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

HOLISTIC PROGRESS CARD (HPC)

SECONDARY STAGE
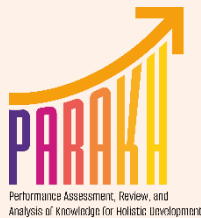
HOLISTIC PROGRESS CARD (HPC)

Secondary Stage

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Secondary Stage

First Edition
May 2024

Unpriced — Printed Digitally

Holistic Progress Card

HPC

SECONDARY
STAGE

PART A (1)

Name and Address of the School: ………

……

UDISE Code: | | | | | | | | | | | | **Teacher Code:** | | | |

APAAR ID: ………………………………………………………………………………………………

GENERAL INFORMATION

Student Name: _____

Roll No.: _____ Registration No.: _____

Class: Grade 9 [   ]   Grade 10 [   ]   Grade 11 [   ]   Grade 12 [   ]

                                                      Photograph

Section: _____ Date of Birth: _____

Address: _____

_____ Phone: _____

Mother/Guardian Name: _____

Mother/Guardian Education: _____ Mother/Guardian Occupation: _____

Father/Guardian Name: _____

Father/Guardian Education: _____ Father/Guardian Occupation: _____

Number of siblings: _____ Siblings' age: _____

Mother Tongue: _____ Medium of Instruction: _____

Rural/Urban: _____
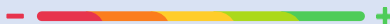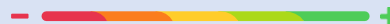
ATTENDANCE

MONTHS	APR	MAY	JUNE	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
No. of Working Days												
No. of Days Attended												
% of Attendance												
If attendance is low then reasons thereof												

PART A (2)
Self-Evaluation

Circle the most appropriate option.	
Last year, my performance at school was… **-** ▬▬▬▬ **+**	My teachers thought my efforts last year were… **-** ▬▬▬▬ **+**

This year, I will try new things like…	I will work harder on things like…

My career aspirations is/are	To fulfill my aspirations, I need to
1. 2. 3. 4.	1. 2. 3. 4.

Goals!

My goal in school last year was…

Why was the goal important to you?

What's the status of the goal?

☐ Accomplished   ☐ Still working

ONE specific goal I would like to achieve in school by the end of this year:

How will I know I have achieved this goal?

To achieve this goal, things I need to do:

A week from now:

6 weeks from now:

6 months from now:

Things that will help me achieve this goal		
My strengths/abilities	Support I get at home/in the community	Support I get at school
1. 2. 3.	1. 2. 3.	1. 2. 3.

Goals!

My goal outside of school last year was...

What's the status of the goal?

☐ Accomplished ☐ Still working

ONE specific goal I would like to achieve outside of school by the end of this year:

How will I know I have achieved this goal?

To achieve this goal, things I need to do:

A week from now:

6 weeks from now:

6 months from now:

Things that will help me achieve this goal		
My strengths/abilities	Support I get at home/in the community	Support I get at school
1. 2. 3.	1. 2. 3.	1. 2. 3.

Why does this goal matter to you?

Some goals I have achieved till date and am proud of/happy with...

Time Management

Tick (✓) the most appropriate option.

Statements	Rarely	Sometimes	Usually	Almost always
1. I like following a schedule.				
2. I get distracted and do not start my tasks on time.				
3. I do things at the last minute.				
4. I can figure out how much time assignments and projects will take.				
5. I am good at deciding which tasks to do first.				

	My Time Habits

| What time of the day is best for you… … to study? … to play/exercise? … to relax? … to spend time with friends and family? | How much time do you spend on schoolwork after school? | How much time do you spend on physical fitness? How much time do you spend taking care of your emotional wellbeing? What do you do to improve your physical and mental fitness? | How much time do you spend on other things? (with friends, on your phone, etc.) Do you make **to-do lists** for your daily tasks? Why / Why not? |

<table>
<tr>
<td>

One thing I would like to spend **more time** on:

</td>
<td>

One thing I would like to spend **less time** on:
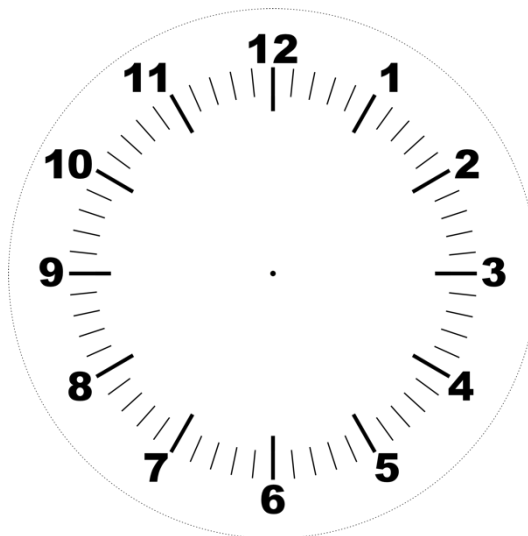
</td>
</tr>
</table>

Time Map

How do you plan your day? Use the clocks to map the activities you do in a day. Later, think about the following questions:
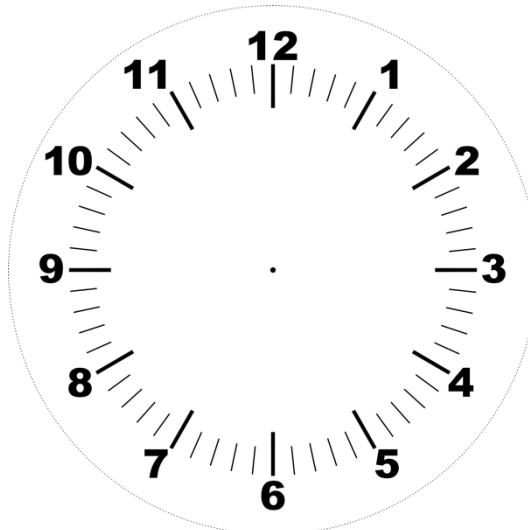
- Is there any activity you should be spending **more** time on?
- Is there any activity you should be spending **less** time on?

As a follow-up, ask any peer to comment on your schedule and answer the questions above.

AM

PM

PART A (4)

Plans after School

After I finish school, I want to…

☐	☐	☐	☐
go to college for a general education	take up a vocation full time	prepare for my next step for admission in a professional institute/college	Any other, please specify _____ _____

I plan to go to college/vocational institute/professional institute

College/Vocational Institute/Professional

Institute: _____

Course/Skill Training:

_____

Type of Course:

☐ Certificate   ☐ Diploma   ☐ Degree

_____

I plan to pursue a vocation. I would like to work…

☐ in a corporation or private business

☐ in my own business

☐ in my family business

☐ in government

☐ Any other _____

Please discuss the following with your teacher/counsellor/parent/caregiver/peer. (Just mention in points)

What strengths or abilities will be most helpful for you in fulfilling this plan?	What will you need to improve in order to achieve this plan?	What challenges do you think you will face in fulfilling this plan?

Let's imagine your 'Future Self', 10 years from now...

What will you be doing to **improve** yourself?	What will you be doing to **support** your friends and family?	What will you be doing to **improve** society?

How do I feel about my future?

Circle as applicable.

Prepared

Excited

Confident

Curious

Why do you think so?

Parents' feedback

PART A (5)

Accomplishments Inventory

This **inventory** will help you keep track of the necessary **steps** and **skills** that you may need as you move through school towards your next step. Circle the box that indicates that you have already taken the steps and skills that you have already acquired. Keep coming back to this **Inventory** till all the boxes have been circled!

Have I gathered Information about...	Entrance exams I may appear for	College(s)/University(ies)/ Vocational Institutes I want to apply to	Prospective job roles/opportunities
Have I started preparation for...	Entrance test(s) and/or interviews	Filling out college/ vocational institute/professional institute forms	Creating a portfolio highlighting my skills and achievements
Have I acquired academic skills like...	Thinking critically and creatively	Collaborating with peers and respecting various perspectives	Engaging in independent work/research
	Using technology and searching for and accessing information online	The ability to follow directions and manage ambiguity	Managing my time and developing study skills
Have I acquired life skills like...	Understanding the value of money and budgeting	Managing stress for self and others	Being safe and avoiding risky behaviours
	Developing holistic self-care routines	Upholding integrity and respecting institutional rules and policies	Asking for help/ assistance when needed
Have I worked to develop personal qualities like...	Mutual respect and tolerance	Empathy	Resilience
	Good citizenship	Appreciation for sustainability	Concern for society

PART A (6)

Skills for Life

We develop lots of important skills in our school years. Some of them are useful in school, but some of them are "life skills" that will be important to us in the future, no matter what we do. Think about one important life skill that you have gained and fill out the boxes below.

One important life skill you have learned at home, school or in the community	Experiences at home, school or in the community that helped you develop the skill

Why is this skill important to you?

What is another life skill you would like to develop and why do you think it will be important to you?

Plan to do Online Courses

As part of your upskilling at this stage of school education, you are encouraged to do online courses and tutorials that help you develop different competencies. Given below is a list of possible areas you could do some research on before choosing courses that will be of interest.

At the beginning of the year, start planning courses you would like to do over the course of the year.

Be sure to check with your teacher about which courses are suitable.

PART B

Group Project Work

Subject(s)
(Can be more than one)

Curricular goal(s)
(Can be more than one)

Competency(-ies)
(Can be more than one)

Pedagogies
(Tick (✓) all that apply.)

☐ Art-integrated ☐ Sports-integrated

☐ Toy-based ☐ Technology-integrated

☐ Skill-based learning ☐ Drama/Theatre-integrated

☐ Indian Knowledge Systems approaches

☐ Any other _____

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

Guiding questions

♦
♦
♦
♦

What do I know?	What do I need to find out?

Stage 1

Project schedule	Day 1:	Day 6:
	Day 2:	Day 7:
	Day 3:	Day 8:
	Day 4:	Day 9:
	Day 5:	Day 10:

Resources needed
_____
_____
_____
_____
_____
_____
_____
_____

Roles of group members	Possible barriers to doing the project
	♦
	♦
	♦
	♦

Learner Reflection

Tick (✓) all statements that apply.

Awareness
☐ I understand the purpose of the project.
☐ I could read and understand the resource material.
☐ I talk about things I know that are needed for the project.
☐ I identify challenges my group might face during the project.
☐ I could enumerate and describe the steps (start to finish) required to do the project.

Total number of (✓): ◯

Sensitivity
☐ I listen to my group's ideas and respect them.
☐ I try to make sure group decisions are taken collectively.
☐ I try to make sure that my peers understand all aspects of the project.
☐ I can meaningfully relate to the objectives of the project.
☐ I feel joyous in contributing to the project.

Total number of (✓): ◯

Creativity
☐ I think of different ways to approach the task.
☐ I brainstorm about project execution and presentation.
☐ I think of different resources to be used in the project.
☐ I come up with innovative solutions to mitigate the challenges.
☐ I can think of new ideas to relate the output of the project in daily life.

Total number of (✓): ◯

Teacher Assessment

Tick (✓) statements that apply.

Awareness

☐ Guiding questions created by the learner demonstrate a clear understanding of project goals and objectives.

☐ The learner identifies potential challenges and proposes solutions.

☐ The learner develops a plan for project execution.

☐ The learner can clearly communicate project ideas and plans to other group members.

☐ The learner can successfully identify existing content knowledge and gaps in their understanding.

Total number of (✓): ◯

Sensitivity

☐ The learner actively seeks input from all group members during planning.

☐ The learner tries to support fair distribution of tasks and responsibilities including all genders.

☐ The learner ensures that decisions are made collaboratively.

☐ The learner actively maintains a shared understanding with the group.

☐ The learner can handle different opinions in the group respectfully.

Total number of (✓): ◯

Creativity

☐ The learner is able to brainstorm about project execution and presentation.

☐ The learner demonstrates curiosity in proposing sources of material beyond conventional resources.

☐ The learner demonstrates initiative in proposing solutions to possible barriers.

☐ The learner can provide creative input to decide the roles of group members.

☐ The learner can go beyond the defined features of the project prompt/task and add a unique element to it.

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

Teacher Assessment

Tick (✓) statements that apply.

Awareness

☐ The learner shows evidence of sufficient engagement in the process of project work.
☐ The learner is able to present a draft of work done as per the project schedule.
☐ The learner is able to demonstrate thorough research skills on the project task/topic.
☐ The learner is able to identify possible areas of improvement in the draft.
☐ The learner is aware of different team members' contributions to the project so far.
☐ The product created demonstrates the application of knowledge gain.

Total number of (✓): ◯

Sensitivity

☐ The learner participates in group discussions respectfully.
☐ The learner responds appropriately to other group members' emotions during the project.
☐ The learner attempts to build a positive emotional atmosphere within the group.
☐ The learner demonstrates some understanding of the social relevance of the project.
☐ The learner refrains from expressing negative emotions during group work.
☐ The learner participates enthusiastically and diligently in the project.

Total number of (✓): ◯

Creativity

☐ The learner demonstrates flexibility with respect to project roles.
☐ The learner displays willingness to consider different sources of information, tools, or materials.
☐ The learner takes initiative to complete the project tasks.
☐ The learner builds on the unique elements introduced earlier, or incorporates them at this stage.
☐ The learner shows evidence of having considered and selected some ideas from the brainstorming stage.
☐ The product created is innovative and useful to the community.

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

Based on the contents of the final output of the project, write a rubric for each ability and achievement level. Tick (✓) as per the learner's performance.

	Beginner	5	Proficient	10	Advanced	15
Awareness		☐		☐		☐
Sensitivity		☐		☐		☐
Creativity		☐		☐		☐

Stage 3

Learner Reflection

Tick (✓) statements that apply.

Awareness
☐ I could identify areas where my understanding of the project has improved.
☐ I could explain how my work contributed to the overall project.
☐ I was able to improve the project based on my own and my peers' review.

Total number of (✓): ◯

Sensitivity
☐ I was able to build a positive emotional atmosphere within the group.
☐ I could reflect on my strengths and areas for improvement.
☐ I could understand the social relevance of the project.

Total number of (✓): ◯

Creativity
☐ I was able to make creative contributions to the project.
☐ I was able to take initiative to complete the project.
☐ I was able to use different materials, tools, and resources during the project.

Total number of (✓): ◯

Peer Feedback

Tick (✓) all statements that apply.

Awareness
☐ My peer showed improved understanding of the project.
☐ My peer could explain how her/his work contributed to the overall project.
☐ My peer was able to improve the project based on her/his own and their peers' review.

Total number of (✓): ◯

Sensitivity
☐ My peer helped to build a positive emotional atmosphere within the group by valuing everyone's opinions.
☐ My peer could reflect on her/his strengths and areas for improvement.
☐ My peer could understand the social relevance of the project.

Total number of (✓): ◯

Creativity
☐ My peer was able to make creative contributions to the project.
☐ My peer was able to take the initiative to help complete the project.
☐ My peer was able to use different materials, tools, and resources during the project.

Total number of (✓): ◯

Overview
Tabulate all the feedback for the group project on this page.

Teacher Assessment

1. For **Stages 1** and **2**, write the **total** number of statements you ticked (✓).

   For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for **each ability** (awareness, sensitivity, creativity) you chose for the final product.

Teacher		
Awareness	**Sensitivity**	**Creativity**
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness	Beginner (5-11) ☐	Proficient (12-18) ☐	Advanced (19-26) ☐
Sensitivity	Beginner (5-11) ☐	Proficient (12-18) ☐	Advanced (19-26) ☐
Creativity	Beginner (5-11) ☐	Proficient (12-18) ☐	Advanced (19-26) ☐

Learner Reflection

1. For **Stages 1** and **3**, write the **total** number of statements the learner has ticked (✓).

Learner		
Awareness	**Sensitivity**	**Creativity**
Stage 1			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness	Beginner (0-3) ☐	Proficient (4-6) ☐	Advanced (7-8) ☐
Sensitivity	Beginner (0-3) ☐	Proficient (4-6) ☐	Advanced (7-8) ☐
Creativity	Beginner (0-3) ☐	Proficient (4-6) ☐	Advanced (7-8) ☐

Peer Feedback

1. For **Stage 3**, write the total number of statements the peer has ticked (✓).

Peer		
Awareness	**Sensitivity**	**Creativity**
Stage 3			

2. Tick the **final performance level** based on the score.

Awareness	Beginner (0-1) ☐	Proficient (2) ☐	Advanced (3) ☐
Sensitivity	Beginner (0-1) ☐	Proficient (2) ☐	Advanced (3) ☐
Creativity	Beginner (0-1) ☐	Proficient (2) ☐	Advanced (3) ☐

Post-project reflections

Final comments by the teacher (if any):
The learner's most important contribution to the project was...

To perform better in future projects, the learner should work on...

Think about how you did on this project.

Learner Reflection

What did I learn from this project?

What was the most enjoyable part of the project?

Three strengths I demonstrated in this project

Two areas of improvement I identified in this project

What were the challenges I faced doing the project?

Some questions I still have...

How could your teacher modify this project to make it more interesting?

PART C

Problem-Based Inquiry (Individual Work)

Subject(s)
(Can be more than one)

Curricular goal(s)
(Can be more than one)

Competency(-ies)
(Can be more than one)
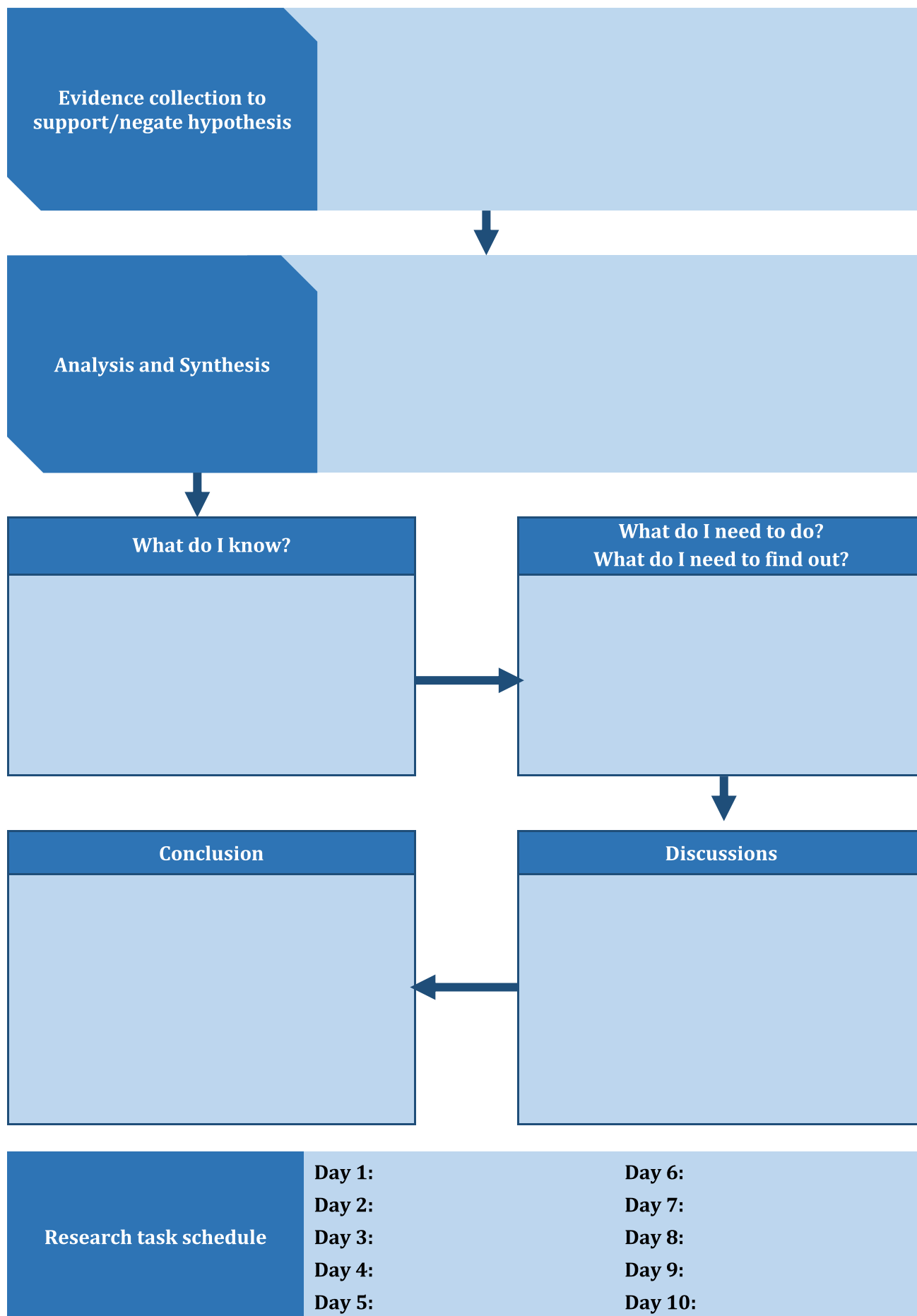
Pedagogies
(Tick (✓) all that apply.)

☐ Art-integrated   ☐ Sports-integrated

☐ Toy-based   ☐ Technology-integrated

☐ Skill-based learning   ☐ Drama/Theatre-integrated

☐ Indian Knowledge Systems approaches

☐ Any other _____

**Research prompt/question/
problem/challenge/
planned final output**

Hypothesis

Guiding questions

- ♦
- ♦
- ♦
- ♦
- ♦
- ♦

Evidence collection to support/negate hypothesis

Analysis and Synthesis

What do I know?	What do I need to do? What do I need to find out?

Conclusion	Discussions

Research task schedule	Day 1:	Day 6:
	Day 2:	Day 7:
	Day 3:	Day 8:
	Day 4:	Day 9:
	Day 5:	Day 10:

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 28-29** for **Stage 1**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness
☐ The learner has conceptual understanding.
☐ There is alignment between research problem and questionnaire.
☐ The learner has identified potential challenges.
☐ _____
☐ _____

Total number of (✓): ◯

Sensitivity
☐ The learner understands the larger social purpose of the task.
☐ The questionnaire has inclusive and accessible wording.
☐ There is clear understanding of who the stakeholders are and their needs/concerns.
☐ _____
☐ _____

Total number of (✓): ◯

Creativity
☐ The learner considers alternative methods of collecting findings.
☐ The learner considers alternative groups of respondents as a source of data.
☐ The learner thinks of different ways to motivate respondents to answer.
☐ _____
☐ _____

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

Learner Reflection

Tick (✓) statements that apply.

Awareness
☐ I understood the purpose of the research project.
☐ I was able to draft a questionnaire that fits the purpose of the research project.
☐ I was able to find out things I did not know that would help me complete the research project.

Total number of (✓): ◯

Sensitivity
☐ I understood the larger social purpose of the research project.
☐ I used my knowledge of social relationships to choose the respondents.
☐ I considered people's possible emotional reactions and needs when drafting the questionnaire.

Total number of (✓): ◯

Creativity
☐ I was able to consider different possible groups of respondents to use for my data.
☐ I considered various ways to motivate the respondents to provide data.
☐ I was able to consider different methods of collecting data.

Total number of (✓): ◯

What problems did I face in Stage 1?	**How did I solve them? What help do I still need?**

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 28-29** for **Stage 2**.
Step 2: Tick (√) **parameters** that the learner fulfills.

Awareness

☐ The learner collected data and presented it in a comprehensive way.

☐ The learner clearly translated data into understandable findings.

☐ The learner proposed practical recommendations in alignment with the findings.

☐ _____

☐ _____

Total number of (√): ◯

Sensitivity

☐ Data collection and analysis was conducted in a fair and impartial way.

☐ The learner clearly articulated the social impact of the recommendations.

☐ The learner handled discrete information of the respondents in a confidential and respectful manner.

☐ _____

☐ _____

Total number of (√): ◯

Creativity

☐ The learner considered possible drawbacks/unintended consequences of the recommendations.

☐ The learner presented the findings and recommendations in an engaging format.

☐ The learner proposed innovative yet realistically grounded recommendations.

☐ _____

☐ _____

Total number of (√): ◯

Brief comments and pedagogical interventions recommended:

Learner Reflection

Tick (✓) statements that apply.

Awareness
☐ I was able to identify and address the challenges that I had earlier anticipated.
☐ I was able to collect data from a sufficient number of respondents.
☐ I was able to refine and improve the draft through the course of the project.

Total number of (✓): ◯

Sensitivity
☐ I was aware of my personal biases while collecting and analyzing data.
☐ I used inclusive and accessible terminology in the questionnaire.
☐ I handled discrete information of the respondents in a confidential and respectful manner.

Total number of (✓): ◯

Creativity
☐ I was able to consider various strategies to collect data from the respondents.
☐ I was able to adjust my approach when needed and address unexpected challenges.
☐ I was able to explore various ways to present my findings and recommendations in an engaging way.

Total number of (✓): ◯

Leave some words of appreciation/ encouragement for yourself.

Stage 3

Step 1: Choose **two additional parameters** from **pages 28-29** for **Stage 3**.
Step 2: Tick (√) **parameters** that the learner fulfills.

Awareness
☐ The learner has refined the discussions.
☐ Prior knowledge has been revised/augmented in the discussions and conclusions.
☐ The revised draft is suitable for meaningful peer review.
☐ Evidences have been included in the discussions and conclusions.
☐ _____
☐ _____

Total number of (√): ⬭

Sensitivity
☐ The learner is able to accept constructive feedback.
☐ The learner is able to shift perspective and incorporate feedback as needed.
☐ The revised draft is inclusive and respectful towards diverse perspectives and needs.
☐ _____
☐ _____

Total number of (√): ⬭

Creativity
☐ The learner is able to respond to feedback in innovative ways.
☐ The revised draft includes novel ways of data collection.
☐ The learner is able to explore different ways to present the revised draft to the peer.
☐ _____
☐ _____

Total number of (√): ⬭

Brief comments and pedagogical interventions recommended:

Peer Feedback

Tick (✓) statements that apply.

Awareness

☐ My peer presented a revised draft that was clear enough to review.

☐ There was a good fit between the research problem and the approach to data collection.

☐ The revised draft of the interview was appropriate and easy to understand.

Total number of (✓): ◯

Sensitivity

☐ My peer was able to receive my feedback in an open and respectful manner.

☐ My peer was willing to modify the revised draft based on my suggestions.

☐ The wording of the interview was respectful of the respondents' emotions and concerns.

Total number of (✓): ◯

Creativity

☐ My peer was willing to consider alternate methods of data collection.

☐ My peer was willing to consider alternate groups of respondents as a source of data.

☐ My peer was able to think different ways of motivating the respondents to answers.

Total number of (✓): ◯

Leave some words of appreciation/ encouragement for your peer.

Overview
Tabulate all the feedback for the research task on this page.

Teacher Assessment

1. For **Stages 1**, **2**, and **3**, write the **total** number of statements you ticked (✓).

Teacher		
Awareness	Sensitivity	Creativity
Stage 1		
Stage 2		
Stage 3		
Total		

2. Add the total here.

3. Tick the final performance level based on the final score.

	Beginner	Proficient	Advanced
Awareness	(0-5)	(6-10)	(11-16)
Sensitivity	(0-5)	(6-10)	(11-16)
Creativity	(0-5)	(6-10)	(11-16)

Learner Reflection

1. For **Stages 1** and 2, write the **total** number of statements the learner has ticked (✓).

Learner		
Awareness	Sensitivity	Creativity
Stage 1		
Stage 2		
Total		

2. Add the total here.

3. Tick the final performance level based on the final score.

	Beginner	Proficient	Advanced
Awareness	(0-2)	(3-4)	(5-6)
Sensitivity	(0-2)	(3-4)	(5-6)
Creativity	(0-2)	(3-4)	(5-6)

Peer Feedback

1. For **Stage 3**, write the **total** number of statements the peer has ticked (✓).

Peer		
Awareness	Sensitivity	Creativity
Stage 3		

2. Tick the final performance level based on the score.

	Beginner	Proficient	Advanced
Awareness	(0-1)	(2)	(3)
Sensitivity	(0-1)	(2)	(3)
Creativity	(0-1)	(2)	(3)

Final comments by the teacher (if any):

Think about how you did in this research task.

Learner Reflection

What did I learn in this problem-based inquiry?

What was the most enjoyable part of the inquiry?

Three strengths I demonstrated in this inquiry

Three areas of improvement I identified this inquiry

What was the least enjoyable part of the inquiry?

Some questions I still have…

How could your teacher modify this inquiry to make it more interesting?

Assessment Parameters for Problem-Based Inquiry

*These assessment parameters are only illustrative. Please adapt them as per the research task and the classroom dynamics.

Awareness		
Stage 1	**Stage 2**	**Stage 3**
• The learner demonstrates understanding of what would constitute supporting evidence for a proposal. • The learner considers the merits of alternative groups as sources of input for the questionnaire/interview. • The learner considers significant constraints (time/access/respondents' attitudes) when drafting the questionnaire/interview. • The learner uses background knowledge and understanding of the context to effectively frame and limit the topics of inquiry.	• The learner demonstrates understanding of the possible limitations of data collected from a particular group in the questionnaire/ interview. • The learner demonstrates understanding of possible problems with the reliability and credibility of responses to the questionnaire/ interview. • The learner shows understanding of how to obtain meaningful data from the questionnaire/interview by asking clear, unambiguous questions. • The learner demonstrates the ability to distinguish between essential and non-essential peer feedback.	• The learner acknowledges results of the questionnaire/ interview that go against the recommended course of action. • The learner presents findings in a clear and easily understood manner. • The learner demonstrates ability to discern more meaningful data or responses. • The learner demonstrates ability to articulate connections between particular findings and recommendations.

Sensitivity		
Stage 1	**Stage 2**	**Stage 3**
• The learner demonstrates consideration of possible emotional impacts of the questionnaire/interview. • The learner demonstrates understanding of the different impacts of policy proposals on different groups. • The learner avoids overly intrusive questions on potentially sensitive topics. • The learner adapts the questionnaire to accommodate diverse communication styles.	• The learner adopts a professional tone appropriate to the topic of inquiry. • The learner demonstrates ability to adapt the approach of the questionnaire/ interview to the needs of the respondents. • The learner responds to negative feedback in a constructive manner. • The learner shows the ability to acknowledge their own personal biases and how they might affect the task.	• The learner avoids skewing the possible results of the questionnaire/interview by avoiding emotionally charged wording. • The learner conducts interviews in a professional manner. • The learner responds appropriately to expressions of emotion during interviews. • The learner shows understanding of positive and negative consequences of proposals.

Creativity		
Stage 1	**Stage 2**	**Stage 3**
• The learner generates novel ideas, solutions, or approaches to the problem or issue. • The learner demonstrates the ability to take into account multiple perspectives on the issue. • The learner applies innovative approaches to the wording of the questionnaire/interview. • The learner shows willingness to use multiple media for collecting data.	• The learner shows the ability to go beyond feedback offered in peer review. • The learner adopts an active approach in peer feedback, encouraging constructive critiques of the draft. • The learner shows willingness to alter the approach to the problem in the face of valid concerns raised by the peer. • The learner demonstrates ability to shift strategies in the event that the initial approach proves unproductive.	• The learner shows understanding of less obvious insights to be gained from the data. • The learner responds flexibly and effectively to unexpected responses to the questionnaire/interview. • The learner recognizes situations when the responses to the questionnaire/interview require a shift in approach to the problem or issue. • The learner demonstrates ability to articulate multiple, even contradictory, implications from the data.

PART D

Observation Template for Classroom Interactions

Tick (✓) the type of classroom interaction.

☐ Classroom discussion   ☐ Organised debate   ☐ Simulation/role play

☐ Lab experiment   ☐ Digital learning   ☐ _____

Subject(s)
(Can be more than one)

Curricular goal(s)
(Can be more than one)

Competency(-ies)
(Can be more than one)

Pedagogies
(Tick (✓) all that apply.)

☐ Art-integrated   ☐ Sports-integrated

☐ Toy-based   ☐ Technology-integrated

☐ Skill-based learning   ☐ Drama/Theatre-integrated

☐ Indian Knowledge Systems approaches

☐ Any other _____

Topic/theme/ prompt/question/ problem/challenge/ planned final output

Duration

Prior Preparation / Planning / Review / Recap

Materials needed (if applicable)
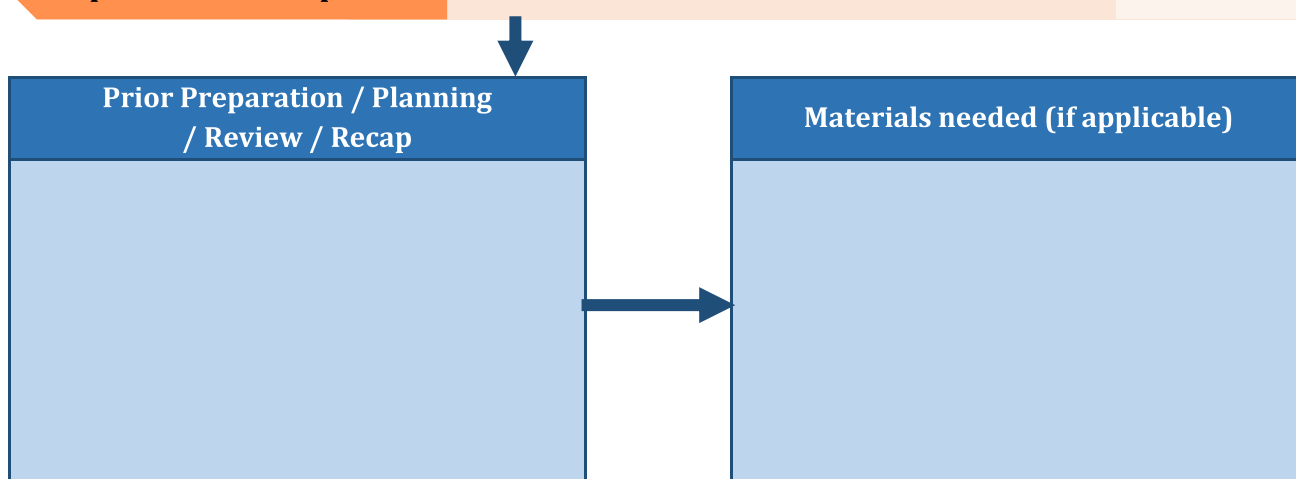
Teacher Assessment

Awareness	Based on the type of interaction, choose **five** assessment parameters from page 36. Tick (✓) as per the learner's performance.

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   Total number of (✓): ◯

Sensitivity	Based on the type of interaction, choose **five** assessment parameters from page 36. Tick (✓) as per the learner's performance.

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   Total number of (✓): ◯

Creativity	Based on the type of interaction, choose **five** assessment parameters from page 36. Tick (✓) as per the learner's performance.

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

Learner Reflection

Tick (√) all statements that apply.

Awareness

☐ I was sufficiently prepared for the activity.

☐ I demonstrated a solid understanding of the key concepts covered.

☐ I changed my approach as per the changing dynamics of the activity.

Total number of (√): ◯

Sensitivity

☐ I actively considered different perspectives during the activity.

☐ I acknowledged the feelings and opinions of my peers.

☐ I gave constructive feedback in a considerate manner.

Total number of (√): ◯

Creativity

☐ I approached challenges with a willingness to explore unique solutions.

☐ I demonstrated flexibility in my thinking.

☐ I actively sought inspiration from different sources to improve my contribution.

Total number of (√): ◯

Leave some words of appreciation/ encouragement for yourself.

Peer Feedback

Tick (✓) all statements that apply.

Awareness

☐ My peer was sufficiently prepared for the activity.

☐ My peer demonstrated a clear understanding of the key concepts covered.

☐ My peer changed her/his approach as per the changing dynamics of the activity.

Total number of (✓): ◯

Sensitivity

☐ My peer actively considered different perspectives during the activity.

☐ My peer acknowledged the feelings and opinions of her/his peers.

☐ My peer gave constructive feedback in a considerate manner.

Total number of (✓): ◯

Creativity

☐ My peer approached challenges with a willingness to explore unique solutions.

☐ My peer demonstrated flexibility in her/his thinking.

☐ My peer actively sought inspiration from different sources to improve her/his contribution.

Total number of (✓): ◯

Leave some words of appreciation/ encouragement for your peer.

Overview
Tabulate all the feedback for the classroom interaction on this page.

Teacher Assessment

Write some words of appreciation for the learner about their performance.

Tick (✓) the **final performance level** based on the score.

Awareness	Beginner (0-1)	Proficient (2-3)	Advanced (4-5)
	☐	☐	☐

Sensitivity	Beginner (0-1)	Proficient (2-3)	Advanced (4-5)
	☐	☐	☐

Creativity	Beginner (0-1)	Proficient (2-3)	Advanced (4-5)
	☐	☐	☐

Learner Reflection

Write some words of appreciation for yourself.

Tick (✓) the **final performance level** based on the score.

Awareness	Beginner (0-1)	Proficient (2)	Advanced (3)
	☐	☐	☐

Sensitivity	Beginner (0-1)	Proficient (2)	Advanced (3)
	☐	☐	☐

Creativity	Beginner (0-1)	Proficient (2)	Advanced (3)
	☐	☐	☐

Peer Feedback

Write some words of appreciation for your peer about their performance.

Tick (✓) the **final performance level** based on the score.

Awareness	Beginner (0-1)	Proficient (2)	Advanced (3)
	☐	☐	☐

Sensitivity	Beginner (0-1)	Proficient (2)	Advanced (3)
	☐	☐	☐

Creativity	Beginner (0-1)	Proficient (2)	Advanced (3)
	☐	☐	☐

Assessment Parameters for Classroom Interactions

These statements are not intended to complete list. You may create your own or adapt these according to the type of classroom interaction and the classroom dynamics.

Awareness

- Identifies and articulates relevant issues within the context of the interaction
- Produces valid positions, content, data, or findings relevant to the topic or problem
- Shows ability to clearly and concisely present positions, findings, or results in oral or written form
- Shows ability to collect, preserve and present relevant supporting data or other supporting materials
- Demonstrates a clear understanding of key concepts relevant to the topic of the interaction
- Acknowledges and addresses counterarguments effectively
- Acknowledges the global perspectives relevant to the topic of the interaction
- Evaluates the reliability and credibility of information sources
- Displays knowledge of interdisciplinary connections relevant to the topic of the interaction
- Integrates knowledge from multiple sources to enhance the topic of the interaction
- Shows understanding of historical or contextual factors influencing the topic of the interaction
- Presents clear supporting evidence for claims
- Demonstrates a clear understanding of the purpose of the interaction
- Presents material relevant to the interaction in an organized and systematic manner
- Shows ability to explain apparent contradictions in supporting data or materials

Sensitivity

- Adopts communication strategies appropriate to the audience
- Is willing and able to share knowledge to improve the effort of the group
- Facilitates an inclusive and supportive environment for all participants
- Takes on an appropriate share of the work involved in the interaction
- Recognizes the wider social implications of the subject, issue or problem
- Responds empathetically to personal experiences shared in the interaction
- Adapts approach to the peer/group dynamics that develop during the interaction
- Responds empathetically to the viewpoints of others
- Recognizes and respects diverse communication styles
- Adopts a tone appropriate for the given format
- Handles disagreements or conflicts appropriately
- Encourages and values contributions from all participants
- Acknowledges the emotional content of the interaction
- Employs emotional appeals and strategies as appropriate to the interaction
- Accepts constructive critiques and uses them to improve the interaction
- Responds appropriately to expressions of emotion by other members of the group

Creativity
- Generates novel ideas, solutions, or approaches to the interaction   - Constructs original arguments supported by evidence   - Applies novel or unusual evidence in support of positions or claims   - Applies imaginative approaches to problem-solving   - Utilizes varied media resources to support key points as appropriate   - Demonstrates a willingness to take risks   - Adapts and modifies ideas in response to peer feedback   - Demonstrates willingness to abandon unpromising approaches and to seek new solutions   - Goes beyond material provided and offers innovative responses   - Inspires other group members to take novel approaches to the interaction   - Combines knowledge of disparate subject areas in effective ways   - Relates issues to relevant personal experiences as appropriate

Learning through Online Courses

Online Course			
	Course	**Number of Hours**	**Completed (✓)**
a)			
b)			
c)			
d)			
e)			
f)			
g)			
h)			
i)			
j)			
TOTAL HOURS			

Number of Hours Spent by the Learner on the Following Activities:

S. No.	Steps	Number of Hours Spent
1.	**Group Project Work**	
	a) Research prompt/question/ problem/challenge/ planned final output	
	b) Guiding questions	
	c) Stage 1 (Brainstorming and ideation)	
	d) Stage 2 (Drafting, feedback, and revision)	
	e) Stage 3 (Final submission)	
	Total Hours	
2.	**Problem-Based Inquiry (Individual Work)**	
	a) Project prompt/question/problem/challenge /planned final output	
	b) Hypothesis	
	c) Guiding questions	
	d) Evidence collection to support/negate hypothesis	
	e) Analysis and synthesis	
	f) Discussions	
	g) Conclusion	
	Total Hours	
3.	**Classroom interactions**	
	a) Classroom discussion	
	b) Organised debate	
	c) Simulation/roleplay	
	d) Lab experiment	
	e) Digital Learning	
	Total Hours	

4.	Learning outside the classroom (Skill training)			
	Skill	**Number of Hours**	**Pursuing**	**Completed (✓)**
a)				
b)				
c)				
d)				
	Total Hours			

Student's Competency Profile

ABILITIES	Performance Level Descriptors											
	GRADE - 9			GRADE - 10			GRADE - 11			GRADE - 12		
1. AWARENESS	B	P	A	B	P	A	B	P	A	B	P	A
a. Proficiency in language R1, R2, R3												
b. Oral communication												
c. Written communication												
d. Health and nutrition literacy												
e. Physical education, fitness, wellness, and sports												
f. Digital literacy												
g. Knowledge of India												
h. Environmental literacy (including awareness of water and resource, conservation, sanitation and hygiene, etc.)												
i. Knowledge of critical issues (including current affairs and facing local communities, States, the country, and the world, etc.)												

ABILITIES	Performance Level Descriptors											
	GRADE - 9			GRADE - 10			GRADE - 11			GRADE - 12		
2. SENSITIVITY	B	P	A	B	P	A	B	P	A	B	P	A
a. Collaboration and teamwork												
b. Ethical and moral reasoning												
c. Knowledge and practice of human and Constitutional values												
d. Gender sensitivity												
e. Citizenship skills and values												
f. Fundamental duties												
3. CREATIVITY												
a. Scientific temper and evidence-based thinking												
b. Creativity and innovativeness												
c. Sense of aesthetics and art												
d. Critical thinking												
e. Problem-solving												
f. Skills training												
g. Coding and computational thinking												

Core Team

Ministry of Education
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Shri Gyanendra Kumar, Assistant Commissioner

Kendriya Vidyalaya Sangathan (KVS)
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