SCHOOL NAME _____	SCHOOL LOGO Insert logo here

Primary HPC Grade 3

TERM 1 AND TERM 2

Editable assessment record for school use. This document contains 124 suggested indicators across eight learning and observation areas, with 62 for each term. Select those taught, record authentic evidence and agree practical next steps.

Student and school details	Entry
Student name	_____
Class and section	Grade 3 / _____
Roll number and admission ID	_____
Academic year	_____
Class teacher name	_____
School address and campus	_____
English or main language provision	_____
Additional language and script	_____
Relevant access or learning support	_____

Attendance record

Reporting period	Working days	Days attended	School remarks
Term 1			
Term 2			

School name, logo, student name, class and roll number must be completed before issue. This is an independent school resource informed by NCERT frameworks, not an official NCERT or PARAKH form.

Teacher guide and recording rubric

Use the card to describe what the learner can demonstrate and the support that helps. Gather evidence through everyday lessons, inquiry, practical work, discussion and projects. The original objective wording below is a school planning bank; it is not a prescribed NCERT term syllabus or a complete textbook mapping.

Map each row to the school's current textbooks, curricular goals and taught units. Move an objective between terms, revisit it with fresh evidence, or replace it where necessary. Retain the taught English, Mathematics, World Around Us and additional-language outcomes. CT is integrated with subject tasks. AI awareness is an optional, teacher-guided extension; formal AI theory and Kaushal Bodh are not prescribed as Primary subjects here. The term split is school-editable.

Code	School recording descriptor
E	Emerging — demonstrates part of the objective with substantial modelling or step-by-step support.
D	Developing — demonstrates with prompts or partial support.
P	Proficient — demonstrates the taught skill independently in a familiar task.
A	Advanced — demonstrates independently and adapts the learning thoughtfully in a suitable new task.
NT	Not taught or not offered — do not infer a learning difficulty from this code.
NO	Not observed — provide another suitable opportunity; this is not a performance judgement.

Three lenses for subject review

Review lens	Evidence to consider
Awareness	Understanding of concepts, methods and relationships; explanations supported by evidence.
Sensitivity	Responsible choices, ethical reasoning, care for people or environment, and respect for perspectives relevant to the task.
Creativity	Generating, testing, improving or communicating an appropriate idea, strategy, interpretation or solution.

Judge each lens from several suitable tasks. A learner can show different levels across lenses and subjects. Do not compute an average of codes or use a single activity to label the learner. Replace this operational rubric with the school's approved rubric if required.

Use accessible oral, practical, written, visual or assistive responses. Record relevant access adjustments without a diagnosis or unnecessary personal details. Additional-language indicators must match the chosen language, script and taught proficiency. Art Education and Physical Education have separate sections. Social and Learning Habits is an observation area across school life.

Dropdowns: choose one evidence type per objective and describe additional evidence in the note or register. Enter the date and a brief account of the learner's response. Use the evidence ID to connect longer notes or portfolio items. In PDF exports these controls become static.

Term 1 Mathematics

Student name _____ Class 3 Section ____ Roll no ____

Teacher _____ Units or chapters _____ Review date _____

Select or adapt taught objectives. Choose a level and an evidence type in Word, then add the date and a brief observation. Codes identify rows in this document.

Local ID	Objective or observable indicator	Level	Evidence and date
MAT1.01	Represent a number below 1000 using hundreds, tens and ones.	Select	Select evidence Date / note _____
MAT1.02	Write a three-digit number from a place-value representation.	Select	Select evidence Date / note _____
MAT1.03	Explain the value of a digit in two different positions.	Select	Select evidence Date / note _____
MAT1.04	Order a set of three-digit numbers and explain one comparison.	Select	Select evidence Date / note _____
MAT1.05	Add three-digit quantities without regrouping in a familiar context.	Select	Select evidence Date / note _____
MAT1.06	Use regrouping to solve an addition within 999.	Select	Select evidence Date / note _____
MAT1.07	Subtract three-digit quantities and explain the subtraction.	Select	Select evidence Date / note _____
MAT1.08	Choose addition or subtraction for a short story problem.	Select	Select evidence Date / note _____
MAT1.09	Show a multiplication fact using equal groups or an array.	Select	Select evidence Date / note _____
MAT1.10	Use facts for 2, 3, 4, 5 and 10 in a practical problem.	Select	Select evidence Date / note _____
MAT1.11	Share counters equally and state the number in each group.	Select	Select evidence Date / note _____
MAT1.12	Use repeated subtraction to find how many equal groups fit.	Select	Select evidence Date / note _____

Teacher additions or adapted objectives _____

Strength demonstrated _____ Next learning step _____

Term 1 CT and AI Foundations

Student name _____ Class 3 Section ____ Roll no ____

Teacher _____ Units or chapters _____ Review date _____

Select or adapt taught objectives. Choose a level and an evidence type in Word, then add the date and a brief observation. Codes identify rows in this document.

Local ID	Objective or observable indicator	Level	Evidence and date
CTAI1.01	Find the rule in a classroom pattern.	Select	Select evidence Date / note _____
CTAI1.02	Sort picture cards by one useful feature.	Select	Select evidence Date / note _____
CTAI1.03	Break a familiar task into small actions.	Select	Select evidence Date / note _____
CTAI1.04	Follow arrows on a simple floor grid.	Select	Select evidence Date / note _____
CTAI1.05	Use two clues to identify an object.	Select	Select evidence Date / note _____
CTAI1.06	Use a picture tally to record a class question.	Select	Select evidence Date / note _____
CTAI1.07	Identify a keyboard, screen or other familiar device part.	Select	Select evidence Date / note _____
CTAI1.08	Ask an adult before sharing a name, photo or message.	Select	Select evidence Date / note _____

Teacher additions or adapted objectives _____

Strength demonstrated _____ Next learning step _____

Term 2 CT and AI Foundations

Student name _____ Class 3 Section ____ Roll no ____

Teacher _____ Units or chapters _____ Review date _____

Select or adapt taught objectives. Choose a level and an evidence type in Word, then add the date and a brief observation. Codes identify rows in this document.

Local ID	Objective or observable indicator	Level	Evidence and date
CTAI2.01	Extend it and explain a missing part.	Select	Select evidence Date / note _____
CTAI2.02	Explain another way to sort the same cards.	Select	Select evidence Date / note _____
CTAI2.03	Put the actions in order and try them.	Select	Select evidence Date / note _____
CTAI2.04	Repair an instruction that reaches the wrong square.	Select	Select evidence Date / note _____
CTAI2.05	Explain why another object does not fit.	Select	Select evidence Date / note _____
CTAI2.06	Read the tally and describe one finding.	Select	Select evidence Date / note _____
CTAI2.07	Create and save a small drawing with adult guidance.	Select	Select evidence Date / note _____
CTAI2.08	Discuss a teacher-shown AI suggestion and check it with an adult.	Select	Select evidence Date / note _____

Teacher additions or adapted objectives _____

Strength demonstrated _____ Next learning step _____