



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

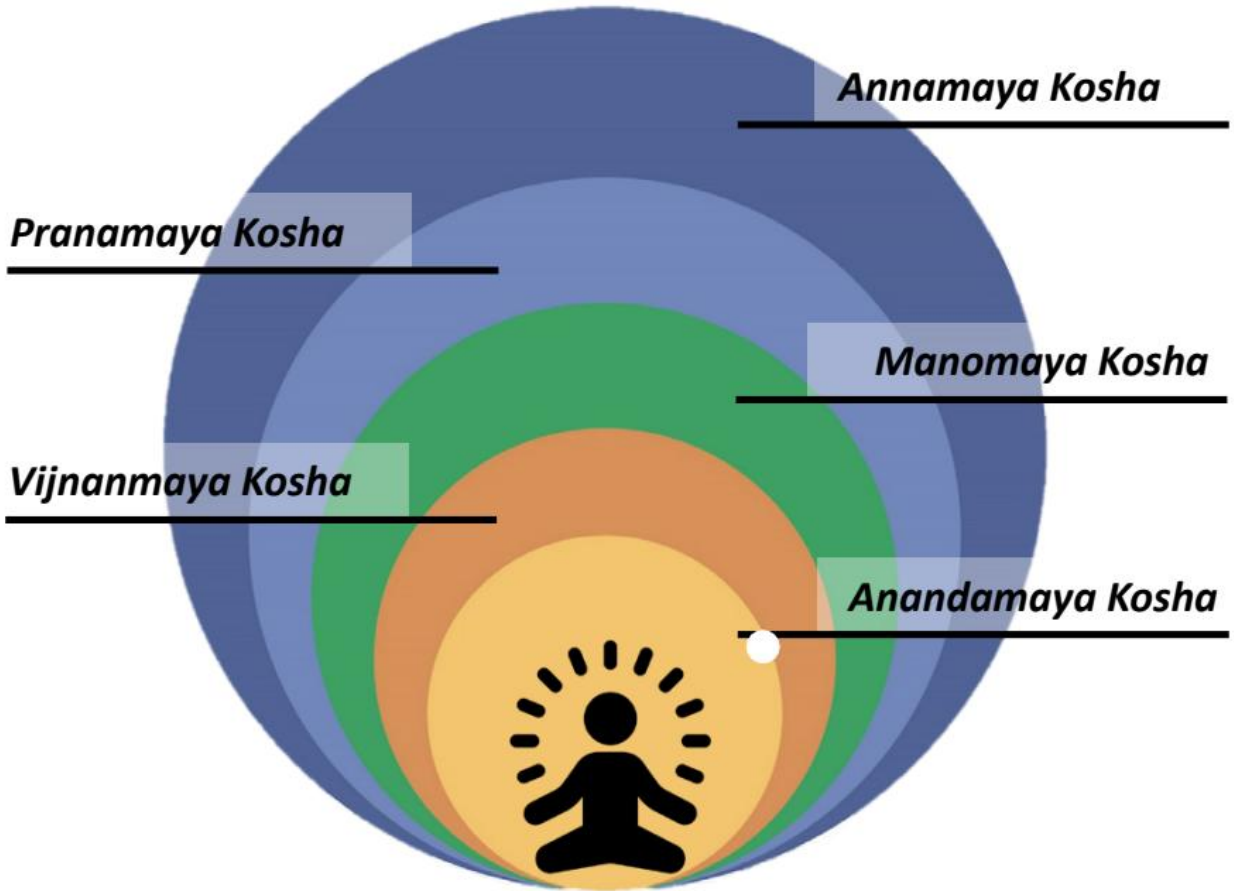
MIDDLE STAGE

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



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: _____ Blood Group _____

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 | <input type="checkbox"/> | Gardening | <input type="checkbox"/> |
| Sports / Games | <input type="checkbox"/> | Yoga | <input type="checkbox"/> |
| Creative Writing | <input type="checkbox"/> | Art | <input type="checkbox"/> |
| Craft | <input type="checkbox"/> | Cooking | <input type="checkbox"/> |
| Dancing / Singing / Playing a musical instrument | <input type="checkbox"/> | | |
| Regular chores at home with significant others
(father, mother, guardian, sibling, etc.) | <input type="checkbox"/> | | |

Other (Please specify) _____

I want to be _____ when I grow up.

<u>Term I</u>
My height is _____ cm.
My weight is _____ kg.

<u>Term II</u>
My height is _____ cm.
My weight is _____ kg.

Parent's Feedback

Tick (✓) the resources available to your child at home or through community.

Books Magazines Toys and Games Mobile phone Computer Internet

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Tick (✓) 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 in:

<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.)

PART B

LANGUAGE - R1

Curricular Goals	Competencies		Term 1		Term 2	
R1CG1- Develops the capacity for effective communication using language skills for description, analysis and response	R1C1.1	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)	B		B	
			PR		PR	
			PT		PT	
	R1C1.2	Listens to, plans and conducts different kinds of interviews (structured and unstructured)	B		B	
			PR		PR	
			PT		PT	
	R1C1.3	Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, and formal/informal questions relevant to context with sensitivity)	B		B	
			PR		PR	
			PT		PT	
	R1C1.4	Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes	B		B	
			PR		PR	
			PT		PT	
	R1C1.5	Creates content for audio, visual or both, for different audiences and purposes	B		B	
			PR		PR	
			PT		PT	
R1CG2- Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices	R1C2.1	Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods	B		B	
			PR		PR	
			PT		PT	
	R1C2.2	Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing	B		B	
			PR		PR	
			PT		PT	
	R1C2.3	Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings	B		B	
			PR		PR	
			PT		PT	
R1CG3- Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression	R1C3.1	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	B		B	
			PR		PR	
			PT		PT	

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

Curricular Goals	Competencies		Term 1		Term 2	
	R1C3.2	Writes prose, poetry, and drama using appropriate style and language	B		B	
			PR		PR	
			PT		PT	
R1CG4- Develops the ability to write reviews and uses the library to find references	R1C4.1	Reads, responds, and critically reviews books of varied genres (fiction and non-fiction)	B		B	
			PR		PR	
			PT		PT	
	R1C4.2	Uses books and other media resources effectively to find references to use in projects and other activities	B		B	
			PR		PR	
			PT		PT	
R1CG5- Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language	R1C5.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used	B		B	
			PR		PR	
			PT		PT	
	R1C5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable	B		B	
			PR		PR	
			PT		PT	
	R1C5.3	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, etc.)	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:

Term 1
Term 2

LANGUAGE - R2

Curricular Goals	Competencies		Term 1		Term 2	
R2CG1- Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports) and shows interest in reading books	R2C1.1	Applies varied comprehension strategies (inference, prediction, etc.) to understand different texts	B		B	
			PR		PR	
			PT		PT	
	R2C1.2	Identifies main points, summarises after a careful reading of the text, and responds coherently	B		B	
			PR		PR	
			PT		PT	
	R2C1.3	Identifies and appreciates the main idea in the various texts	B		B	
			PR		PR	
			PT		PT	
	R2C1.4	Shows interest in choosing and reading a variety of books	B		B	
			PR		PR	
			PT		PT	
R2CG2- Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions, etc.)	R2C2.1	Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings, and forming paragraphs with clear beginning, and ending	B		B	
			PR		PR	
			PT		PT	
	R2C2.2	Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing	B		B	
			PR		PR	
			PT		PT	
R2CG3- Develops the capacity for effective communication using language skills for questioning, describing, analysing and responding	R2C3.1	Writes different kinds of letters and essays, using appropriate style and registers for different audiences and purposes	B		B	
			PR		PR	
			PT		PT	
R2CG4- Explores different literary devices and forms of literature	R2C4.1	Identifies and appreciates different forms of literature (samples of prose, poetry and drama)	B		B	
			PR		PR	
			PT		PT	
	R2C4.2	Identifies literary devices, such as simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), and alliteration (Anuprasa), by reading a variety of literature, and uses them in writing	B		B	
			PR		PR	
			PT		PT	
R2CG5- Develops the ability to recognise basic linguistic aspects (word and sentence structure), and uses them in oral and written expression	R2C5.1	Uses appropriate grammar and structure in their writing	B		B	
			PR		PR	
			PT		PT	

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

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

Term 1

Term 2

LANGUAGE - R3

Curricular Goals	Competencies		Term 1		Term 2	
R3CG1- Develops effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas by describing and narrating events and situations	R3C1.1	Makes conversations relevant to the context	B		B	
			PR		PR	
			PT		PT	
	R3C1.2	Listens to varied texts (stories, poems and conversations) and summarises core ideas of the material	B		B	
			PR		PR	
			PT		PT	
	R3C1.3	Makes oral presentations (class debates, short welcome notes, anchoring of small events, short speeches, etc.)	B		B	
			PR		PR	
			PT		PT	
R3CG2- Develops fluency and the ability to comprehend what they read	R3C2.1	Reads stories and passages with accuracy and fluency with appropriate pauses and intonation	B		B	
			PR		PR	
			PT		PT	
	R3C2.2	Comprehends the meaning of stories, poems, conversations, posters and instructions, and the main idea in the text	B		B	
			PR		PR	
			PT		PT	
R3CG3- Develops the ability to express their understanding, experiences, feelings and ideas in writing instructions, invitations and letters	R3C3.1	Writes a paragraph to express their understanding and experiences	B		B	
			PR		PR	
			PT		PT	

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

Teacher's Observations about the overall achievement of Learning Standards of R3:

Term 1

Term 2

MATHEMATICS

Curricular Goals	Competencies	Term 1		Term 2		
CG1- Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers	C1.1	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	B		B	
			PR		PR	
			PT		PT	
	C1.2	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	B		B	
			PR		PR	
			PT		PT	
	C1.3	Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them, as given by Brahmagupta	B		B	
			PR		PR	
			PT		PT	
	C1.4	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	B		B	
			PR		PR	
			PT		PT	
	C1.5	Explores the idea of percentage and applies it to solve problems	B		B	
			PR		PR	
			PT		PT	
	C1.6	Explores and applies fractions (both as ratios and in decimal form) in daily-life situations	B		B	
			PR		PR	
			PT		PT	
CG2- Understands the concepts of variable, constant, coefficient, expression, and (onevariable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency	C2.1	Understands equality between numerical expressions and learns to check arithmetical equations	B		B	
			PR		PR	
			PT		PT	
	C2.2	Extends the representation of a number in the form of a variable or an algebraic expression using a variable	B		B	
			PR		PR	
			PT		PT	
	C2.3	Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations	B		B	
			PR		PR	
			PT		PT	
	C2.4	Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems	B		B	
			PR		PR	
			PT		PT	
	C2.5	Develops own methods to solve puzzles and problems using algebraic thinking	B		B	
			PR		PR	
			PT		PT	

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Curricular Goals	Competencies		Term 1		Term 2	
CG3- Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)	C3.1	Describes, classifies, and understands relationships among different types of two- and three-dimensional shapes using their defining properties/attributes	B		B	
			PR		PR	
			PT		PT	
	C3.2	Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems	B		B	
			PR		PR	
			PT		PT	
	C3.3	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	B		B	
			PR		PR	
			PT		PT	
	C3.4	Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge	B		B	
			PR		PR	
			PT		PT	
	C3.5	Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles	B		B	
			PR		PR	
			PT		PT	
CG4- Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems	C4.1	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	B		B	
			PR		PR	
			PT		PT	
	C4.2	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	B		B	
			PR		PR	
			PT		PT	
	C4.3	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	B		B	
			PR		PR	
			PT		PT	

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

Curricular Goals	Competencies		Term 1		Term 2		
	C4.4	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	B		B		
			PR		PR		
			PT		PT		
CG5- Collects, organises, represents (graphically and in tables), and interprets data/ information from daily-life experiences	C5.1	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median	B		B		
			PR		PR		
			PT		PT		
	C5.2	Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make interpretations	B		B		
			PR		PR		
			PT		PT		
CG6- Develops mathematical thinking and the ability to communicate mathematical ideas logically and precisely	C6.1	Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments or proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and geometry	B		B		
			PR		PR		
			PT		PT		
	CG7- Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them	C7.1	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	B		B	
				PR		PR	
				PT		PT	
C7.2		Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving	B		B		
			PR		PR		
			PT		PT		
CG8- 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	C8.1	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)	B		B		
			PR		PR		
			PT		PT		
	C8.2	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	B		B		
			PR		PR		
			PT		PT		

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

Curricular Goals	Competencies		Term 1		Term 2	
CG9- 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	C9.1	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.	B		B	
			PR		PR	
			PT		PT	
	C9.2	Knows and appreciates the contributions of specific Indian mathematicians, such as, Baudhayana, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, and Ramanujan.	B		B	
			PR		PR	
			PT		PT	
CG10- Knows about and appreciates the interaction of Mathematics with each of their other school subjects	C10.1	Recognises interaction of Mathematics with multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports	B		B	
			PR		PR	
			PT		PT	

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

Term 1

Term 2

SCIENCE

Curricular Goals	Competencies	Term 1		Term 2		
CG1- Explores the world of matter and its constituents, properties, and behaviour	C1.1	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	B		B	
			PR		PR	
			PT		PT	
	C1.2	Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes	B		B	
			PR		PR	
			PT		PT	
	C1.3	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	B		B	
			PR		PR	
			PT		PT	
	C1.4	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)	B		B	
			PR		PR	
			PT		PT	
CG2- Explores the physical world in scientific and mathematical terms	C2.1	Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations	B		B	
			PR		PR	
			PT		PT	
	C2.2	Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity	B		B	
			PR		PR	
			PT		PT	
	C2.3	Describes the properties of a magnet (natural and artificial; Earth as a magnet)	B		B	
			PR		PR	
			PT		PT	
	C2.4	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)	B		B	
			PR		PR	
			PT		PT	

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Curricular Goals	Competencies	Term 1		Term 2	
	C2.5 Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images or photographs, and explains their role in navigation, calendars, and other phenomena (phases of the moon, eclipse, life on earth)	B		B	
		PR		PR	
		PT		PT	
CG3- Explores the living world in scientific terms	C3.1 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)	B		B	
		PR		PR	
		PT		PT	
	C3.2 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	B		B	
		PR		PR	
		PT		PT	
	C3.3 Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other	B		B	
		PR		PR	
		PT		PT	
	C3.4 Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)	B		B	
		PR		PR	
		PT		PT	
CG4- Understands the components of health, hygiene, and well-being	C4.1 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	B		B	
		PR		PR	
		PT		PT	
	C4.2 Examines different dimensions of diversity of food, sources, nutrients, climatic conditions, diets	B		B	
		PR		PR	
		PT		PT	
	C4.3 Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being	B		B	
		PR		PR	
		PT		PT	
	C4.4 Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns	B		B	
		PR		PR	
		PT		PT	

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Curricular Goals	Competencies		Term 1		Term 2	
CG5- Understands the interface of Science, Technology, and Society	C5.1	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	B		B	
			PR		PR	
			PT		PT	
	C5.2	Shares views on news and articles related to the impact that Science or Technology and society have on each other	B		B	
			PR		PR	
			PT		PT	
CG6- Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry	C6.1	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)	B		B	
			PR		PR	
			PT		PT	
	C6.2	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)	B		B	
			PR		PR	
			PT		PT	
CG7- Communicates questions, observations, and conclusions related to Science	C7.1	Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation	B		B	
			PR		PR	
			PT		PT	
	C7.2	Designs and builds simple models to demonstrate scientific concepts	B		B	
			PR		PR	
			PT		PT	
C7.3	Represents real world events and relationships through diagrams and simple mathematical representations	B		B		
		PR		PR		
		PT		PT		
CG8- 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	C8.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner	B		B	
			PR		PR	
			PT		PT	

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

Curricular Goals	Competencies	Term 1		Term 2		
CG9- 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	C9.1	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	B		B	
			PR		PR	
			PT		PT	
	C9.2	States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate	B		B	
			PR		PR	
			PT		PT	

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

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

Term 1

Term 2

SOCIAL SCIENCE

Curricular Goals	Competencies	Term 1		Term 2		
CG1- Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life	B		B	
			PR		PR	
			PT		PT	
	C1.2	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps	B		B	
			PR		PR	
			PT		PT	
CG2- Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C2.1	Explains and analyses major changes in the past and their impact on society	B		B	
			PR		PR	
			PT		PT	
	C2.2	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	B		B	
			PR		PR	
			PT		PT	
CG3- 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	C3.1	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 socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies	B		B	
			PR		PR	
			PT		PT	
	C3.2	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	B		B	
			PR		PR	
			PT		PT	
CG4- Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C4.1	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	B		B	
			PR		PR	
			PT		PT	
	C4.2	Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general	B		B	
			PR		PR	
			PT		PT	

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

Curricular Goals	Competencies		Term 1		Term 2	
CG5- Understands various forms of inequality and prejudice in society, from those prevalent in a family to those at a community or regional or national level and also the initiatives and efforts at various levels to address these issues	C5.1	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	B		B	
			PR		PR	
			PT		PT	
	C5.2	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	B		B	
			PR		PR	
			PT		PT	
CG6- 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	C6.1	Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed	B		B	
			PR		PR	
			PT		PT	
	C6.2	Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies	B		B	
			PR		PR	
			PT		PT	
	C6.3	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	B		B	
			PR		PR	
			PT		PT	
	C6.4	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)	B		B	
			PR		PR	
			PT		PT	

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

Curricular Goals	Competencies		Term 1		Term 2	
CG7- 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, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C7.1	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 health practices including Ayurveda and yoga	B		B	
			PR		PR	
			PT		PT	
	C7.2	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	B		B	
			PR		PR	
			PT		PT	
	C7.3	Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements	B		B	
			PR		PR	
			PT		PT	
CG8- Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C8.1	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	B		B	
			PR		PR	
			PT		PT	
	C8.2	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	B		B	
			PR		PR	
			PT		PT	
	C8.3	Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level	B		B	
			PR		PR	
			PT		PT	
CG9- Understands the processes of economic activities (production and consumption, trade, and commerce)	C9.1	Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	B		B	
			PR		PR	
			PT		PT	

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

Curricular Goals	Competencies		Term 1		Term 2	
CG10- 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	C10.1	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	B		B	
			PR		PR	
			PT		PT	

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

Teacher's Observations about the overall achievement of Learning Standards of Social Science:

Term 1

Term 2

ART EDUCATION

Learning Standards-1

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

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

Curricular Goals	Competencies		Term 1		Term 2	
	C2.2	Connects elements of drama, themes and symbols with personal experiences, emotions, and imaginations	B		B	
			PR		PR	
			PT		PT	
CG3- Understands and applies artistic elements, processes, and techniques	C3.1	Demonstrates care and basic stage etiquette; and makes informed choices while using various materials, tools, and techniques of dramatic arts	B		B	
			PR		PR	
			PT		PT	
	C3.2	Refines ideas and techniques from the stage of planning to the final presentation in drama for external audiences, and reviews the entire process.	B		B	
			PR		PR	
			PT		PT	
CG4- Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C4.1	Demonstrates familiarity with various local and regional forms of theatre.	B		B	
			PR		PR	
			PT		PT	
	C4.2	Describes the life and work of a few theatre artists and performers in their region and across India.	B		B	
			PR		PR	
			PT		PT	
MUSIC						
CG1- Develops openness to explore and express themselves through various art forms	C1.1	Expresses confidently their personal and everyday life experiences through a variety of musical activities.	B		B	
			PR		PR	
			PT		PT	
	C1.2	Demonstrates flexibility in the process of collaboratively developing music practices.	B		B	
			PR		PR	
			PT		PT	
CG2- Applies their imagination and creativity to explore alternative ideas through the arts	C2.1	Creates and performs songs and musical compositions that challenge stereotypes observed in their surroundings (such as, gender roles).	B		B	
			PR		PR	
			PT		PT	
	C2.2	Connects elements of music (lyrics, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	B		B	
			PR		PR	
			PT		PT	
CG3- Understands and applies artistic elements, processes, and techniques	C3.1	Demonstrates stage etiquette and care for musical instruments and makes informed choices while using resources and techniques in music.	B		B	
			PR		PR	
			PT		PT	
	C3.2	Refines ideas and methods of musical expression from the stage of planning to the final performance, and reviews the entire process.	B		B	
			PR		PR	
			PT		PT	

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

Curricular Goals	Competencies		Term 1		Term 2	
CG4- Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C4.1	Demonstrates familiarity with various local and regional forms of music.	B		B	
			PR		PR	
			PT		PT	
	C4.2	Describes the life and work of a few local musicians and performers in their region and across India.	B		B	
			PR		PR	
			PT		PT	
DANCE AND MOVEMENT						
CG1- Develops openness to explore and express themselves through various art forms	C1.1	Expresses confidently their personal and everyday life experiences through a variety of dance and movement activities.	B		B	
			PR		PR	
			PT		PT	
	C1.2	Demonstrates flexibility in the process of collaborating and developing dance and movement practices.	B		B	
			PR		PR	
			PT		PT	
CG2- Applies their imagination and creativity to explore alternative ideas through the arts	C2.1	Creates and performs dance and movement sequences that challenge stereotypes observed in their surroundings (such as, gender roles).	B		B	
			PR		PR	
			PT		PT	
	C2.2	Connects elements of dance and movement (mudras, gestures, and postures) with personal experiences, emotions, and imaginations.	B		B	
			PR		PR	
			PT		PT	
CG3- Understands and applies artistic elements, processes, and techniques	C3.1	Demonstrates stage etiquette and care for stage equipment, props, and costumes, and makes informed choices while using dance and movement techniques.	B		B	
			PR		PR	
			PT		PT	
	C3.2	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.	B		B	
			PR		PR	
			PT		PT	
CG4- Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C4.1	Demonstrates familiarity with various local and regional forms of dance and movement.	B		B	
			PR		PR	
			PT		PT	
	C4.2	Describes the life and work of a few local dancers and movement artists in their region and across India.	B		B	
			PR		PR	
			PT		PT	

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

Learning Standards-2

Curricular Goals	Competencies	Term 1		Term 2		
CG1- Develops knowledge about various art forms of the region or state and develops artistic processes and skills in some of the art forms they are exposed to	C1.1	Demonstrates basic skills in the arts they are exposed to and creates own variations (e.g., Mandana or alpana or kolam or aipan, narrating stories from the Panchatantra using local forms of puppetry, performing folk songs or dances of their region).	B		B	
			PR		PR	
			PT		PT	
	C1.2	Describes the different materials, tools, and techniques used in local art forms in their region and state, and uses them with care while creating their own artwork (e.g., describes the process of natural dyeing used in Kalamkari, and experiments with creating artwork using colours sourced from natural materials around them, such as, plants, vegetables, charcoal, soil, brick).	B		B	
			PR		PR	
			PT		PT	
	C2.1	Recognises multiple viewpoints and shares own thoughts and feelings while responding to a variety of arts and cultural practices from their region or state (e.g., watches a traditional folk-dance performance specific to their state and region either live or online, shares their responses and interprets meanings and emotions conveyed by different movements and rhythms).	B		B	
			PR		PR	
			PT		PT	

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

Teacher's Observations about the overall achievement of Learning Standards of Art Education:

Term 1

Term 2

PHYSICAL EDUCATION

Learning Standards-1

Curricular Goals	Competencies	Term 1		Term 2		
CG1- Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C1.1	Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision).	B		B	
			PR		PR	
			PT		PT	
	C1.2	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	B		B	
			PR		PR	
			PT		PT	
	C1.3	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender.	B		B	
			PR		PR	
			PT		PT	
	C1.4	Exhibits manipulation of space and equipment in the context of a game.	B		B	
			PR		PR	
			PT		PT	
	C1.5	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects.	B		B	
			PR		PR	
			PT		PT	
	C1.6	Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus.	B		B	
			PR		PR	
			PT		PT	
CG2-	C2.1	Reflects on their personal reactions during an interaction and activity with others.	B		B	
			PR		PR	
			PT		PT	
	C2.2	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries.	B		B	
			PR		PR	
			PT		PT	
	C2.3	Creates and teaches the rules of game to others.	B		B	
			PR		PR	
			PT		PT	
	C2.4	Creates and applies safety rules and protocols for physical activity	B		B	
			PR		PR	
			PT		PT	
	C2.5	Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes.	B		B	
			PR		PR	
			PT		PT	

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

Curricular Goals	Competencies		Term 1		Term 2	
	C2.6	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person.	B		B	
			PR		PR	
			PT		PT	
CG3- Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.	C3.1	Designs multiple strategies for a game and chooses strategies according to the context.	B		B	
			PR		PR	
			PT		PT	
	C3.2	Demonstrates calmness and courage in difficult situations.	B		B	
			PR		PR	
			PT		PT	
CG4- Plans and achieves personal physical fitness goals with little help from teachers.	C4.1	Identifies physical activity and fitness goals, such as, improving a shot or breaking their own 100 metre record.	B		B	
			PR		PR	
			PT		PT	
CG5- Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	C5.1	Discusses activities that bring personal satisfaction.	B		B	
			PR		PR	
			PT		PT	
	C5.2	Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact.	B		B	
			PR		PR	
			PT		PT	
	C5.3	Identifies the relationship between rhythmic movement and their aesthetic value.	B		B	
			PR		PR	
			PT		PT	

LEARNING STANDARDS-2

CG1- Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C1.1	Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing, kicking, hitting a ball far with precision).	B		B	
			PR		PR	
			PT		PT	
	C1.2	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender.	B		B	
			PR		PR	
			PT		PT	
	C1.3	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects.	B		B	
			PR		PR	
			PT		PT	
CG2- Exhibits sensitivity in their personal and social behaviour towards themselves and others.	C2.1	Reflects on their personal reactions during an interaction/ activity with others.	B		B	
			PR		PR	
			PT		PT	
	C2.2	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries.	B		B	
			PR		PR	
			PT		PT	

Curricular Goals	Competencies		Term 1		Term 2	
	C2.3	Creates and teaches the rules of a game to others.	B		B	
			PR		PR	
			PT		PT	
	C2.4	Creates and applies safety rules and protocols for physical activity.	B		B	
			PR		PR	
			PT		PT	
	C2.5	Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes.	B		B	
			PR		PR	
			PT		PT	
	C2.6	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person.	B		B	
			PR		PR	
			PT		PT	
CG-3 Demonstrates self-awareness and mental engagement in physical activity and game situations	C3.1	Designs and executes simple strategies for a game.	B		B	
			PR		PR	
			PT		PT	
	C3.2	Demonstrates calmness and courage in difficult situations.	B		B	
			PR		PR	
			PT		PT	

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

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

Term 1

Term 2

VOCATIONAL EDUCATION

Curricular Goals	Competencies		Term 1		Term 2	
CG1- Develops basic skills and allied knowledge of work and associated materials/ procedures.	C1.1	Identifies and uses tools for practice.	B		B	
			PR		PR	
			PT		PT	
	C1.2	Approaches tasks in a planned and systematic manner.	B		B	
			PR		PR	
			PT		PT	
	C1.3	Maintains and handles materials/equipment for the required activity.	B		B	
			PR		PR	
			PT		PT	
CG2- Understands the place and usefulness of vocational skills and vocations in the world of work.	C2.1	Describes the contribution of vocation in the world of work.	B		B	
			PR		PR	
			PT		PT	
	C2.2	Applies skills and knowledge learned in the area.	B		B	
			PR		PR	
			PT		PT	
	C2.3	Evaluates and quantifies the associated products or materials.	B		B	
			PR		PR	
			PT		PT	
CG3- Develops essential values/ disposition while working across areas.	C3.1	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 	B		B	
			PR		PR	
			PT		PT	
CG4- Develops basic skills and allied knowledge to run and contribute to the home	C4.1	Applies the acquired vocational skills and knowledge in a home setting.	B		B	
			PR		PR	
			PT		PT	

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

Teacher's Observations about the overall achievement of Learning Standards of Vocational Education:

Term 1

Term 2

TEACHER'S OBSERVATIONS ABOUT:

1. **Values** (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.)

Term-I
Term-II

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

3.	CAPACITIES:	TERM-I	TERM-II
	(a) Enquiry		
	(b) Communication		
	(c) Problem Solving and Logical Reasoning		
	(d) Social Engagement		

4.	KNOWLEDGE:	TERM-I	TERM-II
	(a) About the Self		
	(b) About the Social World		
	(c) About the Physical and Natural world		

PART C

Quantitative Assessment

S.N	Curricular Areas	Term - I		Term - II		Term - I		Term - II		TOTAL (Term I + Term II)				Grand Total	
		Formative Assessment		Summative Assessment		Formative Assessment		Summative Assessment		Formative Assessment		Summative Assessment			
		Total Marks	Marks Obtained	Total Marks	Marks Obtained	Total Marks	Marks Obtained	Total Marks	Marks Obtained	Total Marks	Marks Obtained	Total Marks	Marks Obtained	Total Marks	Marks Obtained
		1	2	3	4	5	6	7	8	9	10	11	12	9+11	10+12
1.	Language R1														
2.	Language R2														
3.	Language R3														
4.	Mathematics														
5.	Science														
6.	Social Science														
7.	Art Education														
8.	Physical Education														
9.	Vocational Education														
GRAND TOTAL															

Promoted to Class: _____

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	
Language R3	
Mathematics	
Science	
Social Science	

Art Education	
Physical Education	
Vocational 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
MY CHILD:	
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
MY CHILD:	
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

Strengths of the Learners	
Areas of Improvement	
Action Plan	

Date: _____, _____, _____

Signature of Class Teacher:

Signature of Principal:

Holistic Progress Card

This is an exemplar Holistic Progress Card for Middle Stage (Grades 6 to 8) based on the National Curriculum Framework for School Education (NCF-SE 2023) to be adopted/adapted by BSB Affiliated/Associated schools.

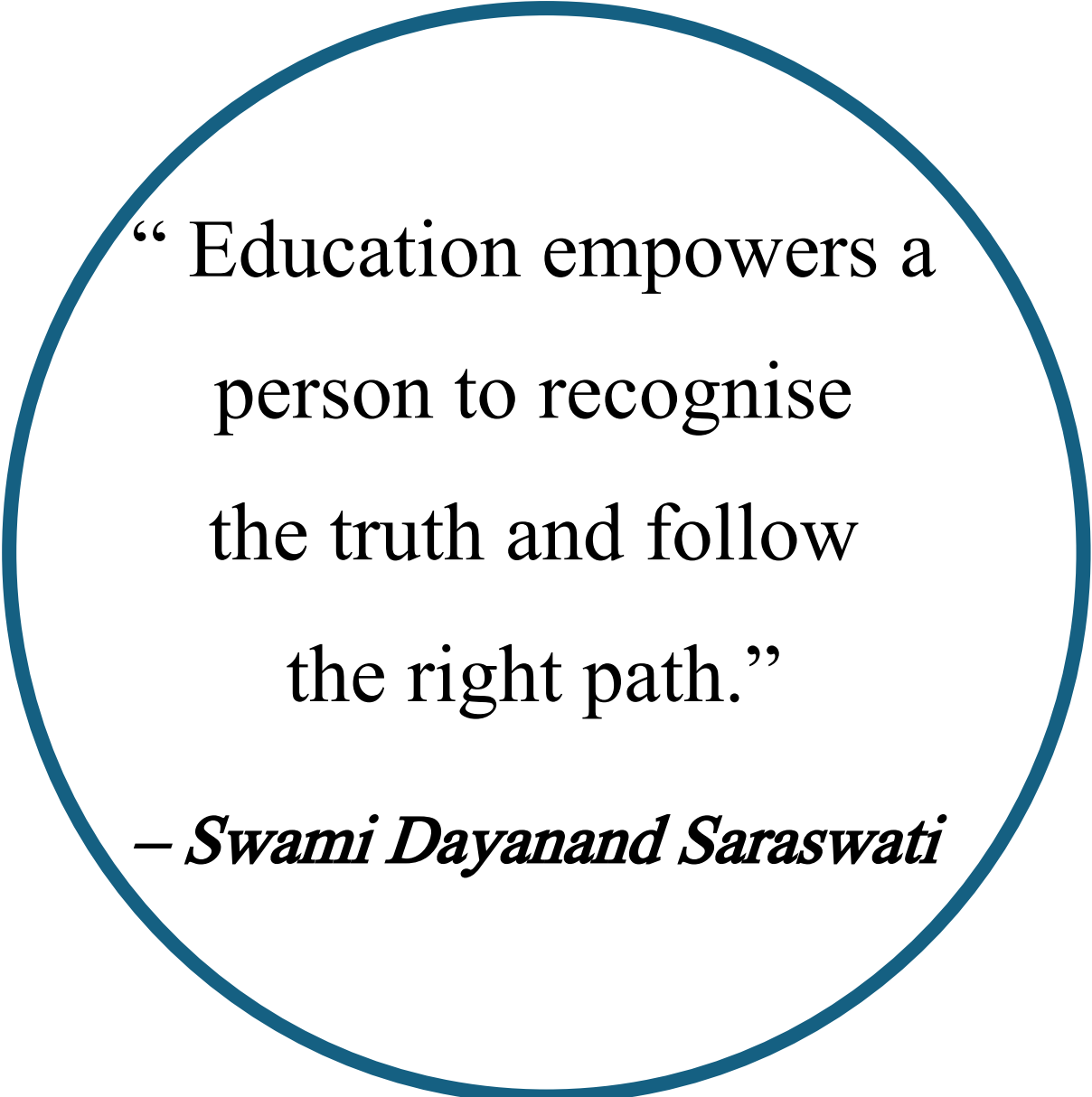
Instructions for Teachers:

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.

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



“ Education empowers a
person to recognise
the truth and follow
the right path.”

– *Swami Dayanand Saraswati*