



Performance Assessment, Review, and
Analysis of Knowledge for Holistic Development

HOLISTIC PROGRESS CARDS

**Envisioning a New Paradigm in
Assessment by PARAKH**

WHAT'S PARAKH?



WHAT'S ITS ROLE IN THE
INDIAN EDUCATIONAL
LANDSCAPE?



WHAT ARE ITS KEY
INITIATIVES?





1

**Large Scale
Assessments**



2

**Establishing
Assessment
Standards**



3

**Capacity
Building for
assessment,
evaluation and
research**



4

**Equivalence
of Boards**



KEY HIGHLIGHTS OF NEP 2020

A 5+3+3+4 stage design

Early Childhood Care and Education

Foundational Literacy and Numeracy

Curricular Aims: Emphasis on conceptual understanding rather than Rote Learning

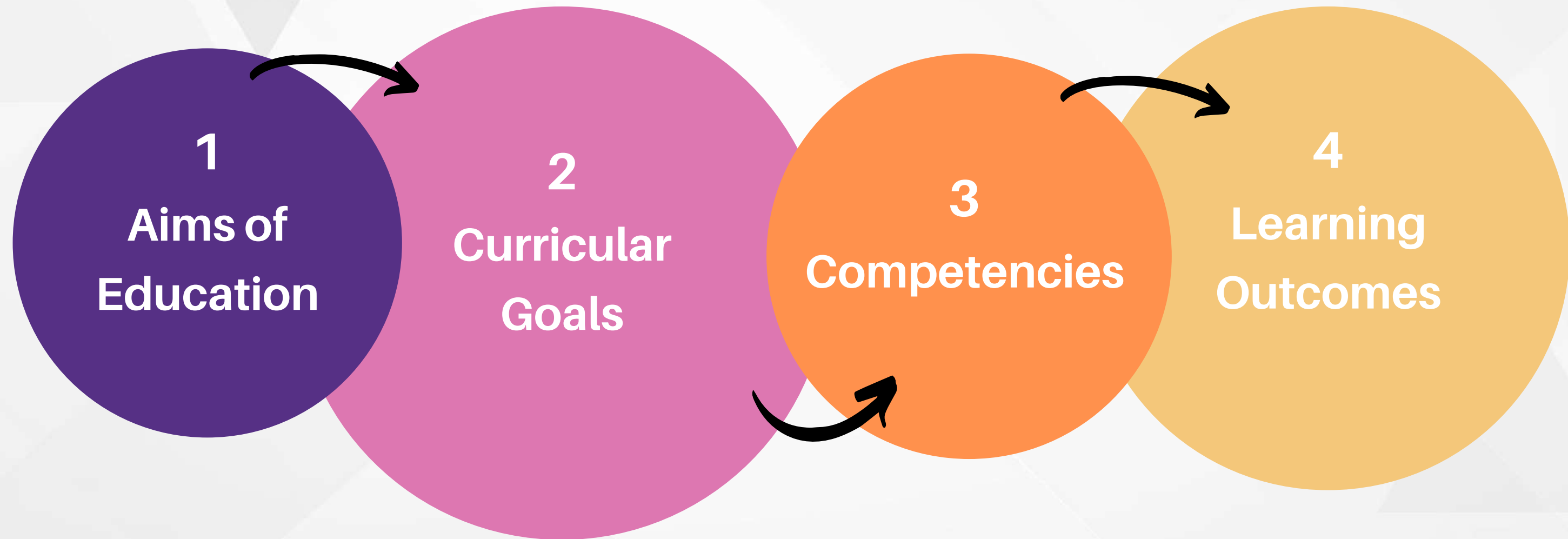
Multidisciplinary, Holistic and Integrated Education

Reduced Curriculum Content

Flexibility and Choices of Content in the Secondary Stage



NATIONAL CURRICULUM FRAMEWORKS (NCF-FS AND NCF-SE)



WHAT DOES NCF SAY ?

Aims of School Education:
Aims are educational vision statements that give broad direction to all deliberate efforts of educational systems.

Curricular Goals: Curricular Goals are statements that give directions to the curriculum development and implementation. They are derived from Aims and are specific to a stage in education.

Learning Outcomes:
Competencies are attained over a period of time. 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.

Competencies:
Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a stage.



EXEMPLAR

Breakdown of Aim to Outcomes for Foundational Stage

Aim: Rational Thought and Autonomy



Curricular Goal: Children develop effective communication skills for day to day interactions in two languages



Competency: Converses fluently and can hold a meaningful conversation
Learning Outcomes



Competency: Converses fluently and can hold a meaningful conversation

← Ages 3 - 8 →

Listens attentively and speaks in short conversations with familiar people around	Initiates conversations in daily life with peers and teachers in a variety of school settings	Engages in conversations based on events, stories, or their needs and asks questions	Engages in conversations, waits for their turn to speak, and allows others to speak	Maintains the thread of the conversation across multiple exchanges
Expresses their needs and feelings through short meaningful sentences	Narrates daily experiences in simple sentences and asks simple questions, using what/ when/ how/ whom, etc.	Narrates daily experiences in elaborate descriptions and asks why questions too	Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it	Engages in discussion about a topic and raises and responds to questions





NATIONAL EDUCATIONAL POLICY 2020

NATIONAL CURRICULAM FRAMEWORK 2023

4.34, NEP 2020

The aim of **assessment** in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more **regular and formative**, is more **competency-based**, **promotes learning and development** for our students, and tests higher-order skills, such as **analysis, critical thinking, and conceptual clarity**. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to **optimize learning and development for all students**. This will be the underlying principle for assessment at all levels of education.





HOLISTIC PROGRESS CARDS

Provides a 360 degree multi-dimensional, holistic report of learner's progress

Enables learners to take charge of their learning journey

Helps develop multidisciplinary activities catering to multiple competencies and curricular goals.

It helps facilitate teacher training and teacher self-reflection.



**THREE ABILITIES:
AWARENESS, SENSITIVITY,
CREATIVITY**



**THREE PERFORMANCE-
LEVEL DESCRIPTORS**



**RUBRICS FOR
ASSESSMENT**

What does the Holistic Progress Card involve?



AWARENESS, SENSITIVITY, CREATIVITY

AWARENESS

Having knowledge related to and understanding of activity or task to be conducted.

Being informed about the activity and its various factors

Being able to understand the activity requirements

Being attentive, perspective, and cognizant of surroundings





AWARENESS, SENSITIVITY, CREATIVITY

SENSITIVITY

Managing and expressing emotions thoughts and behaviours in line with social norms and relevant to the activity

Being attuned to the emotions and needs of others during the activity when applicable

Perceiving or understanding a problem beyond logical or analytical reasoning

Approaching conflicts with empathy, understanding, and open-mindedness.





AWARENESS, SENSITIVITY, CREATIVITY



CREATIVITY

Generating innovative, original, and valuable solutions to problems

Demonstrating inventiveness and original thinking, thinking flexibly and exploring diverse possibilities.

Possessing a sense of curiosity and a desire to explore.

Looking at situations from different angles, questioning and challenging assumptions

Combining ideas, concepts and domains



BEGINNER

PROFICIENT

ADVANCED

Beginner Level is indicative of the challenge faced by the student that prevents her/him from demonstrating age and grade-appropriate performance in an activity. This level suggests the requirement of additional support that will help the learner begin to make progress toward successful performance.





BEGINNER

PROFICIENT

ADVANCED

Proficient level is indicative of potential demonstrated by a student towards successful performance in a particular activity. This level suggests that the student is showing some progress toward successful performance but requires some support from the teacher and peers to successfully accomplish the activity.





BEGINNER

PROFICIENT

ADVANCED

Advanced Level is indicative of successful performance in a particular activity. It suggests that the student can accomplish the captivity independently or collaboratively with no or minimal external support.



CREATING A RUBRIC FOR ASSESSMENT

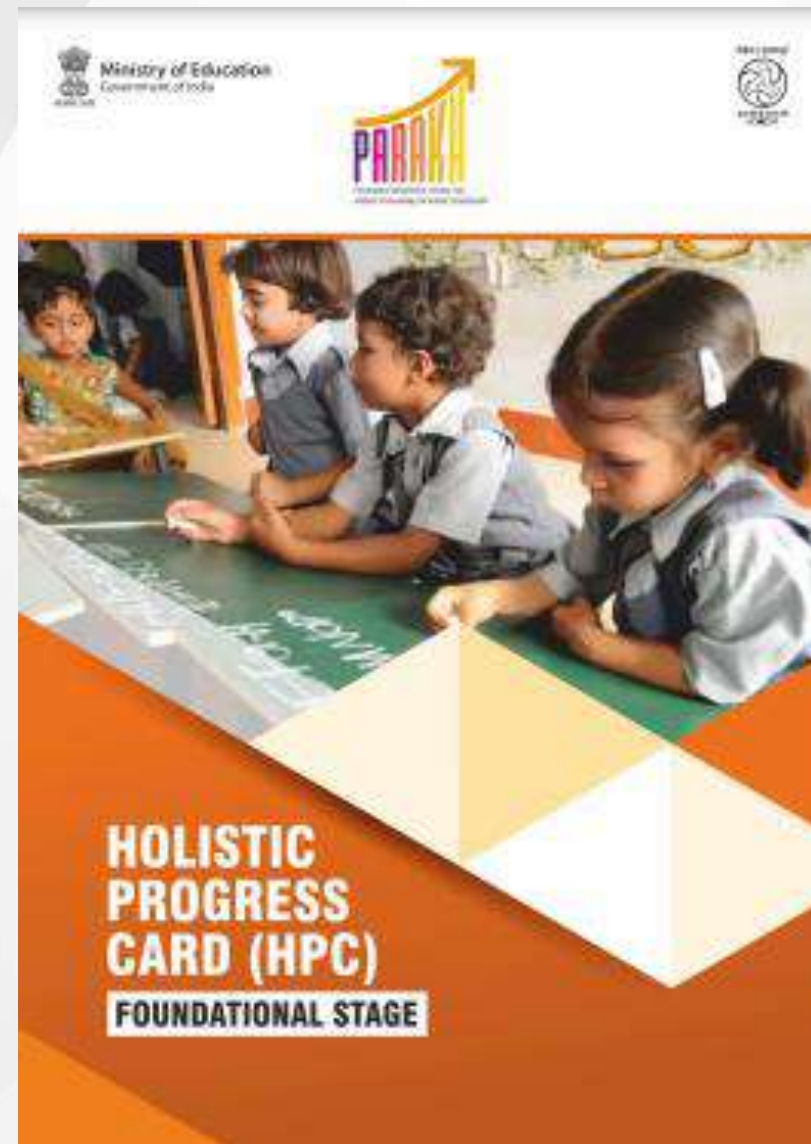
Define the Competency first !

- Can be from a pre-established list, such as the NCF
- Should focus on higher-order thinking skills that can be applied in more than one context
- Includes elements of all three abilities - **Awareness, Sensitivity, Creativity** related to the task.
- Creates a **three-level scale of assessment** for the three performance descriptions.
- Is relatively open-ended on both ends of the scale to accommodate a wider range of learners.



HPC AT FOUNDATIONAL STAGE

5-Step Ordering Process



HPC AT THE FOUNDATIONAL STAGE



DOMAIN 1: Physical Development

Curricular Goals

CG1: Children develop habits that keep them healthy and safe.

Competency/Competencies:

C-1.5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately.

ACTIVITY

Assumption:

The children have already been taught about traffic lights and zebra crossing in their class.

Prior Preparation:

- The teacher to make different traffic light models for the activity. Teacher to now set up traffic light models at different points along the path from Point 'A' to Point 'B'.
- The teacher to mark a Zebra Crossing on the ground using tape or chalk.
- The teacher to inform children about the visit to the playground for an activity the previous day, and ask the children to revise traffic lights and signs.

Activity Duration: 50 minutes



Activity Flow:

Time	Steps
5 minutes	The teacher takes the children to the ground, and divide them into a group of 10 (as all 30 students performing together could make it difficult for the teacher to observe). Each group should have a mix of 'vehicles' (children moving from A to B) and 'pedestrians' (children who will cross at the Zebra Crossing).
10 minutes	<ul style="list-style-type: none">• The teacher shows the traffic light models to the children and do a quick revision of how they work.• o Red Light: Stop immediately.• o Green Light: Move forward quickly.• o Yellow Light: Slow down and prepare to stop.• The teacher explains the significance of the Zebra Crossing. When a child acting as a pedestrian is at the crossing, vehicles must stop to let them cross safely.
5 minutes	<ul style="list-style-type: none">• Introduction to the Activity: The teacher introduces the activity to all the children:<ul style="list-style-type: none">o Children are "vehicles" and have to reach from Point 'A' to Point 'B'.o Pedestrians will cross the Zebra Crossing during the activity.o If a child(vehicle) doesn't follow the traffic light or crossing rules, they will be asked to sit out.a. Role Rotation: After each round, children should switch roles between vehicles and pedestrians. This helps everyone experience both perspectives.
10 minutes	The teacher asks the children what they learnt from the activity and ask who according to them did best. Then the teacher would distribute the worksheet with the questions including traffic signs.



ASSESSMENT QUESTIONS

Question 1. What is the Zebra Crossing meant for?

Question 2. Should you honk while driving by a hospital?

Question 2. Recognise the different traffic signs given on your worksheet.

Question 3. Who among you did best and why do you think so?

Question 4. Suppose your car is waiting at a red light. There are few more cars around you. Seeing no movement of traffic from the other sides and no traffic police officer, a few cars decide to jump the red light. What would you do?



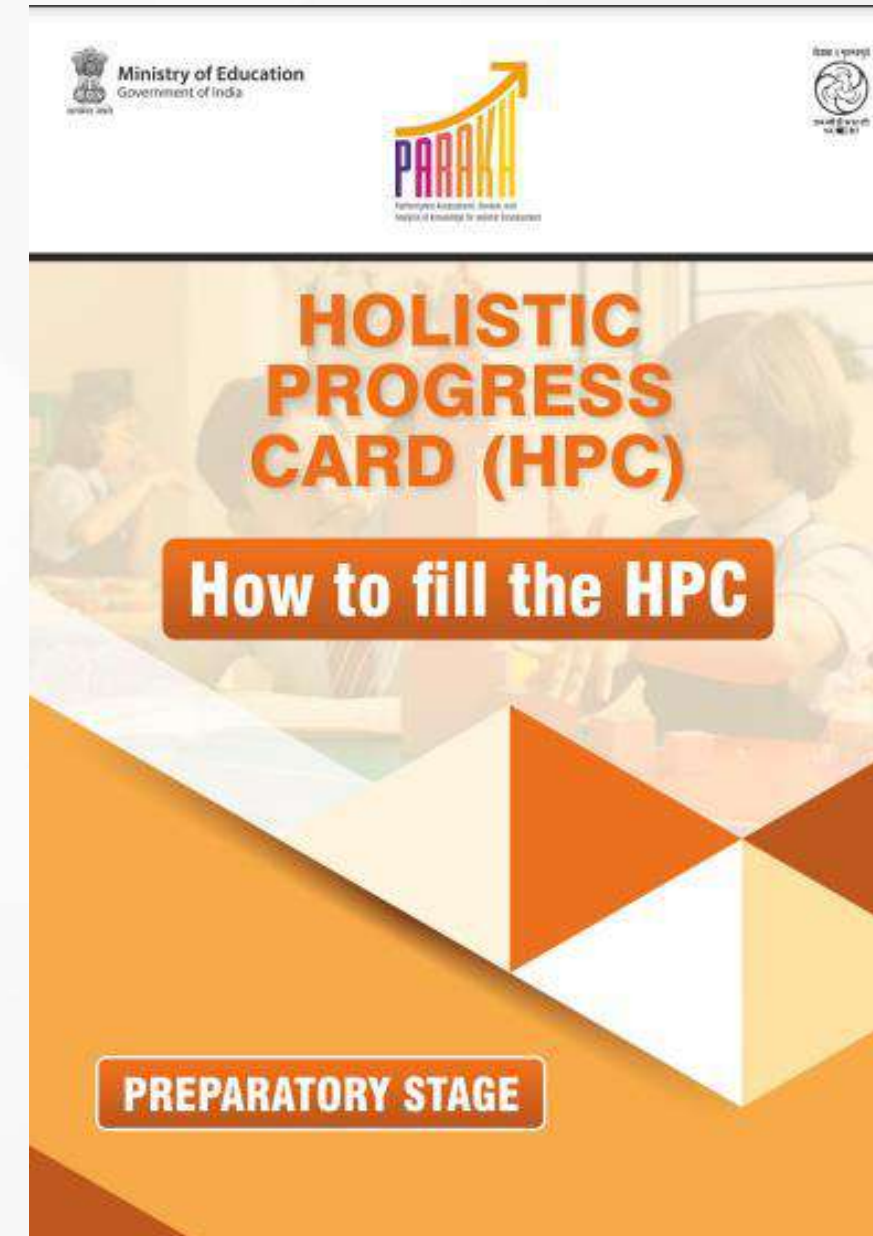
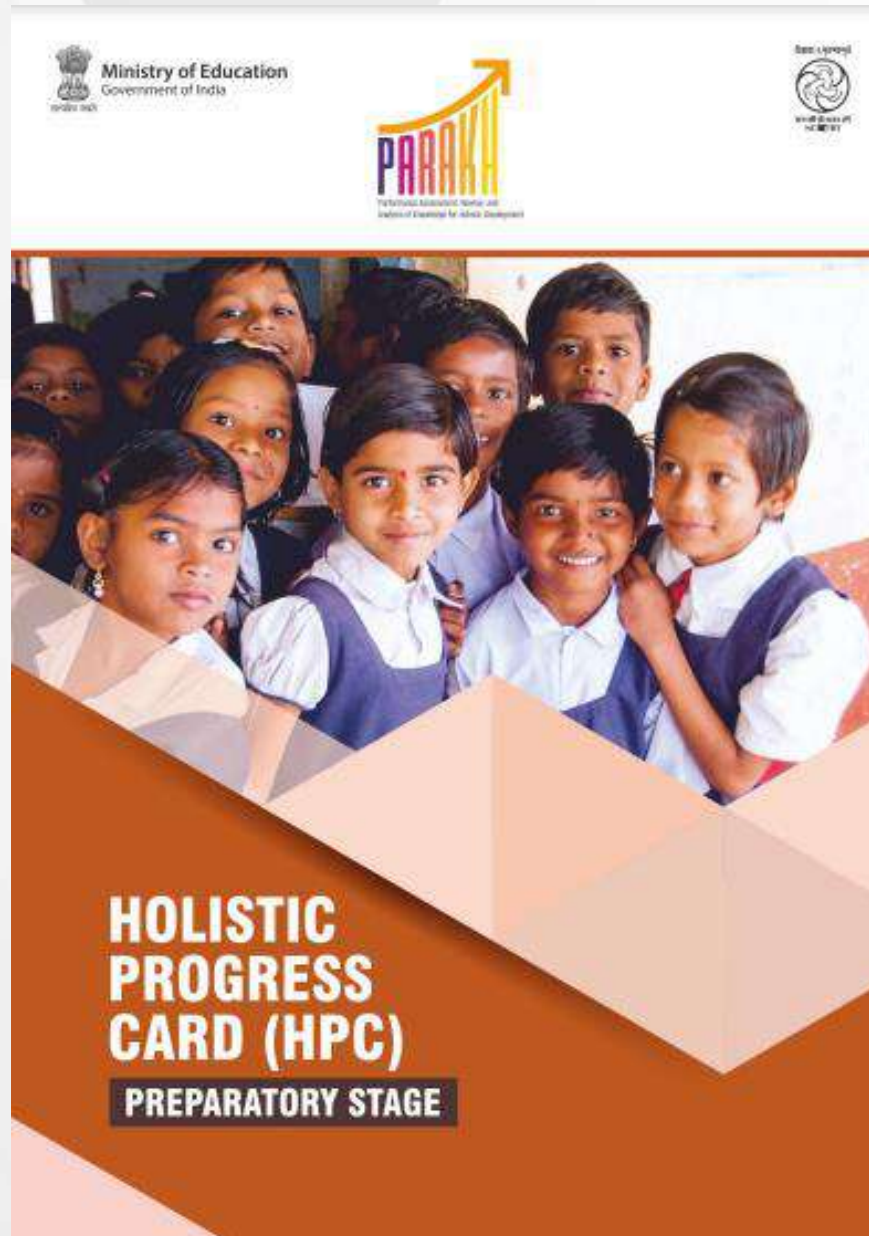
ASSESSMENT RUBRIC

	Stream	Mountain	Sky
Awareness	Cannot recognize traffic lights or Zebra Crossings, and struggles to answer related questions.	Follows others' lead, partially recognizes traffic signals and Zebra Crossings, and answers some questions correctly.	Independently recognizes traffic signals and Zebra Crossings, and correctly answers all related questions.
Sensitivity	Pushes others, moves erratically, shows rudeness or disregard for others' space and is not sensitive towards the safety of pedestrians.	Does not push others but focuses on racing, occasionally ignores pedestrians, and does not consistently follow lanes.	Consistently respects others' space, follows lanes, prioritizes pedestrian safety, and encourages safe behaviour.
Creativity	Reacts without thinking ahead, and refrains from any signalling methods like honking or indicators.	Occasionally uses signalling inspired by others, suggests basic safety improvements, somewhat creative but lacks consistency.	Proactively uses honking, indicators, and suggests innovative ideas to enhance safety, consistently leads in creative problem-solving.

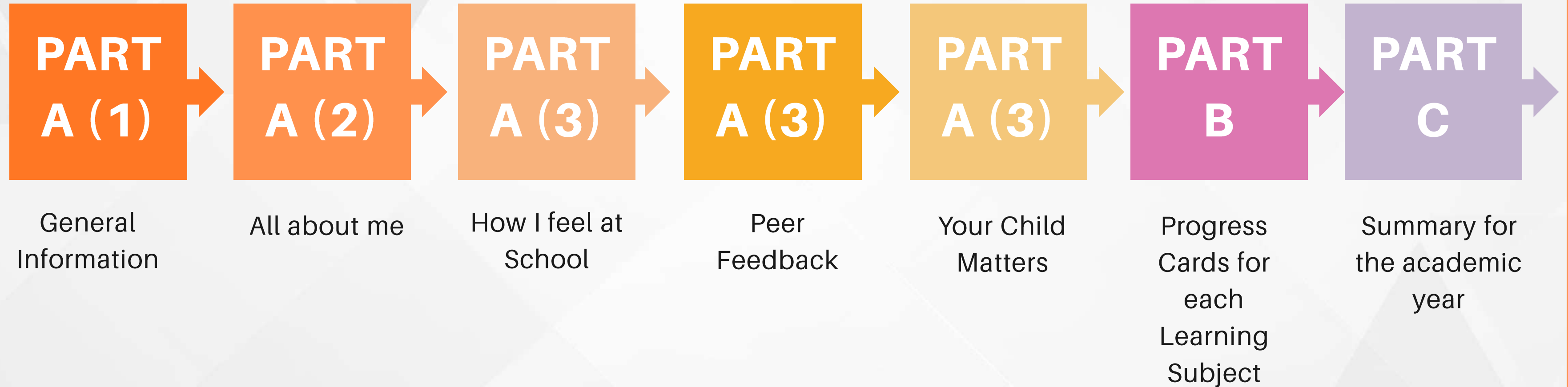


HPC AT PREPARATORY STAGE

5-Step Ordering Process



HPC AT PREPARATORY STAGE



English: Fun with Friends (Picture Reading)

Curricular Goals

L1CG1: Develops oral language skills using complex sentence structure to understand and communicate ideas coherently.

Competency/Competencies:

L1C1.1: Learners will be able to converse fluently and meaningfully in different contexts.

ACTIVITY

Assumption:

Learners have already engaged in various picture reading exercises and have developed a basic understanding of vocabulary.

Prior Preparation:

The teacher requires to prepare a chart with the picture clearly visible to the class or, if available, can use a digital display board.

Activity Duration: 40 minutes



Activity Flow:

Time	Steps
5 minutes	<p><u>Introduction</u></p> <ul style="list-style-type: none"> ∅ The teacher will begin by showing the picture to the class. ∅ S/he will ask the learners if they know what 'observe' means and explain how these words- 'see', 'watch' and 'observe' are different in their functions. ∅ S/he will ask the learners to look around the classroom and tell the things they can see. ∅ S/he will ask them to silently observe the picture for the activity.
10 minutes	<p><u>Discussion</u></p> <ul style="list-style-type: none"> ∅ S/he will start a discussion by asking the Learners what they observe in the picture ∅ S/he will encourage them to describe the setting (jungle), the characters (a boy and various jungle animals), and any actions or emotions they can notice (like dancing, fighting or posing)
10 minutes	<p>Activity /Assessment:</p> <p>S/he will distribute the worksheet with the following questions (mentioned below). Learners will read the questions and answer them orally. (All the questions are directed to assess the intended competency)</p>
15 minutes	<p>Sharing and Feedback</p> <ul style="list-style-type: none"> ∅ S/he will call for a few learners to share Question no.5 with the class. ∅ S/he will ask the other learners to engage and provide feedback to it. ∅ S/he will finally provide feedback and highlight interesting or creative ideas.
	<p>Follow-up Activity (Creative/Art- integrated):</p> <ul style="list-style-type: none"> ∅ For later assignment, s/he will ask the learners to draw their own jungle scene and write a poem (5-8 lines) or a short story (4-5 sentences) about what is happening in their drawing.



ASSESSMENT QUESTIONS

1. How many characters are there in the jungle?
2. What are the characters doing? Describe each one's activity.
3. Can you name the animals in the picture? What are they doing?
4. What do you think the boys and the animals are planning in the jungle?
5. Imagine you are one of the characters in the picture. What would you like to do in the jungle?
6. What did you enjoy most about today's activity?



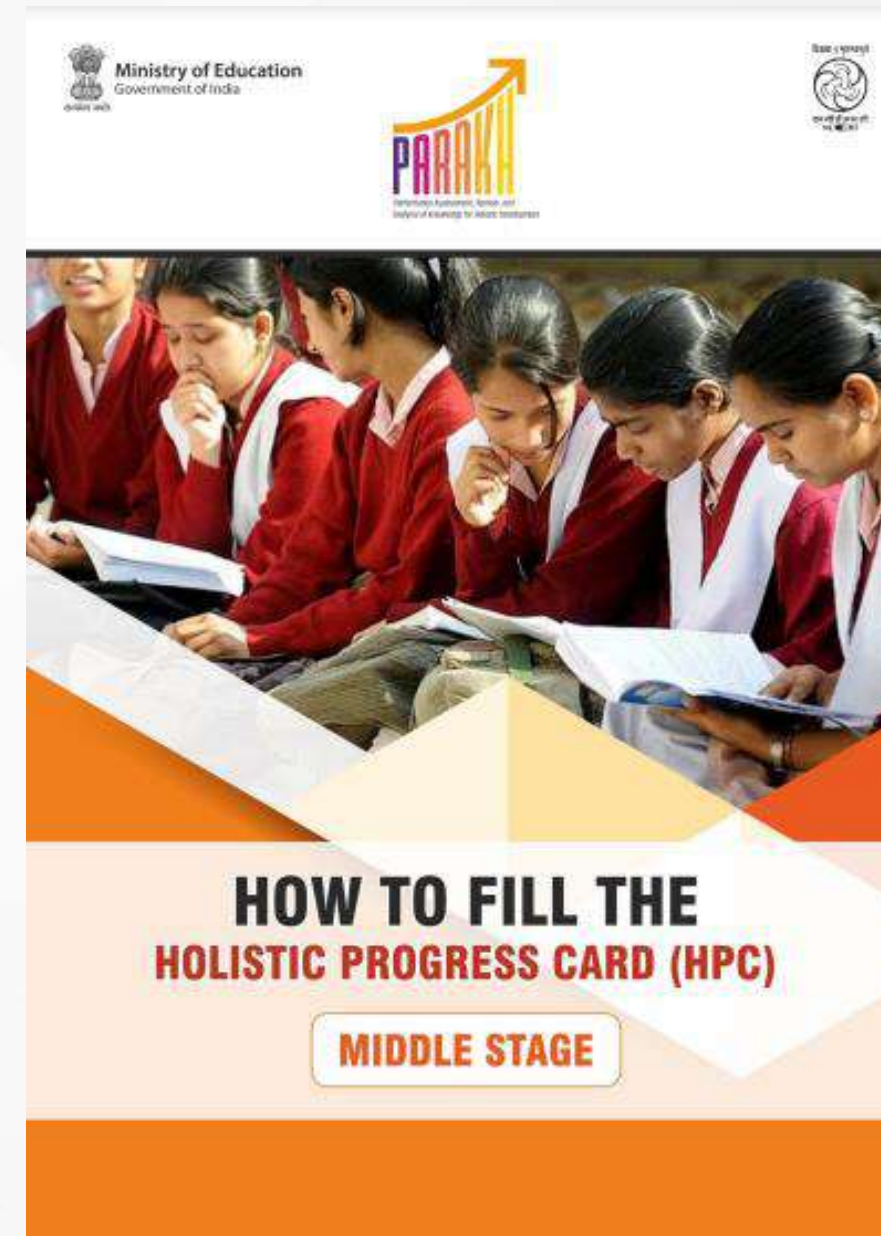
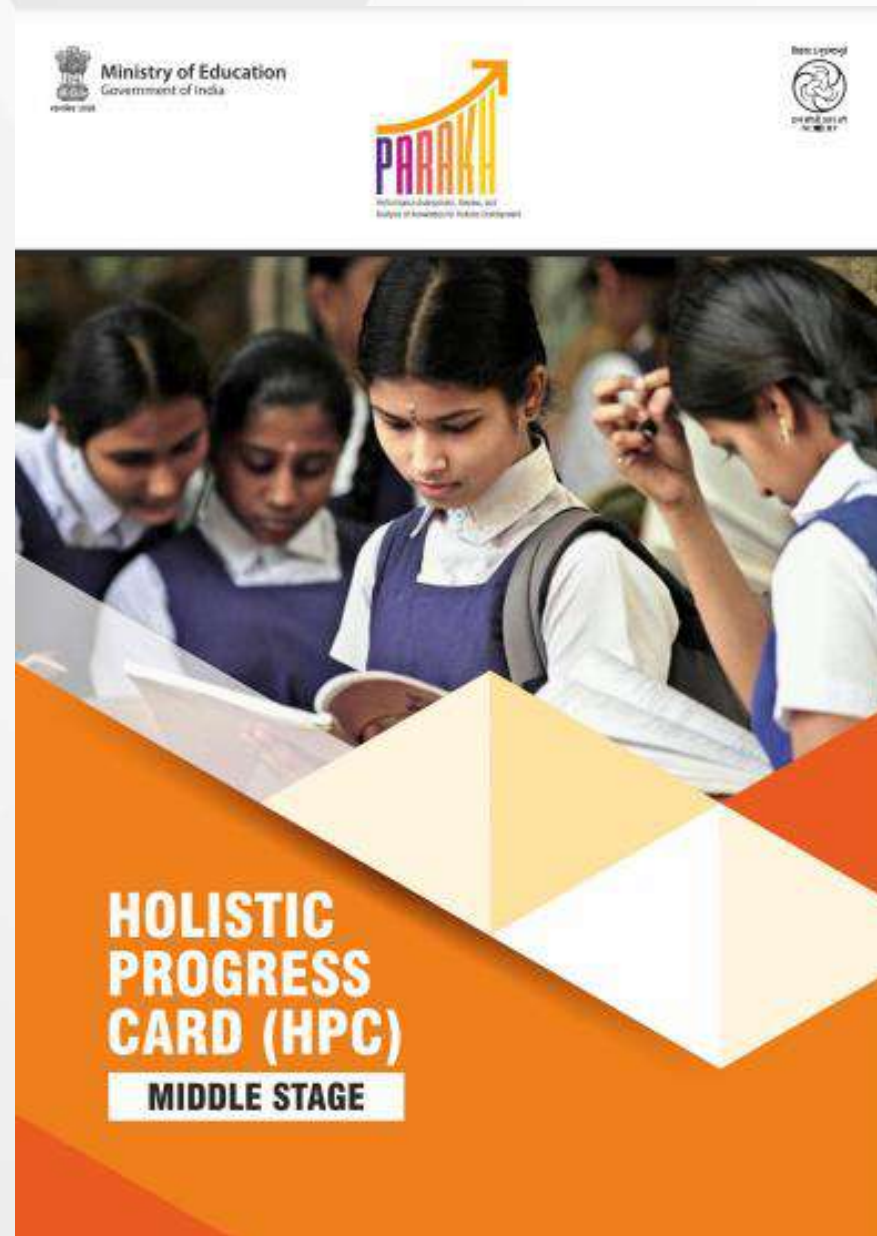
ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Learners who struggle to follow instructions and understand what the activity is about. They are unable to describe the picture.	Learners who understand the activity and are able to identify and express exactly what they observe in the picture (sometimes with help).	Learners who are able to identify and express in their own words independently and curious to ask more questions.
Sensitivity	Learners who struggle to manage and express their thoughts and are not always attentive and patient while participating in the activity.	Learners who can manage and express their thoughts and they are mostly patient and attentive while participating in the activity.	Learners who can manage and express their thoughts; perform it with complete attention and patience. They further engage with the peers and motivate them during the activity.
Creativity	Learners who struggle to imagine and express new ideas. For example, when asked to imagine themselves as one of the characters in the picture and describe it, they are unable to do so.	Learners who attempt to imagine themselves as one of the characters in the picture and express it in simple words, sometimes by listening to or repeating what their peer say.	Learners who can imagine themselves as one of the characters in the picture and further create a story using new words. They can generate new ideas and deliver them with effectiveness.



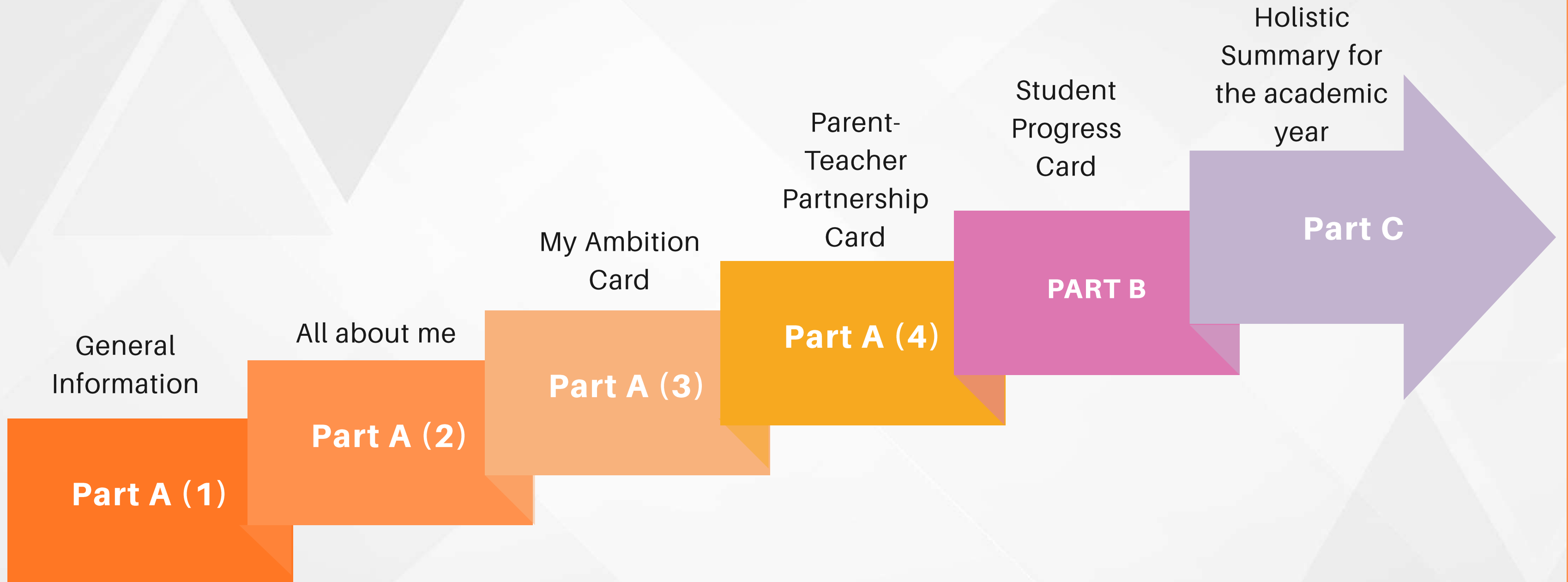
HPC AT MIDDLE STAGE

5-Step Ordering Process



HPC AT MIDDLE STAGE

5-Step Ordering Process



ACTIVITY

Approach of the Activity:

(Please ✓ all that apply)

- Art-integrated
- Sports-integrated
- Toy-based
- Technology-integrated
- Any Other [Drama-integrated](#)

⌚ Duration of the Activity:

80 minutes (Block period of 2 periods, 40 minutes each)

Material Needed:

- Puppets of Rani of Jhansi learners have already made in their Art & Craft class
- A4 size sheets
- Map of Jhansi (old, if available)



Sequence of the Activity:

Language: Hindi | **Poem:** झाँसी की रानी (Rani of Jhansi)

Assumptions: Learners have already read the poem multiple times, as a whole class read aloud, and individually. They have also attempted comprehension questions in the textbook.

Learning Outcome: Learners will be able to do a theatrical read aloud of the poem and present a timeline of events that occurred during the main character's lifetime.

Activity Flow:

Time	Steps
10 min	Brief recall of the poem + questions about key takeaways. Whole class read aloud to familiarise the learners with the contents of the poem and the key vocabulary.
20 min	Learners are divided into groups (4-6) and the poem is evenly divided. Learners are encouraged to prepare a timeline for their respective segments of the poem. Before group work, teacher to present samples and help learners get used to the structure and elements of a timeline.
10 min	Teacher to help learners practise their presentations. Focus is on using vocabulary from the text, using props (like puppets of the main characters, old maps to point to location, and other props).
25 min	Learners to present. During presentations, peers encouraged to write down questions they might have. Peer interactions and feedback to be encouraged and scaffolded.
10 min	Teacher to engage learners in a discussion about the poem and how they did the activity. Additional questions about the poem and the character to be discussed.
5 min	Teacher does brief review of the poem.

Integration with
Social Sciences



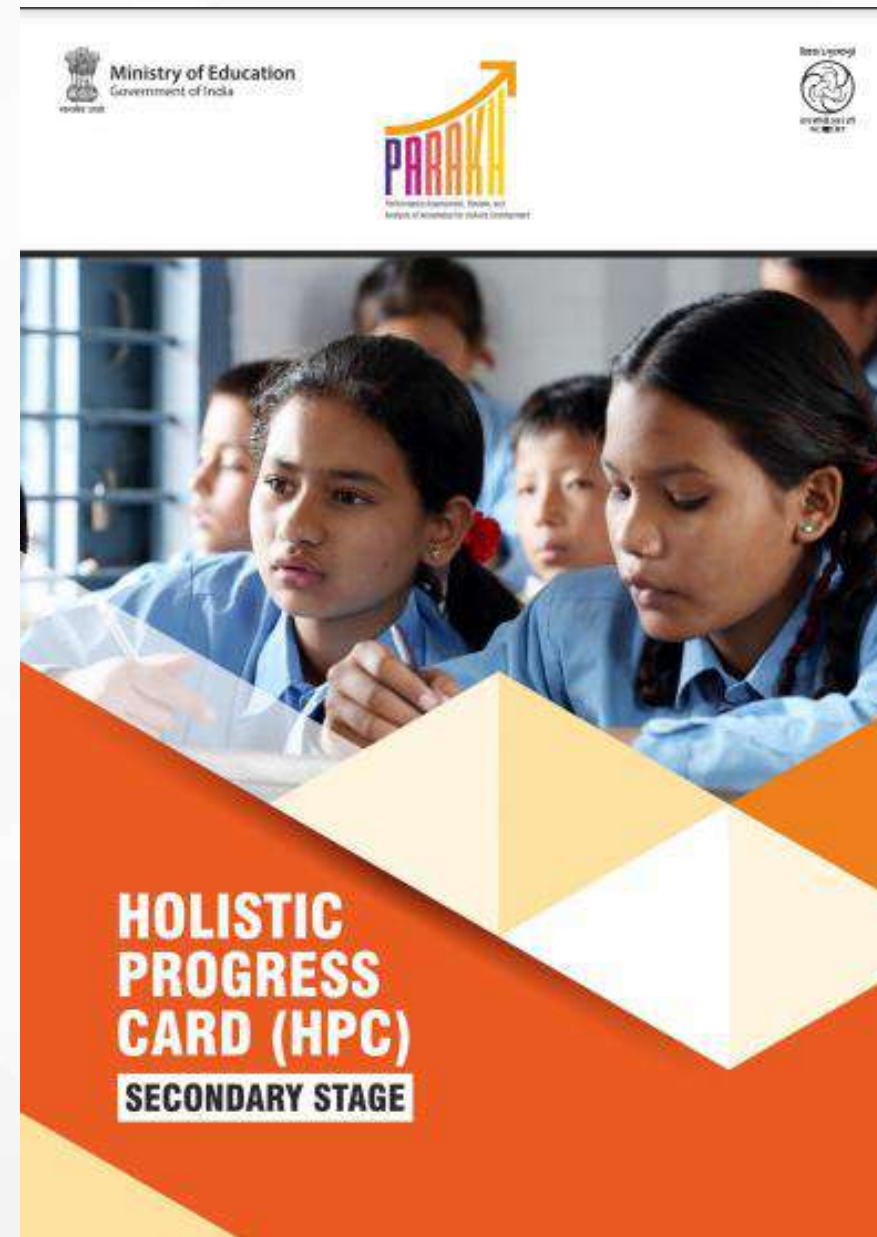
ASSESSMENT RUBRIC

	Beginner	Proficient	Advanced
Literary Awareness	Speech produced by the group does not contain any of the basic elements of a timeline.	Speech produced by the group contains only one or two recognizable elements of a timeline.	Speech produced by the group contains all recognizable elements of a timeline.
Literary Sensitivity	Learner is not able to work cooperatively with others in their group.	Learner is able to make some contribution to the work of the group.	Learner is able to lead or encourage others in the group in creating the speech.
Literary Creativity	Learner is able to use limited props and restricted vocabulary while presenting their timeline.	Learner is able to use some creative props and some elaborate vocabulary while presenting their timeline.	Learner is able to use many creative props and elaborate vocabulary while presenting their timeline.

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



HPC AT SECONDARY STAGE

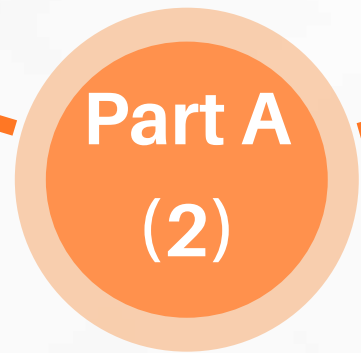


HPC AT SECONDARY STAGE

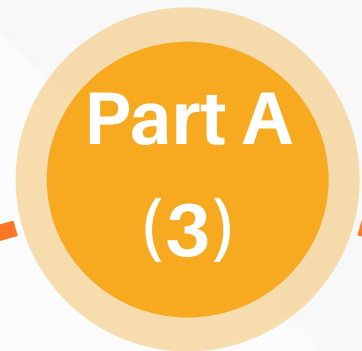
General Information



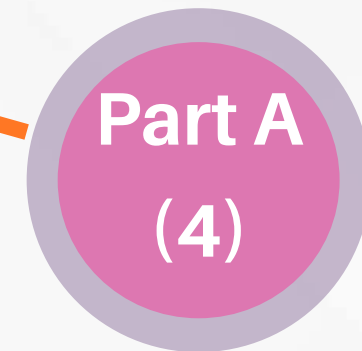
Self Evaluation



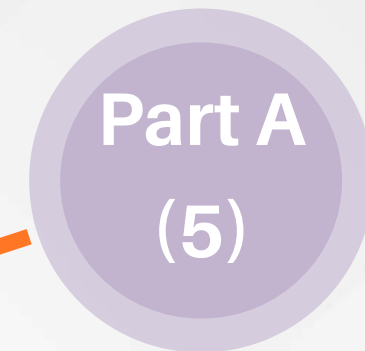
Time Management



Plans after School



Accomplishments Inventory



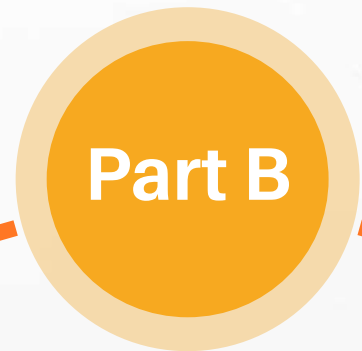
Skills for Life



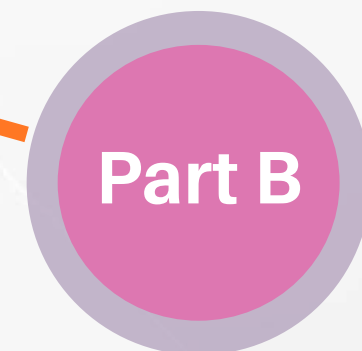
Socio-Emotional Skills for Life



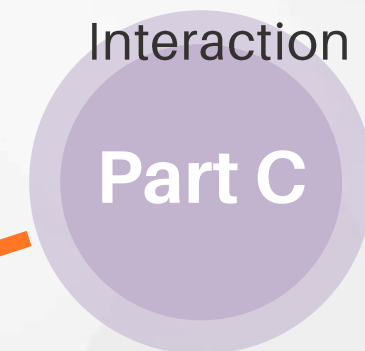
Group Project Work



Problem Based Inquiry



Observation Template for Classroom Interaction



Project prompt/question/problem/challenge/planned final output

In the recent decades, sports has tried to become more inclusive for people with disabilities, like the Paralympics. Make a project work focusing on how sports has become more inclusive, what challenges still persist and some possible solutions. Make sure you look at data available about number of tournaments/events that are inclusive, funding/sponsorship available, etc. Present your work in the form of a group presentation and a brief report.

Guiding questions

- ◆ What do we mean by inclusivity in sports?
- ◆ Why is being inclusive important?
- ◆ What are some challenges people with disabilities face in sports?

What do I know?

Types of disabilities
Different sports that provide opportunities for people with disabilities
Some challenges people with disabilities face in sports and in life in general

What do I need to find out?

Popular sports events/programmes that support people with disabilities
Data available about opportunities, funding/sponsorship available
More information about challenges and types of challenges
What are some possible solutions?





Let's Recap!

1. How many HPCS are there?
2. What are the three abilities?
3. What are the three performance-level descriptors?
4. How are Part A and Part B different?

WHAT QUESTIONS DO YOU HAVE ?

Presented by:
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PARAKH

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