

**CO - SCHOLASTIC AREAS***(Indicators applicable for all groups/category of children with LI/OD)*

| <b>Co-CURRICULAR ACTIVITIES</b>      |  |   |  |  |                        |
|--------------------------------------|--|---|--|--|------------------------|
| <b>GAMES</b>                         |  |   |  |  |                        |
| ASPECTS                              | A+   | A   | B  | C  | D                      |
| Enthusiasm                           | Plays with full intrinsic motivation   | Plays with full intrinsic motivation most of the time.  | Plays with zeal but only games of his choice.                                    | Plays but only when commanded.   | Always gives excuses   |
| Discipline                           | Obeys all class discipline voluntarily and plays by following all rules of the game. | Obeys all class discipline voluntarily most of the time and plays by following all rules of the games | Obeys class discipline on command and follows rules only suited to his advantage | Obeys due to fear of punishment. Follows rules on command with reluctance. | Lacks discipline.      |
| Team spirit                          | Has team spirit and plays for winning  | Has team spirit and plays for winning most of the time  | Puts his effort, individually.   | Shows team harmony on and off.   | Not a team player.     |
| Talent (Strength, stamina and speed) | Outstanding development of skills and displays high performance                      | Excellent development of skills and displays high performance most of the time.                       | Very good skill but performs occasionally.                                       | Averages skill development   | Slow skill development |

| <b>ART/CRAFT</b> |  |   |   |  |  |
|------------------|--|---|---|--|--|
| ASPECTS          | A+   | A   | B   | C  | D  |
| Interest         | Shows great enjoyment and aptitude for drawing and painting- recognizes the value of art.                | Shows great enjoyment and aptitude for drawing and painting- recognizes the value of art most of the time                 | Enjoys drawing and painting. Shows imagination sometime | Prefers to be guided than using his own imagination      | Prefers to reproduce what is seen. Needs repeated instruction.           |
| Creativity       | Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work. | Has original drawing and innovativeness in the work, shows more feeling and expressions in his/her work most of the time. | Good at reproducing. Shows feelings and emotions.       | Can communicate the ideas in terms of effect and appeal. | Lacks creativity and looks for ideas and instructions from the teachers. |
| Skill            | Excellent development of skills and high performance   | Excellent development of skills and high performance most of the time.  | Skills development is good but performs occasionally    | Very slow skill development                              | No skills.   |

| <b>MUSIC/DANCE</b> |  |  |  |   |  |
|--------------------|--|--|--|---|--|
| Interest           | Always very keen to learn and follow given instructions        | Very keen to learn and follow instructions most of the time.           | Needs little drive to learn and start                | Sometimes shows interest                                      | Does not show much interest.             |
| Rhythm             | Child has a good sense of rhythm and keeps pace with the beat. | Child has a good sense of rhythm and sometimes falters in keeping pace | Sometimes loses pace with the beat.                  | Sometimes goes off the beat and cannot make it up.            | Does not have the sense of rhythm.       |
| Melody             | Child has a good sense of tune                                 | Child has a good sense of tune and goes off key occasionally           | Child goes off key, sometimes can come back in tune. | Child has the sense of time but goes off key in higher octave | Child does not have much sense of music. |

| <b>PERSONALITY DEVELOPMENT</b> |  |   |  |   |  |
|--------------------------------|--|---|--|---|--|
| ASPECTS                        | A+   | A   | B  | C   | D  |
| Courteousness                  | Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. Always speaks politely and uses good vocabulary never interrupts in between | Wishes others most of the time says sorry, thank you and excuse me stands up to give respect speaks politely never interrupts in between. | Many times wish others, (says sorry, thank you and excuse me). Sometimes interrupts: in between, speaks politely many times. | Sometimes avoids wishing, (says sorry, thank you and excuse me). Sometimes speaks politely interrupts in between. | Avoids wishing, (say sorry, thank you and excuse me) aggressive and impolite |
| Confidence                     | Always very confident in carrying out various  | Very confident in carrying out various  | Confident in carrying out most of the activities.  | Quite confident but needs to come up with   | Needs to develop confidence.   |

|     |                            |  |   |  |  |  |
|-----|----------------------------|--|---|--|--|--|
|     |                            | activities.  | activities most of the time.  |  | his/her ideas.   |  |
| 101 | Care of belongings         | Always respects the belongings and takes care.   | Takes care of self as well as others property most of the time.   | Most of the times takes care of belongings   | Takes care but does not bother about others.   | Careless about self as well as others property.  |
|     | Neatness                   | Always wears proper and neat uniform. Very careful about personal hygiene  | Wears proper and neat uniform. Sometimes nails/hair/teeth not clean.  | Wears proper and neat uniform most of the time.  | Most of the times in improper uniform often not careful about hygiene  | Often untidily dressed   |
|     | Regularity and punctuality | Very particular about being regular and punctual to school/classroom. Always regular in doing and submitting assignments and projects. | Often particular about being regular and punctual to school/classroom often regular in doing and submitting assignments and projects. | Sometimes particular about being regular and punctual. Sometimes late in submitting assignments. | Sometimes irregular and not punctual to school/classroom. Sometimes late in submitting assignments and projects. | Irregular and sometimes late to school/classroom. Rarely submits assignments projects in time. |

| PERSONALITY DEVELOPMENT      |  |   |   |  |   |
|------------------------------|--|---|---|--|---|
| ASPECTS                      | A+   | A   | B   | C  | D   |
| Initiative                   | Always tries to do things independently. Always ready to participate in oral discussions/extra curricular activities                       | Most of the times tries to do things independently. Often ready to participate in oral discussions/extra curricular activities. | Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities.           | Sometimes tries to do things independently. Sometimes ready to participate in oral discussions/extra curricular activities | Never does things independently. avoids participating in oral discussions/extra curricular activities.              |
| Spirit of service            | Always volunteers to participate in all activities for a social cause. Always ready to help others   | Volunteers to participate in activities for a social cause most of the time. Often ready to help others.                        | Often volunteers to participate in activities for a social cause. Often helps others  | Sometimes volunteers to participate in activities for a social cause. Sometimes helps others.                              | Rarely participates in activities for a social cause. Never bothers to help others.                                 |
| 102 Respect other's property | Always follows rules and regulations. Takes good care of property and consciously makes efforts to keep the environment clean.             | Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.   | Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.            | Sometimes follows rules and regulations. Does bother about others' property. Sometimes his/her surroundings                | Does not follow rules and regulations. Is not sensitive about others' property. Often litters his/her surroundings. |
| Self-control                 | Well disciplined in the classroom/ corridors/ staircase. Never misbehaves or fights in the playground/break. Emotionally a balanced child. | Disciplined in the classroom/corridors/staircase most of the time. Never misbehaves or fights in the playground/break.          | Disciplined in the classroom/corridors/ staircase most of the time. Occasionally misbehaves or fights in the playground/break | Disciplined in the classroom but not in corridors/staircase. Often misbehaves or fights/bullies in the playground/break.   | Indiscipline in the classroom/corridors/ staircase. Mostly misbehaves fights/bullies in the playground/break.       |

#### Important Suggestion:

Specialized curriculum (Plus Curriculum/Adapted Curriculum) is necessary with more functional tasks, leading to independent living and smooth vocational transition. Post curriculum redesigning, accurate CCE indicators may be reframed.

#### Apart from Oral/Written responses, following responses may also be accepted from the students:

7. **Gesture** :- Can respond by pointing with finger , with eye movement, by smiling or making figure in air; on asking what, when, which, who, where question or any question

8. **Visual** :- Picks the right picture, sees the right picture, sees in right direction, see and smile on right content; on asking what, when, which, who, where question and any question.

#### For EVS:

##### Skills to be developed

##### Indicators

- |                         |  |
|-------------------------|--|
| 25. Observation         | Drawing picture, reading, identify picture   |
| 26. Discussion          | Listening and answering with gestures or words   |
| 27. Expression          | Drawing, body movement, appropriate nodding  |
| 28. Classification      | Grasping, contrasting, comparing, matching   |
| 29. Questioning         | Verbal, gesture, pointing  |
| 30. Experimenting       | Improvise, following instructions, completion or ordination  |
| 31. Concern for justice | Sensitive to others' need, environment, hygiene, cleaning etc. fully or partially, if told to do so on her own. and equality |
| 32. Co operation        | Takes responsibility of his/her own behaviour, shares, works together if to do so or on her own.                             |

(Note: these indicators will be applicable to all the topics of EVS in general.)

## VISUAL IMPAIRMENT (BLINDNESS, LOW VISION) DESCRIPTIVE INDICATORS FOR CONTINUOUS AND COMPREHENSIVE EVALUATION FOR VISUALLY IMPAIRED

### CHILDREN

#### (a) Languages (class I and II)

| Testing area/<br>skill/competency   | Sub skills   | A+<br>Outstanding<br>(90%-<br>100%)  | A<br>Excellent<br>(75% - 89%)   | B<br>V. Good<br>(56% - 74%)  | C<br>Good<br>(35% -<br>55%)  | D<br>Average-<br>Scope for<br>improvement<br>(below 35%)   |
|---|--|--|---|--|--|--|
| Languages 1.<br><br>Reading skills<br><br>(Braille or large<br>print<br>with/without<br>magnifiers) | Pronunciation<br>(Loud<br>reading)   | Can read with correct<br>pronunciation<br>and<br>intonation.   | Can read with<br>correct<br>pronounce<br>and intonation<br>most<br>of the time.                                     | Can read and<br>pronounce<br>correctly with<br>the<br>guidance of<br>the<br>teacher.                                   | Cannot read and<br>pronounce<br>words<br>most of the<br>times.                                 | Cannot read<br>and<br>pronounce<br>words at all<br>without the<br>guidance of<br>the<br>teacher. |
|   | Fluency<br>(Braille<br>reading<br>requires<br>more time<br>than<br>print<br>reading) | Can read small<br>sentences<br>fluently<br>with proper<br>speed,<br>expression and<br>pronunciation.   | Can read small<br>sentences<br>fluently<br>with speed but<br>with<br>occasional<br>prompting.                       | Can read small<br>sentences but<br>takes time to<br>read<br>each word,<br>lacks<br>fluency, speed<br>and<br>expression | Cannot read<br>small<br>sentences<br>without<br>guidance<br>or prompting<br>by<br>the teacher. | Fumbles a lot<br>while reading<br>small<br>sentences.<br>Give<br>long pauses<br>while reading.   |
|   | Comprehension  | Can read and<br>understand<br>story/sentences<br>and<br>answer all the<br>questions<br>correctly.<br>Can follow<br>words<br>used for various<br>directions. Can<br>differentiate<br>between<br>various sounds<br>of<br>language. Can<br>enjoy<br>and recite<br>nursery<br>rhymes and<br>songs. | Can answer most<br>of<br>the questions<br>correctly. Can<br>do<br>most of the<br>activities with<br>little<br>help. | Comprehend with<br>some help<br>from<br>the teacher.<br>Takes<br>time to<br>complete<br>work.                          | Cannot<br>comprehend<br>the<br>passages on<br>one's<br>own. Often<br>needs<br>help.            | Cannot<br>comprehend<br>at<br>all. Requires<br>prompt all the<br>time.                           |

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| 2. Writing<br>Skills<br><br>(more time is<br>required for<br>writing<br>Braille) |   | Can write three,<br>four<br>or five sentences<br>on a<br>given topic with<br>accuracy in<br>Braille or<br>in large print.<br>Can<br>use an adjective<br>with<br>a noun. Tries to<br>use<br>new words. | Can write<br>three or<br>four sentences<br>on a<br>given topic<br>correctly in<br>Braille<br>or in large<br>print but<br>cannot use<br>new<br>words on his<br>own. | Can write<br>three or<br>four sentences<br>on<br>a given topic<br>but<br>with<br>prompting<br>and guidance<br>of<br>the teacher. | Unable to<br>write<br>three or four<br>sentences.<br>Can<br>write simple<br>words.<br>Makes<br>errors of<br>reversal<br>of dots,<br>misses<br>dots. Has to<br>be<br>prompted<br>most of<br>the time. | Needs help<br>of<br>the teacher<br>all<br>the time              |
|  | Handwriting<br>(for print<br>users<br>only) | Is neat and legible.<br>All letters and<br>strokes<br>are properly<br>formed.   | Is neat and legible.<br>Occasional<br>inconsistency<br>seen<br>in formation of<br>letters and<br>strokes.  | Is legible but<br>often<br>inconsistent.   | Is neither legible<br>nor<br>consistent.   | Writing is<br>mainly<br>inaccurate<br>and<br>incorrect.         |
|  | Grammar                                     | Can write sentences<br>accurately and<br>uses<br>punctuation<br>marks   | Can write<br>sentences<br>accurately<br>most of<br>the time.<br>Occasionally   | Can write<br>sentences but<br>with<br>grammatical<br>errors  | Can write simple<br>words with<br>some<br>accuracy.<br>Needs<br>help very  | Cannot write<br>at<br>all without<br>the<br>help of<br>teacher. |

|  |          |   |   |   |  |                                   |
|--|----------|---|---|---|--|-----------------------------------|
|  |          | appropriately.  | falters<br>in using<br>punctuation<br>marks.<br>Write<br>sentences<br>with<br>grammatical<br>errors and<br>falters in<br>using<br>punctuation<br>marks. | and falters in<br>using<br>punctuation<br>marks.  | often.   |                                   |
|  | Spelling | Can spell almost all the words from the text correctly. Can apply his phonetic knowledge to spell similar words | Can Spell words from the text correctly with occasional errors.<br><br>Can apply his phonetic knowledge to spell similar sounding words.                | Makes a few mistakes while spelling words. Able to apply his phonetic knowledge sometimes to spell similar words. | Makes some errors in spelling words. Cannot apply his phonetic knowledge to spell words even with prompts. | Makes a lot of spelling mistakes. |

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| 3.Speaking skills  | Conversation with blindness may not initiate conversation on its own. This may be noted while evaluating.) | Is fluent and spontaneous.<br><br>Responds to the situation appropriately and accurately. | Is fluent and spontaneous most of the time. Responds to the familiar situation appropriately but may search for right words occasionally. | Lacks spontaneity, fluency and accuracy. Response time is rather long. Needs prompting most of the time. | Can carry out a dialogue at a very basic level.  | Needs help most of the time.                               |
|                    | Recitation   | Can recite a poem with proper speed, rhythm and expression.                               | May make occasional mistakes in reciting the poem   | Requires occasional prompting .Speed expression and rhythm are not very good.                            | Can recite a poem with prompt most of the time. Lacks appropriate speed and rhythm.            | Can recite very short poems that too with prompt and help. |
| 4.listening skills |  | Follows the verbal directions and classroom discussions appropriately.                    | Occasionally miss verbal instructions and classroom discussions.  | Follows verbal instructions and classroom discussions with the help of guidance                          | Follows the verbal instruction s and classroom discussion s with the help of peer and teacher. | Always need help in getting instructions and discussions.  |

#### B.MATHS(Class I and II)

|         |  |   |  |  |  |  |
|---------|--|---|--|--|--|--|
| Concept | Ability to read and write numbers in Braille, on Taylor frame and Abacus | Can recite numbers up to 100. Can read and write up to 100 on Taylor frame correctly. Understands place value up to hundreds. Can understand ascending and descending order of numbers, can write numbers in expanded form (up to 100).can do | Can recite, read, write numbers on Taylor frame/and abacus up to 100. Understand place value of numbers. May make occasional mistakes however can do regressive counting ,missing numbers and recognize shapes |  | Makes many mistakes in reading and writing numbers even up to 50 on Taylor frame and /abacus. Frequently makes errors in others aspects too. | Can read and write numbers up to 10 with lot of mistakes. Has not learnt the concept of numbers, shapes etc. |
|---------|--|---|--|--|--|--|

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|  |  | missing numbers, | through touch. |  |  |  |
|--|--|------------------|----------------|--|--|--|



|                  |   |  |  |   |   |   |
|------------------|---|--|--|---|---|---|
|                  |   | regressive counting, identification of various shapes etc.   |  |   |   |   |
| Basic operations | Ability to compute simple sums on Taylor frame/and abacus   | Can do operation of numbers as per class level without any difficulty.   | Can do basic operations but speed is slow or falters a little  | Can do operation but makes few mistakes   | Has weak concept. Needs lot of help.  | Has not learnt the concept, functions below class level.                    |
| Tables           | Ability to recite tables. Ability to apply tables for solving multiplication and division problems. | Know table up to 10. Can apply tables for solving sums accurately.   | May make occasional mistakes   | Gets confused with dodge tables, requires help In applying the tables.  | Difficulty in reciting tables. Has problem with multiplication and division sums. | cannot recite and learn tables hence cannot use them in simple calculation. |
|                  | Problem solving   | Compare and contrast between two more forms of objects in terms of shape and size, heavy and light, large and small etc independently. | Recognize, compare & contrast different forms of objects in terms of shapes and size, heavy and light, large and small etc most of the time. | Occasionally makes mistakes while recognising , comparing and contrasting different forms of objects shape and size, heavy and light large and small etc. | Often makes mistakes in problem solving   | Frequently makes mistakes in problem solving. Need assistance all the time  |

**C.EVS ( class I and II)**

|                             |   |   |  |   |  |  |
|-----------------------------|---|---|--|---|--|--|
| 01. Environmental awareness | Ability to observe and identify the objects around by using remaining senses. | Identifies familiar objects through sound, touch, smell, taste and residual vision if any. Recognizes people, animals and objects through sound correctly. Identifies and name food objects | Aware of the surroundings but may identify and name objects with occasional errors | Identifies and name objects with difficulty .Occasionally needs escort to move in their surrounding | Lacks awareness. Identifies and names with prompt. Often needs escort. | Lacks awareness and can identify very few objects without help. Always need attendant to guide , help and support. |
|-----------------------------|---|---|--|---|--|--|

|                |  |  |   |   |  |   |
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|                |  | through taste and smell correctly. Identifies household objects accurately. Identifies and names objects in the classroom and play ground correctly. Can differentiate between rough and smooth surfaces and identify directions of sound. Can follow verbal instructions in moving in classroom/school independently. |   |   |  |   |
| Classification | Ability to categorize ,compare and contrast. | Can identify and classify various concrete objects on the basis of shape, size,  | Can identify and classify objects but makes mistakes occasionally | Identifies and classifies objects with some | Able to identify and classify few common | Cannot identifies and classify objects. |

|                    |   |  |   |  |  |  |
|--------------------|---|--|---|--|--|--|
|                    |   | sound and texture.   |   | difficulty   | objects with Prompts.  |  |
| Discovery of facts | Ability to understand and reason. Ability to discover facts.                        | Can demonstrate an understanding of reasoning and discovery of facts. Can think independently. Can Appreciate the importance of preservation of environment. | Can demonstrate some understanding of discover of facts. Can think independently. Values the importance of environment. | Can give answers of simple questions based on reasoning, understanding and discovery of facts. | Has difficulty in understanding and reasoning. Can attempt to answer simple questions. | Needs prompting and help to discover facts and answer simple question. |
| Activity project   | Ability to narrate environmental events and incidents occurring in the surrounding. | Quite alert and actively explores the environment. exhibits creativity and originality through clay modelling, paper   | Exhibits creativity and originality Occasionally.   | Can do activities like paper folding, clay modelling etc. but lacks                            | Show interest in doing activities but needs help.                                      | Not able to do most of the activities even with the help.              |

|  |  |                                       |  |                             |  |  |
|--|--|---------------------------------------|--|-----------------------------|--|--|
|  | Exhibit creativity and originality using various medium. | folding, poetry writing, singing etc. |  | creativity and originality. |  |  |
|--|--|---------------------------------------|--|-----------------------------|--|--|

While evaluating the following coscholastic areas limitation of loss of sight have to be taken into consideration: COSCHOLASTIC AREAS

| A. ICT (CLASSES I TO II)                                  |  |   |  |  |  |  |  |
|---|--|---|--|--|--|--|--|
| Testing area/skill/ competency                            | Sub skills co-scholastic   | A+  | A  | B  | C  | D  |  |
| Orientation and awareness to computer and its functioning | getting started  | Independently and confidently identify a computer and its peripherals, to switch on/off a computer .Identify computer keyboard and a few basic functions. | Needs some verbal instructions for identification of a computer and its peripherals to switch on /off a computer. Identify keyboard and a few basic functions. | Needs prompt besides verbal instruction for getting started with computers and its peripherals | Often makes mistake while using the computer to switch on /off and using its peripherals | Avoid working with computer and using its peripherals. |  |
| B. ART/CRAFT (CLASS I TO II)                              |  |   |  |  |  |  |  |
|   | A+   | A   | B  | C  | D  |  |  |
| Interest  | Shows great enjoyment and aptitude for paper folding, clay modelling and other activities. | Shows some interest in activities like paper folding, clay modelling etc.   | Enjoys and shows occasional imagination and interest in activities.  | Prefers to be guided than using this own imagination   | Does not show any interest and enjoyment in different art and craft activities.          |  |  |
| Creativity  | show originality and innovativeness in the work. shows more feelings and expressions.      | show originality and innovativeness in the work, with feeling and expressions to  | Good at reproducing. shows feelings and emotions   | Can communicate the ideas in terms of effect and appeal .                                      | Lacks creativity and looks for ideas   |  |  |

|                               |   | some extent.   |   |                               |                              |
|-------------------------------|---|--|---|-------------------------------|------------------------------|
| Skills                        | Excellent development of skills and high performance. | Excellent development of skills and high performance most of the time. | skill development is good but performs occasionally | Very slow skills development. | No skills                    |
| C.MUSIC/DANCE (CLASS I TO II) |   |  |   |                               |                              |
| Interest                      | Always very keen to learn and                         | Mostly keen to learn and   | Needs little drive to lean and start?               | Sometimes shows interest.     | Does not show much interest. |

|   |            |  |  |   |  |  |
|---|------------|--|--|---|--|--|
|   |            | follow given instructions  | follow given instructions.   |   |  |  |
|   | Rhythm     | Child has a good sense of rhythm , beats and maintains pace .                                  | Child has a good sense of rhythm and sometimes falters in keeping pace with the beats.                 | Sometimes loses pace with the beat.   | Sometimes misses beat and cannot make it up                                | Does not have concept of rhythm and beats clearly. |
|   | Melody     | Child has a good sense of tune   | Child has a good sense of tune and goes off key occasionally.  | Child goes off key, sometimes can come back in tune.                              | Child has the sense of time but goes off key in higher octave.             | Child does not have much sense of music.           |
| <b>D. Physical Education (Class I to II)-Activities, games and yoga etc</b> |            |  |  |   |  |  |
|   | Enthusiasm | Play with full intrinsic motivation  | Plays with full intrinsic motivation most of the time.   | Plays with zeal but only game of his choice.                                      | Plays but only when commanded.   | Always gives excuses.                              |
|   | Discipline | Obeys all class discipline voluntarily and plays by following all rules of the game applicable | Obeys all class discipline voluntarily most of the times and plays by following all rules of the game. | Obeys class discipline on command and follows rules only suited to his advantage. | Obeys due to fear of punishment. Follows rules on command with reluctance. | Lacks discipline                                   |

|  |                                |   |   |  |   |  |
|--|--------------------------------|---|---|--|---|--|
|  |                                | for visually impaired children only.  |   |  |   |  |
|  | Team spirit                    | Has team spirit and plays for team.   | Has team spirit and plays for winning most of the time  | Puts his effort, individually.   | Shows team harmony on and off.  | Not a team player.   |
|  | Talent (strength) stomas speed | Only standing development & skills and displays high performance  | Excellent development of skills and displays high performance most of the time.   | Very good skill development but performs occasionally.   | Average skill development.  | Slow skill development.  |
| <b>E. Personality development (classes I &amp; II)</b> |                                |   |   |  |   |  |
|  | Aspects                        | A+  | A   | B  | C   | D  |
|  | Manneristic behaviour          | Does not show any manneristic behaviour like head rocking and movement, eye and nose poking, leg shaking, foot stamping, nail biting, trunk movement etc. | Does not show manneristic behaviour most of the time.   | Shows some manneristic behaviour   | Shows manneristic behaviour frequently.   | Always show manneristic behaviour.                                       |
|  | Courteousness                  | Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. always speaks  | Wishes other most of the time says sorry, thank you and excuse me, stands up to give respect. speaks politely and never | Many times wishes others (says sorry, thank you and excuse me). Sometimes interrupts in between. | Sometimes avoids wishing (says sorry, thank you and excuse me). Sometimes speaks politely, interrupts in between. | Avoids wishing (says sorry, thank you and excuse me). Often Aggressive . |

|  |            |  |  |  |   |                             |
|--|------------|--|--|--|---|-----------------------------|
|  |            | politely and uses good vocabulary, never interrupts in between | interrupts in between.                 |  |   |                             |
|  | Confidence | Always very confident in                                       | Very confident in carrying out various | Confident in carrying out many activities. | Quite confident but needs to come up with | Needs to develop confidence |

|  |                            |  |  |  |   |   |
|--|----------------------------|--|--|--|---|---|
|  |                            | carrying out various activities  | activities most of the time.   |  | his/her ideas.  |   |
|  | Care of belongings and     | Always respects the belongings and takes care  | Takes care of self as well as others property most of the time.  | Several times takes care of belongings   | Takes care but does not bother about others.  | Careless about self as well as others   |
|  | Neatness                   | Always wears proper and neat uniform. Very careful about personal hygiene.   | Most of the times Wears proper and neat uniform and careful about personal hygiene like nails/hair/teeth cleaning etc..                | Frequently wears proper neat uniform and take care of personal hygiene.  | Sometimes wears improper uniform often not careful about hygiene.   | Often untidy dressed.   |
|  | Regularity and punctuality | Very particular about being regular and punctual to school/classroom. Always regular in doing and submitting assignments and projects. | Often particular about being regular and punctual to school/classroom, often regular in doing and submitting assignments and projects. | Sometimes particular about being regular and punctual. Sometimes late in submitting assignments.                 | Sometimes irregular and not punctual to school/classroom. sometimes late in submitting assignments and projects         | Irregular and late in school/classrooms as well as in submitting assignments and projects                 |
|  | Initiative                 | Always tries to do things independently. Always ready to participate in oral discussions/co-curricular activities.                     | Most of the tries to do things independently. Often ready to participate In oral discussions/co-curricular activities.                 | Often tries to do things independently. Often ready to participate in oral discussions/co-curricular activities. | Sometimes tries to do things independently. Sometimes ready to participate in oral discussion/co-curricular activities. | Never does things independently. avoids participating in oral discussions and co – curricular activities. |
|  | Spirit of service          | Always volunteers to participate in all activities for a social cause.   | Most of the time Volunteers to participate in activities for a social cause  | Often volunteers to participate I activities for a social cause.   | Sometime volunteers to participate in activities for a social   | Rarely participates in activities for a social cause.   |

|  |                          |  |  |  |   |  |
|--|--------------------------|--|--|--|---|--|
|  | Respect other's property | Always follows rules and regulations for taking good care of other's property and consciously makes efforts to keep the environment clean. | Most of the time follows rules and regulations for taking good care of other's property and often makes efforts to keep the environment clean. | Often follows rules and regulations for Taking good care of other's property. And makes efforts to keep the environment clean. | Sometimes follows rules and regulations. Does bother about other's property. sometimes litters his/her surroundings.            | Does not follow rules and regulations. Not sensitive for the surroundings.                                       |
|  | Self-control             | Well disciplined in the school (classroom/corridors/staircase etc). Never misbehaves or fights with  | Most of the time Disciplined in the class and in entire school. Never misbehaves or fights with others.  | Sometimes show undisciplined behaviour in the school .Occasionally misbehaves or fights with others.                           | Frequently show undisciplined behaviour in the classroom and school .Often misbehaves or fights/bullies in the playground/break | Mostly undisciplined in the school (classroom/corridors/staircase etc). Mostly misbehaves or fights/bullies with |

|  |  |   |  |  |                 |         |
|--|--|---|--|--|-----------------|---------|
|  |  | others.<br>Emotionally a<br>balanced child. |  |  | with<br>others. | others. |
|--|--|---|--|--|-----------------|---------|

**Descriptive Indicators for continuous and comprehensive evaluation (Scholastic Areas) Classes – III to V**

| Testing area/skill/competencies  | Sub skills       | A+ (Outstanding)   | A (Excellent)  | B (Very Good)  | C (Good)   | D (Average)   |
|--|------------------|--|--|--|--|---|
| <b>a. Languages</b>  |                  |  |  |  |  |   |
| 01. Reading skills (loud reading and silent reading (Braille and large print with/without magnifiers)) | Pronunciation    | Can read short stories/articles/words on ones' own and uses his phonetic skills to pronounce new words | Can read short stories/articles/words on ones' own and uses his phonetic skills to pronounce new words most of the time. | Can often read short stories with varying speed and guidance from the teacher. | Can read short stories/articles/words on one's own with varying speed and guidance from the teacher with difficulty. Often misses words and lines while reading. | Needs prompting and help by the teacher all the time.                       |
|  | Fluency          | Can read simple/complex passages fluently with proper speed, expression and pronunciation.             | Can read simple/complex passages with speed most of the time.  | Can read simple/complex passages but lacks fluency and expression              | Can read simple/complex passages with guidance or prompting most of the time.  | Fumbles a lot while reading even simple sentences. Needs help all the time. |
|  | Comprehension    | Can read and understand text and answer questions correctly.   | Can read and understand text and answer most of the questions correctly.   | Can read and understand text and answer simple questions correctly             | Can read and answer simple questions with the help of teachers.  | Cannot read and answer the questions without the help of teachers.          |
| Writing skills   | Creative writing | Can write short stories and paragraphs with accuracy and originality in sentence construction and use  | Can write short stories and paragraphs on a given topic with a fair degree of accuracy. Displays originality             | Can write short stories and paragraphs but makes errors most of the times.     | Can write short connected descriptive sentences on ones' own with some grammatical and spelling errors.  | Cannot write even short sentences on ones' own. Makes lot of mistakes.      |

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|  |                            |   |   |   |   |   |
|--|----------------------------|---|---|---|---|---|
|  |                            | of vocabulary. Ideas are arranged logically.  | sometimes. Ideas are generally logically arranged.                                      |   |   |   |
|  | Hand writing (large print) | Is neat and legible. All letters and strokes are consistent.                                | Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. | Is legible but sometimes inconsistent with his letters and strokes.                 | Handwriting is not very neat both in letters and strokes.                     | Writing is neither legible nor consistent in letters and strokes.                 |
|  | Grammar                    | Can write grammatically correct sentences.  | Can write grammatically correct sentences most of the time                              | Make some grammatical errors in writing.  | Make many grammatical and spelling errors in writing.                         | Cannot write grammatically correct sentences.                                     |
|  | Spellings                  | Can spell all words correctly. Tries to spell new words.                                    | Can correctly spell all the words most of the time.                                     | Can correctly spell words but sometimes make mistakes.                              | Make a lot of spelling mistakes. E.g. errors of extra dots, missing dots etc. | Cannot spell words properly. Needs help all the time.                             |
|  | Vocabulary                 | Has a rich vocabulary often uses new words and phrases in written and spoken communication. | Has a good range of vocabulary, phrases and uses few new words in communication.        | Has a fair range of new vocabulary uses words sometimes in communication.           | Vocabulary is limited to only those words which have been taught in class.    | Has poor vocabulary. Cannot even use those words which have been taught in class. |
|  | Speaking skills            | Is fluent and spontaneous. Responds to situations   | Is fluent and spontaneous most of the time. Responds to situations                      | Lacks spontaneity, fluency and accuracy sometimes. Response time rather long. Needs | Lack spontaneity, fluency and accuracy.                                       | Needs help most of the time.  |

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|  |  |  |  |                             |  |  |
|--|--|--|--|-----------------------------|--|--|
|  |  | appropriately and accurately. can narrate incidents/anecdote and can participate in a discussion on given topic with ease. | appropriately but fumbles for words occasionally. Can narrate incidents/anecdotes and can participate in a discussion with effort. | prompting most of the time. |  |  |
|--|--|--|--|-----------------------------|--|--|

|                                    |               |  |   |  |  |  |
|------------------------------------|---------------|--|---|--|--|--|
|                                    | Recitation    | Can recite a poem or a story with proper speed, intonation and expression.                                 | Can recite a poem or a story with proper speed, intonation and expression most of the time. Sometimes forget. | Can recite a poem or a story with occasional prompting. Expression is not very strong and effective.                       | Cannot recite an entire poem or a story without prompting. Pronunciation, expression is not appropriate. | Recitation is poor. Lacks expression and needs prompting all the time. |
| Listening Skills                   | Comprehension | Can comprehend oral questions, instructions, stories, poems etc.   | Comprehends oral questions, instructions, stories and poem most of the time.                                  | Has some difficulty in comprehending instructions, stories or poems etc. Needs guidance quite often.                       | Understands simple conversation in familiar situations. Needs simplification most of the time.           | Cannot understand instructions. Need help all the time.                |
| Written Work(Braille, Large print) |               | Work is neat and methodical. Presentation is a source of inspiration for others. Neat and systematic work. | Neat and systematic work but sometimes not up to the mark.  | Sometimes the work is not systematic. Often the work is untidy and the words are shabbily written. Dot mistakes are found. | Writes slowly and even then make many mistakes.  | Writes very slowly and even then make mistakes most of the time.       |

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| b. Mathematics (Classes III to V) |   |  |  |   |   |
|-----------------------------------|---|--|--|---|---|
| Sub skills                        | A+  | A  | B  | C   | D   |
| Concept                           | Understand concept taught in the class. Demonstrate logical thinking in applying the concept wherever required. | Has good understanding of concepts and can explain the concept correctly most of the time. | Has some understanding of the concepts and needs some prompting for explaining these concepts taught in the class. | Lacks clarity in the understanding of the concepts and makes errors in explaining the same. | No conceptual clarity and hence make mistakes in explaining the same. |
| Ability to compute                | Can do operations of numbers and without any difficulty and mistakes.   | Can do operation of number but falters a little.   | Can do operation of number but makes a few mistakes.   | Has weak concept. Does operation of numbers at a slow pace and also makes mistakes.         | Makes lot of mistakes in computation.                                 |
| Problem solving                   | Can correctly apply   | Good at solving  | Can solve problems   | Has weak concepts,  | Very slow in solving  |

|              |  |   |  |  |   |
|--------------|--|---|--|--|---|
|              | the understanding of concepts in solving mathematical problems.        | problems but at times makes careless mistake.                                       | but falters sometimes.   | hence solves problems at a slow pace with mistakes.                                  | problems and many mistakes.   |
| Written work | Can write properly on Taylor frame, Abacus and in Braille/large print. | Can write properly on Taylor frame, Abacus in Braille/large print most of the time. | Can write properly on Taylor frame, Abacus and in Braille/large print but makes some mistakes. | Often makes mistakes in writing on Taylor frame, Abacus and in Braille/ large print. | Cannot write on Taylor frame, Abacus and in Braille/large print correctly at all. |

| c. Environmental studies (classes III to V) |                               |                               |                                       |                                       |                                   |
|---|-------------------------------|-------------------------------|---------------------------------------|---------------------------------------|-----------------------------------|
|   | A+                            | A                             | B                                     | C                                     | D                                 |
| Observation and recording                   | Have a very keen observation, | Have a very keen observation, | Has the ability to observe, but makes | Rarely inquisitive. has difficulty in | Not interested in observation and |

|                                   |   |  |  |   |  |
|-----------------------------------|---|--|--|---|--|
|                                   | inquisitive approach, and records information correctly, carefully and systematically.  | inquisitive and records information correctly, carefully and systematically most of the times.   | mistakes in systematic recording of information.   | observation and recording information.  | recording. Not inquisitive.  |
| Identification and classification | Has the ability to identify and classify the objects.   | Has the ability to identify and classify the objects but makes some mistakes.  | Identifies and classifies objects with some difficulty and makes many mistakes.  | Able to identify and classify objects with prompts and help.  | Makes many mistakes in classifying objects even with prompts and help.                             |
| Discovery of facts                | Excellent ability to understand, grasps, recall, define and reason. Understands and differentiates textual materials with great care. Is able to apply relevant knowledge. Reads and comprehends text, diagram quickly. Has | Good ability to understand, grasps, recall, define and reason. Understands and differentiates textual materials to a large extent. Reads and comprehends text, on the embossed diagram. Has ability to analyse, draw | Can understand, grasps, recall, textual materials. Is able to apply relevant knowledge and tabulate facts. Has ability to analyze, draw inference and apply information with difficulty and hence makes some mistakes. | Can understand grasps, recall, define and reason. Understands the textual material with help from the teachers. Is able to tabulate facts. Makes mistakes in reading and interpreting the | Needs continuous guidance in understanding and finds difficulty in reading and comprehending text. |

|                  |   |   |   |   |   |
|------------------|---|---|---|---|---|
|                  | ability to analyze, draw inference and apply information.   | inference and apply information most of the times.  |   | tactile diagram.  |   |
| Activity         | Voluntarily participates in all the activities and enjoys experiments. Highly appreciable, creative and original in presentation. Is explorative and infers a result after experimenting does extensive reference work. | Participates in most of the activities and performs experiments with interest. Appreciable in presentation. Is explorative and innovative in experimenting; does reference work many times. | Participates in some of the activities and performs experiments. Good presentation with little creativity. Sometimes does reference work. | Participates in very few activities and rarely performs any experiment. Satisfactory presentation; rarely read any reference books.     | Need a lot help to participate in activities or perform experiments. Not interested in extra reading. |
| Group discussion | Actively participates and usually leads all group discussions. Very often makes interesting observations and adds to the points given. Can analyze points critically and generate new ideas.                            | Actively participates. Good relation with other members. Often makes interesting observations. Can analyze some points critically.  | Participates. Sometimes satisfactory relation with other members. Sometimes make interesting observations. Can analyze few points.        | Hesitates in participating in group discussions. Poor relation with other members. Rarely makes observations. Unable to analyze points. | A passive participant. Never makes observations. Unable to analyze points.                            |

**Descriptive Indicators for continuous and comprehensive evaluation(Coscholastic areas)** a. INFORMATION AND COMMUNICATION TECHNOLOGY (CLASS III to V)

|                       |  |  |  |                                    |   |
|-----------------------|--|--|--|------------------------------------|---|
| Attitude and aptitude | Aptitude in handling computer. Uses computer | Very confident Most the time confident in handling | Occasionally show confidence in handling | Rarely shows confident in handling | Hardly takes any interest in operating computer and |
|-----------------------|--|--|--|------------------------------------|---|



|                                  |   |  |  |  |  |   |
|----------------------------------|---|--|--|--|--|---|
| towards<br>computer<br>education | to<br><br>enhance his<br>knowledge on<br>various<br>topics taught in<br>class.<br>uses computer as<br>a<br>tool | computer. Uses<br>computer to<br>enhance<br>his knowledge<br>on<br>various topics<br>taught<br>in class. uses<br>computer as a<br>tool   | computer. Uses<br>computer to<br>enhance<br>his knowledge on<br>various topics<br>taught<br>in class. uses<br>computer<br>as a tool  | computer<br>and use it to<br>enhance<br>his knowledge<br>on<br>various topics<br>taught<br>in class. | its<br><br>handling.   |   |
|                                  | Writing<br>with a<br>computer<br>(initial<br>stages of<br>learning)   | Is acquainted<br>with<br>screen reading<br>software and<br>keyboard. While<br>typing, identify<br>cursor, create,<br>save<br>and open a<br>document<br>make changes in<br>the<br>document with<br>spelling<br>correction<br>too. | Needs assistance<br>occasionally<br>while<br>working with<br>screen<br>reading software<br>to<br>write on<br>computer<br>and identify<br>cursor,<br>create, save and<br>open<br>a document.<br>make<br>changes in the<br>document with<br>spelling<br>correction | Hesitate to write<br>on<br>computer even<br>with<br>using screen<br>reading<br>software.             | Frequently<br>makes<br>mistake while<br>writing on<br>computer<br>even using<br>screen<br>reading<br>software. | Avoid computer<br>typing or<br>writing<br>work.   |
| 119                              | Mobile<br>technology  | Confidently use touch<br>screen, talking<br>software and<br>different<br>useful features of<br>mobile<br>technology in<br>learning.  | Needs some<br>assistance in the<br>same.   | Feel difficulty after<br>getting assistance<br>also.   | Frequently not able<br>to connect<br>him/herself<br>with<br>mobile<br>technology<br>for learning.              | Avoid using mobile<br>technology for<br>learning. |

**b. PHYSICAL EDUCATION (Classes III to V)- Games, Yoga and various activities**

| Aspects     | A+   | A  | B  | C  | D                        |
|-------------|--|--|--|--|--------------------------|
| Enthusiasm  | Plays with full intrinsic<br>motivation  | Plays with full<br>intrinsic<br>motivation<br>most of the time   | Plays with zeal but<br>only games of his<br>choice.  | Plays but only when<br>directed.                                       | Always gives<br>excuses. |
| Discipline  | Obeys all class<br>discipline<br>voluntarily<br>and plays by<br>following<br>the rules of the<br>game as<br>meant for visually<br>impaired students. | Obeys all class<br>discipline<br>voluntarily<br>most of the time<br>and<br>plays by<br>following all<br>rules of the game<br>as<br>meant for VI<br>students. | Obeys class discipline<br>on command and<br>follows rule only<br>suited to his<br>advantage. | Obeys due to fear of<br>punishment.<br>Follows<br>rules on<br>command. | Lacks discipline         |
| Team spirit | Has team spirit and<br>plays for winning.  | Has team spirit and<br>plays for winning<br>most of the time.  | Puts his effort,<br>individually.  | Shows team<br>harmony on and<br>off.                                   | Not a team player.       |

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|  |  |  |  |                               |                            |
|--|--|--|--|-------------------------------|----------------------------|
| Talent<br>(strength<br>stamina and<br>speed) | Outstanding<br>development of<br>skills<br>and displays high<br>performance. | Excellent<br>development<br>of skills and<br>displays<br>high performance<br>most of the time. | Very good skill<br>development but<br>fails<br>to perform<br>occasionally. | Average skill<br>development. | Slow skill<br>development. |
|--|--|--|--|-------------------------------|----------------------------|

**c. Art/Craft (classes III to V)**

| Aspects        | A+   | A   | B  | C  | D   |
|----------------|--|---|--|--|---|
| Interest       | Shows great enjoyment<br>and aptitude for<br>craft<br>activities and<br>appreciates<br>the value of craft. | Shows enjoyment<br>and aptitude for<br>craft<br>activities and<br>appreciates the<br>value<br>of art most of the<br>time. | Enjoys craft activities.<br>Shows<br>imagination<br>sometimes. | Prefers to be<br>guided than<br>using<br>his own<br>imagination. | Prefer to reproduce<br>what is seen.<br>Needs<br>repeated<br>instruction. |
| Creativity and | Excellent development of   | Excellent<br>development of   | Skill development is   | Very slow skill  | No skills at all  |

|       |   |  |                                 |              |  |
|-------|---|--|---------------------------------|--------------|--|
| skill | skills and high performance i.e. clay modelling, paperwork etc. | skills and high performance most of the times. | good but performs occasionally. | development. |  |
|-------|---|--|---------------------------------|--------------|--|

**d. Music and dance (Classes III to V)**

| Aspects    | A+   | A   | B   | C  | D   |
|------------|--|---|---|--|---|
| Interest   | Always very keen to learn and follow given instructions.   | Most of the times keen to learn and follow given instructions.                                      | Needs little help to learn and start.                               | Sometimes shows interest.                                      | Does not show much interest.                                  |
| Rhythm     | Child has a good sense of rhythm and keeps pace with the beats.  | Child has a good sense of rhythm but sometimes falters in keeping pace with the beat.               | Sometimes loses with the beat.                                      | Sometimes goes off the beat and cannot make it up.             | Does not have the sense of rhythm.                            |
| Melody     | Child has good sense of tune.  | Child has good sense of tune and goes off key occasionally.   | Child goes off key, sometimes can come back in tune.                | Child has the sense of time but goes off key in higher octave. | Child does not have much sense of music.                      |
| Instrument | Has a good sense of tune and rhythm and takes keen interest in playing different kinds of instruments. | Most of the time has a good sense of tune and likes to play different kinds of musical instruments. | Goes off key sometimes though has the ability to come back to tune. | Has sense of tune but goes off key in higher octave.           | Does not show much of the interest in playing any instrument. |

Limitations of visual impairment need to be considered while evaluating these areas.

**e. Personality development (classes 3 to 5)**

| Aspects                    | A+  | A  | B  | C   | D  |
|----------------------------|---|--|--|---|--|
| Manneristic behaviour      | Does not show any manneristic behaviour like head rocking and movement, eye and nose pocking, leg shaking, foot stamping, nail biting, trunk movement etc.                        | Does not show manneristic behaviour most of the time.  | Shows some manneristic behaviour   | Shows manneristic behaviour frequently.   | Always show manneristic behaviour.                                       |
| Courteousness              | Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. always speaks politely and uses good vocabulary, never interrupts in between | Wishes other most of the time says sorry, thank you and excuse me, stands up to give respect. speaks politely and never interrupts in between. | Many times wishes others (says sorry, thank you and excuse me). Sometimes interrupts in between. | Sometimes avoids wishing (says sorry, thank you and excuse me). Sometimes speaks politely, interrupts in between. | Avoids wishing (says sorry, thank you and excuse me). Often Aggressive . |
| Confidence                 | Always very confident in carrying out various activities  | Very confident in carrying out various activities most of the time.  | Confident in carrying out many activities.   | Quite confident but needs to come up with his/her ideas.  | Needs to develop confidence  |
| Care of belongings         | Always respects the belongings and takes care   | Takes care of self as well as others property most of the time.  | Several times takes care of belongings   | Takes care but does not bother about others.  | Careless about self as well as others                                    |
| Neatness                   | Always wears proper and neat uniform. Very careful about personal hygiene.  | Most of the times Wears proper and neat uniform and careful about personal hygiene like nails/hair/teeth cleaning etc..                        | Frequently wears proper neat uniform and take care of personal hygiene.                          | Sometimes wears improper uniform often not careful about hygiene.   | Often untidy dressed.  |
| Regularity and punctuality | Very particular about being regular and punctual to school/classroom. Always  | Often particular about being regular and punctual to   | Sometimes particular about being regular and punctual.   | Sometimes irregular and not punctual to   | Irregular and late in school/classrooms                                  |

|                          |  |  |  |   |  |
|--------------------------|--|--|--|---|--|
|                          | regular in doing and submitting assignments and projects.  | school/classroom, often regular in doing and submitting assignments and projects.                                      | Sometimes late in submitting assignments.  | school/classroom. sometimes late in submitting assignments and projects   | as well as in submitting assignments and projects  |
| Initiative               | Always tries to do things independently. Always ready to participate in oral discussions/co-curricular activities. | Most of the tries to do things independently. Often ready to participate In oral discussions/co-curricular activities. | Often tries to do things independently. Often ready to participate in oral discussions/co-curricular activities. | Sometimes tries to do things independently. Sometimes ready to participate in oral discussion/co-curricular activities. | Never does things independently. sssssAvoids participating in oral discussions and co-curricular activities. |
| Spirit of service        | Always volunteers to participate in all activities for a social cause.   | Most of the time Volunteers to participate in activities for a social cause  | Often volunteers to participate in activities for a social cause.  | Sometime volunteers to participate in activities for a social   | Rarely participates in activities for a social cause.  |
| Respect other's property | Always follows rules and regulations for taking good   | Most of the time follows rules and regulations for taking  | Often follows rules and regulations for Taking good care of  | Sometimes follows rules and   | Does not follow rules and  |

|              |   |   |  |  |   |
|--------------|---|---|--|--|---|
|              | care of other's property and consciously makes efforts to keep the environment clean.   | good care of other's property and often makes efforts to keep the environment clean.                    | other's property. And makes efforts to keep the environment clean.                                   | regulations. Does bother about other's property. sometimes litters his/her surroundings.   | regulations. Not sensitive for the surroundings.  |
| Self-control | Well disciplined in the school (classroom/corridors/staircase etc). Never misbehaves or fights with others. Emotionally a balanced child. | Most of the time Disciplined in the class and in entire school. Never misbehaves or fights with others. | Sometimes show undisciplined behaviour in the school. Occasionally misbehaves or fights with others. | Frequently show undisciplined behaviour in the classroom and school. Often misbehaves or fights/bullies in the playground/break with others. | Mostly undisciplined in the school (classroom/corridor/s/staircase etc). Mostly misbehaves or fights/bullies with others. |

#### DESCRIPTIVE INDICATORS FOR CHILDREN with ASD

A child with autism spectrum disorder appear like any other child of his/her age but may not have difficulty in understand social behaviours, may require lot of assistance in interacting with peers, teachers and others in the society. This child is mostly at par with peers as far as cognitive functioning is concerned hence can take part in almost all the teaching learning activities taking place in the classroom, none the less help is required in phase taking their social interaction, developing habits of sitting in the classroom and, conforming to the group and teacher. Since the child faces difficulty in understanding and participating in discussions and communication it is advised that

- Classroom interactions should be kept as simple and clear as possible with minimum slang and jargon
  - Children with ASD can be categories as auditory learners (learn better through hearing), visual learners (better through vision), or tactile learners (learning by touching and doing). Many children on the spectrum have auditory processing problems, so they are often visual learners; processing information better through written words and pictures. For these children verbal information can get jumbled up and lost before it is stored in memory. Verbal information is too fleeting, where as visual information is more constant. However, some children have visual processing difficulties or visual learning disorders, and receive information better orally. They do better "hearing" the information. There is also on third category of, some children who learn best by touching and manipulating, and need to physically explore what they are learning. (In a classroom process, identification and catering to the ASD child's primary learning style is very important.)
  - The instructions should be repeated using the same word structure say for example "Rohit keep mathematics notebook on the desk" if this instruction needs repetition than exactly same sentence should be repeated. Any deviation in this may not be understood by the child. Another option would be to prepare instruction cards and showing to the child as and when needed. This communication/instruction cards contain lots of visual and pictures and can be used for the entire class to make the learning process more effective for all children.

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- If the text says red house is smaller than the green house accompanying pictures would be of great help to the child
- Allowing the child to "pace" the amount and speed at which they learn. This respects their processing speed. Children on the spectrum have delayed processing problems. They takes added time to process the information and then formulate and execute a response. Pushing them faster in classroom, can lead to the breakdown of this processing and interrupt their understanding and performance. It is needed to let their brains dictate the amount of time it takes for them to complete their work. Often it is "half as much work in twice as much time." Forcing the child to go fast and doing so will only creates more anxiety, which will inhibit his performance.
- Before initiating assessment for child with autism (CWA) teachers should keep in mind the individual goals both short term as well as long term determined beforehand especially for the child. These goals may be developed in collaboration with special teacher and parents. During the assessment teacher should try to assess the progress towards these goals instead of trying to compare the performance with other children in the class. This applies equally to both the scholastic as well as co scholastic areas. Before starting the process of assessment.
  - prepare the student for the change of routine involved in sitting exams Use a separate room with its own invigilator Provide extra time to complete assessments
  - Print exam paper on plain paper in a single colour
  - Use literal language in question papers or provide a support worker to clarify the language of an exam paper
  - Use lots of visual cues and verbal prompts. Provide Visual reminders of the rules and procedures

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| EVS |   | Class I and II  |   | SCHOLASTIC AREAS                           |  |  |
|-----|---|---|---|--|--|--|
|     | SUB SKILLS  | A   | B   | C  | D  | E  |
| EVS | Environment   | The identification may be done by actually touching   | The identification may be done by actually touching or visit, or gestures or verbal, with the help of teacher | Can always do with assistance from teacher | Can sometimes do with assistance from teacher          | Needs more practice                                |
|     | Sensitivity   | Identifies <i>objects</i> like trees, chair, blackboard, <i>people</i> like ayah, particular peer/friend, <i>places</i> like principal's room, medical room, playground, library, washroom, water source etc. ( identifying things, person, objects and relating them with the self ) |   |  |  |  |
|     | Activity Project  | Can observe and report either pictorially or verbally or through craft etc  | Always do with help from teacher  | Sometimes do with help from teacher        | Can do with lot of encouragement and help from teacher | Lack of awareness. Preoccupied with own interests. |
|     | Involves assessment on skills like observation and reporting, expression, explanation, classification, questioning, analysis, |   |   |  |  |  |



|     |   |   |   |                    |                         |                        |
|-----|---|---|---|--------------------|-------------------------|------------------------|
| 126 | ( role playing and taking turn)<br><br>Sits in the group setting, imitates the activities being done by peers, feels part of the group. | and waits for turns, plays role active in the group | and waits for turns, plays active role in the group, may need cues for turn | in group with help | role in group with help | part in-group activity |
|-----|---|---|---|--------------------|-------------------------|------------------------|

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**MATHEMATICS** - Most difficult aspects of math for child with autism is "language of math" (words describing mathematical concepts math skills are taught through language. For a child with autism with weak language skills, the verbal explanations of math concepts are difficult to understand. So only concrete manipulative and visual structures allow the child to understand the math concept.

|  | SUB SKILLS   | A  | B  | C                           | D                           | E  |
|--|--|--|--|-----------------------------|-----------------------------|--|
|  | <b>Pre number</b><br><br><b>Concepts</b><br>Example more, less, big, small, near far etc.<br>compare groups of objects - which are the SAME? Which group has MORE? LESS? (child with autism may cognitively understand the group comparisons, but may be unable to label them - or child may use the words, but not flexibly understand the concepts they represent) | Can independently identify either through gestures or verbally | Can identify with some assistance from the teacher | Sometimes identify with cue | Rarely identifies with cues | Cannot identify with assistance/<br><br>Need more practice |

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|  |   |  |   |  |   |                                 |
|--|---|--|---|--|---|---------------------------------|
| Numbers can be taught through play way method. Situations must be provided for concepts to be taught, together with the Correct vocabulary, in a wide range of structured contexts | Identification of numbers<br>Aware of numbers till 100                              | Can independently match pictures with numbers till hundred either verbally or via gestures | Can match pictures with numbers till hundred either verbally or via gestures with the help of teacher | Can always match pictures with numbers till hundred either verbally or via gestures with the help of teacher | Can sometimes match pictures with numbers till hundred either verbally or via gestures with the help of teacher | Need more practice for the same |
|  | Can Identify greater and less ( may be further divided into up to ten and upto 100) | Can identify   | Can identify with the help of aid of concrete objects or visual cues                                  | Can always identify with the help of aid of concrete objects or visual cues                                  | Needs help of teacher to identify   | Need more practice              |

|  |   |   |   |  |  |                    |
|--|---|---|---|--|--|--------------------|
|  | Can identify numbers<br><br>by number names | Can independently do the task in either direction that is either by | Can do the task in either direction that is either by matching number | Can always do the task in either direction that is either by | Can sometimes do the task in either direction that is either by matching | Need more practice |
|--|---|---|---|--|--|--------------------|