

2023 - 2024

HOLISTIC PROGRESS CARD

(Adapted from PARAKH, NCERT
Prototype of HPC)

Foundational Stage
Age group 3-6 years

Centre for Excellence in Assessment
CBSE

All about me



My name is _____

Things I like _____

I live in _____

My birthday _____

My friends are _____

My favourite:

colours _____

foods _____

games _____

animals _____

TERM 1

My height is _____ hand spans.

My weight is _____ kgs.

TERM 2

My height is _____ hand spans.

My weight is _____ kgs.



A glimpse of myself

A large, empty rectangular box with a light beige background and a white border, intended for a drawing or photo.

A glimpse of my family

A large, empty rectangular box with a light beige background and a white border, intended for a drawing or photo.

Note: Paste a photo or draw a picture of you and your family in the given space above.



Physical Development

Socio-emotional & ethical development

Competencies	Term 1	Term 2
Curriculum Goal 1 - Children develop habits that keep them healthy & safe		
<i>C-1.1: Shows a liking for and understanding of nutritious food and does not waste food</i>		
<i>C-1.2: Practices basic self-care and hygiene</i>		
<i>C-1.6: Understands unsafe situations and asks for help</i>		
Curriculum Goal 2 - Children develop sharpness in sensorial perceptions		
<i>C-2.1: Differentiates between shapes, colours, and their shades</i>		
<i>C-2.4: Differentiates multiple smells and tastes</i>		
<i>C-2.5: Develops discrimination in the sense of touch</i>		
Curriculum Goal 3 - Children develop a fit and flexible body		
<i>C-3.2: Shows balance, coordination and flexibility in various physical activities</i>		
<i>C-3.3: Shows precision and control in working with their hands and fingers</i>		
<i>C-3.4: Shows strength and endurance in carrying, walking and running</i>		
Curriculum Goal 4 - Children develop emotional intelligence		
<i>C-4.1: Starts recognising 'self' as an individual belong to a family and community</i>		
<i>C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately</i>		
<i>C-4.3: Interacts comfortably with other children and adults</i>		
<i>C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need</i>		

Socio-emotional & ethical development

Competencies

Term 1

Term 2

Curriculum Goal 5 - Children develop a positive attitude towards productive work and service or 'Seva'

C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping

Curriculum Goal 6 - Children develop a positive regard for the natural environment around them

C-6.1: Shows care for and joy in engaging with all life forms

Cognitive development

Curriculum Goal 7 - Children make sense of world around through observation and logical thinking

C-7.1: Observes and understands different categories of objects and relationships between them

C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis

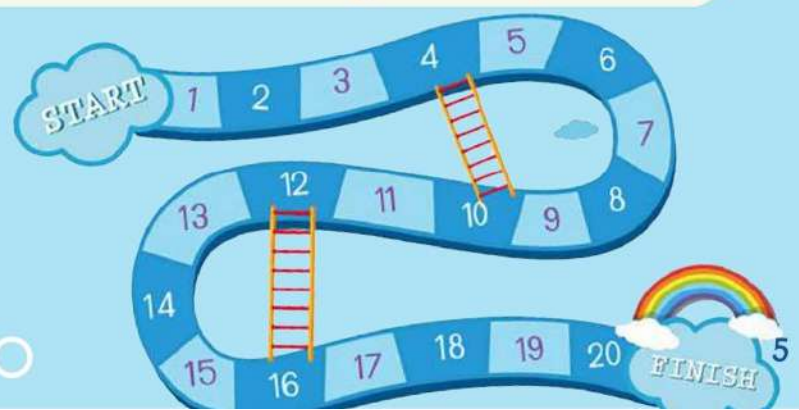
Curriculum Goal 8 - Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures

C-8.1: Sorts objects into groups and sub-group based on more than one property

C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers

C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system

C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space



Cognitive development	Competencies	Term 1	Term 2
	C-8.13: <i>Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements</i>		
Language and literacy development	Curriculum Goal 9 - Children develop effective communication skills for day-to-day interactions in two languages		
	C-9.1: <i>Listens to and appreciates simple songs, rhymes, and poems</i>		
	C-9.3: <i>Converses fluently and can hold a meaningful conversation</i>		
	C-9.4: <i>Understands oral instructions for a complex task and gives clear oral instructions for the same to others</i>		
	C-9.5: <i>Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</i>		
	Curriculum Goal 10 - Children develop fluency in reading and writing in Language 1		
	C-10.1: <i>Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1</i>		
	C-10.2: <i>Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks</i>		
	C-10.3: <i>Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words</i>		

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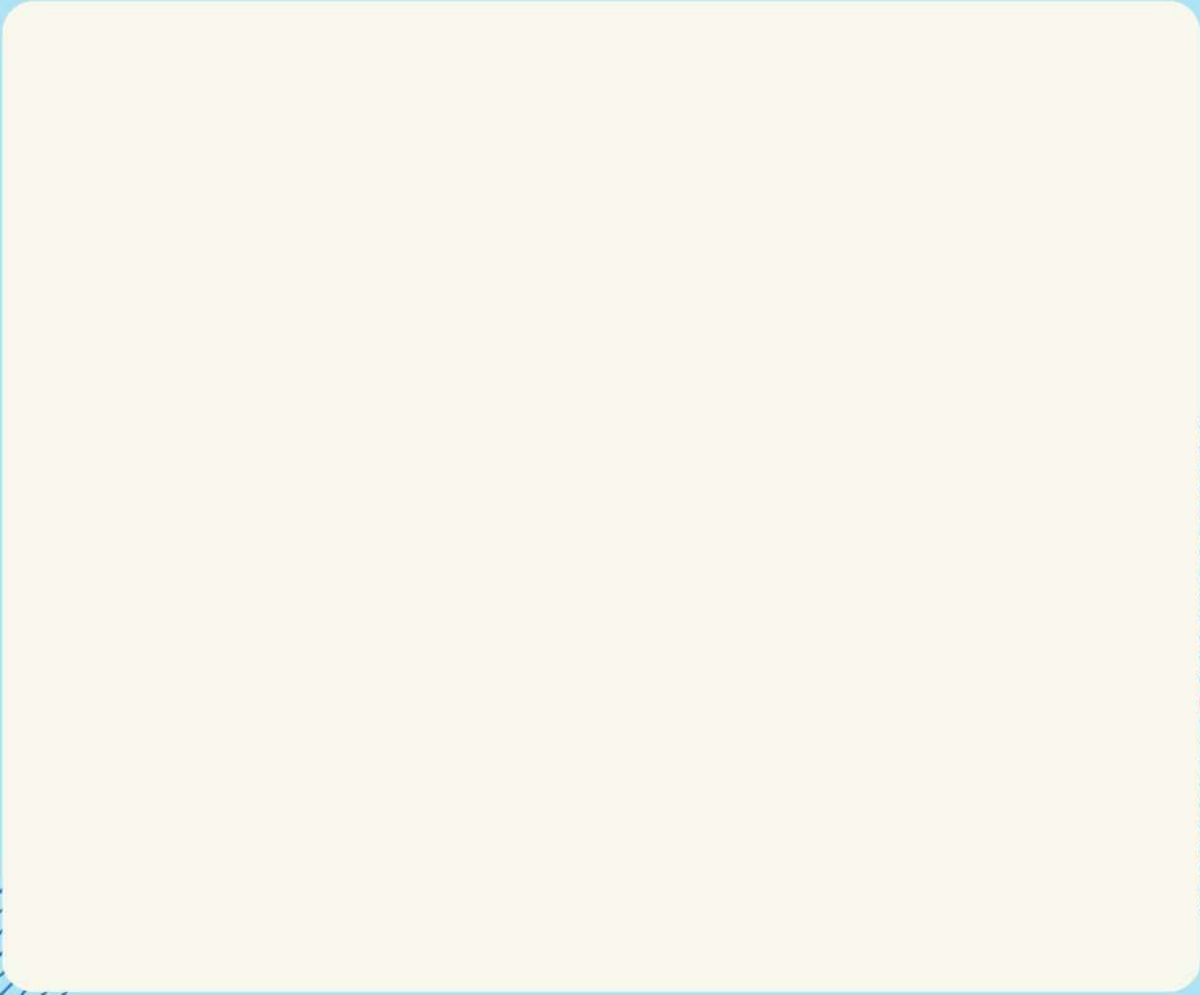
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	Competencies	Term 1	Term 2
Language and literacy development	C-10.4: Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation		
	C-10.5: Reads short stories and comprehends its meaning - by identifying characters, storyline and what the author wanted to say- on their own (L1)		
Aesthetic & cultural development	Curriculum Goal 12 - Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways		
	C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		
	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement		
	C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts author wants to say		
Positive learning habits	Curriculum Goal 13 - Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom		
	C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals		
	C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions		




Learner's profile by the teacher

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



Parent's feedback

Aspect	Term 1	Term 2
My child enjoys participating in...		
My child can be supported for...		
I would also like to share ...		
Have I completed age appropriate vaccination schedule for my child?		



Self-Assessment

Self reflection on inter-disciplinary activity done by the child. Example: Clay work, drawing, playing a game, colouring, puppet-making, model making, etc.

The teacher must help the children to fill this sheet:


















(For young children, teachers may fill based on observation and discussion)

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

Peer-Assessment

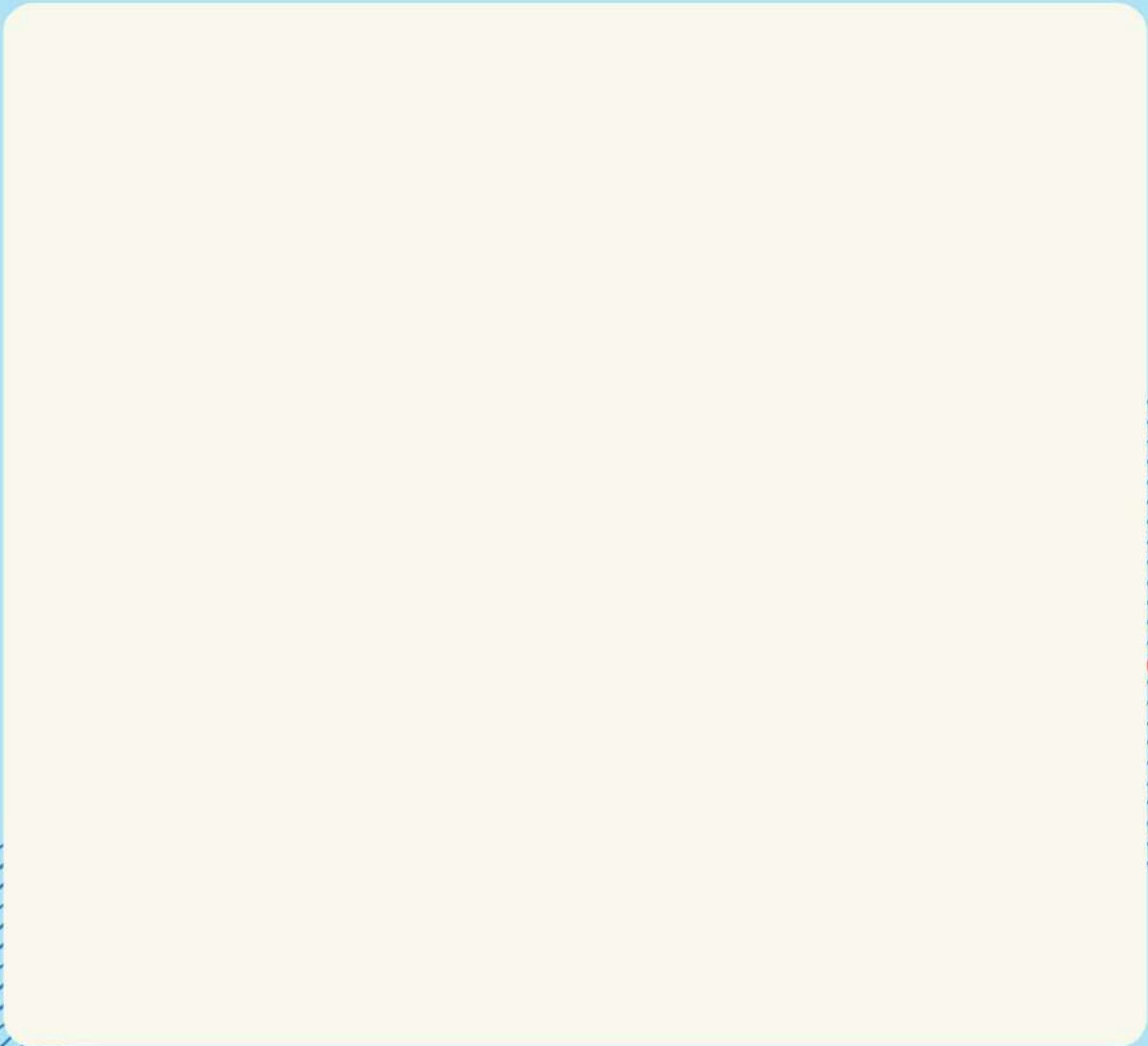
Peer feedback from classmate(s)

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

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

Learner's portfolio

NOTE: Paste pictures/ display selected work done by student in various experiential and inter-disciplinary tasks done in class.



Signature with date

Term	Parent/Guardian	Class Teacher	Principal
Term 1			
Term 2			



Holistic Progress Card

This card is an individualised and a holistic representation of a student's progress. This is an exemplar card based on the National Curriculum Framework for Foundational Stage (NCFFS 2022), prepared for Foundational Stage (Age group 3-6yrs). CBSE affiliated schools may adapt / adopt the card as per their context

Note for Teachers:

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

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

Level	Interpretation
Beginner	Tries to achieve the competency and associated Learning Outcomes with a lot of support from teachers.
Progressing	Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
Proficient	Achieves the Competency and associated Learning Outcomes on his/her own.

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



“
**ALL CHILDREN ARE UNIQUE
AND HAVE A DIFFERENT WAY
AND PACE OF LEARNING**
”

- National Curriculum Framework for
Foundational Stage 2022



Foundational Stage
Age group 3-6 years

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