chapters like Quadrilateral.				situation. 3. Some activities need to be designed to clarify the concept.	chart of the properties of parallelogram and its type.					
5. Maths phobia	To overcome student's phobia for maths or myth as math is too difficult subject	35% of the students have phobia for math or consider math as too difficult subject.	28%	±2	We will motivate the students 1.to be patient and dedicated 2. Avoid frustration and focus on the bigger picture. 3. to apply the concepts in real life as much as possible. 4. Practice mathematical problems on our own and learn how to utilise the knowledge.	1. By encouraging practice 2. Making math as fun by introducing games puzzles and problem-solving activities in the class to make mathematical thinking more enjoyable and engaging. 3. Perceive maths as a creative subject. 4. By giving good reasons to study maths.	1. Motivation and continuous follow up will be taken from the students regarding practice of the concepts. 2.Need to change their mind set gradually	after LP	at the end of term 1		