

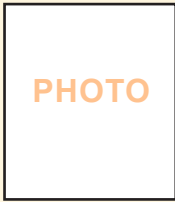
# HOLISTIC PROGRESS CARD (GRADE-2)

Name and address of the school

Academic Year

UDISE Code

Teacher's Code



## General Information

(To be filled by the teacher in consultation with the parents/guardians)

Student's Name \_\_\_\_\_ Roll No. \_\_\_\_\_

Student Unique ID \_\_\_\_\_ Class \_\_\_\_\_ Section \_\_\_\_\_

Date of birth \_\_\_\_\_ Health/MCP Card no. \_\_\_\_\_

Present Address \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Mother's Name \_\_\_\_\_ Mother's Occupation \_\_\_\_\_

Father's Name \_\_\_\_\_ Father's Occupation \_\_\_\_\_

No. of siblings \_\_\_\_\_ Mother Tongue \_\_\_\_\_

Language spoken at home \_\_\_\_\_ Medium of Instruction \_\_\_\_\_

Guardian's contact nos. \_\_\_\_\_ Rural/Urban \_\_\_\_\_

Height (in cm) \_\_\_\_\_ Weight (in kg) \_\_\_\_\_

Disability Status Yes  No

Types of disability in case of disability—Hearing Impairment/Visual Impairment/Intellectual Impairment/Physical/Others

Blood Group \_\_\_\_\_

## Attendance

Month	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Attendance												
Total Working Days												
Attendance %												
If attendance is low then mention the reason (s)												

## Assessment Rubric:

1 star	2 star	3 star
Students have not acquired the basic concepts and skills and need strong support during activities.	Students have acquired basic understanding of the concepts but needs teacher's support during activities and discussions.	Students have acquired the concepts and skills. They can demonstrate the same during the activities and discussions. They can work independently on the instructions provided by the teachers.

NB: ♦ Student's progress on domains like Physical, Aesthetic, socio-emotional development may be filled from the teachers' observation.  
♦ Colour/fill the blank stars as per the description of levels in the rubric.



DOMAIN 1:

**PHYSICAL DEVELOPMENT**

Shows a liking for and understanding of nutritious food and does not waste food

FA 1  
☆☆☆

FA 2  
☆☆☆

FA 3  
☆☆☆

FA 4  
☆☆☆

Practises basic self-care and hygiene

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Keeps school/classroom hygienic and organised

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Practises safe use of material and simple tools

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Shows awareness of safety in movements (walking, running, cycling) & acts appropriately

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Differentiates between shapes, colours, and their shades

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Develops visual memory for symbols and representations

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Differentiates sounds by their pitch, volume & sound patterns by their pitch, volume, & tempo

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Identifies different smells & tastes

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Develops discrimination in the sense of touch

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Shows coordination between sensorial perceptions & body movements in various activities

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Shows balance, coordination and flexibility in various physical activities

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Shows strength and endurance in carrying, walking, and running

☆☆☆

☆☆☆

☆☆☆

☆☆☆

DOMAIN 2:

**SOCIO-EMOTIONAL DEVELOPMENT**

Starts recognising 'self' as an individual belonging to a family and community

FA 1  
☆☆☆

FA 2  
☆☆☆

FA 3  
☆☆☆

FA 4  
☆☆☆

Recognises different emotions and makes deliberate effort to regulate them appropriately

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Interacts comfortably with other children and adults

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Shows kindness and helpfulness to others (including animals, plants) when they are in need

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Understands and responds positively to different thoughts, preferences, and emotional needs of other children

☆☆☆

☆☆☆

☆☆☆

☆☆☆

Demonstrates willingness and participation in age-appropriate physical work towards helping others

☆☆☆

☆☆☆

☆☆☆

☆☆☆





**DOMAIN 3:**  
**COGNITIVE DEVELOPMENT (MATH)**

FA 1

FA 2

FA 3

FA 4

Forms and counts bundles of objects (in groups of 2,5,10, etc), understands the numbers up to 100 with the help of bundles and units.



Understands and writes numbers from 1 to 99 in units and tens (concretely, pictorially and symbolically)



Understands the place value of the digits of a given numbers up to 99 and uses of zero in the place value system.



Forms numbers (greater-smaller, greatest- smallest) with and without repetition of digits up to 99.



Reads and writes number names and numerals, compares (greater, smaller, greatest, smallest, ascending, descending) numbers up to 99



Identifies different 3D shapes and their faces and corners.



Identifies, describes and relates 3D and 2D shapes around them.



Observes and generalizes the pattern in numbers.



Understands different lines (curves or straight) and draw different shapes using them.



Adds/subtracts numbers using number line



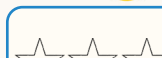
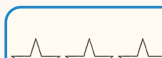
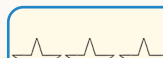
Adds two-digit numbers without/with carry forward (concretely, pictorially and symbolically)



Subtracts two-digit numbers without/with borrows (concretely, pictorially, symbolically)



Solves their daily life problems using the concept of addition/subtraction and relation between addition and subtraction



Estimates and measures length/weight/capacity using uniform non-standard units.





**DOMAIN 3:  
COGNITIVE DEVELOPMENT (MATH)**

	FA 1	FA 2	FA 3	FA 4
Compares objects as hotter than or colder than by observable properties.	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Develops the idea of multiplication of numbers and constructs multiplication table up to 10.	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Applies the multiplication fact in daily life situation	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Develops the idea of division of numbers as equal distribution and as repeated subtraction	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Identifies time using a clock and the days of the week and months of the year using a calendar	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Identifies notes and coins up to 100 and represents different amount up to 100 using different notes and coins	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Collects and records data from a given picture or surroundings and interprets simple information	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Identifies the relationship between half, quarter and whole (concretely, pictorially)	☆☆☆	☆☆☆	☆☆☆	☆☆☆



**DOMAIN 4:  
LANGUAGE AND LITERACY DEVELOPMENT (L1)**

	FA 1	FA 2	FA 3	FA 4
Sings/Recites songs/poems with two to three stanzas	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Engages in discussion about a topic and raise and respond to questions	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Interprets the motivations of the author to write the story and retell the story as if they were the author	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Creates their own stories, with complex plots and multiple characters (as a group)	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Reads multisyllable words (including Consonant clusters) and non-words with accuracy	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Reads and identifies characters, plots, sequences, and point of view of the author	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Reads short poems and infers the imagination of the poet	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Reads short news items, and publicity pamphlets, and explains the content	☆☆☆	☆☆☆	☆☆☆	☆☆☆





**DOMAIN 4:**

**LANGUAGE AND LITERACY DEVELOPMENT (L1)**

**FA 1**

**FA 2**

**FA 3**

**FA 4**

Writes down short sentences when dictated



Creates a sequence of pictures and writes short sentences along with them with accuracy



Writes short journals and descriptions of events and experiences



**DOMAIN 4:**

**LANGUAGE AND LITERACY DEVELOPMENT (L2)**

**FA 1**

**FA 2**

**FA 3**

**FA 4**

Sings/Recites songs/ poems and identifies/ creates rhyming words



Listens to stories and answer comprehension questions



Recognizes all letters in the alphabets



Breaks down syllables into their consonant and vowel sounds



Combines sounds (vowels and consonants) to form the most familiar words



Reads simple 3-4 syllable words that are familiar



Recognizes as sight words commonly used articles, pronouns and connecting words



Reads picture stories and arranges the pictures in sequence



Writes down short words when dictates



Writes 2/3 syllable words



**DOMAIN 5:**

**AESTHETIC AND CULTURAL DEVELOPMENT**

**FA 1**

**FA 2**

**FA 3**

**FA 4**

Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes



Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement



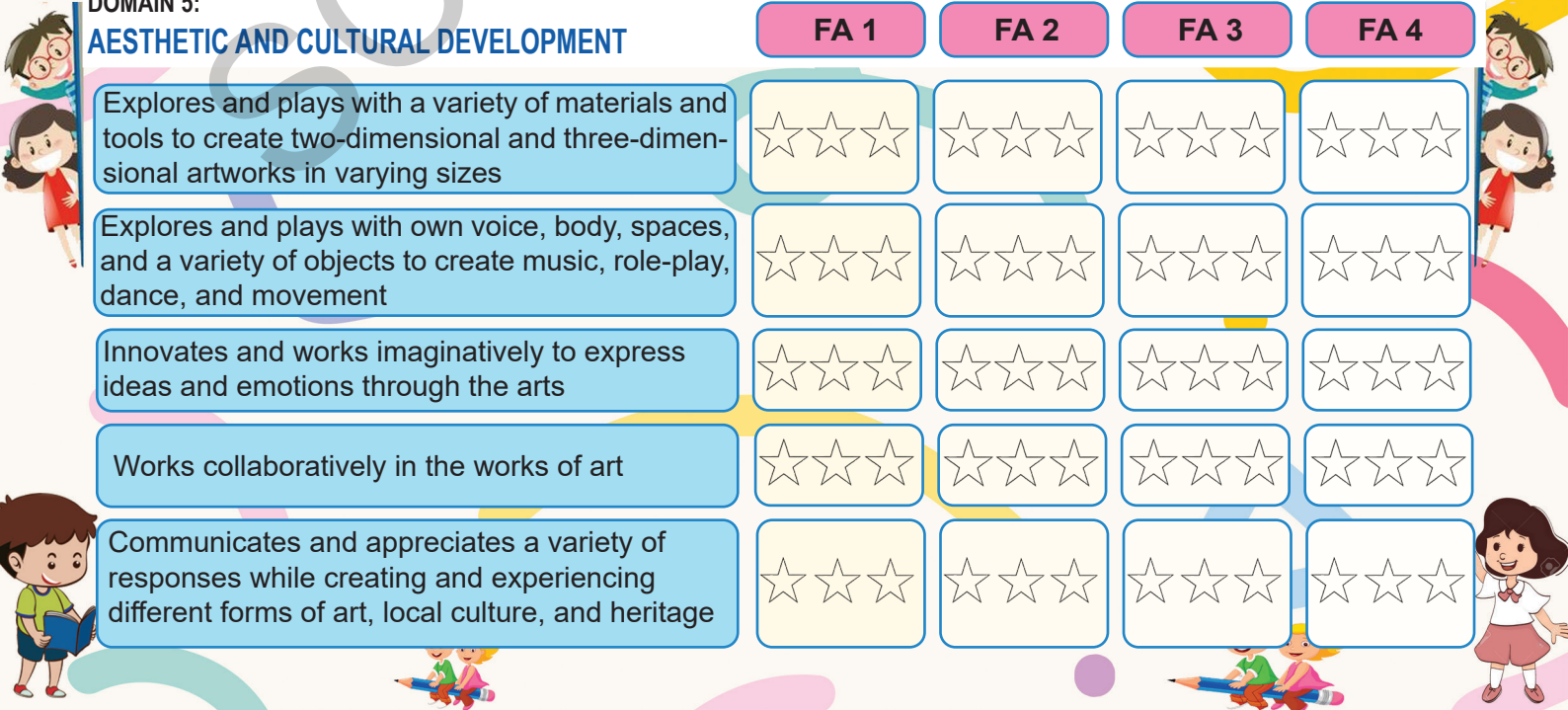
Innovates and works imaginatively to express ideas and emotions through the arts



Works collaboratively in the works of art



Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage





### Self-Assessment:

	FA 2	FA 4
I wait for my turn to speak	Yes/ No	Yes/ No
I enjoy the learning activities conducted in the classroom	Yes/ No	Yes/ No
I like to complete my work	Yes/ No	Yes/ No
I like working alone or in group	Alone/ group	Alone/ group
I like -	Reading/ Drawing/ Colouring/ Playing/ Singing/ Dancing	Reading/ Drawing/ Colouring/ Playing/ Singing/ Dancing
I like to come to school neat and tidy	Yes/No	Yes/ No
I like helping others	Yes/No	Yes/ No
I wash my hands before and after having food	Yes/No	Yes/ No
I like to come to school regularly	Yes/No	Yes/ No
I take care of my belongings	Yes/No	Yes/ No
I cooperate with my friends	Yes/ No	Yes/ No



### Peer Assessment: My friend-

	FA 2	FA 4
Waits for his/her turn	Yes/ No	Yes/ No
Likes to complete his/her work	Yes/ No	Yes/ No
Likes to participate in group activities	Yes/ No	Yes/ No
Comes to school neat and tidy	Yes/ No	Yes/ No
Likes helping others	Yes/ No	Yes/ No
Comes to school regularly	Yes/ No	Yes/ No
Interacts and plays with others	Yes/ No	Yes/ No

### Parents'/ Guardians Assessment: My child-

	FA 2	FA 4
Shows respect to family members and others	Yes/ No	Yes/ No
Tries to complete the school work	Yes/ No	Yes/ No
Happily, goes to school regularly	Yes/ No	Yes/ No
Talks about his/her needs	Yes/ No	Yes/ No
Likes-	Reading/ Drawing/ Colouring/ Playing/ Singing/ Dancing/ Helping in house hold chores	Reading/ Drawing/ Colouring/ Playing/ Singing/ Dancing/ Helping in house hold chores
Takes care of his/her belongings	Yes/ No	Yes/ No
Recognizes simple emotions like fear, joy, sadness, anger etc.	Yes/ No	Yes/ No
Shows care and tenderness in dealing with other living things	Yes/ No	Yes/ No

NB: Tick (✓) on the right option.





# FA 4

Areas of Improvement

Strength of the Child


# FA 2

Areas of Improvement

Strength of the Child


## Teachers' Feedback:

**Domains**

Physical Development

Socio-Emotional Development

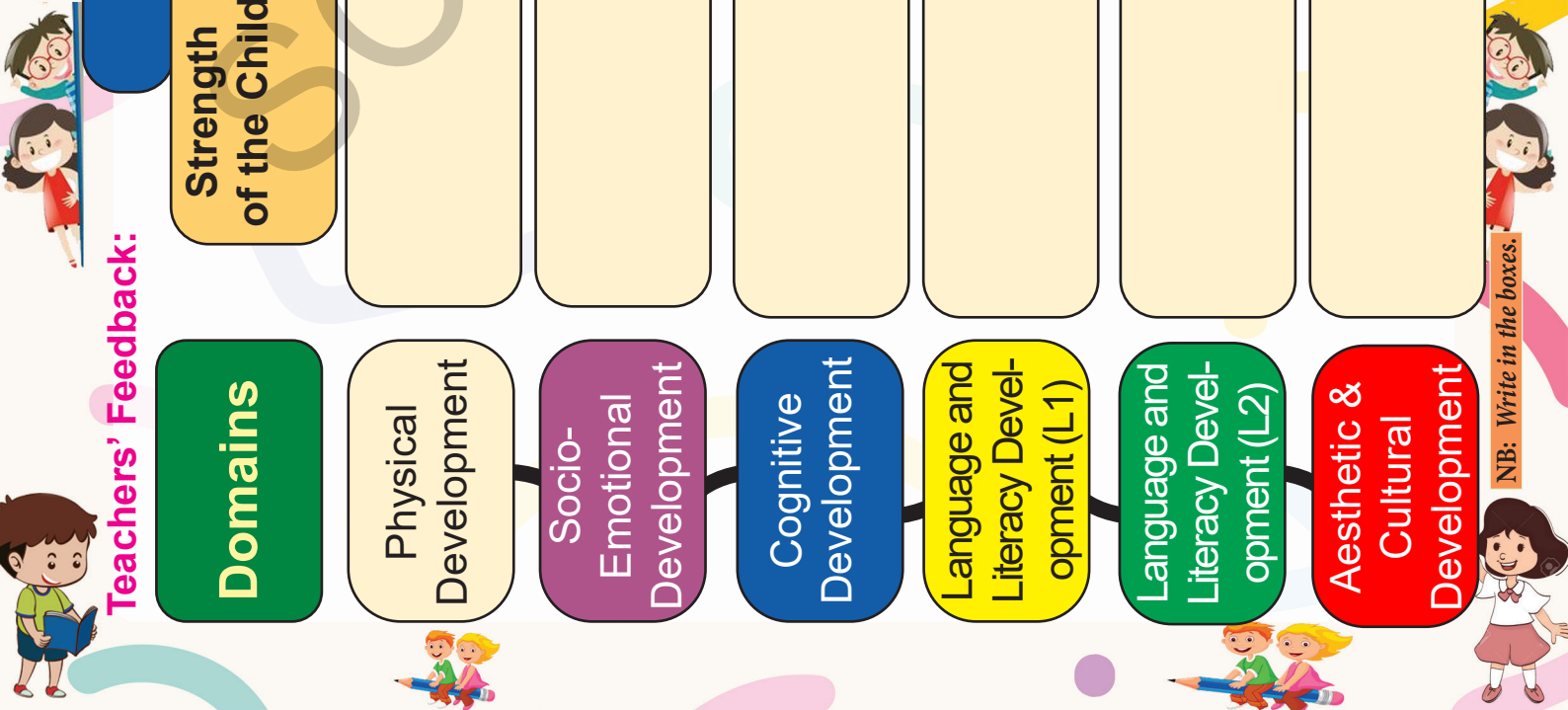
Cognitive Development

Language and Literacy Development (L1)

Language and Literacy Development (L2)

Aesthetic & Cultural Development

NB: Write in the boxes.





**Annexure:**

DOMAIN 3: COGNITIVE DEVELOPMENT	
Curricular Goals	Competency/Competencies
ACTIVITY	



**Description of Proficiency levels:**

1 star	2 star	3 star

DOMAIN 4: LANGUAGE AND LITERACY DEVELOPMENT (L1)	
Curricular Goals	Competency/Competencies
ACTIVITY	

**Description of Proficiency levels:**

1 star	2 star	3 star

NB: Write curricular goals, competencies, activities and description of proficiency levels.

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