Co-CURRICULAR		cators applicable for all groups/categor	y of children with ELOD)		
GAMES	<u> </u>		·		
ASPECTS	A+	A	В	С	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.	Nota 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 development but performs occasionally.	Averages kill development	Slow skill development

ART/CRAFT					
ASPECTS	A+	A	В	C	D
Interest	Shows great enjoyment	Shows great enjoyment	Enjoys drawing and	Prefers to be	Prefers to reproduce what
	and aptitude for	and aptitude for drawing	painting. Shows	guided than using	is seen. Needs repeated
	drawing and painting-	and painting- recognizes the value of art	imagination sometime	his own	instruction.
	recognizes the value of	most of		imagination	
	art.	time			
Creativity	Has original drawing	Has original drawing and	Good at reproducing.	Can communicate	
	and innovativeness in	innovativeness in the work, shows	Shows feelings and	the ideas in terms of	for ideas and instructions
	the work. Shows more	more feeling and	emotions.	effect and appeal.	from the teachers.
	feeling and expressions	expressions in his/her work			
	in his/her work.	most of			
		the time.			
Skill	Excellent development of skills and high	Excellent development of skills and high performance most of the	Skills development is good but performs occasionally	Very slow skill development	No skills.
	performance	time.	occasionany		
MUSIC/DAN	ICE				
Interest	Always very keen to	Very keen to learn and follow instructions	Needs little drive to	Sometimes hows	Does not show much
	learn and follow given	most	learn and start	interest	interest.
	instructions	of the time.			
Rhythm	Child has a good sense of rhythm and keeps	Child has a good sense of rhythm and	Sometimes loses pace with the beat.	Sometimes goes off the beat and cannot make	Does not have the sense of rhythm.
	pace with the beat.	sometimes falters in keeping pace		it up.	
Melody	Child has a good	Child has a good sense	Child goes off key,	Child has the sense of	Child does not have much
	sense of tune	of tune and goes off key occasionally	sometimes can come back in tune.	time but goes off key in higher octave	sense of music.

PE	CRSONALITYDEVELOPMENT				
ASPECTS	A+	A	В	C	D
Courteousness	Very careful about wishing, saying sorry, thank you and excuse me. Always stands upto 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 upto 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.	excuse me) aggressive and impolit
Confidence	Always very confident in carrying out various	Very confident in carrying out various	Confident in carrying out most of the activities.	Quite confident bu needs to come up with	Needs to develop confidence.

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

PERSONA	LITY DEVELOPMENT				
ASPECTS	A+	A	В	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.
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 litters 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/stair case 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 play ground/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:

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Skills to be developed 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

Questioning Verbal, gesture, pointing

Improvising, following instructions, completion or

30. Experimenting ordination

Sensitive to others' need, environment, about hygiene,

31. Concern for justice cleaning etc. fully or partially, if told to do so on her own. equality

Takes responsibility of his/her own behaviour,

shares, Co operation works together if to do so or on her own.

(Note: these indicators will be applicable to all the topics of EVS in general.) 103

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

CHILDREN

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

2 Walting		Committee dance	Can write	Can write	Unable to	NI J - I I-
2. Writing Skills		Can write three, four	three or	three or	write	Needs help of
Skills					write	
		or five sentences	four sentences	four sentences	a c	the teacher
(more time is		on a	on a	on	three or four	all
				a given topic	sentences.	
required for		given topic with	given topic	but	Can	the time
writing		accuracy in	correctly in	with		
Braille)		Braille or	Braille	prompting	write simple	
		in large print.	or in large	and guidance	words.	
		Can	print but	of	Makes	
		use an adjective	cannot use		errors of	
		with	new	the teacher.	reversal	
		a noun. Tries to	words on his		of dots,	
		use	own.		misses	
					dots. Has to	
		new words.			be	
					prompted	
					most of	
					the time.	
	** * **			Is legible but		****
	Handwriting	Is neat and legible.	Is neat and legible.	often	Is neither legible	Writing is
	(for print	All letters and	0 : 1		nor	
	users	strokes	Occasional	inconsistent.	consistent.	mainly
		are properly	inconsistency			inaccurate
	only)	formed.	seen			and
			in formation of			incorrect.
			letters and			
			strokes.			
	Grammar	Can write sentences	Can write sentences	Can write	Can write simple	Cannot write
	Grammat		accurately	sentences but	words with	all without
		accurately and uses	most of	with	words with	the
			111051 01			
		punctuation marks	the time.	grammatical errors	accuracy. Needs	help of teacher.
		marks		CITOIS		icaciici.
			Occasionally		help very	

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ı	1					1
		appropriately.	falters	and falters in using	often.	
			in using	punctuation		
			punctuation marks.	marks.		
			Write	THE TOTAL PROPERTY OF THE PARTY		
			sentences			
			with grammatical			
			errors and			
			falters in			
			using punctuation			
			marks.			
	Spelling	Can spell almost all	Can Spell words	Makes a few	Makes some	Makes a lot of
		the words from the	from the text	mistakes while	errors in spelling	spelling
		text correctly.		spelling	words.	
		Can	correctly with	words.	Cannot	mistakes.
		apply his phonetic	occasional errors.	Able to apply his	apply his	
		knowledge to	Comment No	at a section	of consta	
		spell similar words	Can apply his phonetic	phonetic knowledge	phonetic knowledge to	
		siiiiiai words	knowledge to	sometimes to	spell words	
			spell	spell	even	
			similar sounding	similar words.	with prompts.	
			words.		1	
					<u>.                                    </u>	
3.Speaking skills	Conversation	Is fluent and	Is fluent and	Lacks spontaneity,	Can carry out	Needs help
	(students	15 maint und	spontaneous	-pontanony,	dialogue at a	. reeds neip
	with	spontaneous.	most	fluency and	very	most of the
	blindness may	Responds to the	of the time.	accuracy.	basic level.	time.
			Responds to	Response		
	not initiate	situation	the	time is		
	conversation on	appropriately and	familiar situation	rather long. Needs		
			appropriately	prompting		
	its own. This may be noted		but may search for	most of the time.		
	while		right words	the time.		
	evaluating.)		occasionally.			
	Recitation	Can recite a poem	May make	Requires	Can recite a	Can recite very
		with proper speed,	occasional mistakes	occasional	poem with	short poems
		speed,	mstakes	prompting	prompt most	that too
		rhythm and	in reciting the	.Speed	of	with
		expression.	poem	expression and	the time. Lacks	prompt and
		1		rhythm are	appropriate	
				not	speed	help.
4.15-45		Pallama da anakal	Ozorionallo mica	very good.  Follows verbal	and rhythm.	Almond
4.listening skills		Follows the verbal	Occasionally miss verbal	instructions	verbal	Always need help in
		directions and	instructions	and	instruction	getting
		classroom	and classroom	classroom	s and classroom	instructions and
		Classiconi	and classroom	discussions	discussion s	und
		discussions	discussions.	with	with	discussions.
		appropriately.		the help of	the help of peer	
		12		guidance	and teacher.	
B.MATHS(C	Class I and II)	ı	ı	1	1	-1
		Can recite numbers	Can recite,			
Concept	Ability to read	up	read,		Makes many	Can read and
	and write	to 100. Can read and	d write numbers on		mistakes in	write numbers up
		write up to 100	Taylor		reading	to 10 with lot
	numbers in	on Toylor frame	frame/and		and	of
	Braille, on Taylor	Taylor frame correctly.	abacus up to 100.	,	writing	mistakes. Has
		Understands	Understand		numbers	. •
	frame and	place value up to	place value of		even up to 50	not learnt the
	Abacus	hundreds.	numbers.		on up to 50	concept of
			May make		Taylor	numbers,
		Can understand	occasional mistakes		frame and	shapes
		ascending and	however can		/abacus.	etc.
		descending orde			P	
		of	regressive		Frequently makes	
		numbers can	counting			
		numbers, can write	counting ,missing		errors	
		write numbers in	missing, numbers		errors	
		write	,missing			

missing numbers, through touch.

107	Basic operations  Tables	Ability to compute simple sums on Taylor frame/and abacus  Ability to recite tables. Ability to apply tables for solving multiplication and division problems.  Problem solving	regressive counting, identification of various shapes etc.  Can do operation of numbers as per class level without any difficulty.  Know table up to 10. Can apply tables for solving sums accurately.  Compare and contrast between two more forms of objects in		Can do operation but makes few mistakes  Gets confused with dodge tables, requires help In applying the tables.  Occasionally makes mistakes while	Has weak concept. Needs lot of help. Difficulty in reciting tables. Has problem with multiplication and division sums. Often makes mistakes in problem	Has not learnt the concept, functions below class level. cannot recite and learn tables hence cannot use them in simple calculation.  Frequently makes mistakes in problem
			terms of shape and size, heavy and light,	terms of shapes and size, heavy and	recognising,	solving	solving. Need assistance all
			large	light, large and small	comparing and		the
			and small etc independently.	most of the time.	contrasting different forms of objects		time
					shape and size, heavy		
					and light large and small etc.		
	C.EVS ( class 01. Environment	s I and II) Ability to	Identifies familiar	Aware of the	Identifies and	Lacks	Lacks awareness
	al awareness	observe and	objects through sound,	surroundings but may	name objects	awareness.	and can identify
		identify the	touch, smell, taste	identify and name	with	Identifies and	very few objects
		objects around by	residual vision if any.	objects with occasional	difficulty	names with	without help.
		using remaining	Recognizes people,	errors	.Occasionally	prompt. Often	Always need
		senses.	animals and objects	******	needs escort	needs escort.	attendant to
		outses.	through sound		to move in	needs escora	guide, help
			correctly. Identifies and		their		support.
			name food objects		surrounding		опрроти
			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	Can identify and	Can identify and classify objects	Identifies and	Able to	Cannot Identifies
		categorize	classify various concrete objects	but	classifies	identify and	and classify
		,compare and	on the basis of shape,	makes mistakes	objects with	classify few	objects.
108		contrast.	size,	occasionally	some	common	

			sound	and texture.			difficulty	objects with Prompts.		
ı	Discovery of	Ability to	Can dem	onstrate an	Can demonstra	te some	Can give	Has difficulty	Needs prompting	
	facts	understand and	unders	tanding of	understandi	-	answers of	in	and help to	
		reason. Ability to		ing and	discover of Can	facts.	simple	understanding	discover facts	
		discover fact	s. Can	ery of facts.	think independently.		questions	and	and answer	
			think independe	ntly. ppreciate	Values the importance		based on	reasoning.	simple question.	
			the		of environm	nent.	reasoning,	Can attempt		
				ance of			understanding	to answer		
			enviro	vation of			and discovery of facts.	simple questions.		
					2000				27 . 11 . 1	_
	Activity project	Ability to narrate environmenta		rt and actively	Exhibits creative originality	rity and	Can do activities like	Show interest in doing	Not able to do most of the	
		cii / ii oiii ii oii	enviro		ongmany		uouvines inte	iii doilig	activities	
		events and	exhibits		Occasionall	y.	paper folding,	activities but	even with the	
		incidents	creativ	ity and			clay	needs help.	help.	
		occurring in the	origina clay	lity through			modelling			
		surrounding.		ling, paper			etc. but lacks			
		Exhibit creativity	folding writing,	, poetry			creativity and			
		and		-4-			originality.			
		originality using various	singing	etc.			originanty.			
		medium.								
	While evaluat	ing the following	coscholastic	areas limitat	ion of loss of sig	ht have	to be taken into con	sideration: COSCI	HOLASTIC ARI	EAS
					A. ICT (CI	LASS	ES I TO II)			
	Testing area/skill/	Sub s	kills co-	A+		A		В	C	D
	competen	cy sch	olastic							
	Orientation a	_	g started	Independ	dently and	Ne	eds some	Needs	Often makes	Avoid working
	awareness computer	s to		confid	lently identify a	ve	erbal	prompt	mistake	with computer
	and its fur	nctioning		compu	iter and its	in	structions for	besides	while using	and using its
				periph	erals, to switch	id	entification of a	verbal	the computer	peripherals.
				on/off	a computer	co	omputer and its	instruction	to switch on	
				.Identi	ify computer	pe	eripherals to	for getting	/off and using	
					ard and a few		vitch on /off a	started with	its	
				basic t	functions.	cc	omputer.	computers	peripherals	
						Id	lentify keyboard	and its		
							nd a few basic	peripherals		
						fu	inctions.			
1	B. ART/C	CRAFT (CLASS	I TO							

				and a few basic functions.	peripherals		
B. ART/C	RAFT (CLASS I TO						
	A+	A	В	С	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 occasion imagination a interest in activities.		this own	oes not show any intenjoyment in diffectivities.	
Creativity	show originality and innovativeness in the work. shows more feelings and expressions.	show originality and innovativenes s in the work, with feeling and expressions to	Good at reproducing. shows feeling and emotions	Can commun the ideas in s of effect an	n terms	acks creativity and to	oks for ideas

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

l	1	ı .			ı		1			
	follow given	follow given								
DL d	instructions	instructions. Child has a					es misses	D.	1	
Rhythm	Child has a good sense of rhythm ,	good sense		oses pace			d cannot	beats clearly.		concept of rhyt
	beatsand maintains	rhythm and	tŀ	ne beat.	up	nake it	İ			
	pace.	sometimes								
		falters in								
		keeping pace								
		with the beats.								
Melody	Child has a good	Child has a	Ch	ild goes off	С	hild has	the sense	Child	does no	t have much sen
	sense of tune	good sense of	k	ey, sometimes	(	of time but goes off		mus	ic.	
		tune and		an come back		-				
		goes off key	in to	ine.		cey in loctave.				
		occasionally.			Ì	, , , , , , , , , , , , , , , , , , , ,				
D. Physica	l Education (Class	I to II)-Activities	, gam	es and yoga						
Enthusiasm	Play with full	Plays with full		Plays with			Plays but onl			Always give
	intrinsic motivation	intrinsic motivation mo	st of	game of	ms ch	oice.	commande	ou.		
		the time.								
Discipline	Obeys all class	Obeys all class		Obeys class						Lacks discip
	discipline voluntarily ad	discipline voluntarily me	net of	on comm			punishmer rules on co			
	plays by	voidinarily in	556 01	suited to		,,,,,,	ruics on ex	Jiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii		
	following	the times and by following	plays	advantage.			reluctance			
	all rules of the									
	game applicable	rules of the ga	me.							
	for visually									
	impaired									
	children only.									
Team sprit	Has team spirit	Has team spirit and		Puts his effort,		C1	nows team harmony	, No	rt a taon	n player.
ream sprit	rias team spirit	plays for		ruis ilis citori,		31	iows team narmony	, No	n a tean	ii piayei.
	and plays for	winning most of the		individually.		01	n and off.			
	team.	time								
Talent	Only standing	Excellent		Very good skill		Av	erage skill	SI	ow skil	l development.
(strength)	development &	development of		development	but	de	evelopment.			
stomas	skills and	skills and		performs						
speed	displays high	displays high	occ	asionally.						
	performance	performance								
		most of the time.								
E. Persona (classes	lity development	I & II)	-1							
Aspects	A+	A		В		(	3	1	D	
Mann eristic	Does not show	Does not show	ma	Shows some inneristic			Shows manneristic		Alway	s show
	any						behaviour		mann	eristic
behaviour	manneristic	manneristic behaviour		behaviour		frec	quently.	beh	aviou	r.
	behaviour like									
	head rocking and	the time.								
	movement,									
	eye and nose									
	pocking,									
	leg shaking, foot									
	stamping, nail									
	biting, trunk									
	movement etc.									
Courteousness	Very careful about	Wishes other mos	t	Many times wish	nes	:	Sometimes avoids		Avoids	wishing (says
	wishing,	of the time says	th	others (says s	sorry,		wishing (says	and		thank you
	saying sorry, thank	says sorry, thank	lin:	you and excu	ise	sori	thank you and	and		
	you	you	m			exc			excus	e me). Often
	and excuse	and excuse								

and excuse me,

stands up to give

respect. speaks

politely and never

and excuse

Always stands up

to give respect.

Sometimes interrupts in

between.

me). Sometimes speaks

between.

politely, interrupts

Aggressive .

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

	carrying out	activities most of		his/her ideas.	
	various activities	the time.			
Care of	Always respects	Takes care of self as	Several times takes care	Takes care but does not	Careless about self as
Care or	the belongings	rakes care or seri as	Several times takes care	bother about	Carciess about sen as
belongings		well as others	of belongings	others.	well as others
		property most of			
	takes care	the			
		time.			
Neatness	Always wears	Most of the times	Frequently wears proper	Sometimes wears	Often untidy dressed.
			neat uniform and	improper uniform	
	proper and neat	Wears proper and	take	often	
			care of personal		
	uniform. Very	neat uniform and	hygiene.	not careful about	
	careful about	careful about		hygiene.	
	personal hygiene.	personal hygiene			
		like nails/hair/teeth			
		cleaning etc			
D 1 1		cicannig cic			
Regularity and	Very particular	Often particular	Sometimes particular	Sometimes irregular and	Irregular and late in
		about being	about being regular		
punctuality	about being	regular	and	not punctual to	school/classroomsas
			punctual.		well as in
	regular and	and punctual to	Sometimes	school/classroom.	submitting
	punctual to	school/classroom,	late in submitting	sometimes late in	assignments and
	school/classroom.	often regular in	assignments.	submitting assignments	projects
	Always regular in	doing and	assignments.	and projects	projects
	doing and	submitting		and projects	
	submitting	assignments and			
	assignments and	projects.			
	projects.	projects.			
* 1.1		** ***	00 11 1 11		N 1 11
Initiative	Always tries to do	Most of the tries to	Often tries to do things	Sometimes tries to do	Never does things
	things	do things	independently. Often	things independently.	independently. avoids
	80		ready to participate		
	independently.	independently.	in	Sometimes ready to	participating in oral
	Always ready to	Often ready to	oral discussions/co-	participate in oral	discussions and co -
				discussion/co-	
	participate in oral	participate In oral	curricular activities.	curricular	curricular activities.
	discussions/co-	discussions/co-		activities.	
	curricular	curricular			
	activities.	activities.			
Sprit of		M . 64 . 1	00 1	0 1 1	
service	Always volunteers	Most of the time	Often volunteers to	Sometime volunteers to	Rarely participates in
	to participate in all	Volunteers to	participate I activities	participate in activities	activities for a social
	activities for a	participate in	for a social cause.	for a social	cause.
	social cause.	activities for a			
		social cause			
		Social cause			

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

	others.		with	others.
	Emotionally a		others.	
113	balanced child.			

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

Г	Descriptive Indicators for continous and comprehensive evaluation (Scholastic Areas) Classes – III to V							
	Testing	Sub skills	A+	Α	В	C	D	
	area/skill/	SKIIIS	(Outstanding)	(Excellent)	(Very Good)	(Good)	(Average)	
	competencies		(Outstanding)	(Extendit)	(761) (3004)	(3004)	(Hverage)	
ł	•							
	a. Languages							
	01. Reading	Pronunciati	Can read short	Can read short	Can often read short	Can read short	Needs prompting	
	skills (loud	on	stories/articles/word	stories/articles/word	, ,	stories/articles/wor	and help by the	
	reading and		s on ones' own and	s on ones' own and	speed and guidance from	ds on one's own	teacher all the	
	silent reading		uses his phonetic	uses his phonetic	the teacher.	with varying speed	time.	
	(Braille and		skills to pronounce	skills to pronounce		and guidance from		
	large print		new words	new words most of		the teacher with		
	with/without			the time.		difficulty.		
	magnifiers)			ine time.		Often misses words		
						and lines while		
						reading.		
14		Fluency	Can read	Can read	Can read	Can read	Fumbles a lot	
		riacies	Current	Cuirread	simple/complex	Cun reud	while reading	
			simple/complex	simple/complex	passage	simple/complex	even	
					s but lacks fluency		simple	
			passages fluently	passages with speed	and	passages with	sentences	
							Needs help all	
			with proper speed,	most of the time.	expression	guidance or	the	
			expression and			prompting most of	time.	
			pronunciation.			the time.		
		Comprehen	Can read and	Can read and	Can read and understand	Can read and	Cannot read and	
		sion	understand text and	understand text and	text and answer simple	answer simple	answer the	
			anaman amaatiana	amarron maast af tha	annationa aomastha	acceptions with the	questions	
			answer questions	answer most of the	questions correctly	questions with the	without	
			correctly.	questions correctly.		help of teachers.	the help of teachers.	
İ	Writing skills	Creative	Can write short	Can write short	Can write short stories	Can write short	Cannot write ever	
		writing	stories and	stories and	and paragraphs but	connected	snort sentences on	
					makes errors most		ones' own.	
			paragraphs with	paragraphs on a	of the	descriptive	Makes	
							lot of	
			accuracy and	given topic with a	times.	sentences on ones'	mistakes.	
			originality in	fair degree of		own with some		
			sentence	accuracy. Displays		grammatical and		
			construction and			112		
			use	originality		spelling errors.		

		of vocabulary.	sometimes. Ideas			
		Ideas	are			
		are arranged	generally logically			
		logically.	arranged.			
	Hand	Is neat and legible.	Is neat and legible.	Is legible but sometimes	Handwriting is not	Writing is neither
	writing	All letters and	Occasional	inconsistent with	very neat both in	legible nor
	witting	7 III letters und	Occusional	IIIS	letters and	regiote nor
	(large	strokes are	inconsistency seen	letters and strokes.	strokes.	consistent in
						letters and
	print)	consistent.	in formation of			strokes.
			letters and strokes.			
	Grammar	Can write	Can write	Make some grammatical	Make many	Cannot write
		11	11		grammatical	11
		grammatically	grammatically	errors in writing.	and	grammatically
		correct sentences.	correct sentences		spelling errors in	correct sentences.
			most of the time		writing.	
	Spellings	Can spell all words	Can correctly spell	Can correctly spell	Make a lot of	Cannot spell
	Spennigs	Can spen an words	can content spen	words but	spelling	words
		correctly. Tries to	all the words most	sometimes	mistakes.	properly.
					E.g. errors of	Needs help all
		spell new words.	of the time.	make mistakes.	extra	the
					dots, missing dots	time.
					etc.	
	Vocabulary	Has a rich	Has a good range of	Has a fair range of	Vocabulary is	Has poor
	vocabalary	This is then	Thus a good range of	vocabulary uses	rocuounity is	rius poor
		vocabulary often	vocabulary, phrases		limited to only	vocabulary.
		uses new words		words sometimes	those words	Cannot even
		and	and uses few new	in	which	use
		phrases in written	words in	communication.	have been taught in	those words which
						have been
		and spoken	communication.		class.	taught
		communication.				in class.
Speaking	Conversation	Is fluent and	Is fluent and	Lacks spontaneity,	Lack spontaneity,	Needs help most
skills		spontaneous.	spontaneous most of	fluency and accuracy	fluency and	of the time.
		-pointaine out		sometimes.	maene, and	or and anno.
		Responds to	the time. Responds	Response	accuracy.	
				time rather long.		
		situations	to situations	Needs		

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

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

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

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

## c. Environmental studies (classes III to V)

	A+	A	В	С	D
Observation and	Have a very keen	Have a very keen	Has the ability to	Rarely inquisitive.	Not interested in
			observe, but		
recording	observation,	observation,	makes	has difficulty in	observation and

		inquisitive approach,	inquisitive and	mistakes in systematic	observation and	recording. Not
		and records	records information	recording of	recording	inquisitive.
117		information correctly,	correctly, carefully	information.	information.	
		carefully and	and systematically			
		systematically.	most of the times.			
	Identification and	Has the ability to	Has the ability to	Identifies and	Able to identify and	Makes many
	classification	identify and classify	identify and classify	classifies objects with	classify objects with	mistakes in
		the objects.	the objects but makes	some difficulty and	prompts and help.	classifying objects
			some mistakes.	makes many mistakes.		even with prompts and help.
	Discovery of facts	Excellent ability to	Good ability to	Can understand,	Can understand	Needs continuous
		understand, grasps,	understand, grasps,	grasps, recall, textual	grasps, recall, define	guidance in
		gruopo,	gruopo,	materials. Is able	define	understanding
		recall, define and	recall, define and		and reason.	and
		reason.	reason.			finds difficulty
		Understands	Understands	apply relevant	Understands the	in
					textual material	
		and differentiates	and differentiates	knowledge and	with	reading and
		textual materials with	textual materials	tabulate facts. Has	help from the	comprehending text
		great care. Is able	large extent.	1103	teachers. Is able	text
		to	Reads	ability to analyze,	to	
			and	draw inference		
		apply relevant	comprehends	and	tabulate facts.	
		knowledge. Reads and	text, on the embossed	apply information with	Makes mistakes in	
		comprehends text,	diagram. Has ability	difficulty and hence	reading and	
		diagram quickly. Has	to analyse, draw	makes some mistakes.	interpreting the	

				11	8
	ability to analyze, draw inference and	inference and apply information most of		tactile diagram.	
	apply information.	the times.			
Activity	Voluntarily participates in all the activities and enjoys experiments. Highly appreciable, creative and original in presentation. Is explorative innovative 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	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)

Very confident Occasionally Hardly takes

	Descript	ve maicators ro	i continuous an	d comprehensive	c variation(Co	scholastic al cas
Attitude		Very confident		Occasionally		Hardly takes
and	Aptitude	in	Most the time	show	Rarely shows	any
aptitude		handling computer.	confident in handling	confidence in handling	confident in	interest in operating
		Uses computer			handling	computer and
	, i	!		!		

compt educat	outer		various top class.	ics taught i	n vai taught	nputer. Uses inputer to e knowledge ious topics class. uses inputer as a	cor enhance his var taught in c	knowledge on ious topics class. uses	enhanc his on var taught	l use it to	its har	dling.	
		( ( s	Writing with a computer (initial stages of earning)	Is acquivith screen softwa keybo, typing cursor save and op document make the docum spellin correction too.	reading are and ard. While it is identify create, been a changes in ment with	occasion while working screen reading to write or computer and idea cursor,	ssistance nally g with software ntify ave and nent.	Hesitate to on computer with using server reading software.	even	writing computer even u screen reading software.	e while g on sing	Avoid c typing c writing work.	
119		te	chnology	softwa different useful mobile technolog learnir	y in ng.	same.	Classes	also.		to com him/he with mobile technolog	erself e y rning.	technological learning	3.
	Aspects		A+	YSICAL	A	ATION (	B	III to V)-	Came		ina var D		vities
	Discipline Obeys al discipl voluntarily and pla following		all class bline ly lays by	int motive mo Obs dis volunt mo and pla follow	ys all class scipline arily ost of the tim	one cl Ob	ys with zeal but  nly games of h  noice.  eys class disciplir  n command an  nllows rule only  nited to his  livantage.	is di	iles on	ex	ccuses.		
				red student	me	ant for VI	ac	ivantage.					
	Team sprit		Has tea	m spirit and	Has g. pla	team spirit and  ys for winni  ost of the tim	ng in	s his effort, dividually.		ows team armony on a		t a team player.	
w :				il.		т-				120			
Talent (strength stamin speed)	na and	de skills an	utstanding velopmen d displays rformance	t of di high	Excellent evelopment of skills a splays high perf most of t	ind fai	Very good develops ls to perfor occasion	ment but	Average developi		Slow ski		
Aspec	cts	A-	+		<b>c. A</b>	rt/Craft (	classes B	III to V)	С		D		
Interest		Sho an craft ac apprec	ws great enj d aptitude tivities and	for c	Shows enj and aptir raft activities apprecia alue of art me	ude for image and tes the	Enjoys craf Shows agination sometim	usi	Prefers to guided t	than Ne	Prefer to repeated truction.		
					time.								

skill	skills and high	skills	good but performs	development.	
	performance i.e.	and high			
	clay	performance	occasionally.		
	modelling, paperwork etc.	most of the times.			
	paper work etc.		 dance (Classes III	( to V)	
Aspects	A+	A	B	C C	D
Aspects	A	A	В	C	
Interest	Always very keen to learn and follow	Most of the times keen to learn and	Needs little help to	Sometimes shows	Does not show much
	given	follow	learn and start.	interest.	interest.
	instructions.	given instructions.			
Rhythm	Child has a good sense of rhythm and	Child has a good sense	Sometimes loses with	Sometimes goes off the beat and	Does not have the sense of
	keeps	of rhythm but	the beat.	cannot	rhythm.
	кеерь	sometimes falters	the beat.	cumor	111, 111111.
	pace with the beats.			make it up.	
		keeping pace with			
		the			
		beat.			
Melody	Child has good sense of	Child has good sense	Child goes off key,	Child has the sense	Child does not have
	tune.	of tune and goes off	sometimes can come	of time but goes off	much sense of
		key occasionally.	back in tune.	key in higher	music.
				octave.	
Instrument	Has a good sense of tune	Most of the time has a	Goes off key	Has sense of tune	Does not show much
	and rhythm and takes	good sense of tune and	sometimes though has	but goes off key in	of the interest in
	keen interest in	likes to play	the ability to come	higher octave.	playing any
	playing	different	back	mgner octave.	piaying any
	different kinds of	kinds of musical	to tune.	nigher octave.	instrument.

	f visual impairment need to be development (classes 3 to 5		aruaring mese areas.		
c. i cromanty u	evelopment (classes 5 to 5				
Aspects	A+	A	В	C	D
Mann eristic	Does not show any	Does not show	Shows some	Shows manneristic	Always show
	manneristic behaviour				
behaviour	like	manneristic	manneristic	behaviour	manneristic
	head rocking and	behaviour most of the	behaviour	frequently.	behaviour.
	movement, eye and	or the	oena vioai	rrequently.	ocha rioan.
	nose	time.			
	pocking, leg shaking,				
	foot stamping, nail biting,				
	trunk				
	movement etc.				
Courteousness	Very careful about wishing,	Wishes other most of	Many times wishes	Sometimes avoids	Avoids wishing
	saying sorry, thank	the time says	others (says		
	you and	sorry,	sorry,	wishing (says	(says sorry, than
	excuse me. Always stands	thank you and excuse	thank you and excuse	sorry, thank you	you and excuse
	up to give respect.	me, stands up to	cxcusc	and excuse	you and excuse
	always	give	me). Sometimes	me).	me). Often
	speaks politely and		interrupts in	Sometimes	
	uses	respect, speaks	between.	speaks	Aggressive .
	good vocabulary, never	politely and never		politely, interrupts	
	never	interrupts in		merrupis	
	interrupts in between	between.		in between.	
Confidence	Always very confident in	Very confident in	Confident in carrying	Quite confident but	Needs to develop
		carrying out	out many	needs to come	confidence
	carrying out various	various activities most of	activities.	up with his/her	confidence
	activities	the		ideas.	
		time.			
Care of belongings	Always respects the	Takes care of self as	Several times takes	Takes care but does	Careless about self
	belongings and takes		care of	not bother	
	care	well as others	belongings	about	as well as other
		property most of		others.	
		time.			
Neatness	Always wears proper and	Most of the times	Frequently wears	Sometimes wears	Often untidy
	neat uniform. Very	Wears proper	proper neat	improper	
	careful	and	uniform	uniform	dressed.
	about personal hygiene.	neat uniform and	and take care of	often not careful	
	nygiene.	neat uniform and	personal	carciui	
		careful about	hygiene.	about hygiene.	
		personal hygiene			
		like			
		nails/hair/teeth			
		cleaning etc			
Regularity and	Very particular about being	Often particular about	Sometimes particular	Sometimes	Irregular and late
J	regular and punctual	being regular	about being	irregular and	
punctuality	to	and	regular	not	in
	school/classroom.		and m1	m.v.n.at1 t	aahaa 1/-1
	Always	punctual to	and punctual.	punctual to	school/classroo

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

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

125 EVS Class I and II SCHOLASTIC AREAS

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

experimentation	and			
cooperation				

Exhibits creativity	Performs the	Performs the	Always perform	Sometimes	Needs more
through cutting,	desired task	desired task with	desired task with	performs desired	practice
pasting, drawing, and		help	help	task with help	•
collage-work		пеф	петр	шэк жин негр	
(require modification in					
task like marking the					
edges					
to be cut with thick pens, place pasting					
to be marked with					
matching colour					
etc.)			Always plays	Sometimes	
Group activities	Able to interact	Able to interact	role	plays	Does not take
			Ì	1	

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

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	В	С	D	E
	Pre number	Can independently	Can identify with	Sometimes	Rarely identifies	Cannot
	Concepts	identify either	some assistance	identify with cue	with cues	identify with
	Example more,	through	from the		Willi edes	
1e	ess,	gestures or	teacher			assistance/
et	big, small, near far tc.	verbally				Need more
th	compare groups of objects - which are ne					practice
gı	SAME? Which roup					
	has MORE? LESS? (child with autism may cognitively					
gı	understand the roup					
m	comparisons, but nay					
	be unable to label them - or child					
	may use the words,					
	but not flexibly					
	understand the concepts they					
	represent)					

Numbers		Can				
can	Identification of	independently	Can match	Can always	Can sometimes	Need more
		match pictures				
be taught	numbers	with	pictures with			
through	Aware of numbers	numbers till	I		with numbers till	
play	till	hundred either	hundred either	hundred either	hundred either	the same
way method.	100	verbally				
Situations		or via		,	•	
must be		gestures	gestures with the	1	gestures with the	
must be			help of teacher	help of teacher	help of teacher	
provided						
for						
concepts to						
be .						
taught,						
together with						
the						
Correct						
vocabulary,						
in						
a wide range						
of						
structured						
contexts						
Contento	C H	Can				
	Can Identify greater	identify	Can identify	Can always	Needs help of	Need more
	and less ( may be	identify	with the help of	identify	teacher to identify	practice
	further divided into		-	Activity	teacher to identify	practice
	up		aid of	with the help of		
	to ten and upto		concrete	with the neip of		
	100)		objects or visual	aid of concrete		
			cues	objects or visual		
			cues	,		
				cues		

Can identify numbers	Can independently	Can do the task in	Can always do	Can sometimes	Need more
by number names	do the task in	either direction	either	do the task in	practice
	either direction	that is either by	direction that is	either direction	
	that is either by	matching number	either by	that is either by	
	- 1	-		matching	[