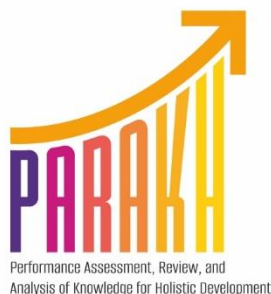




Ministry of Education
Government of India

सत्यमेव जयते



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT



HOLISTIC PROGRESS CARD (HPC)

MIDDLE STAGE

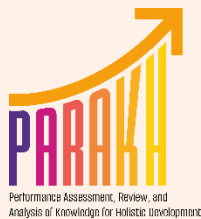


शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



HOLISTIC PROGRESS CARD (HPC)

Middle Stage



Performance Assessment, Review and
Analysis of Knowledge for Holistic Development

ISBN 978-93-5292-586-5

August 2025
Shravana, Shaka 1947

PD BS

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Holistic Progress Card

HP C

Middle
Stage

PART-A (1)

Name of the School:

Address of the School:

Village/Ward: BRC: CRC:

District: State: Pin Code:

UDISE+ Code:

Teacher Code:

GENERAL INFORMATION

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

Student Name:

Date of Birth: Gender:

APAAR ID:

UDID (only for CWD):

Grade: Grade 6

 Grade 7

 Grade 8

Photograph

Class Roll No.: Registration No. of Student Given by School: Section:

ATTENDANCE

Months	Apr	May	June	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of School Days													
No. of Days Present													
% of Attendance													
If attendance is low then reasons thereof													

Note: Establishing a benchmark for low attendance serves as a proactive, course-corrective measure under the RTE Act, (designed to trigger timely support for the child rather than punitive action).

INTEREST (I am interested in) *:

Reading <input style="width: 30px;" type="checkbox"/>	Dancing or Singing or Playing a musical instrument <input style="width: 30px;" type="checkbox"/>	Sport or Games <input style="width: 30px;" type="checkbox"/>
Creative writing <input style="width: 30px;" type="checkbox"/>	Gardening <input style="width: 30px;" type="checkbox"/>	Yoga <input style="width: 30px;" type="checkbox"/>
	Art <input style="width: 30px;" type="checkbox"/>	Craft <input style="width: 30px;" type="checkbox"/>
		Cooking <input style="width: 30px;" type="checkbox"/>
Participation at home <input style="width: 30px;" type="checkbox"/>		
Others <input style="width: 30px;" type="checkbox"/> Please specify		
.....		
.....		

* May choose more than one option

PART A (2)

All About Me!

(To be filled in the guidance of teacher)

I live with my _____.

We stay at _____.

I am responsible for _____.

I spend my free time by doing _____.

I can do better in _____.

I care about others. I show it by _____.

I feel proud of myself when _____.

Name

My Goal Setting

(To be filled in the guidance of teacher)

My Academic Goal

This goal is important to me because _____.

I will achieve this goal by doing:

1. _____

2. _____

This goal is important to me because _____.

I will achieve this goal by doing:

1. _____

2. _____

My Personal Goal

My Learnings

(To be filled in the guidance of teacher)

New things I learn at school:

1.

2.

3.

New things I learn outside school:

1.

2.

3.

For My Teacher

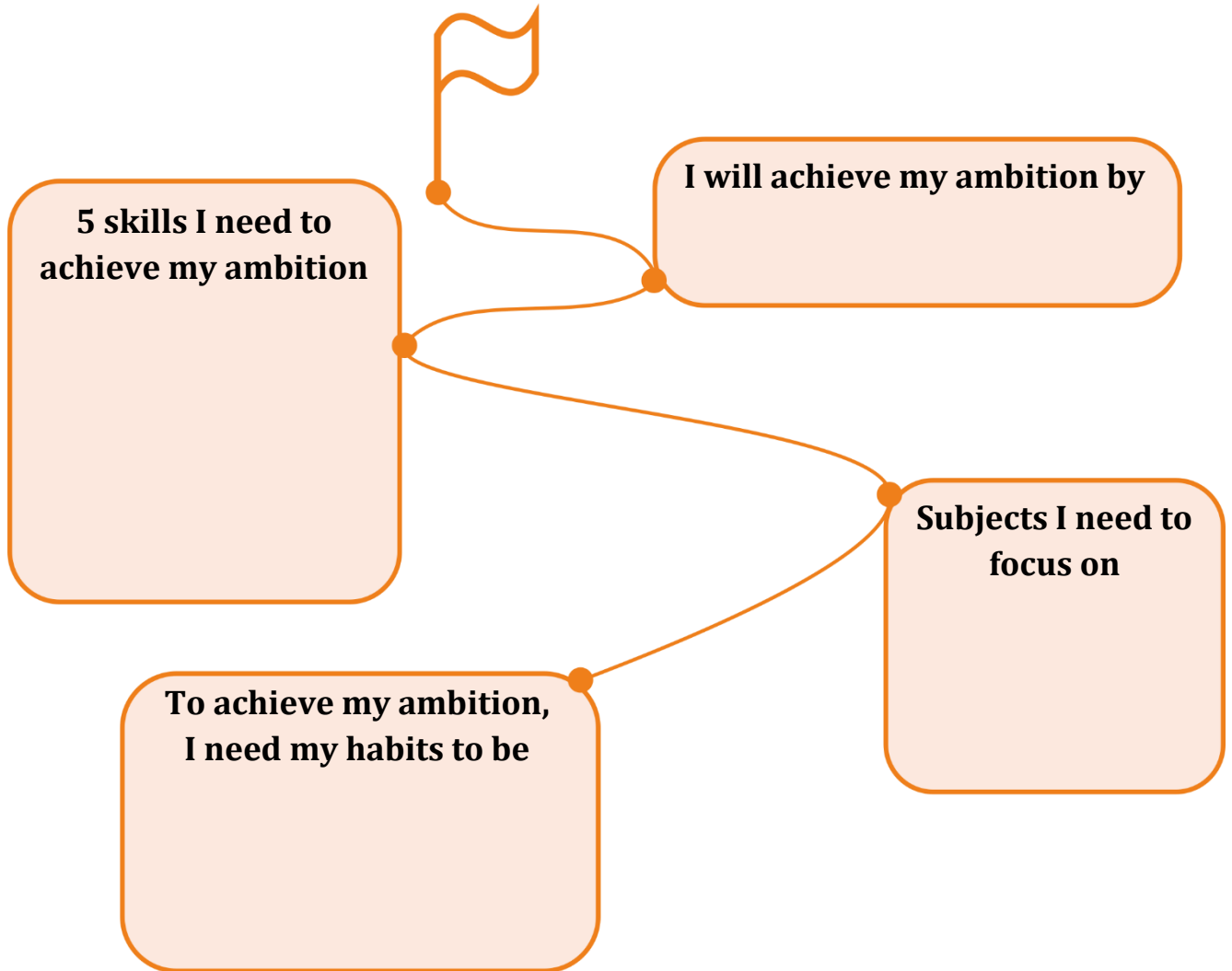
I would like my teacher to help me with _____

I would like my teacher to know _____

PART A (3)

My Ambition Card

My ambition is _____



I will...

I will take guidance from _____ to achieve my ambition.

I think this person will help me by _____.

I will learn new _____.

I will feel _____ when I achieve my ambition.

My parents will feel _____ when I achieve my ambition.

PART A (4)

Parent-Teacher Partnership Card

Tick the resources available to your child at home.



Books and
Magazines

☐


Newspapers

☐


Toys, Games
and sports

☐


Phone and
Computer

☐


Internet

☐


Radio

☐


Broadcast

☐


T.V.

☐


Resources
for CWD

☐

Any other (please specify): _____

Understanding of my Child

Circle the most appropriate option for your child.

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

At school, my child needs support with:

☐ Languages (R1, R2, R3)	☐ Mathematics	☐ Science	☐ Social Science
☐ Building self-belief & self-reliance	☐ Developing social skills & conflict resolution		
☐ Managing difficult emotions like anger	☐ Developing effective study skills like time management		
☐ Skill Guidance/Digital Literacy	☐ 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

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s) –	Language Education (R1)
Curricular Goals <i>(Choose one or more)</i>	
Competencies <i>(Choose one or more)</i>	
Learning Outcomes	

ACTIVITY

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

- ☐ Art-integrated
 ☐ Sports-integrated
 ☐ Toy-based
- ☐ Technology-integrated
 ☐ Skill-based learning
- ☐ Experiential learning
 ☐ Cross cutting theme integrated
- ☐ Indian Knowledge Systems integrated
 ☐ Any Other _____

Activity:	Assessment:

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Literary Awareness			
Literary Sensitivity			
Literary Creativity			

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

STUDENT'S SELF REFLECTION

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

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

My Progress Grid

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

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

My Learnings

By doing this activity, I learnt

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

The most interesting thing about this activity was _____.

I need practice on _____. I need help with _____.

PEER FEEDBACK

My name is _____. My peer's name is _____.

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

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

My Peer's Progress Grid

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

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

My peer needs to practice _____. My peer needs help with _____.

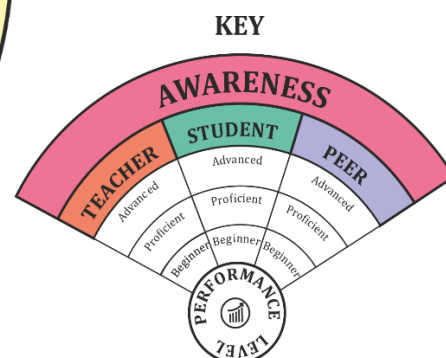
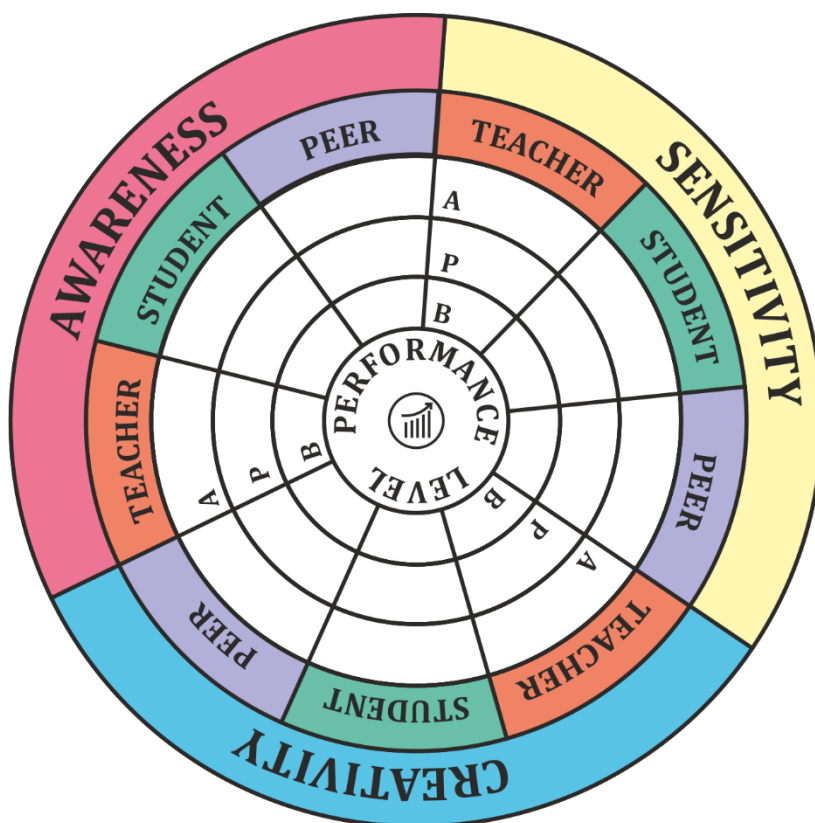
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Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity),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

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

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

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

Areas of Strength (✓ all that apply)

- | | |
|--|--|
| ☐ Follow Instructions | ☐ Collaboration |
| ☐ Independent Work | ☐ Responsible |
| ☐ Communication | ☐ Creative |
| ☐ Solution-focused Thinking | |
| ☐ Empathy | ☐ Concentration |
| ☐ Organisation & Prioritisation | |
| ☐ Any other _____ | |

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

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

How I can help the student progress further?

Teacher's Observations and Recommendations

FORMATIVE ASSESSMENT FRAMEWORK	
Subject(s) –	Language Education (R2)
Curricular Goals <i>(Choose one or more)</i>	
Competencies <i>(Choose one or more)</i>	
Learning Outcomes	

ACTIVITY	
----------	--

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

☐ Art-integrated	☐ Sports-integrated	☐ Toy-based
☐ Technology-integrated	☐ Skill-based learning	
☐ Experiential learning	☐ Cross cutting theme integrated	
☐ Indian Knowledge Systems integrated	☐ Any Other _____	

- ☐ Art-integrated
 ☐ Sports-integrated
 ☐ Toy-based
☐ Technology-integrated
 ☐ Skill-based learning
☐ Experiential learning
 ☐ Cross cutting theme integrated
☐ Indian Knowledge Systems integrated
 ☐ Any Other _____

Activity:

Assessment:

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC	
-------------------	--

Abilities	Beginner	Proficient	Advanced
Literary Awareness			
Literary Sensitivity			
Literary Creativity			

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

STUDENT'S SELF REFLECTION

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

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

My Progress Grid

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

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

My Learnings

By doing this activity, I learnt

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

The most interesting thing about this activity was _____.

I need practice on _____. I need help with _____.

PEER FEEDBACK

My name is _____. My peer's name is _____.

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

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure

My peer effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

My Peer's Progress Grid

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

Awareness		Sensitivity		Creativity	
My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	My peer was motivated throughout the activity.	My peer was curious to learn new things.	My peer was able to think of 'out of the box' solutions.
My peer understood the activity.	My peer was able to focus on the activity.	My peer can understand my emotions well.	My peer was able to ask help/support from me or the teacher.	My peer was able to think of new ways to do the activity.	My peer was able to express her/his creativity during the activity.
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(For Teacher's Use Only)					
No. of statements circled for Awareness: _____		No. of statements circled for Sensitivity: _____		No. of statements circled for Creativity: _____	

My peer needs to practice _____. My peer needs help with _____.

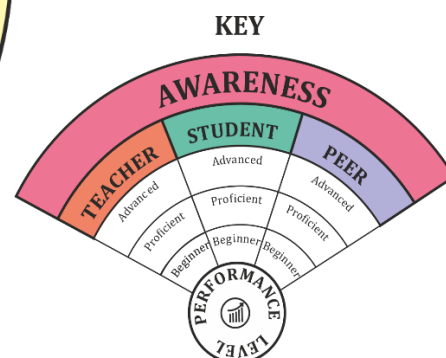
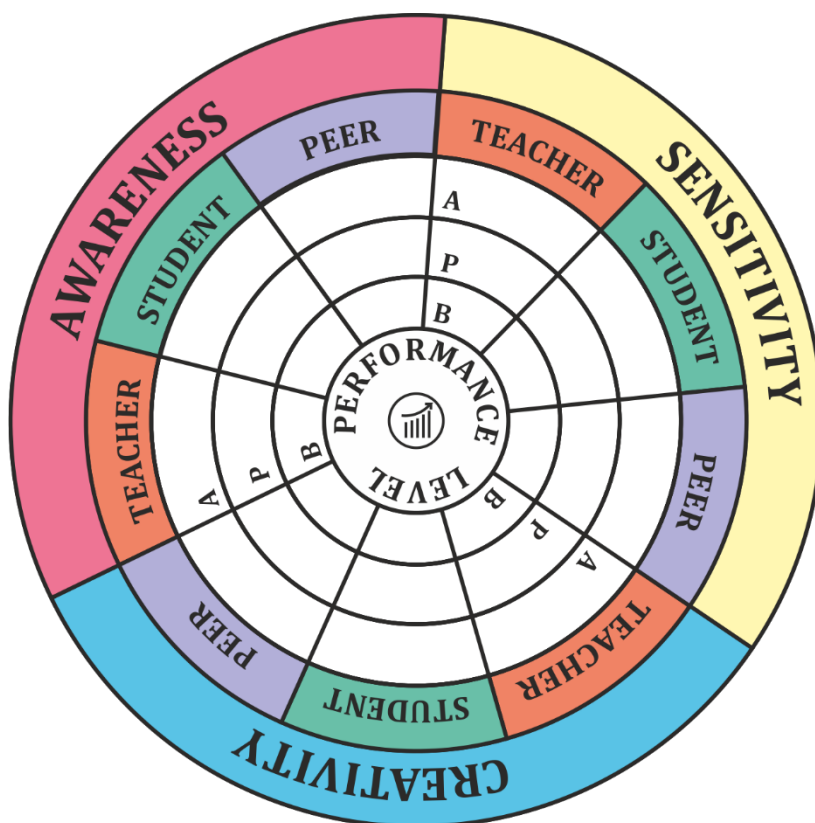
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Scoring Key:
Beginner – 0,1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

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

Areas of Strength (✓ all that apply)

- | | |
|--|--|
| ☐ Follow Instructions | ☐ Collaboration |
| ☐ Independent Work | ☐ Responsible |
| ☐ Communication | ☐ Creative |
| ☐ Solution-focused Thinking | |
| ☐ Empathy | ☐ Concentration |
| ☐ Organisation & Prioritisation | |
| ☐ Any other _____ | |

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

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

How I can help the student progress further?

Teacher's Observations and Recommendations

FORMATIVE ASSESSMENT FRAMEWORK	
Subject(s)	Language Education (R3)
Curricular Goals <i>(Choose one or more)</i>	
Competencies <i>(Choose one or more)</i>	
Learning Outcomes	

ACTIVITY	
----------	--

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

☐ Art-integrated
 ☐ Sports-integrated
 ☐ Toy-based

☐ Technology-integrated
 ☐ Skill-based learning

☐ Experiential learning
 ☐ Cross cutting theme integrated

☐ Indian Knowledge Systems integrated
 ☐ Any Other _____

☐ Toy-based

☐ **Any Other** _____

Activity:

Assessment:

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Literary Awareness			
Literary Sensitivity			
Literary Creativity			

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

STUDENT'S SELF REFLECTION

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

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

My Progress Grid

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My Learnings

By doing this activity, I learnt

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

The most interesting thing about this activity was _____.

I need practice on _____. I need help with _____.

PEER FEEDBACK

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

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My Peer's Progress Grid

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My peer needs to practice _____. My peer needs help with _____.

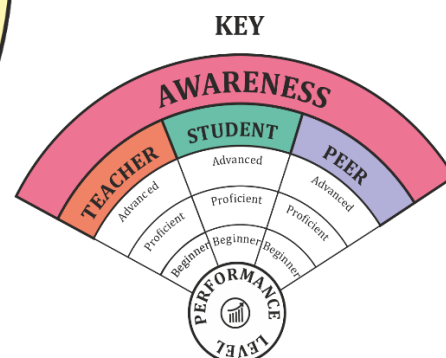
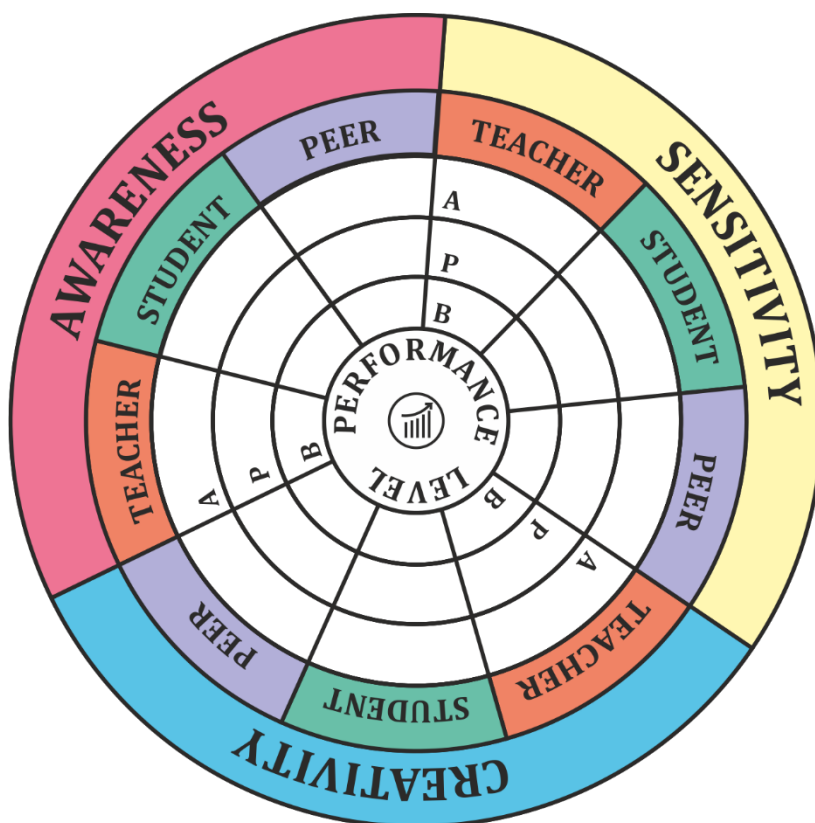
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Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

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

Areas of Strength (✓ all that apply)

- | | |
|--|--|
| ☐ Follow Instructions | ☐ Collaboration |
| ☐ Independent Work | ☐ Responsible |
| ☐ Communication | ☐ Creative |
| ☐ Solution-focused Thinking | |
| ☐ Empathy | ☐ Concentration |
| ☐ Organisation & Prioritisation | |
| ☐ Any other _____ | |

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

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

How I can help the student progress further?

Teacher's Observations and Recommendations

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Mathematics Education
Curricular Goals <i>(Choose one or more)</i>	
Competencies <i>(Choose one or more)</i>	
Learning Outcomes	

	ACTIVITY
1.	Identify the main idea of each paragraph.
2.	Summarize the main idea of each paragraph in your own words.
3.	Compare and contrast the two paragraphs.
4.	Write a short paragraph summarizing the entire passage.
5.	Discuss the importance of the main idea in a paragraph.
6.	Identify the supporting details in each paragraph.
7.	Explain how the supporting details relate to the main idea.
8.	Write a paragraph about a topic you are interested in, using the same structure as the example paragraphs.
9.	Share your paragraph with a partner and give feedback.
10.	Reflect on what you have learned today and how it will help you in the future.

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

☐ Art-integrated
 ☐ Sports-integrated
 ☐ Toy-based

☐ Technology-integrated
 ☐ Skill-based learning

☐ Experiential learning
 ☐ Cross cutting theme integrated

☐ Indian Knowledge Systems integrated
 ☐ Any Other _____

- ☐ Art-integrated
 ☐ Sports-integrated
 ☐ Toy-based

☐ Technology-integrated
 ☐ Skill-based learning

☐ Experiential learning
 ☐ Cross cutting theme integrated

☐ Indian Knowledge Systems integrated
 ☐ Any Other _____

Activity:	Assessment:

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Mathematical Awareness			
Mathematical Sensitivity			
Mathematical Creativity			

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

STUDENT'S SELF REFLECTION

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

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

My Progress Grid

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

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

My Learnings

By doing this activity, I learnt

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

The most interesting thing about this activity was _____.

I need practice on _____. I need help with _____.

PEER FEEDBACK

My name is _____. My peer's name is _____.

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

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

My Peer's Progress Grid

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

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

My peer needs to practice _____. My peer needs help with _____.

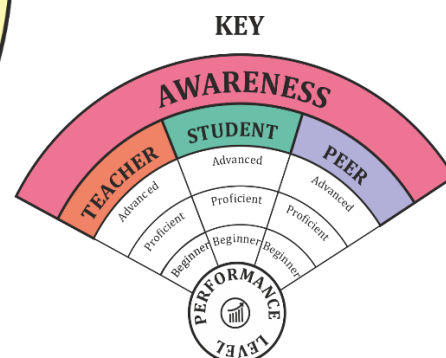
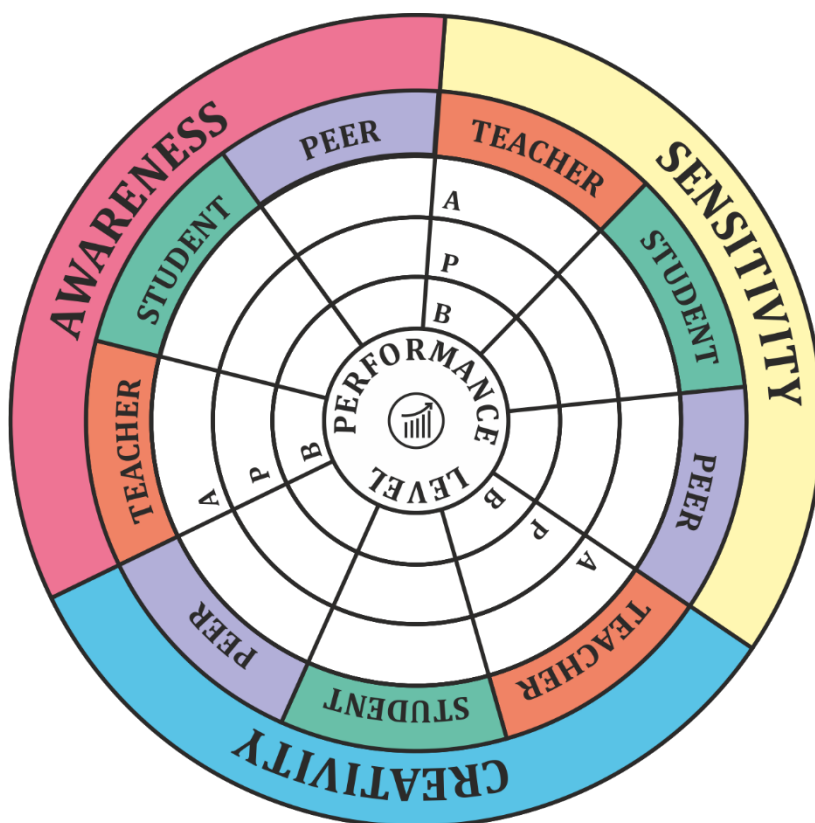
How to develop a Holistic Progress Summary? (for teacher's use only)

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

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

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

Areas of Strength (✓ all that apply)

- | | |
|--|--|
| ☐ Follow Instructions | ☐ Collaboration |
| ☐ Independent Work | ☐ Responsible |
| ☐ Communication | ☐ Creative |
| ☐ Solution-focused Thinking | |
| ☐ Empathy | ☐ Concentration |
| ☐ Organisation & Prioritisation | |
| ☐ Any other _____ | |

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

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

How I can help the student progress further?

Teacher's Observations and Recommendations

FORMATIVE ASSESSMENT FRAMEWORK	
Subject(s)	Science Education
Curricular Goals (Choose one or more)	
Competencies (Choose one or more)	
Learning Outcomes	
ACTIVITY	
Approach of the Activity: (Please ✓ all that apply) ☐ Art-integrated ☐ Sports-integrated ☐ Toy-based ☐ Technology-integrated ☐ Skill-based learning ☐ Experiential learning ☐ Cross cutting theme integrated ☐ Indian Knowledge Systems integrated ☐ Any Other _____	
Activity:	Assessment:

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	Beginner	Proficient	Advanced
Scientific Awareness			
Scientific Sensitivity			
Scientific Creativity			

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

STUDENT'S SELF REFLECTION

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

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

My Progress Grid

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

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

My Learnings

By doing this activity, I learnt

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

The most interesting thing about this activity was _____.

I need practice on _____. I need help with _____.

PEER FEEDBACK

My name is _____. My peer's name is _____.

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

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

My Peer's Progress Grid

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

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

My peer needs to practice _____. My peer needs help with _____.

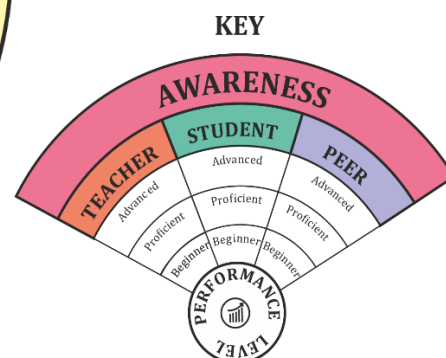
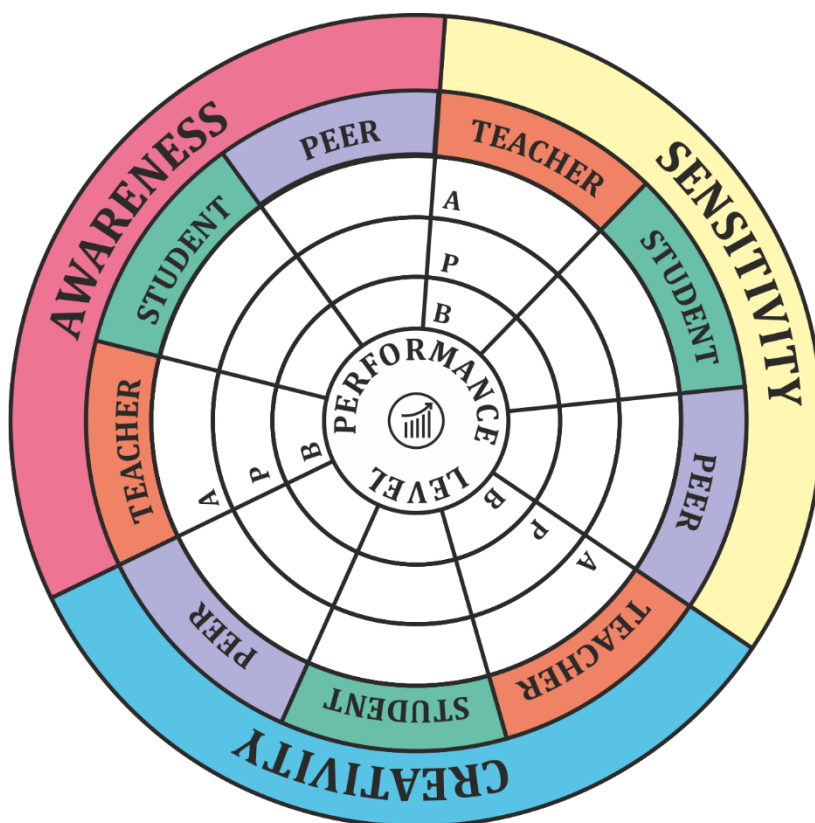
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Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

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

Areas of Strength (✓ all that apply)

- | | |
|--|--|
| ☐ Follow Instructions | ☐ Collaboration |
| ☐ Independent Work | ☐ Responsible |
| ☐ Communication | ☐ Creative |
| ☐ Solution-focused Thinking | |
| ☐ Empathy | ☐ Concentration |
| ☐ Organisation & Prioritisation | |
| ☐ Any other _____ | |

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

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

How I can help the student progress further?

Teacher's Observations and Recommendations

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Social Science Education
Curricular Goals <i>(Choose one or more)</i>	
Competencies <i>(Choose one or more)</i>	
Learning Outcomes	

[illegible]

Approach of the Activity: (Please $\checkmark$ all that apply)

- ☐ Art-integrated
 ☐ Sports-integrated
 ☐ Toy-based
☐ Technology-integrated
 ☐ Skill-based learning
☐ Experiential learning
 ☐ Cross cutting theme integrated
☐ Indian Knowledge Systems integrated
 ☐ Any Other _____

Activity:	Assessment:

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC	
-------------------	--

Abilities	Beginner	Proficient	Advanced
Social Awareness			
Social Sensitivity			
Social Creativity			

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

STUDENT'S SELF REFLECTION

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

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

My Progress Grid

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

Awareness		Sensitivity		Creativity	
I was able to learn something new.	I was attentive to every detail of the activity.	I was able to understand and express my emotions.	I was able to motivate myself and my peer when things were difficult.	I was curious to explore and learn new things during the activity.	I was able to think of 'out of the box' solutions.
I was able to understand the activity.	I was able to focus and engage with the activity.	I was able to understand the emotions of my peer.	I was able to seek and use support from my peers and teacher.	I was able to think of new ways to do the activity.	I was able to express my creativity while doing the activity.
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(For Teacher's Use Only)					
No. of statements circled for Awareness: _____		No. of statements circled for Sensitivity: _____		No. of statements circled for Creativity: _____	

My Learnings

By doing this activity, I learnt

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

The most interesting thing about this activity was _____.

I need practice on _____. I need help with _____.

PEER FEEDBACK

My name is _____. My peer's name is _____.

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

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

My Peer's Progress Grid

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

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

My peer needs to practice _____. My peer needs help with _____.

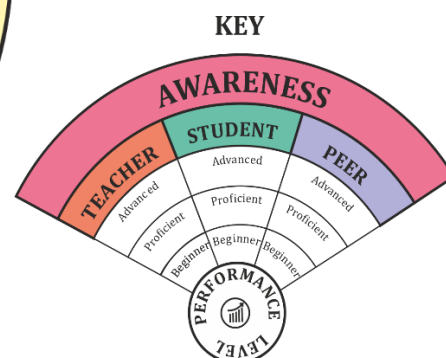
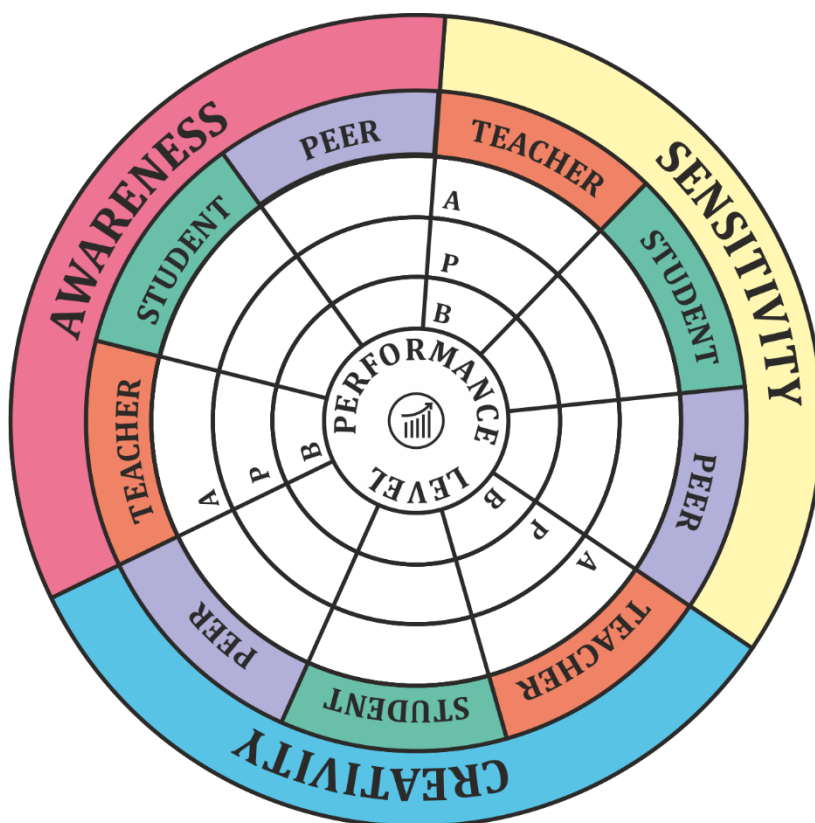
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Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

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

Areas of Strength (✓ all that apply)

- | | |
|--|--|
| ☐ Follow Instructions | ☐ Collaboration |
| ☐ Independent Work | ☐ Responsible |
| ☐ Communication | ☐ Creative |
| ☐ Solution-focused Thinking | |
| ☐ Empathy | ☐ Concentration |
| ☐ Organisation & Prioritisation | |
| ☐ Any other _____ | |

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

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

How I can help the student progress further?

Teacher's Observations and Recommendations

FORMATIVE ASSESSMENT FRAMEWORK	
Subject(s)	Art Education
Curricular Goals (Choose one or more)	
Competencies (Choose one or more)	
Learning Outcomes	
ACTIVITY	
Approach of the Activity: (Please ✓ all that apply) ☐ Art-integrated ☐ Sports-integrated ☐ Toy-based ☐ Technology-integrated ☐ Skill-based learning ☐ Experiential learning ☐ Cross cutting theme integrated ☐ Indian Knowledge Systems integrated ☐ Any Other _____	
Activity: 	Assessment:

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	Beginner	Proficient	Advanced
Aesthetic Awareness			
Aesthetic Sensitivity			
Aesthetic Creativity			

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

STUDENT'S SELF REFLECTION

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

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

My Progress Grid

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

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

My Learnings

By doing this activity, I learnt

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

The most interesting thing about this activity was _____.

I need practice on _____. I need help with _____.

PEER FEEDBACK

My name is _____. My peer's name is _____.

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

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

My Peer's Progress Grid

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

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

My peer needs to practice _____. My peer needs help with _____.

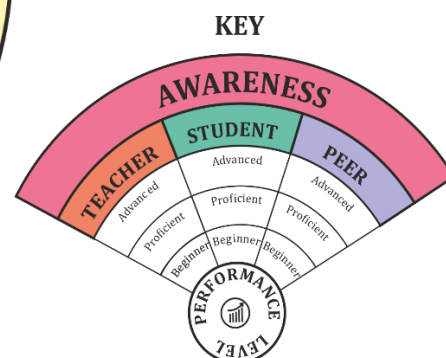
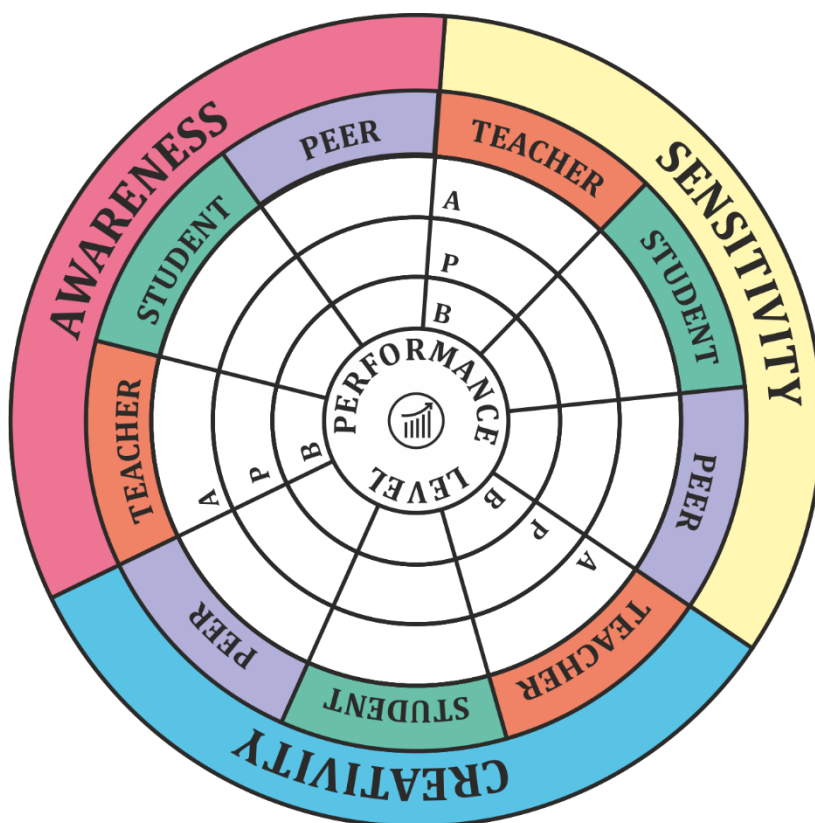
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Scoring Key:
Beginner – 0,1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

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

Areas of Strength (✓ all that apply)

- | | |
|--|--|
| ☐ Follow Instructions | ☐ Collaboration |
| ☐ Independent Work | ☐ Responsible |
| ☐ Communication | ☐ Creative |
| ☐ Solution-focused Thinking | |
| ☐ Empathy | ☐ Concentration |
| ☐ Organisation & Prioritisation | |
| ☐ Any other _____ | |

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

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

How I can help the student progress further?

Teacher's Observations and Recommendations

FORMATIVE ASSESSMENT FRAMEWORK	
Subject(s)	Physical Education and Well-Being
Curricular Goals (Choose one or more)	
Competencies (Choose one or more)	
Learning Outcomes	
ACTIVITY	
Approach of the Activity: (Please ✓ all that apply) ☐ Art-integrated ☐ Sports-integrated ☐ Toy-based ☐ Technology-integrated ☐ Skill-based learning ☐ Experiential learning ☐ Cross cutting theme integrated ☐ Indian Knowledge Systems integrated ☐ Any Other _____	
Activity:	Assessment:

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

STUDENT'S SELF REFLECTION

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

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

My Progress Grid

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

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

My Learnings

By doing this activity, I learnt

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

The most interesting thing about this activity was _____.

I need practice on _____. I need help with _____.

PEER FEEDBACK

My name is _____. My peer's name is _____.

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

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

My Peer's Progress Grid

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

Awareness		Sensitivity		Creativity	
My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	My peer was motivated throughout the activity.	My peer was curious to learn new things.	My peer was able to think of 'out of the box' solutions.
My peer understood the activity.	My peer was able to focus on the activity.	My peer can understand my emotions well.	My peer was able to ask help/support from me or the teacher.	My peer was able to think of new ways to do the activity.	My peer was able to express her/his creativity during the activity.
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(For Teacher's Use Only)					
No. of statements circled for Awareness: _____		No. of statements circled for Sensitivity: _____		No. of statements circled for Creativity: _____	

My peer needs to practice _____. My peer needs help with _____.

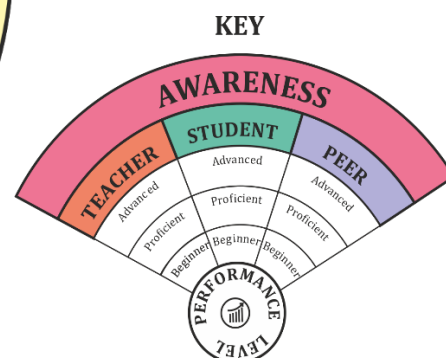
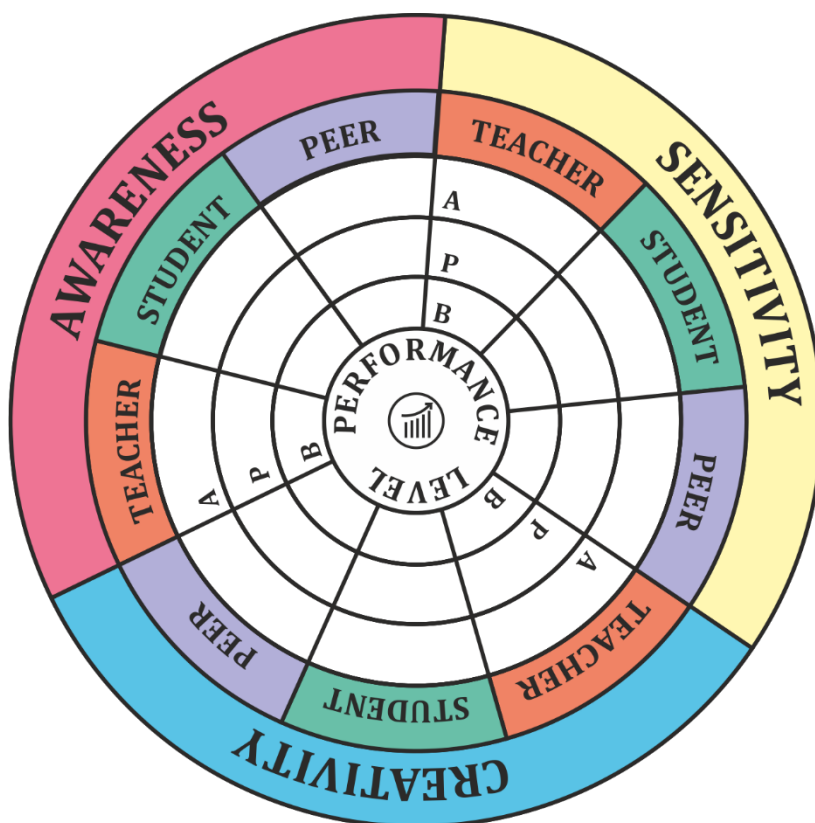
How to develop a Holistic Progress Summary? (for teacher's use only)

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

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

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

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

Areas of Strength (✓ all that apply)

- | | |
|--|--|
| ☐ Follow Instructions | ☐ Collaboration |
| ☐ Independent Work | ☐ Responsible |
| ☐ Communication | ☐ Creative |
| ☐ Solution-focused Thinking | |
| ☐ Empathy | ☐ Concentration |
| ☐ Organisation & Prioritisation | |
| ☐ Any other _____ | |

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

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

How I can help the student progress further?

Teacher's Observations and Recommendations

FORMATIVE ASSESSMENT FRAMEWORK	
Subject(s)	Skill Education
Curricular Goals (Choose one or more)	
Competencies (Choose one or more)	
Learning Outcomes	
ACTIVITY	
Approach of the Activity: (Please ✓ all that apply) ☐ Art-integrated ☐ Sports-integrated ☐ Toy-based ☐ Technology-integrated ☐ Skill-based learning ☐ Experiential learning ☐ Cross cutting theme integrated ☐ Indian Knowledge Systems integrated ☐ Any Other _____	
Activity:	Assessment:

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

STUDENT'S SELF REFLECTION

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

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

My Progress Grid

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

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

My Learnings

By doing this activity, I learnt

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

The most interesting thing about this activity was _____.

I need practice on _____. I need help with _____.

PEER FEEDBACK

My name is _____. My peer's name is _____.

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

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

My Peer's Progress Grid

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

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

My peer needs to practice _____. My peer needs help with _____.

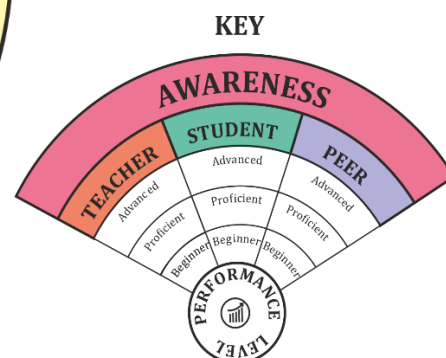
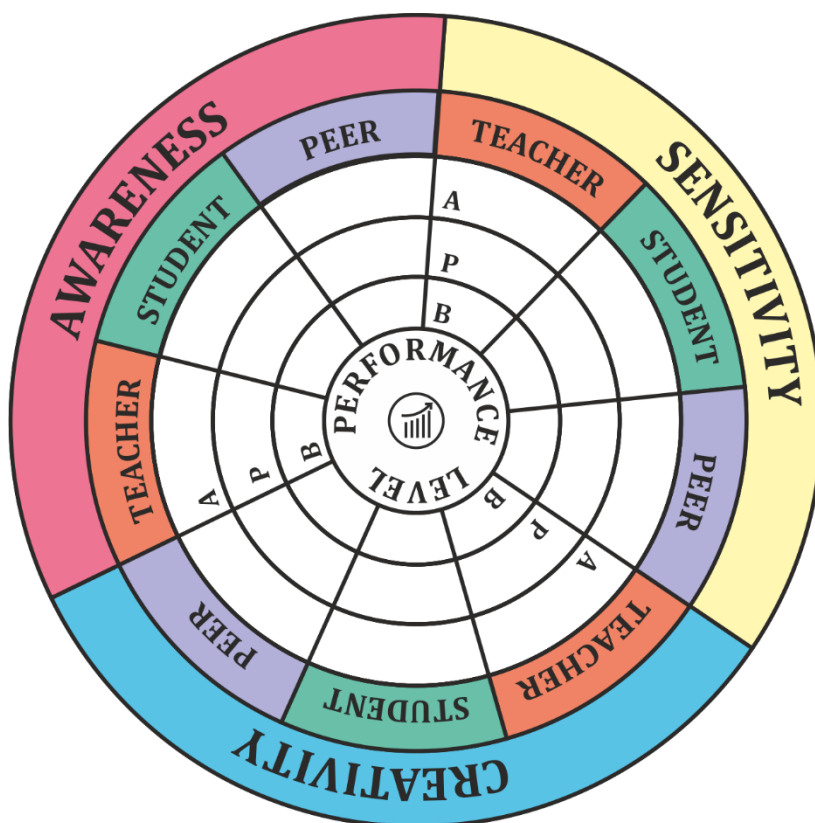
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TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



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- | | |
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| ☐ None | |
| ☐ Any other _____ | |

How I can help the student progress further?

Teacher's Observations and Recommendations

PART C

SUMMARY FOR THE ACADEMIC YEAR

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

Language Education (R1)		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Language Education (R2)		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Language Education (R3)		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Mathematics Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Science Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Social Science Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Art Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Physical Education and Well-being		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Skill Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

[illegible]

Credits Earned through HPC

Table 1

Stages/ Band/ Education Programme	School Education grade Passed /Credits Earned per year	Credits earned by completing the HPC (70%)	Vocational education and training/ skilling Programmes (Short Term) with Entry criteria/ Credits Earned	Additional requirement for Academic Equivalence of the VET & Skilling qualifications completed	Common National Credit Framework Levels	Total Credit Points earned	Credit Points earned by completing the HPC (70%)
Middle School 1200 Hrs/ Year	Grade 6/ 40	28	- No formal education OR - Ability to read and write with one-year experience wherever job requires	Advance Literacy and Numeracy Skills at NSQF level 2 or 3 through competent authority for grade 5th or grade 8th certificate	1.33	53	37
	Grade 7/ 40	28	AND 210-270 hrs. of Vocational education and Training/ Skilling OR - NSQF Level 1 with 1-year Experience and 210-270 hrs. of Vocational education and Training/Skilling		1.67	67	47
	Grade 8/ 40	28	- NSQF Level 1 with 1-year Experience and 210-270 hrs. of Vocational education and Training/Skilling OR 750 hours of apprenticeship		2.0	80	56

Table 2

GRADE 6					
Learning Standard		Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
S. No.	Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1.	Language Education (R1)	1.51	1.33	2.01	
2.	Language Education (R2)	1.63	1.33	2.16	
3.	Language Education (R3)	1.75	1.33	2.32	
4.	Mathematics Education	2.68	1.33	3.56	
5.	Science Education	3.73	1.33	4.96	
6.	Social Science Education	3.73	1.33	4.96	
7.	Art Education	2.33	1.33	3.09	
8.	Physical Education and Well-being	2.33	1.33	3.09	
9.	Skill Education	2.56	1.33	3.40	

Table3

GRADE 7					
Learning Standard		Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
S. No.	Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1.	Language Education (R1)	1.51	1.67	2.52	
2.	Language Education (R2)	1.63	1.67	2.72	
3.	Language Education (R3)	1.75	1.67	2.92	
4.	Mathematics Education	2.68	1.67	4.47	
5.	Science Education	3.73	1.67	6.22	
6.	Social Science Education	3.73	1.67	6.22	
7.	Art Education	2.33	1.67	3.89	
8.	Physical Education and Well-being	2.33	1.67	3.89	
9.	Skill Education	2.56	1.67	4.27	

Table 4

GRADE 8					
Learning Standard		Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
S. No.	Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1.	Language Education (R1)	1.51	2	3.02	
2.	Language Education (R2)	1.63	2	3.26	
3.	Language Education (R3)	1.75	2	3.5	
4.	Mathematics Education	2.68	2	5.36	
5.	Science Education	3.73	2	7.46	
6.	Social Science Education	3.73	2	7.46	
7.	Art Education	2.33	2	4.66	
8.	Physical Education and Well-being	2.33	2	4.66	
9.	Skill Education	2.56	2	5.12	

Note:

- The total credits for each of the year need to be proportionate to the hours mentioned in NCF (National Curriculum Framework).
- Total credit in column 2 amounts to 22.25 where as it needs to be 28 credit as mentioned in table 1 under the heading Credits earned by completing the HPC (70%).
- These remaining credits are to be given for the activities conducted under the bagless days.



Core Team

Ministry of Education

Sanjay Kumar, *Secretary*, Department of School Education and Literacy (DoSEL), Ministry of Education (MoE)
Vipin Kumar, *Additional Secretary*, DoSEL, MoE upto 26.10.2024
Anil Kumar Singhal, *Additional Secretary*, DoSEL, MoE w.e.f. 26.10.2024
Anandrao V. Patil, *Additional Secretary*, DoSEL, MoE
Archana Sharma Awasthi, *Joint Secretary*, DoSEL, MoE
Amarpreet Duggal, *Joint Secretary*, DoSEL, MoE
Prachi Pandey, *Joint Secretary*, DoSEL, MoE
A. Srija, *Economic Advisor*, DoSEL, MoE
Anusree Raha, *Deputy Secretary*, DoSEL, MoE
Sunil Sharma, *Director*, DoSEL, MoE
V Hegde, *DDG (Stats)*, DoSEL, MoE

National Council for Educational Research and Training (NCERT)

Dinesh Prasad Saklani, *Director*, NCERT
Sridhar Srivastava, *Joint Director*, NCERT
Indrani Bhaduri, *CEO & Head*, PARAKH and *Head*, ESD, NCERT
Dinesh Kumar, *Dean (Research)*, DESM, NCERT
Ranjana Arora, *Head of Department*, DCSD, NCERT
Jyotsna Tiwari, *Head of Department*, DEAA, NCERT
Sunita Farkya, *Head of Department*, DESM, NCERT
V. S. Mehrotra, *PSSCIVE*, Bopal, NCERT
Kirti Kapoor, *DEL*, NCERT
Ashita Raveendran, *PMD*, NCERT
Vijayan. K., *DTE*, NCERT

Central Board of Secondary Education (CBSE)

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

Kendriya Vidyalaya Sangathan (KVS)

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

Navodaya Vidyalaya Samiti (NVS)

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

Other Institutes/Organisations

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

PRINCIPAL COORDINATOR

Indrani Bhaduri

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

PARAKH Technical Team

Meena Yadav, *Sr. Manager-Assessment Designing*
Bhaswati De, *Sr. Psychometrician*
Zahra Kazmi, *Lead Subject Matter Expert*
Puneet Bhola, *Sr. Psychometrician*
Alankita Upadhyaya, *Sr. Reviewer-Subject Matter*
Sajid Khalil, *Manager-Designing Report, Presentations & Publications*
Alka Singh, *State Liaisoning Officer*
Madhusudan, *State Liaisoning Officer*
Bidisha Majumdar, *State Liaisoning Officer*
Aarti, *IT Assistant*
Dipika, *IT Assistant*

Technical Agency

Education Testing Service (ETS), Princeton, USA

Jonas Bertling, *Programme Lead*, ETS
Paul B. Borysewicz, *Assessment Designer*, ETS
Aakanksha Bhatia, *Lead SME*, ETS
Neeraj Venkataraman Murali, *Lead SME*, ETS
Priyanka Singh, *Lead SME*, ETS
Vivek Gupta, *Lead SME*, ETS

