BHARTIYA SHIKSHA BOARD

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HOLISTIC PROGRESS CARD

An Implementation Guide For Teachers

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I. BACKGROUND

The National Education Policy (NEP), 2020 recommends pedagogical and curricular restructuring of school education based on 5+3+3+4 pattern to make it more responsive and relevant to the developmental needs and interest of learners at different stages of development. The schooling has been divided into four stages based on the styles of learning best suited for these age groups. The age group of children corresponding to different stages of school education is as follows:

1. **Foundational Stage** *(Balvatika 1, 2, 3 + Grades 1 and 2) - Age group 3 to 8 years;*
2. **Preparatory Stage** *(Grades 3, 4 and 5) – Age group 8 to 11 years;*
3. **Middle Stage** *(Grades 6, 7 and 8) – Age group 11 to 14 years;*
4. **Secondary Stage** *(Grades 9, 10, 11 and 12) – Age group 14 to 18 years;*

Para 4.35 of National Education Policy (NEP), 2020 reads as under:

"The progress card of all students for school-based assessment, which is communicated by schools to parents, will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom--------."

The present document provides details about the concept, scope, structure, assessment strategies related to the **Holistic Progress Card (HPC)**. This document will facilitate teachers to conduct competency-based assessment in their class for a holistic view of a child's progress. The teachers are requested to go through the guidelines before they plan assessment activities for children. These guidelines will help them to understand the concept and importance of the **Holistic Progress Card (HPC)** and their own role in its implementation.

II. WHAT IS A HOLISTIC PROGRESS CARD (HPC)?

As part of Transforming Assessment for Student Development, the Para 4.35 of the National Education Policy (NEP), 2020 recommends preparation of **Holistic Progress Card (HPC)** to provide a 360 degree, multidimensional report of progress, that reflects in detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The **Holistic Progress Card (HPC)** will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom.

The Proposed **Holistic Progress Card (HPC)** maps the status of each child's learning at every stage of School Education. It gives an overall description of an individual's performance over a period of time thus enabling teachers to identify the strengths, opportunities, barriers and skills or qualities that may be developed over a period of time.

Teachers need to ensure that:

- assessment at every stage is participatory and inclusive.
- self-assessment by learners, peer assessment and teacher assessment are made an integral part of **Holistic Progress Card (HPC)**.
- assessment incorporates the parents' feedback.

Features of Holistic Progress Card (HPC)
- Presents a picture of a student's progress that provides evidence as well as an opportunity to the child to understand his/her growth over years.
- Helps teachers gain a clear and comprehensive picture of children's learning and development so that they can plan appropriately across learning goals and help children achieve all the learning outcomes.
- Communicates the strengths and areas of improvement for each child identified with participation and discussion between the teacher, the child and where possible, the parent.
- Provides teachers and parents with valuable information on how to support each student in and out of the classroom.
- Help teachers to identify not only the gaps but also assist in solving multidimensional issues in schools ranging from child-teacher engagement, progress in learning, drop-out rate and barriers to learning.

- Provide a baseline level for each student in various learning outcomes and competencies before the beginning of each term/session.
- Provide opportunities for the child in consultation with the teacher to set future goals thus providing direction to both the teacher and the child in terms of future action.
- Builds an important link between home and the school and should be discussed in the parent teacher meetings in order to actively involve parents in children's Holistic Education and Development.

III. FOUNDATIONAL STAGE: AIMS, CURRICULUM GOALS, DOMAINS, COMPETENCIES & LEARNING OUTCOMES

Aims of Education:

Aims are educational vision statements that give broad direction to all deliberate efforts of educational systems. Aims of Education are usually articulated in education policy documents.

For example, NEP 2020 states that "The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution."

Curriculum Goals (CGs):

The circular goals are statements that give directions to curriculum development and implementation. They are derived from Aims and are specific to a Stage in education (e.g., the Foundational Stage).

National Curriculum Frameworks which guide the development of all curricula state the Curricular Goals. For example, in the NCF-FS, "Children develop effective communication skills for day-to-day interactions in two languages" is a Curricular Goal for the Foundational Stage.

The curriculum goals for the Foundational Stage have been articulated keeping in view the long Indian tradition of inquiry (for example, as evidenced in the concept of Pancha Kosha in Taittiriya Upanishad) coupled with current research and understanding in the related disciplines of Development Biology, Psychology and Cognitive Neuroscience.

Domains:

Taking view of the development pattern of children in the age group of 3 - 8 years and how children learn at this stage, the curricular goals have been articulated for the five major domains:

1. The focus of **Physical Development** is to sharpen sensorial attention, exercising and coordination of different muscles, safety and development of healthy eating and hygiene habits.
2. The focus of **Socio-emotional and Ethical Development** is to develop the ability understand and manage/regulate emotions, along with

understanding other emotions helping develop cooperation, empathy and compassion in children.

3. The focus of **Cognitive Development** is to develop conceptual and mathematical understanding of the natural and social environment, logical thinking and problem solving etc.

4. The focus of **Language and Literacy Development** is to enable children to make meaning out of text and the world it represents; and development of effective communication skills.

5. In **Aesthetic and Cultural Development**, engagement with various arts like visual, music, movement and drama are done to encourage observation, reproducing and extending observed patterns. The focus is on the ability to imagine and free and creative expression of the children.

Along with the focus of these five domains, the teachers need to develop Positive Learning Habits that allow them to engage activity in the formal learning environment of the school subsequently. The attempt should be to encourage intentional action, mental flexibility, self- control and self-regulation as also to encourage observation and exploration.

Curriculum Goal

E.g.: "Children develop effective communication skills for day-to-day interactions in two languages

Competencies

E.g.: "Converses fluently and can hold a meaningful conversation" and "Understands oral instructions for a complex task and gives oral instructions for the same to others"

Learning Outcomes

E.g.: "Initiates conversations in a daily life with peers and teachers in a variety of school settings"

IV. ASSESSMENT GUIDELINES

Assessment

Assessment closely integrated with curriculum and instruction, is embedded in the learning process and is an essential component of the teaching-learning cycle. The primary role of assessment is to enhance teaching and improve student learning.

Assessment is best described as a process by which information collected is used by teachers to identify learning needs of students and align instruction to improve classroom practice and by students to adjust their learning strategies.

Assessment is a lens for understanding learning, identifying invisible barriers and helping teachers to improve their teaching strategies.

In addition to its traditional focus on outcomes, assessment is beginning to focus on learning processes and experiences. The effort is also to make it more learner centric. A shift from **assessment of learning** towards **assessment for learning** and **assessment as learning** is transformational, and results in deep learning.

Effective purposeful assessment should inform students' their starting points, what they have mastered and what they need help on. It permits teachers to adapt their teaching to the needs of their students and plan accordingly in order to ensure that every student is able to reach his/her full potential. Assessment as learning is envisaged to empower learners to enable them to learn about themselves and regulate their own learning. It also encourages peer assessment, self-assessment and reflection.

Should inform students' their starting points, what they have mastered and what they need help on.

Permits teachers to adapt their teaching to the needs of their students

To plan in order to ensure that every student is able to reach their full

To empower learners to enable them to learn about themselves and regulate their own learning

It also encourages peer assessment, self- assessment and reflection

Assessment at the Foundational Stage

Assessment at the Foundational Stage is not to provide any grade and score on a child's performance but to understand a child's progress in various learning outcomes and competencies. Assessment of children on all the essential aspects of their growth and development will be compiled in the form of a **Holistic Progress Card (HPC)**, which is descriptive and analytic rather than merely numerical.

Explicit tests and examinations are inappropriate assessment tools for this stage. Assessments are to be conducted largely in the form of qualitative observations by teachers.

NCFFS (2022) recommends that

- Assessment tools and processes need to be designed such that they are a natural extension of the learning experience for a child.
- Teachers need to design different kinds of assessment, for the same learning outcome and also for different learners.
- Teachers must ensure that assessments enable recording and documentation of children's progress.
- Systematic record keeping of such assessments is considered an important professional responsibility of teachers.
- Care must be taken to ensure that assessment does not overly burden both the teachers and the students.

Teachers have the autonomy to design and judiciously choose appropriate tools for assessment and the periodicity in which assessment- related record is maintained.

Assessment at the Preparatory Stage (Class 3, 4 and 5):

- A robust system of formative assessment to track learner's progress because of more formal learning across curricular areas.
- Assessment should act as an instructional tool.
- Written tests to be introduced at this stage.
- The teacher should make the students understand the idea of competencies to be achieved through a lesson or unit of study.
- Summative competency-based assessment to be introduced at the end of this period.
- Peer and self-assessment be introduced to help students to monitor the trajectory of their own learning. (Assessment as learning).
- Comprehensive summative assessment at the end of class 5.
- Important techniques to be used are - **Written tests and observation, and tools are-Portfolio, Anecdotal record, checklist, rating scale, assignment, unit test.**

Assessment at the Middle Stage (Class 6, 7 and 8):

- Competency based Assessment, covering all dimensions of learning
- To test Higher Order Thinking Skills (HOTS) and conceptual understanding, classroom assessment tools such as - **projects, debates, presentation, experiments, investigations, role-plays, journals and portfolios should be used.**
- Year-end, term-end and unit-end summative assessment is to be done to synthesize the learning of students using Multiple Choice Questions (MCQ), Very Short Answer type Questions (VSA), Short Answer type Questions (SA) and Long Answer type Questions (LAQ).
- At the end of the stage, assessment should be able to indicate special **interest** or **limitations** in specific curricular areas.

Such assessments would enable teachers to

- Get an insight and an overall view of the learning achievement of children in a classroom.
- Consolidate learning - assessment tasks, and map the rate of progression of learning over a period of time for each child.
- identify the needs, preferences, and interests of the child and recognize early signals about possible developmental challenges or learning difficulties a child might be facing.
- Design the future course of action, select appropriate content and pedagogical approaches, plan appropriate additional learning experiences and create opportunities for children who are not learning adequately or with learning gaps in learning, and seek collaboration and coordination wherever possible.

V. METHODS AND TOOLS OF ASSESSMENT

Holistic Progress Card (HPC) proposes the use of integrative pedagogy in order to track students' performance. The two broad methods of assessment that are appropriate at the Foundational Stage are observations of the child and analysing evidence gathered as part of their learning experience.

A. Observations of the Child

Children show their understanding by doing, showing and telling. Observations can help Teachers see the child's achievement of different Competencies which children exhibit in many possible ways.

Observation over a period of time provides the Teacher with a comprehensive understanding of the child's learning.

Systematic observation for assessment involves the following steps:

1. **Planning:**
   - Identify a few children for observation in the classroom.
   - Determine which Curricular Goal needs to be observed.
   - Make a list of the Competencies and Learning Outcomes to be observed.
   - Determine the methodology and prepare the record sheet to record observations.
2. **Gather Evidence:**
   - Find out a task/ activity where the selected Competencies or Learning Outcomes can be exhibited by children
   - Keep recording exact observations as evidence.
3. **Reflect and Assess:**
   - Read the evidence and records to track the progress of each child over a period of time.
   - Plan and modify teaching pedagogy as required.
4. **Anecdotal Records:**
   An anecdotal record is an attempt to record in detail a specific episode or event that is of particular interest or concern. It is an observation and recording of what children say and do while they are engaged in a particular activity.
5. **Checklist:**
   A checklist is a tool for identifying and recording whether a child has accomplished the listed learning outcomes. A checklist is easy to create and use.
   - A checklist is based on a sequential approach to learning.
   - Used when many learning outcomes are to be observed.

- A 'mix and match' approach that combines checklists with another data collection method is preferred.

A sample checklist for observation of language and literacy skills which can be used for an individual child and for a group of children is placed at Annexure[4].

6. **Event/ Frequency Sampling:**
   - Event Sampling allows a combination of anecdotal records and checklists.
   - Each time a targeted event occurs, the Teacher may capture (in writing) as many details as possible from the beginning of the event until the end.
   - Useful when Teachers want to redirect children's unacceptable behaviour or action.
   - Recording to be in the form of a simple table.
   - Details related to the event also to be included.
   - Teachers can do 'time sampling,' to assess certain behaviour or actions at regular intervals to understand the intensity of the problem.

(e.g., if the Teacher wants to observe the aggressive behaviours of a child, she can record every 10 minutes for two days, during free play time of the same activity. She will get a clear sense of tantrums and conflicts of the child and understand their socio-emotional behaviour in a particular situation).

B. Artefacts

An artefact in an early childhood classroom refers to an object created by a child during the teaching-learning process.

Key points:

- It provides a rich source of information about a child's strengths and abilities.
- It is helpful in looking at the child's work and seeing how their level of understanding of a particular Learning Outcome is affected.
- It could be any sample of work that the child is able to produce.

C. Task Based Assessment

Holistic Progress Card (HPC) helps in competency-based assessment which is achieved through task based assessment. One task can help to assess multiple competencies and LOs across all goals.

Key points:

- Develop each learning outcome as determined for a particular grade.

- Understand a child's conceptual learning of the skill as well as application of the skill.
- For the purpose of reporting, assessment can be done any time in a term. Teachers need not wait for the end of the term.
- Use information to plan the teaching-learning pedagogies. It also helps to modify the ongoing activities to ensure that it meets the needs of all children.

Activities to be done for achieving a competency:
- The teacher may assess multiple competencies across curriculum goals and domains through one activity.
- Various activities should be planned wherein a child can have ample opportunity to experience the competencies aimed. This would help to understand a child's deep learning, acquisition of the competency as well as its application.
- The competencies are to be acquired by children with teacher's guidance through activity-based and experiential learning pedagogy.

Competencies to be covered in a term:
- Teachers can decide on the number of competencies she/he would like to observe in the month based on number of children in the class. Also, a few competencies can vary among children, based on the need and progression of the child.
- Teachers can aim to a minimum of one competency for every curriculum goal across domains.
- Teachers can decide to observe one or two competencies to be assessed every week/month (e.g., listening/speaking skill, bonding with books, print awareness, math concepts, problem solving, creativity, peer relationships etc) based on the activities/timetable of the class.
- The competencies are year-long expectations and so should be observed in a progressive and continuous manner.

For example, during a circle time, if child is narrating about his/ her previous day(Sunday), listening to this narration can help one to understand the skills like:

Sequencing: Is the narration of the activities in order? For e.g. starting from morning, brushing my teeth, having milk...etc.

Vocabulary development: Is a child using actions, sounds or words to narrate a story?

Acquisition of first language or second language: Is a child using one language to narrate the incident or a combination of two languages?

Self-expression: Is a child able to express themselves using a particular language?

Connection with immediate environment: Does the child mention other family members, friends in the story?

VI. DOCUMENTING & ANALYSING CHILDREN'S RESPONSES FOR EFFECTIVE TEACHING-LEARNING

Assessment provides us several insights into children's learning. These insights help to plan and design classroom pedagogy that is better aligned with children's needs and interests. A teacher needs to analyse and interpret the evidence for further learning.

Documenting and Communicating Assessment

- Assessments are ongoing in the Foundational Stage.
- It is important to periodically aggregate, summarise and analyse all the assessments during a term.
- The school should maintain a folder for each child. The folder will contain all information about the child and the Teacher's narrative summary for each term/year.
- **Holistic Progress Card (HPC)** should be used to communicate with the parents and families of the child in their learning journey.

Analysis of Evidence

A. Prerequisites for analysing evidence
- To be unbiased and open-minded towards the children they teach
- To well-design and align the assessment to Competencies of the Foundational Stage.
- To be formally and informally integrated through the course of the day in the classroom and out-of-classroom activities.
- To have a system of collecting and documenting evidence of children's learning from various assessments (e.g., observations, worksheets, artwork).

B. Principles for analysing evidence
- To focus on what children, know and can do for their assessment in a fair and accurate manner.
- To analyse evidence to judge the extent to which children have demonstrated understanding and acquisition of skills - beginner, progressing and proficient.
- To identify misconceptions or alternative conceptions,
- To identify gaps in children's learning
- To use multiple sources of evidence before making conclusions about a child's learning.

C. Acting upon the analysis

- To utilise the evidence gathered to plan or alter instructions for meeting children's needs.
- Revise or practice skills not learnt by most children
- Restructure learning experiences through use of alternate teaching strategies and methods.
- To identify children who need support for specific competencies. Accordingly give time and work with them to improve upon those competencies.

VII. HPC IN PRACTICE

Holistic Progress Card (HPC) reports many unique competencies which are not just academic. It communicates the strengths and areas of improvement with participation and discussion between the teacher, the child and where possible, the parent.

An elaborate description of different parts of the **Holistic Progress Card (HPC)** prototype is given below.

'All About Me'

What is it?
It provides a broader understanding of themselves. It includes various personal elements such as their birthday, height-weight, friend's name, place they live, parent's names, their likes, and their favourite game/food/colour/animal etc.

Key points:

- Be open-minded and encourage the students to think of each element in this section.
- Keep the context of the child in mind and give relevant examples for the students to start thinking about their likes and dislikes.
- Be inclusive and supportive. Help the child one on one and to let go of the spellings as it is not the intention of the tools for assessment.
- Give freedom to use the language and drawing of their choice for expressing themselves.
- Talk about varied points given on the sheet to relate various elements meaningfully.

ALL ABOUT ME

My birthday _____

My Blood Group _____

My favourite:

Colour _____

Food _____

Games _____

Animals _____

I want to be _____ when I grow up.

Term I	Term II
My height is _____ cm.	My height is _____ cm.
My weight is _____ kg.	My weight is _____ kg.

'Glimpse of Myself and My family'

What is it?

It gives children an opportunity to pay attention to themselves and their immediate surroundings. It helps them to explore and present how they see themselves through drawings or pictures. It is a way to promote self-awareness and self-reflection in a child.

Key points:

Glimpse of self and family will help them to see themselves through drawings/ pictures.

A glimpse of myself

PHOTOGRAPH OF SELF

A glimpse of my family

FAMILY PHOTOGRAPH

- Ask children to present themselves and their family using drawings and pasting materials.
- Give examples to draw family members, e.g.: grandparents or parents playing together with children, or eating together.
- Make them think about what all are the elements that make us look a certain way: e.g., eyes, hair, face, nose, lips, body type, etc.
- Encourage children to be as creative as possible
- Make the children understand themselves and be aware of their presence in the environment.

'Competencies'

What is it?

This section documents assessment of various competencies arrived by the teacher through use of different assessment tools, to track the progress of the child against Competency that is defined for specific Curricular Goals.

The Curricular Goals for the Foundational Stage have been derived by giving consideration to the following domains:

- Physical development,
- Socio-emotional and ethical development
- Cognitive development
- Language and literacy development
- Aesthetic and cultural development
- Positive Learning Habits

PART B

STATUS OF ACHIEVEMENT OF COMPETENCIES UNDER DIFFERENT DOMAINS

DOMAIN 1: PHYSICAL AND MOTOR DEVELOPMENT
Development of Annamaya and Pranmaya Kosha

CURRICULAR GOAL 1: *Children develop the habits that keep them healthy and safe.*

COMPETENCY	LEARNING OUTCOMES	TERM 1		TERM 2	
C-1: Shows liking for and understanding of nutritious food and does not waste food	LO-1.1: Participates in preparing nutritious snacks (for example, bhelpuri)	B		B	
		PR.		PR.	
		PT.		PT.	
	LO-1.2: Names some qualities of good nutritious food	B		B	
		PR.		PR.	
		PT.		PT.	
	LO-1.3: Helps in serving meal and estimates the appropriately sized portions of food	B		B	
		PR.		PR.	
		PT.		PT.	
	LO-1.4: Explains the benefits and the dangers of eating certain foods for human body	B		B	
		PR.		PR.	
		PT.		PT.	
	LO-1.5: Recognises foods from different food groups with adult's assistance	B		B	
		PR.		PR.	
		PT.		PT.	
C-2: Practice basic self-care and hygiene	LO-2.1: Gets water from water container/earthen pot by self without spilling	B		B	
		PR.		PR.	
		PT.		PT.	
	LO-2.2: Carries out self-help tasks, for example, washing hands when dirty and before meals on their own	B		B	
		PR.		PR.	
		PT.		PT.	
	LO-2.3: Takes appropriately sized portions for eating	B		B	
		PR.		PR.	
		PT.		PT.	
	LO-2.4: Serves without spilling	B		B	
		PR.		PR.	
		PT.		PT.	
	LO-2.5: Recognises and communicates when feeling unwell	B		B	
		PR.		PR.	
		PT.		PT.	

As the Curricular Goals are developmental, so are the Competencies and the Learning Outcomes. All the Learning Outcomes have a developmental trajectory across every age group through the foundational stage.

As learning between ages 3 to 8 is developmental, it happens at a varied pace for different children. All children will not achieve the same age-wise Learning Outcomes at the same time. Each Learning Outcome is observable and the Learning Outcomes need to be read as cumulative. The child's learning of the previous age group continues to be observed in later stages. For example, if the Learning Outcome for the age group 4-5 is 'eats without spilling' this is assumed to continue for the age group 5-6 onwards.

The competencies are to be interpreted with the following levels of attainment.

- **Beginner:** Tries to achieve the Competency and associated Learning Outcomes with a lot of support from teachers.
- **Progressive:** Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
- **Proficient:** Achieves the Competency and associated Learning Outcomes on his/her own.

The level of attainment can be depicted by using any neutral icon such as flower, tree, smiley etc.

Points to be considered for Teachers:

- Focus on and observe one or two competencies per week.
- Competencies can be picked based on the activities and timetable of the class.
- Keep a record of the number of children making progress for the competencies being assessed.
- Keep a record of those children who require further support, with reason, for the competencies being assessed.
- Include a narrative on what parental support is needed in a specific domain and how the child will be supported at the beginner level.
- Once a teacher sees improvement in the attainment of the competencies, she/ he can decide to move onto the next learning outcome
- Ensure that the level of attainment is well explained and understood.

Holistic Progress Card

This is an individualised and a holistic presentation of a student's progress. This is an exemplar card based on the National Curriculum Framework for Foundational Stage (NCFFS 2022). BSB Affiliated/Associated schools may adapt/adopt the card as per their context.

Note:

1. The curriculum goals are to be observed with the use of activity-based and experiential learning pedagogy by the teacher to enable a child to develop competencies.
2. This card is a combination of child's own expression of assessment by self, peers, parents, and teacher.
3. The card provides disaggregated reporting unlike a single score or letter grades in a subject area. It is to be filled in at the end of each them.

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.

'Learner's Profile by the Teachers'

What is it?

This narrative summary is a description of the child's learning. It gives qualitative information about the child's progress based on interpretation of multiple sources of information (e.g., anecdotal records, event samples, checklists, portfolios, worksheets).

It helps parents and other Teachers to know about the children's learning progress in an in-depth manner. It may cover the following:

- Developmental status and learning progress of a child.
- Interest of the child.
- Strengths of the child.
- Challenges and suggestions for improvement

Learner's profile by the teacher

Teacher must present a narrative summary of the child, highlighting the strengths, challenges and suggestions for improvement.

1. Strengths: _____

_____

_____

2. Challenges: _____

_____

_____

3. Uniqueness: _____

_____

_____

4. Suggestions for Improvement: _____

_____

_____

'Parent's Feedback'

What is it?

It is the feedback that is taken from the parents based on their child's performance over a period, in different activities. It is to look at certain behavioural changes that the parent might have observed in their children in their home environment.

Key points:

- Sheets may be given to the parents either via the students or during the PTA meetings at the end of each term to get feedback.
- Mention the date for each feedback
- Explain why their feedback is sought to the parent.
- Ask parents to write from their own perspective about how things have changed in their child.
- Ask parents to mention stories and anecdotes that the children share once they come back home.
- Ask parents to observe both positive changes and areas of improvement for their children.
- Go through the answers and observations made by the parents.
- Compare it with the observations that you have made for the students and look for similarities and differences.
- Try to look for the reasons for the differences between home and classroom in discussion with the parents and suggest alternatives to address the same.

Parent's feedback

Aspect	Term 1	Term 2
My child enjoys	----------------------	----------------------
My child needs support in	----------------------	----------------------
One special attribute about my child is	----------------------	----------------------
My child has been appropriately vaccinated	YES / NO	YES / NO

'Self-Assessment'

What is it?

It enables a child to be self-aware. It makes them understand how much they have progressed in all the activities.

Key points:

- To be filled in over a period of time based on observations and discussions with the children.
- For younger children, the teacher can fill in the sheet themselves after a discussion with the child, based on the activities conducted.
- Observe the children during the activities and compare their answers to your observations.

Self-Assessment

Self-reflection on inter-disciplinary activities done by the child: Clay-modelling, drawing, playing games, colouring, puppet-making, model making, etc.

The teacher must help the children to fill this sheet:
(For younger children teachers may fill the information based on observation and discussion)

		Term 1	Term 2
1.	Activities that I enjoy the most		
2.	Activities that I find difficult to do		
3.	Activities that I enjoy doing with my friends		

'Peer Assessment'

What is it?

It gives an understanding of the engagement level of a child in the activities when working in a group.

Key points:

- To be filled in over a period of time based on observations and discussions with the children.
- For younger children, the teacher can fill in the sheet themselves after an observation/discussion, based on the activities conducted.
- Observe the children during the activities and compare their answers to your observations.
- In case of peer-assessment for younger children, it focuses on a child's perspective (feeling) about his/her classmate. This is not to be assessed with any specific developmental goals.

Peer-Assessment

Peer feedback from classmate(s) (will tick the relevant no. of stars)

Collaborative games/activity such as colouring together, playing a game, etc. done in pairs/groups

		Term 1	Term 2
1.	Helps in completing task/ activity	★ ★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★
2.	Likes to play with others	★ ★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★
3.	Shares stationary (crayons/glue/chalk, etc.) with classmates	★ ★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★

'Portfolio'

What is it?

A portfolio is the collection of work done by students in various experiential and interdisciplinary tasks done in class. It is a compilation of a child's work in the academic session term wise and also a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests.

Key points:

- It should be focused on to promote techniques such as annotation, identification of key words/topics/themes, summarization and organizations of ideas and content.
- Evidence of the child's work and worksheet should be included in it which would help evaluate learner's progress.
- Teachers may paste pictures, various artworks like clay work, drawing, colouring , puppet making, model -making, etc.
- The teachers may also paste pictures of the child while engaged in activities like playing a game, role-play, dancing etc.

ASSESSMENT AT GLANCE

- ➢ **Why should children be assessed?**

  Since we are all concerned about children's learning, assessment needs to be undertaken for a number of reasons:

  - Support and improve your child's learning and development.

  - Observe what changes and progress takes place over time.

  - Identify individual and special needs and requirements.

  - Plan teaching-learning situations in a more suitable way.

  - Enhance the child's self - understanding and personal development.

  - Achieve curriculum aims/syllabi objectives.

  - Improve on-going teaching-learning in classroom.

  - Provide evidence of children's progress to communicate to parents and others.

➢ **What should be assessed?**

- Children's learning/ performance in different subject areas.

- Achievement of skills – academic, interpersonal, etc.

- Interests, attitudes and motivation amongst other aspects.

- Change and progress over time.

- Children's response to educational inputs, situations and/or opportunities

➢ **When should assessment be made?**

- Continuously throughout the year.

- Periodic reflection by the teacher 3 or 4 times a year.

➢ **How should the Assessment Process be undertaken?**
Steps that can be followed are:

- Collecting information/evidence.

- - a variety of sources - different ways/methods

- recording of information/evidence.

- Making sense of collected information/evidence.

- Sharing and communicating feedback on assessment.

➢ **How can Assessment Information be used?**

- Improve children's learning and performance.

- Provide the right kind of learning opportunities, materials, aids, equipment etc.

- Bring out the best in children.

- Cater to differences in children and their social needs.

- Move children from one level of learning to a higher level .

VIII. ROLE OF PRINCIPAL AND TEACHERS

Role of Principal

The most important role of a Principal is to create a supportive and empowering culture in school. They have to create an ethos where teachers think and talk about teaching and learning of children.

The Principal will play a pivotal role in engaging and advocating the importance of the **Holistic Progress Card (HPC)** to all school stakeholders including the school management. They are expected to:

- Attend Orientation programmes regarding the scope and objective of **Holistic Progress Card (HPC)**.
- Be in-charge, support and oversee the entire **Holistic Progress Card (HPC)** process.
- Provide logistics support to teachers for the implementation of **Holistic Progress Card (HPC)**.
- Provide mentoring and guidance to teachers for the implementation of **Holistic Progress Card (HPC)**.
- Create space for parents to learn and participate in their child's overall development.
- Create a smooth transition for children from preschool years to Class 1.
- Maintain **Holistic Progress Card (HPC)** for each child and to make it easily accessible for parents.
- Encourage teachers to use data to track progress towards achievement of the goal, giving particular attention to improvements that will support the school's most vulnerable students.

Role of Teachers

Teachers are critical to improve the quality of learning and assess the child in a just manner. All children learn by listening, watching, and connecting with the teacher in different ways. It becomes important for teachers to have pedagogic autonomy to plan and organise content, decide the sequence, and methods of teaching.

Remember to:

- Take pictures of activities and save them.
- Keep all resources as and when activities happen.
- Ask students to save their art and craft work.
- Take feedback from parents periodically.
- Display patience and explain policy frameworks to parents whenever required.

- Fill in assessment sheets based on observations and discussions with students over a period of time.
- Fill sheets for smaller students to take their inputs (peer and self-assessments) after a discussion with the child.
- Encourage students to answer honestly on their own.
- Reflect and take notes immediately after an activity is over.
- Be open minded and encourage students to think on their own.
- Be inclusive and supportive.
- Give freedom of expression to children.
- Give examples to initiate thinking among children.
- Be aware about the school context and the socio-cultural context of students while assessing them.
- Create opportunities in the classroom in the form of activities to observe competencies.
- Adopt/modify the most relevant LOs as per the requirement of the child.
- Keep an open eye on a child's behaviour, and monitor the smallest of change that reflects meeting the competencies at any level.
- Assess students with an open mindset, keeping the child's age and special needs in mind.

ABBREVIATIONS

CG:	CURRICULUM GOALS
HPC:	HOLISTIC PROGRESS CARD
FYL:	FOUNDATIONAL YEAR LEARNING
FLN:	FOUNDATIONAL LITERACY AND NUMERACY
C:	COMPETENCIES
LO:	LEARNING OUTCOMES
NEP 2020:	NATIONAL EDUCATION POLICY 2020
NCF-SE 2023:	NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION 2023
NCF-FS 2022:	NATIONAL CURRICULUM FRAMEWORK FOR FOUNDATIONAL STAGE 2022

GLOSSARY OF TERMS

1. **BALVATIKA:** A one-year preparatory class before grade 1 for children aged 5 - 6 years; it can be in an Anganwadi, a pre-school, primary school, or any other configuration.
2. **CARE:** A behaviour expressing interest or concern towards something or someone; any activity that attempts to establish, maintain, and improve good relationships between people.
3. **COGNITIVE:** Any mental activity relating to or involving the processes of thinking and reasoning.
4. **COMPTENCIES**: These are learning achievement that are observable and can be assessed systematically.
5. **CURRICULAR GOALS**: These are statements that give directions to curriculum development and implementation.
6. **DEVELOPMENTAL OUTCOMES:** Behaviours that are results of the process of growth and maturation.
7. **DOMAINS OF DEVELOPMENT:** The areas of growth and progress, namely, physical, emotional, social, cognitive, and language acquisition.
8. **EARLY CHILDHOOD CARE AND EDUCATION:** The care and education of children from birth to eight years.
9. **EARLY LANGUAGE:** Language learning in the first few years of a child's life where there is interest and emphasis in acquiring oral skills, practising pronunciation, intonation, and the joy of learning new sounds, words, and language rules.
10. **EMOTIONAL LANGUAGE:** The ability to understand and manage one's own and others' emotions and respond positively to social norms.
11. **EXPERIENTIAL LEARNING**: The process of teaching and learning through doing activities, through experiences approximating real-life situations.
12. **FOUNDATIONAL LITERACY AND NUMERACY** – (FLN) – it is a child's ability to read basic written or textual material and solve basic maths problems such as addition and subtraction.
13. **FOUNDATIONAL STAGE** – The stage of schooling for children aged 3 - 8 years.
14. **FREE PLAY**: Child-led, child-directed play in a stimulating environment developed by the teacher.
15. **HOLISTIC PROGRESS CARD** (HPC)– The record of a child's learning and progress in all domains of learning achievement and development.
16. **HOME LANGUAGE**: The language(s) spoken amongst members in the home of the child
17. **HYPOTHESIS:** An idea that is suggested as the possible explanation for something but has not yet been found to be true or correct.

18. **INTEGRATED LEARNING:** A holistic approach to learning, focusing on the interrelatedness of all curricular areas.
19. **LEARNING ACHIEVEMENTS**: This is the extent of progress towards attainment of learning outcomes and associated competencies in any domain.
20. **LEARNING OUTCOMES**: These are statements summarising the knowledge, skills, attitudes, and values that all children must possess and demonstrate upon the completion of a learning experience or sequence of learning experiences.
21. **MATHEMATICAL UNDERSTANDING:** This understanding entails knowing and making sense of the meaning and connotation of mathematical knowledge.
22. **MULTILINGUALISM:** It is the knowledge and active use of many languages other than the home language for communication in teaching and learning contexts.
23. **PHONOLOGICAL AWARENESS:** The ability to identify and distinguish sounds in a spoken word.
24. **POSITIVE LEARNING HABITS:** These are habits of learning that enable children to engage actively in formal learning environments like a school classroom.
25. **PREPARATORY STAGE:** The stage for children aged 8-11 years; for Grades 3-5.
26. **PRE-SCHOOL:** A school providing education for children aged 6 years and under.
27. **SAFETY:** It is the assessment of risk, and active protection of individuals from harm, danger, or injury.
28. **SELF-CARE:** Behaviours enacted in interest or concern towards one's own health, well-being, and growth.
29. **VOCABULARY:** It is knowing a body of words and the meaning of those words. In the context of language and literacy development, vocabulary also indicates the set of words that the child understands.

SAMPLE OF TOOLS AND METHODS

1. Observation

Some illustrative pointers for observation during a few common pedagogical processes are given below:

A. Story telling:

(i) Is the child getting involved in the story?

(ii) Is the child describing the pictures?

(iii) Is the child asking questions about different characters of the story?

(iv) Is the child connecting personal experiences with the events of the story?

(v) Is the child recalling familiar words from the story?

(vi) Is the child expressing likes or dislikes about the story?

B. Guided conversation:

(i) Is the child listening to others during Circle Time?

(ii) Is the child waiting for their turn to speak?

(iii) Is the child expressing their pleasure or displeasure while listening to others?

(iv) Is the child able to predict what is going to happen next?

C. Play - Free, Guided, or Structured:

(i) Is the child solving simple problems?

(ii) Is the child able to use large and small muscles to engage with play material?

(iii) Is the child able to express different emotions?

(iv) Is the child able to respond appropriately to the emotions of others?

2. Sample of Anecdotal Records

Sample Anecdotal Observation Record

Context: I teach a class of 4-5-year-olds. This is an observation I made of something that caught my attention while I was doing 'story time' with my children.

Name: Devi	Age: 4.5 years
Date & Time of observation: DDMMYY, HH:MM	Setting/Area: Classroom
Purpose of observation: Emotional regulation	

Observation:

I read the story 'Rajesh hugs her sister' to my class. Devi got agitated and pushed around the children sitting beside her. After the story reading, I asked the children to draw a picture of their family. Devi did this but blackened out the boy in the picture using her crayon. I asked her about it, and she said 'That's my brother. I don't like him. He always teases me and takes my food. Mother and Father like him.'

Interpretation:

- Devi seems to be having difficulty coping with her feelings for her brother.

- She may not know how to communicate her feelings to her parents.

- This was affecting her behaviour with other children too.

Plan of action:

- Talk to Devi's parents about this. They may need to do few things at home - like making her brother and Devi play together, do some chores together share food, and explicitly assure her how they love her equally.

- Give more attention to Devi's responses and attitudes in class towards stories and role play involving characters of parents and brothers; observe and record progress.

3. Sample of Event Sampling

Event Sample – Observation record

Context: This was a class of 4-5-year-olds. I had given group work to my children and recorded my observations. This led me to useful insights for further action.

Names of the children: Muthu, Chandri, Suryan, Karthik	Age: 4.5 years
Date & Time of observation: DDMMYY, HH:MM	Setting/ Area: Creative activity, outdoor
Purpose of observation: Children's group work	

Description of the incident	Interpretation
• I had given them a task to work in small groups of 3 or 4 and create a picture using twigs and leaves. They had to collect these from outside, and then come in and finish the task. • Muthu, Chandri, Suryan, and Karthik were in one group. Karthik touched the twigs and leaves but did not contribute towards completing the task. He ran around, disrupting other children. • Chandri and Muthu cooperated with each other and created a tree model from the twigs and leaves they collected. • Suryan seemed to enjoy the process but didn't contribute much.	• These children are at different levels: • Karthik exhibits disruptive behaviour, is not able to focus on the task. I will need to work with him on this. • Suryan, while not disruptive, will need support to demonstrate appropriate social behaviour. • Muthu and Chandri can work well in groups, complete tasks.

I was specifically concerned about Karthik's disruptive behaviour. To understand it more, I decided to do a frequency-sample observation of Karthik e.g., observing him every 5 minutes in a period of 30 minutes every alternate day and interpreting his behaviour, how much time he is able to focus on a given task and understanding the cause of his behaviour. I recorded this in a simple checklist format.

I could then work on the solution along with his family, give him tasks based on interest, and appreciate him on completion of the tasks.

4. Sample of Artefacts

Student work as evidence

Developing fine motor skills is one of the learning outcomes for the 3-4-year-old children I work with. Artwork is one of the key methods I have been using to help children develop these skills. The artwork done by children at the beginning and towards the end of the term also serve as clear evidence of the progress they have made. This is a sample from one child's work. As you can see, there is progress in hand-eye coordination and fine motor skills over this period.

Beginning of the term	**Towards end of the term**

5. Sample of worksheets (Class 7)

He   in   on   she

playing   eating   sleeping   jumping

catching   mango   fruits   children

bench   throwing   ball

Make sentences or a story on picture in own words with the help of given words

Mona was a Playing

Neeru was Boll catching .

Anshu was a eating a Mango

Haldi was a Siting

Harshita was a wa daning

6. Sample of Checklist

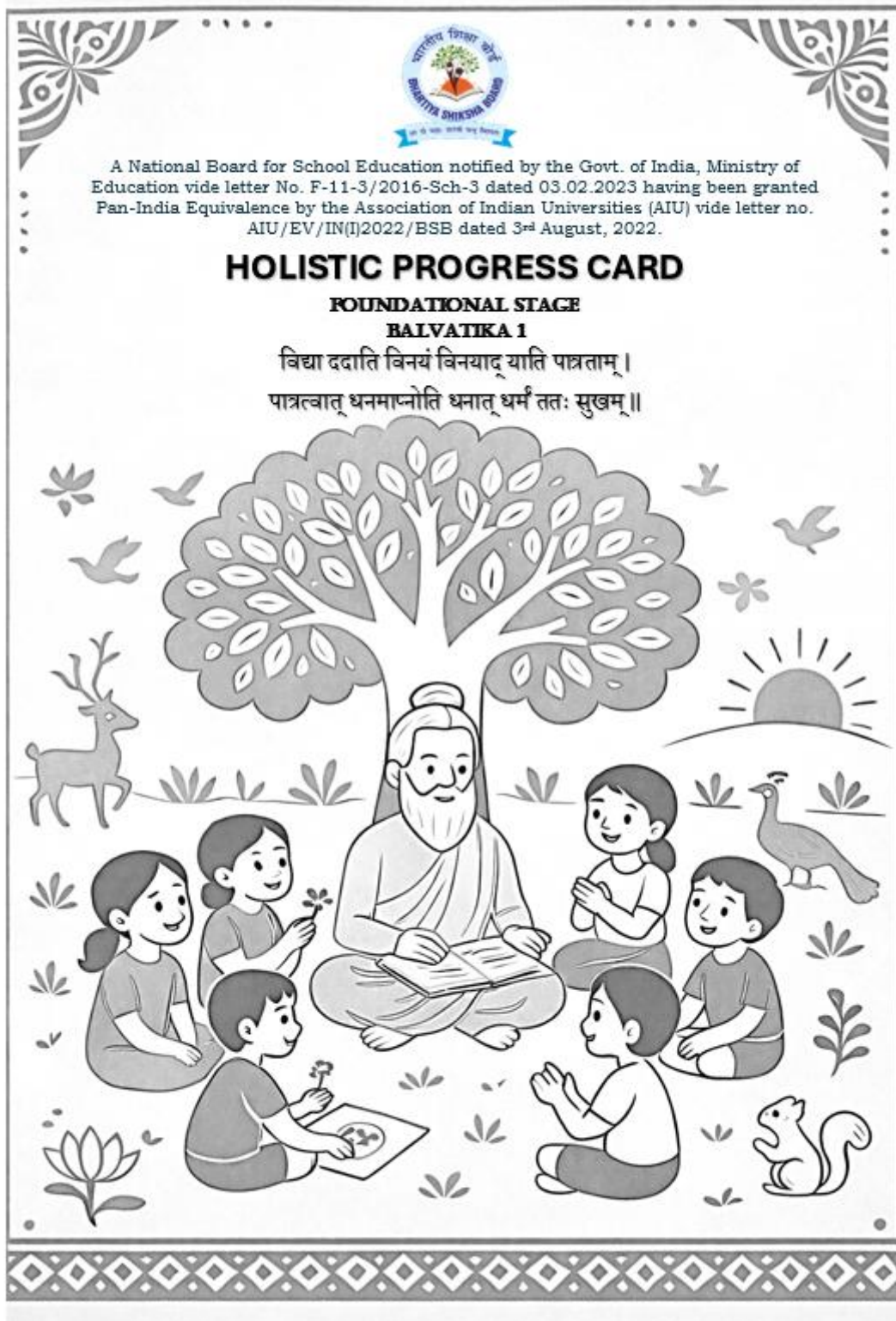|	Listening and speaking	Quarter1	Quarter2	Quarter3
1	Listens with attention to spoken conversation and stories			
2	Recites, repeats small poems, action songs and participates in music and rhythmic activities			
3	Able to follow 2 or 3-step instructions			
4	Responds to questions through sentences used appropriately			
5	Uses appropriate vocabulary and speaks complete sentences about an idea/object/picture/experience			
	Emergent reading			
6	*Print awareness* and meaning making - demonstrates awareness of print in the classroom and environment			
7	Able to associate and recognize their own name and one-to-one association of spoken words and written words			
8	*Bonding with books* - Demonstrates the ability to explore a range of age-appropriate books (e.g., picture books, rhyme books, story books)			
9	*Pretend reading* - Demonstrates interest and looks through books and tries to read them			
10	Able to comprehend and interpret the meaning of the print from picture books or story books			

LIST OF RESOURCES

Illustrative Learning Outcomes

The illustrative learning outcomes are learning trajectories over the five years in the Foundational stage that lead to the achievement of the related competency.
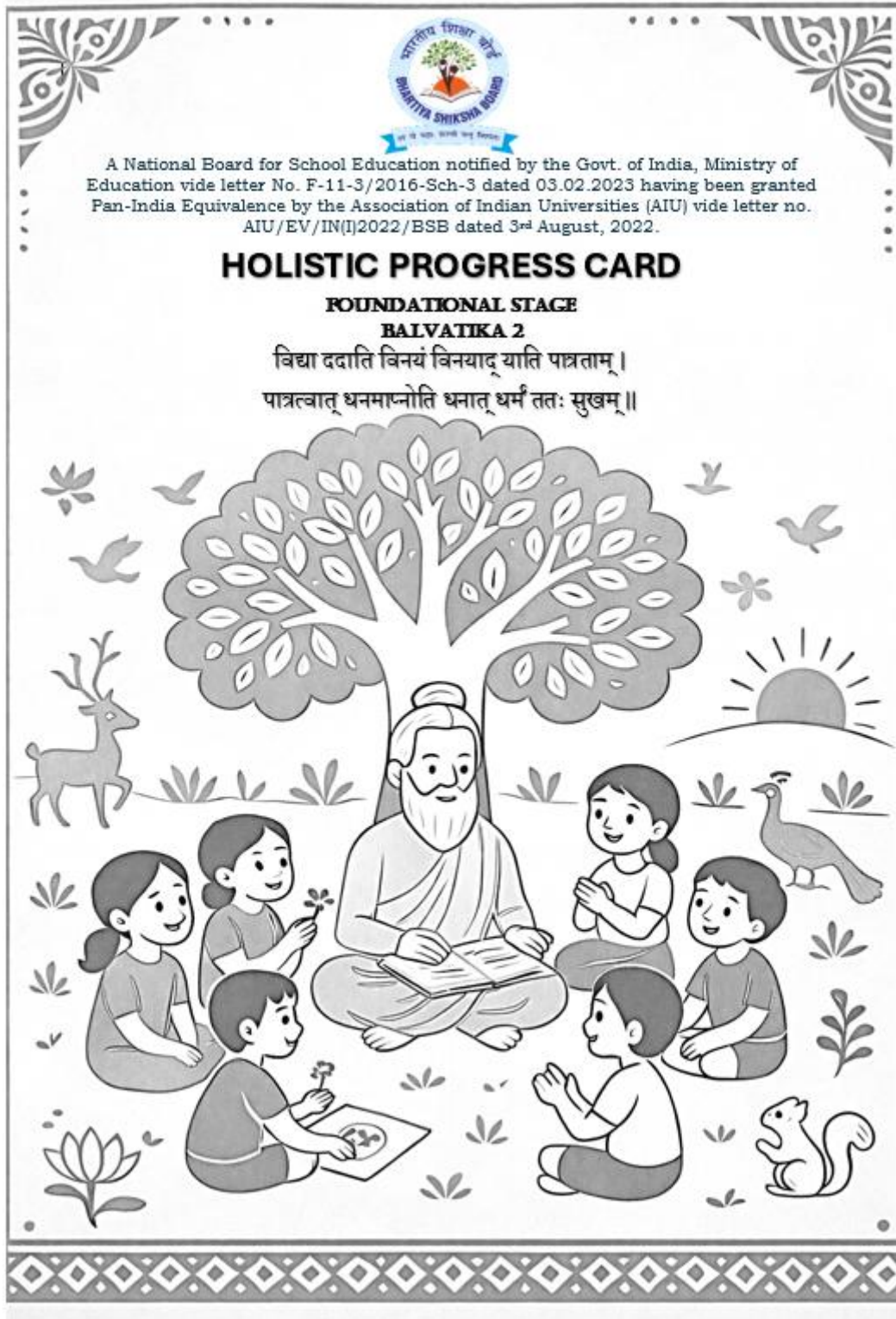
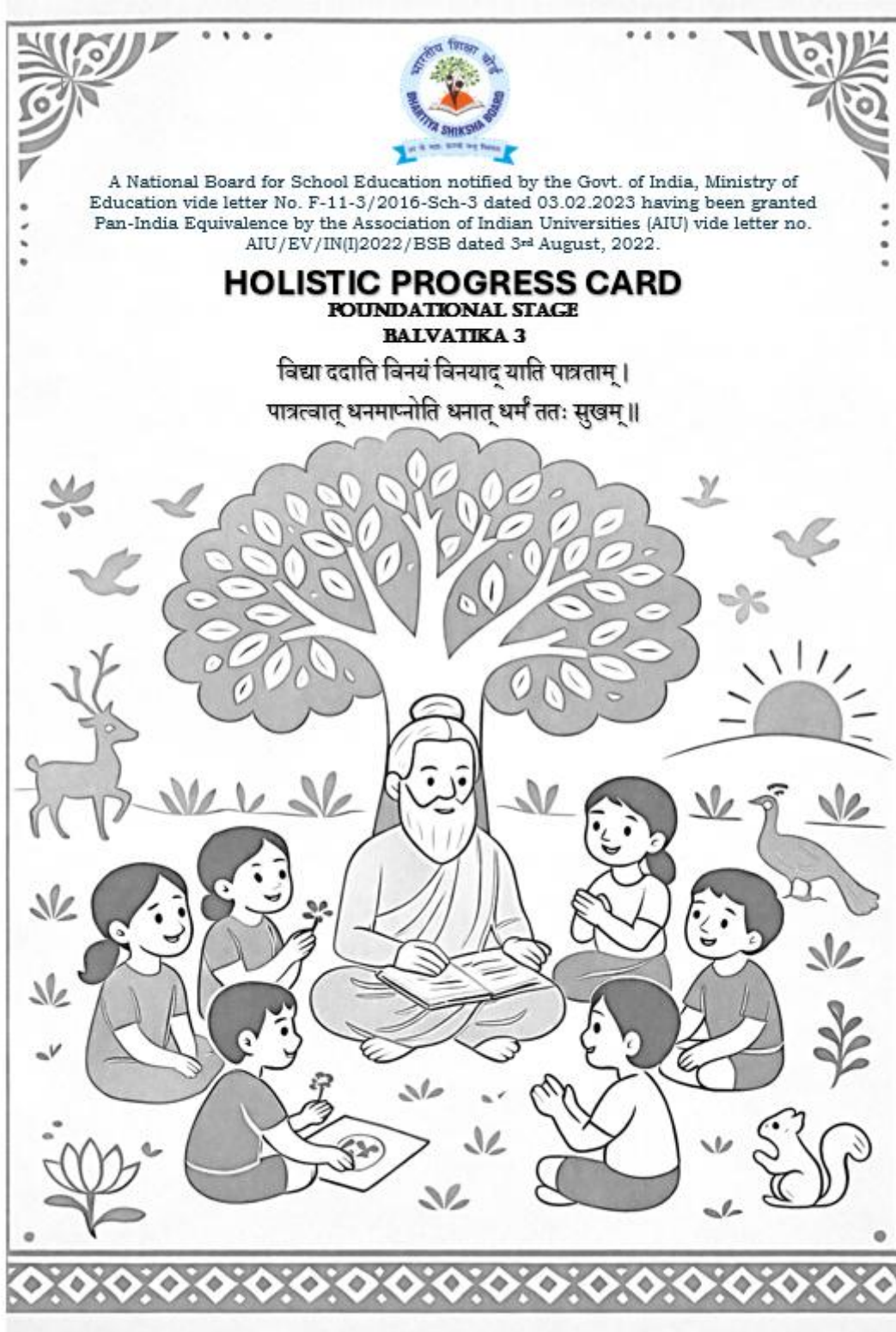| Resources	Content/ Description	Link of the Resources	Page numbers from NCF-FS

PROTOTYPE OF HOLISTIC PROGRESS CARD – BALVATIKA 1

PROTOTYPE OF HOLISTIC PROGRESS CARD – BALVATIKA 2

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

FOUNDATIONAL STAGE
BALVATIKA 2

विद्या ददाति विनयं विनयाद् याति पात्रताम् ।

पात्रत्वात् धनमाप्नोति धनात् धर्मं ततः सुखम् ॥

PROTOTYPE OF HOLISTIC PROGRESS CARD – BALVATIKA 3

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.
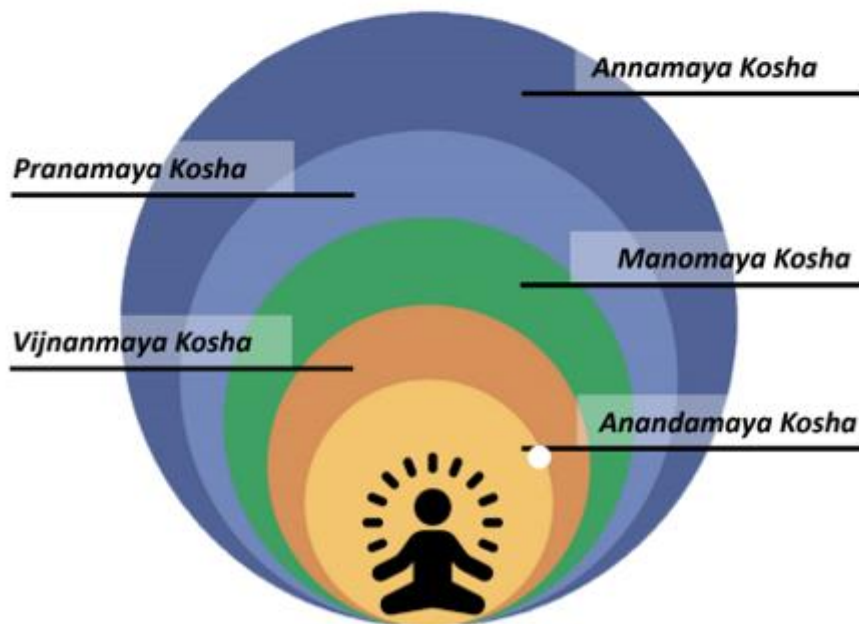
HOLISTIC PROGRESS CARD
FOUNDATIONAL STAGE
BALVATIKA 3

विद्या ददाति विनयं विनयाद् याति पात्रताम् ।

पात्रत्वात् धनमाप्नोति धनात् धर्म ततः सुखम् ॥

PROTOTYPE OF HOLISTIC PROGRESS CARD – GRADE 1

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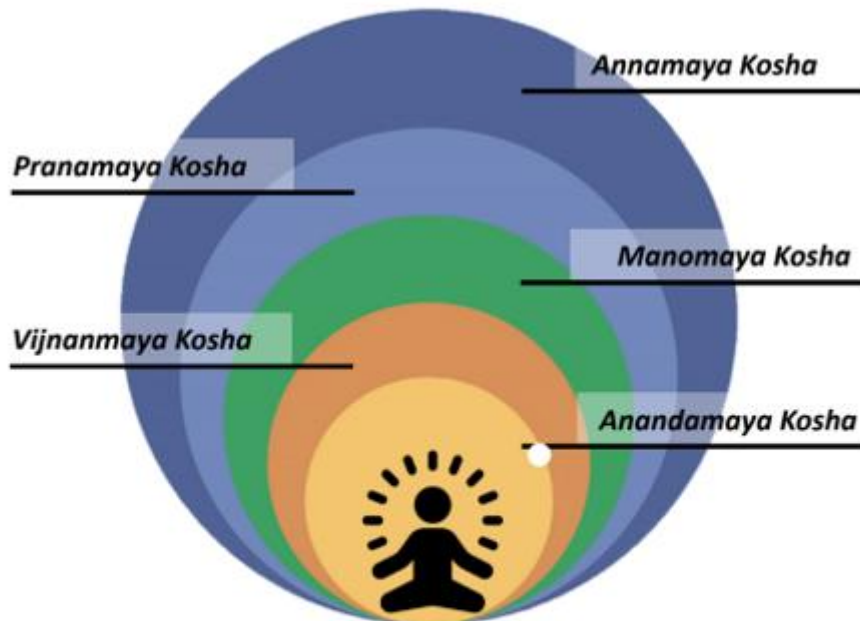
HOLISTIC PROGRESS CARD

FOUNDATIONAL STAGE
Grade 1

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

Panchkoshiya Vikas

A key note in Indian Tradition of Human Development

Annamaya Kosha

Pranamaya Kosha

Manomaya Kosha

Vijnanmaya Kosha

Anandamaya Kosha

1

PROTOTYPE OF HOLISTIC PROGRESS CARD – GRADE 2

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HOLISTIC PROGRESS CARD

FOUNDATIONAL STAGE
Grade 2

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

Panchkoshiya Vikas

A key note in Indian Tradition of Human Development

Annamaya Kosha

Pranamaya Kosha

Manomaya Kosha

Vijnanmaya Kosha

Anandamaya Kosha

1

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PROTOTYPE OF HOLISTIC PROGRESS CARD – PREPARATORY STAGE (GRADES 3-5)
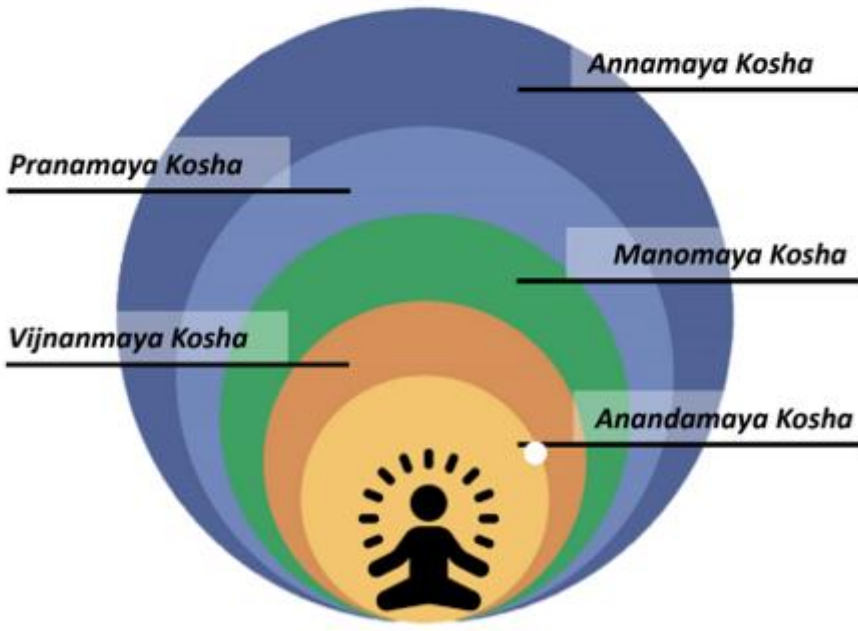

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HOLISTIC PROGRESS CARD

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

- Annamaya Kosha
- Pranamaya Kosha
- Manomaya Kosha
- Vijnanmaya Kosha
- Anandamaya Kosha

1

PROTOTYPE OF HOLISTIC PROGRESS CARD – MIDDLE STAGE (GRADES 6-8)

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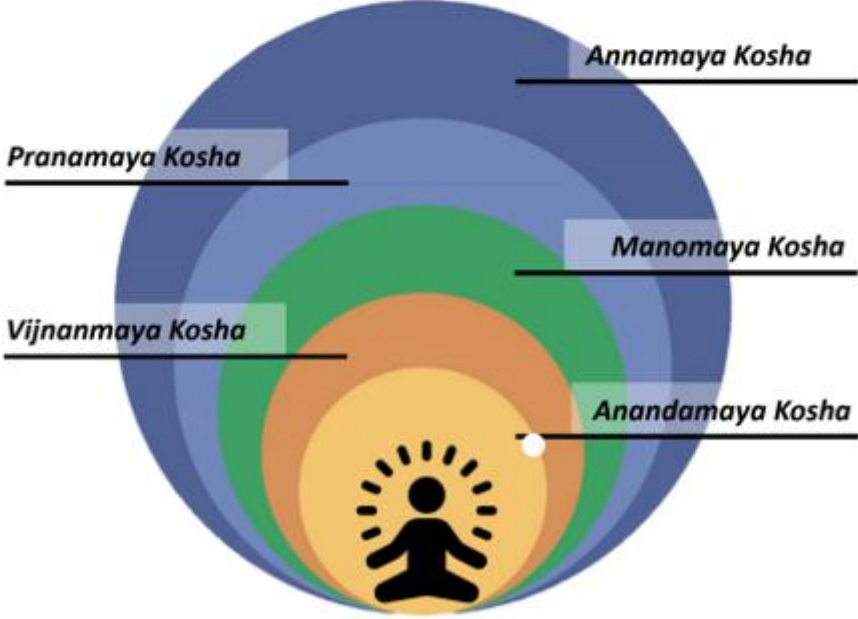
HOLISTIC PROGRESS CARD

MIDDLE STAGE
Grades 6 - 8

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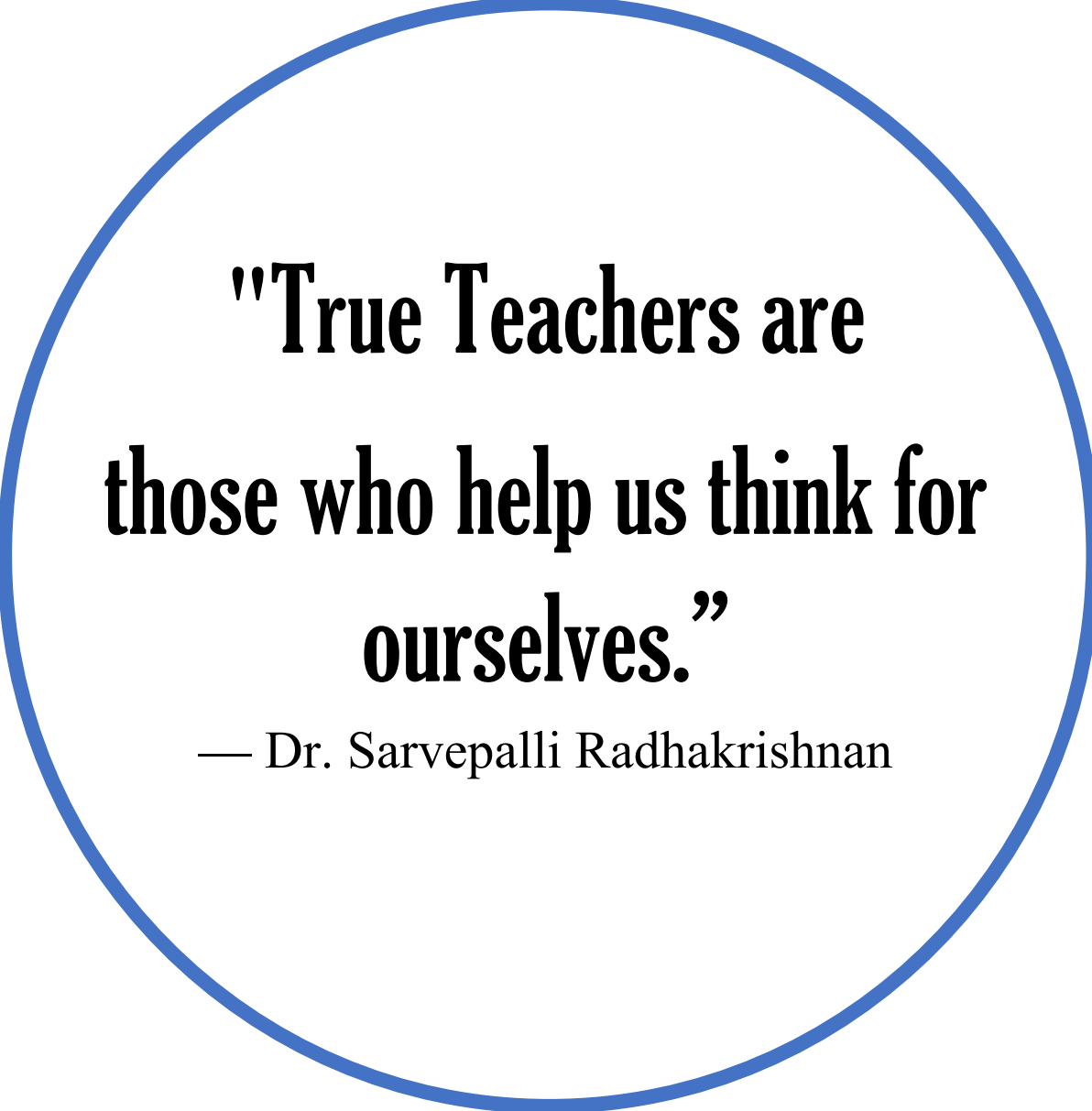पात्रत्वात् धनमाप्नोति धनात् धर्मं ततः सुखम् ॥

Panchkoshiya Vikas

A key note in Indian Tradition of Human Development

Annamaya Kosha

Pranamaya Kosha

Manomaya Kosha

Vijnanmaya Kosha

Anandamaya Kosha

1

CORE TEAM

- **Dr. N.P. Singh, IAS (Retd.),**
  Executive Chairman,
  Bhartiya Shiksha Board

- **Sh. R.P. Singh, IPS (Retd.),**
  Secretary,
  Bhartiya Shiksha Board

- **Sh. Rajbir Singh,**
  Controller of Examination,
  Bhartiya Shiksha Board

- **Sh. Pavnesh Kumar,**
  Advisor,
  Bhartiya Shiksha Board

- **Smt. Usha Ram,**
  Former Principal,
  Laxman Public School, Hauz Khas, New Delhi

- **Smt. Seema Malik,**
  Former Academic Co-ordinator,
  DMADPS and Manav Rachna International School

- **Smt. Malini Khatri,**
  Moden Public School,
  Barakhamba Road, New Delhi

- **Smt. Bella Batheja,**
  Former Teacher,
  G.D. Goenka Public School, New Delhi

- **Mr. Rajat Kumar,**
  Jr. Exe-I (Examination),
  Bhartiya Shiksha Board

"True Teachers are those who help us think for ourselves."

— Dr. Sarvepalli Radhakrishnan