

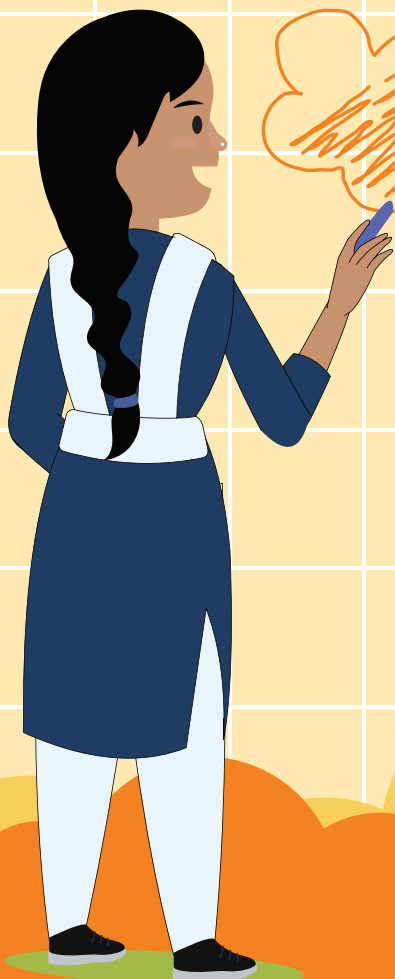
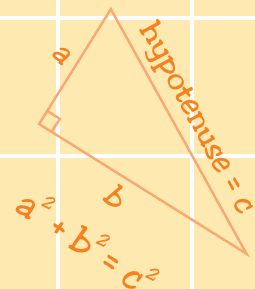
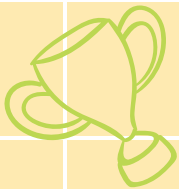


HOLISTIC PROGRESS CARD

Adapted from PARAKH, NCERT

Middle Stage
Classes 6 to 8

Central Board of Secondary Education



GENERAL INFORMATION

Name of the school with address:

UDISE Code
of the School:

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LEARNER'S INFORMATION

Name of the Learner:

APAAR ID/PEN (If applicable):

Registration/Admission Number:

Roll No:

Class & Section:

Date of Birth:

Class Teacher:

Name of Guardian 1:

Name of Guardian 2:

Photo

Months	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
No. of working days												
No. of days attended												
% Attendance												



PART A: LEARNER'S INSIGHTS



About Me:

I am inspired by

.....

.....

because

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My hobbies are

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My strengths are

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I am interested to learn more about

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When I grow up, I want to be

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My goal this year is to

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the 3 things that will help me achieve my goals

are

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I need support in

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About My Support System:

Write about the people who help you learn, feel confident and stay positive.



Understanding Emotions

Tick the options that best match how you feel.

No.		Mostly	Sometimes	Never	Not Sure
1.	I can remain calm in all situations.				
2.	I can understand when someone is feeling sad, happy, annoyed or excited.				
3.	I try to help my friends when they are feeling upset or are in need.				
4.	I feel_____ at school. (inquisitive, happy, safe, confident, excited, etc.)				



PART B: RECORDS OF PROGRESS

Note:

- This section is to be filled by the subject teachers. The teacher's observations must reflect the learner's performance across all types of assessments conducted during the term, including pen-and-paper tests.
- The listed curricular goals and competencies are stage-specific. Not all competencies are expected to be covered in a single grade. However, at the end of the middle stage, that is, Grade 8, all competencies of the stage should be covered.
- For each competency, please indicate the learner's performance level at the end of each term for the subject area.
- Refer to page no 24 for filling this section. Please specify the performance level code for each term.

LANGUAGE-R1 (Please specify):

Curricular Goals		Competencies	Term-I	Term-II
CG-1 Develops the capacity for effective communication using language skills for description, analysis and response	C 1.1	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)		
	C 1.2	Listens to, plans and conducts different kinds of interviews (structured and unstructured)		
	C 1.3	Raises probing questions about social experiences using appropriate language (open-ended/closed ended, and formal/informal questions relevant to context with sensitivity)		
	C 1.4	Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes		
	C 1.5	Creates content for audio, visual or both, for different audiences and purposes		
CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices	C 2.1	Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods		
	C 2.2	Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing		
	C 2.3	Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings		

CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression	C 3.1	Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing		
	C 3.2	Writes prose, poetry, and drama using appropriate style and language		
CG-4 Develops the ability to write reviews and uses the library to find references	C 4.1	Reads, responds, and critically reviews books of varied genres (fiction and non-fiction)		
	C 4.2	Uses books and other media resources effectively to find references to use in projects and other activities		
CG-5 Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language	C 5.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used		
	C 5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable		
	C 5.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, Antakshari, anagrams, crosswords, etc.)		

Teacher's Observations:

(Average marks of all assessments, including pen-and-paper tests, unit tests, quizzes, etc., to be filled)

	Marks Obtained/Total	Teacher's Remarks	Areas of Improvement
Term 1			
Term 2			

Language-R2 (Please Specify):

Curricular Goals		Competencies	Term-I	Term-II
CG-1 Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports) and shows interest in reading books	C 1.1	Applies varied comprehension strategies (inference, prediction, etc.) to understand different texts		
	C 1.2	Identifies main points, summarises after a careful reading of the text, and responds coherently		
	C 1.3	Identifies and appreciates the main idea in the various texts		
	C 1.4	Shows interest in choosing and reading a variety of books		
CG-2 Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions, etc.)	C 2.1	Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings, and forming paragraphs with clear beginning, and ending		
	C 2.2	Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing		
CG-3 Develops the capacity for effective communication using language skills for questioning, describing, analysing and responding	C 3.1	Writes different kinds of letters and essays, using appropriate style and registers for different audiences and purposes		
CG-4 Explores different literary devices and forms of literature	C 4.1	Identifies and appreciates different forms of literature (samples of prose, poetry and drama)		
	C 4.2	Identifies literary devices, such as simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), and alliteration (Anuprasa), by reading a variety of literature, and uses them in writing		
CG-5 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and uses them in oral and written expression	C5.1	Uses appropriate grammar and structure in their writing		

CG-6 Develops appreciation the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	C 6.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used		
	C 6.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language to make speech and writing more interesting and enjoyable		
	C 6.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, Antakshari, anagrams, crosswords, etc.)		

Teacher's Observations:

(Average marks of all assessments, including pen-and-paper tests, unit tests, quizzes, etc., to be filled)

	Marks Obtained/Total	Teacher's Remarks	Areas of Improvement
Term 1			
Term 2			



Language-R3 (Please Specify):

Curricular Goals		Competencies	Term-I	Term-II
CG-1 Develops effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas by describing and narrating events and situations	C 1.1	Makes conversations relevant to the context		
	C 1.2	Listens to varied texts (stories, poems and conversations) and summarises core ideas of the material		
	C 1.3	Makes oral presentations (class debates, short welcome notes, anchoring of small events, short speeches, etc.)		
CG-2 Develops fluency and the ability to comprehend what they read	C 2.1	Reads stories and passages with accuracy and fluency with appropriate pauses and intonation		
	C 2.2	Comprehends the meaning of stories, poems, conversations, posters and instructions, and the main idea in the text		
CG-3 Develops the ability to express their understanding, experiences, feelings and ideas in writing instructions, invitations and letters	C 3.1	Writes a paragraph to express their understanding and experiences		

Teacher's Observations:

(Average marks of all assessments, including pen-and-paper tests, unit tests, quizzes, etc., to be filled)

	Marks Obtained/Total	Teacher's Remarks	Areas of Improvement
Term 1			
Term 2			

Mathematics:

$$a^2 + b^2 = c^2$$

Curricular Goals		Competencies	Term-I	Term-II
CG-1 Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers	C 1.1	Develops a sense for and an ability to manipulate (e.g., read, write, form, compare, estimate, and apply operations) and name (in words) large whole numbers of up to 20 digits, and expresses them in scientific notation using exponents and powers		
	C 1.2	Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns		
	C 1.3	Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them, as given by Brahmagupta		
	C 1.4	Explores and understands sets of numbers, such as whole numbers, fractions, integers, rational numbers, and real numbers, and their properties, and visualises them on the number line		
	C 1.5	Explores the idea of percentage and applies it to solve problems		
	C 1.6	Explores and applies fractions (both as ratios and in decimal form) in daily-life situations		
CG-2 Understands the concepts of variable, constant, coefficient, expression, and (one variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency	C 2.1	Understands equality between numerical expressions and learns to check arithmetical equations		
	C 2.2	Extends the representation of a number in the form of a variable or an algebraic expression using a variable		
	C 2.3	Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations		
	C 2.4	Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems		
	C 2.5	Develops own methods to solve puzzles and problems using algebraic thinking		
CG-3 Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)	C 3.1	Describes, classifies, and understands relationships among different types of two- and three-dimensional shapes using their defining properties/attributes		
	C 3.2	Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems		

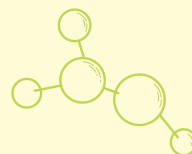
	C 3.3	Identifies attributes of three-dimensional shapes (cubes, parallelepipeds, cylinders, cones), works hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to visualise and solve problems		
	C 3.4	Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge		
	C 3.5	Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles		
CG-4 Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems	C 4.1	Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes		
	C 4.2	Learns the Baudhayana-Pythagoras theorem on the lengths of the sides of a right-angled triangle, and discovers a geometric proof using areas of squares erected on the sides of the triangle, and other related geometric constructions from the Sulba-Sutras		
	C 4.3	Constructs various designs (using tiling) on a plane surface using different 2D shapes and appreciates their appearances in art in India and around the world		
	C 4.4	Develops familiarity with the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world		
CG-5 Collects, organises, represents (graphically and in tables), and interprets data/information from daily-life experiences	C 5.1	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median		
	C 5.2	Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make interpretations		
CG-6 Develops mathematical thinking and the ability to communicate mathematical ideas logically and precisely	C 6.1	Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments or proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and geometry		
CG-7 Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them	C 7.1	Demonstrates creativity in discovering one's own solutions to puzzles and other problems, and appreciates the work of others in finding their own, possibly different, solutions		
	C 7.2	Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving		

CG-8 Develops basic skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms in order to solve problems where such techniques of computational thinking are effective	C 8.1	Approaches problems using programmatic thinking techniques such as iteration, symbolic representation, and logical operations and reformulates problems into series of ordered steps (i.e., algorithmic thinking)		
	C 8.2	Learns systematic counting and listing, systematic reasoning about counts and iterative patterns, and multiple data representations; learns to devise and follow algorithms, with an eye towards understanding correctness, effectiveness, and efficiency of algorithms		
CG-9 Knows and appreciates the development of mathematical ideas over a period of time and the contributions of past and modern mathematicians from India and across the world	C 9.1	Recognises how concepts (like counting numbers, whole numbers, negative numbers, rational numbers, zero, concepts of algebra, geometry) evolved over a period of time in different civilisations		
	C 9.2	Knows and appreciates the contributions of specific Indian mathematicians, such as, Baudhayana, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, and Ramanujan		
CG-10 Knows about and appreciates the interaction of Mathematics with each of their other school subjects	C 10.1	Recognises interaction of Mathematics with multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports		

Teacher's Observations:

(Average marks of all assessments, including pen-and-paper tests, unit tests, quizzes, etc., to be filled)

	Marks Obtained/Total	Teacher's Remarks	Areas of Improvement
Term 1			
Term 2			



Science:

Curricular Goals		Competencies	Term-I	Term-II
CG-1 Explores the world of matter and its constituents, properties, and behaviour	C 1.1	Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics		
	C 1.2	Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes		
	C 1.3	Explains the importance of measurement and measures physical properties of matter (such as, volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments		
	C 1.4	Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)		
CG-2 Explores the physical world in scientific and mathematical terms	C 2.1	Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations		
	C 2.2	Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity		
	C 2.3	Describes the properties of a magnet (natural and artificial; Earth as a magnet)		
	C 2.4	Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as, plane and curved mirrors, pinhole camera, kaleidoscope, periscope)		
	C 2.5	Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images or photographs, and explains their role in navigation, calendars, and other phenomena (phases of the moon, eclipse, life on earth)		

CG-3 Explores the living world in scientific terms	C 3.1	Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)		
	C 3.2	Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things		
	C 3.3	Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other		
	C 3.4	Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)		
CG-4 Understands the components of health, hygiene, and well-being	C 4.1	Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health		
	C 4.2	Examines different dimensions of diversity of food, sources, nutrients, climatic conditions, diets		
	C 4.3	Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being		
	C 4.4	Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns		
CG-5 Understands the interface of Science, Technology, and Society	C 5.1	Illustrates how Science and Technology can help to improve the quality of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites), as well as, some of the harmful uses of science in history		
	C 5.2	Shares views on news and articles related to the impact that Science or Technology and society have on each other		
CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry	C 6.1	Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems)		

	C 6.2	Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects) and collects data as evidence (through observation of the natural environment, design of simple experiments, or use of simple scientific instruments)		
CG-7 Communicates questions, observations, and conclusions related to Science	C 7.1	Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation		
	C 7.2	Designs and builds simple models to demonstrate scientific concepts		
	C 7.3	Represents real world events and relationships through diagrams and simple mathematical representations		
CG-8 Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it	C 8.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner		
CG-9 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions	C 9.1	States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students		
	C 9.2	States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate		

Teacher's Observations:

(Average marks of all assessments, including pen-and-paper tests, unit tests, quizzes, etc., to be filled)

	Marks Obtained/Total	Teacher's Remarks	Areas of Improvement
Term 1			
Term 2			



Social Science:



Curricular Goals		Competencies	Term-I	Term-II
CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C 1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life		
	C 1.2	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps		
CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C 2.1	Explains and analyses major changes in the past and their impact on society		
	C 2.2	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society		
CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C 3.1	Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies		
	C 3.2	Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies		
CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C 4.1	Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society		
	C 4.2	Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general		

CG-5 Understands various forms of inequality and prejudice in society, from those prevalent in a family to those at a community or regional or national level and also the initiatives and efforts at various levels to address these issues	C 5.1	Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels		
	C 5.2	Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice		
CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C 6.1	Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed		
	C 6.2	Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies		
	C 6.3	Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change		
	C 6.4	Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)		
CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C 7.1	Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga		
	C 7.2	Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as, the rich biodiversity of the country		
	C 7.3	Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements		
CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C 8.1	Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives		
	C 8.2	Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage		

	C 8.3	Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level		
CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C 9.1	Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society		
CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	C 10.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India's democratic traditions through its history		
CG-11 In the curricular goals CG-1 to CG-10, there is a basic and adequate understanding of the history, geography, and culture of the locality, region, and country	<i>Note: Competencies for this Curricular Goal have already been incorporated under CG-1 to CG-10</i>			

Teacher's Observations:

(Average marks of all assessments, including pen-and-paper tests, unit tests, quizzes, etc., to be filled)

	Marks Obtained/Total	Teacher's Remarks	Areas of Improvement
Term 1			
Term 2			

Arts Education:

Curricular Goals		Competencies	Term-I	Term-II
CG-1 Develops knowledge about various art forms of the region or state and develops artistic processes and skills in some of the art forms they are exposed to	C 1.1	Demonstrates basic skills in the arts they are exposed to and creates own variations (e.g., Mandana or alpina or kolam or aipan, narrating stories from the Panchatantra using local forms of puppetry, performing folk songs or dances of their region)		
	C 1.2	Describes the different materials, tools, and techniques used in local art forms in their region and state, and uses them with care while creating their own artwork (e.g., describes the process of natural dyeing used in Kalamkari, and experiments with creating artwork using colours sourced from natural materials around them, such as, plants, vegetables, charcoal, soil, brick)		
	C 1.3	Recognises multiple viewpoints and shares own thoughts and feelings while responding to a variety of arts and cultural practices from their region or state (e.g., watches a traditional folk-dance performance specific to their state and region either live or online, shares their responses and interprets meanings and emotions conveyed by different movements and rhythms)		

Teacher's Observations:

(Average marks of all assessments, including pen-and-paper tests, unit tests, quizzes, etc., to be filled)

	Marks Obtained/Total	Teacher's Remarks	Areas of Improvement
Term 1			
Term 2			

Physical Education:



Curricular Goals		Competencies	Term-I	Term-II
CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	C 1.1	Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision)		
	C 1.2	Demonstrates rhythmic movement skills (locomotor, and non-locomotor), such as, smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo and flow		
	C 1.3	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender		
	C 1.4	Exhibits manipulation of space and equipment in the context of a game		
	C 1.5	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects		
	C 1.6	Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus		
CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others	C 2.1	Reflects on their personal reactions during an interaction and activity with others		
	C 2.2	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries		
	C 2.3	Creates and teaches the rules of game to others		
	C 2.4	Creates and applies safety rules and protocols for physical activity		
	C 2.5	Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes		
	C 2.6	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person		
CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations	C 3.1	Designs multiple strategies for a game and chooses strategies according to the context		
	C 3.2	Demonstrates calmness and courage in difficult situations		

CG-4 Plans and achieves personal physical fitness goals with little help from teachers	C 4.1	Identifies physical activity and fitness goals, such as, improving a shot or breaking their own 100 metre record		
CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	C 5.1	Discusses activities that bring personal satisfaction		
	C 5.2	Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact		
	C 5.3	Identifies the relationship between rhythmic movement and their aesthetic value		

Teacher's Observations:

(Average marks of all assessments, including pen-and-paper tests, unit tests, quizzes, etc., to be filled)

	Marks Obtained/Total	Teacher's Remarks	Areas of Improvement
Term 1			
Term 2			

Vocational Education:

Curricular Goals		Competencies	Term-I	Term-II
CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures	C 1.1	Identifies and uses tools for practice		
	C 1.2	Approaches tasks in a planned and systematic manner		
	C 1.3	Maintains and handles materials/ equipment for the required activity		

CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work	C 2.1	Describes the contribution of vocation in the world of work		
	C 2.2	Applies skills and knowledge learned in the area		
	C 2.3	Evaluates and quantifies the associated products or materials		
CG-3 Develops essential values/ disposition while working across areas	C 3.1	Develops the following values/disposition while engaging in work: · Attention to detail · Persistence and focus · Curiosity and creativity · Empathy and sensitivity · Collaboration and teamwork · Willingness to do physical work		
CG-4 Develops basic skills and allied knowledge to run and contribute to the home	C 4.1	Applies the acquired vocational skills and knowledge in a home setting		

Teacher's Observations:

(Average marks of all assessments, including pen-and-paper tests, unit tests, quizzes, etc., to be filled)

	Marks Obtained/Total	Teacher's Remarks	Areas of Improvement
Term 1			
Term 2			



Key Indicators:

Performance Level with Code	Interpretation
Exploring (E)	Tries to achieve Competency and associated Learning Outcomes with a lot of support from teachers.
Progressing (Pr)	Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
Excelling (Ex)	Achieves the Competency and associated Learning Outcomes on his/her own.

Note: Schools may use their own indicators to depict learners' performance levels. These indicators should not carry negative connotations or be discriminatory. A suggestive set of indicators - "Budding, Sprouting and Blossoming."

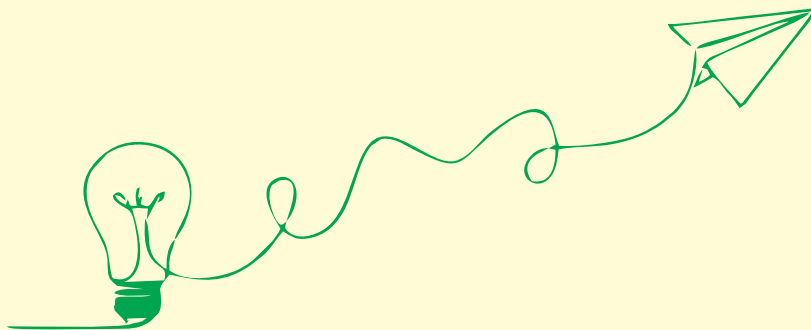


Socio-Emotional-Ethical Learning:

(To be filled by the class teacher)

Respond to the following as Rarely/Occasionally/Consistently.

Observations	Term-I	Term-II
Demonstrates empathy towards peers, elders, animals and the environment.		
Builds positive relationships and collaborates effectively with peers and adults.		
Shows self-control by recognising one's feelings and choosing ways to deal with them.		
Demonstrates determination by working hard, even when faced with challenges or difficulties.		
Respects people from all cultural, social, religious, and ethnic backgrounds, demonstrating kindness and inclusion.		
Makes thoughtful choices by understanding right from wrong in different situations.		
Shows respect for the nation by valuing freedom, justice, and fairness in daily actions.		
Treats everyone with respect and kindness, values differences, and speaks/acts in ways that uphold dignity for all.		

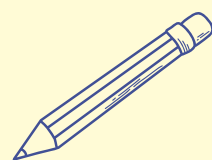


Positive Learning Habits:

(To be filled by the class teacher)

Respond to the following as Rarely/Occasionally/Consistently.

Observations	Term-I	Term-II
Demonstrates the ability to stay focused and shift attention thoughtfully based on the classroom need.		
Asks questions to explore ideas, deepen understanding, and connect learning to real-world contexts.		
Expresses opinions and ideas in a clear, structured and respectful manner.		
Takes feedback constructively, persists through difficulties, and learns from mistakes		
Engages in self-reflection to evaluate one's work and makes constructive changes to improve outcomes.		
Contributes meaningfully in group work, listens actively, and negotiates roles.		
Demonstrates self-discipline by staying focused, following school rules/ routines, and managing distractions to support learning		
Applies critical thinking skills to analyse information, evaluate perspectives, and make thoughtful, evidence-based decisions.		



PART C: LEARNER'S FEEDBACK

TERM I

Learner's Feedback:

Three things I learned are	1. 2. 3.
What did I find challenging?	
Action plan for the next session	

Peer Feedback:

Tick the appropriate response.

S.No.	Observations	Mostly	Sometimes	Never	Cannot Say
1.	My friend can remain calm in all situations.				
2.	My friend can tell when someone is feeling sad, annoyed, happy or excited.				
3.	My friend tries to help other people.				
4.	My friend listens and tries to understand other people's ideas and opinions, even when they are different from their own.				
5.	My friend helps resolve conflicts in a fair way.				

Parent's Observation:

DATE OF REPORTING (____/____/____):

Respond to the following in YES/NO/CANNOT SAY.

OBSERVATIONS	YES/NO/CANNOT SAY
My Child:	
Feels comfortable in the classroom and school environment.	
Feels safe and secure at school.	
Listens to and respects different opinions.	
Is progressing well academically as per grade expectations.	
Receives the necessary support from the school.	
Demonstrates curiosity and enthusiasm for learning.	
Demonstrates responsibility in completing tasks and assignments independently at home.	
Demonstrates creativity in projects and assignments.	
Seeks help when needed and uses feedback for improvement.	
Expresses thoughts and ideas clearly.	

My child needs support with _____

	CLASS TEACHER'S REMARKS (TERM I)
Strengths of the Learner	
Areas of Improvement	
Action Plan	

Date:

Signature of the Class Teacher:

Signature of the Principal:

TERM II

Learner's Feedback:

Three things I learned are	1. 2. 3.
What did I find challenging?	
Action plan for the next session	

Peer Feedback:

Tick the appropriate response.

S.No.	Observations	Mostly	Sometimes	Never	Cannot Say
1.	My friend can remain calm in all situations.				
2.	My friend can tell when someone is feeling sad, annoyed, happy or excited.				
3.	My friend tries to help other people.				
4.	My friend listens and tries to understand other people's ideas and opinions, even when they are different from their own.				
5.	My friend helps resolve conflicts in a fair way.				

Parent's Observation:

DATE OF REPORTING (____/____/____):

Respond to the following in YES/NO/CANNOT SAY.

OBSERVATIONS	YES/NO/CANNOT SAY
My Child:	
Feels comfortable in the classroom and school environment.	
Feels safe and secure at school.	
Listens to and respects different opinions.	
Is progressing well academically as per grade expectations.	
Receives the necessary support from the school.	
Demonstrates curiosity and enthusiasm for learning.	
Demonstrates responsibility in completing tasks and assignments independently at home.	
Demonstrates creativity in projects and assignments.	
Seeks help when needed and uses feedback for improvement.	
Expresses thoughts and ideas clearly.	

My child needs support with _____

	CLASS TEACHER'S REMARKS (TERM II)
Strengths of the Learner	
Areas of Improvement	
Action Plan	

Date:

Signature of the Class Teacher:

Signature of the Principal:

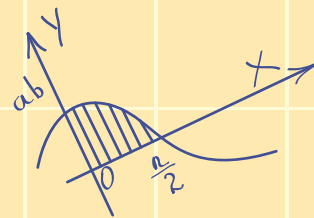
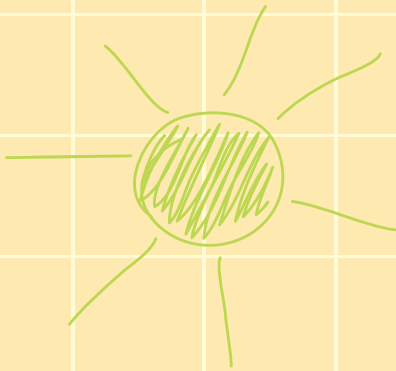
Holistic Progress Card

This card is an individualised and holistic representation of a learner's progress. It is an exemplar card based on the National Curriculum Framework for School Education (NCF-SE 2023). CBSE-affiliated schools may adapt/adopt the card as per their context.

Note for Teachers:

1. The curriculum goals are required to be achieved with the use of activity-based and experiential learning pedagogy by the teacher to enable learners to develop competencies.
2. The card is a combination of a learner's own expression of self, teacher assessment, and peer assessment





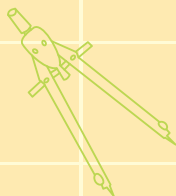
**“Learning should
be holistic, integrated,
inclusive, enjoyable,
and engaging.”**



–NEP 2020



Middle Stage | Classes 6 to 8



Central Board of Secondary Education