

		matching number name with number or vice versa	name with number or vice versa with the cues	matching number name with number or vice versa with the help of teachers	number name with number or vice versa with the help of teachers	
	Can identify symbols  of greater, less, addition, subtraction and equal	able to do the associated tasks independently	able to do the associated tasks with visual cues	always able to do the associated tasks with visual cues and help	sometimes able to do the associated tasks with visual cues	Need more practice
129	counts orally up till <b>Expressive</b> 99 or less say 20 or 60 etc	The child independently arrange the number cards but may or may not speak the number aloud	With cues, child arranges number cards but may or may not speak the number aloud	Always does with teacher's help	Sometimes does with teacher's help	Need more practice
	days of the week	May independently identify the days either verbally or through pictures	May days identify verbally either through pictures with cues	Always identifies with help	Sometime identifies with help	Need more practice

	months of an year	May independently identify the days either verbally or through pictures	May identify the days either verbally or through pictures with cues	Always identifies with help and cues	Sometimes identifies with help or cues	Need more practice
	count by twos, fives and tens	Able to independently do the task verbally or through gestures or pictures	Needs cues for completing the task	Always completes the task with help or cues	Sometimes completes the task with help cues	Need practice.
	<b>Classification</b> Classify numbers as odd and even	Picks the desired number cards or circle or tick independently	Needs cues for completing the task	Always completes the task with help or cues	Sometimes completes the task with help cues	Need practice.
130	Arrange numbers in ascending and descending orders	Can do independently	Needs cues for completing the task	Always completes the task with help and cues	Sometimes completes the task with help or cues	Need practice
	<b>Tables</b> Multiplication facts	Knows the table by heart	Knows the table but gets confused in dodge tables	Needs cues and little help	Need teachers help Repetitive teaching is required	Needs more practice
	<b>Application</b> in daily life Can follow instructions involving numbers – example- bring five red beads	Can do independently	Can do independently with cues	Always does with help and cues	Sometimes does with help and cues	Needs more practice

	can identify numbers in the environment-on pages, vehicles, calendars, telephones etc (Make sure that the calendars, vehicles etc used for assessment are same as used for classroom practice )	Can do independently	Can do independently with cues	Always does with help and cues	Sometimes does with help and cues	Need more practice
	Can make sets of tens	Can do	Can do	Always does with help	Sometimes does	Needs more

131	The objects need to be specified say if the assessment demands making set of ten matchsticks then during classroom teaching learning the same should be used. Transfer of learning to other objects would be difficult.	independently	independently with cues	and cues	with help and cues	practice
	Can apply addition and subtractions in story sums The stories should be in simple language without much additional and confusing information.	Can do independently	Can do independently with cues	Always does with help and cues	Sometimes does with help and cues	Needs more practice

	At a given time can tell what day of the week and which month is it	Can do independently	Can do independently with cues	Always does with help and cues	Sometimes does with help and cues	Needs more practice
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#### LANGUAGE

Aspects	Sub Skills	A	B	C	D	E
Identify objects according to alphabets	Can sort objects by category; match shapes, colours, and pictures; able to pronounce alphabets. Identify uppercase letters; and read a few words Match letters and words	Able to sort objects and able to pronounce and identify alphabets able to match words with pictures and letters	Able to do but sometimes required help	Always does with help and cues	Sometimes does with help and cues	Cannot identify need more practice
Receptive Language	Identifies body parts and able to read and write the essential body parts	Can follow simple one-and two-step commands, and receptively identify body parts and colours	Able to do but sometimes required help	Always does with help and cues	Sometimes does with help and cues	Cannot identify need more practice
	Identification of certain words, phrases and correct pronunciation.	Speaks words phrases always independently and can label pictures of objects	Able to do but sometimes required help	Always does with help and cues	Sometimes does with help and cues	Cannot identify need more practice
Identification	Receptive vocabulary:	Able to identify	Able to do but	Always does	Sometimes does	Cannot

of nouns and verbs.	nouns, verbs, object functions and prepositions	noun verbs and prepositions.	sometimes required help	with help and cues	with help and cues	identify need more practice
Expressive Language	Use pronouns in spoken language	Can expand length of utterances to three-to four-word sentences Use pronouns in spoken language.	Able to do but sometimes required help	Always does with help and cues	Sometimes does with help and cues	Cannot express need more practice
writing	Write her/his name and friends name objects. Clarity in writing.	Able to write her/his name and knows exact handling of pen/pencil. Independently writes legibly	Able to do but sometimes required help	Always does with help and cues	Sometimes does with help and cues	Cannot write need more practice

**DESCRIPTIVE INDICATORS CHILDREN WITH ASD**

**Class III, IV and V SCHOLASTIC AREAS**

**B. MATHEMATICS**

Aspects	Sub Skills	A	B	C	D	E
Number sense	Identifies – Numbers until three to nine digits as per class	Can do independently	Can do independently with the aid of concrete objects	Can always do with the help of teacher or peer	Can sometimes do with help and cues	Need more practice

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	Identifies Clock face Reads and tells time on clock (same clock should be used for teaching learning and assessment.)	The child can do independently but may express verbally or through gestures.	Can do with little help of teacher or peer	Always does with help	Sometimes does with help	Need more practice
	Money handling (The CWA will need lot of practice during the learning of this concept in various practical situations. Any novelty like change of shop, change in colour or denomination of currency requires lot of practice before the same may be internalized by the child. During assessment tasks the child may be able to do the same independently but would require a lot of cue and hints from the teacher. These cues could be in the form of assistance in understanding the language of the question or in the form of visual hints.)	The child is able to do independently	The child is able to do independently with cues from the teacher	Can always do with the help of teacher or peer	Can sometimes do with cues and help	Need more practice

	Calendars with year, month, days and dates (If the question says which day 21 November 2014 would be or was the teacher need to provide the same calendar that was used for practice in the classroom as the CWA may find it difficult to adjust to change in the form calendar being different from the one used in the class for practice)	able to do independently	able to do independently with cues from the teacher	Can always do with the help of teacher or peer	Can sometimes do with help and cues	Need more practice
135	<b>Tables</b> are $\infty$ understand that tables nothing but repeated additions e.g. $2+2+2+2+2=5 \times 2=10$	Can do independently	Can do with little assistance	Always does with assistance	Sometimes does with assistance	Needs more practice
	$\infty$ remembering and recalling tables	Child is able to recall and recite tables (including dodging)	Can do with little assistance	Always does with assistance	Sometimes does with assistance	Needs more practice
	Mathematical operations Understand properties of multiplication and the relationship between multiplication and division	Apply properties of operations as strategies to multiply and divide. Example: If $6 \times 4 = 24$ is	Requires occasional visual cues and help to perform	Always does with help and cues	Does with teachers help but there are many errors	Needs more practice

		known, then $4 \times 6 = 24$ is also known.			
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Measurement	<p>Able to start by measuring the own body, and recording measurements on a large chart (allowing some sort of comparison, eg. "that object is longer/shorter than my arm") - comparing measurements of various objects. (eg. bigger/smaller, longer/shorter, heavier/lighter)</p> <p>Relating all measurement to child's own experience (eg. temperature - connect to Seasons, weather, clothing, activities, etc.)</p>	<p>Able to compare and measure various objects, and able to apply in real world.</p>	<p>Can do with little assistance</p>	<p>Needs help in identifying the objects and measurement. Can do only simplistic measurements.</p>	<p>Problem in identifying the objects of measurements.</p>	<p>Needs more practice</p>
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EVS

Aspects	Sub Skills	A	B	C	D	E
Observes and explores simple phenomenon in the surroundings like environmental objects, plants, animals, shelters and	<p>answers questions like (class 3)</p> <p>"identifies names of objects, local plants, animals, transport, and shelters, etc in their own language."</p> <p>(class 4)</p> <p>"identifies variations in plants (leaves, flowers), animals (bird's beak, claws, feather, and nests) mode of transports, and variation in seasons, give examples of each".</p> <p>(class 5)</p> <p>E.g., "identifies objects, events phenomenon in natural &amp; social environment, - locate states on the map".</p>	<p>The child can do independently but needs lot of visual cues and assistance in understanding the language</p>	<p>Always answers with cues and help</p>	<p>Sometimes answers with cues and help</p>	<p>Always requires teacher's help still lots of errors</p>	<p>Needs more practice</p>
Reporting the observations	<p>Can independently report and share the observations in whichever way the child feels comfortable i.e. video, verbal etc</p>	<p>The child is able to do reporting and sharing of observations</p>	<p>The child need little help in reporting and sharing of observations</p>	<p>Always does with help</p>	<p>Sometimes does with help</p>	<p>Needs more practice</p>

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Activity/Project	Group activity	<p>Can do individual projects (may not like group work)</p> <p>Makes observation and gives comments has to be encouraged</p>	<p>Need help in the activity/project</p> <p>Has difficulty in following instructions and cooperating with others but with prompts does take part.</p>	<p>as difficulty in paying attention and following instructions.</p>	<p>Sometimes does with help</p>	<p>Needs more practice</p>
	Written work	<p>Can do written assignments but makes occasional</p>	<p>Can do only simplified assignments with</p>	<p>Can do written assignments with constant guidance</p>	<p>Sometimes does with help</p>	



		mistakes.	guidance from the teacher	from the teacher		Needs more practice
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**LANGUAGE-**

Aspects	Sub Skills	A	B	C	D	E
Presentation of Knowledge and Ideas	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	Always gather information and share	Always gather information but needs cues and help for sharing	Gathered information is shared in simplified manner	Gathered information is shared after lots of encouragement	
	Know and acts as per the rules for school interactions (e.g. using, taking turns, raising a hand to speak)	Aware of the school rules Always attentive in class and speak when required.	Always follows with cues and help	Sometimes follows with cues and help	Rarely follows with cue and help	Needs lot of clues and practice
139	Learn rules for polite interactions (e.g. saying 'please' and 'thank you')	Always say please and thank you	Always say please and thank you with cues	Sometimes say please and thanks you with cues	Needs encouragement . Sometimes say please and thank you	Needs lot of encouragement and attempts
<b>vocabulary and word choice</b>	Sufficient vocabulary of verbs, adjectives and adverbs to exercise options in word choice,	tries to enrich vocabulary  Able to recognise adjectives and adverbs Independently completes related exercises	Need teachers help to identify verb adjectives but with the few practice sessions able to complete exercises independently	Always need teachers help to complete exercises	Sometimes completes with teacher's help	Needs more practice

	Use verbs referring to cognition, communication and emotions	Always tries to use verbs in communication	Need teachers help occasionally to identify verb in communication	Always need teachers help to identify verb in communication	Sometimes identifies with teacher's helps	Needs more practice
<b>Writing</b>	Able to write short stories with clarity.	Can independently write stories	Can write with occasional help from teachers	Can always write with lot of help from teachers	Can sometimes write with lot of help from teachers	Needs more practice for writing simple stories
140	Knows the rule of punctuations.	Able to follow punctuation rules.	Need teacher's occasional help to follow punctuation rules.	Always follow punctuation rules with help and cues	sometimes follow punctuation rules with help and cues	Needs more practice for following punctuation rules
	Able to express feelings in writing.	Can express emotions in writing.	Occasionally needs help and cues for expression	Always does with help and cues	Sometimes express emotions in writing	Rarely expresses emotions in writing.

**COSCHOLASTIC**

In coscholastic the major areas to be assessed are:

7. Work education.
8. Visual and performing arts.
9. Attitude and Values.
10. Co-Curricular activities.
11. Health and Physical education.
12. Life skills

**For class 1 and 2**

Aspects	Sub Skills		A+	A		B
<b>Work education</b>	Daily living life skills. (learning the sequence of daily routine)	Will adapt the time table frequently. And able to complete work independently	Able to follow the time table /sequence of daily routine	Able to follow the time table /sequence of daily routine with help	With the help of teacher able to follow time table and with little assistance complete work on his/her own	Has difficulty to follow the instructions and slightly able to work with assistance
	Social interaction and readiness. Ability to sustain eye contact, sitting behaviour. Exploratory play, directed cooperated play with others and solitary play.	Able to understand and make eye contact. Shows all skills of play with others and plays with objects.	With some help able to understand and make eye contact. Shows all skills of play with others and play with objects.	With the help of aid can make eye contact and play.	With the help of aid sometimes make eye contact and play.	Has difficulty in making eye contact need more practice sessions. Need help in play and relating with others and objects of play.
<b>Visual and performing arts.</b>	Music	Always participate and tries to experiment in it.	Always participate with cues	Able to perform and take part in groups setting.	Able to perform and take part in groups setting with assistance	Sometimes perform and take part in group setting with assistance

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	Drama (For class 1 and 2) puppets, story, mask, and dress ups	Tries to imitate and participate.	Tries to imitate and always participate with help	Always participate either verbally or non-verbally with the help	Sometimes participate either verbally or non-verbally with the help	Need teachers help most of the time
	Dance	Always participate and tries to learn.	Always participate with help and tries to learn	Sometimes performs solo usually prefer performance in group.	Needs lot of encouragement and help	Need teachers help to perform
	Craft work and drawing and painting. (For class 1 and 2, clay moulding, collage, finger painting.)	Always participate and enthusiastic to explore and learn.	Always participate and enthusiastic to explore and learn but may need some help	Take interest with the help of peers and teachers.	Sometimes participates	Need teachers encouragement for participation
<b>Attitudes and values</b>	<b>Acceptance</b> (Acceptance of self and peers in group. Roles of other peoples are accepted in social	Accepts self-role and role of other persons in a group	Accepts self-role and role of other persons in a group with cues	Teachers need to explain the role of self and others before the same is accepted	Need teachers and peers constant help to understand roles for self as well as others	Accepts self role after lot of explanation and help

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	hierarchy)				
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	Love and respect (Shows love towards peers and teachers.) HOW to measure?	Always shows love and respect towards the surrounding people and	With cues always shows love and respect towards the surrounding people and	With cues sometimes shows love and respect towards the surrounding people and	Slowly tries to show love and respect towards surroundings people with cues	Need teachers help and demonstration for love and respect towards others
	Social Interaction	Always tries to interact with others	Always tries to interact with others after encouragement with teachers or peers	Slowly with the help of peers and teachers able to socialise	Always need teachers help for social interactions	Rarely interacts with others
	Independence	Takes initiatives for independent work and accomplishes the same	Takes initiatives for independent work and accomplishes the same with cues	Can always do independent work with the help of peers and teachers	Can sometimes do independent work with the help of peers and teachers	Need more practice before able to do the work independently
<b>co-curricular activities.</b>	Literary & Creative Skills for example Storytelling, questioning etc	Can tell a story either verbally or through gestures	Can tell a story either verbally or through gestures, with cues and help from teacher	Need teacher's encouragement and help for story telling	Has difficulty in participation but after lot of practice able to do	Prefers other tasks

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<b>Health and physical education</b>	Yoga	Always take interest in yoga	Always take interest in yoga may need some cues for practice	Tries to do yoga needs help for practice	always need help to concentrate and practice	Prefers other tasks avoids yoga
	Healthy food habits. Importance of hygiene.	follow instructions for eating, and dressing, maintains healthy habits	Needs cues for following instructions for eating, and dressing, maintains healthy habits	Always needs clues and help for following instruction related to eating and maintaining hygiene	Sometimes follows instructions with lots of verbal or visual prompts and help	Needs constant hand holding for following instructions
	Gardening (focus should be on sensory issue)	Always eager to explore and want to learn about new plants, feel connected with nature Shows interest and enthusiasm	Need prompts for exploring and learning about new plants though feel connected with nature	Need encouragement and able to perform in group, with cue.	Always need encouragement, time and practice to participate	Avoids task, prefers some other work

	Motor activities, climbing, sliding, crawling, hanging, tumbling, swinging, Velcro and	Enjoys and participate	Enjoys and participate with cues and help	Need sometimes to adjust and require teachers help and cues	Need aid and lot of encouragement	Avoids the task, needs constant handholding
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	magnetic darts, punching bags.					
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**For class 3 to 5**

Aspects	Sub Skills	A	B	C	D	E
Utilization of community facilities/ resources	Money management, telephone conversation, appropriate public behaviour etc.	Able to use skills frequently and confidently	Able to use skills frequently and confidently with cues in different situations	Able to use skills frequently but need help in different situations	Has difficulty in following instructions but able to perform these skills with lot of practice and assistance.	Need more practice
Scientific skills	Participation in different activities which evolve nature of	Will shows great interest most of the	With the help of teacher able to follow instructions and able to perform	Sometimes takes interest and participates	Need teachers motivation most of the time	Doesn't show interest

	enquiry and discovery. E.g clubs, projects, educational tours.)	time	on his/her own			
<b>Visual and performing arts.</b>	Music	Always participate and tries to experiment in it	Participates but needs cues	Able to perform and take part in groups situations	Need teacher's assistance and cues	Doesn't show interest
	Dance	Participate and tries to learn	Most of the time participate and tries to learn	Sometimes participates	Need teachers help most of the time	Doesn't show interest
	Craft work and drawing and paintings (wood works, science projects, paper Mache, printing, cards and envelopes making etc)	Always participate and enthusiastic to explore and learn	Take interest with the help of peers and teachers	Sometimes participates	Always need teachers help and encouragement	Needs constant encouragement
<b>Attitudes and values</b>	Competency acquiring self confidence	Always knows self and have confidence of doing work	Teachers need to explain the role of self slowly gets the confidence of doing work	Sometimes need teachers and peers help to gain right attitude and values	Always need teachers and peers help	needs constant handholding and support for acquiring right attitude and values

	Accepting praise	Understands when teachers appreciates, feels motivated when appreciated	Need help to understand the praise	Needs practice and cues to understand praise	Finds it difficult to accept praise	Doesn't accept praise
	Punctuality	Always tries to complete task on	Need teacher's attention and reminders to	Need lot of attention and	Sometimes complete the task	Find it difficult to complete task on

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		time.	complete the task on time	reminders to complete the task on time	on time after lot of reminders	time
<b>co-curricular activities.</b>	Literary & Creative Skills like Narrations, diary writing, quiz, essay writing etc.	Always takes interest	Always takes interest but may need cues	Need teacher's encouragement.	Has difficulty in participation	Avoids task
<b>Health and physical education</b>	Yoga & Meditation	Participates in yoga and meditation activities or without cues	Participates in yoga and meditation activities with or without cues	Participates in yoga and meditation with help and cues but needs practice	Need encouragement and help for participation	Needs more practice and constant encouragement for participation

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	Food habits	Self-serve at table, display good table manners and eats variety of food	Able to self-serve with help. Exhibits table manners with cues.	Always self-serve and east with cues and help	Sometimes self-serve and east with cues and help	Needs more practice
	Swimming/gymnastic	Shows interest and quick to learn	Shows interest but little slow to learn	Learn with very slowly	Always need encouragement for participation	Not interested in the activity
	Gardening ( focus on sensory issue)	Always eager to explore and want to learn about new plants, feel connected with nature.	Most of the time eager to explore and want to learn about new plants, feel connected with nature.	some time eager to explore and want to learn about new plants, feel connected with nature	Rarely shows interest	Prefers some other activity
	Developing interest in outdoor games	Always enjoys and participate	Most of the time enjoys and participate	some time enjoys and participate	Need sometimes to adjust and require teachers help	Need assistance always
<b>Life skills</b>	The child finds a workable solution to problem	The child performs the desired task	The child needs little help in reaching to the solution	the child needs help in understanding the expected outcome through visual cues	The child needs help and practice in arriving to the solution	The child rarely arrives at the solution

	Is able to interact with teachers and peers effectively	The child interacts with peers and teachers	The child needs visual cues for interacting with peers and teachers	The child needs teacher and peer help for interaction	The child needs more practice for interacting with others	The child avoids direct interaction
	Can identify aggressive, assertive and submissive communication and reacts accordingly	Child can comprehend and react appropriately	The child may needs visual cues for effective interaction	The child needs teacher or peer help for appropriate reaction	Child needs more practice in comprehending the situation	The child rarely comprehend the situation

**Descriptive Indicators for Continuous Comprehensive Evaluation of Children with Special Needs (CWSN)  
for both Scholastic & CoScholastic Areas**

INTELLECTUAL DISABILITIES / MENTAL RETARDATION						
SCHOLASTIC AREAS						
Testing Area/Skill/ Competency	Sub-Skills	A+	A	B	C	D
		Outstanding(90-100%)	Excellent(75-89%)	Very Good(56-74%)	Good(35-55%)	Average/Scope for improvement (below 35%)
ENGLISH						
Reading Skills	Pre-Reading skills	Can understand things around him/her(name and use), understand meaning.	Grasp meaning of story/ poem if read to him/her	Can answer in words	Can identify name, characters, colours, body parts, animals, vegetables, fruits, big/small, long/short etc.	Matches: Colours, shapes, sizes, body parts etc
	Pronunciation (Loud Reading)	Can read and pronounce new words with guidance from the teacher.	Can read and pronounce new simple words on guidance of teacher most of the times.	Can read and pronounce few words on guidance of teacher occasionally	Attempts to read and pronounce functional words (any 5) on guidance of teacher.	Pays attention and tries to read and imitate words on guidance of teacher.
	Fluency	Can read simple sentences fluently but with occasional prompting.	Can read simple sentences but takes time to read each word. Lacks fluency, speed and expression.Needs prompting	Reads simple sentences by breaking one word at a time.	Reads familiar words in a sentence.	Reads few words

	Comprehension	Comprehends small story/ sentences with help from the teacher.	Often needs help in comprehension of sentence	Requires repeated help to comprehend 2/3 sentence	Comprehends at word-level /single-step instructions	Comprehends few words and common instructions.
Writing Skills	Pre-Writing skills	Can copy small words Can write small words-two or more than two words	Can copy down alphabets	Join dots or Draw horizontal, vertical lines. Draws shapes.	Colour, scribbling	Grip, hold pencil
	Creative writing	Can write 1/2 sentence on given topic but does not use new words on his own. (writes from memory/ repeated practice)	Can write 1/2 sentence on given topic but with a lot of prompting and guidance. (writes from memory/ repeated practice)	Can write few words with guidance.	Can write few words with repeated prompts.	Attempts to write words with total prompt/ assistance.
	Handwriting (Cursive)	Is neat and legible.  Inconsistency seen in formation of letters and strokes.	Is legible but often inconsistent in strokes and letters. Transcription has errors.	Is slightly illegible and inconsistent. Transcription has a number of errors.	Is moderately illegible, inconsistent and with errors	Is significantly illegible, inconsistent and with errors
	Grammar	Can write 3/4 sentences most of the time. Fault in use of simple punctuation marks	Can write sentences with errors. Needs prompts in use of punctuation	Can write with repeated prompts and help in punctuation	Can copy with repeated prompts and uses basic punctuation	Can copy with repeated prompts and uses punctuation with help.

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		& tenses.	marks.	marks.	marks upon guidance.	
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	Spellings	Spells words from known text  correctly with errors. Can apply his phonetic knowledge to spell similar sounding words.	Makes mistakes while spelling familiar words. Able to apply his phonetic knowledge sometimes to spell similar words.	Makes many errors while spelling familiar words. Does not use phonetic knowledge to spell new words.	Is able to spell few small known words with assistance and repeated prompts	Is able to imitate spelling of very few small known words with assistance and repeated prompts
	Vocabulary	100 word meanings	50 word meanings	25 word meanings	10 word meanings	5 word meanings
Speaking Skills	Conversation	Lacks spontaneity  fluency and accuracy. Response time is rather long. Needs prompting most of the time.	Can carry out a dialogue only at a very basic level with prompts.	Can give basic information about self. Responds to Yes/No queries with prompts	Can respond to greeting and objective questions with prompts	Greets with prompts.
	Recitation	Can recite a poem with but makes occasional mistakes in pronunciation or forgets a word or so.	Can recite a poem with prompting. Expression is not very clear and effective.	Can recite an entire poem with prompting most of the time. Lacks proper pronunciation and expression.	Can recite only very short and simple poems with repeated prompting.	Pays attention to very short simple poem with occasional recitation/imitation of 1/2 words
Listening Skills	Comprehension	Can answer what, where, how, when & Can relate conversation to daily life	Can answer what, where, how, when & Can relate conversation to daily life; with prompting	Can answer question based on daily life	Follow simple instructions	Follows common simple instructions of daily life.

		Can comprehend oral questions, instructions and stories/poems.	Comprehends oral questions, instructions, stories, and poems most of the time.	Has some difficulty in comprehending instructions, stories or poems. Needs frequent guidance	Has difficulty in following instruction and stories. Needs simplification or translation.	Follow simple word/phrase-level instructions.
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#### HINDI / MOTHER TONGUE

Reading Skills	Pre-Reading skills	Can understand things around him/her (name and use), understand meaning.	Grasp meaning of story/ poem if read to him/her	Can answer in words	Can identify name, characters, colours, body parts, animals, vegetables, fruits, big/small, long/short etc.	Matches: Colours, shapes, sizes, body parts etc
	Pronunciation (Loud Reading)	Can read and pronounce new words with	Can read and pronounce new words on	Can read and pronounce words without	Attempts to read and pronounce words without	Pays attention and tries to read and imitate few



		guidance from the teacher most of the times.	guidance of teacher occasionally.	<i>Matras</i> on guidance of teacher occasionally .	<i>Matras</i> on guidance of teacher.	words <i>without</i> <i>Matras</i> on guidance of teacher.
	Fluency	Can read words fluently with speed but with occasional prompting.	Can read words but takes time to read each word. Lacks fluency, speed and expression.	Can read simple words <i>without</i> <i>Matras</i> ; with guidance or prompting.	Reads few simple words on guidance of teacher.	Imitates a few words.

	Comprehension	Comprehends small story/ sentences with some help from the teacher.	Often needs help in comprehension of story/ sentence	Requires repeated help to comprehend 2/3 sentence	Comprehends small sentences/ single-step instructions	Comprehends few words.
Writing Skills	Pre-Writing skills	Can copy small words Can write small words-two or more than two words	Can copy down alphabets	Join dots or Draw horizontal, vertical lines	Colour, scribbling	Grip, hold pencil
	Creative writing	Can write 3/4 sentence on given topic but does not use new words on his own. ( <i>writes from memory/ repeated practice</i> )	Can write 1/2 sentence on given topic but with a lot of prompting and guidance. ( <i>writes from memory/ repeated practice</i> )	Can write with repeated prompts to write 1/2 sentence	Can write few words with repeated prompts.	Can write few words with repeated physical prompts.
	Handwriting ( <i>Cursive</i> )	Is legible. Inconsistency seen in formation of letters and strokes.	Is legible but always inconsistent in strokes and letters. Transcription has errors.	Is slightly illegible and mostly inconsistent. Transcription has a number of errors.	Is moderately illegible, inconsistent and with errors despite repeated prompts.	Is significantly illegible at copy level. Is inconsistent and with errors with repeated prompts.

	Grammar	Can write 3/4 sentences accurately most of the time. Fault in use of simple punctuation marks.	Can write sentences with errors. Needs prompts in use of punctuation marks.	Can write words with repeated prompts and help in punctuation marks.	Can write with repeated prompts and errors in basic punctuation marks even upon guidance.	Can copy with repeated prompts and uses punctuation with help.
	Spellings	Spells words from known text correctly with errors. Can apply his phonetic knowledge to spell similar sounding words.	Makes mistakes while spelling familiar words. Able to apply his phonetic knowledge sometimes to spell similar words.	Makes many errors while spelling familiar words <i>without</i> <i>Matras</i> . Does not use phonetic knowledge to spell new words.	Is able to spell very few small known words <i>without</i> <i>Matras</i> with assistance and repeated prompts	Is able to imitate spelling of few small known words <i>without</i> <i>Matras</i> with assistance and repeated prompts
	Vocabulary	100 word meanings	50 word meanings	25 word meanings	10 word meanings	5 word meanings

Speaking Skills	Conversation	Is fluent most of the time. Responds to the situation appropriately but fumbles for words occasionally.	Lacks spontaneity fluency and accuracy at phrase-level conversation. Response time is rather long. Needs prompting most of the time.	Can carry out a dialogue only at a very basic level with prompts; at phrase/word-level on familiar things.	Can give basic information about self. Responds to Yes/No queries with prompts	Can respond to greeting and objective questions with prompts
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	Recitation	Can recite a poem with but makes occasional mistakes in pronunciation or forgets a word or so.	Can recite a poem with prompting. Expression is not very clear and effective.	Can recite an 2/3 line poem with prompting most of the time. Lacks proper pronunciation and expression.	Can recite only very short and simple poems with repeated prompting.	Pays attention to very short simple poem with occasional recitation/imitation of 1/2 words
Listening Skills	Comprehension	Can answer what, where, how, when & Can relate conversation to daily life most of the time.	Can answer what, where, how, when & Can relate conversation to daily life with guidance.	Can answer question based on daily life with errors.	Can listen to story and respond to Yes/No type questions.	Follow simple instructions on need-basis.
		Can comprehend oral questions, instructions and stories/poems.	Comprehends oral questions, instructions, stories, and poems most of the time.	Has some difficulty in comprehending instructions, stories or poems. Needs frequent guidance	Has difficulty in following instruction and stories, Needs simplification or translation.	Follow simple word/phrase-level instructions.

#### MATHEMATICS

Concept	Pre-Arithmetic skills	Can rote count upto 100  Correlate figures within surrounding  Measurement with palm, hand, feet  Concept of Day, week,	Can rote count upto 50  Can differentiate shapes  Short/Long Near/Far Heavy/Light  More/Less	Can rote count upto 20 Can draw shape  Identifies long/short Near/Far Heavy/Light More/Less	Can rote count Upto 10  Can match shapes  Matches long/short Near/Far Heavy/Light  More/Less	Can rote count Upto 5  Can recognise shapes  Matches long/short Near/Far Heavy/Light  More/Less
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		month, year  All activities above may have occasional errors.	Concept of day, week, month, year  All activities above may have few errors.	Today, tomorrow, yesterday  All activities above may have occasional errors.  May need assistance.	Day/Night Morning/ Afternoon /Evening  All activities above may have few errors. May need repeated assistance.	Concept of day and night  All activities above may have few errors. May need continued assistance & prompts.
	Geometry	Identifies geometrical shapes. Can measure	Identifies geometrical	Identifies primary geometrical	Identifies primary	Matches primary

		lines in Centimeter.	shapes. Can measure lines in Centimeter; with assistance	shapes. Can measure lines in Centimeter with prompt. May make errors.	geometrical shapes. Can measure lines in Centimeter with prompt. May make frequent errors.	geometrical shapes. Can measure lines in Centimeter with prompt. May make frequent errors.
	Addition	Carry over-Simple	Two-digit without carry-over	Single digit	Concrete level addition (less than 5)	Upto 3 with prompt
	Subtraction	Borrow - Simple	Two-digit without borrowing	Single digit	Concrete level subtraction (less than 5)	Upto 3 with prompt
	Multiplication	Simple multiples of 2/5/10 with guidance.	Simple multiples of 2/5/10 with prompts.	Few simple multiples of 2/5/10 with assistance. May make errors.	Very few simple multiples of 2/5/10 with assistance. May make repeated errors	Faces difficulty even with prompts

	Measurement	Concepts of: 1 litre/ Kg/ Meter 500 ml/grams/mm	Concepts of: 1 litre/ Kg/ Meter	Concepts of: 1 litre/ Kg/ promptMeter with guidance.	Long-Short, More-Less, Big-Small	Long-Short, More-Less, Big-Small; with prompts
	Time	Tells time in 30minutes	Tells time in 1hour	Knows use of clock/ watch.	Has concept of Time and Day	Has concept of Day/Night
	Money	Can use money for exchange / transaction.	Can perform money transaction upto Rs.50/-	Can name & rank currency in order of denomination	Can identify & rank currency in order	Can match currency coins and notes of different denominations.
	Calendar Reading (Days/Months/Year)	Identifies given Date, Day in the calendar	Needs guidance to read calendar	Can identify Days/ Month	Can Match Days. Orally says name of days	Orally says name of days with assistance
	Activity Concrete Operation	Can apply concept of addition & subtraction in everyday life.	Can apply concept of addition & subtraction in everyday life, with assistance.	Can apply concept of addition & subtraction upto 10 in everyday life, with assistance.	Can apply concept of addition & subtraction upto 10 in everyday life, with prompt. May make errors.	Can match quantity of objects upto 5. May need assistance
	Written Operation	Addition with Carry over-Simple Subtractionwith Borrow-Simple  May make occasional errors.	Addition-Two-digit without carry-over Subtraction-Two-digit without borrowing May make many errors & need assistance.	Addition-Single digit Subtraction-Single digit May make frequent errors & need prompts.	Concrete level addition (less than 5) Concrete level Subtraction (less than 5) May need continued assistance.	Addition upto 3 with prompt Subtraction upto 3 with prompt May need continued assistance & prompts.
Tables	Multiplication tables of:	2, 5, 10 with occasional errors	2, 5, 10 with prompts	Can repeat /recite tables	Can repeat /recite tables	Can imitate occasionally

	2, 5 and 10				with prompts	
Mental Ability	Abstract Operation	Can apply abstract concept of addition & subtraction in everyday life.	Can apply abstract concept of addition & subtraction in everyday life, with assistance.	Can apply abstract concept of addition & subtraction upto 10 in everyday life, with assistance.	Can apply abstract concept of addition & subtraction upto 10 in everyday life, with prompt. May make errors.	Can match quantity of abstract objects upto 5. May need assistance
	Generalization of concepts	Can apply concrete concept of addition & subtraction in everyday life.	Can apply concrete concept of addition & subtraction in everyday life, with assistance.	Can apply concrete concept of addition & subtraction upto 10 in everyday life, with assistance.	Can apply concrete concept of addition & subtraction upto 10 in everyday life, with prompt. May make errors.	Can match quantity of concrete objects upto 5. May need assistance
	Basic Concept (Knowledge and Understanding)	Has knowledge. Understands the concepts but is not clear in certain concepts.	Can perform/work on concepts but mostly needs help.	Can perform/work on concepts but always needs help.	Can perform/work on basic concepts but needs repeated help.	Can perform/work on very basic concepts with errors even on assistance
	Ability to Compute	Can do operations of numbers but with occasional faults.	Can do operations of numbers but makes a few mistakes with guidance	Can do basic operations of numbers with instructions & prompts.	Can do operations of numbers with errors even on assistance.	Participates in number operations with assistance & dependence.

	Formation of Number	Has the concept of formation of numbers but falters a little.	Has the concept of formation of numbers but makes few mistakes.	Can do formation of numbers with instructions & prompts.	Can copy formation of few numbers.	Can trace and copy some number formations.
	Problem Solving Ability	Can solve problems but falters occasionally when repeated clue is given.	Can solve problems but with most errors. Needs guidance.	Difficulty in solving problems of very basic nature with frequent errors even on prompting	Difficulty in solving problems of very basic nature even with continued assistance.	Can comprehend problems at very basic levels with assistance.

#### ENVIRONMENTAL SCIENCE

Environmental Sensitivity	Observation	Is keen, alert and observant; very much aware of the surroundings Doesn't waste things Sensitive to animals and plants protection, appreciates nature	Is aware of the known surroundings, Takes care of objects	Pays attention to immediate surroundings on instruction Helps in keeping Environment (class) clean by cooperation	Pays attention to immediate surroundings with prompts Keeps self clean	Pays little attention to immediate surroundings with assistance.
	Identification	Can identify and classify most of the common objects.	Can identify and classify most of the objects, with	Can identify and classify common objects, with prompts.	Can identify and classify some of the common objects, with	Can match few of the common objects, with assistance.

			some mistakes.		assistance.	
	Discovery of Facts	Can understand, discover facts, do some independent thinking and is observant.	Can attempt to answer simple questions based on reasoning and observation.	Can attempt to answer simple questions with prompts.	Can attempt to answer common objective questions with prompts.	Can attempt to answer very basic objective questions with assistance.

Activity / Project	-	Exhibits creativity through cutting.  Pasting, drawing, collage-work etc.	Exhibits creativity and makes an attempt with instructions.	Can do activities like cutting, pasting, drawing and collage work with prompts.	Can do activities like cutting, pasting, drawing and collage work with assistance.	Participates in simple activities with assistance.
Group Discussion	-	Can actively discuss on facts	Can actively discuss on facts with assistance	Can actively discuss on facts with repeated prompts	Can actively discuss on facts with repeated prompts. May make errors.	Participates in discussion with prompts.

#### CO - SCHOLASTIC AREAS

##### Co-CURRICULAR ACTIVITIES

Games	Enthusiasm	Plays with full intrinsic motivation most of the time.	Plays with zeal but only games of his choice.	Plays but only when guided & instructed.	Plays with minimum active participation	Pays attention to others playing. Only participates passively.
	Discipline	Obeys all class discipline voluntarily most of the time and plays by following rules of the games, with occasional reminders.	Obeys class discipline on command and follows rules only suited to her/his advantage	Obeys due to fear of punishment. Follows rules on command with reluctance	Obeys single-step instructions with repeated prompts.	Obeys phrase / word level routine instructions with assistance.
	Team Spirit	Has team spirit and plays for winning most of the time.	Puts his effort, individually.	Shows team harmony on and off.	Prefers playing alone. May need assistance.	Engages in self-engaging activities. May need assistance

	Talent (Strength, Stamina and Speed)	Development of skills and displays fair performance most of the time.	Skill development but performs occasionally.	Partial skill development. Performs occasionally. Needs instructions	Low level of skills. Needs repeated prompts.	Needs physical support and repeated assistance.
Art / Craft	Interest	Enjoys drawing and painting. Shows imagination sometimes.	Prefers to be guided than using his own imagination.	Prefers to reproduce what is seen. Needs repeated instruction.	Can copy basic shapes and colour within boundaries (with assistance)	Can colour within shapes with assistance
	Creativity	Good at reproducing. Shows feelings and emotions.	Can communicate the ideas in terms of effect and appeal.	Looks for ideas and instructions from the teachers.	Can copy and reproduce simple drawings with shapes.	Participates in creative activities with physical assistance
	Skill	Fair development of skills and reasonable performance	Skills development is	Very slow skill development.	No skills. Only imitates with	Imitates with repeated physical

		most of the time.  Can enact any story or role	good but performs occasionally.  May need guidance.  Can cut and paste. Can imitate simple roles.	Needs repeated prompts.  Can draw simple pictures based on story	repeated instructions.  Can draw shapes on her/his own.  Can make use of different colours within pictures	assistance.  Can colour within shapes/picture.,  May need assistance.
Music / Dance	Interest	Always keen to learn and follow given instructions	Keen to learn and follow instructions most of the time.	Needs little drive to learn and start	Sometime shows interest. May need instructions.	Sometime shows interest for brief period. May need prompts.

	Rhythm	Child has a sense of rhythm and sometimes falters in keeping pace with the beat.	Sometimes loses pace with the beat. Needs instructions.	Sometimes goes off the beat and cannot make it up.  Needs repeated prompts.	Usually does not follow the rhythm but attempts to participate. Needs prompts repeatedly.	Pays attention to the rhythm with repeated instructions and prompts.
	Melody	Child has a sense of tune and goes off key occasionally	Child goes off key, sometimes can come back in tune. Needs guidance.	Child has the sense of time and tries to imitate known tunes. Needs repeated instructions.	Child tries to imitate and can imitate small segments with repeated assistance.	Child pays brief attention to tune with repeated prompts.

#### PERSONALITY DEVELOPMENT

163	Personality & Social Traits	Courteousness	Careful about wishing, saying sorry, thank you and excuse me.  Does not interrupt in between.	Wishes others most of the time says sorry, thank you & excuse me.  May need guidance.  Occasionally interrupts in between.	Many times wish others, (says sorry, thank you and excuse me). May need prompts.  Sometimes interrupts: in between.	Sometimes avoids wishing, (says sorry, thank you and excuse me).  May need repeated prompts.  Frequently Interrupts.	Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts.
		Confidence	Always confident in carrying out various activities (new & known).	Mostly confident in carrying out various new & known activities.  May need guidance.	Confident in carrying out most of the familiar activities. May need prompts.	Confident in carrying out routine activities with assistance from familiar people	Participates with assistance and guidance of teacher.

	Care of belongings	Takes care of self as well as others property most of the time.	Most of the times takes care of self's belongings upon reminder	Takes care of belongings on instruction and reminder.	Takes care of belongings on repeated reminder	Takes care of belongings with assistance. May need physical prompts.
	Neatness	Wears and maintains proper	Wears uniform  Able to maintain	Maintains uniform  with repeated	Maintains proper uniform with prompts	Maintains proper uniform with

		and neat uniform. Careful about personal hygiene	with reminder Sometimes nails/hair/teeth not clean.	instructions. Often not careful about hygiene	& instruction.	assistance & repeated prompts.
	Regularity and punctuality	Is regular and punctual to school/classroom. Mostly regular in completing and submitting assignments/project s.	Often regular and punctual to school/classroom and in completing and submitting assignments and projects.	Sometimes regular and punctual. Sometimes late in completing /submitting assignments.	Completes and submits assignments/ project on instruction & with prompts	Completes and submits assignments/ project with assistance.
	Initiative	Mostly takes initiative and tries to do things independently.  Mostly ready to participate in oral discussions/extra- curricular activities	Often takes initiative and tries to do things independently.  Often ready to participate in oral discussions/extra- curricular activities.  May need guidance.	Sometimes takes initiative and tries to do things independently.  Sometimes ready to participate in oral discussions/ extra-curricular activities. May need prompts.	Participates and tries to do things with instruction & prompts.  Participates in oral discussions extra- curricular activities with instructions	Participates and tries to do things with assistance.  Participates in oral discussions extra- curricular activities with assistance.
	Spirit of service	Mostly ready to help others	Often ready to help others	Sometimes ready to help others	Tries to help others with prompts	Tries to help others with assistance.

	Respect other's property	Mostly follows rules and regulations. Takes care of property consciously & makes efforts to keeps the environment clean.	Often follows rules and regulations. Takes care of property consciously & makes efforts to keeps environment clean.	Sometimes follows rules and regulations. Takes care of property consciously & makes efforts to keeps environment clean.	Follows rules and regulations with prompts. Takes care of property consciously & makes efforts to keep environment clean with repeated prompts	Follows rules and regulations with assistance. Takes care of property & makes efforts to keeps environment clean with assistance
	Self-control	Most of the time disciplined in the classroom/corridors/ staircase.  Never misbehaves or fights in the playground/break.	Often disciplined in the classroom/ corridors/ staircase.  Occasionally misbehaves or fights in playground /break	Occasionally undisciplined in the classroom/ corridors/ staircase.  Often misbehaves or fights in playground /break	Maintains discipline in the classroom/ corridors/ staircase; with prompts.	Maintains disciplined in the classroom/ corridors/ staircase; with assistance.

**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:**

9. **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  
10. **Visual** :- Picks the right picture, sees the right picture, sees in right direction, see and smile on right content; on asking what, when, which, who, where question and any question.

**For EVS:****Skills to be developed**

33. Observation  
34. Discussion  
35. Expression  
36. Classification  
37. Questioning  
38. Experimenting  
co  
ordination

**Indicators**

- Drawing picture, reading, identify picture  
Listening and answering with gestures or words  
Drawing, body movement, appropriate nodding  
Grasping, contrasting, comparing, matching  
Verbal, gesture, pointing  
Improvising, following instructions, completion or