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English		Evaluation 1	Evaluation 2	Evaluation 3
01.	Reading Skills " Pronunciation " Fluency " Comprehension			
02.	Writing Skills " Creative writing " Handwriting " Grammar " Spellings " Vocabulary			
03.	Speaking Skills " Conversation " Recitation			
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Hindi/Mother tongue		Evaluation 1	Evaluation 2	Evaluation 3
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**CCE BA
DESCRIPTIVE IND
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AT PRIMAR**



State Council of Educational
Research and Training, Odisha

**CCE BASED DESCRIPTIVE
INDICATORS FOR DIFFERENT
CATEGORIES OF CHILDREN WITH
SPECIAL NEEDS AT PRIMARY LEVEL**



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING VARUN MARG, DEFENCE COLONY, NEW DELHI -110024

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Preface

The purpose of a comprehensive assessment and evaluation is to accurately identify a student's patterns of strengths and needs. The term assessment is used in many different contexts for a variety of purposes in educational settings including individual and group, standardized and informal, and formative and summative. Some professionals use assessment broadly to include both assessment and evaluation.

Comprehensive assessment of individual students requires the use of multiple data sources. These sources may include standardized tests, informal measures, observations, student self-reports, parent reports, and progress monitoring data from response-to-intervention (RTI) approaches (NJCLD, 2005). Reliance on any single criterion for assessment or evaluation is not comprehensive, nor is a group assessment, such as universal screening or statewide academic assessment tests, sufficient for comprehensive assessment or evaluation.

This MANUAL is intended to inform administrators, teachers, educators, parents, and others concerned about the effective assessment of CWSN in Scholastic and coscholastic areas as per their capabilities and strength in primary classes and also the Identification and education of students with different disabilities about the components, processes, and participants necessary for comprehensive assessment and evaluation, as well as optimal practices that should further enhance the education of students with disabilities.

Assessment criteria used in this manual, is based on CBSE criteria of evaluation in primary classes and keeping in mind the different kind of disabilities, their need and strengths in different Scholastic and CoScholastic areas and will also helps our teachers and Resource teachers as well as special educators to refer to the collection of data through the use of multiple measures, including standardized and informal instruments and procedures. These measures yield comprehensive quantitative and qualitative data about an individual student. The results of continuous progress monitoring also may be used as part of individual and classroom assessments. Information from many of these sources of assessment data can and should be used to help ensure that the comprehensive assessment and evaluation accurately reflects how an individual student is performing.

Evaluation follows assessment and incorporates information from all data sources. In this manual, evaluation refers to the process of integrating, interpreting, and summarizing the comprehensive assessment data, including indirect and pre-existing sources. The major goal of assessment and evaluation is to enable Teachers and educators team members to use data to create a profile of a student's strengths and needs. The student profile informs decisions about identification, eligibility, services, and instruction. Comprehensive assessment and evaluation procedures are both critical for making an accurate diagnosis of students with different disabilities. Procedures that are not comprehensive can result in identification of some individuals as having different disabilities when they do not, and conversely, exclude some individuals who do have specific disabilities.

This great Initiative of the team of experts and developers for this manual on “**CCE Based Descriptive Indicators Of Evaluation For Different Categories Of Children With Special Needs For Primary Classes**” is the hard work of all the experts involved from various esteem intuitions who have brought out this material for primary teachers, which will help them to evaluate and assess their CWSN as per their need and strength.

To obtain a comprehensive set of quantitative and qualitative data, accurate and useful information about an individual student's status and needs must be derived from a variety of assessment instruments and procedures including RTI data, if available.

Anita Satia
Director, SCERT

Foreword....

Education has become a Fundamental Right by the implementation of RTE Act, 2009. Each school has to become inclusive and learner friendly. Teachers therefore are required to be sensitized and trained towards inclusion, and the assessment/evaluation procedures which will enable them to address diversity effectively in classrooms. They must also be empowered and trained to identify children with special needs and meet their special need in classroom along with other children.

The evaluation must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including inputs from by the **parents**. **When** conducting an initial evaluation, it's important to examine all areas of a child's functioning to determine not only if the child is a child with a disability, but also determine the child's educational needs. This full and individual evaluation should include evaluating the child's: **Overall Health status, vision and hearing, social and emotional well being, general intelligence, Overall academic performance, communication skills, and motor abilities**

The purpose of developing this manual on evaluation is: To determine see if the child is a "child with a disability."

To gather information that will help determine the child's educational needs **To help teachers to assess differently abled children in scholastic and CoScholastic areas at primary level.**

To evaluate the Children on CCE format in an inclusive school.

To know how each category of the disability will be assessed and the different parameters on which they are to be assessed in an inclusive school.

To equip teachers with different parameters of assessment of differently abled children.

This manual will help our teachers teaching in inclusive classroom to evaluate and assess, different categories of differently abled children studying in their class. The categories discussed and elaborated are: Autism Spectrum Disorder Hearing impairment

Intellectual disability/ Mental Retardation

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Multiple disabilities

Loco motor/ Orthopaedic impairment Learning disability Mental ,Health disabilities/ Mental Illness Visual impairment, including blindness. Cerebral Palsy This document will help us to review existing global about rehabilitation practices and identify pedagogical approaches to cultivate effective, practical assessment procedure that will foster inclusive education.

This Manual for primary classes intends to train Principal/teachers to know and asses the differently abled children in inclusive schools at primary level.

I express my sincere gratitude to the coordinators, editor, contributors, experts and others who have given their valuable time and shared their expertise in developing this manual. Kindly share your comments and suggestions regarding this manual at pratibha.scert@gmail.com,anamika_talan@yahoo.com.

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Background Material For Developing CCE Format And Alternative Assessment Approaches For Different Category Of Children With Special Needs At Primary Level

Success in education is determined by the extent to which the learning objectives are realized. The progress towards attainment of objectives has to be assessed and evaluated for otherwise, we will not know where we are going. One of the main purpose of evaluation at the school stage is to help the learner's improve their achievement in scholastic areas and to develop Life skills and appropriate attitudes with reference to the larger context.

In NPE(1986) it has been emphasized that at the school level the evaluation should be formative or developmental in nature. It was argued that at this stage children are in the formative stage of learning and thus the emphasis should be on improvement of learning.

Continuous and comprehensive Evaluation-Continuous and Comprehensive Evaluation(CCE) refers to a system of school-based evaluation of students that covers all aspects of development. In this scheme the term 'Continuous is meant to emphasize that evaluation of unidentified aspects of students 'growth and development. It should be' a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session.

It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation.

The term 'Comprehensive ' means that the scheme attempts to cover both the scholastic and the co scholastic aspects of

students growth and development. Since abilities, attitudes, and aptitudes can

manifest themselves in forms other than the written word, the term refers to

application of variety of tools and techniques (both testing and non-testing) and aims

at assessing a learner's development in Knowledge levels, Understanding/ Comprehension, Applying, Analyzing, Evaluating and Creating.

The scheme is thus a curricular initiative, attempting to shift emphasis from testing to holistic learning. It aims at creating good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence. It is hoped that this will equip the learners to meet the challenges of life with confidence and success. Since education is concerned with the total all-round development of the child (physical, socio-emotional, intellectual etc) all aspects of the child's development need to be assessed. Thus assessment is a useful, desirable, and enabling process. To realize this one needs to keep the following parameters in mind

- Assess the learners

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- Use a variety of ways to collect information about the learner's learning and progress in subjects and cross curricular boundaries
- Collect information continuously and record the same
- Give importance to each learners way of responding and learning and time it takes to do so
- Report on an ongoing continuous basis and be sensitive to every learner's responses

- Provide feedback that will lead to positive action and help the learner to do better

In the assessment process, one should be careful not to :

- Label learners as slow, poor, intelligent etc
- draw comparisons between them
- Label using negative statements

In order to improve the teaching process assessment should be both *Formative* and *Summative* *Formative assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities. Summative assessment on the other hand of the is carried out at the end of a course of learning.* Summative assessment measures or sums up how much a student has learned from the course. Assessment predominantly of summative nature will not by itself be able to yield a valid measure of growth and development of the child. The overemphasis on summative assessment system also produces enormous stress and anxiety among the learners. This has led to the emergence of the concept of continuous and comprehensive school-based evaluation. Formative assessment is a tool used by the teacher to monitor the student progress in a non-threatening and supportive environment.

Scholastic assessment-

- Formative assessment Projects
- Quizzes Conversation skills Assignments
- Oral questions
- Summative Assessment
- MCQ
- Short answer

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Long answer Flexible timing

School-based continuous and Comprehensive evaluation system should be established to:

- reduce stress on children
 - make evaluation comprehensive and regular
 - provide space for the teacher for the creative teaching
 - provide a tool of diagnosis and remediation
 - produce learners with greater skills

(Position paper on Aims of Education -NCF 2005, NCERT) In the school based system of evaluation, the focus on the purpose of assessment has changed. Now it includes readiness testing, screening of development, evaluation of performance in cognitive, affective and psychomotor domains carried out frequently and, systematically.

The Criteria of an appropriate assessment of learning tool include: validity, reliability and the scope for comparability of results.

Curriculum, Learning & Universal Design: In this manual the Course curriculum and evaluation system for children with disabilities is developed keeping in view their capabilities. Examination system will be modified to make it disabled friendly by exemptions such learning mathematics, learning only one language, etc. Further, facilities like extra time, use of calculators, use of large tables scribes etc. would be provided based on the requirement (National policy for Persons with Disabilities) Universal Instructional Design can be a powerful pathway for affirming student diversity and creating that vital sense of community that emerges when designing instruction to achieve access, equity, and excellence. UID principles provide a genuine learner-centred curriculum and instruction with the requisite benefit of precision. The essential qualities of Universal Instructional Design include valuing each learner's unique perspectives and accommodating individual differences in learner's backgrounds, interests, abilities, and experiences. *The cardinal rule of Universal Instructional Design is that there is no single method for representing information that will provide equal access for all students; no single method of expression that will provide equal opportunity for all students; no single way to ensure that all students are engaged in learning because any method that works for some students, presents barriers to learning for others (ERIC/OSEP, 1998).* Accordingly Universal Instructional Design practices emphasize flexibility in curriculum and instruction.

In terms of learning Universal Design means that the design of instructional materials and activities allows for learning goals to be achievable by all individuals, despite differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, or remember (Council for

Exceptional Children, 1999). Universal design for learning is achieved by means of flexible curricular materials and activities that provide alternatives for students with disparities in abilities and backgrounds. A

flexible curriculum is one that provides multiple modes of representation, multiple means of student expression, different ways for students to become engaged, and the organisational and cognitive supports to provide access for all students. *The strategy for adapting assessment methods raises inevitable questions of accuracy, fairness, and accountability.* The traditional belief is that fairness demands that we treat all students in exactly the same way, and all students should demonstrate knowledge of the same material in the same way. This approach to assessment and grading is misguided and inherently unfair, because as the research suggests that learning is most effective when student differences are taken into account (American Psychological Association, 1997). Offering a flexible curriculum and Universal Instructional Design supported by some alternative methods of assessment and grading is beneficial for all students.

Thus considering all these we ought to work out alternative assessment approaches, and CCE formats for different categories of disability.

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Teachers' manual on Continuous and Comprehensive Evaluation. (CBSE 2009) National Policy for persons with disabilities

Mino, Jack. J (2004) Planning for inclusion : Using Universal instructional design to create a Learner - Centred Community College Classroom) Equity & Excellence in education 37:154-160, 2004

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T-L STRATEGIES AND CURRICULUM ADAPTATION FOR CHILDREN WITH SPECIAL NEED (CWSN)

A disability is a functional limitation or restriction of an individual's ability to perform an activity. But that does not mean that a person with a disability cannot participate equally. Appropriate accommodations and support can ensure inclusion of all students in the class room. campus life.

Your role as teacher is to create an environment in which all students can participate to the best of their abilities. One of your greatest challenges is to provide a positive learning environment for the students in your classroom. Because each student has his or her own unique set of physical and intellectual abilities, perceptions, and needs, the learning styles of your students may vary widely.

Once you determine the special needs of your students, you can identify the areas of the curriculum that may present barriers to them. In order to eliminate those barriers, you may need to modify your teaching strategies. The following information will help you identify students with special needs. It also offers strategies for you to tailor your lessons and presentations so that all students have an more equal opportunity to experience success.

Given below are the different types of the disabilities, their definitions/traits and characters, Teaching-Learning Strategies, TLM and their suitable Curriculum modification/adaptation.

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SR. NO	TYPE OF DISABILITY	DEFINITION/ TRAITS	TIPS AND SUGGESTIONS	TLM	CURRICULUM ADAPTATION
1	Physical disabilities	<p>A physical disability is that affects a person's mobility or dexterity. A person with a physical disability may need to use some sort of equipment for assistance with mobility. It includes people who have lost limbs or who, because of the shape of their body, require slight adaptations to be made to enable them to</p>	<p>∞ With the student, determine when you should offer aid.</p> <p>∞ Help other students and adults understand and accept physically disabled students.</p> <p>∞ Learn about special devices or procedures required for the child and whether special safety precautions are needed.</p> <p>∞ To ensure their full</p>	<p>• Recorders to Replace writing</p> <p>• Calculator</p> <p>• Eating aids</p> <p>• Pencil grips</p> <p>• Puzzles</p> <p>• Pasting pictures</p> <p>• Symbols for art education</p> <p>• Large and weighted objects for manipulation</p>	<p>Students who are physically or cognitively disabled may need additional physical adaptations to the curriculum itself. This could come in the form of lessons in Braille, oral examinations rather than independent reading examinations, adapting difficulty appropriateness for children with limited cognitive ability or neurological disorders, special technology to deliver lessons, and possibly picture instructions rather than word</p>

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		<p>participate fully in society.</p> <p>Types of Physical Disabilities:</p> <ol style="list-style-type: none"> 1. Paraplegia 2. Quadriplegia 3. Multiple sclerosis (MS) 4. Hemiplegia 5. Cerebral palsy 6. Absent limb/reduced limb function 7. Dystrophy 8. Polio 	<p>participation in the class, make sure they have full access to the classroom; be aware of common items that can be barriers, such as a narrow walkway or a heavy door.</p> <p>∞ Keep in mind that some students in wheelchairs have full use of their hands and others do not.</p> <p>∞ Note taker, laboratory assistant, group lab assignments.</p> <p>∞ Classrooms, laboratory, and field trips in accessible locations.</p> <p>∞ Adjustable tables, laboratory equipment located within reach.</p> <p>∞ Period Class assignments made available in electronic format.</p> <p>∞ Period Computer equipped with special input device (e.g., speech input, Morse code, alternative keyboard).</p>	<p>• Environment adjustment in the classroom (adjustable table, wide door)</p> <p>• to prevent paper from slipping</p>	<p>instructions.</p>
2	Intellectual or Learning	<p>People with an intellectual, learning, or cognitive disability have</p>	<p>∞ Clearly define rules, assignments, and duties.</p>	<p>∞ Audio tapes, notetakers and/or audio taped class</p>	<p>Many students with learning disabilities have a hard time learning in a traditional lecture-based</p>

Disabilities to a reduced capacity to learn tasks or process information. A learning disability may make it difficult for a person to take in information and communicate what they know. Learning difficulties can cause difficulties in reading, writing, or mathematics. Learning disabilities and Attention Deficit Disorder together affect between 3% and 10% of the population.

- Distribute outlines of material presented in class.
- Allow for pair interaction during class time; utilize peer helpers.
- Allow extra time to complete tests and assignments.
- Make chapter audio tapes so students who find the written text difficult to use can listen and read simultaneously.
- Advise students who have problems with verbal processing to read materials before class discussion.
- Allow students with learning disabilities to read notes taken in class by other students to ensure that they are not missing any valuable information.
- Clearly specify the scope of assignments and review the work of students with learning disabilities on a regular basis throughout the course of projects.
- Break up complex tasks

sessions, captioned films

- Visual, aural, and tactile instructional demonstrations

- Computer with speech output, spellchecker, and grammar checker

classroom, and respond much better to hands-on experience. Providing interesting textures, sounds, or shapes as they learn can help hold children's attention. It fact, it can help children who *don't* have learning disabilities, but who nonetheless aren't visual learners. Keep children of all kinds engaged with:

- Music and sounds

- Textures
- Aromatherapy and scents
- Movement
- Interaction

				into small steps and provide additional assistance as needed. 13 Make provisions of Notetakers and/or audio taped class sessions, captioned films ∞ Visual, aural, and tactile instructional demonstrations should be concurred. ∞ Provide Computer with speech output, spellchecker, and grammar checker		
4	3	Psychiatric disabilities (or mental illness)	A psychiatric disability (or mental illness) can develop at any age and is often not apparent to other people. Mental illnesses can include stress-related conditions, major depression, bipolar disorder (formally called manic-depressive illness), anxiety, and	13 ∞ Provide notetaker, copy of another student's notes, or recording of lectures. 13 Give extended time on assignments and tests. ∞ Provide the child with a non-distracting, quiet setting for assignments and tests. 13 Address a variety of learning styles (e.g. auditory, visual, kinesthetic, experiential, or	Use of assistive computer software, with different assessment tools & psychological tests	∞ Exams in alternate format (e.g., from multiple choice to essay; oral, presentation, role-play, or portfolio). ∞ Use of assistive computer software (e.g., Optical Character Recognition, allowing scanned text to be read aloud by the computer's sound card; or speech recognition for converting the spoken word to printed word on the computer

		schizophrenia.	a combination of styles).		screen).
		Depression is the most common non-psychotic mental illness	Incorporate experiential learning activities.		✖ Extended time for test taking. ✖ Exams individually proctored, including in the hospital.

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		(psychosis being a disorder which features the loss of contact with reality).The possible symptoms are: ✖ Heightened anxieties, fears, suspicions, or blaming others ✖ Marked personality change over time ✖ Confused or disorganized thinking; strange or grandiose ideas ✖ Difficulty concentrating, making decisions, or remembering things ✖ Extreme highs or lows in mood ✖ Denial of obvious problems and a strong resistance to offers of help ✖ Thinking or talking about suicide	✖ Be prepared to set behavioral expectations for all students in your class. ✖ Embrace diversity to include people with psychiatric disabilities.		✖ Exam in a separate, quiet, and non-distracting room.
4	Visual impairments	Only 5% of 'blind' people can't see anything. Visual impairments can be caused by a multitude	Make Provisions of : ✖ Audio taped, Brailled or electronic-formatted lecture notes, handouts,	Brailier, Braille Kits, Taylor Frame, Abacus, Drawing Board, and Tactile Maps etc. Snellen	There are four ways by which you can adapt the curriculum: 1) Duplication-Here the teacher

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of factors, including disease, accidents, and congenital illnesses. There is a difference between the needs of visually impaired individuals and blind people.

and texts.

- Verbal descriptions of visual aids.
- Raised-line drawings and tactile models of graphic materials.
- Braille lab signs and equipment labels, auditory lab warning signals.
- Adaptive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers).
- Computer with optical character reader, speech output, Braille screen display and printer output
- **To help students with visual impairments cope with the volume of printed material in class, use a combination of resources, such as readers, books in Braille, and recorded books and class lectures.**
- Modify assignments as needed to help students become independent.
- Teach classmates how to serve as guides for students with visual

chart, Ishihara Chart, Tactile Science diagrams and models, Low Vision Kit, Reading Readiness Material.

duplicates the content, material or method for a VI child. For e.g. Printed matter in the text book is duplicated in Braille. A printed diagram is embossed for him.

2) Modification-Modifications in terms of content, method of display, type of material used and response from the child. At primary level especially when the child is in first standard the evaluation can be done orally. By the end of first standard the VI child with normal intelligence masters Braille. Later he can write his exams in Braille.

3) Substitution-Sometimes there is no suitable means of modification then the teacher has to substitute the matter. It is expected that if a sighted child has to draw a diagram of an eye. A VI child can do by describing the structure of an eye.

4) Omission-Pictures in the textbook, geography maps, science diagrams cannot be adapted instantly in the same textbook because of technical reasons. The

principle of
 omissions has
 to be used in these
 cases.

✖ Encourage students with
 visual impairments to use
 their sense of touch;
 provide tactile models
 whenever possible.

• Verbally describe people and events as they occur in the classroom .Some students benefit from working with a peer “visual translator” who is able to verbally describe visual images, such as the photos in the textbook to the student.

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5 Low Vision Students who have the ✖ Make the child sit on For 1. Compensatory or lowvision functional

some usable vision, but cannot read standard-size text, have field deficits (for example, cannot see peripherally or centrally but can see well in other ranges), or other visual impairments.

front row of class. students special equipment like

Provide large print handouts, lab signs, and equipment labels.

Low Vision Kit, include

Connect monitor connected to microscope Material.

to enlarge images. • Braille necessary books if

Provide Class assignments adaptation of the existing curriculum.)

in electronic format. Vision Devices

Computer equipped to enlarge screen characters and images. Magnifiers Telescopes

academic skills, including communication modes—skills that a student with a visual impairment must acquire to access the regular curriculum.(These skills include learning braille, study and organizational skills, spatial understanding, and any Low

2. Orientation and mobility—skills involved in independent travel and like.....the concepts that

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○ Microscopes ○ Field Utilization Aids ○ Other Optical Devices

× Nonoptical Devices

○ Closed Circuit Televisions (CCTVs)

○ Computer Access Other Nonoptical Devices

underlie spatial like..... reasoning and navigation.

3. Social interaction skills— acquisition of the subtle modes of interaction that people develop by watching, imitating, and reacting to each other.

4.Independent living skills—can include cooking, personal hygiene, money management, time monitoring, and organization. These are often skill areas that children with visual impairments do not develop because they do not observe them in others and they are often not explicitly taught.

5. Recreation and leisure skills— while physical fitness is generally addressed in the regular curriculum, activities that can be used to actively fill leisure time are often not addressed. Without direction instruction, it is not likely that a child will be exposed to the range of activities possible.

6. Career education—as in many of the other areas listed, children with visual impairments are often not exposed to a large variety of career options. This is both

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because of a lack of prior visual experiences and because of a perception that the range of options is severely limited for children with visual impairments. Unemployment and underemployment is one of the biggest problems facing adults with visual impairments in today's society.

7. Use of assistive technology— technology can be a great tool for providing access to information for people with visual impairments. Whether it is through speech, braille, or large print output, the use of technology gives a person with a visual impairment access to information at approximately the same time as a person who is sighted.

8. Visual efficiency skills— although the amount and type of vision varies greatly among individuals, a common requirement is instruction in using what vision they have efficiently. For a student with a field loss, it might be viewing print eccentrically to maximize clear perception of the print. For another student it might be

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					paying attention to objects in their peripheral field when walking to get as much advance warning of impending obstacles as is possible. Every person's situation will be different: that is why it is important to involve the TVI in the development of the activities designed to answer the needs outlined in the expanded core curriculum.
6	Hearing impairments	Deafness and hearing loss can be caused by a wide range of factors, including physical damage, disease during pregnancy, or exposure to very loud noises. There is a distinction between people who are deaf and those who have a hearing impairment.	Make Provisions of: × Interpreter, real-time captioning, × Open or closed-captioned films, use of visual aids. × Written assignments, lab instructions, demonstration summaries. × Visual warning system for lab emergencies. × Use of electronic mail for class and private discussions. × Preferential seating and the	Flash cards, charts, Educational games, Handouts of class room activities. Visual signs, hearing aids, assistive tools.	Curricular adaptations × What and when to teach — Prioritizing objectives and contents according to the competence level of the student curriculum: language field phonological factors, morphosyntactic, lexical and pragmatic reading and writing. -Appropriateness of the objectives and what the competition level curriculum of students with hearing impairment: Objectives and content remain. Objectives and contents that are

			<p>elimination of unnecessary background noise.</p> <ul style="list-style-type: none"> • Provide favorable seating arrangements for hearing-impaired students so they can see speakers and read 		<p>reformulating and adapting.</p> <p>Objectives and contents are introduced and removed temporarily</p> <p>- Change the timing of certain</p>
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their lips (or interpreters can assist); avoid visual distractions.

- To encourage their maximum participation, look at students with hearing impairments when you speak; this allows students the option of viewing you and your lip movements directly.
- Limit unnecessary noise in the classroom, as students who wear hearing aids can be easily distracted by background noise. Because each hearing aid has its own limited range of use, you will need to learn how close to stand so the student can hear you. Keep in mind that comments made in the back of the room may be inaudible.
- Write out all instructions on paper or on the board; overhead projectors enable you to maintain eye contact while writing.
- Pair students with hearing impairments with hearing

objectives and content.

- **How to Teach**

- Information from the faculty and students of the class of basic standards of performance in communication with hearing impaired students. Introduce teaching and learning strategies based on oral explanations and visual aids. Enter building activities and support in diverse linguistic content. Globalization strategy in learning experiences. Activities adapted: activities that remain to be reformulated, deleted and activities are introduced. Adaptations of texts.

- **What and how to evaluate**

Prioritize certain criteria of evaluation. Keeping certain evaluation criteria. Align the timing of the evaluation criteria. Remove and introduce new criteria for evaluation.

Overall development of student.

- Intellectual aspects: basic skills
- Aspects of motor development:

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partners; this will benefit not only the students with hearing impairments, but also the hearing students who will gain knowledge about how students with hearing impairments compensate for their challenge.

- If class materials involve technical terminology, supply a list of these words in advance to students with hearing impairments and their interpreters. Unfamiliar words can be difficult to lip-read or sign without prior exposure.

Speech Impairment

- When speaking with a student with a speech impairment, use normal communication patterns and refrain from completing words or phrases for the student.
- Some students use electronic speaking machines or are adept at using body language to communicate.

visual-motor coordination, active coordination, balance and postural control, spatial and temporal organization and laterality.

- Visual perceptual development and perceptual.
- Language proficiency and in respect to the phonological factor, morphosyntactic, lexical and pragmatic factors through its articulation, comprehension, expression, vocabulary, language abilities and their level of acquisition and literacy development.
- The communication system used or intended to be used.
- Your interaction with others and social skills.
- Emotional aspects: personality traits, self-esteem, self-concept, motivation and degree of satisfaction with their homework.

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- Allow students with speech impairments or difficulty with oral expression the opportunity to submit written questions about material that they find challenging.
- Students with speech impairments often do not feel comfortable participating in exercises devoted to interpersonal skills because the physical difficulties they experience can make the exercises uncomfortable for them. Even so, these students can benefit from watching others and participating at a level they select as comfortable.
- Students with speech impairments benefit from an opportunity to make a contribution to the class in ways other than in-class discussion. For example, students might prepare a bulletin board display or a report on a topic that could be distributed to all students.

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7.	Multiple disabilities	<p>Multiple Disabilities refers to concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.</p>
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Children with multiple, more severe disabilities are likely to need ongoing support with activities such as:

- walking, standing, lifting, and bending;
- speaking and communicating;
- concentrating and thinking;
- working.

Assistive technology (AT). AT is often the key to inclusion for many students with multiple disabilities. Computers, augmentative/alternative communication systems, communication boards etc.

1. Each student with multiple disabilities has his or her own set of skills, strengths, and learning needs, which are documented in the IEP (always start with the IEP!). So, it's a good idea to find out more about the student's strengths and interests.
2. Be ready to make modifications. The right modifications and accommodations in the classroom can help a student with multiple disabilities access the general education curriculum at a grade-appropriate level.
3. Partial participation can make the difference. Partial participation means making modifications to the task so that a student with multiple disabilities isn't excluded from activities. Even if the student isn't able to complete a task fully or independently, he or she can still participate and benefit from the learning taking place.
4. Learn about assistive technology (AT). AT is often the key to inclusion for many students with multiple disabilities. Computers, augmentative/alternative communication systems, and

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communication boards are just some examples of helpful AT. Visit the Center on Technology and Disability to learn more about which AT devices may be useful for your student: 5. Learn about accessible textbooks. The law requires that schools provide students with print disabilities with accessible instructional materials. If your student has difficulties using print materials, visit the National AIM Center to learn where and how to get textbooks and workbooks that your student will be able to use: 6. Don't give up on a goal; practice and reinforce. If your student's disabilities affect his or her intellectual functioning, he or she will be slower to learn new things and will have difficulty applying that learning in new situations. Do not, however, assume that a student who is having difficulty cannot achieve a goal. Plan more hands-on opportunities for learning and practice, give feedback immediately, and repeat the learning task in different settings.

7. Deal with behavior issues.

Disabilities often affect a student's behavior, and a combination of disabilities can be especially disruptive.

8. If the student's behavior is affecting his or her learning or the learning of others, find effective strategies in our Behavior Suite: 9. Make the most of paraprofessionals. Some students with multiple disabilities will require the support of an aide or paraprofessional. Learn effective strategies for working with paraprofessionals on our Paraprofessionals page: 10. Be involved in the student's transition planning. IDEA requires that IEP teams and students plan ahead for the student's transition from school to the adult world. This is especially crucial for a student who has multiple disabilities. When the time comes for the student to begin planning, have a look at our Transition Suite:

Curricular Adaptations

There are Predominantly three major types of Curricular Adaptations:

- Supplementary
 - Simplified
 - Alternative Supplementary
 - Add social, communication, study or processing skills to general curriculum
- Used for students with learning disabilities, or emotional/behavioral disorder Also used for gifted students

Simplified

- Change level of difficulty or include fewer objectives
- Example: instead of teaching whole curriculum, emphasize fewer skills or concepts
- Alternative:
 - Teach functional skills plus embedded social, communication, and motor skills
 - Useful for students with severe disabilities
 - "Principle of partial participation" even though a student cannot participate in every aspect of an activity, the student may enjoy/learn from what he/she can do

General Classroom Tips for curriculum /modifications for students with disabilities: The following are common accommodations that are designed to access the general curriculum /modifications. They are general classroom tips that sustain and improve the learning and organizational skills of students with disabilities. First and foremost, teachers must be mindful that a student with disability is a person first, so they must allow the student the same confidentiality as other students and not share the alternative instruction, accommodations/modifications that the student might be using to access the curriculum.

The tips are as follows:

- Provide handouts and visual aids.
- When appropriate, assign a peer reader with a non-reading student during in-class assignments.
- Use multiple methods one way to demonstrate or explain information.
- When appropriate, break information into small steps (state objectives clearly, review previous lesson, summarize periodically).
- Provide study guides or review sheets for exams.
- Provide alternative ways for the students to do tasks, such as oral presentations or other performance based presentations.
- Establish opportunities for individual conferences to support students to monitor their own progress and understanding of the assignments and of the course content.
- Use coloured highlighting pens to emphasize key information
- Gradually reduce the amount of assistance, but keep in mind that students with disabilities will need more help for a longer period of time than students without a disability.

DESCRIPTIVE INDICATORS FOR HEARING IMPAIRED CHILDREN

Class I and II SCHOLASTIC AREAS

LANGUAGE (HINDI/ENGLISH)

Testing Area/Skill/Competency	Sub-Skills	A+	A	B	C	D
Articulation (Sound production)	Letter understanding	Can understand independently	Can recognize with the help of teacher or with clue	Can recognise with the help of teacher or clue after several repetition	can recognise with difficulty	Unable to recognise
	Word understanding	Can understand independently	Can understand with the help of teacher or with clue	Can understand with the help of teacher or clue after several repetition	Can recognise with difficulty	Unable to understand
	Understanding of sentence	Can understand independently	Can understand with the help of teacher or with clue	Can understand with the help of teacher or clue after several repetition	Can recognise with difficulty	Unable to understand
	Letter production	Can produce independently	Can produce with help of teacher or clue	Can produce with the help of teacher or clue after several repetition	Can produce with difficulty	Unable to produce
	Word production	Can produce independently	Can produce with help of teacher or clue	Can produce with the help of teacher or clue after several repetition	Can produce with difficulty	Unable to produce
	Sentence production	Can produce independently	Can produce with help of teacher or clue	Can produce with the help of teacher or clue after several repetition	Can produce with difficulty	Unable to produce

Reading skills	A] Pre reading : matching 1] object to object 2] picture to object 3] picture to word 4] word to word	Can do 10 out of 10	Can do 7 out of 10	Can do 4 out of 10	Can do 1 out of 10	Unable to do even one
	B] Reading 1] picture sequencing	Can do it independently	Can do it with help of teacher or with clue	Can do with the help of teacher and with clue after several	Can do it with difficulty	Unable to do

	2] Comprehension of sentences			repetition		
Writing Skills	A] pre writing 1] left to right movement 2] join the dots [standing, slanting, curve] 3] eye hand co-ordination	Can do it independently	Can do it with help of teacher or with clue	Can do with the help of teacher and with clue after several repetition	Can do it with difficulty	Unable to do
	Creative Writing Handwriting Spelling	Can write 9-10 words with the help of pictures All letters and strokes are properly formed Can apply his phonetic knowledge to spell similar words.	Can write 7-8 words with the help of pictures Is neat but occasionally Spell only Sounding words.	Can write 5-6 words with the help of picture and teacher. Writing is 50% in comprehensible. Make a lot of spelling mistake.	Can write 3-4 words with the help of picture and teacher. Writing is 25 % in comprehensible Spell with difficulty	Can write 1-2 words with the help of picture and teacher. Writing is incomprehensible and inaccurate Unable to spell

	Vocabulary	Can use 9-10 new words	Can use 7-8 new words	Can use 5-6 new words	Can use 3-4 new words	Can use 1-2 new words
Grammar	1] use of PNG markers 2] use of parts of speech [noun, verb, adjective, adverb etc]	Can do it independently	Can do it with help of teacher or with clue	Can do with the help of teachers with clue after several repetition	Can do with difficulty	Unable to do
Speech Intelligibility	Clarity of speech	Speech is clear to understand	Speech is understood after repetition	50% of Speech is understandable	25 % of Speech is understandable	Speech is difficult to understand
Communication skills	Expression	Can make understood other through speech or signs	Can make understood other through speech or sign after repetition	Has difficulties to make understood others using speech/sign	Has more difficulties to make understood others using speech/sign	Unable to make understood others using speech/signs
Listening Skills	Sound	Can comprehend	Can comprehend with few repetition	Can comprehend with several repetition	Can comprehend with difficulty after several repetition	Unable to comprehend even with repetition
	Word	Can comprehend	Can comprehend with few repetition	Can comprehend with several repetition	Can comprehend with difficulty after several repetition	Unable to comprehend even with repetition
	Sentence	Can comprehend	Can comprehend with few repetition	Can comprehend with several repetition	Can comprehend with difficulty after several repetition	Unable to comprehend even with repetition

EVS	Environment sensitivity	Is keen, alert and observant, very much aware of the surroundings.	Aware of surroundings	Quite aware but lack of enthusiasm.	Lack of awareness	Not sensitive
	Activity Project	Exhibits creativity through cutting,	Makes an attempt with some help.	Make an attempt with some help	The teacher is a perpetual guide.	No interest in any activity

		pasting, drawing, collage- work.				
	Group discussion	Always ready to take part in group discussion	can take part in group discussion	Need constant coaxing for putting his ideas.	Take part in group discussion after pressure from teacher	Does not take part in group discussion.
SUB SKILLS A+		A		B	C	D
MATHEMATICS	Concept	100% Understands the concepts well before proceeding to the higher one	75% Understands but not clear in certain concepts.	50% Understands but not clear in certain concepts.	25% Understands but not clear in certain concepts.	Can not understand the concept.
	Activity	Takes keen interest in various activities.	Takes interest most of the time.	Takes interest in some of time	Takes interest in assigned activities only when prompted	Does not take part in assigned activities
	Tables	Knows the table by heart.	Knows the table but gets confused in dodge tables.	Knows the table but can't do dodge tables.	Knows the table but can't do dodge tables. Makes lots of mistakes.	Does not know any table
	Mental Ability	Good at calculating sums	Can solve sums mentally but at slow pace.	Slow in solving sums mentally.	Very slow in solving sums with prompt	Does not solve the sums at all.

**COSCHOLASTIC AREA FOR CLASS I
AND II**

Aspects	Sub Skills	A+	A	B	C	D
Games	Team Spirit	Has team spirit and play for winning.	Has team spirit and plays for winning most of the times.	Shows team harmony some of the time	Shows team harmony on and off.	Does not show team spirit
	Enthusiasm	Plays with full motivation	Plays but only when commanded	Plays but only forced	Always gives excuses.	Does not have enthusiasm
	Discipline	Obeys all class discipline voluntarily and plays by following all rules of the games.	Obeys class discipline on command and follows rules only suited to his advantage	Obeys class discipline on force	Obeys due to fear of punishment, follows rules on command with displeasure(unwillingly)	Does not obey
	Talent	Outstanding development of skills and displays high performance.	Excellent development of skills & displays high performance.	Very good skills development but performs occasionally.	Good skills development but performs occasionally	No skill development
Extra curricular Activities.	Interest	Shows great enjoyment and aptitude for drawing and painting always.	Shows great enjoyment and aptitude for drawing and painting most of the time.	Shows great enjoyment and aptitude for drawing and painting some time.	Prefers to be guided for using his own imagination.	Does not have interest
	Creativity	Has original drawing and innovativeness in the work always.	Has original drawing and innovativeness in the work most of the time.	Has original drawing and innovativeness in the work some time.	Always looks for ideas and instructions from the teachers.	Does not show any creativity
	Skill	Excellent development of	Skill development is very good but	Skill development is	Slow in skill development.	Very slow in skill development.

		skills and high performance.	perform occasionally	good but perform occasionally		
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Music/Dance	Interest	Always very keen to learn and follow given instructions.	Needs little drive to learn and start	Need more drive to learn and start?	Sometimes shows interest.	Always show no interest
	Rhythm	Can follow the rhythm with help of counting	Most often follow the rhythm with the help of counting.	Sometimes follow the rhythm with the help of counting.	Follow the rhythm with difficulties	Does not follow the rhythm.
Personal Social Area	Courteousness	Very careful about wishing saying sorry, thank you and excuse me. Always stands up to give respect.	Many times wishes others, says sorry, thank you and excuse me.	Sometimes wishes others, says sorry, thank you and excuse me.	Always wishes others, says sorry, thank you and excuse me.	Always avoids wishing or saying sorry, thank you and excuse me aggressive and impolite.
	Confidence	Always very confident in carrying out various activities	Confident in most of the activities.	Confident in carrying less of the activities	Quite confident but needs to come up with his/her ideas	No confidence
	Care of belongings	Always respects the belongings and takes care.	Most of the times take care of belongings.	Sometimes takes care of belongings	Takes care but does not bother about others.	Does not care of the belongings
	Regularity and punctuality	Very particular about being regular and punctual to school classroom.	Mostly particular about being regular and punctual.	Sometimes about being regular and punctual.	Irregular and sometimes late in school, classroom.	No regularity and punctuality
	Initiative	Always tries to do things independently. Always ready to participate in extra curricular activities.	Very often tries to do things independently. Always disciplined in the classroom	Less often tries to do things independently. Sometime disciplined in the classroom	Sometimes, tries to do things independently.	Never tries to do things independently.

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	Self control	Well disciplined in the classroom. Never misbehaves or fights in the playground/during break.	Occasionally misbehaves or fights in the playground/during break	Disciplined in the classroom but not in corridors. Often misbehaves or fights in the playground.	Most often misbehaves or fights in playground/during break	Always misbehaves or fights in playground/during break
	Respect for others properly	Takes very good care of others	Takes good care of others	Takes sometimes care of others	Sometimes take care of others after reminder	Does not take care of others
	Neatness	Always wears proper and neat uniform very careful about personal hygiene.	Wears proper and neat uniform.	in improper uniform often not careful about personal hygiene.	Most of times in improper uniform often not careful about personal hygiene	Always in improper uniform often not careful about personal hygiene

DESCRIPTIVE INDICATORS FOR HEARING IMPAIRED CHILDREN

Class III, IV and V SCHOLASTIC AREAS

Aspects	Sub Skills	A+	A	B	C	D
1. Reading Skills	Pronunciation	Can read short / passage stories without any guidance from the teachers.	Can read short / passages stories with the guidance from the teachers given occasionally.	Guidance required from teachers 50% of times.	Can read with errors even with the help of teachers. Help provided 75 % of time.	Un able to read even after help provided by the teacher
	Comprehension	Can comprehend the story without any assistance from the teacher.	Can visualize and understand story/ passage, gives answer through sign, gestures or language with 25% the guidance from the teachers.	Requires the help of the teacher to understand the story. Guidance required from teachers 50% of the times.	Able to comprehend the story when guidance is given by the teacher 75% of time.	Un able to comprehend.

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2. Writing Skills	Creative Writing	Write short stories and paragraphs.	Write short stories and paragraphs but makes few errors	Can write short stories and paragraphs but makes a lot of errors.	Can not write even short sentences on own if help is provided by the teacher.	Un able to write even after the 100% assistance given by teacher.
	Hand writing	Is neat, comprehensible and legible.	Occasional inconsistency seen in information of letters and strokes	Only 50 % is comprehensible.	Only 25 % is comprehensible.	Hand writing is not legible not comprehensible and not neat.
	Spelling	Can apply his phonetic knowledge to spell similar words.	Spell only Sounding words	Make a lot of spelling mistake	Can spell with difficulty with the help given by teacher	Un able to spell
Aspects	Grammar	Can write sentences without any errors	Can write grammatically correct sentences with few mistakes.	Can write sentences with few mistakes but Has to be helped 50 % of time.	Can write with accuracy, needs help very often.	Can not write grammatically correct sentence even after 100 % of guidance given by teacher.
	Vocabulary	Has the stock of words as per the language milestone.	Has a fair range of vocabulary	Vocabulary is limited to only these words, which have been taught in class	Has a poor stock of vocabulary	No new vocabulary .
Speaking Skill	Conversation	Can spontaneously converse.	Needs help sometimes, by the teacher	Needs help most of the time by the teacher	Needs a lot of help by the teacher	Cannot converse even after the help provided by the teacher.
	Recitation	Can recite a poem with sign, words & gestures. with	Can recite a poem or story with occasional	Can recite a poem or story with most of the time	Recitation is possible when teacher helps	Cannot recite

		proper intonation pattern	prompting with sign and gestures.	help given by the teacher.	simultaneously.	
Listening Skills	word	Can comprehend 100 %	Can comprehend 75 %	Can comprehend 50 %	Can comprehend 25 %	Unable to comprehend 100%
	Sentence	Can comprehend	Can comprehend	Can comprehend	Can comprehend	Unable to

		100 %	75 %	50 %	25 %	comprehend 100%
	Sub Skills	A+	A	B	C	D
MATHEMATICS	Concept	100% Understands the concepts well before proceeding to the higher one	75% Understands but not clear in certain concepts.	50% Understands but not clear in certain concepts.	25% Understands but not clear in certain concepts.	Cannot understand the concept.
	Activity	Takes keen interest in various activities.	Takes interest most of the time.	Takes interest in sometime.	Takes interest in assigned activities only when prompted	Does not take part in assigned activities
	Tables	Knows the table by heart.	Knows the table but gets confused in dodge tables.	Knows the table but can't do dodge tables. Makes lots of mistakes..	Knows the table but can't do dodge tables	Does not know any table
	Mental ability	Able to calculate mental problems or sums.	Can solve sums mentally but at slow pace.	Slow in solving sums mentally.	Very slow in solving sums with prompt	Does not solve the sums at all.

EVS	Sub Skills	A+	A	B		D
	Environmental sensitivity	Is keen, alert and observant, very much aware of the surroundings.	Aware of surroundings	Quite aware but lack of enthusiasm.	Lack of awareness	Not sensitive
	Activity/Project	Exhibits creativity through cutting, pasting, drawing, collage-work.	Makes an attempt with some help.	Make an attempt with some help	The teacher is a perpetual guide	No interest in any activity
	Group Discussion	Always ready to take part in group discussion	can take part in group discussion	Need constant coaxing for putting his ideas	Take part in group discussion after pressure from teacher.	Does not take part in group discussion

COSCHOLASTIC AREA FOR CLASS III, IV AND V

Aspects	Sub Skills	A+	A	B	C	D
Games	Team Spirit	Has team spirit and play for winning.	Has team spirit and plays for winning most of the times.	Shows team harmony some of the time	Shows team harmony on and off.	Does not show team spirit
	Enthusiasm	Plays with full motivation	Plays but only when commanded	only forced	Always gives excuses.	Does not have enthusiasm
	Discipline	Obeys all class discipline voluntarily and plays by following all rules of the games.	Obeys class discipline on command and follows rules only suited to his advantage	Obeys class discipline on force	Obeys due to fear of punishment, follows rules on command with displeasure(unwillingly)	Does not obey
	Talent	Outstanding development of skills and displays high performance.	Excellent development of skills & displays high performance.	Very good skills development but performs occasionally.	Good skills development but performs occasionally	No skill development

Extra curricular Activities.	Interest	Shows great enjoyment and aptitude for drawing and painting	Shows great enjoyment and aptitude for drawing and painting most	Shows great enjoyment and aptitude for drawing and	Prefers to be guided them using his own imagination.	Does not have interest
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