

Workshop on holistic report cards, competency-based assessment, and meaningful evaluation practices

Participants	Teachers of Foundational and Preparatory Stage
Date	25.06.2026
Timing	09:00 am to 01:00 pm
Venue	RSJMS



Background

The National Curriculum Frameworks (NCF-FS 2022; NCFSE 2023) were developed under the New Education Policy 2020 for the Foundational Stage and School Education, respectively. Among all the changes it introduced, one of the most ambitious is the Holistic Progress Card. It attempts to move beyond numerical scores to reflect a child's academic, social, and personal growth through detailed descriptions of competencies achieved in every domain.

To implement it with all its essence, RSJMS organised a workshop for its teachers across both the Fundamental and Preparatory stages. The focus was to understand the dimensions of the HPC and adapt it to the specific needs of the school and its students.

Opening remarks

The Headmistress, Mrs. Nalini Singh Rajput, welcomed teachers back after the summer holidays. She emphasised the importance of following policy and being innovative and introduced the resource person, Dr. Anviti Singh.



The highlights

The session traced the evolution of assessment practices, the nomenclature, and the journey from traditional report cards, mentioning marks, to CCE, and now to the HPC. The session also focused on the shortcomings of CCE, why it failed, such as the overburdening of teachers and too much paperwork.

Unlike marks that merely indicate rank, the HPC provides a 360-degree view of children's growth across all the domains.



Key takeaways

1. Effective implementation requires contributions from children's self-assessment, peers, and parents.
2. HPC stresses documenting learning trajectories of each child. An operational challenge in classes with 30–35 students, and sometimes as a subject teacher of more than 120 students
3. Activity-based and experiential learning demands the use of observation, observation checklists, and other forms of assessment.
4. Parental orientation is a must to onboard them on the implementation of HPC.
5. It is also essential that the school develops its frameworks of goals, competencies, learning indicators, and descriptors aligned with NCFFS and NCFSE.



Challenges

- Aligning teachers from diverse training backgrounds with a common framework
- Finding strategies to document in detail the progress of the students
- Ensuring consistency in self, peer, and parent assessment practices
- Creating and sustaining systems so that the HPC achieves its intended objectives.



Next Steps

- Making descriptors and embedding assessment in a classroom activity
- Organize orientation programs for parents on the importance of HPC.
- To inform the assessment, create a framework for school.

The workshop underscored that the Holistic Progress Card is a paradigm shift in assessment practices as well as reporting format from marks and grades to qualitative descriptors. To implement it effectively, the school must strive to develop its own frameworks, assessment criteria and competencies, and organise brainstorming sessions with teachers to ensure documenting every child's development across all five domains of development through HPC

