

HOLISTIC PROGRESS CARD (HPC)

Foundational Stage

(ENGLISH MEDIUM)

Class I - II
(6 - 8 years)



Assessment Cell
Directorate of State Council of Educational Research and Training
School Education Department
Government of Mizoram



All about me

My name is _____

Things I like to do _____

I live in _____

My birthday _____

My friends are _____

My favourite: _____

Colours _____

Foods _____

Games _____

Animals _____

1 st Term	2 nd Term	3 rd Term
My height is _____ hand spans.	My height is _____ hand spans.	My height is _____ hand spans.
My weight is _____ kg.	My weight is _____ kg.	My weight is _____ kg.

Myself



Note: Paste a photo or draw a picture of yourself in the box.

My family/People I live with

Note: Paste a photo or draw a picture of your family/people you live with in the box.



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.
4. The teacher may make as many activity assessment sheets (separate sheet) as she likes that contain record of all the activities she uses to assess the child and how the child has performed for each competency listed under each Curriculum Goal for each domain. She will use these activity assessment sheets to decide the level of the child's overall progress at the end of each term (Level – Beginner or Progressing or Proficient) to fill in this card.

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.

Domain	Competencies	1 st Term	2 nd Term	3 rd Term	
Physical development	Curriculum Goal 1 – The child develops habits that keep him/her healthy & safe				
	C-1.1:	Shows a liking for and understanding of nutritious food and does not waste food			
	C-1.2:	Practices basic self-care and hygiene			
	C-1.6:	Understands unsafe situations and asks for help			
	Curriculum Goal 2 – The child develops sharpness in sensorial perceptions				
	C-2.1	Differentiates between shapes, colours and their shades			
	C-2.5	Develops discrimination in the sense of touch			
	C-2.6	Begins integrating sensorial perceptions to get a holistic awareness of his/her experiences			
	Curriculum Goal 3 – The child develops a fit and flexible body				
	C-3.2:	Shows balance, coordination and flexibility in various physical activities			
	C-3.3:	Shows precision and control in working with his/her hands and fingers			

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Domain	Competencies	1 st Term	2 nd Term	3 rd Term
	C-3.4: Shows strength and endurance in carrying, walking and running			
Socio-emotional and ethical development	Curriculum Goal 4 – The child develops emotional intelligence			
	C-4.1: Starts recognising 'self' as an individual belonging to a family and community			
	C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately			
	C-4.3: Interacts comfortably with other children and adults			
	C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need			
	Curriculum Goal 5 – The child develops 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 – The child develops a positive regard for the natural environment around him/her			
	C-6.1 Shows care for and joy in engaging with all life forms			

Domain	Competencies	1 st Term	2 nd Term	3 rd Term
Cognitive development	Curriculum Goal 7 – The child makes sense of the 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 his/her hypothesis			
	Curriculum Goal 8 – The child develops mathematical understanding and abilities to recognize 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-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s			
	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system			
	C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition			

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Domain	Competencies	1 st Term	2 nd Term	3 rd Term
	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			
	C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space and measurements			
Language and literacy development	Curriculum Goal 9 – The child develops effective communication skills for day-to-day interactions in two languages			
	C-9.1 Listens to and appreciates simple songs, rhymes and poems			
	C-9.3 Converses fluently and can hold a meaningful conversation			
	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others			
	C-9.5 Comprehends narrated/read-out stories and identifies characters, storylines and what the author wants to say			
	Curriculum Goal 10 – The child develops fluency in reading and writing in First Language (L1)			
	C-10.3 Recognises all the letters of the alphabet and uses this knowledge to read and write words			
	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)			

Domain	Competencies	1 st Term	2 nd Term	3 rd Term
Language and literacy development	C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination			
	C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material			
	Curriculum Goal 11 – The child begins to read and write in Language 2 (L2)			
	C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences			
Aesthetic & cultural development	Curriculum Goal 12 – The child develops abilities and sensibilities in visual and performing arts and express his/her 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			

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Domain	Competencies	1 st Term	2 nd Term	3 rd Term
Positive learning habits	Curriculum Goal 13 – The child develops habits of learning that allow his/her 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			

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Parent's feedback

Note: Answer in just one or two sentences




























Aspects	1 st Term	2 nd Term	3 rd Term
My child enjoys participating in...			
My child needs support in...			
Another thing I would like to say about my child is...			
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 child to fill this sheet <i>(For a young child, the teacher may fill for the child based on observation and discussion)</i>			
	1st Term	2nd Term	3rd Term
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)			
<i>Collaborative game/activity such as colouring together, playing a game, etc. done in pairs/groups</i>			
	1 st Term	2 nd Term	3 rd Term
1. Helps in completing task/activity	  	  	  
2. Likes to play with others	  	  	  
3. Shares stationery (crayons/eraser/pencil) with classmates	  	  	  

	Yes		Sometimes		No
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Learner's Portfolio

Note: Paste pictures/display selected work done by the child in various experiential and inter-disciplinary tasks done in class.

Signature with date

Term	Parent/Guardian	Class Teacher	Headmaster
1 st Term			
2 nd Term			
3 rd Term			

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Summary for the academic year




Instruction to teacher:

‘Summary for the academic year’ given in the next page, is to be filled up by the teacher at the end of the academic year. It is a summary of the progress that the child has achieved under different domains. Areas wherein the child needs support should also be written in this summary.

When the teacher writes this summary, he/she should assess the child using different activities to see if the child can or cannot perform the learning outcomes. Assessment of the child should be based on his/her awareness (how well he/she understands the activity/follow instructions, etc.) sensitivity (does he/she show interest/can collaborate with peers, etc.) and creativity (can do the activity on his/her own without any support and come up with his/her own ideas, etc.) while he/she is doing the activity.

SUMMARY FOR THE ACADEMIC YEAR _____

 BEGINNER	 PROGRESSING	 PROFICIENT
1. Physical development		
<hr/>		
<hr/>		
2. Socio-emotional development		
<hr/>		
<hr/>		
3. Cognitive development		
<hr/>		
<hr/>		
4. Language and literacy development		
<hr/>		
<hr/>		
<hr/>		

 BEGINNER	 PROGRESSING	 PROFICIENT
5. Aesthetic and Cultural development <hr/> <hr/> <hr/>		
5.1 Positive Learning Habits <hr/> <hr/> <hr/>		
<i>Signature with date</i>		
Parent/Guardian	Class Teacher	Headmaster



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

**- National Curriculum Framework for
Foundational Stage 2022**



**Directorate of
State Council of Educational Research and Training**
School Education Department
Government of Mizoram