



A National Board for School Education notified by the Govt. of India, Ministry of Education vide letter No. F-11-3/2016-Sch-3 dated 03.02.2023 having been granted Pan-India Equivalence by the Association of Indian Universities (AIU) vide letter no. AIU/EV/IN(I)2022/BSB dated 3rd August, 2022.

## HOLISTIC PROGRESS CARD

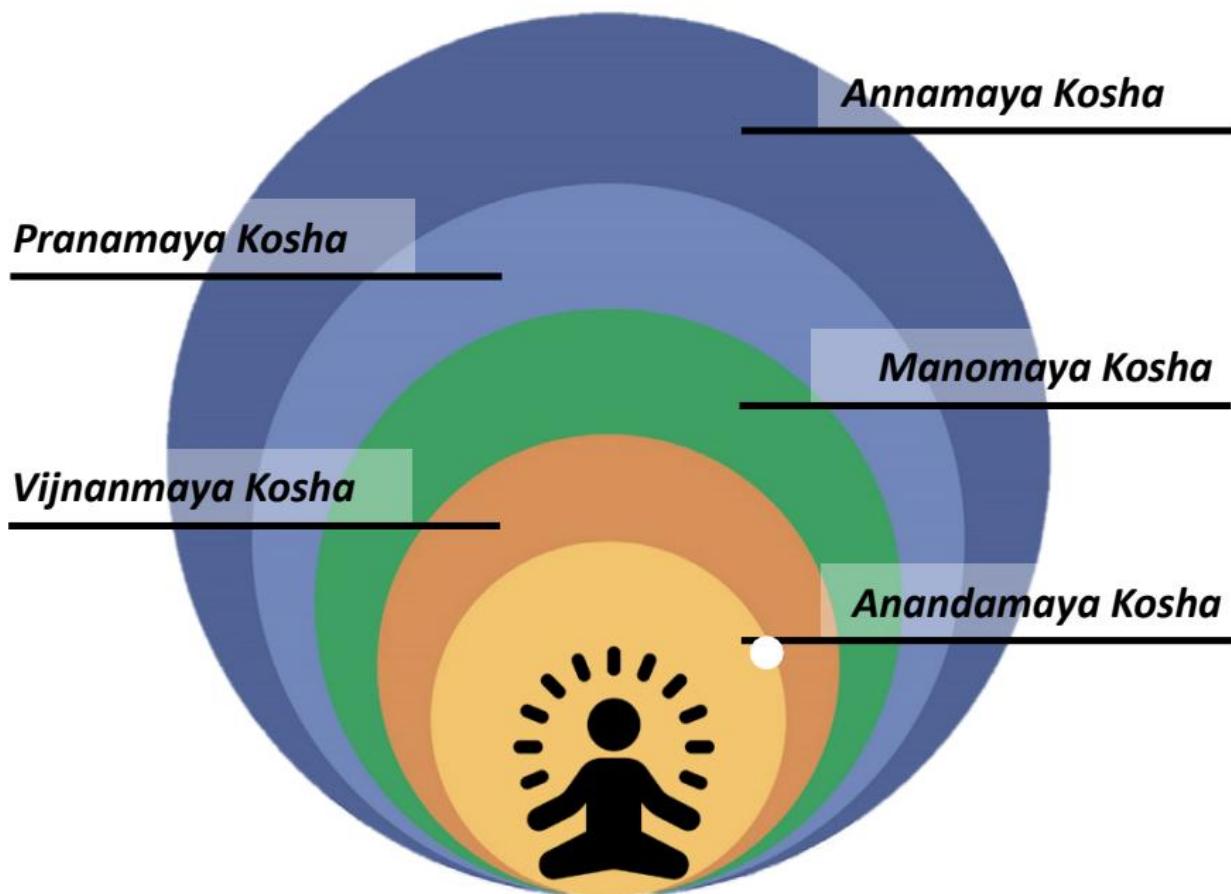
PREPARATORY STAGE

Grades 3 - 5

विद्या ददाति विनयं विनयाद् याति पात्रताम् ।  
पात्रत्वात् धनमाप्नोति धनात् धर्मं ततः सुखम् ॥

### Panchkoshiya Vikas

*A key note in Indian Tradition of Human Development*



# PART A

Name and Address of the School \_\_\_\_\_

State \_\_\_\_\_ Pin Code \_\_\_\_\_

## GENERAL INFORMATION ABOUT THE STUDENT

*(to be filled in by the teacher in consultation with the parents)*

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

Roll No.: \_\_\_\_\_ Registration No.: \_\_\_\_\_ Academic Session: \_\_\_\_\_

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

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

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

Mother's Name: \_\_\_\_\_

Mother's Education: \_\_\_\_\_ Mother's Occupation: \_\_\_\_\_

Father's Name: \_\_\_\_\_

Father's Education: \_\_\_\_\_ Father's Occupation: \_\_\_\_\_

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

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

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

Chronic illness (if any) \_\_\_\_\_

### ATTENDANCE

Months	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
No. of working days												
No. of days attended												
% Attendance												

### Student's Interests:

*(Tick (✓) one or more options)*

Reading

Gardening

Sports / Games

Yoga

Creative Writing

Art

Craft

Cooking

Dancing / Singing / Playing a musical instrument

Other (Please specify) \_\_\_\_\_

# ALL ABOUT ME

My Birthday \_\_\_\_\_

My Blood Group \_\_\_\_\_

My favourite:

Colour \_\_\_\_\_

Food \_\_\_\_\_

Games \_\_\_\_\_

Animals \_\_\_\_\_

I want to be \_\_\_\_\_ when I grow up.

## Term I

My height is \_\_\_\_\_ cm.

My weight is \_\_\_\_\_ kg.

## Term II

My height is \_\_\_\_\_ cm.

My weight is \_\_\_\_\_ kg.

# How do I feel at School?

Tick (✓) the most appropriate option for each sentence,

1. I can talk about how I feel, e.g., happy, confident, upset, or angry.				
	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>Not Sure</b>
2. I can calm myself down during difficult situations.				
	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>Not Sure</b>
3. I can understand how my friend feels.				
	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>Not Sure</b>
4. I respect everyone's opinion.				
	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>Not Sure</b>
5. I can help my friends make up after a fight.				
	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>Not Sure</b>
6. When someone is sad, I can make them feel better.				
	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>Not Sure</b>
7. I think I do well at school.				
	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>	<b>Not Sure</b>

# PART B

## LEARNING STANDARDS: LANGUAGE EDUCATION (R1)

Curricular Goals	Competencies	Term 1	Term 2
R1CG1- Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	R1C1.1 Converses fluently and meaningfully in different contexts	B	B
		PR	PR
		PT	PT
	R1C1.2 Summarises core ideas from material read out in class	B	B
		PR	PR
		PT	PT
	R1C1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)	B	B
		PR	PR
		PT	PT
R1CG2- Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	R1C2.1 Applies varied comprehension strategies (inferring, predicting, visualising) to understand different texts	B	B
		PR	PR
		PT	PT
	R1C2.2 Understands main ideas and draws essential conclusions from the material read	B	B
		PR	PR
		PT	PT
R1CG3- Develops the ability to write simple and compound sentence structures to express their understanding and experiences	R1C3.1 Uses writing strategies, such as sequencing, identifying headings/ sub-headings, the beginning, and ending, and forming paragraphs	B	B
		PR	PR
		PT	PT
	R1C3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text	B	B
		PR	PR
		PT	PT
	R1C3.3 Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose	B	B
		PR	PR
		PT	PT
	R1C3.4 Uses appropriate grammar and structure in their writing	B	B
		PR	PR
		PT	PT
R1CG4- Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	R1C4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	B	B
		PR	PR
		PT	PT
	R1C4.2 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas	B	B
		PR	PR
		PT	PT
R1CG5- Develops interest and preferences in reading	R1C5.1 Borrows books from the Library regularly to read at home	B	B
		PR	PR
		PT	PT
	R1C5.2 Demonstrates interest in reading books from the Library	B	B
	PR	PR	
	PT	PT	

Abbreviations: B-Beginner, PR -Progressing, PT- Proficient

**Teacher's Observations about the overall achievement of Learning Standards of R1:**

<b>Term 1</b>
<b>Term 2</b>

# LEARNING STANDARDS: LANGUAGE EDUCATION (R2)

Curricular Goals	Competencies			Term 1	Term 2
R2CG1- Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas	R2C1.1	Listens to poems, stories, and conversations and locates important ideas in them	B PR PT	B PR PT	
	R2C1.2	Comprehends narrated/read out stories and identifies characters, storyline, and key aspects	B PR PT	B PR PT	
	R2C1.3	Converses meaningfully and coherently	B PR PT	B PR PT	
	R2C1.4	Makes oral presentations and participates in group discussions	B PR PT	B PR PT	
R2CG2- Develops fluency in reading and the ability to read with comprehension	R2C2.1	Develops phonological awareness further by blending phonemes/ syllables into words and segmenting words into phonemes/ syllables	B PR PT	B PR PT	
	R2C2.2	Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks	B PR PT	B PR PT	
	R2C2.3	Reads stories and passages fluently and accurately with appropriate pauses	B PR PT	B PR PT	
	R2C2.4	Comprehends the meaning of stories, poems, and story posters	B PR PT	B PR PT	
	R2C2.5	Demonstrates interest in picking up and reading a variety of children's books	B PR PT	B PR PT	
R2CG3- Develops the ability to express understanding, experiences, feelings, and ideas in writing	R2C3.1	Writes a paragraph to express understanding and experiences	B PR PT	B PR PT	
	R2C3.2	Creates simple posters, invites, and instructions with appropriate information and purpose	B PR PT	B PR PT	
	R2C3.3	Writes stories, poems, and conversations based on imagination and experiences	B PR PT	B PR PT	
R2CG4- Develops a wide range of vocabulary in various contexts and through different sources	R2C4.1	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas	B PR PT	B PR PT	

Abbreviations: B-Beginner, PR-Progressing, PT- Proficient

## **Teacher's Observations about the overall achievement of Learning Standards of R2:**

**Term 1**

**Term 2**

# LEARNING STANDARDS: MATHEMATICS

Curricular Goals	Competencies			Term 1	Term 2
CG-1 Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences	C1.1	Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	B		B
			PR		PR
			PT		PT
	C1.2	Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$ , $\frac{1}{4}$ ) as parts of unit wholes, as locations on number lines and as divisions of whole numbers	B		B
			PR		PR
			PT		PT
	C1.3	Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to $10 \times 10$ (pahade) and applies the four basic operations on whole numbers to solve daily life problems	B		B
			PR		PR
			PT		PT
	C1.4	Recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka–Fibonacci numbers.	B		B
			PR		PR
			PT		PT
CG-2 Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry	C2.1	Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties	B		B
			PR		PR
			PT		PT
	C2.2	Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri naksha)	B		B
			PR		PR
			PT		PT
	C2.3	Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes	B		B
			PR		PR
			PT		PT
	C2.4	Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	B		B
			PR		PR
			PT		PT

Abbreviations: B-Beginner, PR-Progressing, PT- Proficient

Curricular Goals	Competencies	Term 1		Term 2	
CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using nonstandard and standard units	C3.1	Measures in non-standard and standard units and evaluates the need for standard units	B PR PT	B PR PT	
	C3.2	Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	B PR PT	B PR PT	
	C3.3	Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	B PR PT	B PR PT	
	C3.4	Understands the definition and formula for the area of a square or rectangle as length times breadth	B PR PT	B PR PT	
	C3.5	Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units	B PR PT	B PR PT	
	C3.6	Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas	B PR PT	B PR PT	
	C3.7	Evaluates the conservation of attributes like length and volume, and solves daily-life problems related to them	B PR PT	B PR PT	
CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C4.1	Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)	B PR PT	B PR PT	
	C4.2	Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations (e.g., how to make a committee of two people from a group of five people)	B PR PT	B PR PT	
	C4.3	Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper pencil calculation, in accordance with the context	B PR PT	B PR PT	
CG-5 Knows and appreciates the development in India of the decimal place value system that is used around the world today	C5.1	Understands the development of zero in India and the Indian place value system for writing numerals, the history of its transmission to the world, and its modern impact on our lives and in all technology	B PR PT	B PR PT	

Abbreviations: B-Beginner, PR-Progressing, PT - Proficient

## **Teacher's Observations about the overall achievement of Learning Standards of Mathematics:**

**Term 1**

**Term 2**

# LEARNING STANDARDS: INTERDISCIPLINARY AREA (THE WORLD AROUND US)

Curricular Goals	Competencies	Term 1		Term 2	
CG-1 Explores and engages with the natural and socio-cultural environment in their surroundings	C1.1 Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment	B		B	
		PR		PR	
		PT		PT	
		B		B	
		PR		PR	
	C1.2 Describes relationships (including between humans and animals/ nature) and traditions (art forms, celebrations, festivals) in the family and community	PT		PT	
		B		B	
		PR		PR	
	C1.3 Asks questions and makes predictions about simple patterns (season change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment	PT		PT	
		B		B	
CG-2 Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of 'Vasudhaiva Kutumbakam'	C1.4 Explains the functioning of local institutions (family, school, bank/post office, market, and panchayat) in different forms (story, drawing, tabulating data, reports), and analyses their roles	PR		PR	
		PT		PT	
		B		B	
	C1.5 Uses local materials to create simple objects (family tree, envelopes, origami animals) on their own for display or use in classroom processes	PR		PR	
		PT		PT	
		B		B	
	C2.1 Identifies natural and humanmade systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)	PR		PR	
		PT		PT	
		B		B	
	C2.2 Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions)	PR		PR	
		PT		PT	
		B		B	
	C2.3 Connects changes in the environment and the lives of their family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication)	PR		PR	
		PT		PT	
		B		B	

Abbreviations: B-Beginner, PR-Progressing, PT - Proficient

<b>Curricular Goals</b>	<b>Competencies</b>			<b>Term 1</b>	<b>Term 2</b>
CG-3 Explains how to ensure the safety of self and others in different (normal as well as emergency) situations	C3.1	Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals	B	B	
			PR	PR	
			PT	PT	
	C3.2	Discusses how to prepare for emergency situations (smoke, fire, small injuries, burns, electrical safety, unseasonal rains, fallen trees) based on discussions with family and community, or personal experiences	B	B	
			PR	PR	
			PT	PT	
	C3.3	Develops simple labels and slogans, and participates in roleplay on safety and protection in the local environment to be displayed/done in school and locality	B	B	
			PR	PR	
			PT	PT	
CG-4 Develops sensitivity towards social and natural environment	C4.1	Observes and describes diversity among plants, and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat)	B	B	
			PR	PR	
			PT	PT	
	C4.2	Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing)	B	B	
			PR	PR	
			PT	PT	
	C4.3	Describes usage of natural resources in their immediate environment	B	B	
			PR	PR	
			PT	PT	
	C4.4	Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets)	B	B	
			PR	PR	
			PT	PT	
	C4.5	Identifies needs of plants, birds, and animals, and how they can be supported (water, soil, food, care)	B	B	
			PR	PR	
			PT	PT	
	C4.6	Identifies the needs of people in different situations – in terms of access to resources, equal opportunities, work distribution, and shelter	B	B	
			PR	PR	
			PT	PT	
	C4.7	Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background)	B	B	
			PR	PR	
			PT	PT	

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

<b>Curricular Goals</b>	<b>Competencies</b>			<b>Term 1</b>	<b>Term 2</b>
CG-5 Develops the ability to read and interpret simple maps	C5.1	Explains a line drawing of their school, village, and ward	B	B	
			PR	PR	
			PT	PT	
	C5.2	Draws a sketch of their school, village, and ward using symbols and directions	B	B	
			PR	PR	
			PT	PT	
	C5.3	Reads simple maps of city, state, and country to identify natural and humanmade features (well, lake, post office, school, hospital) with reference to symbols and directions	B	B	
			PR	PR	
			PT	PT	
CG-6 Uses data and information from various sources to investigate questions related to their immediate environment	C6.1	Performs simple inquiry related to specific questions independently or in groups	B	B	
			PR	PR	
			PT	PT	
	C6.2	Presents observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression)	B	B	
			PR	PR	
			PT	PT	
CG-7 Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space sciences) and engineering	C7.1	Gains familiarity with using the scientific method in investigations, as well as familiarity with other crosscutting concepts such as energy, matter, and systems that apply across the domains of science and engineering	B	B	
			PR	PR	
	C7.2	Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later Grades	PT	PT	
			B	B	
			PR	PR	
			PT	PT	

**Abbreviations: B-Beginner, PR -Progressing, PT - Proficient**

**Teacher's Observations about the overall achievement  
of Learning Standards of The World Around us:**

**Term 1**

**Term 2**

# LEARNING STANDARDS: ARTS EDUCATION

Curricular Goals	Competencies			Term 1	Term 2
CG-1 Develops an enjoyment of the Arts and exercises their creativity and imagination in Visual and Performing Arts activities	C1.1	Creates and presents a variety of artwork to communicate their ideas and emotions in any of the Visual and Performing Art forms (emphasis on variety in Music, painting, drawing, crafts, Drama, Dance and Movement, and local Art forms)	B		B
			PR		PR
			PT		PT
	C1.2	Describes the varied materials, tools, and processes used in the Visual and Performing Arts and demonstrates familiarity with some of these in their own artwork [e.g., identifies and names some musical instruments and demonstrates simple beats on a dholak, khanjira, bells, utensils, or one's own body (clapping, tapping, making different sounds using mouth and voice)]	B		B
			PR		PR
			PT		PT
	C1.3	Creates artwork collaboratively and shares own thoughts and feelings while responding to Arts and culture in their surroundings	B		B
			PR		PR
			PT		PT

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

## **Teacher's Observations about the overall achievement of Learning Standards of Arts Education:**

**Term 1**

**Term 2**

# LEARNING STANDARDS: PHYSICAL EDUCATION

Curricular Goals	Competencies				Term 1	Term 2
CG-1 Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports	C1.1 Practises a combination of movement, motor skills, and manipulative skills (catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target)	B		B		
		PR		PR		
		PT		PT		
		B		B		
CG-2 Develops an awareness of their personal and social behaviour towards themselves and others	C1.2 Moves purposefully their body to a beat/rhythm/music	PR		PR		
		PT		PT		
		B		B		
		PR		PR		
CG-2 Develops an awareness of their personal and social behaviour towards themselves and others	C1.3 Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing)	PT		PT		
		B		B		
		PR		PR		
		PT		PT		
CG-2 Develops an awareness of their personal and social behaviour towards themselves and others	C1.4 Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body	B		B		
		PR		PR		
		PT		PT		
		B		B		
CG-2 Develops an awareness of their personal and social behaviour towards themselves and others	C2.1 Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas	PR		PR		
		PT		PT		
		B		B		
	C2.2 Creates group norms and rules of the game/activity before playing and reviews them regularly	PR		PR		
		PT		PT		
CG-2 Develops an awareness of their personal and social behaviour towards themselves and others	C2.3 Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell	B		B		
		PR		PR		
		PT		PT		
	C2.4 Practises care and responsibility towards physical activity material, playground, and facilities	B		B		
		PR		PR		
CG-3 Demonstrates mental engagement in physical activity/game situations	C3.1 Explains the concept of some games, their rules, playing positions, and basic moves	PT		PT		
		B		B		
		PR		PR		
	C3.2 Expresses their emotions and thinking process during the game	PT		PT		
		B		B		
CG-4 Develops an understanding of the need to develop themselves and self-assess their progress	C4.1 Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long)	PR		PR		
		PT		PT		
		B		B		
		PR		PR		

Abbreviations: B-Beginner, PR-Progressing, PT - Proficient

## **Teacher's Observations about the overall achievement of Learning Standards of Physical Education:**

**Term 1**

**Term 2**

## SOCIO-EMOTIONAL, ETHICAL DEVELOPMENT

Curricular Goals	Competencies			Term 1	Term 2
CG-1: Children develop emotional intelligence	C1.1	Starts recognising 'self' as an individual belong to a family and community		B PR PT	B PR PT
	C1.2	Recognises different emotions and makes deliberate effort to regulate them appropriately		B PR PT	B PR PT
	C1.3	Interacts comfortably with other children and adults		B PR PT	B PR PT
	C1.4	Shows cooperative behaviour with other children		B PR PT	B PR PT
	C1.5	Understands and responds positively to social norms in the classroom and school		B PR PT	B PR PT
	C1.6	Shows kindness and helpfulness to others (including animals, plants) when they are in need		B PR PT	B PR PT
	C1.7	Understands and responds positively to different thoughts, preferences, and emotional needs of other children		B PR PT	B PR PT
CG-2: Children develop a positive attitude towards productive work and service or 'Seva'	C2.1	Demonstrates willingness and participation in age-appropriate physical work towards helping others		B PR PT	B PR PT
CG-3: Children develop a positive regard for the natural environment around them	C3.1	Shows care for and joy in engaging with all life forms		B PR PT	B PR PT

**Abbreviations:** B-Beginner, PR-Progressing, PT - Proficient

## **Teacher's Observations about the Socio-Emotional, Ethical Development:**

**Term 1**

**Term 2**

## POSITIVE LEARNING HABITS

Curricular Goal	Competencies	Term 1		Term 2	
Children develop habits of learning that allow them to engage actively in formal learning environment such as a school classroom.	1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals	B		B	
	2 Memory and mental flexibility: develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structures environment.	PR		PR	
		PT		PT	
		B		B	
	3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions	PR		PR	
		PT		PT	
		B		B	
	4 Classroom norms: Adopts and follow norms with agency and understanding.	PR		PR	
		PT		PT	
		B		B	

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## **Teacher's Observations about the Positive Learning Habits:**

**Term 1**

**Term 2**

## TEACHER'S OBSERVATIONS ABOUT:

1. <b>Values</b> (Seva, Ahimsa, Swacchata, Satya, Nishkam Karma, tolerance, honest hard work, respect for women, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment.)
<b>Term-I</b>
<b>Term-II</b>

2. <b>DISPOSITIONS:</b>	<b>TERM-I</b>	<b>TERM-II</b>
(a) Positive Work Ethic		
(b) Curiosity and Wonder		
(c) Pride and Rootedness in India		

3. **CAPACITIES:**

	<b>TERM-I</b>	<b>TERM-II</b>
(a) Enquiry		
(b) Communication		
(c) Problem Solving and Logical Reasoning		
(d) Social Engagement		

4. **KNOWLEDGE:**

	<b>TERM-I</b>	<b>TERM-II</b>
(a) About the Self		
(b) About the Social World		
(c) About the Physical and Natural world		

## **PART C**

### **Quantitative Assessment – Term I**

S.No	Curricular Areas	Formative Assessment		Summative Assessment		TOTAL			
		Total Marks	Marks Obtained	Total Marks	Marks Obtained	Total Marks	Marks Obtained	Total Marks	Marks Obtained
1.	Language R1								
2.	Language R2								
3.	Mathematics								
4.	The World Around us (Science, Social Science, Vocational (Skill) Education)								
5.	Arts Education								
6.	Physical Education								
<b>TOTAL</b>									

### **Quantitative Assessment – Term II**

S.No	Curricular Areas	Formative Assessment		Summative Assessment		TOTAL			
		Total Marks	Marks Obtained	Total Marks	Marks Obtained	Total Marks	Marks Obtained	Total Marks	Marks Obtained
1.	Language R1								
2.	Language R2								
3.	Mathematics								
4.	The World Around us (Science, Social Science, Vocational (Skill) Education)								
5.	Arts Education								
6.	Physical Education								
<b>TOTAL</b>									

## SUMMARY FOR THE ACADEMIC YEAR

Curricular Areas	Teacher's Qualitative Description about the achievement levels of specific curricular goals/ competencies in different curricular area.
Language R1	
Language R2	
Mathematics	
The World Around Us	
Arts Education	
Physical Education	

## LEARNER'S FEEDBACK – Term I

What am I good at?	
What did I enjoy this term?	
What did I find challenging?	
What is my action plan for the next term?	

## PEER FEEDBACK - Term I

S.N	Observations	Yes	No	Cannot Say
1	My friend can talk about how he/she feels, e.g. happy, confident, upset or angry.			
2	My friend can calm himself/herself down during difficult situations.			
3	My friend can understand how his/her friends feel.			
4	My friend respects everyone's opinions.			
5	My friend can help others make up after a fight.			
6	When someone is sad, my friend can make them feel better.			

## PARENT'S OBSERVATION - Term I

DATE OF REPORTING \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Respond to the following in Yes/No/Can not say

OBSERVATIONS	YES/ NO/ CAN NOT SAY
<b>MY CHILD:</b>	
Finds the classroom and school to be a welcoming space	
Finds the classroom and school to be a safe space	
Respects everyone's opinions.	
Participates in different activities in the school	
Is making good progress as per their grade	
Is getting the support needed from school	
Can help his/her friends make up after a fight.	

## MY CHILD NEEDS SUPPORT IN - Term I

Oral communication	_____
Reading	_____
Mathematics	_____
Self-Confidence	_____
Working with other children	_____
Working independently at home	_____
Other (Please specify):	_____
	_____
	_____
	_____

## CLASS TEACHER'S REMARKS - Term I

Strengths of the Learners	
Areas of Improvement	
Action Plan	

Date: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Signature of the Class Teacher:

Signature of the Principal:

## LEARNER'S FEEDBACK - Term II

What am I good at?	
What did I enjoy this term?	
What did I find challenging?	
What is my action plan for the next term?	

## PEER FEEDBACK - Term II

S.N	Observations	Yes	No	Cannot Say
1	My friend can talk about how he/she feels, e.g. happy, confident, upset or angry.			
2	My friend can calm himself/herself down during difficult situations.			
3	My friend can understand how his/her friends feel.			
4	My friend respects everyone's opinions.			
5	My friend can help others make up after a fight.			
6	When someone is sad, my friend can make them feel better.			

## PARENT'S OBSERVATION - Term II

DATE OF REPORTING \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Respond to the following in Yes/No/Can not say

OBSERVATIONS	YES/NO/CAN NOT SAY
<b>MY CHILD:</b>	
Finds the classroom and school to be a welcoming space	
Finds the classroom and school to be a safe space	
Respects everyone's opinions.	
Participates in different activities in the school	
Is making good progress as per their grade	
Is getting the support needed from school	
Can help his/her friends make up after a fight.	

## MY CHILD NEEDS SUPPORT IN - Term II

Oral communication	_____
Reading	_____
Mathematics	_____
Self-Confidence	_____
Working with other children	_____
Working independently at home	_____
Other (Please specify):	_____
	_____
	_____
	_____

## CLASS TEACHER'S REMARKS - Term II

<b>Strengths of the Learners</b>	
<b>Areas of Improvement</b>	
<b>Action Plan</b>	

Date: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Signature of Class Teacher:

Signature of Principal:

# Holistic Progress Card

This is an exemplar Holistic Progress Card for Preparatory Stage (Grades 3 to 5) based on the National Curriculum Framework for School Education (NCF-SE 2023) to be adopted/adapted by BSB Affiliated/Associated schools.

## Instructions for Teachers:

1. The curriculum goals are to be achieved with the use of pedagogy based on experiential and activity-based learning.
2. This card is a combination of child's own expression of assessment by self, peers, parents, and teachers.
3. The card provides disaggregated reporting and also scores or letter grades in the specific curricular areas. It is to be filled in at the end of each term.

The competencies are to be interpreted at various levels on the basis of the following description:

Level	Interpretation
Beginner	Has begun to achieve the competency with considerable support from teachers.
Progressing	Has achieved competency with some support of teachers.
Proficient	Has achieved competency on his/her own.

“निरंतर अभ्यास से  
ज्ञान स्थिर होता है ”  
– महर्षि पतंजली