



Ministry of Education
Government of India

सत्यमेव जयते



Performance Assessment, Review, and
Analysis of Knowledge for Holistic Development

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT



HOW TO FILL THE HOLISTIC PROGRESS CARD (HPC)

MIDDLE STAGE

HOLISTIC PROGRESS CARD (HPC)

Middle Stage

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.

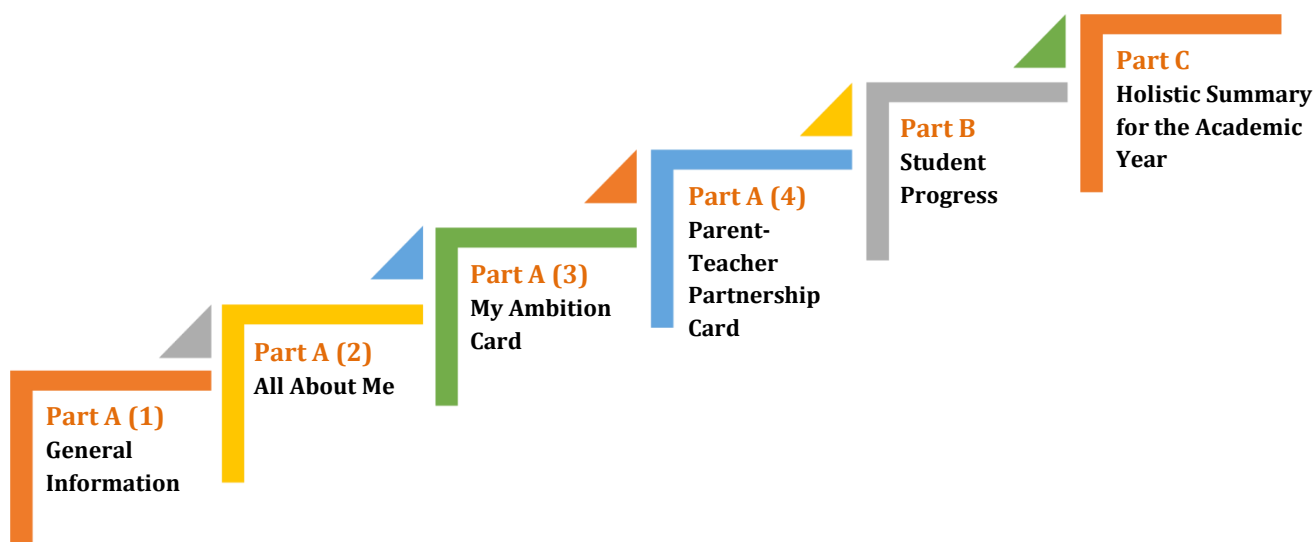
Prof. Indrani Bhaduri
Head & CEO, PARAKH

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, vocational 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:



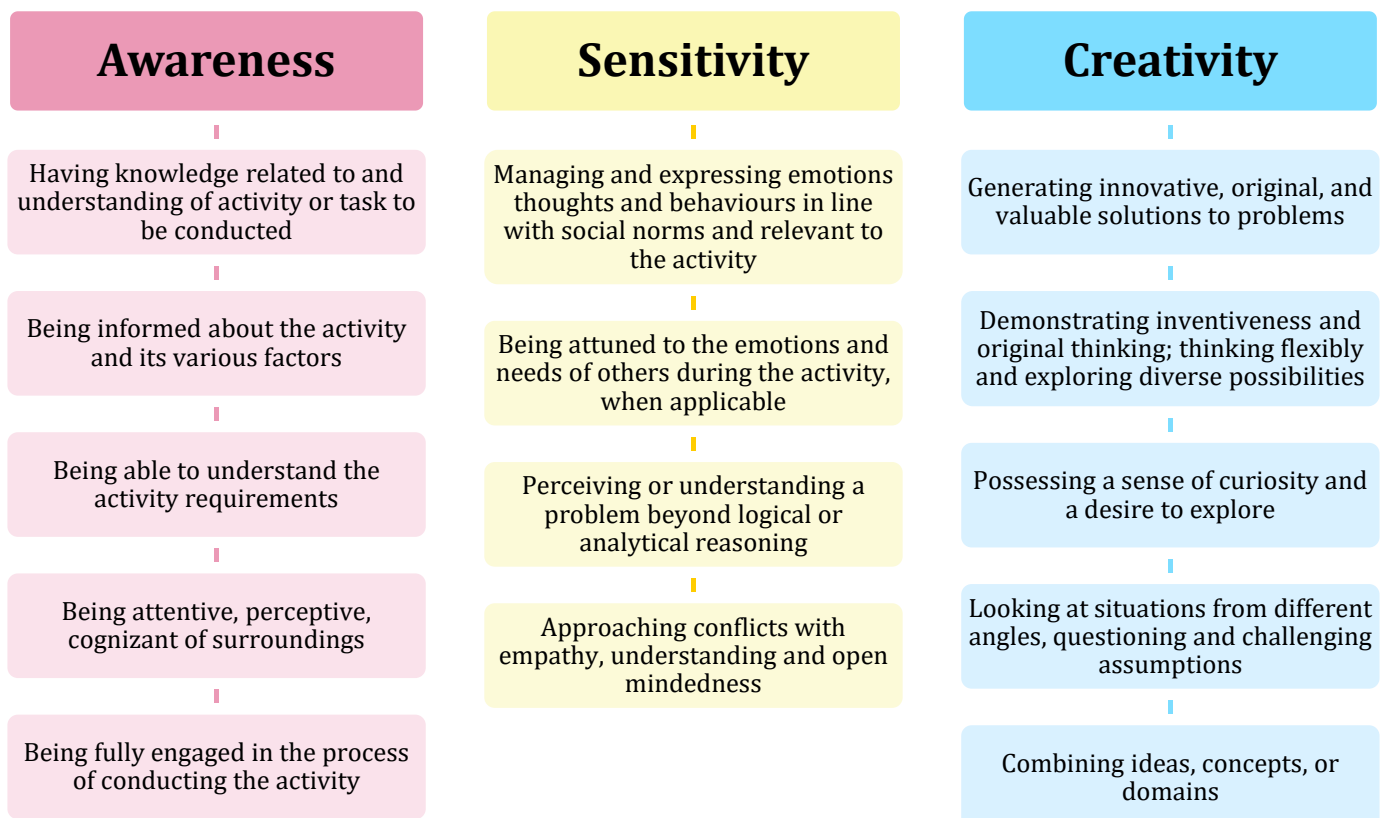
HPC maps the progress of the learners on each above-mentioned segment and maps it with curricular goals, competencies and developmental goals. It may be perceived as a tool for analysis enabling teachers to assess next steps learner wise and create holistic learning environments to support and track 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.

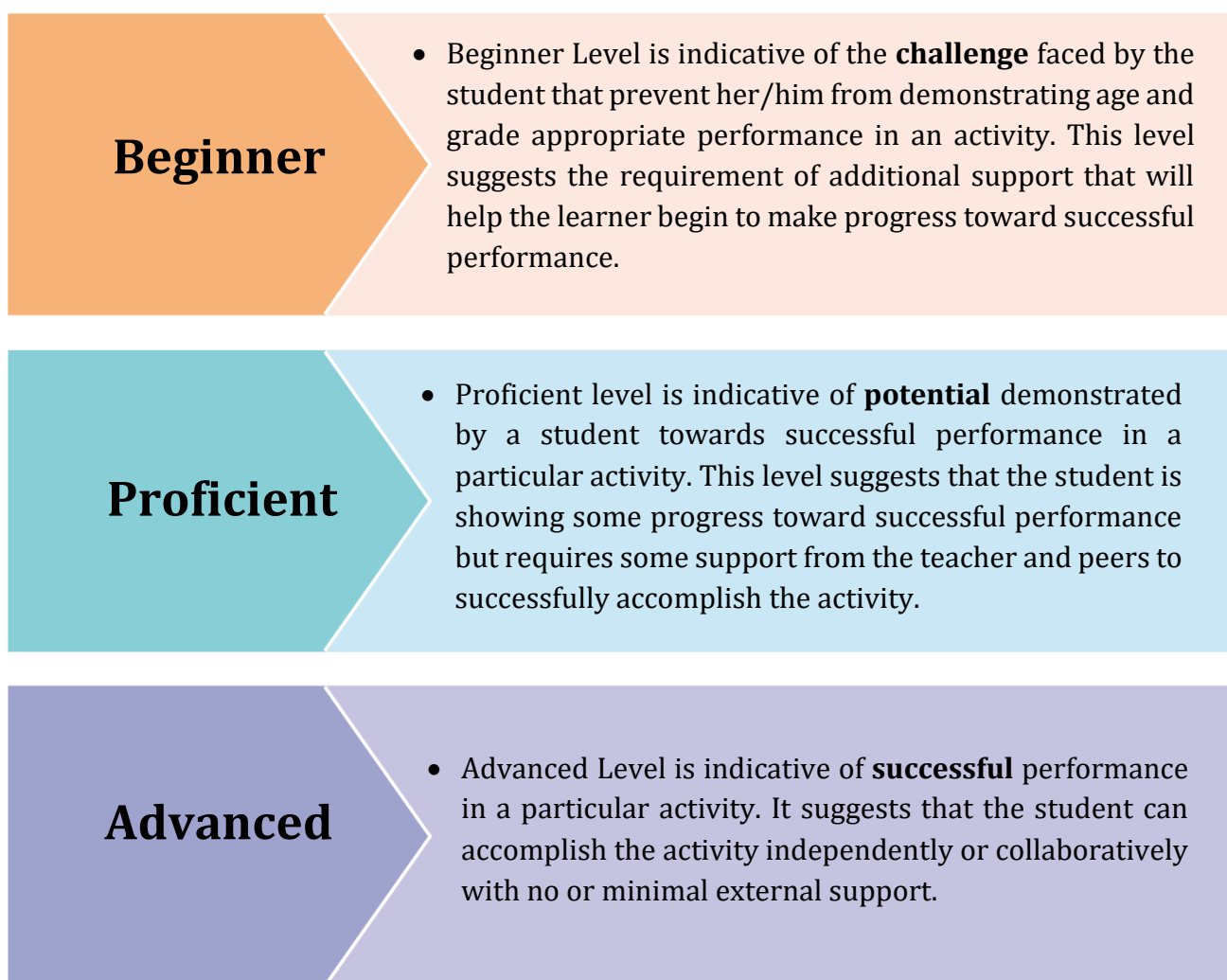


Performance Descriptors

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, curricular goals, competencies and other learning standards.



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

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

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 Descriptors

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

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 Descriptors

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

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 Descriptors

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

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 Descriptors

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

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 Descriptors

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

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 Descriptors

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

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

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

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

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 Descriptors

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

How to fill the HPC

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	Magazines	Toys and Games	Mobile phone	Computer	Internet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 curricular & extra-curricular 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"/> Science	<input type="checkbox"/> Social Science
<input type="checkbox"/> Building self-belief & self-reliance	<input type="checkbox"/> Developing social skills & conflict resolution		
<input type="checkbox"/> Managing difficult emotions like anger	<input type="checkbox"/> Developing effective study skills like time management		
<input type="checkbox"/> Vocational Guidance/Digital Literacy	<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

Part B consists of 4 broad sections – Activity of the HPC along with the Assessment Rubric, Student’s self-reflection, Peer Feedback and Teacher Feedback. The example of Language (R1) has been used to explain how to fill up the HPC. The format would remain same for all the other subjects i.e. Language 2 (R2), Language 3 (R3), Mathematics, Science and Social Science.

SECTION 1

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)			
Curricular Goals <i>(Choose one or more)</i>			
<input type="checkbox"/> L1CG1	<input type="checkbox"/> L1CG2	<input type="checkbox"/> L1CG3	<input type="checkbox"/> L1CG4
Competencies <i>(Choose one or more)</i>			
<input type="checkbox"/> L1C1.1	<input type="checkbox"/> L1C1.2	<input type="checkbox"/> L1C1.3	<input type="checkbox"/> L1C1.4
<input type="checkbox"/> L1C2.1	<input type="checkbox"/> L1C2.2	<input type="checkbox"/> L1C2.3	<input type="checkbox"/> L1C3.1
<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			
Approach of the Activity: <i>(Please ✓ all that apply)</i>	Duration of the Activity:	Material Needed:	
<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 _____			
Sequence of 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.

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.

Create the assessment rubric for each ability 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.

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.

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.

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.

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.

Scoring Key:
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 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.)

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

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

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.

<p>Areas of Strength (✓ all that apply)</p> <input type="checkbox"/> Follow Instructions <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Work <input type="checkbox"/> Responsible <input type="checkbox"/> Communication <input type="checkbox"/> Creative <input type="checkbox"/> Solution-focused Thinking <input type="checkbox"/> Empathy <input type="checkbox"/> Concentration <input type="checkbox"/> Organization & Prioritization <input type="checkbox"/> Any other _____	<p>Barrier(s) to Success (✓ all that apply)</p> <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 or injury <input type="checkbox"/> None <input type="checkbox"/> Any other _____	<p>Can I help the student progress further? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure</p> <p>If yes, future step(s): _____ _____</p>
<p>Teacher's Observations and Recommendations</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		

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.

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.*



HOLISTIC PROGRESS CARD (HPC)

**Exemplars
Middle Stage**

Exemplar for Middle Stage (Grade-VI)

LANGUAGE 1 (R1)					
Curricular Goals <i>(Choose one or more)</i>					
<input type="checkbox"/> L1CG1	<input checked="" type="checkbox"/> L1CG2	<input checked="" type="checkbox"/> L1CG3	<input type="checkbox"/> L1CG4	<input type="checkbox"/> LCG 5	
Competencies <i>(Choose one or more)</i>					
<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 checked="" type="checkbox"/> L1C2.1	<input type="checkbox"/> L1C2.2	<input type="checkbox"/> L1C2.3	<input checked="" 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					
Approach of the Activity: <i>(Please ✓ all that apply)</i>		Duration of the Activity:		Material Needed:	
<input type="checkbox"/> Art-integrated <input type="checkbox"/> Sports-integrated <input checked="" type="checkbox"/> Toy-based <input type="checkbox"/> Technology-integrated <input checked="" type="checkbox"/> Any Other Drama-integrated		80 minutes (Block period of 2 periods, 40 minutes each)		<ul style="list-style-type: none"> Puppets of Rani of Jhansi learners have already made in their Art & Craft class A4 size sheets Map of Jhansi (old, if available) 	
Sequence of the Activity:					
Language: Hindi Poem: झाँसी की रानी (Rani of Jhansi)					
Assumptions: Learners have already read the poem multiple times, as a whole class read aloud, and individually. They have also attempted comprehension questions in the textbook.					
Learning Outcome: Learners will be able to do a theatrical read aloud of the poem and present a timeline of events that occurred during the main character's lifetime.					
Activity Flow:					
Time	Steps				
10 min	Brief recall of the poem + questions about key takeaways. Whole class read aloud to familiarise the learners with the contents of the poem and the key vocabulary.				
20 min	Learners are divided into groups (4-6) and the poem is evenly divided. Learners are encouraged to prepare a timeline for their respective segments of the poem. Before group work, teacher to present samples and help learners get used to the structure and elements of a timeline.				
10 min	Teacher to help learners practise their presentations. Focus is on using vocabulary from the text, using props (like puppets of the main characters, old maps to point to location, and other props).				
25 min	Learners to present. During presentations, peers encouraged to write down questions they might have. Peer interactions and feedback to be encouraged and scaffolded.				
10 min	Teacher to engage learners in a discussion about the poem and how they did the activity. Additional questions about the poem and the character to be discussed.				
5 min	Teacher does brief review of the poem.				

Integration with
Social Sciences

ASSESSMENT RUBRIC			
	Beginner	Proficient	Advanced
Literary Awareness	Speech produced by the group does not contain any of the basic elements of a timeline.	Speech produced by the group contains only one or two recognizable elements of a timeline.	Speech produced by the group contains all recognizable elements of a timeline.
Literary Sensitivity	Learner is not able to work cooperatively with others in their group.	Learner is able to make some contribution to the work of the group.	Learner is able to lead or encourage others in the group in creating the speech.
Literary Creativity	Learner is able to use limited props and restricted vocabulary while presenting their timeline.	Learner is able to use some creative props and some elaborate vocabulary while presenting their timeline.	Learner is able to use many creative props and elaborate vocabulary while presenting their timeline.

*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.
(For Teacher's Use Only)					
No. of statements circled for A : 5		No. of statements circled for S : 3		No. of statements circled for C : 4	

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

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

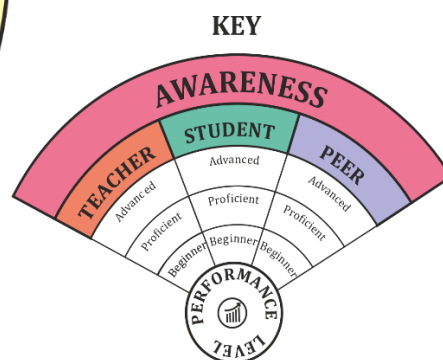
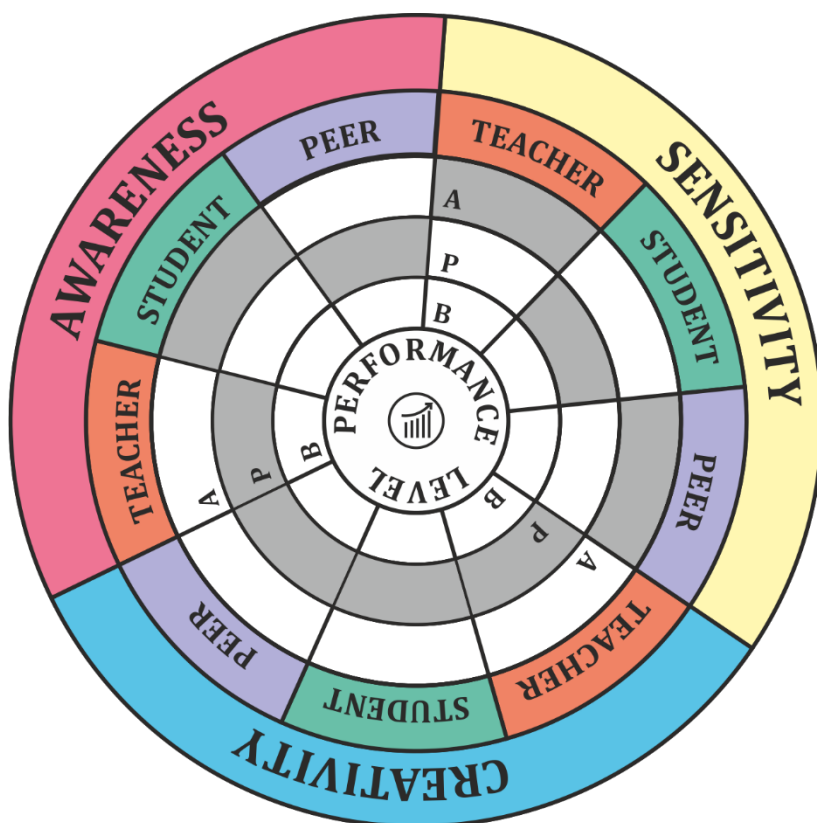
How to develop a Holistic Progress Summary? (for teacher's use only)

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)

- Follow Instructions
- Independent Work
- Communication
- Solution-focused Thinking
- Empathy
- Organization & Prioritization
- Any other _____
- Collaboration
- Responsible
- Creative
- Concentration

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

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

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
 Technology-integrated
 Any Other _____

Duration of the Activity:

80 minutes (2 periods of 40 minutes each)

Material Needed:

- Story prompts or pictures related to horror.
- Excerpts of horror stories

Sequence of the Activity:

Language: Tamil

Assumptions: Learners have already been exposed to a variety of texts and writing styles and are relatively comfortable writing a brief text in Tamil. They have also read horror stories in the past in the same language.

Lesson Flow

1. A brief discussion on the elements of a horror story. Questions to be asked like ‘What’s a horror story?’, ‘What are the elements of a good horror story?’
2. Share a title of a horror story and encourage learners to predict what might happen in the story.
3. Share the first paragraph and encourage learners to analyse it. Learners can predict what happens next.
4. Some pictures that indicate what happens next to be shared. Learners to go over their predictions again and refine them.
5. Learners encouraged to write a first draft of the story using the pictures as clues. Word limit to be set at 150-200 words.
6. Once first draft is done, learners to swap their stories and give feedback. Rubric for feedback to be shared in advance.
7. Learners to do second draft using the peer feedback. Another round of feedback with a different peer to be done, if time permits.
8. Finally, learners submit their story for teacher feedback.

ASSESSMENT RUBRIC			
	Beginner	Proficient	Advanced
Literary Awareness	Story produced by the learner doesn't contain any of the basic elements of a horror story.	Story produced by the learner contains some of the basic elements of a horror story.	Story produced by the learner contains most of the basic elements of a horror story.
Literary Sensitivity	Learner is not able to work cooperatively with their peers.	Learner is able to make some contribution to their peers' story.	Learner is able to offer useful feedback to their peers' story.
Literary Creativity	Learner is not able to creatively use the photos while writing the story.	Learner is somewhat able to creatively use the photos while writing the story.	Learner is able to completely exploit the photos while writing the story.

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

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 was attentive to every detail of the activity.	My peer can express his/her emotions well.			
				My peer was able to think of new ways to do the activity.	
	My peer found this activity meaningful.				My peer was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for A : 4		No. of statements circled for S : 5		No. of statements circled for C : 4	

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

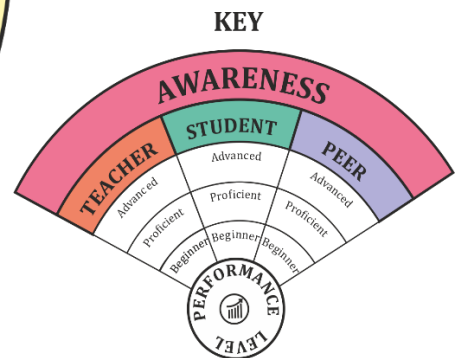
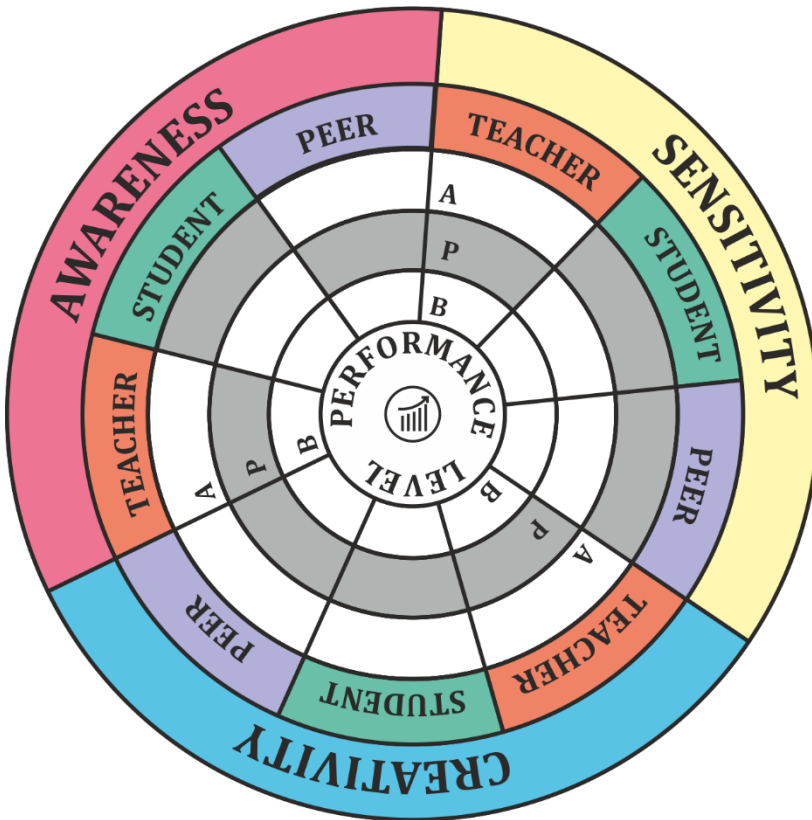
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Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), 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
- Independent Work
- Communication
- Solution-focused Thinking
- Empathy
- Organization & Prioritization
- Any other _____
- Collaboration
- Responsible
- Creative
- Concentration

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

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

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.

LANGUAGE 3 (R3)

Curricular Goals

(Choose one or more)

 L3CG1

 L3CG2

 L3CG3

Competencies

(Choose one or more)

 L3C1.1

 L3C1.2

 L3C1.3

 L3C2.1

 L3C2.2

 L3C3.1

ACTIVITY

Approach of the Activity:

(Please ✓ all that apply)

 Art-integrated

 Sports-integrated

 Toy-based

 Technology-integrated

 Any Other _____

Duration of the Activity:

80 minutes (2 periods of 40 minutes each)

Material Needed:

- Access to computer/laptop/mobile phone
- Debate prompts from subjects like science or social science.
- Printed material about the prompt

Sequence of the Activity:

1. Divide learners into groups of 4.
2. Give them a prompt from subjects like science, social science, or Mathematics. They should be quite familiar with the overall topic.
3. Encourage learners to discuss the prompt with each other.
4. If resources permit, learners to be given the opportunity to do some research about the topic and make notes.
5. If not, share printed material about the prompt that can help learners do some research.
6. Once learners do their research, set up the debate. Walk learners through different aspects of participating in a debate.
7. Host the debate. Encourage learners to participate actively. Make sure everyone gets a chance to participate.
8. After the debate ends, do a review of the debate and how everyone performed.

ASSESSMENT RUBRIC

ASSESSMENT RUBRIC			
	Beginner	Proficient	Advanced
Literary Awareness	Learner is not aware of the elements of a debate and is not able to participate actively	Learner is aware of some elements of a debate and is able to participate to an extent.	Learner is aware of all elements of a debate and is able to participate actively.
Literary Sensitivity	Learner is not receptive to others' opinions.	Learner is receptive to others' opinions but struggles to respond to them respectfully.	Learner is receptive to others' opinions and can respectfully respond to them.
Literary Creativity	Learner is not able to present their opinions using creative strategies.	Learner is somewhat able to present their opinions using creative strategies.	Learner is completely able to present their opinions using creative strategies.

*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 able 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 : 2		No. of statements circled for S : 1		No. of statements circled for C : 1	

My Learnings

By doing this activity, I learnt about debates.

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

The most interesting thing about this activity was talking about (topic of the debate).


I need practice on talking more about the topic. I need help with working with my friends.

PEER FEEDBACK

My name is **Nitin**.

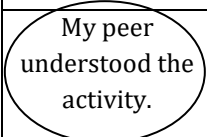
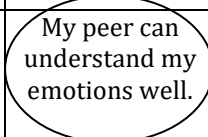
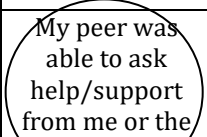
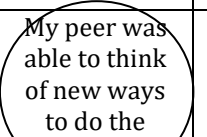
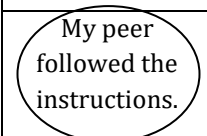
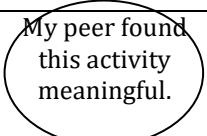
My peer's name is **Vikas**.

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.
(For Teacher's Use Only)					
No. of statements circled for A : 3		No. of statements circled for S : 2		No. of statements circled for C : 1	

My peer needs to practice **vocabulary for debates**. My peer needs help with **speaking better**.

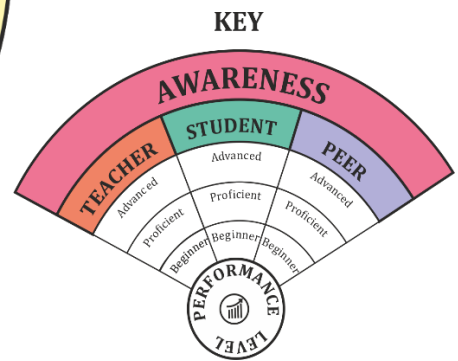
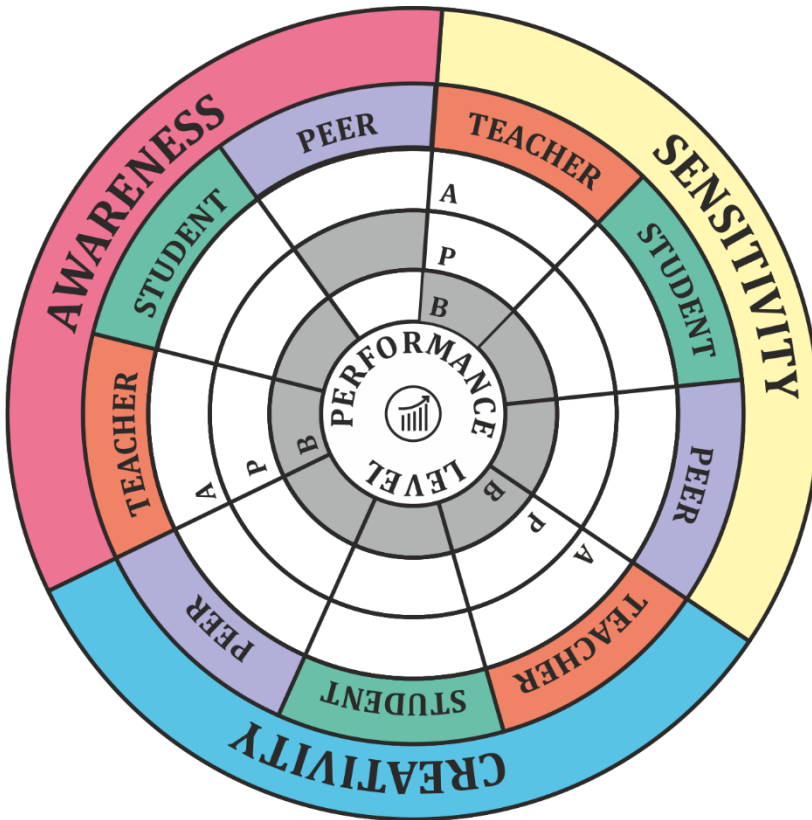
How to develop a Holistic Progress Summary? (for teacher's use only)

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
- Independent Work
- Communication
- Solution-focused Thinking
- Empathy
- Organization & Prioritization
- Any other _____
- Collaboration
- Responsible
- Creative
- Concentration

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

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

Can I help the student progress further?

- Yes No Not sure

If yes, future step(s):

Need to speak to learner and find out how domestic issues are impacting their performance.

Teacher's Observations and Recommendations

The learner tried their best to participate but there were many barriers. Domestic issues have made it difficult for them to focus on an activity. I hope to speak to them 1:1 and figure out solutions to help them cope.

Learner is also finding it difficult to work with peers. I hope to pair them with different learners in various activities and get them used to peer work/peer feedback.

MATHEMATICS

Curricular Goals

(Choose one or more)

- | | | | | |
|--|-------------------------------|-------------------------------|-------------------------------|--------------------------------|
| <input checked="" type="checkbox"/> MCG1 | <input type="checkbox"/> MCG2 | <input type="checkbox"/> MCG3 | <input 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 checked="" 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 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)

- Art-integrated
- Sports-integrated
- Toy-based
- Technology-integrated
- Any Other _____

Duration of the Activity:

40 Minutes

Material Needed:

- Waste plastic bottles
- Balls (big plastic ball, tennis ball, paper ball, football)
- Paints
- Sand
- Water

Sequence of the Activity:

Preparation

Learners are requested to bring painted waste plastic bottles to class. They can paint the bottles at home. The size of the bottles can be discussed in class to maintain uniformity.

Activity

1. Learners are presented with a bowling game using waste plastic bottles that they have brought. The bottles are to be filled with sand.
2. The class is divided into 2 teams and every player from each team must participate in the game.
3. 10 bottles are kept in a triangular frame. Each of the participant from both the teams will alternately try to knock down as many bottles as s/he can by rolling the ball towards the bottles.

S. No.	Team A	Ball Used	Team B	Ball Used
1	3/10	Plastic Ball	7/10	Tennis Ball
2	5/10	Tennis Ball	9/10	Football
3	6/10	Tennis Ball	4/10	Plastic Ball
Continues...				
Total				

4. The teacher provides learners with an option of choosing among big plastic ball, tennis ball, football, and paper ball. (Bonus Question – Why did you choose this ball?)
5. Each student will write the no. of bottles knocked down/total no. of bottles.
6. The game continues till every learner has participated in the game.

7. Learners then convert the fractions to decimals and percentages and can ascertain the scores for their team.
8. The teacher can also initiate a discussion around the size and material of the balls and how they can be helpful in successful performance on this activity.
9. Optional Inter-grade & Inter-disciplinary Collaboration: The data from this activity can be presented to grade VIII students to analyze and discuss about scientific concepts like mass, velocity, etc.

ASSESSMENT RUBRIC

	Beginner	Proficient	Advanced
Mathematical Awareness	Learners demonstrate limited grade-level understanding of fractions and finds it difficult to calculate decimals and percentages. Require additional support from the teacher for conceptual clarity and calculations.	Learner displays grade-level understanding of fractions and can convert fractions into decimals and percentages. Might require some support from the teacher to calculate the final scores for both the teams.	Learner exceeds the grade-level understanding of fractions and can easily convert the fractions into decimals and percentages. Learner can independently calculate the final scores for both the teams.
Mathematical Sensitivity	Learner shows limited interest in the game and showed limited team spirit, cooperation & enthusiasm. Needs constant encouragement by the teacher.	Learner shows adequate interest in the game and displayed team spirit, cooperation & enthusiasm. Rarely needs a little nudge from the teacher.	Learners displayed deep interest in the game by proactively participating and displayed team spirit, cooperation & enthusiasm on their own.
Mathematical Creativity	Learner shows limited creative thinking while answering the bonus question.	Learner was able to think and provide intuitive answers to the bonus question.	Learner was able to think divergently and provide elaborate explanations to the bonus question.

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

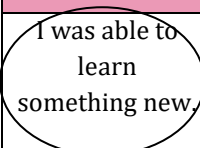
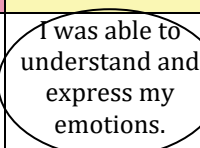
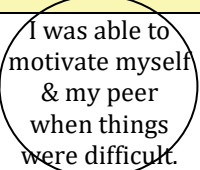
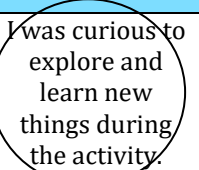
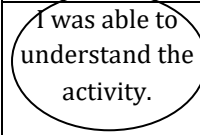
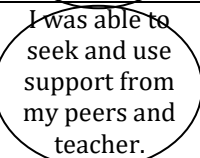
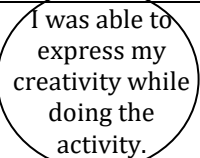
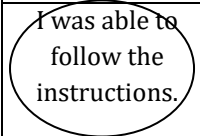
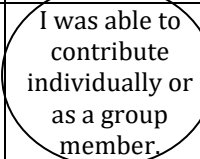
STUDENT'S SELF REFLECTION

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.
	I was able to focus and engage with the activity.	I was able to understand the emotions of my peer.		I was able to think of new ways to do the activity.	
	I was able to find purpose and meaning in the activity.		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 : 3		No. of statements circled for S : 4		No. of statements circled for C : 2	

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 was attentive to every detail of the activity.	My peer can express his/her emotions well.			My peer was able to think of 'out of the box' solutions.
					My peer was able to express her/his creativity during the activity.
	My peer found this activity meaningful.		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 : 4		No. of statements circled for S : 4		No. of statements circled for C : 2	

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:

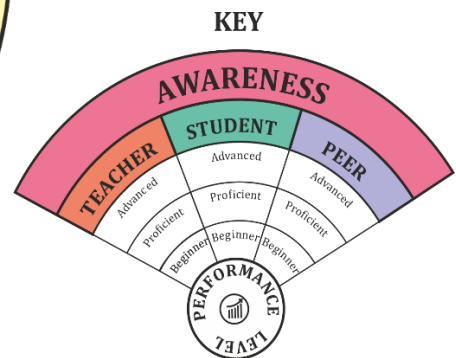
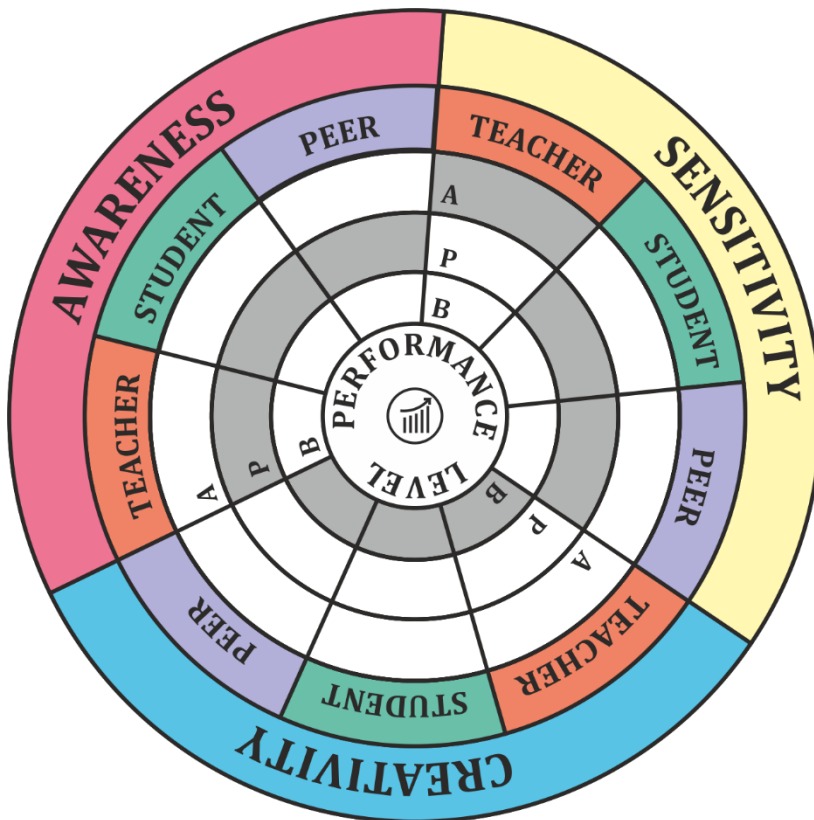
Beginner - 0, 1, 2

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)

- Follow Instructions
- Independent Work
- Communication
- Solution-focused Thinking
- Empathy
- Organization & Prioritization
- Any other _____
- Collaboration
- Responsible
- Creative
- Concentration

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

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

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)

- | | | | | |
|--------------------------------|---|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> SCCG1 | <input checked="" type="checkbox"/> SCCG2 | <input type="checkbox"/> SCCG3 | <input type="checkbox"/> SCCG4 | <input type="checkbox"/> SCCG5 |
| <input type="checkbox"/> SCCG6 | <input type="checkbox"/> SCCG7 | <input type="checkbox"/> SCCG8 | <input type="checkbox"/> SCCG9 | |

Competencies

(Choose one or more)

- | | | | | |
|---------------------------------|---------------------------------|--|---------------------------------|---------------------------------|
| <input type="checkbox"/> SCC1.1 | <input type="checkbox"/> SCC1.2 | <input type="checkbox"/> SCC1.3 | <input type="checkbox"/> SCC1.4 | <input type="checkbox"/> SCC2.1 |
| <input type="checkbox"/> SCC2.2 | <input type="checkbox"/> SCC2.3 | <input checked="" type="checkbox"/> SCC2.4 | <input type="checkbox"/> SCC2.5 | <input type="checkbox"/> SCC3.1 |
| <input type="checkbox"/> SCC3.2 | <input type="checkbox"/> SCC3.3 | <input type="checkbox"/> SCC3.4 | <input type="checkbox"/> SCC4.1 | <input type="checkbox"/> SCC4.2 |
| <input type="checkbox"/> SCC4.3 | <input type="checkbox"/> SCC4.4 | <input type="checkbox"/> SCC5.1 | <input type="checkbox"/> SCC5.2 | <input type="checkbox"/> SCC6.1 |
| <input type="checkbox"/> SCC6.2 | <input type="checkbox"/> SCC7.1 | <input type="checkbox"/> SCC7.2 | <input type="checkbox"/> SCC7.3 | <input type="checkbox"/> SCC8.1 |
| <input type="checkbox"/> SCC9.1 | <input type="checkbox"/> SCC9.2 | | | |

ACTIVITY

Approach of the Activity:

(Please ✓ all that apply)

- Art-integrated**
- Sports-integrated**
- Toy-based**
- Technology-integrated**
- Any Other** _____

Duration of the Activity:

120 Minutes (3 Classes)

Material Needed:

- Presentation on Periscope
- Decoration Material
- Colors
- Waste Material

Sequence of the Activity:

Stage 1:

Students will be shown a presentation to introduce and explain the rectilinear motion of light, mirrors, and reflection. The content is further elaborated by discussing the use of mirrors in periscope and giving its various real life uses. (Students to complete an online quiz at home and bring some waste material to the next class to make a periscope.)

Stage 2:

After the class, students are assigned to complete an online quiz about the rectilinear motion of light, mirrors and reflection, and the steps involved in making a periscope. They can do the quiz at home before the next class.

Stage 3:

Students are divided into groups of 3-4. Using the waste material, they are encouraged to create an aesthetically pleasing periscope. They are encouraged to have discussions with peer about reflection of light while making it. They can color and/or decorate their periscope.

Stage 4:

Students to present the working of their periscope in class.

Can be further elaborated with kaleidoscope and telescope.

ASSESSMENT RUBRIC			
	Beginner	Proficient	Advanced
Scientific Awareness	Learner has limited understanding of linear motion of light. Their performance on the quiz was below average. The output (periscope) had visible inaccuracies which doesn't reflect light or provide a view.	Learner has grade level understanding of linear motion of light. They performed above average on the quiz. The output was designed and constructed well but had minor functional challenges or inaccuracies.	Learner has a deep understanding of linear motion of light. They performed exceptionally well on the quiz. The output is constructed with precision and is completely functional.
Scientific Sensitivity	Learner shows limited enthusiasm, team spirit and dedication towards constructing and presenting the periscope. Learner's participation and engagement in the group discussion seemed sparse and the contribution towards the output was seemingly insignificant.	Learner displayed significant enthusiasm, team spirit and dedication towards constructing and presenting the periscope. Learner's participation and engagement in the group discussion was visibly substantial & he/she was able to contribute well.	Learner shows exceptional enthusiasm, team spirit and dedication towards constructing and presenting the periscope. Learner proactively initiated and participated in the group discussions while also encouraging his/her peer to perform well.
Scientific Creativity	Use of material to construct the periscope is conventional. Learner has presented the periscope with limited scientific vocabulary and low confidence. The periscope was aesthetically below average.	Use of material to construct the periscope is somewhat creative. Learner presented the periscope with grade level scientific vocabulary and confidence. The periscope was aesthetically pleasing.	Use of material to construct periscope is extremely unique and creative. Learner presented the periscope with accurate scientific vocabulary, vivid explanations, and confidence. Aesthetically, the periscope was beautifully done with careful thought.

*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.
(For Teacher's Use Only)					
No. of statements circled for A : 5		No. of statements circled for S : 5		No. of statements circled for C : 4	

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.
(For Teacher's Use Only)					
No. of statements circled for A : 6		No. of statements circled for S : 6		No. of statements circled for C : 5	

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

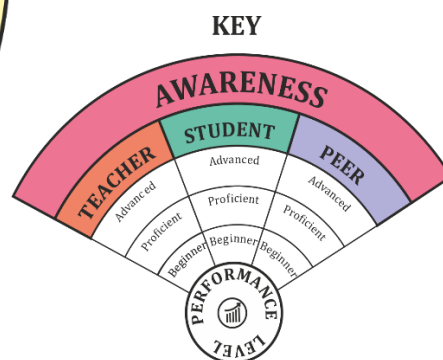
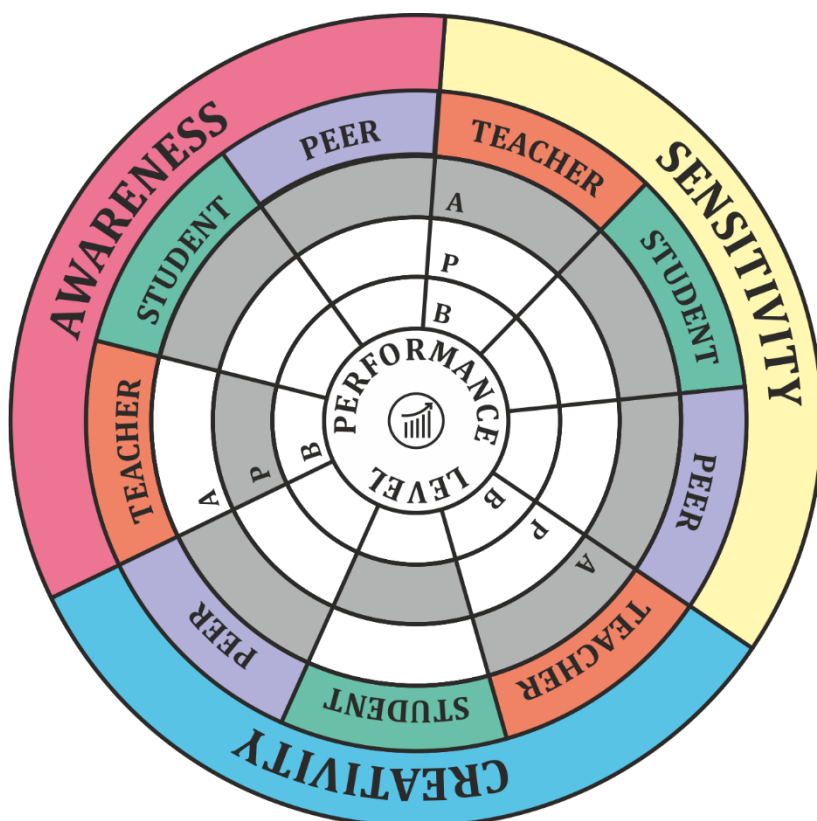
How to develop a Holistic Progress Summary? (for teacher's use only)

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)

- | | | | | |
|---------------------------------|----------------------------------|---------------------------------|---------------------------------|--|
| <input type="checkbox"/> SSC1.1 | <input type="checkbox"/> SSC1.2 | <input type="checkbox"/> SSC2.1 | <input type="checkbox"/> SSC2.2 | <input type="checkbox"/> SSC3.1 |
| <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 _____

Duration of the Activity:

80 Minutes (2 classes)

Material Needed:

- Exemplar articles like clay, paint, fabric scraps, old socks, needle, and thread

Sequence of the Activity:

Stage 1

1. Learners are presented with various multimedia resources, pictures, and historical and cultural explanations to provide context to the learners.
2. Learners are grouped into four to conduct basic research and gather information about clothing style of their selected region.
3. Student's attention is drawn to include details like clothing patterns, colors, accessories, and any other parts of the costumes that make it uniquely stand out from the rest of the regions. At this stage students are asked to bring available materials from home for the next class for toy making activity. It must be reiterated that the same does not have to be purchased from the market, but can be collected from friends, family, school/home premises, etc.

Stage 2

1. Students in their groups design miniature clothing for their dolls. Before this, students to discuss and decide the size of the doll to maintain uniformity.
2. The dolls can be made of clay or scrap cloth brought by the students.
3. During the activity discussions are facilitated about the cultural significance of clothing choices in India. Encourage creativity and attention to detail.

Stage 3

Students present their learning with the help of the doll they have made and explain the significance of the clothing in the region chosen by them. Students to be encouraged to speak of the interesting discoveries that they might have unveiled during the doll making process.

ASSESSMENT RUBRIC

ASSESSMENT RUBRIC			
	Beginner	Proficient	Advanced
Social Awareness	Created output (doll and clothing) vaguely resembles the chosen region's traditional attire but has numerous inaccuracies and omissions. Learner has limited cultural awareness about linkages between clothing and culture and is unable to speak significantly about the doll's attire.	Created output mostly represents the chosen Indian region's traditional attire, with minor inaccuracies and omissions. Learners display fair amount of cultural awareness about linkages between clothing culture and can adequately explain the cultural significance of the chosen Indian attire.	Created output mostly represents the chosen Indian region's traditional attire in both detail and overall style. Learners exhibit deep cultural awareness and can draw insightful connections between clothing and culture and can effectively explain the cultural significance of the chosen Indian region's clothing.
Social Sensitivity	Learner expressed limited empathy and emotional connect while engaging with peers, discussing cultural aspects of their chosen region's clothing, and designing the attire. Hesitation and limited confidence while presenting the work.	Learner showed empathy to a large extent, and seem emotionally connected while engaging with peers, discussing cultural aspects of their chosen region's clothing, and designing the attire. Presented the work with some explanations and visuals.	Learner expressed deep empathy and emotional connection while engaging with peers, proactively engaged in discussions of cultural aspects, and designing the attire of their chosen culture as well as that of their peers. Demonstrated confidence while presenting with clear explanations and vivid imagery.
Social Creativity	Created output (doll) shows limited creativity, with minimal attention to detail and use of materials.	Created output is creative, with attention to detail and some use of materials. It meets the basic requirements.	Created output is exceptionally creative, demonstrating careful attention to detail, intricate patterns, and use of materials. It goes beyond the basic requirements.

*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

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

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 : 6		No. of statements circled for S : 4		No. of statements circled for C : 5	

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.
(For Teacher's Use Only)					
No. of statements circled for A : 6		No. of statements circled for S : 5		No. of statements circled for C : 5	

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

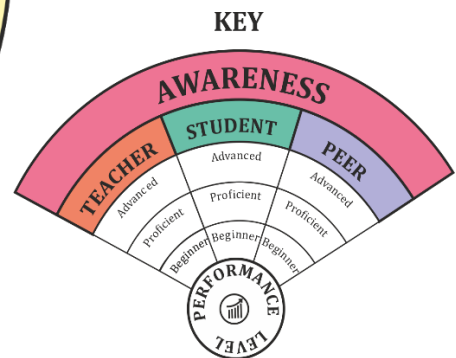
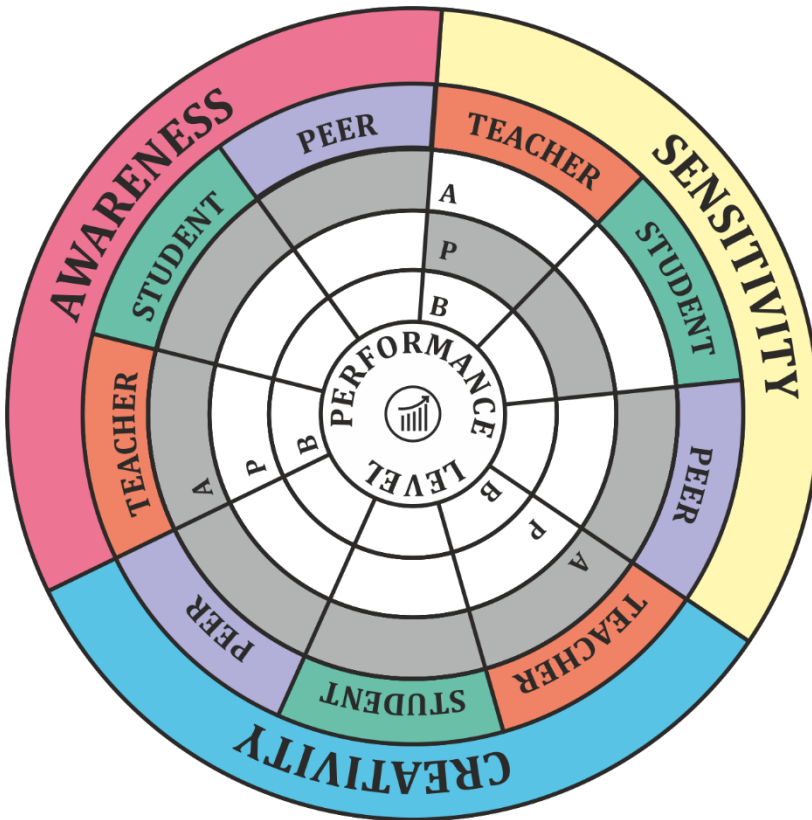
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TEACHER'S FEEDBACK

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
- Independent Work
- Communication
- Solution-focused Thinking
- Empathy
- Organization & Prioritization
- Any other _____
- Collaboration
- Responsible
- Creative
- Concentration

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

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

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.

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
L1CG1	Develops the capacity for effective communication using Language skills for description, analysis, and response	L1C1.1	Identifies main points and summarises from a careful listening or reading of the text (news articles, reports, editorials)
		L1C1.2	Listens to, plans, and conducts different kinds of interviews (structured and unstructured)
		L1C1.3	Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to context, with sensitivity)
		L1C1.4	Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes
		L1C1.5	Creates content for audio, visual, or both, for different audiences and purposes
L1CG2	Appreciates the language and literary and cultural heritage in and related to Language by exploring the various forms of literary devices	L1C2.1	Identifies and appreciates different forms of literature (prose, poetry, drama) and styles of writing (narrative, descriptive, expository, persuasive) from various cultures and time periods
		L1C2.2	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
		L1C2.3	Expresses through speech and writing their ideas and critiques Expresses through speech and writing their ideas and critiques

L1CG3	Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression	L1C3.1	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
		L1C3.2	Writes prose, poetry, and drama using appropriate style and language
L1CG4	Develops the ability to write reviews and uses the library to find references	L1C4.1	Reads, responds to, and critically reviews books of varied genres (fiction and non-fiction)
		L1C4.2	Uses books and other media resources effectively to find references to use in projects and other activities
L1CG5	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	L1C5.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used
		L1C5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable
		L1C5.3	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
L2CG1	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	L2C1.1	Applies varied comprehension strategies (inferring, predicting) to understand different texts
		L2C1.2	2 Identifies main points, summarises after a careful reading of the text, and responds coherently
		L2C1.3	Identifies and appreciates the main idea in the various texts
		L2C1.4	Shows interest in choosing and reading a variety of books
L2CG2	Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)	L2C2.1	Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs
		L2C2.2	Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing
L2CG3	Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding	L2C3.1	Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes
L2CG4	Explores different literary devices and forms of literature	L2C4.1	Identifies and appreciates different forms of literature (samples of prose, poetry, and drama)
		L2C4.2	Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing
L2CG5	Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression	L2C5.1	Uses appropriate grammar and structure in their writing

Language 3 (R3)

Code	Curricular Goals	Code	Competencies
L3CG1	Develops effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas by describing and narrating events and situations	L3C1.1	Makes conversations relevant to the context
		L3C1.2	Listens to varied texts (stories, poems, and conversations) and summarises core ideas from the material
		L3C1.3	Makes oral presentations (class debates, short welcome notes, anchoring of small events, short speeches)
L3CG2	Develops fluency and the ability to comprehend what they read	L3C2.1	Reads stories and passages with accuracy and fluency with appropriate pauses and intonation
		L3C2.2	Comprehends the meaning of stories, poems, conversations, posters, and instructions and the main idea in the text
L3CG3	Develops the ability to express their understanding, experiences, feelings, and ideas in writing instructions, invitations, and letters	L3C3.1	Writes a paragraph to express their understanding and experiences

Mathematics

Code	Curricular Goals	Code	Competencies
MCG1	Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers	MC1.1	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
		MC1.2	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
		MC1.3	Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them, as given by Brahmagupta
		MC1.4	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
		MC1.5	Explores the idea of percentage and applies it to solve problems
		MC1.6	Explores and applies fractions (both as ratios and in decimal form) in daily-life situations
MCG2	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	MC2.1	Understands equality between numerical expressions and learns to check arithmetical equations
		MC2.2	Extends the representation of a number in the form of a variable or an algebraic expression using a variable
		MC2.3	Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations
		MC2.4	Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems

		MC2.5	Develops own methods to solve puzzles and problems using algebraic thinking
MCG3	Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)	MC3.1	Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes
		MC3.2	2 Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems
		MC3.3	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
		MC3.4	Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge
		MC3.5	Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles
MCG4	Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems	MC4.1	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
		MC4.2	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
		MC4.3	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

		MC4.4	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
MCG5	Collects, organises, represents (graphically and in tables), and interprets data/information from daily-life experiences	MC5.1	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
		MC5.2	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
MCG6	Develops mathematical thinking and the ability to communicate mathematical ideas logically and precisely	MC6.1	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
MCG7	Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them	MC7.1	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
		MC7.2	Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving

MC8	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	MC8.1	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)
		MC8.2	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
MC9	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	MC9.1	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.
		MC9.2	C-9.2 Knows and appreciates the contributions of specific Indian mathematicians (such as Baudhayana, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, and Ramanujan)
MCG10	Knows about and appreciates the interaction of Mathematics with each of their other school subjects	MC10.1	Recognises interaction of Mathematics with multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports

Science

Code	Curricular Goals	Code	Competencies
SCCG1	Explores the world of matter and its constituents, properties, and behaviour	SCC1.1	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
		SCC1.2	Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes
		SCC1.3	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
		SCC1.4	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)
SCCG2	Explores the physical world in scientific and mathematical terms	SCC2.1	Describes one-dimensional motion (uniform, non-uniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations
		SCC2.2	Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity
		SCC2.3	Describes the properties of a magnet (natural and artificial; Earth as a magnet)
		SCC2.4	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)
		SCC2.5	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)
SCCG3	Explores the living world in scientific terms	SCC3.1	1 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)
		SCC3.2	2 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
		SCC3.3	Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other
		SCC3.4	Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)
SCCG4	Understands the components of health, hygiene, and well-being	SCC4.1	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
		SCC4.2	Examines different dimensions of diversity of food — sources, nutrients, climatic conditions, diets

		SCC4.3	Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being
		SCC4.4	Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns
SCCG5	Understands the interface of Science, Technology, and Society	SCC5.1	1 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
		SCC5.2	Shares views on news and articles related to the impact that Science/Technology and society have on each other
SCCG6	Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry	SCC6.1	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)
		SCC6.2	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)

SCCG7	Communicates questions, observations, and conclusions related to science	SCC7.1	Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation
		SCC7.2	Designs and builds simple models to demonstrate scientific concepts
		SCC7.3	Represents real world events and relationships through diagrams and simple mathematical representations
SCC8	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	SCC8.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner
SCC9	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	SCC9.1	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
		SCC9.2	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
SSCG1	Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	SSC1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life
		SSC1.2	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps
SSCG2	Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	SSC2.1	Explains and analyses major changes in the past and their impact on society
		SSC2.2	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society
SSCG3	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	SSC3.1	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
		SSC3.2	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

SSCG4	Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	SSC4.1	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
		SSC4.2	Assesses the influence of social, cultural, and political institutions on an individual/ group/ community/ society in general
SSCG5	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	SSC5.1	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
		SSC5.2	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
SSCG6	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	SSC6.1	Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed
		SSC6.2	Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies
		SSC6.3	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
		SSC6.4	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)
SSCG7	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,	SSC7.1	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
		SSC7.2	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
		SSC7.3	Appreciates India’s tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements
SSCG8	Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	SSC8.1	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
		SSC8.2	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
		SSC8.3	Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level
SSCG9	Understands the processes of economic activities (production and consumption, trade, and commerce)	SSC9.1	Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society
SSCG10	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	SSC10.1	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
SSCG11	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		Note: 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
VACG1	Develops openness to explore and express themselves through various Art forms	VAC1.1	Expresses confidently their personal and everyday life experiences through various Visual Art forms
		VAC1.2	Demonstrates flexibility in the process of collaboratively developing Visual Arts practice
VACG2	Applies their imagination and creativity to explore alternative ideas through the Arts	VAC2.1	Creates visual artwork based on situations or stories that challenge stereotypes observed in their surroundings (such as gender roles)
		VAC2.2	Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and imaginations
VACG3	Understands and applies artistic elements, processes, and techniques	VAC3.1	Demonstrates care and makes informed choices while using various materials, tools, and techniques in the Visual Arts
		VAC3.2	Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process
VACG4	Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	VAC4.1	Demonstrates familiarity with various local and regional forms of Art
		VAC4.2	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
TCG1	Develops openness to explore and express themselves through various Art forms	TC1.1	Expresses their personal and everyday life experiences through various Drama activities confidently
		TC1.2	Demonstrates flexibility in the process of collaboratively developing Drama
TCG2	Applies their imagination and creativity to explore alternative ideas through the Arts	TC2.1	Creates and performs Drama based on situations/stories that challenge stereotypes observed in their surroundings (such as gender roles)

		TC2.2	Connects elements of Drama, themes and symbols with personal experiences, emotions, and imaginations
TCG3	Understands and applies artistic elements, processes, and techniques	TC3.1	Demonstrates care and basic stage etiquette; and makes informed choices while using various materials, tools, and techniques of Dramatic Arts
		TC3.2	Refines ideas and techniques from the stage of planning to the final presentation in Drama for external audiences, and reviews the entire process
TCG4	Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	TC4.1	Demonstrates familiarity with various local and regional forms of Theatre
		TC4.2	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
MUCG1	Develops openness to explore and express themselves through various Art forms	MUC1.1	Expresses confidently their personal and everyday life experiences through a variety of musical activities
		MUC1.2	Demonstrates flexibility in the process of collaboratively developing Music practices
MUCG2	Applies their imagination and creativity to explore alternative ideas through the Arts	MUC2.1	Creates and performs songs and musical compositions that challenge stereotypes observed in their surroundings (such as gender roles)
		MUC2.2	Connects elements of Music (lyrics, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations
MUCG3	Understands and applies artistic elements, processes, and techniques	MUC3.1	Demonstrates stage etiquette and care for musical instruments and makes informed choices while using resources and techniques in Music
		MUC3.2	Refines ideas and methods of musical expression from the stage of planning to the final performance, and reviews the entire process
MUCG4	Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	MUC4.1	Demonstrates familiarity with various local and regional forms of Music
		MUC4.2	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
DMCG1	Develops openness to explore and express themselves through various Art forms	DMC1.1	Expresses confidently their personal and everyday life experiences through a variety of Dance and Movement activities
		DM1.2	Demonstrates flexibility in the process of collaborating and developing Dance and Movement practices
DMCG2	Applies their imagination and creativity to explore alternative ideas through the Arts	DM2.1	Creates and performs Dance and Movement sequences that challenge stereotypes observed in their surroundings (such as gender roles)
		DM2.2	Connects elements of Dance and Movement (mudras, gestures, and postures) with personal experiences, emotions, and imaginations
DMCG3	Understands and applies artistic elements, processes, and techniques	DM3.1	Demonstrates stage etiquette and care for stage equipment, props, and costumes, and makes informed choices while using Dance and Movement techniques
		DM3.2	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
DMCG4	Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	DMC4.1	Demonstrates familiarity with various local and regional forms of Dance and Movement
		DMC4.2	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
AECG1	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	AEC1.1	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)
		AEC1.2	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)
		AEC1.3	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
P1CG1	Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	P1C1.1	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)
		P1C1.2	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
		P1C1.3	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender
		P1C1.4	Exhibits manipulation of space and equipment in the context of a game
		P1C1.5	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects
		P1C1.6	Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus
P1CG2	Exhibits sensitivity in their personal and social behaviour towards themselves and others	P1C2.1	Reflects on their personal reactions during an interaction/activity with others
		P1C2.2	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries
		P1C2.3	Creates and teaches the rules of game to others
		P1C2.4	Creates and applies safety rules and protocols for physical activity

		P1C2.5	Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes
		P1C2.6	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person
P1CG3	Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity/game situations	P1C3.1	Designs multiple strategies for a game and chooses strategies according to the context
		P1C3.2	Demonstrates calmness and courage in difficult situations
P1CG4	Plans and achieves personal physical fitness goals with little help from Teachers	P1C4.1	Identifies physical activity and fitness goals, such as improving a shot or breaking their own 100-metre record
P1CG5	Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	P1C5.1	Discusses activities that bring personal satisfaction
		P1C5.2	Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact
		P1C5.3	Identifies the relationship between rhythmic movement and their aesthetic value

Learning Standards-2 : Physical Education

Code	Curricular Goals	Code	Competencies
P2CG1	Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	P2C1.1	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)
		P2C1.2	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender
		P2C1.3	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects
P2CG2	Exhibits sensitivity in their personal and social behaviour towards themselves and others	P2C2.1	Reflects on their personal reactions during an interaction/activity with others
		P2C2.2	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries
		P2C2.3	Creates and teaches the rules of a game to others
		P2C2.4	Creates and applies safety rules and protocols for physical activity
		P2C2.5	Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes
		P2C2.6	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person
P2CG3	Demonstrates self-awareness and mental engagement in physical activity/game situations	P2C3.1	Designs and executes simple strategies for a game
		P2C3.2	Demonstrates calmness and courage in difficult situations

Vocational Educations

Code	Curricular Goals	Code	Competencies
VCG1	Develops basic skills and allied knowledge of work and associated materials/ procedures	VC1.1	Identifies and uses tools for practice
		VC1.2	Approaches tasks in a planned and systematic manner
		VC1.3	Maintains and handles materials/ equipment for the required activity
VCG2	Understands the place and usefulness of vocational skills and vocations in the world of work	VC2.1	Describes the contribution of vocation in the world of work
		VC2.2	Applies skills and knowledge learned in the area
		VC2.3	Evaluates and quantifies the associated products/ materials
VCG3	Develops essential values/ disposition while working across areas	VC3.1	Develops the following values/ disposition while engaging in work: <ul style="list-style-type: none"> • Attention to detail • Persistence and focus • Curiosity and creativity • Empathy and sensitivity • Collaboration and teamwork • Willingness to do physical work
VCG4	Develops basic skills and allied knowledge to run and contribute to the home	VC4.1	Applies the acquired vocational skills and knowledge in a home setting

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