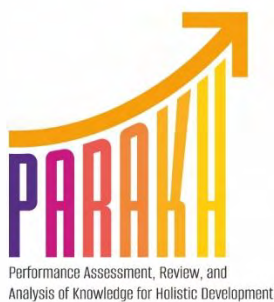




Ministry of Education  
Government of India



# HOW TO FILL THE HOLISTIC PROGRESS CARD (HPC)

**MIDDLE STAGE**







शिक्षा मंत्रालय  
MINISTRY OF  
EDUCATION



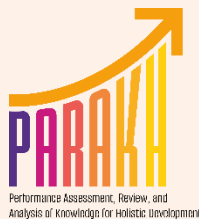
# HOLISTIC PROGRESS CARD (HPC)

Middle Stage

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How to fill the HPC

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**How to fill the HPC**  
(Middle Stage)

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# FOREWORD



The National Education Policy 2020 and National Curriculum Framework are dedicated to reshaping the educational landscape of India; they aspire to deliver comprehensive, equitable, and sustainable education to every learner. Both NEP and NCF advocate a paradigmatic shift from traditional subject-wise learning. The emphasis is on a curriculum that promotes multidisciplinary intersectionality, integrates arts and sports and establishing connections with real-life experiences. The personal growth of learners is prioritized. The vision is to create an educational landscape where learners can thrive intellectually, emotionally, and ethically.

NCF emphasizes competency and outcomes-based learning, endorsing diverse teaching methods such as experiential learning, discovery-based approaches, toy-based pedagogy, technology-based learning, and community involvement across all subjects. A balanced pedagogy is advocated, encompassing both direct instruction and opportunities for exploration, inquiry, and self-learning. This continuous spectrum ensures that knowledge is shared and acquired in a reciprocal manner, promoting lifelong learning.

PARAKH has designed the Holistic Progress Card for the Middle Stage to help teachers and educators in India monitor their learners' progress throughout the academic year. The HPC serves as an individualized and comprehensive reporting document, capturing a student's progress across various curricular and co-curricular elements. This includes physical and cognitive development, socio-emotional development, vocational learning, skill-building, language proficiency, and cultural awareness. The HPC relies on competency-based activities, distilling curricular goals and competencies into multidisciplinary activities for monitoring progress.

Beyond being an educator's guide, the HPC facilitates student self-evaluation and feedback from peers and teachers. It fosters a collaborative environment of knowledge construction, peer learning, and self-motivation. The HPC empowers educators to tailor support plans and contributing to better student learning and pedagogical practices.

As a developmental tool for self-reflection and introspection, the HPC encourages schools to adopt an integrative pedagogy during the Middle Stage. This involves art integration and sport integration, toy-based learning, multidisciplinary approaches, experiential learning, skill development, and vocational learning. The HPC positions students as active participants in their educational journey, promoting a well-rounded and holistic approach to progress and development.

**Prof. Dinesh Prasad Saklani**  
Director, NCERT





# PREFACE

At the middle stage of education, the National Curriculum Framework (NCF) places a strong emphasis on fostering competency and outcomes-based learning. To achieve this, the NCF recommends a diverse set of teaching and learning methods across all subjects. These include experiential learning, discovery-based methods, toy-based pedagogy, technology-based learning, and community involvement. This multifaceted approach aims to provide students with a comprehensive and engaging educational experience.

NCF also advocates for the integration of vocational education and the development of vocational skills at the middle stage. The emphasis is on instilling a sense of responsibility, fostering an appreciation for the dignity of labour across all forms of work, and bridging the gap between skills and industry needs.

The Holistic Progress Card (HPC) for the Middle Stage is a robust and comprehensive reporting system designed to meticulously evaluate and articulate students' progress and performance in alignment with the curricular goals and competencies outlined in the National Curriculum Framework.

The HPC advocates for the adoption of a holistic, innovative, and transformative pedagogical approach within schools. This approach not only prepares students for the subsequent secondary stage but also encourages a dynamic integration of toy-based pedagogy, art-integrated learning, sports-integrated learning, technology-integrated learning, vocational learning, and community involvement. These approaches, considered integral, empower, and engage students as active and collaborative learners.

Beyond being an evaluative tool, the HPC assumes the role of a teacher training instrument. It equips educators with the means to craft holistic learning opportunities tailored to their students' needs while providing a mechanism for tracking and recording their progress over time. It is also a valuable asset for teachers to identify and address challenges faced by students.

At its core, the HPC offers a distinctive feature – the ability to facilitate asynchronous teacher training through well-structured frameworks. This approach provides educators with the flexibility to enhance their professional development at their own pace, fostering a continuous learning environment.

PARAKH is confident that the HPC will transform India's educational and assessment landscape. It will equip learners with critical skills and competencies to face future challenges and be lifelong learners. We extend an invitation to all stakeholders to embrace the HPC for the middle stage, empowering learners to embark on a transformative journey towards holistic progress.

**Prof. Indrani Bhaduri**

Head & CEO, PARAKH



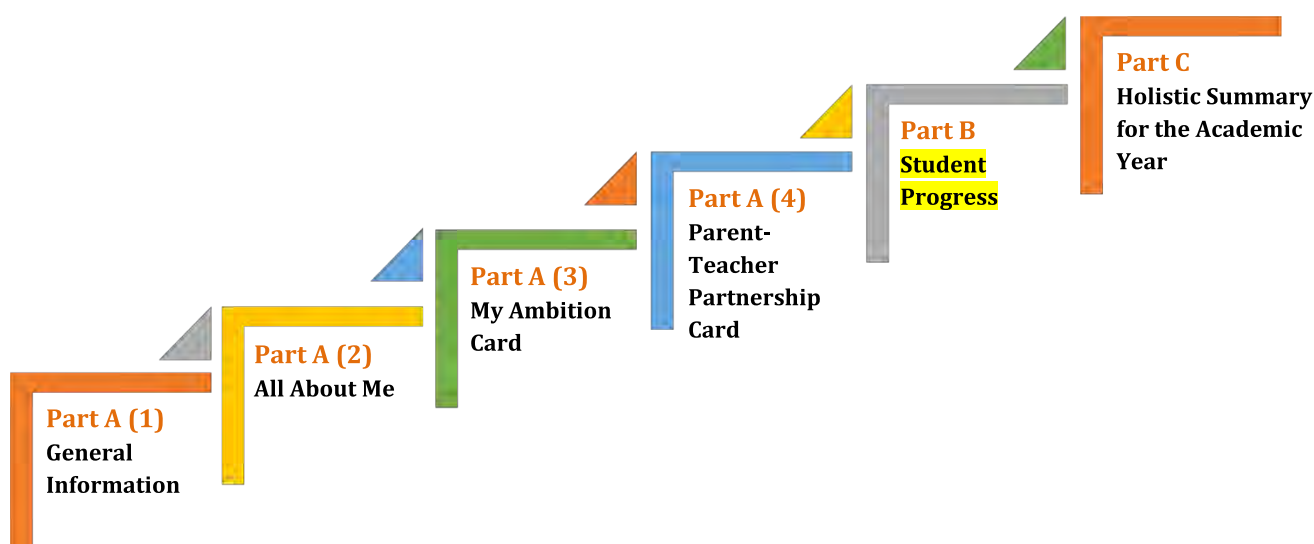


# Overview

The Holistic Progress Card provides a comprehensive descriptive reporting system to assess and report students' progress and performance with respect to the curricular goals and competencies on each subject as described in the National Curriculum Framework - School Education (NCF-SE). Students' progress is assessed across three abilities - **Awareness**, **Sensitivity**, and **Creativity** and three performance descriptors - **Beginner**, **Proficient**, and **Advanced**.

At the Middle Stage, the HPC encourages the schools and teachers to adopt a holistic, innovative and transformational pedagogical approach which prepares the students at Middle Stage for the next and last stage i.e., Secondary Stage. It recommends the effective integration of toy-based pedagogy, art-integrated learning, sports-integrated learning, technology-integrated learning, skill-based learning, and community involvement as integral approaches, to empower and enable students to be active and collaborative learners.

The Holistic Progress Card for the Middle Stage as envisioned by the PARAKH-NCERT includes the following:



HPC maps the progress of the learners on each above-mentioned segment and maps it with curricular goals, competencies and developmental goals. It may be perceived as a tool for analysis enabling teachers to assess next steps learner wise and create holistic learning environments to support and track learning. The subsequent sections will provide a clear understanding to the users regarding the abilities, performance descriptors and the processes to follow while implementing the HPC in their respective learning environments.

## Abilities

The two key aspects that HPC emphasises on are a) progression in performance b) overall development of the school going learners. HPC is an educational tool to measure, track and record these aspects in a comprehensive way. The three abilities - Awareness, Sensitivity and Creativity are at the core of the descriptors of student performance in the HPC. At the Middle Stage, each ability might show some degree of variance for different subjects which will be addressed in the following sections. The three integral abilities as outlined in the HPC are:



The scope of each ability has been listed below:

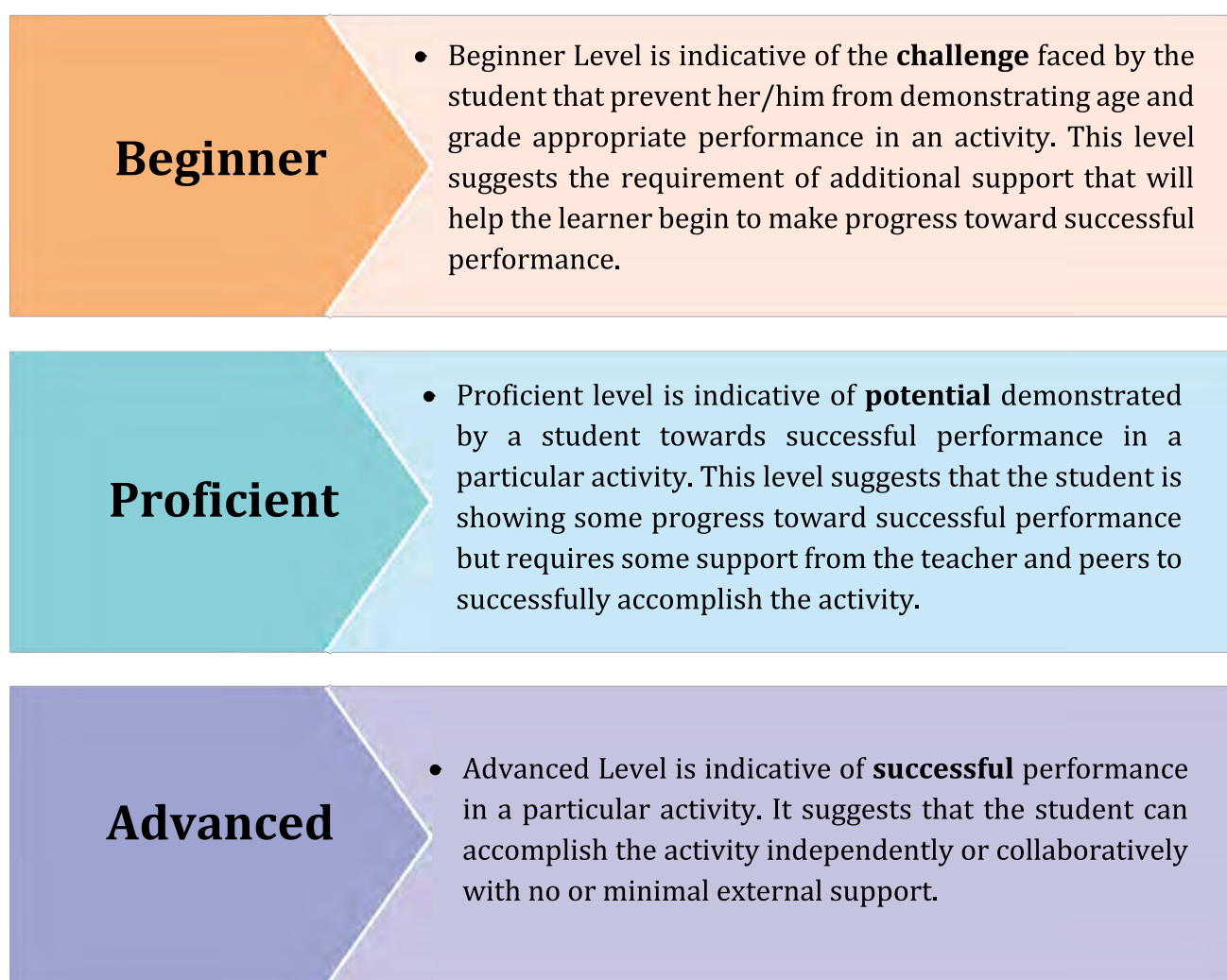
Awareness	Sensitivity	Creativity
Having knowledge related to and understanding of activity or task to be conducted	Managing and expressing emotions thoughts and behaviours in line with social norms and relevant to the activity	Generating innovative, original, and valuable solutions to problems
Being informed about the activity and its various factors	Being attuned to the emotions and needs of others during the activity, when applicable	Demonstrating inventiveness and original thinking; thinking flexibly and exploring diverse possibilities
Being able to understand the activity requirements	Perceiving or understanding a problem beyond logical or analytical reasoning	Possessing a sense of curiosity and a desire to explore
Being attentive, perceptive, cognizant of surroundings	Approaching conflicts with empathy, understanding and open mindedness	Looking at situations from different angles, questioning and challenging assumptions
Being fully engaged in the process of conducting the activity		Combining ideas, concepts, or domains

## Performance Level Descriptors

There are three performance level descriptors for the abilities of awareness, sensitivity and creativity, i.e., **Beginner**, **Proficient** and **Advanced**. The performance level descriptors are progressive in nature and HPC urges educators to provide opportunities to students through activities which can help facilitate students to make a progressive performance on these abilities, across learning standards in mapped competencies.



Let's understand what each of these performance level descriptors signify:



The scope of each of these abilities is further elucidated subject-wise and what each of the performance level descriptors would mean for each of the abilities. Please note that the scope mentioned for each subject-wise ability is not all pervasive. It just includes some aspects of the respective ability. HPC encourages the educators to feel free to broaden the scope according to their curricular goals, competencies and classroom needs.



## Language

### Literary Awareness

#### Scope

##### R1

- Listen to and read age-appropriate texts (e.g., news articles, reports, editorials) and appreciate different forms of literature (e.g., prose, poetry, drama)
- Identify different writing styles and literary devices in literature and use them in writing
- Appreciate and exploit the distinct features of the language (phonetics, phonology, morphology, syntax, semantics, and pragmatics)

##### R2

- Listen to and read age-appropriate texts (e.g., poems, stories, conversations) and identify key aspects
- Converse and write meaningfully on a range of topics
- Appreciate literary devices and understand the phonetics and script of the language

##### R3

- Listen to and read age-appropriate texts (e.g., poems, stories, conversations, posters) and identify key aspects
- Write brief texts to express experiences
- Read with reasonable fluency and accuracy

### Performance Descriptors

Beginner	Proficient	Advanced
<b>R1</b> Learners have limited awareness of linguistic features, writing styles, and literary devices. They are unable to read age-appropriate texts fluently.	<b>R1</b> Learners have some awareness of linguistic features, writing styles, and literary devices. They are somewhat able to read age-appropriate texts fluently.	<b>R1</b> Learners have extensive awareness of linguistic features, writing styles, and literary devices. They are able to read age-appropriate texts fluently.
<b>R2</b> Learners have limited ability to converse and write meaningfully on a range of topics. They find it difficult to read age-appropriate texts fluently.	<b>R2</b> Learners are somewhat able to converse and write meaningfully on a range of topics. They are somewhat able to read age-appropriate texts fluently.	<b>R2</b> Learners are completely able to converse and write meaningfully on a range of topics. They are able to read age-appropriate texts fluently.
<b>R3</b> Learners exhibit limited ability to read age-appropriate texts with reasonable fluency and accuracy. They are unable to express experiences.	<b>R3</b> Learners are somewhat able to read age-appropriate texts with reasonable fluency and accuracy. They are somewhat able to express experiences.	<b>R3</b> Learners are completely able to read age-appropriate texts with reasonable fluency and accuracy. They are completely able to express experiences.

## Literary Sensitivity

### Scope

#### R1

- Read, write, and speak about social experiences using appropriate language and style
- Appreciate and critique literature and analyse the social and cultural elements at play
- Uses books and other media resources effectively in different tasks

#### R2

- Express experiences and emotions in writing and through speech
- Show interest in choosing and reading a variety of books

#### R3

- Show interest in reading books and talking about them
- Express ideas, experiences, and feelings through different text forms

### Performance Level Descriptors

Beginner	Proficient	Advanced
<b>R1</b> Learners show limited ability to speak about social experiences or analyse the social and cultural elements in Literature.	<b>R1</b> Learners are somewhat able to speak about social experiences and analyse the social and cultural elements in Literature.	<b>R1</b> Learners are able to fluently speak about social experiences and analyse the social and cultural elements in Literature with maximum independence.
<b>R2</b> Learners demonstrate limited capacity to express experiences and emotions in writing or through speech.	<b>R2</b> Learners are able to use a moderate range of strategies to express experiences and emotions in writing or through speech.	<b>R2</b> Learners are able to use a diverse range of strategies to express experiences and emotions in writing or through speech.
<b>R3</b> Learners display limited ability to creatively express their understanding and experiences through spoken and written texts.	<b>R3</b> Learners are somewhat able to creatively express their understanding and experiences through spoken and written texts.	<b>R3</b> Learners are completely able to express their understanding and experiences through spoken and written texts using different creative tools.

## Literary Creativity

### Scope

#### R1

- Evaluate different texts and write coherent responses to the text
- Effectively use different elements of the language as per register/context

#### R2

- Uses different writing strategies to communicate ideas, feelings, and experiences
- Able to attempt different games to experiment with the language

#### R3

- Express understanding and experiences through spoken and written texts

### Performance Level Descriptors

Beginner	Proficient	Advanced
<b>R1</b> Learners show limited ability to use different linguistic elements in different contexts.	<b>R1</b> Learners are able to use a moderate range of linguistic elements in different contexts.	<b>R1</b> Learners are able to use a diverse range of linguistic elements in different contexts.
<b>R2</b> Learners demonstrate limited ability to use different writing strategies to communicate ideas and experiences.	<b>R2</b> Learners are able to use a moderate range of writing strategies to communicate ideas and experiences.	<b>R2</b> Learners are able to use a diverse range of writing strategies to communicate ideas and experiences.
<b>R3</b> Learners display limited ability to creatively express their understanding and experiences through spoken and written texts.	<b>R3</b> Learners are somewhat able to creatively express their understanding and experiences through spoken and written texts.	<b>R3</b> Learners are able to fully express their understanding and experiences through spoken and written texts using different creative tools.



## Mathematics

### Mathematical Awareness

#### Scope

- Basic understanding of fundamental mathematical concepts including arithmetic operations, algebra, geometry, and comprehending their linkages with one another
- Interpret and critically evaluate numerical information and data, along with its application in daily life such as ratios, probabilities and percentages

#### Performance Level Descriptors

Beginner	Proficient	Advanced
<ul style="list-style-type: none"><li>• Learners at this level display limited understanding of grade-level fundamental mathematical concepts and mathematical operations</li><li>• Find it difficult to apply mathematical knowledge to solve some simple problems</li><li>• Need support and intervention to progress</li></ul>	<ul style="list-style-type: none"><li>• Learners at this level demonstrate a fair understanding of grade-level mathematical concepts</li><li>• Can apply mathematical knowledge to solve problems of higher difficulty</li><li>• With some nudge, learners can solve complex mathematical problems</li></ul>	<ul style="list-style-type: none"><li>• Learners at this level demonstrate a complex understanding of grade-level mathematical skills</li><li>• Can always apply mathematical knowledge to solve complex math problems</li><li>• Can be initiated further to explore higher level mathematical concepts</li></ul>

## Mathematical Sensitivity

### Scope

- Recognition of patterns and relationships with numerical data, equations and mathematical concepts
- Intuitive understanding of mathematical concepts leading to a deeper comprehension and the ability to engage with mathematical ideas at a sensory level like how one engages at artistic and visual level
- Sensitivity for challenges and ability to persevere when encountered with difficult mathematical problems

### Performance Level Descriptors

Beginner	Proficient	Advanced
<ul style="list-style-type: none"> <li>• Learners at this level demonstrate a limited understanding of grade-level mathematical relationships and patterns</li> <li>• Perceive math as disintegrated collection of procedures and facts</li> <li>• Find it difficult to grasp the real-life application of mathematical concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to recognize and apply grade-level mathematical relationships and patterns to a wide range of problems</li> <li>• Learners at this level appreciate the awareness of the interconnectedness of mathematical concepts</li> <li>• Comprehend the practical applications of math and how it relates to everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Can perceive and apply grade-level mathematical relationships and patterns to a diverse set of problems</li> <li>• Exhibit a deep understanding of how mathematical concepts are integrated in the real world</li> <li>• Embrace and appreciate the interconnected nature of mathematical concepts</li> </ul>

## Mathematical Creativity

### Scope

- Ability to go beyond conventional methods and solutions, and approach mathematical concepts and ideas in an original and innovative manner
- Curious, exploratory, playful and open-minded approach to problems with a willingness to try out different ideas
- Focusing on different perspective and approaches of problem-solving

### Performance Level Descriptors

Beginner	Proficient	Advanced
<ul style="list-style-type: none"> <li>• Learners at this level exhibit limited creativity to approach grade-level mathematical challenges</li> <li>• Rarely explore alternative methods of solving problems</li> <li>• Find it difficult to think beyond conventional methods</li> <li>• Require encouragement and guidance to foster a curiosity for math</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this level approach grade-level mathematical problems with some degree of innovation and creativity</li> <li>• Occasionally explore alternative methods and solutions beyond standard procedures</li> <li>• Occasionally come up with novel and imaginative solutions to complex mathematical problems and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this level approach grade-level mathematical problems with creativity and innovation</li> <li>• Actively explore alternative methods and solutions beyond conventional mathematical solutions</li> <li>• Willingness to think beyond traditional mathematical approaches</li> <li>• Demonstrate initiative and independence in complex problem solving</li> </ul>

## Science

### Scientific Awareness

#### Scope

- Familiarity with scientific methods including observations, conducting experiments, collecting data and drawing conclusions.
- Understanding scientific principles and recognizing the significance of science in essential areas of our life like health, medicine, technology etc.
- Appreciating the interplay between science and other disciplines, and its role to address global challenges

#### Performance Level Descriptors

Beginner	Proficient	Advanced
<ul style="list-style-type: none"> <li>• Learners at this stage demonstrate basic understanding of grade-level scientific concepts</li> <li>• Limited ability to relate scientific knowledge to real world situations</li> <li>• Need constant guidance and nudging to build interest in scientific concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this level display a good understanding of fundamental grade-level scientific concepts</li> <li>• Ability to understand connections to relate scientific knowledge to everyday life</li> <li>• Proactively engage in classroom discussion and expresses curiosity to learn further</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this level exhibit a deep understanding of grade-level scientific concepts</li> <li>• Ability to apply scientific methods to explore, question and conduct experiments</li> <li>• Actively connect scientific knowledge with real world situations</li> <li>• Display keen interest in scientific concepts</li> </ul>

## Scientific Sensitivity

### Scope

- Understanding how scientific decisions, discoveries and policies can impact the natural and social world
- Being sensitive towards the moral and ethical use of scientific knowledge
- Appreciate the role of effective scientific communication to make the scientific concepts and discoveries accessible in the public domain
- Understanding the significance of conservation, sustainability, and impact of human activities on climate and environment

### Performance Level Descriptors

Beginner	Proficient	Advanced
<ul style="list-style-type: none"> <li>• Learners at this stage show limited understanding of the impact of grade-level science on the environment and society</li> <li>• Lack ability to understand scientific perspectives relevant to everyday life</li> <li>• Need guidance and support to foster scientific sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this stage show fair understanding of the broader impact of grade-level science on the environment and society</li> <li>• Understand and engage in discussions about social and ethical aspects of science</li> <li>• Demonstrate empathy for those affected by scientific decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this stage demonstrate deep understanding of the impact of grade-level science on the environment and society</li> <li>• Actively engage and communicate in classroom discussions regarding the social, ethical and environmental aspects of science</li> <li>• Demonstrate deep level of empathy and compassion for those affected by scientific discussions</li> </ul>

## Scientific Creativity

### Scope

- Includes innovative thinking, generation of new ideas, critical thinking and problem-solving skills in the realm of scientific inquiry
- Ability to understand and use metaphors and analogies to grasp complex scientific concepts
- Extends to inventing new techniques, tools and technologies to advance their learning and application of knowledge

### Performance Descriptors

Beginner	Proficient	Advanced
<ul style="list-style-type: none"> <li>• Learners at this level demonstrate limited creativity to approach grade-level scientific perspectives</li> <li>• Find it difficult to think beyond traditional scientific knowledge</li> <li>• Rarely imagine the use of scientific principles on various real-life objects or problems</li> <li>• Need nudging and guidance to develop creativity in the field of science</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this level demonstrate fair amount of creativity and innovation while approaching grade-level scientific principles</li> <li>• Occasionally come up with novel and innovative alternate scientific ideas that go beyond traditional scientific knowledge</li> <li>• Can understand the real-life applicability of various scientific principles</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this level display exceptional creativity and innovation with grade-level scientific principles</li> <li>• Frequently try out the scientific principles by conducting experiments, designing products, etc.</li> <li>• Think beyond traditional approaches and offer imaginative ways of approaching science</li> </ul>



## Social Science

### Social Awareness

#### Scope

- Understand the social, cultural and political issues that affect society
- Advocating for equity, justice, fairness and democracy; and ability to think about ways to address these aspects in their local communities
- Informed about the current socio-political trends, and challenges that create impact on local, national and global level. Begin to develop an understanding of international level issues related to climate change, migration, global health & education

#### Performance Descriptors

Beginner	Proficient	Advanced
<ul style="list-style-type: none"> <li>• Learners at this level display limited understanding of grade-level social science related concepts</li> <li>• Find it difficult to understand the implications of the cultural, social and political issues at the national level</li> <li>• Rarely speak up in discussions on social issues</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this level show a fair amount of understanding of grade-level social science related concepts and their implications</li> <li>• Understand the impact of cultural, social and political issues at the national level</li> <li>• Is aware and willing to engage in discussions about the current socio-cultural and political trends</li> <li>• Understand the implications of equity, justice, fairness and democracy within local communities</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this level exhibit a comprehensive understanding of grade-level social science concepts</li> <li>• Have critical understanding of the cultural, social and political issues at the national and even global level</li> <li>• Actively engage in discussion about current socio-cultural and political trends</li> <li>• Advocate about equity, justice, fairness and democracy, think of solutions to address this within local communities</li> </ul>

## Social Sensitivity

### Scope

- Recognizing the contexts in which social interactions occur and managing behaviour and emotions to avoid conflicts and ensure efficient problem solving and negotiation
- Capacity to perceive, understand, and empathize with the feelings, perspectives, and social dynamics of diverse socio-cultural groups
- Recognize and respect the diverse needs, backgrounds, practices and traditions of individuals and communities

### Performance Descriptors

Beginner	Proficient	Advanced
<ul style="list-style-type: none"> <li>• Learners at this stage find it difficult to recognize and embrace the diversity in various socio-cultural contexts</li> <li>• Show limited empathy for social challenges faced by the individuals or communities</li> <li>• Capacity to understand diverse traditions, customs and practices of different individuals and communities is limited</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this stage recognize and appreciate the values of cultural diversity and inclusion in their social situations</li> <li>• Exhibit empathy and compassion for social challenges faces by individuals and communities</li> <li>• Demonstrate ability to appreciate and respect diverse traditions, customs, and practices of different individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Learners at this stage appreciate and practice the values of cultural diversity and inclusion within their social circles and local communities</li> <li>• Showcase deep empathy and compassion for social challenges faced by individuals and communities</li> <li>• Exhibit a deep sense of respect and openness for diverse traditions, customs and practices of different individuals and communities</li> </ul>

## Social Creativity

### Scope

- Ability to generate innovative ideas, solutions, and initiatives within the social context.
- Fresh and imaginative perspective on social interactions, challenges, and relationships and seeking novel ways address challenges and improve the quality of life in communities and societies

### Performance Level Descriptors

Beginner	Proficient	Advanced
<ul style="list-style-type: none"> <li>• Learners display limited creative ability to approach grade-level social science concepts</li> <li>• Learners struggle to think beyond established social science concepts and apply knowledge to day-to-day scenarios</li> <li>• Rarely offer insights into social issues</li> <li>• Need further support from teachers to think beyond the textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Learners exhibit some degree of creativity and innovation to approach grade-level social science concepts</li> <li>• Occasionally explore alternative viewpoints, perspectives and approaches to social issues</li> <li>• Show openness to various social science methods and interpretations</li> <li>• Can be initiated to think about solutions for social issues</li> </ul>	<ul style="list-style-type: none"> <li>• Learners demonstrate creative and intuitive understanding of grade-level social science concepts</li> <li>• Actively involve in exploring and analyzing alternate viewpoints, perspectives and solutions to social issues</li> <li>• Provide creative and innovative insights into social issues</li> <li>• Demonstrate initiative and independence to advocate for social causes</li> </ul>



# **How to fill the HPC**



## PART-A (1)

Name and Address of the School .....

Village ..... BRC ..... CRC .....

State ..... Pin Code 

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UDISE Code 

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 Teacher Code \_\_\_\_\_

APAAR ID .....

### GENERAL INFORMATION

(To be filled by the teacher in consultation with caregiver/parent)

Student Name: \_\_\_\_\_

Roll No.: \_\_\_\_\_ Registration No.: \_\_\_\_\_

Grade: Grade 6 

--

 Grade 7 

--

 Grade 8 

--

Section: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

Photograph

Mother/Guardian Name: \_\_\_\_\_

Mother/Guardian Education: \_\_\_\_\_ Mother/Guardian Occupation: \_\_\_\_\_

Father/Guardian Name: \_\_\_\_\_

Father/Guardian Education: \_\_\_\_\_ Father/Guardian Occupation: \_\_\_\_\_

Number of siblings: \_\_\_\_\_ Siblings' age: \_\_\_\_\_

Mother Tongue: \_\_\_\_\_ Medium of Instruction: \_\_\_\_\_

Rural/Urban: \_\_\_\_\_

How many times the student has fallen ill? \_\_\_\_\_

### ATTENDANCE

MONTHS	APR	MAY	JUNE	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
No. of Working Days												
No. of Days Attended												
% of Attendance												
If attendance is low then reasons there of												

## Part A (2)

The section 'All about me' encourages the learners to engage in self-reflection. This needs to be **filled by the learner** at the **beginning of the academic session**.

Use this segment to initiate the learners on the path of thinking about their goals and the ways to achieve them. You may prompt them to think about some ways to attain their goals like developing study routines and habits, time management, etc.

Use this segment to know about your learner's needs, thoughts, and feelings which they may not be able to communicate to you face to face. Use this information to create open channels of communication with your learners.

**PART A (2)**

**All About Me!**

I live with my \_\_\_\_\_. We stay at \_\_\_\_\_.

I spend my free time doing \_\_\_\_\_.

I \_\_\_\_\_ very well.

I am responsible \_\_\_\_\_ (sometimes, most times, all the time)

I could do better specially when it comes to \_\_\_\_\_.

I care about others. I show it by \_\_\_\_\_.

I feel proud of myself when \_\_\_\_\_.

**Name**

**My Goal Setting**

**My Academic Goal**

This goal is important to me because \_\_\_\_\_

I will reach this goal by:

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

This goal is important to me because \_\_\_\_\_

I will reach this goal by:

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

**My Personal Goal**

**My Learnings**

Three new things I learnt at school this year:	Three new things I learnt outside school this year:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

**For My Teacher**

I would like my teacher to help me with \_\_\_\_\_

I would like my teacher to know \_\_\_\_\_

4

Encourage the learners to think about their day-to-day life and fill this section sincerely.

Use this information to decipher what the learners already know and create opportunities for advancing knowledge from that point.



## Part A (3)

The section 'Ambition Card' is a progressive step from the preparatory to the middle stage. While at the preparatory stage, the learner is asked about their role models and what they want to become when they grow up, this section is more realistic and action-oriented which helps the students to create a roadmap to achieve their ambition. This card will be **filled up by the learner** at the **beginning of the academic session**.

**PART A (3)**  
**My Ambition Card**

My ambition is \_\_\_\_\_

**5 skills I need to achieve my ambition**

**I will achieve my ambition by**

**Subjects I need to focus on**

**To achieve my ambition, I need my study habits to be**

**I will...**

I will take guidance from \_\_\_\_\_ to achieve my ambition.

I think this person will help me by \_\_\_\_\_.

I will learn new \_\_\_\_\_.

I will feel \_\_\_\_\_ when I achieve my ambition.

My parents will feel \_\_\_\_\_ when I achieve my ambition.

5

**Step 3:** Use this information to design activities which focus on building these skills (professional/vocational).

**Step 4:** Use this information to create conducive learning environments to support the plan of action of your learners.

**Step 1:** Encourage the learners to state 2-3 healthy study habits which will help them achieve their goals.

**Step 2:** Help your learners identify 1-3 subjects that they should study on priority which aligns with their career choices in future.

Take this opportunity to teach your learners about the significance of having a Plan B in case their career Plan A doesn't work. Also, discuss about "success and failure", and that they are subjectively interpreted. Help them normalize failures and motivate them to keep striving hard.

Encourage your learners to identify someone from the community. Use this information to link relevant community members with the classroom learning.

## Part A (4)








This section 'Parent-Teacher Partnership Card' needs to be **filled by the parents twice at the end of each (or any 2) academic term(s)**, during the Parents-Teacher Meeting. The information gathered from this card will help the teacher to understand the resources available to the learners and challenges they face at home.

Teachers can translate the statements for the parents and give them simpler examples to make them understand the context.

















Have discussions with parents and give them some suggestions on how they can support their wards at home. Encourage the parents to write in the space what steps they will be taking at home. This will encourage accountability and foster a strong parent-teacher partnership.

**PART A (4)**  
**Parent-Teacher Partnership Card**

**Tick the resources available to your child at home.**

						
Books and Magazines	Newspapers	Toys, Games and sports	Phone and Computer	Internet	Public Broadcast System (radio/television at the household and mobile phone)	Resources for CWSN
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any other (please specify) \_\_\_\_\_

Understanding of my Child				
Circle the most appropriate option for your child.				
1. My child seems motivated to learn and engage with new concepts learnt at school.				
	Yes	Sometimes	No	Not sure
2. My child follows a schedule at home that includes curriculum and other activities, social connectivity, and screen time.				
	Yes	Sometimes	No	Not sure
3. My child finds the grade-level curriculum difficult and needs additional support.				
	Yes	Sometimes	No	Not sure
4. My child is making good progress as per his/her grade.				
	Yes	Sometimes	No	Not sure

At school, my child needs support with:	
<input type="checkbox"/> Languages (R1, R2, R3)	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Building self-belief & self-reliance	<input type="checkbox"/> Science
<input type="checkbox"/> Managing difficult emotions like anger	<input type="checkbox"/> Social Science
<input type="checkbox"/> Skill Guidance/Digital Literacy	<input type="checkbox"/> Developing social skills & conflict resolution
	<input type="checkbox"/> Developing effective study skills like time management
	<input type="checkbox"/> Any other _____

**Based on my discussion with the teacher, I will support my child at home by:**

(Fostering a strong parent-teacher partnership is essential to ensure your child's holistic development. While teachers support at school, please use this space to write how can you provide additional support to your child at home.)

6

Use this information to design classes/ assignments using the appropriate TLM. For e.g., flipped learning approach can only be used if a learner has access to internet and a device.

Encourage the parents to share any additional support that their wards need from the teachers.

## Part B

### SECTION 1

**Part B** is the **progress summary** for each learning standard. It has eight elements. The progress summary for Language Education (R1) has been explained; it will be the same for all learning standards.

Choose one curricular goal on which the activity is based. You can choose one or more competencies though.

Note: After every subject's HPC, CGs and Competencies have been listed for the convenience of the teacher. Please refer to the list.

PART B					
LANGUAGE 1 (R1)					
<b>Curricular Goals</b> (Choose one or more) <input type="checkbox"/> L1CG1 <input type="checkbox"/> L1CG2 <input type="checkbox"/> L1CG3 <input type="checkbox"/> L1CG4 <input type="checkbox"/> LCG 5					
<b>Competencies</b> (Choose one or more) <input type="checkbox"/> L1C1.1 <input type="checkbox"/> L1C1.2 <input type="checkbox"/> L1C1.3 <input type="checkbox"/> L1C1.4 <input type="checkbox"/> L1C1.5 <input type="checkbox"/> L1C2.1 <input type="checkbox"/> L1C2.2 <input type="checkbox"/> L1C2.3 <input type="checkbox"/> L1C3.1 <input type="checkbox"/> L1C3.2 <input type="checkbox"/> L1C4.1 <input type="checkbox"/> L1C4.2 <input type="checkbox"/> L1C5.1 <input type="checkbox"/> L1C5.2 <input type="checkbox"/> L1C5.3					
ACTIVITY					
<b>Approach of the Activity:</b> (Please ✓ all that apply) <input type="checkbox"/> Art-integrated <input type="checkbox"/> Sports-integrated <input type="checkbox"/> Toy-based <input type="checkbox"/> Technology-integrated <input type="checkbox"/> Any Other _____					
Activity:			Assessment Question:		

Choose one of more approaches that fit the activity. List down the material needed and an approximate duration to conduct the activity.

Since some activities are sequential in nature, list the steps to do the activity.

ASSESSMENT RUBRIC			
	Beginner	Proficient	Advanced
Literary Awareness			
Literary Sensitivity			
Literary Creativity			

\*Note: Circle the relevant performance level based on the individual student's performance for each ability for this activity.

Create the assessment rubric for each ability and performance level descriptor for the activity.

While the students are doing the activity, kindly make some observational notes regarding how they performed, what were the challenges they faced, which parts they could do easily, were they able to collaborate well with peers etc. These observational notes would be helpful for the section 4 i.e., Teacher Feedback.



## SECTION 2

This section will be filled by the student. The teacher will only calculate the score of the Progress Grid.

Based on the activity, encourage the students to circle the response applicable to them.

Encourage the learners to reflect about their performance and experience of the activity, and write about their learnings, what they need practice on and what they need help with.

STUDENT'S SELF REFLECTION					
Based on your experience of the activity, please circle the response that is applicable.					
I am proud of myself and my effort.					
		Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.					
		Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.					
		Yes	To an extent	No	Not sure
My Progress Grid					
Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.					
A		S		C	
I was able to learn something new.	I was attentive to every detail of the activity.	I was able to understand and express my emotions.	I was able to motivate myself & my peer when things were difficult.	I was curious to explore and learn new things during the activity.	I was able to think of 'out of the box' solutions.
I was able to understand the activity.	I was able to focus and engage with the activity.	I was able to understand the emotions of my peer.	I was able to seek and use support from my peers and teacher.	I was able to think of new ways to do the activity.	I was able to express my creativity while doing the activity.
I was able to follow the instructions.	I was able to find purpose and meaning in the activity.	I was able to contribute individually or as a group member.	I was able to help others in some way.	I was able to generate innovative ideas.	I was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for A : _____		No. of statements circled for S : _____		No. of statements circled for C : _____	
My Learnings					
By doing this activity, I learnt _____					
(Use this space to write your reflections/insights from the activity)					
The most interesting thing about this activity was _____					
I need practice on _____, I need help with _____					

Based on their performance on the activity, ask the students to circle the statement which is true for them.

Count and write the number of statements circled by the student for each ability i.e. A – Awareness, S – Sensitivity, C – Creativity

Keeping the larger aim of Section 2 in mind i.e., to facilitate the learners to develop introspection and an ability to reflect on their performance/actions, teachers must continuously encourage the students to perform to their best of their abilities while doing the activity. During self-reflections, teachers may encourage honest feedback and insights about the self and how the student could have improved further on the activity.

## SECTION 3

Teachers to assign the peer for the feedback on the students' performance. Section 3 will be **filled by the peer of the student** who had done the activity together in pair/group. In case of an individually led activity, teachers can create some mechanism of peer interaction basis which the peer can provide feedback.

Based on the activity, the student will circle the response applicable for their friend.

Based on the peer observations, encourage the peers to write their reflections about the areas where the student needs to improve (more practice) and the areas where the student needs support (help by the teacher/ peer/ parent etc.)

Read this box carefully and follow the instructions for Section 4.

PEER FEEDBACK					
My name is _____			My peer's name is _____		
Based on your experience of the activity, please circle the response that is applicable.					
My peer was engaged and motivated during the activity.		Yes            Sometimes            No            Not sure			
My peer effectively shared thoughts and ideas during the activity.		Yes            Sometimes            No            Not sure			
My Peer's Progress Grid					
Based on your peer's engagement with the activity, circle the statements you think are true for your peer.					
A		S		C	
My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	My peer was motivated throughout the activity.	My peer was curious to learn new things.	My peer was able to think of 'out of the box' solutions.
My peer understood the activity.	My peer was able to focus on the activity.	My peer can understand my emotions well.	My peer was able to ask help/support from me or the teacher.	My peer was able to think of new ways to do the activity.	My peer was able to express her/his creativity during the activity.
My peer followed the instructions.	My peer found this activity meaningful.	My peer contributed to the success of the activity.	My peer was able to help others in some way.	My peer was able to generate innovative ideas.	My peer was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for A : _____		No. of statements circled for S : _____		No. of statements circled for C : _____	
My peer needs to practice _____ . My peer needs help with _____ .					
How to develop a Holistic Progress Summary? (for teacher's use only)					
Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.					
<b>Scoring Key:</b> Beginner - 0,1, 2 Proficient - 3, 4 Advanced - 5, 6					

Ask the peer to fill in their name and the name of their peer (student) for whom they are filling the feedback sheet. Teachers may think of rotating the peer every term to avoid any biases in the feedback.

Based on the performance of the student on the activity, ask their peer to circle the statement which is true for that student.

Count and write the number of statements circled by the student for each ability i.e. A – Awareness, S – Sensitivity, C – Creativity

Since teachers may not be able to observe every child thoroughly in a full class, the peers can play an active role in supporting teachers to observe and note the behaviors, challenges, and areas of improvement of the students.

## SECTION 4

**TEACHER'S FEEDBACK**

**STUDENT PROGRESS WHEEL**

**How to use the Assessment Wheel?**  
Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

Areas of Strength (✓ all that apply)	Barrier(s) to Success (✓ all that apply)	Can I help the student progress further? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
<input type="checkbox"/> Follow Instructions	<input type="checkbox"/> Lack of Attention	If yes, future step(s): _____ _____ _____
<input type="checkbox"/> Independent Work	<input type="checkbox"/> Lack of Motivation	
<input type="checkbox"/> Communication	<input type="checkbox"/> Lack of Preparation	
<input type="checkbox"/> Solution-focused Thinking	<input type="checkbox"/> Inappropriate behaviour in classroom	
<input type="checkbox"/> Empathy	<input type="checkbox"/> Severe illness of injury	
<input type="checkbox"/> Organization & Prioritization	<input type="checkbox"/> None	
<input type="checkbox"/> Any other _____	<input type="checkbox"/> Any other _____	
<input type="checkbox"/> Collaboration	<input type="checkbox"/> Peer Pressure	
<input type="checkbox"/> Responsible	<input type="checkbox"/> Undefined Goals	
<input type="checkbox"/> Creative	<input type="checkbox"/> Domestic Issues	

**Teacher's Observations and Recommendations**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mark the strength areas and the barriers to success as observed during the activity.

Using your observational notes from the activity, write your observations in a formal way. Also, provide any recommendations for the student to enhance their performance in future.

Use the scoring key from the box given below on Section 3 and shade the segment of the circle which represents the performance level as marked by the student, peer, and teacher on each of the abilities. Shade the inner most segment to indicate 'Beginner' level, shade the middle segment to indicate 'proficient' level and shade the outermost segment to indicate the 'advanced' level.

Reflect if you can help the student to improve further. Think and write the strategies in which you can help.

The inputs of Parents (Part A (4), Students (Part B – Section 2), and Peer (Part C – Section 3) which is integrated into the feedback of teachers (Section 4) makes the HPC at the middle stage - a holistic assessment tool.



## PART C

This section consists of the Summary for the Academic Year. Part C will be filled by the teacher after each (any two) of the academic terms.

**PART C**  
**SUMMARY FOR THE ACADEMIC YEAR**  
**Key Performance Descriptors**

Subjects	Abilities	TERM I			TERM II		
		Performance Level Descriptors					
		B	P	A	B	P	A
Literary - R1	Awareness						
	Sensitivity						
	Creativity						
Literary - R2	Awareness						
	Sensitivity						
	Creativity						
Literary - R3	Awareness						
	Sensitivity						
	Creativity						
Mathematical	Awareness						
	Sensitivity						
	Creativity						
Scientific	Awareness						
	Sensitivity						
	Creativity						
Social	Awareness						
	Sensitivity						
	Creativity						

\*B - Beginner, P - Proficient, A - Advanced

Put a tick mark (✓) against the relevant performance level based on the individual student's performance as assessed by the teacher for each ability.

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*The performance levels are indicated only as per the teacher's assessment. Kindly do not take the student or peer feedback from the Student Progress Wheel into account.*




**Note:** If teachers find wide disparity between their performance level indications and that of the students and the peer, it should be considered as an opportunity to introspect and reevaluate the assessment processes again.









## PART C

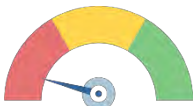


### SUMMARY FOR THE ACADEMIC YEAR

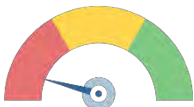


Tick the appropriate performance level descriptor and write an observational note for each category based on performance throughout the academic year.

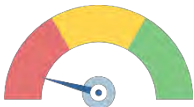


Language (R1)		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Language (R2)		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Language (R3)		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Mathematics		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Science		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Social Science		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/> <hr/> <hr/>				

Art Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/> <hr/> <hr/>				

Physical Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Skill Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/> <hr/> <hr/>				

Overall		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The background of the entire page is a photograph of a classroom. In the foreground, a young boy in a light blue school shirt and a striped tie is smiling at the camera. Behind him, other students are visible, some looking towards the camera and others looking away. The lighting is bright and warm. The title text is overlaid on this image.

# **HOLISTIC PROGRESS CARD (HPC)**

**Exemplars  
Middle Stage**





## Exemplar for Middle Stage (Grade-VI)

### PART B

LANGUAGE 1 (R1)					
<b>Curricular Goals</b> <i>(Choose one or more)</i>					
<input checked="" type="checkbox"/> L1CG1	<input type="checkbox"/> L1CG2	<input type="checkbox"/> L1CG3	<input type="checkbox"/> L1CG4	<input type="checkbox"/> L1CG 5	
<b>Competencies</b> <i>(Choose one or more)</i>					
<input type="checkbox"/> L1C1.1	<input type="checkbox"/> L1C1.2	<input checked="" type="checkbox"/> L1C1.3	<input type="checkbox"/> L1C1.4	<input type="checkbox"/> L1C1.5	
<input type="checkbox"/> L1C2.1	<input type="checkbox"/> L1C2.2	<input type="checkbox"/> L1C2.3	<input type="checkbox"/> L1C3.1	<input type="checkbox"/> L1C3.2	
<input type="checkbox"/> L1C4.1	<input type="checkbox"/> L1C4.2	<input type="checkbox"/> L1C5.1	<input type="checkbox"/> L1C5.2	<input type="checkbox"/> L1C5.3	
ACTIVITY					
<b>Approach of the Activity:</b> <i>(Please ✓ all that apply)</i>					
<input type="checkbox"/> Art-integrated		<input type="checkbox"/> Sports-integrated		<input type="checkbox"/> Toy-based	
<input checked="" type="checkbox"/> Technology-integrated		<input type="checkbox"/> Any Other _____			
<b>Activity Topic: Kathputli (Poem)</b> <p>In the poem <i>Kathputli</i>, they learn how a puppet cannot move on its own because it is tied with strings. In real life too, many people feel tied down by problems, rules, or what others say. But some people break these "ropes" and do something great. In this activity, students will take an interview of someone they know—like their mother, teacher, elder sister, or a neighbour. They would ask simple questions to understand if that person faced any difficulty in life and how they became free from it. Students will listen carefully and write down or record the answers. They will then <i>document</i> the interview in their own words and share it in class. They can present it by speaking, drawing, showing a poster, or using audio or video.</p> <p><b>Learning Outcome:</b>                      Listens to and asks questions in an interview, then share the story of someone who faced problems and overcame them and present this story in a simple way using words, pictures, or video.</p> <p><b>Note (For Including CWSN):</b> Students with special needs can interview a family member or share their own story. They can work with a friend or teacher to help them speak or write down their answers.</p>			<b>Assessment Question:</b> <ol style="list-style-type: none"> <li>1. What problems did the person you talked to face, and how did they solve them?</li> <li>2. What questions did you ask during the interview, and how did you collect the information?</li> <li>3. What did you learn from their story, and how can it help or inspire others?</li> </ol>		

ASSESSMENT RUBRIC			
	Beginner	Proficient	Advanced
<b>Literary Awareness</b>	The student had trouble understanding the purpose of the interview and struggled to find the person to be interviewed or to ask the right questions to gather useful information.	The student mostly understood the purpose of the interview, asked some relevant questions, but missed a few details in gathering information.	The student clearly understood the interview purpose, asked interesting questions, and collected useful information.
<b>Literary Sensitivity</b>	The student found it hard to ask interesting questions in the interview and could not explain why they were doing the interview in their own words. They looked confused and was not sure how to do the activity. They needed help many times.	The student asked some interesting questions, but a few did not help to get full information. They could mostly explain why they were doing the interview. They were a little nervous but try their best. They sometimes stopped to think before speaking.	The student asked interesting and useful questions in the interview. They clearly and confidently explained why they were doing the interview in their own words. They looked sure of themselves and did the activity with ease. They were active and comfortable.
<b>Literary Creativity</b>	The student did not provide enough information about the person they interviewed, and the interview was not well-structured. The questions framed in the interview did not address the purpose. The student simply narrated the interview without any interpretation, and did not use any photos, audio, or video to show their work.	The student provided some information about the person, but it was not detailed enough. The structure of the interview could have been better, and some of the questions didn't fully address the purpose. The presentation was clear, but it lacked creativity. The student mostly narrated the story without adding much interpretation and used simple tools like showing a photo or reading from a phone or notebook.	The student provided enough information about the person and their struggles. The interview was well-structured, and the questions framed in the activity clearly addressed the purpose. The presentation was creative, engaging, and showed deep interpretation of the person's story. The student used visuals, acting, or other creative methods to make the presentation interesting and easy to follow. They used helpful tools like a slideshow, video, voice recording, or acted parts to show the interview in a fun way.

\*Note: Circle the relevant performance level based on the individual student's performance for each ability for this activity.

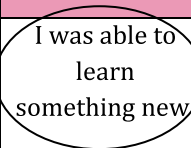
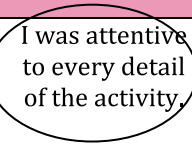
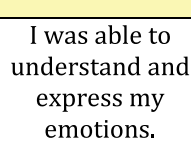
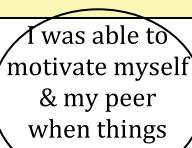
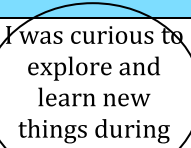
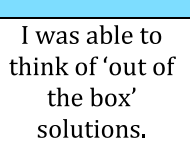
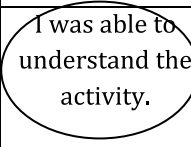
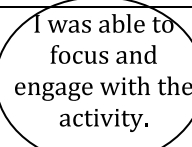
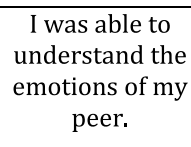
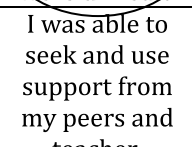
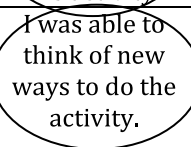
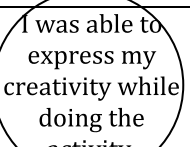
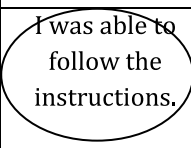
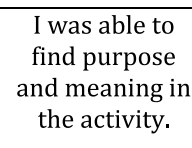
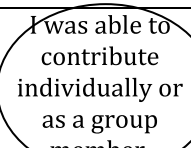
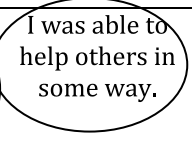
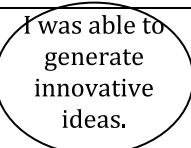
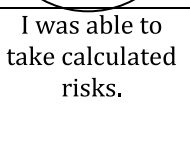
## STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

## My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

A		S		C	
 I was able to learn something new.	 I was attentive to every detail of the activity.	 I was able to understand and express my emotions.	 I was able to motivate myself & my peer when things were difficult.	 I was curious to explore and learn new things during the activity.	 I was able to think of 'out of the box' solutions.
 I was able to understand the activity.	 I was able to focus and engage with the activity.	 I was able to understand the emotions of my peer.	 I was able to seek and use support from my peers and teacher.	 I was able to think of new ways to do the activity.	 I was able to express my creativity while doing the activity.
 I was able to follow the instructions.	 I was able to find purpose and meaning in the activity.	 I was able to contribute individually or as a group member.	 I was able to help others in some way.	 I was able to generate innovative ideas.	 I was able to take calculated risks.
<b>(For Teacher's Use Only)</b>					
<b>No. of statements circled for A: 5</b>		<b>No. of statements circled for S: 3</b>		<b>No. of statements circled for C: 4</b>	

## My Learnings

By doing this activity, I learnt a lot about Rani of Jhansi and her brave efforts to free India. I also learnt how to make a timeline.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was presenting the timeline and answer my friends' questions.









I need practice on pronouncing some words. I need help with creating relevant questions.

## PEER FEEDBACK

My name is Avinash.

My peer's name is Sahil.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

### My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

A		S		C	
<input checked="" type="radio"/> My peer learnt something new.	My peer was attentive to every detail of the activity.	<input checked="" type="radio"/> My peer can express his/her emotions well.	<input checked="" type="radio"/> My peer was motivated throughout the activity.	My peer was curious to learn new things.	<input checked="" type="radio"/> My peer was able to think of 'out of the box' solutions.
<input checked="" type="radio"/> My peer understood the activity.	<input checked="" type="radio"/> My peer was able to focus on the activity.	<input checked="" type="radio"/> My peer can understand my emotions well.	<input checked="" type="radio"/> My peer was able to ask help/support from me or the teacher.	<input checked="" type="radio"/> My peer was able to think of new ways to do the activity.	<input checked="" type="radio"/> My peer was able to express her/his creativity during the activity.
<input checked="" type="radio"/> My peer followed the instructions.	My peer found this activity meaningful.	<input checked="" type="radio"/> My peer contributed to the success of the activity.	My peer was able to help others in some way.	<input checked="" type="radio"/> My peer was able to generate innovative ideas.	My peer was able to take calculated risks.
<b>(For Teacher's Use Only)</b>					
No. of statements circled for A: <b>4</b>		No. of statements circled for S: <b>5</b>		No. of statements circled for C: <b>4</b>	

My peer needs to practice presenting confidently. My peer needs help with N/A.

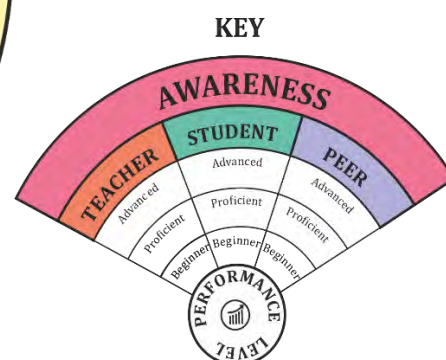
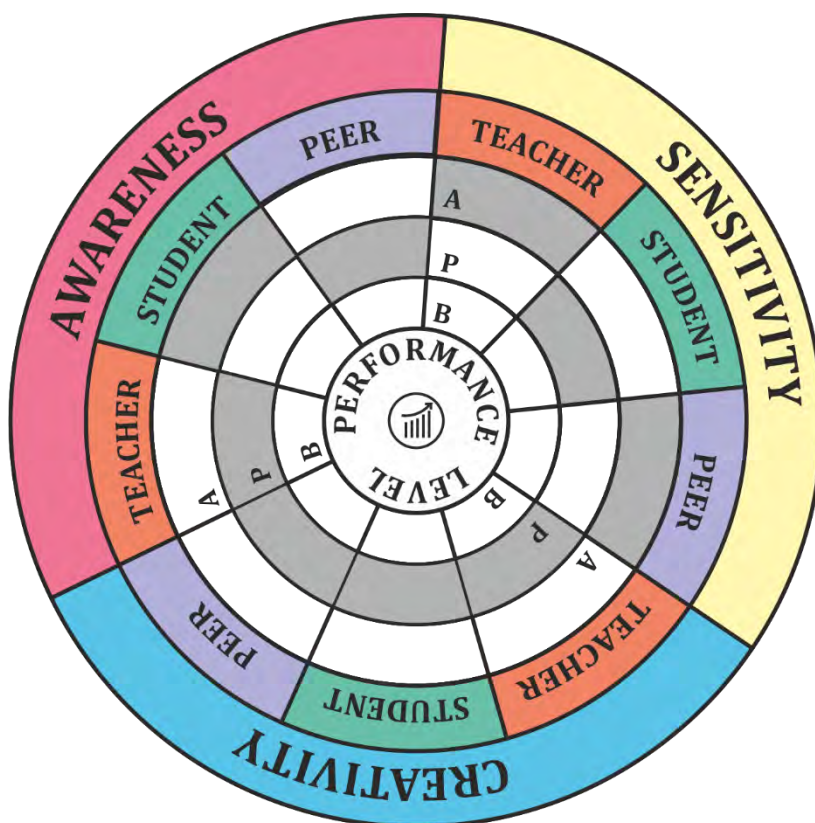
### How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

**Scoring Key:**  
**Beginner - 0, 1, 2**  
**Proficient - 3, 4**  
**Advanced - 5, 6**

## TEACHER'S FEEDBACK

### STUDENT PROGRESS WHEEL



#### How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

#### Areas of Strength (✓ all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Follow Instructions           | <input type="checkbox"/> Collaboration |
| <input type="checkbox"/> Independent Work                         | <input type="checkbox"/> Responsible   |
| <input checked="" type="checkbox"/> Communication                 | <input type="checkbox"/> Creative      |
| <input checked="" type="checkbox"/> Solution-focused Thinking     |  |
| <input type="checkbox"/> Empathy                                  | <input type="checkbox"/> Concentration |
| <input checked="" type="checkbox"/> Organization & Prioritization |  |
| <input type="checkbox"/> Any other _____                          |  |

#### Barrier(s) to Success (✓ all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Lack of Attention                    | <input checked="" type="checkbox"/> Peer Pressure |
| <input type="checkbox"/> Lack of Motivation                   | <input type="checkbox"/> Undefined Goals          |
| <input type="checkbox"/> Lack of Preparation                  | <input type="checkbox"/> Domestic Issues          |
| <input type="checkbox"/> Inappropriate behaviour in classroom |   |
| <input type="checkbox"/> Severe illness of injury             |   |
| <input type="checkbox"/> None                                 |   |
| <input type="checkbox"/> Any other _____                      |   |

#### Can I help the student progress further?

☒ Yes ☐ No ☐ Not sure

#### If yes, future step(s):

Helping learner practising making a timeline on their own through a worksheet

#### Teacher's Observations and Recommendations

While the learner managed to make a timeline with some recognizable elements, they missed some others. They were able to recommend some creative ways to present (e.g., using a child-like tone while narrating Rani of Jhansi's childhood).

They need more practice with creating a coherent timeline and presenting it confidently.



## LANGUAGE 2 (R2)

### Curricular Goals

(Choose one or more)

☐ L2CG1    ☒ L2CG2    ☐ L2CG3    ☐ L2CG4    ☐ L2CG5

### Competencies

(Choose one or more)

☐ L2C1.1    ☐ L2C1.2    ☐ L2C1.3    ☐ L2C1.4    ☐ L2C2.1  
☒ L2C2.2    ☐ L2C3.1    ☐ L2C4.1    ☐ L2C4.2    ☐ L2C5.1

## ACTIVITY

**Approach of the Activity:** (Please ✓ all that apply)

☐ Art-integrated    ☐ Sports-integrated    ☐ Toy-based  
☐ -integrated    ☒ Any Other \_\_\_\_\_

### Activity: Nurturing Nature (Poorvi)

In this activity, students will imagine talking to a tree. They will work in small groups (3-4 students). Each group will choose a tree (either one nearby or one they imagine). They will think about what the tree might say about its life, what it sees around it, and how it feels.

Students will write a short conversation (6-8 lines) with the tree, asking simple but thoughtful questions like:

- "What have you seen around you?"
- "How do you feel when people cut your branches?"
- "What is it like during a storm?"

After writing the conversation, the group will practice and share it with the class, either by reading it aloud or acting it out. This activity helps students think critically, express their thoughts clearly.

### Learning Outcome

Writes a simple conversation with a tree, sharing thoughts and feelings

**Note (For Including CWSN):** For students with special needs, the teacher can provide extra support like visual aids or one-on-one help, to make sure they can join in. This will help them build their communication skills and feel confident in sharing their ideas.

### Assessment Question:

1. Did each student in the group add at least one line to the conversation with the tree?
2. Did the group pick a specific tree, and do the dialogues include details about that tree?
3. Did the students ask thoughtful questions like "What have you seen around you?" or "How do you feel when it rains?"



## ASSESSMENT RUBRIC

	Beginner	Proficient	Advanced
<b>Literary Awareness</b>	The student's conversation with the tree was unclear. It didn't match the tree's life and was hard to understand. They shared very few or confused ideas.	The student's conversation with the tree was mostly clear. They shared some correct ideas but missed important details or did not clearly show what the tree might feel or see.	The student's conversation with the tree was clear and meaningful. They shared real and thoughtful ideas, showing they understood what the tree might see, feel, or experience.
<b>Literary Sensitivity</b>	The student did not join in much in the group and shared very few or unclear lines in the dialogue.	The student listened to their group members and spoke sometimes, but did not take part fully or missed parts of the discussion.	The student listened to others in the group, joined the activity with interest, and added thoughtful lines in the dialogue with the tree.
<b>Literary Creativity</b>	The student did not ask questions, or asked very simple questions like "Are you a tree?" or "Do you grow fast?" that showed limited thinking.	The student did not ask questions, or asked very simple questions like "Are you a tree?" or "Do you grow fast?" that showed limited thinking.	The student asked thoughtful and deep questions that helped the group understand the tree's feelings or challenges. For example: "Do you feel lonely when no one sits under you?", "Are you scared when there's a big storm?", or "Do you feel sad when someone cuts your branches or plucks your fruits without asking?"



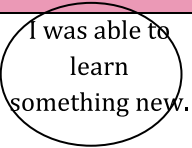
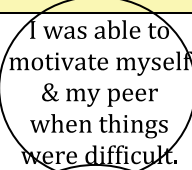
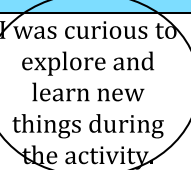
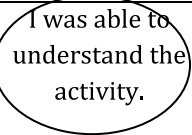
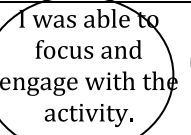
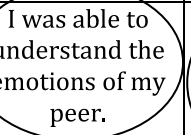
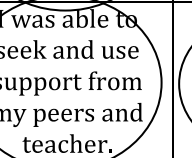
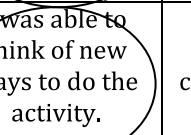
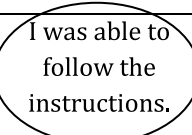
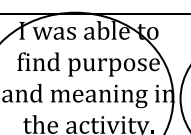
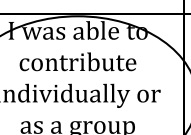
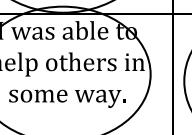
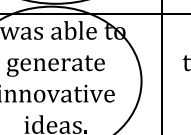
## STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

## My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

A		S		C	
 I was able to learn something new.	I was attentive to every detail of the activity.	I was able to understand and express my emotions.	 I was able to motivate myself & my peer when things were difficult.	 I was curious to explore and learn new things during the activity.	I was able to think of 'out of the box' solutions.
 I was able to understand the activity.	 I was able to focus and engage with the activity.	 I was able to understand the emotions of my peer.	 I was able to seek and use support from my peers and teacher.	 I was able to think of new ways to do the activity.	I was able to express my creativity while doing the activity.
 I was able to follow the instructions.	 I was able to find purpose and meaning in the activity.	 I was able to contribute individually or as a group member.	 I was able to help others in some way.	 I was able to generate innovative ideas.	I was able to take calculated risks.
<b>(For Teacher's Use Only)</b>					
No. of statements circled for A: <b>5</b>		No. of statements circled for S: <b>5</b>		No. of statements circled for C: <b>3</b>	

## My Learnings

By doing this activity, I learnt how to write a horror story and make it exciting.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was using the pictures to create my story.









I need practice on using more vocabulary and making the story scarier. I need help with predicting better.

## PEER FEEDBACK

My name is Sejal.

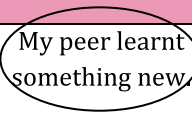
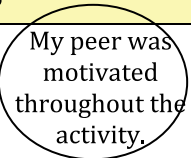
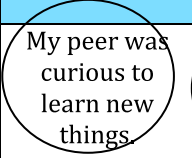
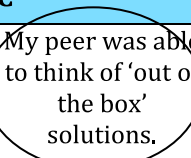
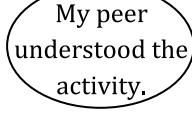
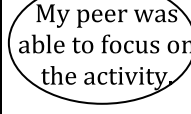
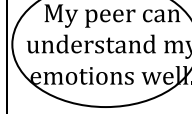
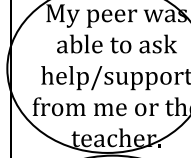
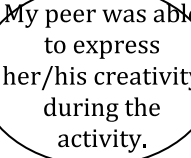
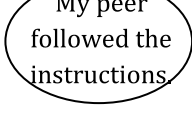
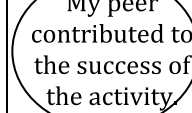
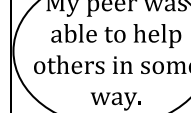
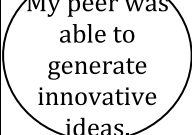
My peer's name is Mamta.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

### My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

A		S		C	
 My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	 My peer was motivated throughout the activity.	 My peer was curious to learn new things.	 My peer was able to think of 'out of the box' solutions.
 My peer understood the activity.	 My peer was able to focus on the activity.	 My peer can understand my emotions well.	 My peer was able to ask help/support from me or the teacher.	My peer was able to think of new ways to do the activity.	 My peer was able to express her/his creativity during the activity.
 My peer followed the instructions.	My peer found this activity meaningful.	 My peer contributed to the success of the activity.	 My peer was able to help others in some way.	 My peer was able to generate innovative ideas.	My peer was able to take calculated risks.
<b>(For Teacher's Use Only)</b>					
No. of statements circled for A: <b>4</b>		No. of statements circled for S: <b>5</b>		No. of statements circled for C: <b>4</b>	

My peer needs to practice writing more. My peer needs help with new words.

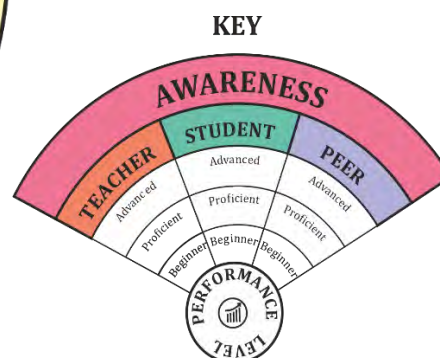
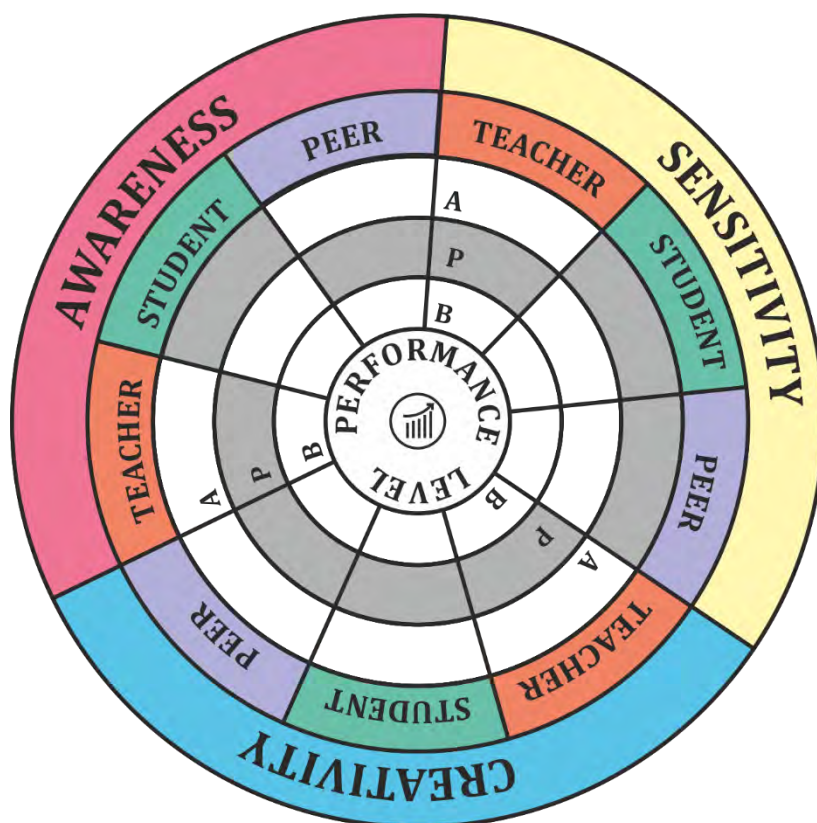
### How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

**Scoring Key:**  
**Beginner - 0,1, 2**  
**Proficient - 3, 4**  
**Advanced - 5, 6**

## TEACHER'S FEEDBACK

### STUDENT PROGRESS WHEEL



#### How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

#### Areas of Strength (✓ all that apply)

- ☒ Follow Instructions
- ☒ Collaboration
- ☒ Independent Work
- ☐ Responsible
- ☐ Communication
- ☒ Creative
- ☐ Solution-focused Thinking
- ☐ Empathy
- ☒ Concentration
- ☐ Organization & Prioritization
- ☐ Any other \_\_\_\_\_

#### Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention
- ☒ Peer Pressure
- ☐ Lack of Motivation
- ☐ Undefined Goals
- ☐ Lack of Preparation
- ☐ Domestic Issues
- ☐ Inappropriate behaviour in classroom
- ☐ Severe illness of injury
- ☐ None
- ☐ Any other \_\_\_\_\_

#### Can I help the student progress further?

☐ Yes ☐ No ☒ Not sure

#### If yes, future step(s):

---



---



---

#### Teacher's Observations and Recommendations

Learner was able to predict using the given title but could have participated more in the group discussion. They managed to write their story and ask for feedback from a peer. They weren't able to incorporate all feedback but managed to write a second draft.

## MATHEMATICS

### Curricular Goals

(Choose one or more)

- |                               |                               |                               |  |                                |
|-------------------------------|-------------------------------|-------------------------------|--|--------------------------------|
| <input type="checkbox"/> MCG1 | <input type="checkbox"/> MCG2 | <input type="checkbox"/> MCG3 | <input checked="" type="checkbox"/> MCG4 | <input type="checkbox"/> MCG5  |
| <input type="checkbox"/> MCG6 | <input type="checkbox"/> MCG7 | <input type="checkbox"/> MCG8 | <input type="checkbox"/> MCG9            | <input type="checkbox"/> MCG10 |

### Competencies

(Choose one or more)

- |                                |   |                                |                                |                                 |
|--------------------------------|---|--------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> MC1.1 | <input type="checkbox"/> MC1.2            | <input type="checkbox"/> MC1.3 | <input type="checkbox"/> MC1.4 | <input type="checkbox"/> MC1.5  |
| <input type="checkbox"/> MC1.6 | <input type="checkbox"/> MC2.1            | <input type="checkbox"/> MC2.2 | <input type="checkbox"/> MC2.3 | <input type="checkbox"/> MC2.4  |
| <input type="checkbox"/> MC2.5 | <input type="checkbox"/> MC3.1            | <input type="checkbox"/> MC3.2 | <input type="checkbox"/> MC3.3 | <input type="checkbox"/> MC3.4  |
| <input type="checkbox"/> MC3.5 | <input checked="" type="checkbox"/> MC4.1 | <input type="checkbox"/> MC4.2 | <input type="checkbox"/> MC4.3 | <input type="checkbox"/> MC4.4  |
| <input type="checkbox"/> MC5.1 | <input type="checkbox"/> MC5.2            | <input type="checkbox"/> MC6.1 | <input type="checkbox"/> MC7.1 | <input type="checkbox"/> MC7.2  |
| <input type="checkbox"/> MC8.1 | <input type="checkbox"/> MC8.2            | <input type="checkbox"/> MC9.1 | <input type="checkbox"/> MC9.2 | <input type="checkbox"/> MC10.1 |

## ACTIVITY

**Approach of the Activity:** (Please ✓ all that apply)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Art-integrated        | <input type="checkbox"/> Sports-integrated | <input checked="" type="checkbox"/> Toy-based |
| <input type="checkbox"/> Technology-integrated | <input type="checkbox"/> Any Other _____   |   |

### Activity: Action

In this activity, students use their math and thinking skills to do real tasks in the classroom. They work in small groups and solve simple number puzzles using addition, subtraction, multiplication, or division. When they solve a puzzle, they get a classroom task like arranging name plates, grouping books, or decorating a corner. While doing these tasks, students use math in real-life ways—like counting, sorting, planning, and following steps. They also learn how to break a big task into smaller parts and solve it step by step. This activity also helps students work well in teams, understand how math is useful in daily life, and take part in making their classroom neat, organized, and creative.

In this activity, students use their math and thinking skills to do real tasks in the classroom. They work in small groups and solve simple number puzzles using addition, subtraction, multiplication, or division. When they solve a puzzle, they get a classroom task like arranging name plates, grouping books, or decorating a corner. While doing these tasks, students use math in real-life ways—like counting, sorting, planning, and following steps. They also learn how to break a big task into smaller parts and solve it step by step. This activity also helps students work well in teams, understand how math is useful in daily life, and take part in making their classroom neat, organized, and creative.

### Assessment Question:

1. Are students able to connect the math puzzle to the classroom task naturally and accurately?
2. How do students interact with each other during the group activity—do they listen, collaborate, and share roles?
3. Are students showing signs of thinking through problems (e.g., trying different methods, discussing steps) or simply guessing?

Group	Puzzle	Answer	Task
1	How many name plates are needed if 4 rows have 8 desks each? (Think about every student needing a name tag!)	32	Design, write names and arrange 32 nameplates creatively on desks row wise. Create small team symbols too.
2	You want 3 Stars at each corner for decoration. There are 6 corners. How many stars do you need?	18	Cut out and decorate 18 stars with glitter or colours and paste them in each corner balancing left and right.
3	You have 45 pencils. You want each pencil box to have 9 pencils. How many boxes you make?	5	Make pencil kits with 9 pencils each, decorate the kits with team colours and organise them neatly.
4	You are lining up 30 students. If each line has 6 students, how many lines will you make?	5	Use tape or chalk to draw 5 lanes. Label lanes, line up your teammates, and practice moving in lines smartly.
5	Each shelf has 5 books. You add 2 more books to each shelf. There are 4 shelves. What will be total number of books?	28	Collect, count and stack 28 books properly on shelves. Make small signboards to show the number on each.
6	You label cupboards. 2 labels on each 7 cupboards but 1 is broken	12	Design labels neatly, stick 2 on each cupboard and decorate one for "repair needed"!

**Learning Outcome**

Enhances their problem-solving skills and mathematical fluency by solving puzzles and applying their solutions to real life classroom task.

**Note (for including CWSN):** The teacher can give clear step-by-step instructions using visuals or objects to support understanding. Tasks can be adapted or shared in smaller parts so that children with special needs can join the group and contribute at their own pace



ASSESSMENT RUBRIC			
	Beginner	Proficient	Advanced
<b>Mathematical Awareness</b>	The student understood the task only a little. They guessed the answers without much thinking, rarely discussed steps or tried different methods to solve the problem.	The student understood most of the task. They attempted to think through the problem and sometimes tried different methods but occasionally needed help to figure things out.	The student understood the task fully and knew exactly what to do after solving the puzzle. They showed strong problem-solving skills, thinks critically, tried different methods, and discussed their steps with others, leading to thoughtful solutions.
<b>Mathematical Sensitivity</b>	The student worked only when told. They did not engage much or cared much about neatness of the task or helping others in the team.	The student worked with the team and tried to be careful. They sometimes needed reminders to listen, share or arrange neatly.	The student worked very well with team. They listened and shared ideas. They did the work neatly and thought about others' comfort.
<b>Mathematical Creativity</b>	The student struggled to connect the math puzzle to the task. They needed significant help to understand how to use math puzzle in the real-life task.	The student tried to connect the puzzle to the task with some guidance but needed occasional prompt to understand the relationship between math puzzle and the task.	The student could connect the puzzle to the task naturally and accurately, showing a strong understanding of how math applies to the classroom task.

\*Note: Circle the relevant performance level based on the individual student's performance for each ability for this activity.

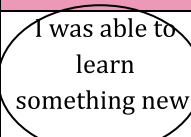
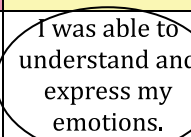
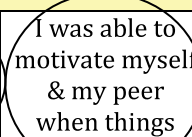
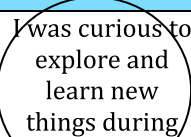
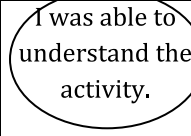
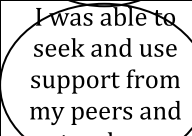
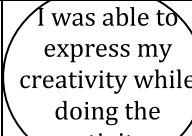
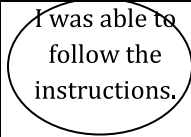
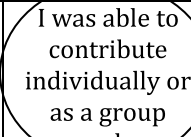
## STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

## My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

A		S		C	
 I was able to learn something new.	I was attentive to every detail of the activity.	 I was able to understand and express my emotions.	 I was able to motivate myself & my peer when things were difficult.	 I was curious to explore and learn new things during the activity.	I was able to think of 'out of the box' solutions.
 I was able to understand the activity.	I was able to focus and engage with the activity.	I was able to understand the emotions of my peer.	 I was able to seek and use support from my peers and teacher.	I was able to think of new ways to do the activity.	 I was able to express my creativity while doing the activity.
 I was able to follow the instructions.	I was able to find purpose and meaning in the activity.	 I was able to contribute individually or as a group member.	I was able to help others in some way.	I was able to generate innovative ideas.	I was able to take calculated risks.
<b>(For Teacher's Use Only)</b>					
No. of statements circled for A: <b>3</b>		No. of statements circled for S: <b>4</b>		No. of statements circled for C: <b>2</b>	

## My Learnings

By doing this activity, I learnt About the game of bowling which is very interesting. I learnt about how I can do math by playing games. I had fun doing this activity. I want to learn more and do better next time.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was to knock the bottles.









I need practice on converting fractions into decimals. I need help with thinking about which ball to use to knock the bottles.

## PEER FEEDBACK

My name is Kiran.

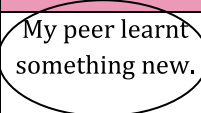
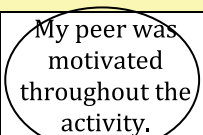
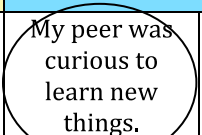
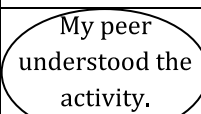
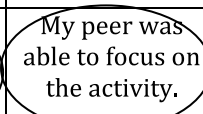
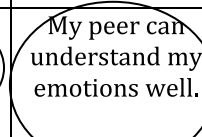
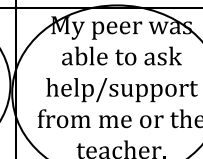
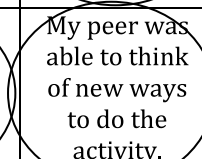
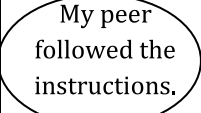
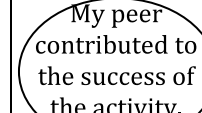
My peer's name is Gurpreet.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

### My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

A		S		C	
 My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	 My peer was motivated throughout the activity.	 My peer was curious to learn new things.	My peer was able to think of 'out of the box' solutions.
 My peer understood the activity.	 My peer was able to focus on the activity.	 My peer can understand my emotions well.	 My peer was able to ask help/support from me or the teacher.	 My peer was able to think of new ways to do the activity.	My peer was able to express her/his creativity during the activity.
 My peer followed the instructions.	My peer found this activity meaningful.	 My peer contributed to the success of the activity.	My peer was able to help others in some way.	My peer was able to generate innovative ideas.	My peer was able to take calculated risks.
<b>(For Teacher's Use Only)</b>					
No. of statements circled for A: <b>4</b>		No. of statements circled for S: <b>4</b>		No. of statements circled for C: <b>2</b>	

My peer needs to practice fractions. My peer needs help with N/A.

### How to develop a Holistic Progress Summary? (for teacher's use only)

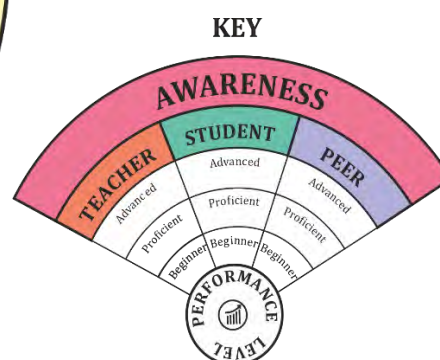
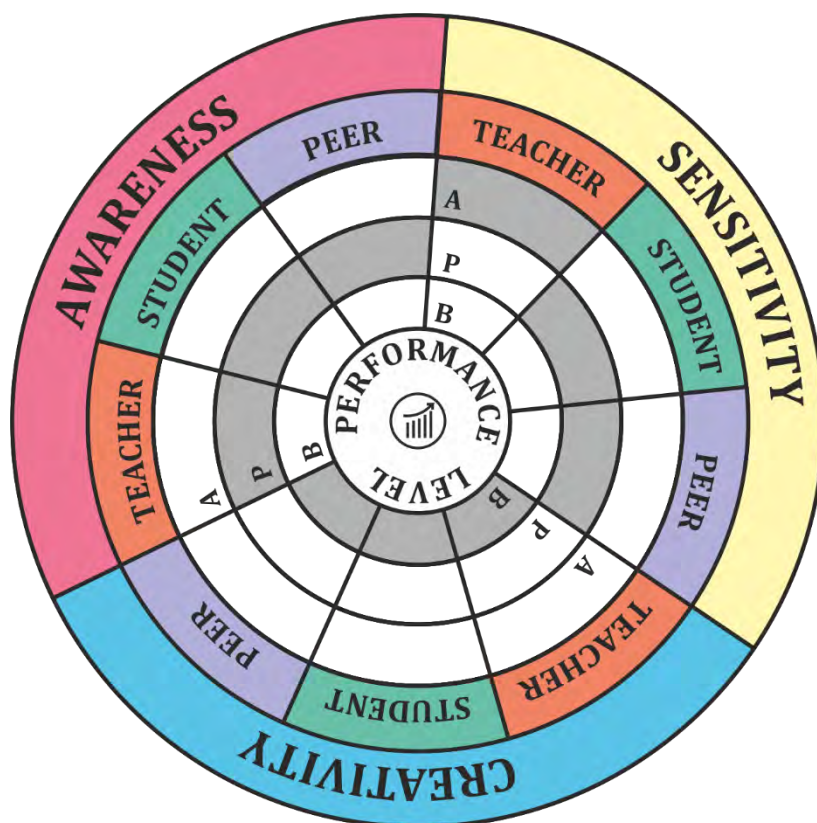
Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

**Scoring Key:**  
**Beginner - 0, 1, 2**  
**Proficient - 3, 4**  
**Advanced - 5, 6**



## TEACHER'S FEEDBACK

### STUDENT PROGRESS WHEEL



#### How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

#### Areas of Strength (✓ all that apply)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Follow Instructions           | <input checked="" type="checkbox"/> Collaboration |
| <input type="checkbox"/> Independent Work                         | <input checked="" type="checkbox"/> Responsible   |
| <input type="checkbox"/> Communication                            | <input type="checkbox"/> Creative                 |
| <input type="checkbox"/> Solution-focused Thinking                |   |
| <input checked="" type="checkbox"/> Empathy                       | <input type="checkbox"/> Concentration            |
| <input checked="" type="checkbox"/> Organization & Prioritization |   |
| <input type="checkbox"/> Any other _____                          |   |

#### Barrier(s) to Success (✓ all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> Lack of Attention                    | <input type="checkbox"/> Peer Pressure   |
| <input type="checkbox"/> Lack of Motivation                   | <input type="checkbox"/> Undefined Goals |
| <input type="checkbox"/> Lack of Preparation                  | <input type="checkbox"/> Domestic Issues |
| <input type="checkbox"/> Inappropriate behaviour in classroom |  |
| <input type="checkbox"/> Severe illness of injury             |  |
| <input checked="" type="checkbox"/> None                      |  |
| <input type="checkbox"/> Any other _____                      |  |

#### Can I help the student progress further?

☒ Yes ☐ No ☐ Not sure

#### If yes, future step(s):

By giving more worksheets on fractions

#### Teacher's Observations and Recommendations

Kiran's grasp over the verbal instructions and ability to follow them is worth mentioning. With regular practice on engaging worksheets, she can excel in mathematical concepts. She will be helped to develop creativity by providing more opportunities of hands-on learning. Some individualized activities will be created for Kiran to enable her to think out of the box. Watching educational videos around the concepts of mass and weight will give more insights about this activity.

## SCIENCE

### Curricular Goals

(Choose one or more)

- ☒ SCCG1    ☐ SCCG2    ☐ SCCG3    ☐ SCCG4    ☐ SCCG5  
☐ SCCG6    ☐ SCCG7    ☐ SCCG8    ☐ SCCG9

### Competencies

(Choose one or more)

- ☒ SCC1.1    ☐ SCC1.2    ☐ SCC1.3    ☐ SCC1.4    ☐ SCC2.1  
☐ SCC2.2    ☐ SCC2.3    ☐ SCC2.4    ☐ SCC2.5    ☐ SCC3.1  
☐ SCC3.2    ☐ SCC3.3    ☐ SCC3.4    ☐ SCC4.1    ☐ SCC4.2  
☐ SCC4.3    ☐ SCC4.4    ☐ SCC5.1    ☐ SCC5.2    ☐ SCC6.1  
☐ SCC6.2    ☐ SCC7.1    ☐ SCC7.2    ☐ SCC7.3    ☐ SCC8.1  
☐ SCC9.1    ☐ SCC9.2

## ACTIVITY

**Approach of the Activity:** (Please ✓ all that apply)

- ☐ Art-integrated    ☐ Sports-integrated    ☐ Toy-based  
☐ Technology-integrated    ☐ Any Other \_\_\_\_\_

### Activity: Testing Acid and Base

In this activity, students will work in groups of 4 to test different water samples, such as lemon water, vinegar, tap water, baking soda water, and soap water. Each group will choose any natural indicator to test the liquids.

Students will observe the changes, such as colour shifts, when the indicator is applied to each liquid. If the liquid is basic, the colour of the indicator will change. If it is acidic or neutral, there will be no colour change. They will then classify each liquid as “Basic” or “Not Basic” and record their findings on a chart. They will tag the liquids based on their observations. At the end, students will reflect on the activity and respond to the questions provided by the teacher.

#### Learning Outcome

Classifies liquids as basic or not basic using any natural indicator and record their observations.

**Note (for including CWSN):** For children with special needs, the teacher can provide extra support, one-to-one help to make it easier for students with visual or motor difficulties to engage in the experiment. For children with hearing impairments, the teacher can use written instructions and visual demonstrations. Additionally, students who require extra support can work in pairs or small groups to encourage collaboration and help where needed.

### Assessment Question:

Liquid Sample	Colour change in using natural indicator	Is the liquid Basic or Non-Basic?
Lemon		
Vinegar		
Baking soda water		
Soap water		

- What natural indicator are you using in this experiment, and how does it show the difference between basic and non-basic liquids?
- What changes did you observe in the paper when it was dipped into different liquids like lemon water, vinegar, or soap water?
- What colour changes did you notice in the paper for basic versus non-basic liquids?
- How did the turmeric paper react when exposed to liquids like lemon water or vinegar?
- What was the most noticeable difference between the basic and non-basic liquids in terms of colour change?

ASSESSMENT RUBRIC			
	Beginner	Proficient	Advanced
<b>Scientific Awareness</b>	The student was not sure about the name of the natural indicator (for example, turmeric) or could not explain how it to work with it. They might guess the results or say things like “I am not able to understand” or “I just saw a change” without understanding what it means.	The student tried to name the indicator (e.g., “We used turmeric”) and said something simple like “the paper changed colour, so it is basic,” but might not clearly explain the link between colour change and the type of liquid.	The student clearly said, “We used turmeric as a natural indicator. It turns red in basic liquids. That’s how we knew baking soda water is basic,” showing they understood both the name of the indicator and its effect. They could link colour change directly to the nature of the liquid (basic or non-basic).
<b>Scientific Sensitivity</b>	The student was not very careful while doing the experiment. They dipped the paper without care, spilled water, or mixed samples by mistake. They might not notice carefully what happened or did not note it down. For example, they just said, “It changed” without noting which liquid caused it or what the colour was.	The student tried to handle the paper and samples properly but might sometimes miss changes or mix up samples. They might say, “I think vinegar didn’t change the paper,” but were unsure or missed an observation.	The student handled each liquid with care, dipped the paper properly, waited patiently and watched for changes, and said clearly, “Lemon water did not change the colour. Soap water turned it reddish-brown.” Their observation was correct, careful, and complete.
<b>Scientific Creativity</b>	Their chart or answers were not clear or complete. They only wrote short or unclear points like “yes” or “colour change” without explanation. They were unable to tag the liquids correctly as “Basic” or “Not Basic.”	The student filled most of the chart and wrote basic answers like “soap water is basic because it changed colour.” Their presentation was understandable but simple. They tagged most of the liquids correctly but was unsure about a few.	The student presented a neat and complete chart and gave thoughtful answers like, “Baking soda water changed the indicator to red, so we labelled it as basic. Vinegar had no effect, so it is not basic.” Their work was clear and well explained. They could tag all liquids accurately as “Basic” or “Not Basic.”

\*Note: Circle the relevant performance level based on the individual student’s performance for each ability for this activity.

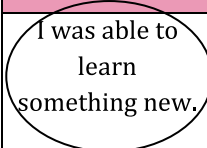
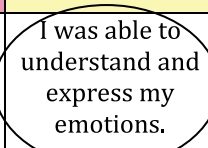
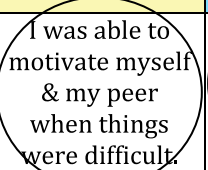
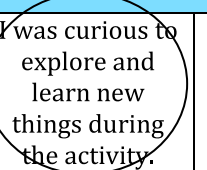
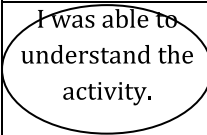
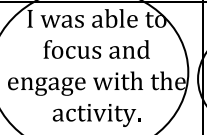
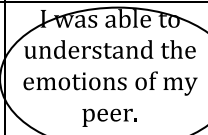
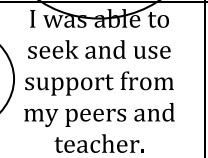
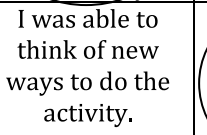
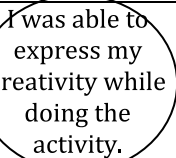
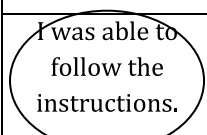
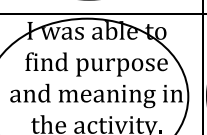
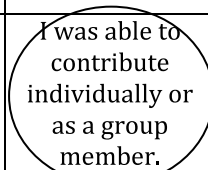
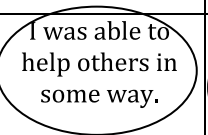
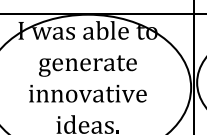
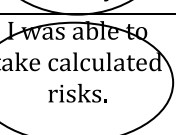
## STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

## My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

A		S		C	
	I was attentive to every detail of the activity.				I was able to think of 'out of the box' solutions.
					
					
<b>(For Teacher's Use Only)</b>					
No. of statements circled for A: <b>5</b>		No. of statements circled for S: <b>5</b>		No. of statements circled for C: <b>4</b>	

## My Learnings

By doing this activity, I learnt about periscope. I felt happy to help my friends understand how to create it during the activity. I also learnt to understand their perspective.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was was thinking and discussing about the material to create periscope.

I need practice on writing the definitions with clarity. I need help with Nothing as of now.











## PEER FEEDBACK

My name is Pragya.

My peer's name is Yatharth.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

### My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

A		S		C	
My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	My peer was motivated throughout the activity.	My peer was curious to learn new things.	My peer was able to think of 'out of the box' solutions.
My peer understood the activity.	My peer was able to focus on the activity.	My peer can understand my emotions well.	My peer was able to ask help/support from me or the teacher.	My peer was able to think of new ways to do the activity.	My peer was able to express her/his creativity during the activity.
My peer followed the instructions.	My peer found this activity meaningful.	My peer contributed to the success of the activity.	My peer was able to help others in some way.	My peer was able to generate innovative ideas.	My peer was able to take calculated risks.
<b>(For Teacher's Use Only)</b>					
No. of statements circled for A: <b>6</b>		No. of statements circled for S: <b>6</b>		No. of statements circled for C: <b>5</b>	

My peer needs to practice communicating his knowledge in written form. My peer needs help with nothing as of now.

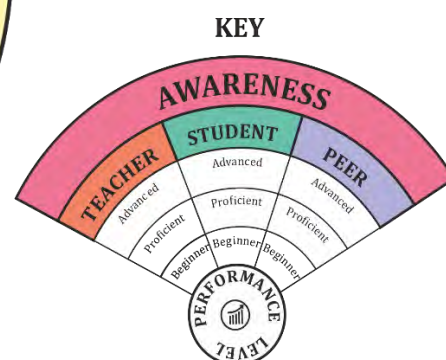
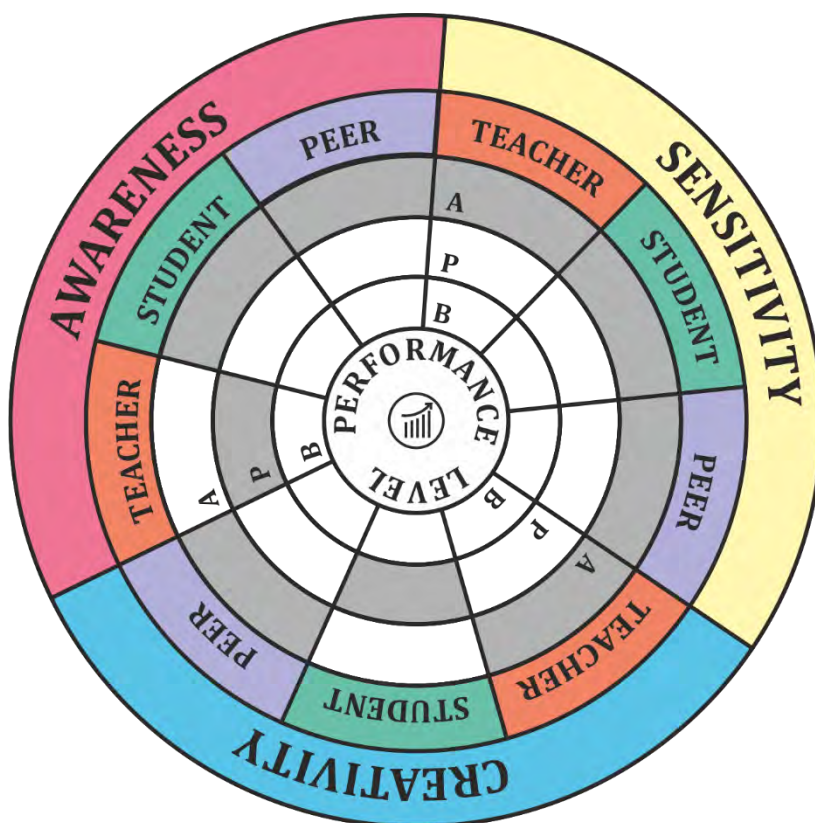
### How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

**Scoring Key:**  
**Beginner - 0, 1, 2**  
**Proficient - 3, 4**  
**Advanced - 5, 6**

## TEACHER'S FEEDBACK

### STUDENT PROGRESS WHEEL



#### How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

#### Areas of Strength (✓ all that apply)

- Follow Instructions ☒ Collaboration  
Independent Work ☐ Responsible  
Communication ☒ Creative  
☒ Solution-focused Thinking  
☒ Empathy ☐ Concentration  
☒ Organization & Prioritization  
☐ Any other \_\_\_\_\_

#### Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention ☐ Peer Pressure  
☐ Lack of Motivation ☐ Undefined Goals  
☐ Lack of Preparation ☐ Domestic Issues  
☐ Inappropriate behaviour in classroom  
☐ Severe illness of injury  
☒ None  
☐ Any other \_\_\_\_\_

#### Can I help the student progress further?

☒ Yes ☐ No ☐ Not sure

#### If yes, future step(s):

Teaching him to write concise answers within word limits without missing important points.

#### Teacher's Observations and Recommendations

Yatharth has a scientific bent of mind with strong spatial skills. He has an eye for detail and can grasp complex scientific concepts with ease. He also encouraged his friends during the activity and came up with interesting ideas and suggestions when the group members felt stuck. Yatharth can benefit a lot by practicing writing his answers clearly and concisely. He writes elaborate answers with sometimes details which may not be necessary. Sticking to word limits and using keywords can help him improve his answers.

## SOCIAL SCIENCE

### Curricular Goals

(Choose one or more)

- |                                 |   |                                |                                |                                 |
|---------------------------------|---|--------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> SSCG1  | <input type="checkbox"/> SSCG2            | <input type="checkbox"/> SSCG3 | <input type="checkbox"/> SSCG4 | <input type="checkbox"/> SSCG5  |
| <input type="checkbox"/> SSCG6  | <input checked="" type="checkbox"/> SSCG7 | <input type="checkbox"/> SSCG8 | <input type="checkbox"/> SSCG9 | <input type="checkbox"/> SSCG10 |
| <input type="checkbox"/> SSCG11 |   |                                |                                |                                 |

### Competencies

(Choose one or more)

- |                                 |                                  |                                 |                                 |  |
|---------------------------------|----------------------------------|---------------------------------|---------------------------------|--|
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| <input type="checkbox"/> SSC3.2 | <input type="checkbox"/> SSC4.1  | <input type="checkbox"/> SSC4.2 | <input type="checkbox"/> SCC5.1 | <input type="checkbox"/> SCC5.2            |
| <input type="checkbox"/> SSC6.1 | <input type="checkbox"/> SSC6.2  | <input type="checkbox"/> SSC6.3 | <input type="checkbox"/> SSC6.4 | <input checked="" type="checkbox"/> SSC7.1 |
| <input type="checkbox"/> SSC7.2 | <input type="checkbox"/> SSC7.3  | <input type="checkbox"/> SSC8.1 | <input type="checkbox"/> SSC8.2 | <input type="checkbox"/> SSC8.3            |
| <input type="checkbox"/> SSC9.1 | <input type="checkbox"/> SSC10.1 |                                 |                                 |  |

## ACTIVITY

**Approach of the Activity:** (Please ✓ all that apply)

- ☐ Art-integrated
 ☐ Sports-integrated
 ☐ Toy-based  
☒ Technology-integrated
 ☐ Any Other \_\_\_\_\_

### Activity: Unit in Diversity

In this activity, students will work in groups and explore Indian currency notes of ₹10, ₹20, ₹50, and ₹100. They will find out how many languages are written on the notes, identify the monuments shown, where they are located, and what they are famous for. They will also find out whose signature is printed on the notes and check if it is the same on all notes and why. Students will observe the differences between the notes and think about other ways people can buy and sell things if there is no cash. Students can take help from the internet to find some information, and they can also discuss among the group. After their research, students will present their findings in a simple and creative way explaining how currency reflects India's unity in diversity.

### Learning Outcome

Explores the currency notes to understand how it reflects India's unity in diversity.

**Note (for including CWSN):** Teacher can show big pictures or tactile currency notes, created using raised materials like embossing or braille, for children with vision problems. For children with hearing problems, the teacher can use charts and work with a friend. For students who find tasks hard, the teacher can give extra time and break work into smaller steps. Children with physical needs can use special tools, and those with emotional needs can work in a calm space. This helps all students join in the activity.

### Assessment Question:

- How many languages can you see on the notes? Can you name some of them and tell which state they are spoken in?
  - Name the monument that you see on the notes. Where are they located? What are they famous for?
  - Whose signature can you see on the notes? Is it the same signature on all the notes? Why?
- Can you share how these currency notes help us to understand India's unity in diversity?

## ASSESSMENT RUBRIC

	Beginner	Proficient	Advanced
<b>Social Awareness</b>	<p>The student could name only one or two languages or monuments, and details might be unclear. They might find the signature on the notes but struggled to mention whose it is or why it's there.</p> <p><i>Example:</i> They said "Hindi" but could not tell which state it is spoken in or could name the monument but did not know where it is located. "I see a signature, but I don't know whose it is or why it's there."</p>	<p>The student named some languages and identified the monuments correctly and provided only basic information, including whose signature is on the notes but might struggle to explain why it is the same on all notes.</p> <p><i>Example:</i> "Tamil is written on the note, and it is spoken in Tamil Nadu. The ₹50 note shows a building, and I think it's in South India. The signature is of the RBI Governor, but I'm not sure why it's the same on all notes."</p>	<p>The student clearly named several languages and monuments, explained their location and significance, and accurately identified whose signature is on the notes, explaining why it is the same on all notes.</p> <p><i>Example:</i> "Gujarati is one of the languages on the note, spoken in Gujarat. ₹100 note shows Rani ki Vav, a stepwell in Gujarat known for its beautiful carvings. The signature on the notes is of the Reserve Bank Governor, and it is the same on all notes because the RBI Governor signs all currency notes to authenticate them."</p>
<b>Social Sensitivity</b>	<p>The student needed support to use the currency notes and materials. The findings were mixed up or missing in some parts. They also struggle to make a clear presentation.</p> <p><i>Example:</i> Struggled to match the monument to the correct note or wrote the same answer for all notes.</p>	<p>The student used materials carefully but might miss or mix up a few details. They use some of the findings in the presentation, but ideas are not clearly expressed.</p> <p><i>Example:</i> Identified most of the monuments and languages but could not include all information like location or meaning.</p>	<p>The student handled notes and materials with care and shared clear, complete, and well-organized findings in their presentation.</p> <p><i>Example:</i> Matched each note with the correct monument, said where it is located, and included who signed the note.</p>
<b>Social Creativity</b>	<p>The student handled notes and materials with care and shared clear, complete, and well-organized findings in their presentation.</p> <p><i>Example:</i> Matched each note with the correct monument, said where it is located, and included who signed the note.</p>	<p>The student made some connections and added a few observations explaining how currency notes can reflect India's unity in diversity.</p> <p><i>Example:</i> They say, "Different languages on notes show that people from different regions use the same money. Mahatma Gandhi's photo shows national unity."</p>	<p>The student presented findings creatively and clearly, making strong connections between the design of currency, cultural diversity, and could explain how currency notes can help us understand India's unity in diversity.</p> <p><i>Example:</i> They say, "Currency notes include 15 languages and</p>



			historical monuments from different States, showcasing India's rich diversity. But symbols like the Lion Capital and the image of Mahatma Gandhi unite us across cultures." Also adds, "The same notes are accepted across the country, reflecting unity on everyday life."
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\*Note: Circle the relevant performance level based on the individual student's performance for each ability for this activity.

Note: For this activity the descriptors can be based on parameters like accuracy & representation, cultural awareness & significance, and understanding of Indian clothing diversity

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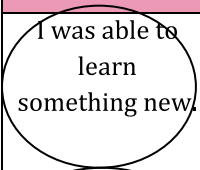
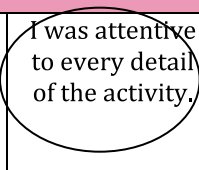
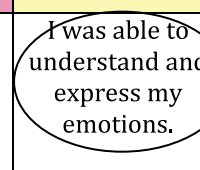
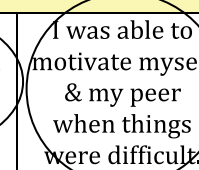
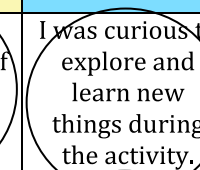
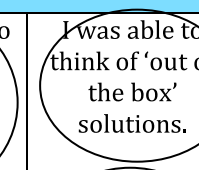
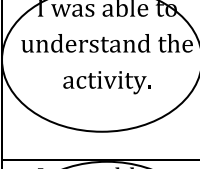
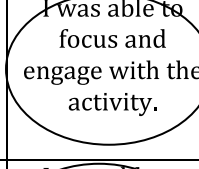
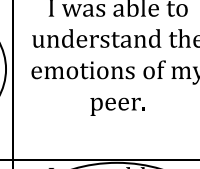
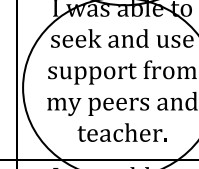
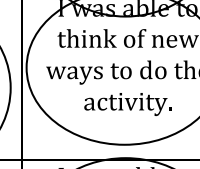
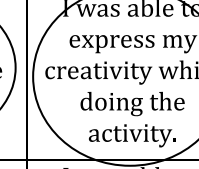
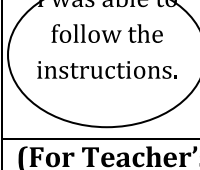
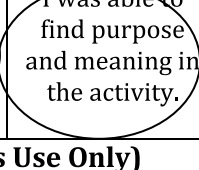
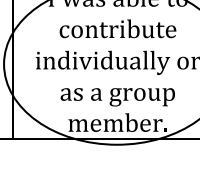
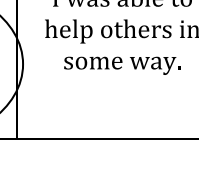
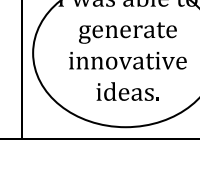
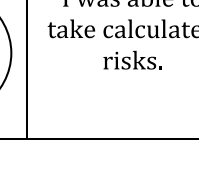
## STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

## My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

A		S		C	
 I was able to learn something new.	 I was attentive to every detail of the activity.	 I was able to understand and express my emotions.	 I was able to motivate myself & my peer when things were difficult.	 I was curious to explore and learn new things during the activity.	 I was able to think of 'out of the box' solutions.
 I was able to understand the activity.	 I was able to focus and engage with the activity.	 I was able to understand the emotions of my peer.	 I was able to seek and use support from my peers and teacher.	 I was able to think of new ways to do the activity.	 I was able to express my creativity while doing the activity.
 I was able to follow the instructions.	 I was able to find purpose and meaning in the activity.	 I was able to contribute individually or as a group member.	 I was able to help others in some way.	 I was able to generate innovative ideas.	 I was able to take calculated risks.
<b>(For Teacher's Use Only)</b>					
<b>No. of statements circled for A : 6</b>		<b>No. of statements circled for S : 4</b>		<b>No. of statements circled for C : 5</b>	

## My Learnings

By doing this activity, I learnt more about my Kashmiri roots. I also tried my hands-on doll making which I realized I could do very well.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was to design clothes and accessories for my doll.









I need practice on sewing with wool fabric. I need help with not anything now.

## PEER FEEDBACK

My name is Karan.

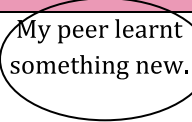
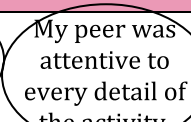
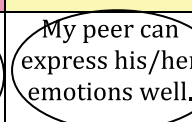
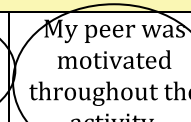
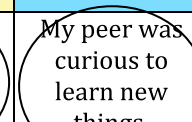
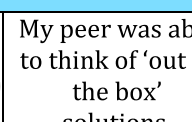
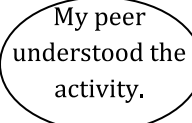
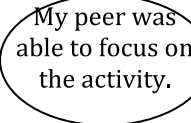
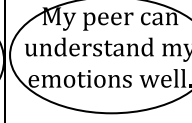
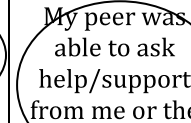
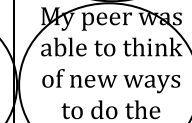
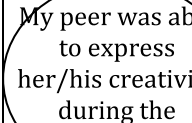
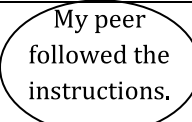
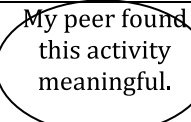
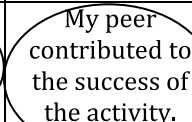
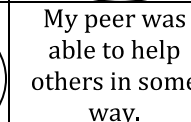
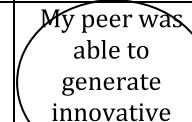
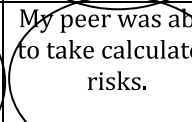
My peer's name is Aliya.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

### My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

A		S		C	
 My peer learnt something new.	 My peer was attentive to every detail of the activity.	 My peer can express his/her emotions well.	 My peer was motivated throughout the activity.	 My peer was curious to learn new things.	 My peer was able to think of 'out of the box' solutions.
 My peer understood the activity.	 My peer was able to focus on the activity.	 My peer can understand my emotions well.	 My peer was able to ask help/support from me or the teacher.	 My peer was able to think of new ways to do the activity.	 My peer was able to express her/his creativity during the activity.
 My peer followed the instructions.	 My peer found this activity meaningful.	 My peer contributed to the success of the activity.	 My peer was able to help others in some way.	 My peer was able to generate innovative ideas.	 My peer was able to take calculated risks.
<b>(For Teacher's Use Only)</b>					
<b>No. of statements circled for A : 6</b>		<b>No. of statements circled for S : 5</b>		<b>No. of statements circled for C : 5</b>	

My peer needs to practice relaxing and staying calm while doing an activity. My peer needs help with Nothing as of now.

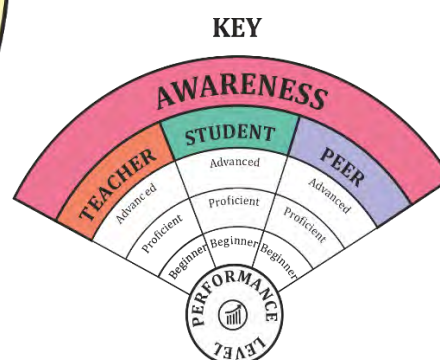
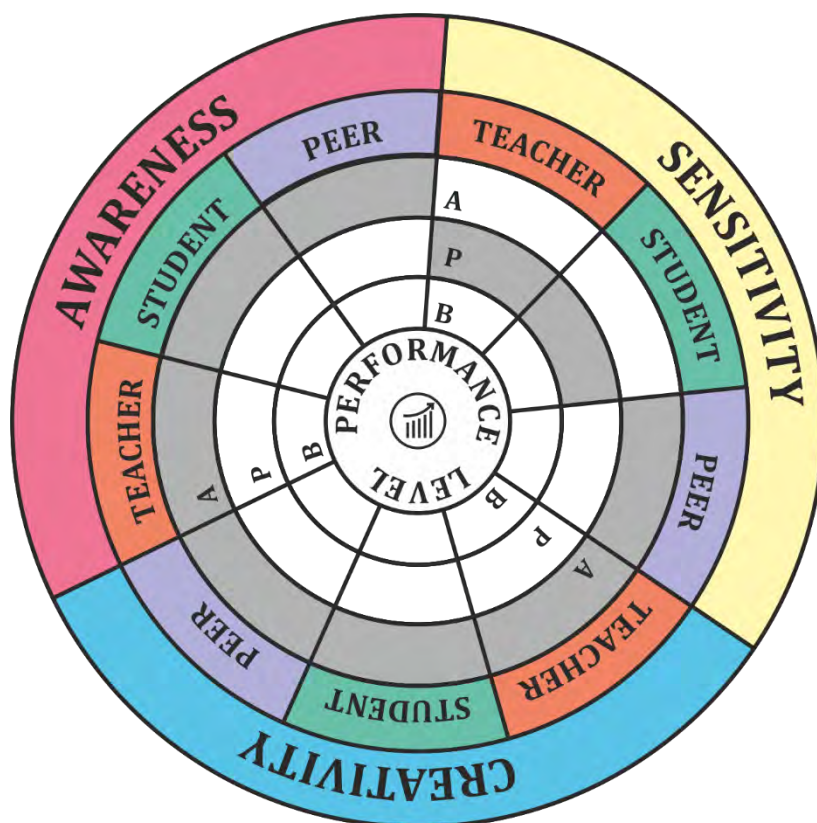
### How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

**Scoring Key:**  
**Beginner - 0, 1, 2**  
**Proficient - 3, 4**  
**Advanced - 5, 6**

## TEACHER'S FEEDBACK

### STUDENT PROGRESS WHEEL



#### How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

#### Areas of Strength (✓ all that apply)

- ☒ Follow Instructions ☐ Collaboration
- ☒ Independent Work ☒ Responsible
- ☒ Communication ☒ Creative
- ☒ Solution-focused Thinking
- ☐ Empathy ☒ Concentration
- ☒ Organization & Prioritization
- ☐ Any other \_\_\_\_\_

#### Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention ☐ Peer Pressure
- ☐ Lack of Motivation ☐ Undefined Goals
- ☐ Lack of Preparation ☐ Domestic Issues
- ☐ Inappropriate behaviour in classroom
- ☐ Severe illness or injury
- ☒ None
- ☐ Any other \_\_\_\_\_

#### Can I help the student progress further?

☒ Yes ☐ No ☐ Not sure

#### If yes, future step(s):

Yes, with some suggestions provided below, Aliya's performance can enhance further

#### Teacher's Observations and Recommendations

Aliya possesses exceptional creativity even with unfamiliar activities. She can 'think out of the box' and efficiently draw linkages between the knowledge she has acquired and the activity. While in the process of doing the activity, sometimes when Aliya is not getting the results as per her expectations, she tends to get disappointed easily and wants to give up. In situations like these, she has performed well if she is comforted and encouraged to continue it after a short break. Deep breathing and short breaks would help her calm down in such overwhelming situations which will help her perform to the best of her potential.

## Annexure 1

### The Holistic Progress Card (HPC) at the Preparatory Stage is aligned with the National Credit Framework (NCrF).

The Holistic Progress Card (HPC) at the Preparatory Stage is aligned with the National Credit Framework (NCrF). It emphasizes capturing children's overall development through continuous and comprehensive assessments embedded in real-life learning experiences. In line with NCrF guidelines, 70% of the total credit weightage is allocated to formative assessments and can be earned by completing HPC.

The table below presents a detailed breakdown of credit distribution across different Grades and Learning Standards in the Preparatory Stage, ensuring that each child's progress is recognised and recorded in a meaningful and developmentally appropriate manner.

### CREDITS EARNED THROUGH HPC

Stages/ Band/ Education Program	School Education grade Passed / Credits Earned per year	Credits earned by completing the HPC (70%)	Vocational education and training/ skilling Programs (Short Term) with Entry criteria/ Credits Earned	Additional requirement for Academic Equivalence of the VET & Skilling qualifications completed	Common National Credit Framework Levels	Total Credit Points earned	Credit Points earned by completing the HPC (70%)
Middle School  <b>1200 Hrs/ Year</b>	Grade 6/ <b>40</b>	28	<ul style="list-style-type: none"> <li>No formal education</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>Ability to read and write with one-year experience wherever job requires</li> </ul>	Advance Literacy & Numeracy Skills at NSQF level 2 or 3 through competent authority for grade 5th or grade 8th certificate	1.33	53	37
	Grade 7/ <b>40</b>	28	<b>AND</b> <ul style="list-style-type: none"> <li>210-270 hrs. of Vocational education &amp; Training/ Skilling</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>NSQF Level 1 with 1-year Experience and 210-270 hrs. of Vocational education and Training/Skilling</li> </ul>		1.67	67	47
	Grade 8/ <b>40</b>	28	<b>OR</b> <ul style="list-style-type: none"> <li>750 hours of apprenticeship</li> </ul>		2.0	80	56

**Note: The total credits for each of the year of schooling needs to be uniformly distributed across all learning standards.**

Grade 6				
Learning Standard	Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1. Language (R1)	3.11	1.33	4.1	
2. Language (R2)	3.11	1.33	4.1	
3. Language (R3)	3.11	1.33	4.1	
4. Mathematics	3.11	1.33	4.1	
5. Science	3.11	1.33	4.1	
6. Social Science	3.11	1.33	4.1	
7. Art Education	3.11	1.33	4.1	
8. Physical Education	3.11	1.33	4.1	
9. Skill Education	3.11	1.33	4.1	

Grade 7				
Learning Standard	Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1. Language (R1)	3.11	1.67	5.19	
2. Language (R2)	3.11	1.67	5.19	
3. Language (R3)	3.11	1.67	5.19	
4. Mathematics	3.11	1.67	5.19	
5. Science	3.11	1.67	5.19	
6. Social Science	3.11	1.67	5.19	
7. Art Education	3.11	1.67	5.19	
8. Physical Education	3.11	1.67	5.19	
9. Skill Education	3.11	1.67	5.19	



Grade 8				
Learning Standard	Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1. Language (R1)	3.11	2	6.2	
2. Language (R2)	3.11	2	6.2	
3. Language (R3)	3.11	2	6.2	
4. Mathematics	3.11	2	6.2	
5. Science	3.11	2	6.2	
6. Social Science	3.11	2	6.2	
7. Art Education	3.11	2	6.2	
8. Physical Education	3.11	2	6.2	
9. Skill Education	3.11	2	6.2	



## Parent-Teacher Interaction Card

### 1. Basic Information

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

School Name \_\_\_\_\_

Date of Interaction \_\_\_\_\_

Parent/Guardian/Caregiver Name \_\_\_\_\_

Parent/Guardian/Caregiver Contact \_\_\_\_\_

Teacher Name \_\_\_\_\_ Subject \_\_\_\_\_

### 2. Summary of Interaction

#### 2.1 From Parents

Areas of Concern (and/or) Strengths:

Suggestions:

#### 2.2 From Teacher

Areas of Concern (and/or) Strengths:

Suggestions:

### 3. Feedback (To be filled by Parent/Guardian/Caregiver)

Please rate each area using the scale:

VS - Very Satisfied | S - Satisfied | N - Neutral | NS - Not Satisfied | VDS - Very Dissatisfied

Feedback Area	VS	S	N	NS	VDS
Scheduling of the meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structure & organization of interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of relevant documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of student's needs/difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of academic progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity in explaining strengths & areas of improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration in setting goals and action plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness and engagement during the meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall experience of the interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (if any):

### 4. Action Plan/Follow-Up

Area of Focus	Planned Action	Responsible			Timeline
		Parent	Teacher	Student	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### 5. Signatures

Parent/Guardian/Caregiver: \_\_\_\_\_

Teacher: \_\_\_\_\_

Evaluator (if applicable): \_\_\_\_\_

Coordinator: \_\_\_\_\_

Principal: \_\_\_\_\_

## Annexure 3

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

### Language 1 (R1)

Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Develops the capacity for effective communication using Language skills for description, analysis, and response	<b>C1.1</b>	Identifies main points and summarises from a careful listening or reading of the text (news articles, reports, editorials)
		<b>C1.2</b>	Listens to, plans, and conducts different kinds of interviews (structured and unstructured)
		<b>C1.3</b>	Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity)
		<b>C1.4</b>	Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes
		<b>C1.5</b>	Creates content for audio, visual, or both, for different audiences and purposes
<b>CG2</b>	Appreciates the language and literary and cultural heritage in and related to Language by exploring the various forms of literary devices	<b>C2.1</b>	Identifies and appreciates different forms of literature (prose, poetry, drama) and styles of writing (narrative, descriptive, expository, persuasive) from various cultures and time periods
		<b>C2.2</b>	Identifies literary devices [simile, metaphor, personification (alankaras), hyperbole (athishayokthi), alliteration (anuprasa), idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing
		<b>C2.3</b>	Expresses through speech and writing their ideas and critiques on the various aspects of their social and cultural surroundings.

<b>CG3</b>	Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression	<b>C3.1</b>	Interprets and understands basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech, while reading different forms of literature, and applies them while writing
		<b>C3.2</b>	Writes prose, poetry, and drama using appropriate style and language
<b>CG4</b>	Develops the ability to write reviews and uses the library to find references	<b>C4.1</b>	Reads, responds to, and critically reviews books of varied genres (fiction and non-fiction)
		<b>C4.2</b>	Uses books and other media resources effectively to find references to use in projects and other activities
<b>CG5</b>	Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	<b>C5.1</b>	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used
		<b>C5.2</b>	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable
		<b>C5.3</b>	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)

## Language 2 (R2)

Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books	<b>C1.1</b>	Applies varied comprehension strategies (inferring, predicting) to understand different texts
		<b>C1.2</b>	Identifies main points, summarises after a careful reading of the text, and responds coherently
		<b>C1.3</b>	Identifies and appreciates the main idea in the various texts
		<b>C1.4</b>	Shows interest in choosing and reading a variety of books
<b>CG2</b>	Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)	<b>C2.1</b>	Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs
		<b>C2.2</b>	Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing
<b>CG3</b>	Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding	<b>C3.1</b>	Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes
<b>CG4</b>	Explores different literary devices and forms of literature	<b>C4.1</b>	Identifies and appreciates different forms of literature (samples of prose, poetry, and drama)
		<b>C4.2</b>	Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing
<b>CG5</b>	Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression	<b>C5.1</b>	Uses appropriate grammar and structure in their writing

## Mathematics

Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers	<b>C1.1</b>	Develops a sense for and an ability to manipulate (e.g., read, write, form, compare, estimate, and apply operations) and name (in words) large whole numbers of up to 20 digits, and expresses them in scientific notation using exponents and powers
		<b>C1.2</b>	Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns
		<b>C1.3</b>	Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them, as given by Brahmagupta
		<b>C1.4</b>	Explores and understands sets of numbers, such as whole numbers, fractions, integers, rational numbers, and real numbers, and their properties, and visualises them on the number line
		<b>C1.5</b>	Explores the idea of percentage and applies it to solve problems
		<b>C1.6</b>	Explores and applies fractions (both as ratios and in decimal form) in daily-life situations
<b>CG2</b>	Understands the concepts of variable, constant, coefficient, expression, and (one-variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency	<b>C2.1</b>	Understands equality between numerical expressions and learns to check arithmetical equations
		<b>C2.2</b>	Extends the representation of a number in the form of a variable or an algebraic expression using a variable
		<b>C2.3</b>	Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations
		<b>C2.4</b>	Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems
		<b>C2.5</b>	Develops own methods to solve puzzles and problems using algebraic thinking
<b>CG3</b>	Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)	<b>C3.1</b>	Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes
		<b>C3.2</b>	2 Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems
		<b>C3.3</b>	Identifies attributes of three-dimensional shapes (cubes, parallelepipeds, cylinders, cones), works hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to visualise and solve problems
		<b>C3.4</b>	Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge

		<b>C3.5</b>	Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles
<b>CG4</b>	Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems	<b>C4.1</b>	Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes.
		<b>C4.2</b>	Learns the Baudhayana-Pythagoras theorem on the lengths of the sides of a right-angled triangle, and discovers a geometric proof using areas of squares erected on the sides of the triangle, and other related geometric constructions from the Sulba-Sutras
		<b>C4.3</b>	Constructs various designs (using tiling) on a plane surface using different 2D shapes and appreciates their appearances in art in India and around the world
		<b>C4.4</b>	Develops familiarity with the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world
<b>CG5</b>	Collects, organises, represents (graphically and in tables), and interprets data/information from daily-life experiences	<b>C5.1</b>	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
		<b>C5.2</b>	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median C-5.2 Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make interpretations
<b>CG6</b>	Develops mathematical thinking and the ability to communicate mathematical ideas logically and precisely	<b>C6.1</b>	Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments/ proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and geometry
<b>CG7</b>	Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them	<b>C7.1</b>	Demonstrates creativity in discovering one's own solutions to puzzles and other problems, and appreciates the work of others in finding their own, possibly different, solutions
		<b>C7.2</b>	Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving



<b>CG8</b>	Develops basic skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms in order to solve problems where such techniques of computational thinking are effective	<b>C8.1</b>	Approaches problems using programmatic thinking techniques such as iteration, symbolic representation, and logical operations and reformulates problems into series of ordered steps (i.e., algorithmic thinking)
		<b>C8.2</b>	Learns systematic counting and listing, systematic reasoning about counts and iterative patterns, and multiple data representations; learns to devise and follow algorithms, with an eye towards understanding correctness, effectiveness, and efficiency of algorithms
<b>CG9</b>	Knows and appreciates the development of mathematical ideas over a period of time and the contributions of past and modern mathematicians from India and across the world	<b>C9.1</b>	Recognises how concepts (like counting numbers, whole numbers, negative numbers, rational numbers, zero, concepts of algebra, geometry) evolved over a period of time in different civilisations.
		<b>C9.2</b>	C-9.2 Knows and appreciates the contributions of specific Indian mathematicians (such as Baudhayana, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, and Ramanujan)
<b>CG10</b>	Knows about and appreciates the interaction of Mathematics with each of their other school subjects	<b>C10.1</b>	Recognises interaction of Mathematics with multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports

## Science

Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Explores the world of matter and its constituents, properties, and behaviour	<b>C1.1</b>	Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal, element, compound) characteristics
		<b>C1.2</b>	Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes
		<b>C1.3</b>	Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments
		<b>C1.4</b>	Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)
<b>CG2</b>	Explores the physical world in scientific and mathematical terms	<b>C2.1</b>	Describes one-dimensional motion (uniform, non-uniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations
		<b>C2.2</b>	Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity
		<b>C2.3</b>	Describes the properties of a magnet (natural and artificial; Earth as a magnet)
		<b>C2.4</b>	Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the

			laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera, kaleidoscope, periscope)
		<b>C2.5</b>	Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images/ photographs, and explains their role in navigation, calendars, and other phenomena (phases of the moon, eclipse, life on earth)
<b>CG3</b>	Explores the living world in scientific terms	<b>C3.1</b>	Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)
		<b>C3.2</b>	Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things
		<b>C3.3</b>	Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other
		<b>C3.4</b>	Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)
<b>CG4</b>	Understands the components of health, hygiene, and well-being	<b>C4.1</b>	Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health
		<b>C4.2</b>	Examines different dimensions of diversity of food — sources, nutrients, climatic conditions, diets
		<b>C4.3</b>	Describes biological changes (growth, hormonal) during

			adolescence, and measures to ensure overall well-being
		<b>C4.4</b>	Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns
<b>CG5</b>	Understands the interface of Science, Technology, and Society	<b>C5.1</b>	Illustrates how Science and Technology can help to improve the quality of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites) as well as some of the harmful uses of science in history
		<b>C5.2</b>	Shares views on news and articles related to the impact that Science/Technology and society have on each other
<b>CG6</b>	Explores the nature and processes of science through engaging with the evolution of scientific knowledge and conducting scientific inquiry	<b>C6.1</b>	Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems)
		<b>C6.2</b>	Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects) and collects data as evidence (through observation of the natural environment, design of simple experiments, or use of simple scientific instruments)

<b>CG7</b>	Communicates questions, observations, conclusions related to science	<b>C7.1</b>	Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation
		<b>C7.2</b>	Designs and builds simple models to demonstrate scientific concepts
		<b>C7.3</b>	Represents real world events and relationships through diagrams and simple mathematical representations
<b>CG8</b>	Understands and appreciates the contribution of India through history and the present times to the overall field of science, including the disciplines that constitute it	<b>C8.1</b>	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner
<b>CG9</b>	Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions	<b>C9.1</b>	States concepts that represent the most current understanding of the matter being studied — ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students
		<b>C9.2</b>	States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate

## Social Science

Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	<b>C1.1</b>	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life
		<b>C1.2</b>	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps
<b>CG2</b>	Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	<b>C2.1</b>	Explains and analyses major changes in the past and their impact on society
		<b>C2.2</b>	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society
<b>CG3</b>	Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	<b>C3.1</b>	Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's sociocultural beliefs and concepts over time (e.g., ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies
		<b>C3.2</b>	Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies



<b>CG4</b>	Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	<b>C4.1</b>	Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society
		<b>C4.2</b>	Assesses the influence of social, cultural, and political institutions on an individual/ group/ community/ society in general
<b>CG5</b>	Understands various forms of inequality and prejudice in society — from those prevalent in a family to those at a community/ regional/ national level — and also the initiatives and efforts at various levels to address these issues	<b>C5.1</b>	Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels
		<b>C5.2</b>	Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice
<b>CG6</b>	Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	<b>C6.1</b>	Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed
		<b>C6.2</b>	Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies
		<b>C6.3</b>	Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change
		<b>C6.4</b>	Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)
<b>CG7</b>	Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions,	<b>C7.1</b>	Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and

	literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India		health practices including ayurveda and yoga
		<b>C7.2</b>	Discovers the topographical diversity of the Indian landmass – from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as the rich biodiversity of the country
		<b>C7.3</b>	Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements
<b>CG8</b>	Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	<b>C8.1</b>	Understands the need for a constitution for any country during the last few centuries – especially in a country such as India – and its deeper objectives
		<b>C8.2</b>	Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage
		<b>C8.3</b>	Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level
<b>CG9</b>	Understands the processes of economic activities (production and consumption, trade, and commerce)	<b>C9.1</b>	Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society
<b>CG10</b>	Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	<b>C10.1</b>	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter – illustratively, understands the strengths of India's democratic traditions through its history
<b>CG11</b>	In the curricular goals CG-1 to CG-10, there is a basic and adequate understanding of the history, geography, and culture of the locality, region, and country		<b>Note:</b> Competencies for this Curricular Goal have already been incorporated under CG-1 to CG-10

## Art Education

Learning Standards-1: Visual Arts			
Code	Curricular Goals	Code	Competencies
CG1	Develops openness to explore and express themselves through various Art forms	C1.1	Expresses confidently their personal and everyday life experiences through various Visual Art forms
		C1.2	Demonstrates flexibility in the process of collaboratively developing Visual Arts practice
CG2	Applies their imagination and creativity to explore alternative ideas through the Arts	C2.1	Creates visual artwork based on situations or stories that challenge stereotypes observed in their surroundings (such as gender roles)
		C2.2	Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and imaginations
CG3	Understands and applies artistic elements, processes, and techniques	C3.1	Demonstrates care and makes informed choices while using various materials, tools, and techniques in the Visual Arts
		C3.2	Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process
CG4	Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	C4.1	Demonstrates familiarity with various local and regional forms of Art
		C4.2	Describes the life and work of a few visual artists in their region and across India
Learning Standards-1: Theatre			
Code	Curricular Goals	Code	Competencies
CG1	Develops openness to explore and express themselves through various Art forms	C1.1	Expresses their personal and everyday life experiences through various Drama activities confidently
		C1.2	Demonstrates flexibility in the process of collaboratively developing Drama
CG2	Applies their imagination and creativity to explore alternative ideas through the Arts	C2.1	Creates and performs Drama based on situations/stories that challenge stereotypes observed in their surroundings (such as gender roles)

		<b>C2.2</b>	Connects elements of Drama, themes and symbols with personal experiences, emotions, and imaginations
<b>CG3</b>	Understands and applies artistic elements, processes, and techniques	<b>C3.1</b>	Demonstrates care and basic stage etiquette; and makes informed choices while using various materials, tools, and techniques of Dramatic Arts
		<b>C3.2</b>	Refines ideas and techniques from the stage of planning to the final presentation in Drama for external audiences, and reviews the entire process
<b>CG4</b>	Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	<b>C4.1</b>	Demonstrates familiarity with various local and regional forms of Theatre
		<b>C4.2</b>	Describes the life and work of a few Theatre artists and performers in their region and across India

### Learning Standards-1: Music

Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Develops openness to explore and express themselves through various Art forms	<b>C1.1</b>	Expresses confidently their personal and everyday life experiences through a variety of musical activities
		<b>C1.2</b>	Demonstrates flexibility in the process of collaboratively developing Music practices
<b>CG2</b>	Applies their imagination and creativity to explore alternative ideas through the Arts	<b>C2.1</b>	Creates and performs songs and musical compositions that challenge stereotypes observed in their surroundings (such as gender roles)
		<b>C2.2</b>	Connects elements of Music (lyrics, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations
<b>CG3</b>	Understands and applies artistic elements, processes, and techniques	<b>C3.1</b>	Demonstrates stage etiquette and care for musical instruments and makes informed choices while using resources and techniques in Music
		<b>C3.2</b>	Refines ideas and methods of musical expression from the stage of planning to the final performance, and reviews the entire process
<b>CG4</b>	Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	<b>C4.1</b>	Demonstrates familiarity with various local and regional forms of Music
		<b>C4.2</b>	Describes the life and work of a few local musicians and performers in their region and across India

## Learning Standards-1: Dance and Movement

Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Develops openness to explore and express themselves through various Art forms	<b>C1.1</b>	Expresses confidently their personal and everyday life experiences through a variety of Dance and Movement activities
		<b>C1.2</b>	Demonstrates flexibility in the process of collaborating and developing Dance and Movement practices
<b>CG2</b>	Applies their imagination and creativity to explore alternative ideas through the Arts	<b>C2.1</b>	Creates and performs Dance and Movement sequences that challenge stereotypes observed in their surroundings (such as gender roles)
		<b>C2.2</b>	Connects elements of Dance and Movement (mudras, gestures, and postures) with personal experiences, emotions, and imaginations
<b>CG3</b>	Understands and applies artistic elements, processes, and techniques	<b>C3.1</b>	Demonstrates stage etiquette and care for stage equipment, props, and costumes, and makes informed choices while using Dance and Movement techniques
		<b>C3.2</b>	Reworks ideas and methods of expression used in Dance and Movement from the Stage of planning to the final performance and reviews the entire process
<b>CG4</b>	Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	<b>C4.1</b>	Demonstrates familiarity with various local and regional forms of Dance and Movement
		<b>C4.2</b>	Describes the life and work of a few local dancers and movement artists in their region and across India

## Learning Standards-2: Art Education

Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Develops knowledge about various Art forms of the region/state and develops artistic processes and skills in some of the Art forms they are exposed to	<b>C1.1</b>	Demonstrates basic skills in the Arts they are exposed to and creates own variations (e.g., <i>Mandana/alpana/kolam/aipan</i> , narrating stories from the <i>Panchatantra</i> using local forms of puppetry, performing folk songs/dances of their region)
		<b>C1.2</b>	Describes the different materials, tools, and techniques used in local art forms in their region/state, and uses them with care while creating their own artwork (e.g., describes the process of natural dyeing used in Kalamkari, and experiments with creating artwork using colours sourced from natural materials around them, such as plants, vegetables, charcoal, soil, brick)
		<b>C1.3</b>	Recognises multiple viewpoints and shares own thoughts and feelings while responding to a variety of Arts and cultural practices from their region/state (e.g., watches a traditional folk-dance performance specific to their state/region either live or online, shares their responses and interprets meanings and emotions conveyed by different movements and rhythms)



## Physical Education

Learning Standards-1: Physical Education			
Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	<b>C1.1</b>	Develops power, speed, strength, balance, flexibility, judgement, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zigzag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision)
		<b>C1.2</b>	Demonstrates rhythmic movement skills (locomotor, and non-locomotor) such as smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo, and flow
		<b>C1.3</b>	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender
		<b>C1.4</b>	Exhibits manipulation of space and equipment in the context of a game
		<b>C1.5</b>	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects
		<b>C1.6</b>	Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus
<b>CG2</b>	Exhibits sensitivity in their personal and social behaviour towards themselves and others	<b>C2.1</b>	Reflects on their personal reactions during an interaction/activity with others
		<b>C2.2</b>	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries
		<b>C2.3</b>	Creates and teaches the rules of game to others
		<b>C2.4</b>	Creates and applies safety rules and protocols for physical activity

		<b>C2.5</b>	Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes
		<b>C2.6</b>	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person
<b>CG3</b>	Demonstrates and practices physical movements, motor skills, social sensitivity, and mental engagement in physical activity/game situations	<b>C3.1</b>	Designs multiple strategies for a game and chooses strategies according to the context
		<b>C3.2</b>	Demonstrates calmness and courage in difficult situations
<b>CG4</b>	Plans and achieves personal physical fitness goals with little help from Teachers	<b>C4.1</b>	Identifies physical activity and fitness goals, such as improving a shot or breaking their own 100-metre record
<b>CG5</b>	Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	<b>C5.1</b>	Discusses activities that bring personal satisfaction
		<b>C5.2</b>	Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact
		<b>C5.3</b>	Identifies the relationship between rhythmic movement and their aesthetic value

## Learning Standards-2: Physical Education

Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/ sports and develop their understanding	<b>C1.1</b>	Develops power, speed, strength, balance, flexibility, judgement, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zigzag movements, catching a moving object coming with speed or throwing/kicking/ hitting a ball far with precision)
		<b>C1.2</b>	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender
		<b>C1.3</b>	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects
<b>CG2</b>	Exhibits sensitivity in their personal and social behaviour towards themselves and others	<b>C2.1</b>	Reflects on their personal reactions during an interaction/activity with others
		<b>C2.2</b>	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries
		<b>C2.3</b>	Creates and teaches the rules of a game to others
		<b>C2.4</b>	Creates and applies safety rules and protocols for physical activity
		<b>C2.5</b>	Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes
		<b>C2.6</b>	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person
<b>CG3</b>	Demonstrates self-awareness and mental engagement in physical activity/game situations	<b>C3.1</b>	Designs and executes simple strategies for a game
		<b>C3.2</b>	Demonstrates calmness and courage in difficult situations

## Vocational Educations

Code	Curricular Goals	Code	Competencies
<b>CG1</b>	Develops basic skills and allied knowledge of work and associated materials/ procedures	<b>C1.1</b>	Identifies and uses tools for practice
		<b>C1.2</b>	Approaches tasks in a planned and systematic manner
		<b>C1.3</b>	Maintains and handles materials/ equipment for the required activity
<b>CG2</b>	Understands the place and usefulness of vocational skills and vocations in the world of work	<b>C2.1</b>	Describes the contribution of vocation in the world of work
		<b>C2.2</b>	Applies skills and knowledge learned in the area
		<b>C2.3</b>	Evaluates and quantifies the associated products/ materials
<b>CG3</b>	Develops essential values and disposition while working across areas	<b>C3.1</b>	Develops the following values/ disposition while engaging in work: <ul style="list-style-type: none"> <li>• Attention to detail</li> <li>• Persistence and focus</li> <li>• Curiosity and creativity</li> <li>• Empathy and sensitivity</li> <li>• Collaboration and teamwork</li> <li>• Willingness to do physical work</li> </ul>
<b>CG4</b>	Develops basic skills and allied knowledge to run and contribute to the home	<b>C4.1</b>	Applies the acquired vocational skills and knowledge in a home setting

# Core Team

## Ministry of Education

Sanjay Kumar, *Secretary*, Department of School Education and Literacy (DoSEL), Ministry of Education (MoE)  
Vipin Kumar, *Additional Secretary*, DoSEL, MoE upto 26.10.2024  
Anil Kumar Singhal, *Additional Secretary*, DoSEL, MoE w.e.f. 26.10.2024  
Anandrao V. Patil, *Additional Secretary*, DoSEL, MoE  
Archana Sharma Awasthi, *Joint Secretary*, DoSEL, MoE  
Amarpreet Duggal, *Joint Secretary*, DoSEL, MoE  
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## National Council for Educational Research and Training (NCERT)

Dinesh Prasad Saklani, *Director*, NCERT  
Sridhar Srivastava, *Joint Director*, NCERT  
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## Central Board of Secondary Education (CBSE)

Rahul Singh, *Chairperson* w.e.f. 27.03.2024  
Nidhi Chibber, *Chairperson* upto 24.03.2024  
Praggya M. Singh, *Director* (Academics-Assessment)  
Sweta Singh, *Joint Secretary* (Academics)

## Navodaya Vidyalaya Samiti (NVS)

Rajesh Lakhani, *Commissioner* w.e.f. 01.02.2025  
Vinayak Garg, *IRSEE*, *Commissioner* upto 11.10.2024  
Gyanendra Kumar, *Assistant Commissioner*

## Kendriya Vidyalaya Sangathan (KVS)

Nidhi Pandey, *IIS*, *Commissioner*  
N.R. Murali, *Joint Commissioner*

## Other Institutes/Organisations

SCERT/SIEs, Samagra Shiksha, All States/UTs of India  
UNICEF

## PRINCIPAL COORDINATOR

**Indrani Bhaduri**

*CEO & Head*, PARAKH and *Head*, Educational Survey Division, NCERT

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Alankita Upadhyaya, *Sr. Reviewer-Subject Matter*  
Sajid Khalil, *Manager-Designing Report, Presentations & Publications*  
Alka Singh, *State Liaisoning Officer*  
Tanya, *State Liaisoning Officer*  
Madhusudan, *State Liaisoning Officer*  
Bidisha Majumdar, *State Liaisoning Officer*  
Aarti, *IT Assistant*  
Dipika, *IT Assistant*

## Technical Agency

### Education Testing Service (ETS), Princeton, USA

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