

What is a Holistic Progress Card (HPC)?

Holistic Progress Card (HPC) aims to provide a 360-degree, multidimensional report of progress that reflects in detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains as well as in acquiring of life and learning skills, and values.

It is a shift in assessment from one that is summative primarily testing rote memorization skills, to the one that is more regular and formative-competency based. It promotes learning and development for children, and evaluating higher-order skills, such as analysis, critical thinking, and conceptual clarity.

The HPC will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom.

The HPC will provide a formal means of communication between the school and home, informing parents and families of a student's progress and providing an opportunity for self-evaluation to students, thereby motivating them to do better. This brings out each student's progress and interests and enables the development of a unique plan to support each student.

Unlike a single score or letter grade, the HPC will provide disaggregated reporting, which does not represent performance in an entire subject area. It is based on evidence of student work beyond performances on tests (e.g., assessment of writing samples, projects, portfolios, artwork, participation in games etc.).

Foundational Stage

The Foundational Stage refers to children in the age group of 3 to 8 years, across the entire range of diverse institutions in India. The first eight years of a child's life are truly critical and lay the foundation for lifelong well-being, and overall growth and development across all dimensions - physical, cognitive, and socio-emotional.

Curricular Goals: Curricular Goals are more specific statements that give direction to curriculum development and implementation in order to achieve the Curricular Aims. They are also specific to a School Stage (e.g., the Foundational Stage) and a Curricular Area (e.g., Mathematics). They are derived from Aims and are specific to a Stage in education (e.g., the Foundational Stage). National Curriculum Frameworks which guide the development of all curricula state the Curricular Goals. For example, in this NCF “Children develop effective communication skills for day-to-day interactions in two languages” is a Curricular Goal for the Foundational Stage in the curricular area of Language.

Competencies: Competencies are specific learning achievements that are observable and can be assessed systematically. In NCFFS and NCFSE, Competencies (which are only suggestive and may vary in different contexts) are directly derived from a Curricular Goal and are expected to be attained by the end of a Stage. Summative assessments at the end of each Stage of schooling should be based on these Competencies.

Learning Outcomes: Learning Outcomes (LOs) are granular milestones of learning and usually progress in a sequence leading to the attainment of a Competency. Learning Outcomes enable Teachers to plan their content, pedagogy, and assessments towards achieving specific Competencies. Therefore, interim markers of learning achievements are needed so that Teachers can observe and track learning and respond to the needs of learners continually. These interim markers are Learning Outcomes. Curriculum developers and Teachers should have the autonomy to define Learning Outcomes as appropriate to their classroom contexts, while maintaining the connection to the Competencies.

These Learning Outcomes need to be seen as enabling guidelines for Teachers and school leaders and not as constraining demands on them. They must have the autonomy to reimagine the Learning Outcomes based on their contexts. (NCFSE)

Domains:

Domains of development refer to different areas or aspects in which children's development takes place. Development of children is a complex and a continuous process. It takes place in many areas or domains which together influences their holistic development. It also includes a focus on developing social capacities, sensitivity, good behaviors, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. (NEP 2020 para 1.2)

The Foundational Stage has 6 Domains which are given below:

Domain 1: Physical Development includes bodily awareness and embodied learning through active engagement of all sensorial perceptions. The focus of Physical Development is to sharpen sensorial attention, exercising and coordination of different muscles, safety and development of healthy eating and hygiene habits.

Domain 2: Socio-emotional Development focuses on Socio-emotional and Ethical Development to develop the ability to understand and manage/regulate emotions, along with understanding other emotions helping to develop cooperation, empathy and compassion in children.

Domain 3: Cognitive Development means the development of the intellect, which emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. The focus of Cognitive Development is to develop conceptual and mathematical understanding of the natural and social environment, logical thinking and problem solving etc.

Domain 4: Language and Literacy Development emphasizes on Foundational Literacy as an ‘urgent and necessary prerequisite to learning.’ This emphasis has been realized by giving special attention to Foundational Literacy through the domain of Language and Literacy Development and Foundational Numeracy through the domain of Cognitive Development. The focus of Language and Literacy Development is to enable children to make meaning out of text and the world it represents and development of effective communication skills.

Domain 5: Aesthetic and Cultural Development is best addressed for this age group through arts and culture. In Aesthetic and Cultural Development, engagement with various arts like visual, music, movement and drama are done to encourage observation, reproducing and extending observed patterns. The focus is on the ability to imagine and freedom of creative expression of the children.

Domain 5.1: Positive Learning Habits, in the Foundational Stage is also seen as setting the foundations for formal schooling. The development of Positive Learning Habits that are more appropriate for formal school environments becomes another important Curricular Goal for this Stage. The teachers need to develop Positive Learning Habits that allow them to engage activity in the formal learning environment of the school subsequently. The attempt should be to encourage intentional action, mental flexibility, self-control and self-regulation as also to encourage observation and exploration.

Art and Physical Education: Art and Physical Education are given emphasis in NCF-SE 2023. Specific Curricular Aims and Learning Standards have been set in these Curricular Areas too so that education in these domains is carried out with the same rigor and expectations as other school subjects. To give a holistic education to students, it is important to consider these areas as part of the main curriculum and not just as ‘co-curricular’ or ‘extra-curricular’ activities. (*From NCF SE-2023, page 32*)

Understanding HPC Foundational Stage

- To get a clear understanding of HPC, kindly read ‘Understanding The HPC’ for Foundational Stage (Page: 7-18)

Steps on how to fill the HPC

- The explanation below is in reference to ‘HPC Foundational Stage’ (Page 3) and ‘Understanding The HPC’ (Page 21) in the section ‘How to fill the HPC’

Part 1(A)

- It is to be filled by the class teacher at the beginning of the academic year.
- Teacher code is not available in our State as of now; therefore it can be left blank.
- GENERAL INFORMATION** is to be filled by the teacher in consultation with caregiver/parent at the beginning of the academic year.
- ATTENDANCE** is to be filled at the end of each month. In the HPC the month starts from March which is in line with the Central schools. For Nagaland it can begin from January. But for this year’s implementation, the teacher can enter as and when it is implemented.
- INTEREST** is to be filled by the students with the help of the teacher. The teacher can use half a period at the beginning of the academic year.

Part- A (2): Me and My Surroundings

- This part is to be filled by the students. It is suggested that the teachers can use one period to fill the section.
- To fill this section, teacher may fix a date and give prior information to the students to bring photos of him/her and their family.

Part-B Progress Summary

- Part B** consists of Progress Summary, divided into 4 major components:
 - The Activity Component** consist of 4 parts –Domain, Activity, Assessment Questions and Assessment Rubric

1.1 Domain

The **six domains** given in HPC Foundational Stage and the Suggested subjects from existing syllabus are:

Domains given in Holistic Progress Card	Suggested subjects from existing syllabus
Domain 1: Physical development	My World and I
Domain 2: Socio-emotional development	Language/English
Domain 3: Cognitive development	Mathematics
Domain 4: Language and literacy development	Language/English
Domain 5: Aesthetic and Cultural Development	Life Skills Education
Domain 5.1: Positive Learning Habits	My World and I

- Curricular Goals** are pre-printed. For the academic year 2025-26, choose only one Curricular Goal from the given Curricular Goals in HPC.

- **Competency/Competencies:** After selecting the Curricular Goal, check out the competencies under the selected Curricular Goal and choose one competency which is given in **Annexure** from **Page-53** ‘Understanding the HPC’. The teacher should enter the Competency in the space given.
- The Curricular Goals as well the Competencies are to be achieved stage wise i.e. Foundational Stage covers grades A, B, 1 & 2. Hence the Curricular Goals and Competencies are to be achieved in first four years of schooling.
- One competency may not be achieved with one activity in one grade. Keeping in mind the developmental stage of the child the teacher has to design the activity to achieve the competency for a particular grade.

For example, this year HPC is being implemented in Grade-1. In Grade-1, Domain 1: Physical Development for Curricular Goal C.G-2 ‘*Children develop sharpness in sensorial perception*’, Competency C-2.4 ‘*Differentiate multiple smells and tastes*’ has been chosen and the activity is being designed in line with the existing textbook ‘My World and I’ (Chapter-6, Our Common Fruits and Vegetables). The activity designed is based on taste. Teacher can design an appropriate activity related to the achievement of the competency of smell in Grade-2 keeping in mind that the competency for taste has already been achieved in Grade-1, thereby achieving the whole Competency C-2.4 ‘*Differentiate multiple smells and tastes*’ at the end of the Foundational Stage.

1.2 Activity

- In the Activity section, the teacher should write the activity briefly on how the execution of the activity will be done stepwise (Can have a separate diary for the teacher with details of the activity)

1.3 Assessment Questions

- The Assessment Questions should be questions based on the activity and should relate to the Assessment Rubric.

1.4 Assessment Rubric

- The teacher will develop performance descriptors for all 3 Abilities: Awareness, Sensitivity and Creativity for all three performance levels- Stream, Mountain and Sky which is explained in detail from **Page 27 to 31** of ‘Understanding the HPC’.
- Circle the relevant performance level based on the student’s performance for each ability for the activity.

2. Teacher’s Feedback

- Based on the rubric, the teacher should mark the student’s ability on the Performance Level illustration with red ink shown in **Page 38**
- Write the observation Notes which includes general behavior, attitudes and any other remarks that the teachers would want to make with regards to the student.

3. The Self and Peer Assessment

- To be done after the completion of the activity
- For **Peer Assessment** the teacher can identify the peers with whom the student has executed the activity. The teacher should assign one peer each for one learner.
- Circle the picture that shows how the activity was done.

4. The Parent/Caregiver/Guardian's Observation

- This component will be filled by the teacher in consultation with the parents/caregiver/guardian during SMCS/PTA meetings.
- If PTA meeting cannot be held at the end of each term then, give the HPC to the students, directing them to show the parents the HPC, fill up the observation and comments/remark area and sign at the bottom (*Space is not given for signature but for authenticity signature can be obtained*).
- Encircle the resource related to the activity that the student has access to at home under the observation column.

Part C – Summary for the Academic Year

- A summary of the holistic development of the student needs to be given at the end of an academic year in a descriptive manner in each of the five domains. The summary should emphasize the strength as well as the area of concerns/ improvements. The performances summaries should be described in terms of three abilities (i.e., Awareness, Sensitivity, and Creativity).
- The left column with pictures may be left as it is.

EXEMPLARS for Grade 1

Class: 1

Subject: My World and I (Chapter -6, Our Common Fruits and Vegetables)

DOMAIN 1: PHYSICAL DEVELOPMENT	
Curricular Goal -2 Children develop sharpness in sensorial perceptions	Competency-2.4 Differentiate multiple smells and taste.
ACTIVITY: “SMELL AND TASTE THE FOOD”	
Step 1: Teacher will bring varieties of food having different taste. [Apple, Orange, Banana, Pineapples, Gooseberry, Lemon, Tamarind.] Step 2: Teacher will ask student to identify the food by name. Step 3: Teacher will ask student to take turn to taste the food blindfolded. Step 4: Teacher will then ask the student to identify the food items based on their taste. [Sweet and Sour]	
ASSESSMENT QUESTION	
1. How many food items can you name? 2. How many tastes can you identify? 3. Can you name any other food which has similar taste?	

ASSESSMENT RUBRIC*			
	Stream	Mountain	Sky
Awareness	Knows the food items and can name one or two items.	Knows the food items and can name some items.	Can identify and name all the food items provided by the teacher.
Sensitivity	Do not show interest and disturb peers while performing the activity	Willingly participates to do the activity and interacts with peers.	Shows keenness in participating and helps peers.
Creativity	Uses previous knowledge and enquires about other items found in their locality.	Is able to name some sweet and sour fruit found in their locality.	Can differentiate the multiple tastes, name some food found around and is curious to know more.

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

LEARNING OUTCOME
1. Can differentiate food by their taste. 2. Will name and describe the different taste of foods/fruits.

Class: 1

Subject: English (Chapter-5, I Do Good Deeds)

DOMAIN 2: SOCIO-EMOTIONAL DEVELOPMENT	
Curricular Goal-5 Children develop a positive attitude towards productive work and service or “seva”	Competency-5.1 Demonstrate willingness and participation in age-appropriate physical work towards helping others.
ACTIVITY: “I DO GOOD DEEDS”	
Step 1: Divide the class into 5 groups to perform the activity. Step 2: Teacher will assign the role of old people, animals, plants, parents and friends. Step 3: Teacher will instruct the students step-wise on how to perform the activity. Step 4: Learners will then engage themselves in the activity.	
ASSESSMENT QUESTIONS	
May assess the students on the following knowledge and skills. 1. Follow and understand the game play. 2. Learners communicate with peers. 3. Seeks help/help peers when in need.	

ASSESSMENT RUBRIC*			
	Stream	Mountain	Sky
Awareness	Could not follow and understand the activity but completes few steps with the help of peers and teacher.	Understands the task and able to complete some steps with little help from the teacher.	Understands the task and is able to complete the task without any help from the teacher.
Sensitivity	Does not show much interest and is reluctant to communicate with peers.	Is interested in performing the task and enjoys working with peers.	Is very enthusiastic, helps peers also ask questions to the teacher.
Creativity	Imitates peer action to complete the task.	Imitates as well as incorporates personal ideas to complete the task.	Completes the task by playing the roles thoroughly and helps peer complete the task.

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

LEARNING OUTCOME
1. Understand why people are important. 2. Develops values like – love, care, sharing and helping.

Class: 1

Subject: Fun with Numbers (Chapter-1, At Home and Outside)

DOMAIN 3: COGNITIVE DEVELOPMENT	
Curricular Goal-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.	Competency-8.1 Sorts objects into groups and subgroups based on more than one property.
ACTIVITY: "SORTING OBJECTS"	
Step 1: Teacher will ask the students to collect all types of objects found within the school premises. [Leaves, Twigs, Stones Etc.] Step 2: Ask the student to sort the objects according to their size. Step 3: Ask the student to sort the objects by their color. Step 4: Ask the student to sort the objects by their shape. Step 5: Teacher will give them another set of objects to sort them.	
ASSESSMENT QUESTION	
1. How many objects can you identify? 2. How many objects can you sort by properties like: - size, color and shape. 3. Can you sort different objects using more than one property?	

ASSESSMENT RUBRIC*			
	Stream	Mountain	Sky
Awareness	Can identify the objects but unable to sort them.	Can identify the objects and can sort some objects.	Can identify and sort all the objects.
Sensitivity	Shows interest in performing the activity but does not obey the teacher's instruction	Shows interest in sorting and listens to peer and teacher's instruction.	Is attentive and is very eager to help peer complete the task.
Creativity	Is able to sort different objects with little help from the teacher.	Can sort different objects based on one property.	Can sort different objects based on more than one property.

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

LEARNING OUTCOME
1. Arrange different objects in order of their size, color and shape. 2. Count objects.

Class: 1

Subject: English (Chapter-12, Song)

DOMAIN 4: LANGUAGE AND LITERACY DEVELOPMENT	
Curricular Goal-9 Children develop effective communication skills for day-to-day interactions in two languages	Competency-9.2 Listen to and appreciate simple songs, rhymes and poems.
ACTIVITY: THE POEM 'SONG'	
Step 1: Divide the class into 5-groups. Step 2: Assign each group to be fields, bees, lambs, birds, woods and stream. Step 3: Teacher will then ask the student to recite the poem as per their line with action. [Prior instruction been given about the activity] Step 4: Ask the student to repeat the same activity but the roles being exchanged among them.	
ASSESSMENT QUESTION	
1. Do you like poem? 2. Do you like to rhyme? 3. Sing any of your favorite song/Rhyme with action.	

ASSESSMENT RUBRIC*			
	Stream	Mountain	Sky
Awareness	Is unable to catch up the activity but can recite few lines correctly.	The learner hums the tune and can recite some lines correctly.	Is able to recite the poem with clarity.
Sensitivity	Feels uncomfortable and does not like to perform the activity.	Shows willingness to participate and enjoys performing the activity with peers.	Encourages his peers to feel comfortable and even helps peer to do the activity.
Creativity	Can sing or rhyme but cannot do any action.	Can sing or rhyme as well as do some action.	Can sing or rhyme and create their own actions throughout the song.

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

LEARNING OUTCOME
1. Appreciate simple songs, rhymes and poems. 2. Recite the song or rhyme with clarity.

Class: 1

Subject: Life Skills Education (Drawing and Coloring)

DOMAIN 5: AESTHETIC AND CULTURAL DEVELOPMENT	
Curricular Goal-12 Children develop abilities and sensibilities in visual and performing art and express their emotions through art in meaningful and joyful ways.	Competency-12.4 Works collaboratively in the art.
ACTIVITY: “EXPLORING THROUGH ART”	
Required material: Chart paper, color pencil, pencil, glue, erasers etc. Step 1: Divide the class into 4-groups. Step 2: Teacher will name the group as ANIMALS, FRUITS, VEGETABLES and STATIONARIES. Step 3: Teacher will distribute the materials to the student. Step 4: Ask each group to share their ideas and draw any item with respect to their group name. Step 5: Give time to complete the activity. Step 6: Teacher will then ask the learner to present their activity.	
ASSESSMENT QUESTION	
1. Are the learners working collaboratively? 2. Do they help each other when in need?	

ASSESSMENT RUBRIC*			
	Stream	Mountain	Sky
Awareness	Could not follow the activity flow.	Could follow the activity flow.	Could understand the activity flow and ask specific question about the task.
Sensitivity	Shows interest but do not interact or seek help from peer.	Shows interest and enjoys interacting with friends.	Demonstrates high level of interest, Interacts with friends and leads peer completing the task.
Creativity	Could not create the precise image of what the learner wanted to display.	Could create a proper image of what learner wanted to display but could not fill in the color properly.	Is able to draw neatly, fill in the colors properly. Learner displayed more than one drawing using all the materials provided.

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

LEARNING OUTCOMES
1. Works collaboratively with peers. 2. Develops conversational skill. 3. Develops art skills.

Class: 1

Subject: My World and I (Chapter-4, At My School)

DOMAIN 5.1: POSITIVE LEARNING HABITS	
Curricular Goal-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.	Competency-13.4 Classroom norms: Adopts and follows norms with agency and understanding.
ACTIVITY: “IDENTIFY THE PICTURES” (PICTORIAL LEARNING)	
Step 1: The teacher will display the respective pictures. Step 2: The teacher will ask relevant questions based on the pictures. Step 3: A summary of the purpose of each pictures will be shared. Picture 1: Reading books. Picture 2: Helping friends. Picture 3: Throwing waste in the dustbin. Picture 4: Keeping the classroom clean. Picture 5: Wearing clean uniform. Picture 6: Respect teacher. Picture 7: Sharing food with friends.	
ASSESSMENT QUESTION	
1. Are you aware of these pictures? 2. How many habits do you follow? 3. Can you name any other habits?	

ASSESSMENT RUBRIC*			
	Stream	Mountain	Sky
Awareness	Identifies some pictures and follows three habits.	Identifies all the pictures and follows five habits.	Follows all the seven habits.
Sensitivity	Does not show any interest and keeps disturbing friends.	Shows interest and listens to teacher.	Shows keen interest, listens attentively and seeks opportunity to learn more.
Creativity	Is unable to share any new habits.	Can share some new good habits.	Can share some new good and bad habits.

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

LEARNING OUTCOME
1. Follows classroom norms. 2. Positive habits inside and outside classroom. 3. Develops values like respect, obedience.

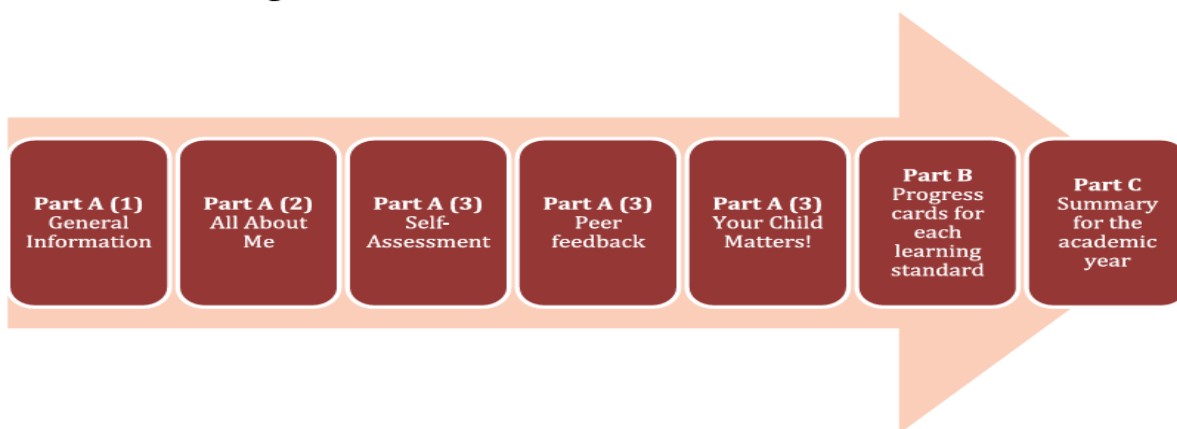
HPC at Preparatory Stage

The duration of the Preparatory Stage is three years and includes Grades 3, 4, and 5. The Preparatory Stage comprise three years of education, building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, but also gradually beginning to incorporate textbooks as well as aspects of more formal classroom learning. The aim lay the general groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science and mathematics, so that students are prepared to delve deeper into learning areas through specialized subjects and subject teachers in the stages that follow.

Art and Physical Education:

- Considering schools and the current school systems, time is needed for preparation to achieve the complete learning expectations in Art and Physical Education. The first set of Learning Standards, called Learning Standards — 1, details the full range of Curricular Goals and Competencies for this Curricular Area. All schools should accomplish these as soon as they are able to add the required resources for Art/Physical Education. Nested within Learning Standards-1 is a subset called Learning Standards-2, which can and should be accomplished by all schools from the very initiation of the implementation of this NCF. *(From NCF SE-2023 page 32)*. Therefore, for the academic year 2025-26, Learning Standards-2 will be used as the state is yet to implement SCF-SE.
- Art and Physical Education exemplars are developed using curricular goals and competencies recommended in Learning Standard-2.
- Activity recommended in Life Skills Education is aligned with curricular goals and competencies of Art and Physical Education.
- In the Preparatory Stage, students develop the skills for making art and also develop a curiosity towards local art forms and artists.
- In the Preparatory Stage, local games are introduced with fluidity and not specific rules of play.
- Assessments are more performance-based in these domains. Thus, a wider variety of assessment tools need to be employed including detailed observation reports and student portfolios.

The PARAKH-NCERT version of the holistic progress card, developed for the preparatory stage includes the following:



- In the preparatory stage, the performance level descriptors are named as Beginner, Proficient and Advanced unlike the foundational stage which is named as Stream, Mountain and Sky.
- The curricular areas are named as Learning Standard in HPC, which is shown in the table below.

Learning Standard in HPC for preparatory stage	Existing Subjects in class-3
<ul style="list-style-type: none"> • Language Education (R1) • Language Education (R2) • Mathematics • The World Around Us • Art Education • Physical Education 	<ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> ➤ First language (Mother tongue, Alt.Eng/Mil) ➤ Second Language- English ➤ Third Language- Hindi • Mathematics • Environmental Studies • Life skills • General Knowledge

- In ‘How to Fill HPC’ the curricular goals and competency for every learning standard is mentioned.
- The curricular goals and competencies mentioned in the HPC will be used in assessing the learners using the content of the existing textbooks and curriculum. And based on the content, the activity and rubrics will be developed/ designed.
- For Learning Standard in Language Education R1 and R2, English textbook is used, for learning standard in Mathematics, Mathematics textbook is used, for learning standard in The World Around Us, EVS textbook is used, for Physical Education and for Art Education, activities given in Life Skills Education is recommended.

Part A (1) consists of general information about the student and attendance information.

Key points

- The details can be filled by the concerned teacher in the beginning of the academic session.
- The attendance column can be customized according to the academic session as recommended by the Directorate of School Education Nagaland and may be filled at the end of each month.
- Teacher code can be ignored.

Part A (2) will be filled by the learner at the beginning of the school year. Information given by the child can be used by the teacher to map the child interest and plan accordingly.

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Part A (3)

Part A (3) ‘How do I feel at School?’ This section has three subsections. The subsections will be filled twice during the course of an academic year. It is recommended that the sub sections are filled once when the academic year starts, and once before the academic year ends.

PART A (3)
How do I feel at school?

Circle the most appropriate option for each sentence.

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

Key Points

- Teacher can allot one period for filling this part.
- Teacher can have conversation with each child and explain what each word means through simple example.
- Accordingly, the child can mark their responses.

The **second subsection** of Part A (3) is to be filled by learner's peers.

Peer Feedback

Circle the most appropriate option for each sentence.

My name: _____ My friend's name: _____

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

Peer Feedback

Circle the most appropriate option for each sentence.

My name: _____ My friend's name: _____

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

Key Points

- Each learner will get **peer feedback from 2 learners**. It is suggested that for consistency sake and to compare the data across the terms it is suggested that the learner fills peer feedback for the same learner.
- In the process of filling the Peer Feedback, the teacher is encouraged to have conversation with the peer and contextualize the statements.
- For grades 3 and 4, the teacher can mark the emojis but for grade 5, learner can be encouraged to fill it themselves.

The **third subsection** of Part A (3) is to be filled by parents/guardians.

Your Child Matters!

Tick the resources available to your child at home.

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

How can I know your child better?				
Circle the most appropriate option for each statement.				
1. My child finds the classroom and school a welcoming and safe space.				
	Yes	Sometimes	No	Not sure
2. My child participates in academic and other activities in school.				
	Yes	Sometimes	No	Not sure
3. My child finds the grade-level curriculum difficult.				
	Yes	Sometimes	No	Not sure
4. My child is making good progress as per their grade.				
	Yes	Sometimes	No	Not sure
5. My child is getting the support needed from school.				
	Yes	Sometimes	No	Not sure
6. My child can talk about how he/she feels, e.g., happy, upset, or angry.				
	Yes	Sometimes	No	Not sure
7. My child can calm himself/herself down during difficult situations.				
	Yes	Sometimes	No	Not sure
8. My child can understand how his/her friends feel.				
	Yes	Sometimes	No	Not sure
9. My child respects everyone's opinions.				
	Yes	Sometimes	No	Not sure
10. My child can help his/her friends make up after a fight.				
	Yes	Sometimes	No	Not sure
11. When someone is sad, my child can make them feel better.				
	Yes	Sometimes	No	Not sure
My child needs support with...				
<input type="checkbox"/> Oral communication (R1 or R2)	<input type="checkbox"/> Working with other children			
<input type="checkbox"/> Reading	<input type="checkbox"/> Working independently at home			
<input type="checkbox"/> Numbers and Math	<input type="checkbox"/> Other subject areas			
<input type="checkbox"/> Self-confidence	Specify: _____			

Key Points

- Parents/Guardians feedback is to get some contextual information about the socio-economic variable that affect the learner's learning journey.
- Teacher organizes Parent-Teacher Meet and explains the statements to the parents and contextualizes it using simple scenario and help parents fill this column.

Part B

Progress Cards for Each Learning Standard

Part B contains the progress summary for each Learning Standard. It has six elements namely:

- Language Education R1
- Language Education R2
- Mathematics
- The World Around One
- Physical Education
- Art Education

PART B

Learning Standard: Language Education (R1)				
Curricular Goals (Can choose one or more)	<input type="checkbox"/> L1CG1	<input type="checkbox"/> L1CG2	<input type="checkbox"/> L1CG3	<input type="checkbox"/> L1CG4 <input type="checkbox"/> L1CG5
Competencies (Can choose one or more)	<input type="checkbox"/> L1C1.1 <input type="checkbox"/> L1C3.1 <input type="checkbox"/> L1C4.1	<input type="checkbox"/> L1C1.2 <input type="checkbox"/> L1C3.2 <input type="checkbox"/> L1C4.2	<input type="checkbox"/> L1C1.3 <input type="checkbox"/> L1C3.3 <input type="checkbox"/> L1C5.1	<input type="checkbox"/> L1C2.1 <input type="checkbox"/> L1C3.4 <input type="checkbox"/> L1C5.2
Activity				
Assessment Questions				

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

* Please write the assessment rubric for the performance levels of each ability.

Key Points

- Every Learning Standard has Curricular Goals and Competencies defined in the 'How to fill the HPC' Preparatory Stage.
- Teacher can identify one curricular goal and one competency from each of the Learning Standard. Based on the curricular goal and competency the activity can be developed as seen in the exemplars attached.
- In the Activity section, the teacher should write the activity briefly on how the execution of the activity will be done stepwise (Can have a separate diary for the teacher with details of the activity)
- The Assessment Questions should be questions based on the activity and should relate to the Assessment Rubric.
- The teacher will develop performance descriptors for all 3 Abilities: Awareness, Sensitivity and Creativity for all three performance levels- Beginner, Proficient and Advanced which is explained in detail from **Page 8 to 18** of 'How to fill the HPC' Preparatory Stage.

Teacher's Feedback			
Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Think about how the learner performed...	
What challenges did the learner face?	How did they overcome them? / How did you help them?

Key Note for Teacher

- During the activity the teacher can make observation notes using assessment rubric and assessment questions as reference point. Make note of the learner's performance, the challenges they face and if and how to overcome them.
- Use observation notes to mark and write how the learner did in the activity. This could be same notes as well but written more formally.
- Use your observation notes to write the challenges the learner faced and how they overcame them. Think about non-academic challenges/ challenges due to external factors, challenges during the planning stage of the activity and during the execution stage.

EXEMPLARS for Grade 3

Class: 3

Subject: English (Cherry Blossom Series)

Learning Standard: Language Education (R ₁)		
Curricular Goals	L1CG3: Develops the ability to write simple and compound sentence structures to express their understanding and experiences	
Competencies	L1C3.4: Uses appropriate grammar and structure in their writing	
Activity	Topic: Writing sentences on the usefulness of bamboo Lesson-32 (Inside a typical Naga Kitchen) Assumptions: Learners have already learned simple and compound sentences in the previous classes Learning Outcome: The learner will be able to express their understanding on the usefulness of bamboo in the form of writing sentences. Prior Preparation: The learners will be asked to mandatorily bring their own textbooks for reference. Activity Duration: 40 minutes Activity Flow:	
	Time	Steps
	5 min	The teacher will guide the students in observing the picture given in the book.
	35 min	The learners will look at the picture in their textbook and attempt to write sentences.
Assessment Questions	1. Can you identify the things inside the kitchen that are made of bamboo? 2. Do you think that bamboo is a useful material? Support your answer in writing using simple and compound sentences. 3. Are the learners able to express their understanding in the form of writing a proper paragraph?	

Assessment Rubric*			
Abilities	Beginner	Proficient	Advanced
Awareness	Able to look at the picture, identify only few items and write few sentences up to 3 lines with grammatical errors.	Able to identify and write a short paragraph with some grammatical error.	Able to identify all the things made of bamboo and write sentences using compound sentences without any grammatical error.
Sensitivity	Shows little or no interest in the activity, and seeks no help from peers and teacher.	Shows interest in the activity, seeks help from peers and teacher.	Shows interest and readiness in the activity. Can comfortably perform the activity and extend help to others
Creativity	Unable to write on the usefulness of bamboo shown in the picture.	Expresses in writing some usefulness of bamboo when prompted by peers and the teacher	Thinks and expresses in writing about the usefulness of bamboo with appropriate vocabulary and grammar

**Please write the assessment rubric for the performance levels of each ability.*

Class: 3

Subject: English (Cherry Blossom Series)

Learning Standard: Language Education (R ₂)		
Curricular Goals	L2CG1: Sustains effective communication skills for day-to-day interactions enhancing their oral ability to express ideas.	
Competencies	L2C1.2: Makes oral presentations and participates in group discussions.	
Activity	Topic: Visual description of a rainy day. Lesson-12 (A Rainy Day) Learning Outcome: The learner will be able to recollect, express and learn new vocabulary from the group work Prior Preparation: The teacher will be ready with a large sized picture of a rainy day. Activity Duration: 40 minutes Activity Flow:	
	Time	Steps
	5 min	The teacher will divide learners into groups of 4-5 learners and then show the picture to all the learners.
	25 min	The teacher will ask the learners to look at the picture, discuss and prepare a list of things that are used on a rainy day from the picture. Also encourage each group to discuss the scene of a rainy day and present in the class
	10 min	The teacher gives time to the learners to think and say new words which they have learnt during the activity.
	Assessment Questions	<ol style="list-style-type: none">1. What are some of the things used to protect ourselves from rain?2. Mention some of the new words you learned from the activity.3. Are the learners actively engaging and participating in the discussion?

Assessment Rubric*			
Abilities	Beginner	Proficient	Advanced
Awareness	Able to observe the picture and participate in the discussion when prompted by peers and teacher	Observes the picture and participates in the discussion. The learner also contributes points to be listed in simple sentences	Observes the picture and can describe it orally with proficiency
Sensitivity	Shows little co-operation and concentration in the discussion	Able to concentrate and co-operate with group members in the discussion when prompted by the teacher	Actively co-operates with group members and concentrates in the group discussion
Creativity	Able to express the sentences but not in the correct word order	Able to observe and communicate ideas using simple sentences	Identify new vocabularies and use it during discussions. Can express ideas in a coherent manner

**Please write the assessment rubric for the performance levels of each ability.*

Class: 3

Subject: Mathematics (Fun with numbers)

Learning Standard: Mathematics		
Curricular Goals	MCG3: Understands measurable attributes of objects and the units, systems and processes of such measurement, including those related to distance, length, weight, area volume, and time using non-standard and standard units.	
Competencies	MC3.1: Measures in non-standard and standard units and evaluates the need for standard units.	
Activity	Topic: Measuring of length with hand span, pace and ruler. Lesson-8 (Measurement) Assumptions: <ul style="list-style-type: none">• Students recognize that a unit is a standard quantity used to express and compare measurements• Students already know the concept of non-standard units of measurement of length and can measure the lengths of objects using non-standard units (including uniform and non-uniform). Learning Outcome: The learner- <ol style="list-style-type: none">1. Measures objects using non-standard and standard units accurately.2. Explains the need for standard units over non-standard units. Prior Preparation: Teacher asks the students to bring rulers. The teacher also brings extra rulers and also brings square pieces of papers of side 5 cm and bamboo sticks of 14 cm enough for the activity. Activity Duration: 80min Activity Flow:	
	Time	Steps
	10 min	Teacher divides the students into pairs or groups and distributes the square pieces of paper to the students
	50 min	Teacher asks the students to measure the side of the square piece of paper and the bamboo stick using non- standard and standard unit of measurement of length. (Teacher should instruct the students to use the cm side of the ruler while measuring)
	20 min	Teacher then holds a discussion with the class on: <ul style="list-style-type: none">• Which unit did they chose and why?• Which is a better measurement- non-standard or standard? Why?
Assessment Questions	<ol style="list-style-type: none">1. Are they able to measure the lengths of the objects using non-standard and standard unit of measurement of length?2. Are they able to explain which unit did they chose and why?3. Are they doing the activity enthusiastically or not?	

Assessment Rubric*			
Abilities	Beginner	Proficient	Advanced
Awareness	Able to measure the lengths of the objects using non-standard and standard units during the activity with the help of teacher and peers.	Able to measure the lengths of the objects using non-standard and standard units during the activity with minimal assistance or by observing their peers.	Able to measure the lengths of the objects using non-standard and standard units during the activity independently.
Sensitivity	Shows interest in the activity but lacks the attention to observe participation of peers to mimic them to do the activity or asks for help to do the activity.	Shows interest in the activity, observe peers to mimic the activity and asks for help when needed while doing the activity.	Shows interest in the activity and attentively observes peers, takes in peers suggestions and helps others when they see others struggling in the activity or when they ask for help during the activity.
Creativity	Cannot give a response on which system of measurement of length is unreliable and which is reliable.	Can give a response on which system of measurement of length is unreliable and which is reliable, with prompting from the teacher.	Can give a response on which system of measurement of length is unreliable and which is reliable, independently.

**Please write the assessment rubric for the performance levels of each ability.*

Class: 3

Subject: Environmental Studies (Discovering my World - *Social Studies*)

Learning Standard: The World Around Us (Environmental Studies)		
Curricular Goals	TWCGI: Explores and engages with the natural and socio-cultural environment in their surroundings	
Competencies	TWC 1.4: Explains the functioning of local institutions (family, school, bank, post office and panchayat) in different forms (essay, tabulating, data and reports) and analyses the roles	
Activity	Topic: Understanding different services found in a community EVS-3, Ch 5 “Helping one another” Assumptions: It is assumed that the concept of public service agencies has been discussed in the previous four to five classes, and children have already developed an understanding of the topic. Learning Outcome: The learner explains the role of different local institutions Activity Duration: 40 minutes Activity Flow:	
	Time	Steps
	15 min	<ul style="list-style-type: none">• Teacher begins with a discussion: “who helps us in our daily live?”• Teacher shows picture of different service agencies (Examples- Hospital, bank, fire station, school, village council hall)• Teacher asks the students to share what they know about these institutions.• Teacher writes their responses on the board under the heading “Helping one another”
	15 min	<ul style="list-style-type: none">• Teacher displays two sets of picture cards; pictures of different service agencies (set A) and description of service that they provide (set B)• Teacher distributes the two sets of cards randomly• Teacher instructs the class to walk around the classroom, find their matching pair and read it aloud to the class.
	10 min	<ul style="list-style-type: none">• Teacher leads the discussion and encourages the students to express their opinions and views on how all these service agencies are important and how they work together to make a community function.• Students take time to clarify their doubts• Share opinion on which service they found interesting and why?
Assessment Questions	<ol style="list-style-type: none">1. What are service agencies?2. How do schools provide services to the people?3. Which service agency do you admire the most and why?4. Why do we need different types of services in a community?5. Are the learners able to relate and express about the functioning of various local institutions?	

Assessment Rubric*			
Abilities	Beginner	Proficient	Advanced
Awareness	Shows limited understanding of different service agencies, needs support to identify picture cards	Demonstrate a general understanding of service agencies and their roles in a community, identifies the pictures of services to large extent	Shows a strong and clear understanding of service agencies, explain their importance with relevant examples
Sensitivity	Unable to pay attention to the task at hand, need reminder to wait for their turn in identifying picture card	Shows cooperation with peers and the teacher, learner gives chances to their peers to participate in the activity.	Clearly values and respect all roles, assist peers who are slow in catching up with instructions
Creativity	Participates with minimal effort, struggles to make connections between pictures of service agencies and their description	Actively participates and correctly matches most services, contributes some ideas during discussion	Fully engaged in the activity, matches services correctly and provides creative and thoughtful explanations, comes up with other services that are not shown in the cards

**Please write the assessment rubric for the performance levels of each ability.*

Class: 3

Subject: Environmental Studies (Discovering my World – *Science*)

Learning Standard: The World Around Us (Science)		
Curricular Goals	TWCG2: Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of ‘Vasudhaiva Kutumbakam’	
Competencies	TWC2.1: Identifies natural and human made systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)	
Activity	Topic: Sources of Food Assumptions: It is assumed that learners have basic knowledge on the different food items which they take. Learning Outcome: The learner will be able to identify the sources of food as plant source and animal source, also differentiate food items as fruits and vegetables Time: 40 minutes Activity Flow:	
	Time	Steps
	10 min	Teacher will prompt the learners to recall the different food items which they take and teacher make a list of it on the board
	15 min	Teacher will then ask the learners to draw a table of two columns in their notebook and write by classifying the food items written on the board based on the sources (as animal or plant source)
	15 min	The learners will further be asked to differentiate the plant source food items and categorized them as fruits and vegetables
Assessment Questions	<ol style="list-style-type: none">1. Are the learners able to identify and differentiate the food items according to its source?2. Are the learners able to differentiate the plant source food items into vegetables and fruits?3. Are the learners able to express the importance of both natural and man-made food items in supporting their lives?	

Assessment Rubric*			
Abilities	Beginner	Proficient	Advanced
Awareness	Able to recall and name only few food items which they take	Able to recall and name the food items which they take	Able to recall the name of the food items they take and also is able to identify and name the food items of other community or tribe
Sensitivity	Shows little interest in the activity and fails to name the food items even after prompting	Shows interest and participate in the activity in naming the food items	Shows enthusiasm and actively participates in the activity and asks questions
Creativity	Can classify a few food items food items according to its source with the help of the teacher	Able to classify the food items as plant or animal source but can't differentiate between fruits and vegetables	Differentiate the food sources as plants and animals. Learner is able to further differentiate the plant products as vegetables and fruits

**Please write the assessment rubric for the performance levels of each ability.*

Class: 3

Subject: Life Skills Education

Learning Standard: Visual Arts											
Curricular Goals	VACG3: Explores basic processes, materials and techniques in the Arts										
Competencies	VAC3.2: Practices steps of planning, executing and presenting while creating visual arts work individually & collaboratively										
Activity	<p>Topic: Folk dance of different community</p> <p>Assumptions: Learners are already being introduced and made aware that each community have various forms of folk dances</p> <p>Learning Outcome: Learners will be able to perform folk dance of different community</p> <p>Prior Preparation: Teacher will invite experts from community members to facilitate students' learning on the fixed date</p> <p>Activity Duration: 80 minutes (2 periods of 40 minutes each)</p> <p>Activity Flow:</p> <table><tr><th>Time</th><th>Steps</th></tr><tr><td>30 min</td><td>Teacher introduces the activity and experts will be given time to show the various dances. Learners will be made to observe</td></tr><tr><td>10 min</td><td>Learners will be given the opportunity to select which community dance they would like to learn and decide to join any one of the groups</td></tr><tr><td>25 min</td><td>Each group will be facilitated by the expert to learn and practice the steps</td></tr><tr><td>15 min</td><td>Each group performs the folk dance in the presence of all the learners, experts and teachers.</td></tr></table>	Time	Steps	30 min	Teacher introduces the activity and experts will be given time to show the various dances. Learners will be made to observe	10 min	Learners will be given the opportunity to select which community dance they would like to learn and decide to join any one of the groups	25 min	Each group will be facilitated by the expert to learn and practice the steps	15 min	Each group performs the folk dance in the presence of all the learners, experts and teachers.
Time	Steps										
30 min	Teacher introduces the activity and experts will be given time to show the various dances. Learners will be made to observe										
10 min	Learners will be given the opportunity to select which community dance they would like to learn and decide to join any one of the groups										
25 min	Each group will be facilitated by the expert to learn and practice the steps										
15 min	Each group performs the folk dance in the presence of all the learners, experts and teachers.										
Assessment Questions	1. Are the learners enthusiastically expressing their moves and steps?										

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness	Shows limited ability to follow the steps demonstrated by experts	Follows the steps demonstrated and performs it	Follows the steps demonstrated and performs with appropriate body movements
Sensitivity	Pays little or no attention to the demonstration given by experts	Pays attention to the demonstration and attempt to seek help from peers and experts	Pays attention to the demonstration and willingly help peers as and when they seek help
Creativity	Performs with limited accuracy of steps and movements	Performs with accurate steps and movements	Performs with accurate steps and movements, also incorporates appropriate facial expression

**Please write the assessment rubric for the performance levels of each ability.*

Class: 3

Subject: Life Skills Education

Learning Standard: Theatre		
Curricular Goals	TCG1: Develops confidence to explore, depict, and celebrate human experience through the arts	
Competencies	TC1.1: Expresses enthusiasm to depict a variety of objects, people, situations, and experiences in Drama activities	
Activity	Topic: Moral lessons from the life of Mother Teresa (To be played on school functions like Parents' Day/School Literary Day) Assumptions: Learners are well aware of the life of Mother Teresa through the facilitation of the teacher from the previous classes Learning Outcome: Learner will be able to demonstrate creative expression, emotions and develop empathy through the role play. Prior Preparation: Prior to the date of the play, teacher will facilitate in distributing and assigning roles to the learners and ask them to prepare their props in advance. Ample time to be given to practice and prepare themselves for the play. Activity Duration: 40 minutes Activity Flow:	
	Time	Steps
	20 min	On the day of performance, teacher will guide the learners to get ready with their props and rehearse before the programme begins
	20 min	Perform on stage

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness	Shows little or no attention during the practice and preparation for the play. Lack confidence to exhibit or depict the roles being played	Shows attentiveness during the preparation and practice. Confidently depict and enact the various roles when being prompted and encouraged by friends and teacher.	Very attentive during the preparation and practice. Independently execute, enact and exhibit confidently the required roles during the practice as well as during the performance.
Sensitivity	Demonstrates limited interest in participating in the task, does not listen or take peers' ideas and suggestions.	Demonstrates interest and motivation in participating in the task, listens to peers and seek the help of peers and teachers to perform better.	Demonstrates interest in participating, motivates and encourages peers to perform better, listen and participates in suggestive discussions.
Creativity	Performs and enact roles shown by others and unable to come up with new expression of emotions and actions.	Performs and depict roles with creative expression of emotions and actions.	Performs and depict roles with creative expression of emotions and actions, initiates empathetic related discussion with friends and teachers.

**Please write the assessment rubric for the performance levels of each ability.*

Class: 3

Subject: Life Skills Education

Learning Standard: Music		
Curricular Goals	MUCG1: Develops confidence to explore, depict, and celebrate human experience through the arts	
Competencies	MUC1.1: Expresses enthusiasm to practice and perform Music that is familiar to them	
Activity	Topic: Singing School Anthem Assumption: Learners are assumed to have learnt their school anthem from the morning assembly Learning Outcome: Learner will be able to express enthusiasm and perform confidently the School Anthem Activity Duration: 40 minutes Activity Flow:	
	Time	Steps
	5 min	Teacher will group learners with four to five members
	10 min	Learners will practice in their respective groups
	20 min	The groups will take turns to sing the School Anthem
	5 min	All the learners will be made to sing the Anthem in unison
	Assessment Questions	<div>1. Are the learners singing attentively?</div> <div>2. Do the learners perform with enthusiasm and confidence?</div>

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness	Lack seriousness to sing attentively, misses lines in between the anthem and could not sing in the right tone	Sings attentively and remembers the lines with the right tone	Sings attentively and confidently throughout the song with good diction
Sensitivity	Lack co-operation with friends to arrange the standing position and not considerate of peer suggestions	Co-operates with friends in the group to arrange the standing position and listen to peer suggestions	Co-operates with friends in the group to arrange the standing position, help friends and suggest points to make their performance better
Creativity	Could not sing with parts or play any instrument	Sings with different parts along the anthem but could not play any instrument	Sings confidently with different parts along the anthem and also incorporates instruments to make the anthem lively

**Please write the assessment rubric for the performance levels of each ability.*

Class: 3

Subject: Life Skills Education

Learning Standard: Dance and Movement		
Curricular Goals	DMCG1: Develops confidence to explore, depict, and celebrate human experience through the arts	
Competencies	DMC1.1: Expresses enthusiasm to practice and perform Dance and Movement that is familiar to them	
Activity	Topic: : Dancing to a mash up/remix song Assumptions: Learners are assumed to know some dances and movements Learning Outcome: Learner will be able to express their enthusiasm confidently through dancing and moving Prior Preparation: Teacher will ask learners to wear comfortable clothes for physical movement on the particular day Activity Duration: 40 minutes Activity Flow:	
	Time	Steps
	5 min	Teacher will give time to the learners to tell the various forms of dances they could recollect
	10 min	Teacher asks the students to dance to music which will be played in a while. Teacher plays the 'mash up' which includes folk music, Bollywood music, hip-hop music, pop music and worship dance appropriate music etc. and encourage learners to express their feelings in their own steps
	15 min	Teacher gives time to the learners to learn from peers the steps which are new to them. Students will help each other learn various steps and forms of dances
	10 min	Teacher will play the mash up once again and encourage students to express the various forms of dances they know and have acquired from their peers. Time will also be given to encourage learners to show other forms of moves and steps not there in the mash up
Assessment Questions	1. Are the learners enthusiastically learning and expressing their moves and steps?	

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness	Knows and expresses or make few movements to the music, show little expression of enthusiasm	Knows and expresses enthusiasm to most of the forms of music played	Knows and expresses enthusiasm to almost all the forms of music played. In addition, help friends to learn new moves and steps
Sensitivity	Pays little attention and interest to peer suggestion and lack interest to learn new moves or steps	Pays attention and shows interest to peer suggestion and tries to learn new movements	Pays attention to peer suggestions, learn new movements with enthusiasm, also help peers to learn new moves and steps
Creativity	Shows no effort to think or come up with new steps or moves	Shows/expresses few steps or moves to other forms of music besides the music being played in the mash up	Show/expresses other forms of moves and steps not given in the mash up being played, presents appropriate facial expression to the music besides movements of other parts of the body

**Please write the assessment rubric for the performance levels of each ability.*

Class: 3

Subject: Life Skills Education

Learning Standard: Physical Education (Life Skills)		
Curricular Goals	P2CG1: Learns the use of basic skills (running, jumping, catching, throwing, and kicking) to participate in different physical activities/games/sports	
Competencies	P2C1.1: Practices a combination of movement, motor skills and manipulative skills (e.g., catching, throwing, kicking, hitting a ball towards a target while moving, focusing on visual cues to hit the target)	
Activity	Topic: <i>A ball game. (Where Basic motor movement such as catching, throwing, kicking and dribbling are introduced)</i> Assumptions: The learners are aware of basic motor movement (catching, throwing, kicking, and dribbling). The teacher asks children to do basic motor movement which they can use in games and sports. Activity Duration: 40 minutes Activity Flow:	
	Time	Steps
	5 min	Teacher guide the students to form groups with 4 to 5 members
	5 min	Each group is given a ball and the teacher guides them to form line or circle
	10 min	The teacher demonstrate activities like catching, throwing, dribbling of ball to each group.
	20 min	Based on the instruction of the teacher the group performs the assigned skills. Each group gets a fair chance to perform the skills learned
Assessment Questions	<div>1. Is the child able to execute the different skills that are taught?</div> <div>2. In the process of doing physical activities. Does the child catch up with the activities as instructed?</div> <div>3. What are the challenges faced while doing the physical activities?</div>	

Assessment Rubric*			
Abilities	Beginner	Proficient	Advanced
Awareness	Faces difficulty in following the instruction given by teacher	Follows the instruction but with less consistency, hesitation and less confidence	Shows consistency in performing the skills and demonstrates the tasks as instructed by teachers.
Sensitivity	Do not wait for their turns in carrying out the instruction and shows lack of respect for friends.	Wait for their turns and gives chances to their friends, also shows kindness, supportiveness and encouraging attitude.	Shows personal responsibility during the activity by being self controlled, respectful and supportive towards other fellow friends.
Creativity	Unable to apply the skills and strategies that are demonstrated.	Able to apply the skills and strategies that are demonstrated occasionally	Demonstrates the understanding of the skills and strategies as well as uses the skill & strategies in sports and games.

**Please write the assessment rubric for the performance levels of each ability.*

Class: 3

Subject: Life Skills Education

Learning Standard: Art Education (Life Skills)		
Curricular Goals	CG-1: Develops an enjoyment of the Arts and exercises their creativity and imagination in visual and Performing Arts activities	
Competencies	C.1.3: Creates artwork collaboratively and shares own thoughts and feelings while responding to Arts and culture in their surroundings (Part-1)	
Activity	Topic: Draws Pictures of Cultural Significance Assumptions: Learners are already exposed to their traditional attires, ornaments, houses, baskets, plates, cups etc. They are also aware of some other tribes' traditional attires and ornaments. Learning Outcome: The learner works collaboratively and expresses or shares their thoughts in drawing. Prior Preparation: Teacher asks the learners to bring materials like paper, pencil, erasers, colors etc. required for drawing. Activity Duration: 80 minutes (2 Periods of 40 minutes each) Activity Flow:	
	Time	Steps
	10 min	The teacher introduces the activity that the learners will be drawing a picture of cultural significance. Teacher can give examples and show pictures also. The teacher tells the learners to discuss and decide among their peers what to draw.
	5 min	The learners are asked to take out the materials required for drawing.
	10 min	The teacher guides the learners to choose their choices from the examples cited by the teacher.
	30 min	The learners are guided to start drawing. The teacher encourages them to use natural colors, leaves, flower petals, mud, pebbles, twigs etc. in their drawing.
	20 min	Every learner is given time to show and explain their drawing. The teacher encourages the children to express their thoughts and feelings freely and confidently.
	5 min	The teacher creates a corner in the classroom to display their drawings and leads the learners to display their drawings.
Assessment Questions	<ol style="list-style-type: none">1. Is the child able to identify the different pictures related to their culture?2. In carrying out the activity/drawing, does the child work collaboratively with their peers?3. Does the child express/exhibit their creativity in drawing the images/picture?	

Assessment Rubric*			
Abilities	Beginner	Proficient	Advanced
Awareness	Has very little knowledge about traditional materials and struggles to decide what to draw	Has a fair knowledge about traditional materials and has decided what to draw	Has clear knowledge about traditional materials and has decided what to draw
Sensitivity	Does not show interest in doing the activity and does not collaborate with their peers.	Shows interest in the activity, pays attention to their peers and displays the drawing with enthusiasm	Shows keen interest in the activity, helps their peers in closing the activity and displays the drawing with confidence
Creativity	Can do the activity with encouragement from the teacher. Presents their drawing as instructed only	Shows curiosity in drawing the images, uses the materials and manipulates them to complete the activity and drawing, also presents their drawing with relevant information	Draws with appropriate details and present the drawing confidently with relevant information

**Please write the assessment rubric for the performance levels of each ability.*