

## Holistic Progress Card

by Dr Anju Kauwr Chazot

### Ahimsa in assessment

*Freedom is not worth having if it does not include the freedom to make mistakes.*

*Power is of two kinds. One is obtained by the fear of punishment and the other by acts of love. Power based on love is a thousand times more effective and permanent than the one derived from fear of punishment.*

- Mahatma Gandhi

## Co-Creative Experiential Learning

### Change of paradigm

The learner as an object	→	The Learner as a subject
Judgemental	→	Validating
Single perspective	→	Multiple perspective
Supervisory Power	→	Participatory
Fear	→	Fun, introspection
Normative	→	Celebrating uniqueness
Cutting marks	→	Setting new goals

## Interdisciplinary assessment: Humanities, Design Technology, Arts & Language



**Group work:** Designing jewellery with clay inspired from the Indus Valley and Egyptian civilisations, making a fashion show, wearing the jewellery,

**Individual work:** Writing an individual report justifying choices made.



**Group work:** making their own political party, making posters

**Individual work:** Writing and Presenting their own manifesto

**Whole group** feedback to each learner



Year 2011-2012

## Progress Report

Grade 7

Initiator: Lissa Chazot

Learner: Makalp Patel

Birth date: 09.09.1999



### About this report

In this report, each learner is assessed based on his/her ability to reach a defined outcome.

- **Cognitive competencies** [or objectives] are the competencies specified in the curriculum.
- **Transversal competencies** are skills that are present in all fields of life, professional as well as personal.
- **Generated resources for assessment** are tangible pieces of work done by the children and used in the evaluation.

**Learners are evaluated by self, their peers, parents and initiators (teachers)**

### Diverse tasks

- Quiz – created by children for each other
- Creative writing – Story endings, letters written by a character/personality
- Hypothetical TV shows, radio interviews, podcasts etc
- Posters, graphics, comic strips, brochures
- Making models
- Creating a design solution
- Making a board game, or any game.
- Role plays, presentations

▪ **Extensive, Qualitative Reporting:** in a constructivist framework

▪ **No marks** or external judgement.

▪ **Self-reflection, peer feedback,** parental and **initiator feedback** till grade 11.

▪ **Non-violent** with constructive words – areas of strength, areas that can be further improved, goals for the future.

▪ **Criteria based** with rubrics of achievement levels related to cognitive & transversal competencies

### Self-Evaluation

This year I learnt the importance of working **in a team and co-operation**. I would like to participate in some of the theatre activities in school. I thought that ignoring a person would solve a problem but I realised that **facing the situation by talking to the person would help solve the problem**. Another thing is that Manav and my friends helped me develop **a more positive attitude towards things**. My classmates always motivate me and support me.

### Peer Evaluation

He is informative. When he works he is very **focused** and **hard working**. He comes up with **imaginative ideas**. He **needs to improve** on his habit of distracting the class when it is going on. He **accepts the mistake** that he has made. He is passionate about history. He is confident, clever and mischievous.

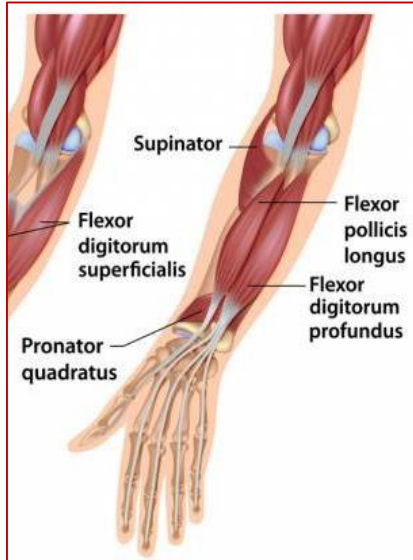
Inter-disciplinary task : Sciences and Physical Education (Sports)

To design, explain and justify a plan to improve your cardiovascular fitness routine.

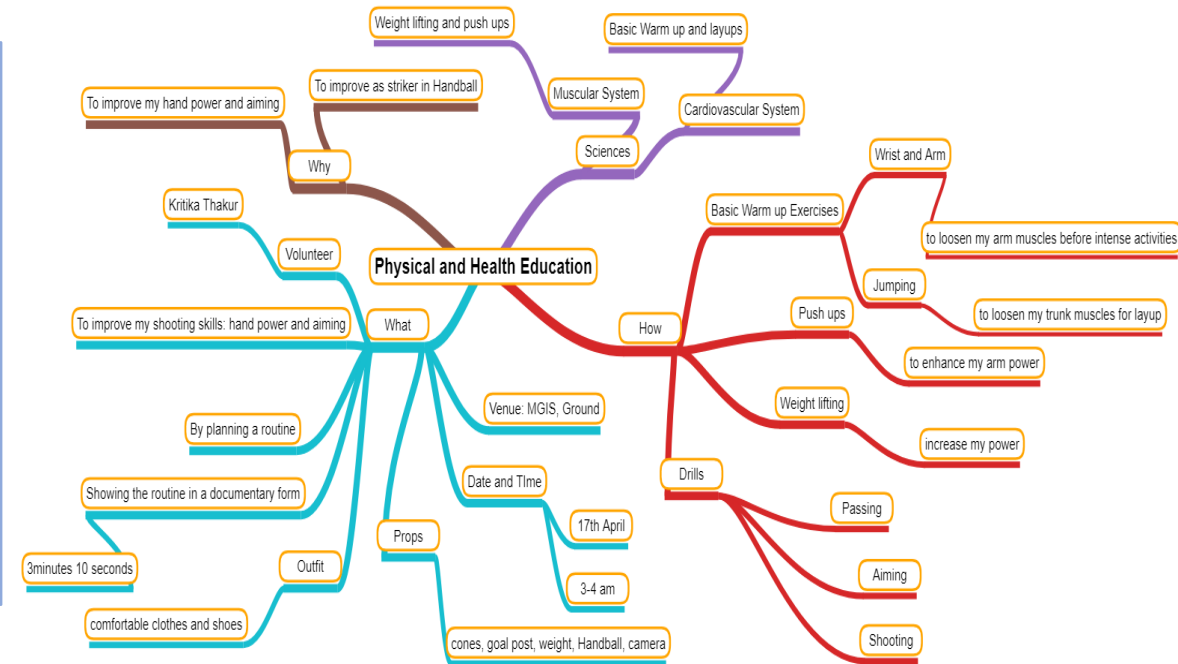
Analyse and evaluate the effectiveness of your specific plan.

(Duration 2 weeks)

Specific tasks are assessed as per criteria that is known and understood by the child.  
Rubrics can be co-constructed with children.



My routine starts with basic warm up exercise, wrist rotation. This is to prevent the formation of lactic acid and therefore prevent craps after the routine. While performing wrist rotation I used my wrist muscles such as Pronator Quadratus and Flexor digitorum profundus. These muscles were loosened so that they are warmed up for intense shooting



### Self-reflection on my Routine

My routine is a simple and exciting routine for everyone who likes striking in Handball. My routine is very much based on how to increase power and aiming. By doing these activities and exercises one will increase their eating capacity and so one must make sure that they are consuming healthy, nutrient food so that their muscles and body parts also coordinate properly during the routine. Each activity in my routine serves a different purpose such as the beginning exercises are for warm up and after that each drill improves either hand power or aiming.

### Peer feedback by Anu (Handball Striker)

The routine has covered the 2 skills, power and aiming very efficiently. The activities are selected keeping in mind the body parts used while striking and they seem to enhance one's performance in striking if one follows this routine. All the components of sticking have been included in this routine and by following this routine one can improve as a striking. This routine is well planned and executed but if there were more drills and in different variety it would have been better.

### Sciences

Criteria : Knowing and understanding

1. Describe scientific knowledge.
2. Apply your knowledge and understanding of the cardiovascular, muscular and respiratory systems and analyse the routine.
3. Analyse information to make scientifically supported judgements.

### Physical Education

Criteria : Applying and performing

1. Demonstrate and apply a range of skills and techniques
2. Demonstrate and apply a range of strategies and movement concepts
3. Analyse and apply information to perform effectively.

### Initiator feedback

She considers knowledge from sciences and PHE consistently throughout the report. She identifies different moves, movements and techniques required for handball to work on and improve for better performance.

She applies the knowledge of circulatory and muscular system to maximize performance showing a capacity to articulate knowledge from both the disciplines for a given purpose of fitness routine.

She explains how changing her life style routine for getting her body systems work accordingly and improve her attacking position as a striker, hand power and aiming skills.

She shows interdisciplinary understanding and grounding the explanations in both research and experience. She demonstrates interdisciplinary understanding through the body system, moves, actions and techniques in handball from page 5 to 13.



Task: **Make a brochure about our trip.**

Think about the whole experience and make **categories to** write about? You can add the **highlights of** the trip, what maybe you didn't enjoy very much, the challenges you faced, etc. Add **illustrations, maps or photographs** to your brochure.

## Criteria co-constructed with children.

### A. DESIGN

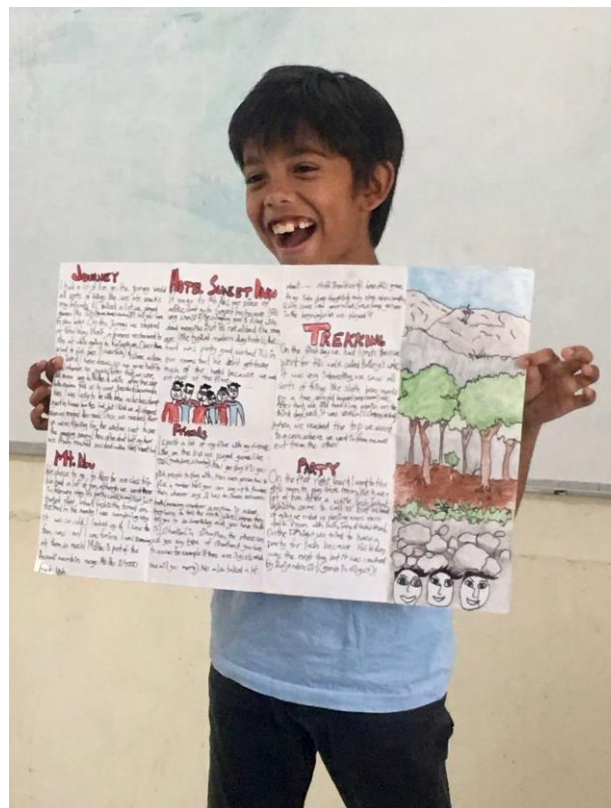
1. Is it attractive and pleasing to the eye?
2. Is there proper spacing given to headings, text, drawings/photographs (breathing space)?
3. Is there consistency in the design?

### B. NEATNESS

1. Is the writing straight?
2. Is the handwriting legible?
3. Is the paper of the brochure smudged or torn?

### C. CONTENT

1. Is it informative?
2. Does it have a personal perspective?
3. Is it organized? Does it make sense?
4. Does it make you want to read more?



All the children presented their brochures to the whole class, one by one.

Students were also asked to give written feedback to three other students in the class.

### Peer feedback

The headings are **well done**. You've coloured them, and outlined them, which makes them **stand out well**. The drawings are **beautiful** – they are all about nature and friends, which is what your trip was all about.

Your handwriting **has improved** a lot, but it **is not in a straight line** in some places, too close together at times and the margins and breathing space haven't been well maintained.

I **really liked** the manner in which you have **expressed yourself** in your writing. It is **detailed, interesting, personal** and also **has your feelings** about certain things. The "Journey" and "Friends" sections were the best. The others **could have used a few more details**.

I think you did **a great job**. Your brochure design is **very unique**.