		matching number name with number or vice versa	name with	T	matching number name	number	
			versa with the cues		with number of vice versa with the help of teachers		
	•	able to do the	able to do the		always able to do the associated	sometimes able to do the associated	Need mo
	addition,	independently	with visual cues	T.	tasks with visual cues and help	tasks with visual cues	praerice
Expressive	counts orally up till 99 or less say 20 or 60	The child	With	cues, child	1	Sometimes does	Need mo
	etc	independently arrange the number cards but may or may not speak the number aloud	arranges number cards but may or may speak the number aloud	the	help	with teacher's help	practice
	:	May independently identify the days either verbally or through pictures	May ider days verbally through pictures with cues	tify the	identifies with	Sometime identifies with help	Need mo
	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	identifies with ide		ed more ctice	
	count by twos, fives and tens	Able to independently do the task verbally or	Needs cues for completing the task	completes the com	netimes practice practice with help		

		months of an year	May	May identify the	Always	Sometimes	Need more
			independently	days either	identifies with	identifies with	practice
			identify the days	verbally or	help and cues	help or cues	
			either verbally or through pictures	through pictures	·	·	
			pictures	with cues			
		count by twos, fives and tens	Able to independently do the task verbally	Needs cues for completing the	Always completes the	Sometimes completes the	Need practice.
			or through gestures	task	task with help	task with help or	
			or pictures		and cues	cues	
	Classification	Classify numbers as	Picks the desired number cards	Needs cues for	Always	Sometimes	Need practice.
		odd and even	or	completing the	completes the	completes the	
			circle or tick independently	task	task with help		
					and cues	cues	
130		Arrange numbers in ascending and descending orders	Can do independently	Needs cues for completing the task	Always completes the task with help	Sometimes completes the task with help or	Need practice
					and cues	cues	
	Tables	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
	Application in daily life	Can follow instructions involving	Can do independently	Can do independently	Always does with help and	Sometimes odes with help and	Needs more practice
		numbers – example- bring five red beads		with cues	cues	cues	

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

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	Can do	Can do		Sometimes odes	Needs more
		and subtractions in story sums The stories should be in simple language without much additional and confusing information.	independently	independently with cues	with help and cues	with help and cues	practice
		At a given time can	Can do	Can do	Always does	Sometimes odes	Needs more
		tell what day of the week and which month is it	independently	independently with cues	with help and cues	with help and cues	practice
	LANGU	JAGE					
	Aspects	Sub Skills	A	В	С	D	E
	Identify	Can sort objects by	Able to sort	Able to do but	Always does	Sometimes does	Cannot
	objects according to alphabets	category; match shapes, colours, and pictures; able to pronounce	objects and able to pronounce and identify alphabets	sometimes required help	with help and cues	with help and cues	more practice
		alphabets. Identify uppercase letters; and read a	able to match words with				
32		few words Match letters and words	pictures and letters				
132	Receptive	words Match letters and words Identifies body parts	pictures and letters Can follow simple	Able to do but	Always does	Sometimes does	Cannot
132	Receptive Language	words Match letters and words Identifies body	-	Able to do but	Always does with help and		identify need
32	-	words Match letters and words Identifies body parts and able to read	Can follow simple			does	identify
-	-	words Match letters and words 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	sometimes required help	with help and	does with help and cues Sometimes	identify need more practice
	-	words Match letters and words Identifies body parts and able to read and write the essential	Can follow simple one-and two-step commands, and receptively identify body parts	sometimes	with help and	does with help and cues	identify need more

of nouns and	nouns, verbs, object	noun verbs and	sometimes	with help and	with help and	identify need
verbs.	functions and prepositions	prepositions.	required help	cues	cues	more practice
Expressive Language	Use pronouns in spoken language	Can expand length of utterances to	Able to do but sometimes	Always does with help and	Sometimes does with help and	Cannotexpres s need more
		three-to four- word sentences Use pronouns in	required help	cues	cues	practice
		spoken language.				
writing	Write her/his name	Able to write her/his name and	Able to do but	Always does with help and	Sometimes does with help and	Cannotwrite
	objects. Clarity in writing.	knows exact handling of pen/pencil.	required help	cues	cues	practice
		Independently writes legibly				

Able to do but

Sometimes does

Cannot

Always does

pronunciation.

Receptive Identification vocabulary:

can label pictures of objects

Able to identify

DESCRIPTIVE INDICATORS CHILDREN WITH ASD

Class III, IV and V SCHOLASTIC AREAS

B. MATHEMATICS

	Aspects	Sub Skills	A	В	ł	(C	D	E
	Number	Identifies –	Can do	C	'an do	alwa	Can iys do	Can sometimes	Need
	sense	Numbers until three to nine	independently	ir	dependently	,	with the help of	do with help and	more
		digits as per class		w	rith the aid of	t peer	eacher or	cues	practice
					oncrete bjects				
					ojecis				
			The				134	Sometimes	
		Identifies Clock face Reads and tells time on clock (same	child ca independently	ın do but	Can do little help	with of	-	does with help	Need more
		clock should be used for		xpress	teacher or p		, , , , , , , , , , , , , , , , , , ,	Will neip	practice
		teaching learning and	verbally or thro	ugh					
		assessment.)	gestures.				Con always	Com	
		Money handling (The CV	VA The child is abl	e to	The child	is	Can always do	sometimes	Need
		will need lot of practice during	do independent	ly	able t	o do		do with cues and	more
		the learning of this concept in			independen	ıtly	teacher or peer	help	practice
		various practical situation	ns.		with cues fi	rom			
		Any novelty like change of shop, change in colour or			the teacher				
		denomination of curren	псу						
		requires lot of practice before							
		the same may be internalized by the child. Dur	ing						
		assessment tasks the child may							
		be able to do the same independently but wo	old						
		independently but wo require a lot of cue and hints	uid						
		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.)							
		Calendars with year, month,	able to	de	abletodo		Can always do	Can sometimes	Need
		days and dates	independently		independe	ently	with the help of	do with help and	more
		(If the question says which			with cues		teacher or		
		day 21 November 2014 wou	Ld.		from the teache		peer	cues	practice
		be	id						
		or was the teacher need to	d						
		provide the same calenda	r						
		was used for practice i	n						
		the classroom as the CWA							
		may find it difficult to adju-	st						
		to							
		change in the form calendar							
		being different from the							
		used in the class for							
		practice) ~ understand that table	s					Sometimes	
	Tables	are	Can do		Can do wi	ith	Always does with	does with	Needs
135		nothing but repeated	independently		assistance		assistance	assistance	more
		additions e.g. 2+2+2+2=5x2=10							practice
			Child is able to		Can do wi	ith	Always does	Sometimes does	Needs
					little		with	with	
		tables	recall and recite	e	assistance		assistance	assistance	more
			(including dodging)						practice
	Mathemat	ical Understand properties of		es	Requires		Always does	Does with	Needs
	operations	multiplication and the	of operations as		occasiona	1	with help and	teachers help	more
	1		-		visual cue		•	there are	
		relationship between	strategies to		and help to		cues	many	practice
		multiplication and division		vide.	perform			errors	
			Example: If $6 \times 4 = 24$ is						
	ı	l	ı		T	1		Į.	ı I

	known, then $4 \times 6 =$			
	24 is also known.			

					30	
	Able to start by measuring	Able to				
Measurement	the	compare	Can do with	Needs help in	Problem in	Needs
			little			
	own body, and recording	and measure	assistance	identifying the	identifying the	
	measurements	various objects,		objects and	objects of	practice
		and able to				
	on a large chart (allowing	apply		measurement.	measurements.	
	some sort of comparison,					
	eg.	in real world.		Can do only		
	"that object is longer/shorter			simplistic		
	_			-		
	than my arm")			measurements.		
	- comparing measurements of					
	various objects.					
	(eg. bigger/smaller,					
	longer/shorter, heavier/lighter)					
	Relating all measurement to					
	child's own experience (eg.					
	temperature - connect to					
	Seasons, weather, clothing,					
	activities, etc.)					

EVS

Aspects	Sub Skills	A	В	C	D	E
Observes and exploressimp	answers questions like (class 3) "identifies names of objects,	The child can do independently but	!	Sometimes answers with	Always requires teacher's help	Needs more
phenomenon in the surroundingsl	local plants, animals, transport, and shelters, etc in their own language."	needs lot of visual cues and assistance in understanding the		cues and help	stilllots of errors	practice
ike environment al objects, plants, animals, shelters and	(class 4) "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". (class5) E.g., "identifies objects, events phenomenon in natural & social environment, - locate states on the map".	language				
Reporting the observations	Can independently report and share the observations in whichever way the child feels comfortable i.e. video, verbal etc	The child is able to do reporting and sharing of observations	The child need little help in reporting and sharing of observations	Always does with help	Sometimes does with help	Needs more practic

					30	
A - dissides (Dus		Can do individual	Need help in the	as difficulty in	Sometimes does	NI J.
Activity/Pro			tne		does	Needs
	Communicates	projects (may		paying attention	and the best of	
ject	Group activity	not	activity/project		with help	more
The		like group	Has difficulty in	and		
		work)		following		practic
instructions		Makes	following	instructions.		
need to be		observation	instructions and			
need to be		and	and			
spelt out		gives comments	cooperating			
clearly with		has to be	with others but			
· 1						
less jargon		encouraged	with prompts			
and simple			does take part.			
language. A						
sample of						
expected						
end product						
would be of						
immense						
help						
				Can do	Sometimes	
	Written work	Can do written	Can do only	written	does	
		assignments				
		but	simplified	assignments	with help	
		makes	assignments			
		occasional	with	with constant		
				guidance		

	mistakes.	guidance from	from	Needs	
		the teacher	the teacher	more	
				practice	

LANGUAGE-

LAN	GUAGE-				1						
Aspects	Sub Skills		A		В			C	D		E
Presentation of Knowledge and Ideas	Report on a topic or text, tell story, or recount an experience with appropriate facts relevant, descriptive speaking clearly a understandable pace		Always information share	gather and	inform needs	-		Gathered information is shared in simplified manner	Gathered information is shared after lots of encourageme		
	Know and acts as per the for school interactions (e.g. using, taking turns, raising a hand to speak)	rules	Aware school Always in class and s when require		Always with o			Sometimes follows with cues and help	Rarely follow with cue and help	rs.	Needs lot of clues and practice
139	Learn rules for polite interactions (e.g. saying 'please' and 'thank you')		Always please an you	say nd thank	Always please you wi	and thank		Sometimes say please and thanks you with cues	Needs encourageme . Some say please and thank you	etimes	Needs lot of encouragem ent and attempts
vocabulary and word	Sufficient vocabulary of verb adjectives and adverbs to	os,	tries to enrich vocabulary	1	Need to	eachers identify		Always need teachers help to	Sometimes completes wi	th	Needs more practice
choice	exercise options in word choice,		Able to recog adjectives and adverbs Independently completes rel exercises	d y	but wit			nplete exercises	teacher's help	•	
	Use verbs referring to cognition, communication and emotions	use	verbs in	help to id verbin	I teachers occasionally entify munication	Always ned teachers he toidentify verbin communics	lp	Sometimes identifies with teacher's helps	Needs more practice		
Writing	Able to write short stories with clarity.		ependently se stories	occa	write with sional help teachers	Can always write with of help fron teachers	s	Can sometimes write with lot of help from teachers	Needs more practice for writing simple stories		
	Knows the rule of punctuations.		e to follow ctuation rules.	occa to follo	I teacher's sional help w tuation	Always fo punctuation rules with l	n	sometimes follow punctuation rules with help	Needs more practice for following punctuation		
140	Able to express feelings in writing.		express otions in ting.	needs cu	sionally help and es for ression	Always doo with help a 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	r class 1 and 2					
Aspects	Sub Skills		A +	A		В
Work	Daily living	Will adapt the	Able to follow	Able to follow the	With the help of	Has difficulty to
		•	the time		teacher able to	follow the
education	life skills. (learning	time table	table	time table /sequence of	follow time	instructions
	the sequence	frequently.	/sequence of	daily routine with	table	and slightly able to work with
	of	And able to	daily routine	help	and with little	assistance
	daily routine)	complete work			assistance	
		independently			complete work on	
		maepenaemij			his/her own	
	Social	Able to	With some help	With the help of	With the help of	Has difficulty in
		understand		aid can make	•	-
	interaction	and	able to understand	eye contact and	aid sometimes make eye	making eye contact
	readiness.	make eye	and	play.	contact	need more practice
	Ability to	contact. Shows	make eye		and play.	sessions. Need help in
	sustain eye	all skills of play	contact. Shows			play and relating with
		with others	all skills of			others and objects
	contact,	and	play with others			of
	sitting behaviour.	plays with objects.	and play with			play.
	Exploratory	objects.	objects.			play.
	play, directed					
	cooperated					
	play with others and					
	solitary					
	play.					Sometimes
Visual	Music	Always	Always	Able to perform	Able to perform	perform
and		participate and	participate with	and take part in	and take part in	and take part in group
performi		tries to	cues	groups setting.	groups settingwith	settingwith assistance
		experiment in		groups seving.	_	45515141100
ng arts.		it.			assistance	
		Tries to	Tries to	Always		
	Drama(For	imitate	imitate	participate	Sometimes	Need teachers help
	Drama(For	imitate and	imitate	participate either verbally	Sometimes participate	Need teachers help
	Drama(For class 1 and 2	and	and always	either verbally or		Need teachers help most of the time
	class 1 and 2	and participate.	and always participate with	either verbally	participate either verbally or non-	
	class 1 and 2	and participate.	and always	either verbally or non-verbally	participate either verbally or nonverbally with the	
	class 1 and 2 puppets,story mask,	and participate.	and always participate with	either verbally or non-verbally with	participate either verbally or non- verbally with	most of the time
	class 1 and 2 puppets,story mask,	and participate.	and always participate with	either verbally or non-verbally with	participate either verbally or nonverbally with the	
	class 1 and 2 puppets,story mask, and dress ups	and participate.	and always participate with help	either verbally or non-verbally with the help	participate either verbally or non- verbally with the help	most of the time
	class 1 and 2 puppets,story mask, and dress ups	and participate. Always participate and	and always participate with help Always participate with help and tries	either verbally or non-verbally with the help Sometimes performs solo	participate either verbally or non- verbally with the help Needs lot of encouragement	most of the time Need teachers help to
	class 1 and 2 puppets,story mask, and dress ups	and) participate. , , Always participate	and always participate with help Always participate with help and tries	either verbally or non-verbally with the help Sometimes performs solo	participate either verbally or non- verbally with the help Needs lot of	most of the time Need teachers help to
	class 1 and 2 puppets,story mask, and dress ups	and participate. Always participate and	and always participate with help Always participate with help and tries to	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group.	participate either verbally or non- verbally with the help Needs lot of encouragement	most of the time Need teachers help to
	class 1 and 2 puppets,story mask, and dress ups	and participate. Always participate and	and always participate with help Always participate with help and tries to	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in	participate either verbally or non- verbally with the help Needs lot of encouragement	most of the time Need teachers help to
	class 1 and 2 puppets,story mask, and dress ups	and participate. Always participate and tries to learn.	and always participate with help Always participate with help and tries to learn	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest	participate either verbally or non- verbally with the help Needs lot of encouragement and help	most of the time Need teachers help to perform
	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting	and participate. Always participate and tries to learn. Always participate and continuous	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes	nost of the time Need teachers help to perform Need teachers encouragement for
	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing	and participate. Always participate and tries to learn. Always participate	and always participate with help Always participate with help and tries to learn Always participate and	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes	Need teachers help to perform
	Dance Craft work and drawing and painting (For class 1 and 2, clay	and participate. Always participate and tries to learn. Always participate and enthusiastic to	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes	nost of the time Need teachers help to perform Need teachers encouragement for
	Craft work and drawing and painting (For class 1 and 2, clay moulding, collage,	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may need some	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes	nost of the time Need teachers help to perform Need teachers encouragement for
	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting (For class 1 and 2, clay moulding, collage, finger	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes	nost of the time Need teachers help to perform Need teachers encouragement for
	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting (For class 1 and 2, clay moulding, collage, finger painting.)	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and learn.	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may need some help	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers and teachers.	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes participates	nost of the time Need teachers help to perform Need teachers encouragement for participation
Attitudes	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting (For class 1 and 2, clay moulding, collage, finger	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and learn. Accepts self-	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may need some help Accepts self-	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers and teachers.	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes participates Need teachers and	nost of the time Need teachers help to perform Need teachers encouragement for participation Accepts self role after
Attitudes	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting (For class 1 and 2, clay moulding, collage, finger painting.)	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and learn. Accepts self- role and role of	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may need some help Accepts self- role and role of	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers and teachers.	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes participates Need teachers and peers constant help	nost of the time Need teachers help to perform Need teachers encouragement for participation
	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting (For class 1 and 2, clay moulding, collage, finger painting.) Acceptance	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and learn. Accepts self- role and role	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may need some help Accepts self- role and role	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers and teachers.	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes participates Need teachers and peers constant	nost of the time Need teachers help to perform Need teachers encouragement for participation Accepts self role after lot of explanation
and	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting (For class 1 and 2, clay moulding, collage, finger painting.) Acceptance (Acceptance	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and learn. Accepts self- role and role of other	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may need some help Accepts self- role and role of other persons	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers and teachers. Teachers need to explain the role for self and others before the same	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes participates Need teachers and peers constant help to understand roles	Need teachers help to Perform Need teachers encouragement for participation Accepts self role after lot of explanation and
and	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting (For class 1 and 2, clay moulding, collage, finger painting.) Acceptance (Acceptance of self and peers in group. Roles	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and learn. Accepts self- role and role of other persons in	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may need some help Accepts self- role and role of other persons in	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers and teachers. Teachers need to explain the role for self and others before the same	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes participates Need teachers and peers constant help to understand roles for self as well	Need teachers help to Perform Need teachers encouragement for participation Accepts self role after lot of explanation and
and	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting (For class 1 and 2, clay moulding, collage, finger painting.) Acceptance (Acceptance of self and peers in group. Roles of other	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and learn. Accepts self- role and role of other persons in	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may need some help Accepts self- role and role of other persons in a group with	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers and teachers. Teachers need to explain the role for self and others before the same is	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes participates Need teachers and peers constant help to understand roles for self as well as	Need teachers help to Perform Need teachers encouragement for participation Accepts self role after lot of explanation and
and	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting (For class 1 and 2, clay moulding, collage, finger painting.) Acceptance (Acceptance of self and peers in group. Roles of other significant peoplesare	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and learn. Accepts self- role and role of other persons in	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may need some help Accepts self- role and role of other persons in a group with	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers and teachers. Teachers need to explain the role for self and others before the same is	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes participates Need teachers and peers constant help to understand roles for self as well as	Need teachers help to Perform Need teachers encouragement for participation Accepts self role after lot of explanation and
and	class 1 and 2 puppets,story mask, and dress ups Dance Craft work and drawing and painting (For class 1 and 2, clay moulding, collage, finger painting.) Acceptance (Acceptance of self and peers in group. Roles of other significant	and participate. Always participate and tries to learn. Always participate and enthusiastic to explore and learn. Accepts self- role and role of other persons in	and always participate with help Always participate with help and tries to learn Always participate and enthusiastic to explore and learn but may need some help Accepts self- role and role of other persons in a group with	either verbally or non-verbally with the help Sometimes performs solo usually prefer performance in group. Take interest with the help of peers and teachers. Teachers need to explain the role for self and others before the same is	participate either verbally or non- verbally with the help Needs lot of encouragement and help Sometimes participates Need teachers and peers constant help to understand roles for self as well as	Need teachers help to Perform Need teachers encouragement for participation Accepts self role after lot of explanation and

hierarchy)

					143	
	Love and	Always shows	With cues	With cues	Slowly tries to	Need teachers help
	respect	love and respect	always shows	sometimes shows	show love and	and demonstration for
	(Shows love towards peers		love and respect	love and respect	*	love and respect
	and teachers.)	surrounding and	towards the surrounding	towards the	surroundings and people with	towards others
	HOW to measure?	people	and people	and people	cues	
	Social	Always tries to	Always tries to	Slowly with the	Always need	Rarely interacts with
	Interaction	interact with	interact with	and	help for social	others
		others	others after encouragement with teachers or	teachers able to socialise	interactions	
			peers			
	Independence	for independent	Takes initiatives for independent	Can always do independent work	Can sometimes do independent work	Need more practice
		work and accomplishes the same	work and accomplishes the same with cues	with the help of peers and teachers	with the help of peers and teachers	work independently
co-	Literary &	Can tell a story either	Can tell a story	Need teacher's	Has difficulty in participation	Prefers other tasks
curricular	Creative	verbally	either verbally	encouragement and help for	but after lot of	
activities.	Skills for example Storytelling, questioning etc	or through gestures	or through gestures, with cues and help from teacher	story telling	practice able to do	

	Health and physical education	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
144		Gardening (focus should be on sensory issue)	Always eager to explore and wanted 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	encouragement and able to perform in group, with cue.	Always need encouragement, time and practice to participate	Avoids task, prefers some other work

Motor	Enjoys	and	Enjoys	and	Need sometimes to	Need aid and lot of	Avoids the task, needs
activities,	participate		participate	with	adjust and require	encouragement	constant handholding
1. 1.			11 1		teachers help		
climbing,			cues and hel	p	and		
sliding,					cues		
crawling,							
hanging,							
tumbling,							
swinging,							
Velcro and							

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For class 3

magnetic darts, punching bags.

Aspects	Sub Skills	A	В	С	D	E
Utilization of	Money	Able to use	Able to use skills	Able to use skills	Has difficulty in	Need more practice
community	management,	skills	frequently and	frequently but	following	
facilities/	telephone	frequently	confidently with	need help in	instructions but	
resources	conversation,	and	cues in different	different	able to perform	
	appropriate	confidently	situations	situations	these skills with lot	
	public behaviour etc.				of practice and	
	benaviour etc.			Sometimes	ussistance.	
Scientific	Participation in	Will shows	With the help of	takes	Need teachers motivation	Doesn't show
skills	different	great interest	teacher able to	interest and	most of	interest
	activities		follow	participates	the time	
	which evolve	most of the	instructions and			
	nature of		able to perform			
		1	_	1	1	

			4			
	enquiry and	time	on his/her own			
	discovery.	*******	0.111			
	E.g					
	clubs,					
	projects,					
	educational					
	tours.)					
	,					
Visual and	Music	Always	Participates but	Able to perform	Need teacher's	Doesn't show
· isaar ana	masic	11111433	out	and take part	assistance and	Doesn't snow
performing		participate	needs cues	in	cues	interest
		1 1		groups		
arts.		and tries to		situations		
		experiment				
		in it				
			16 . 01			
	Dance	Participate	Most of the time	Sometimes	Need teachers help	Doesn't show
	Dance	1 articipate	participate	Sometimes	петр	Doesn't snow
		and tries to	and	participates	most of the time	interest
		learn	tries to learn	F		
			11100 10 111111			
	Craft work and	Always	Take interest	Sometimes	Always need	Needs constant
	and	Aiways		Sometimes	Always need	Needs constant
	drawing and	participate	with the help of	participates	teachers help and	encouragement
	paintings		peers and	participates	_	encouragement
	(wood	and	peers und		encouragement	
	works,	enthusiastic	teachers			
	science	to explore				
	projects,	to explore				
	paper	and learn				
	Mache,	and rearn				
	printing,					
	cards					
	and					
	envelops					
	making etc)					
			Teachers need	Sometimes		
Attitudes	Competency	Always	to	need	Always need	needs constant
	acquiring		explain the	teachers and	teachers and	
and values	self	knows self	role	peers	peers	handholding and
			-610 1 1	help to gain	h-l-	
	confidence	and have	of self slowly	right	help	support for
		confidence of	gets the	attitude and		acquiring right
		01	gets the	autuue and		attitude and
		doing work	confidence of	values		values
			doing work			
			doing work			

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

and accordingly

		time.	tas	mplete the	ec	minders to emplete the task	on time afterlot of attention and	time	
			time		time	1	reminders		
		Always	Alv	ways			Has difficulty		
co-	Literary &	takes	takes	,	N	eed teacher's	in	Avoids task	
	Creative								
curricular		interest		erest but may	er	couragement.	participation		
activities.	like		nee	ed cues					
	Narrations,								
	diary writing,								
	quiz, essay								
	writing etc.								
Health									
and	Yoga	Participates	Pai	ticipates in	Pa	rticipates in	Need	Needs	more
		in yoga		•		•			
physical	&	and	yo	ga and	ye	oga and	encouragement a	nd practice	and
education	Meditation	meditation	me	ditation	m	editation with	help f	or constant	
				ivities with					
		activities	or		he	elp and cues but	participation	encouragemen	t for
			cues	hout	ne	eds practice		participation	
						- r		r-mpation	
		T		Able to		Always self-			
	Food habits	Self-serve	at	self-		serve	Sometimes	self- Needs	mo
		table, displ	av	servewith	helm	and east with cues	serve and east w	ith practice	
		good table	uy	Exhibits t	-	and help	cues and help	practice	
		manners ar	nd	manners		and neip	cues and neip		
		eats variety		cues.	.,				
		of food							
						Learn with			
	Swimming/g	y Shows		Shows in	terest	very	Always	need Not interes	ted in
	mnastic	interest and	i	but little	slow to	slowly	encouragement	for the activity	
		quick to		learn			participation		
		learn							
		T		Most of t	he	some time			
	Gardening	Always eag	ger	time		eager	Rarely sh	nows Prefers son	me oth
		to	explore	eager to explore		to explore and	interest	activity	
	(focus on		p	and want	to	to enprese and	1111111111		
	sensory issue	and w	ant to	learn		want to learn			
		1		.1		about new			
		learn	about	about	new feel	plants, feel connected			
		new feel	plants,	plants, connected					
		connected		nature.	ı wıu.	with nature			
		with nature	·	nature.					
		-		Most of t	ha	some time			
	Developing	Always		time	ne	enjoys	Need sometimes	to Need a	ssistano
	interest in	enjoys	and	enjoys	and		adjust and red	quire always	
	outdoor			, ,			teachers		
	games	participate		participat	e		help		
	The child								
Life skills	finds	The	child	The child	d needs	the child need	The child needs	The child ra	rely
		6	41	little help		to the in-	halmand annatia	- :	_
	workable solution to	performs	the	ш		help in understanding	help and practice	e in arrives at the	-
	a solution to	desired tas	k	reaching	to the	the	arriving to the	solution	
						expected			
	problem			solution		outcome	solution		
						through visual			
						cues			
	I			The chil	a	The child			Т
	Is ablo	e to The	chile		u	needs	The child needs	The child avoids	
				visual co	ues	teacher and			
	interact	with intera	cts with	for		peer	more practice for	direct interaction	
	meraet	1		interacti	ng	hale Con	inga		
			one	l with		help for	interacting with		
	teachers	and peers	and			interaction	others		
	teachers peers	and peers teache		peers an			others		
	teachers			teachers					
	teachers peers effectively	teache	ers	teachers The chil		The child	Child needs	The child rarely	1
	teachers peers effectively		ers	teachers The chil	ld	The child needs		The child rarely	_
	teachers peers effectively	teache	ers	teachers The chil	ld		Child needs	The child rarely	-
	teachers peers effectively Can ic aggressive,	dentify Child	car	teachers The chil may needs vi cues	ld isual	needs teacher or peer	Child needs more practice in comprehending	comprehend the	
	teachers peers effectively Can ic aggressive, assertive	dentify Child comp	car rehend reac	teachers The chil may needs vi cues t for effect	d isual	needs teacher or peer help for	Child needs more practice in comprehending the		
	teachers peers effectively Can ic aggressive, assertive submissive	dentify Child comp and and appro	car	teachers The chil may needs vi cues	d isual	needs teacher or peer help for appropriate	Child needs more practice in comprehending	comprehend the	
	teachers peers effectively Can ic aggressive, assertive submissive communicati	dentify Child comp and and appro	car rehend reac	teachers The chil may needs vi cues t for effect	d isual	needs teacher or peer help for	Child needs more practice in comprehending the	comprehend the	

Descriptive Indicators for Continuous Comprehensive Evaluation of Children with Special Needs (CWSN) for both Scholastic & CoScholastic Areas INTELLECTUAL DISABILITIES / MENTAL RETARDATION

	SCHOLASTIC AREAS										
		A+	A	В	C	D					
Testing Area/Skill/ Competency	Sub-Skills	ding(90- Outstan 100%)	Excellent(75- 89%)	VeryGood(56- 74%)	Good(35- 55%)	AverageScopeforimprovement(below35%)					
ENGLISH											
Reading Skills	Pre-Reading skills	Can understand	Grasp meaning of	Can answer in	Can identify name,	Matches:					
		things around him/her(name and	story/ poem if read to him/her	words	characters, colours, body	Colours, shapes, sizes, body parts					
		use), understand	to min/ner		parts, animals, vegetables,	etc					
		meaning.			fruits, big/small, long/short etc.						
	Pronunciation (Loud Reading)	Can read and pronounce new	Can read and pronounce new	Can read and pronounce	Attempts to read and pronounce	Pays attention and tries to read					
		words with guidance from the teacher.	simple words on guidance of teacher most of the times.	few words on guidance of teacher occasionally	guidance of	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.	scribbling	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	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.

		& tenses.	marks.	marks.	marks upon guidance.	
	Spellings	Spells words from known	Makes mistakes	Makes many	Is able to spell	Is able to imitate
		text correctly with	while spelling	errors while spelling familiar	few small	spelling of very few small known
		apply his phonetic	Able to apply his phonetic	words. Does not use	with assistance and repeated	words with assistance and
		knowledge to	knowledge	phonetic	prompts	repeated prompts
		spell similar sounding	sometimes to spell	knowledge to		
		words.	similar words.	spell new words.		
	Vocabulary	100 word meanings	50 word meanings	25 word meanings	10 word meanings	5 word meanings
Speaking Skills	Conversation	Lacks	Can carry out a	Can give basic	Can respond to	Greets with
		spontaneity	at a very basic	information	greeting and	prompts.
		fluency and accuracy.	level with prompts.	about self. Responds to	objective questions with	
		Response time is rather long.		Yes/No queries with	prompts	
		prompting most of the time.		prompts		
	Recitation	Can recite a	Can recite a	Can recite an	Can recite only	Pays attention to
	Rectation	poem with but	poem with	entire poem	very short and	very short simple
		makes occasional	prompting.	with prompting	simple poems	poem with
		mistakes in	Expression is not	most of the	with repeated	occasional
		pronunciation or	very clear and	time. Lacks	prompting.	recitation/imitati
		forgets a word or so.	effective.	proper pronunciation and expression.		on of 1/2 words
Listening Skills	Comprehension	Can answer what,	Can answer what,	Can answer	Follow simple	Follows common
		where, how, when	where, how, when	question based	instructions	simple
		& Can relate conversation to daily life	& Can relate conversation to daily life; with prompting	on daily life		instructions of daily life.
		Can comprehend oral questions, instructions and		Has some difficulty in comprehendin	Has difficult in following instruction a	simple word/phrase-
		stories/poems.	stories, and poems most of the	instructions,	stories, Need simplificatio	
			time.	stories or poems. Needs frequent guidance	or translation.	
HINDI / MO	OTHER TONGUE					
Reading Skills	Pre-Reading skills	Can understand	Grasp meaning of story/ poem if	Can answer in	Can identify name, characters,	Matches: Colours, shapes,
		him/her(name and use), understand meaning.	read to him/her		colours, body parts, animals vegetables, fruits, big/small, long/short etc	s, etc
	Pronunciation	Can read and	Can read and	Can read and	Attempts to read	Pays attention
	(Loud Reading)	pronounce new	pronounce new	pronounce	and pronounc	
		words with	words on	words without	words withou	and imitate few

		guidance from the teacher most of	guidance of	Matras on	Matras on	words witho
		the times.	teacher occassionally.	guidance of teacher occasionally.	guidance of teacher.	Matras on guidance of teacher.
	Fluency	Can read words	Can read words	Can read simple	Reads few simple	Imitates a fe
		fluently with speed	but takes time to	words without	words on	words.
		but with occasional	read each word.	Matras; with	guidance of	
		prompting.	Lacks fluency,	guidance or	teacher.	
			speed and expression.	prompting.		
		Comprehends				
	Comprehension	small	Often needs	Requires	Comprehends small	Comprehends
		story/ sentences with some help	help in	repeated help	sentences/	few words.
		from the teacher.	comprehension of story/ sentence	to comprehence	single-step instructions	
Writing Skills	Pre-Writing skills	Can copy small	Can copy down	Join dots or Draw	Colour, scribbling	Grip, hold pencil
		words Can write small	alphabets	horizontal, vertical lines		
		words-two or		vertical lines		
		than two words				
	Creative writing	Can write 3/4 sentence on	Can write 1/2	Can write with repeated	Can write fev	Can write few
		given topic but does	sentence on	prompts	words with	words with repeated
		not use new words	given topic but	to write 1/2	repeated	physical
		on his own. (writes from memory/	with a lot of prompting and guidance.	sentence	prompts.	prompts.
		repeated practice)	(writes from			
			memory/			
			repeated practice)			
	Handwriting	Is legible. Inconsistency	Is legible but	Is slightly	Is moderately	Is significantly illegible at
	(Cursive)	seen in formation of	always inconsistent in	illegible and mostly	illegible, inconsistent	copy level. Is
		letters and strokes.	strokes and	inconsistent.	and with errors	inconsistent and
			letters.	Transcription has	despite	with errors
			Transcription has errors.	a number of errors.	repeated prompts.	repeated prompts.
		Can write 3/4				1 1
	Grammar	sentences	Can write sentences with	Can write	Can write with	Can copy with repeated
		accurately most of the time.	errors. Needs	words with repeated	repeated prompts and	prompts and uses
		Fault in use of	prompts in use	prompts and	errors in basic	punctuation with
		simple punctuation	of punctuation	help in	punctuation	help.
		marks.	marks.	punctuation marks.	marks even upon guidance.	
	Spellings	Spells words from	Makes mistakes	Makes many	Is able to spell	Is able to imitate
		known text correctly	while spelling	errors while	very few small	spelling of few
		with errors. Can	familiar words.	spelling	known words	small known
		apply his phonetic	Able to apply his	familiar words	without Matras	words without
		knowledge to spell similar sounding	phonetic knowledge	without Matras. Does	with assistance and repeated	Matras with assistance and
		words.	sometimes to	not use	prompts	repeated prompts
			spell similar words.	phonetic knowledge to		
				spell new		
		100 word		words.		5 word
	Vocabulary	meanings	50 word	25 word	10 word	meanings

			occasionally.	conversation. Response time is rather long. Needs prompting most of the time.	phrase/word- level on familiar things.	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 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.	
	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.	
56			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.	
	MATHEMA	TICS					
	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 Identfies long/short Near/Far Heavy/Light More/Less	Can rote ount Upto 10 Can match shapes Matches long/short Near/Far Heavy/Light More/Less	
			month, year All activities abov may have occassional errors.	Concept of day, week, month, year All activities	Today, tomorrow, yesterday All activities above may have occassional errors.	Day/Night Morning/ Afternoon /Evening	1

above may

few errors.

Identifies

geometrical

May need

assistance.

Identifies

geometrical

primary

have

Identifies

shapes. Can measure

geometrical

Geometry

Is fluent most of

time. Responds

the situation

fumbles for

appropriately but

to

Lacks

spontaneity

fluency and

accuracy at

phrase-level

Can respond

greeting and

questions with

Pays attention to very short simple poem with occasional recitation/imitati on of 1/2 words

Follow simple instructions on need-basis.

Follow simple word/phrase-

Can rote count Upto 5 Can recognise shapes Matches long/short Near/Far Heavy/Light More/Less

Concept of

and night

All activities above may

few errors. May

assistance &

prompts.

Matches

primary

have

continued

All activities above may

few errors. May

assistance.

Identifies

primary

need repeated

have

level instructions.

objective

prompts

Can give basic

information

about self.

Responds to

Yes/No queries

Can carry out

dialogue only

a very basic

level with

prompts; at

at

Speaking Skills

Conversation

	Addition Subtraction Multiplication 2	Carry over-Simple	shapes. Can measure lines in Centimeter; with assistance Two-digit without carry-over Two-digit without sarry-over Simple multiples of	make errors. Single digit Single digit	geometrical shapes. Can measure lines in Centimeter with prompt. May make frequent errors. Concrete level addition (less than 5) Concrete level subtraction (less than 5) Very few simple	geometrical shapes. Can measure lines in Centimeter with prompt. May make frequent errors. Upto 3 with prompt Upto 3 with prompt Faces difficulty
		5/10 with guidance.	5/10 with		multiples of 2/5/10 with assistance. May make repeated errors	even with prompts
	Measurement	Concepts of:	Concepts of:	Concepts of:	Long-Short,	Long-Short,
		1 litre/ Kg/ Meter 500 ml/grams/mm	1 litre/ Kg/	1 litre/ Kg/ promptMeter with guidance.	More-Less, Big-	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	Can name & rank currency in order of	Can identify & rank currency in	Can match
			upto Rs.50/-	denomination	order	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	Can apply concept of	Can apply concept	Can apply	Can match quantity of
		in everyday life.	addition & subtraction in everyday life, with assistance.	subtraction upto 10 in everyday life with assistance.	addition & subtraction	objects upto 5. May need assistance
	Written Operation	Addition with Carry over-Simple Subtractionwith Borrow-Simple May make occassional 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	2, 5, 10 with	2, 5, 10 with	Can repeat /recite	Can repeat	Can imitate

	2, 5 and 10				with prompts	
Mental Ability	Abstract Operation	Can apply abstract concept of addition &	Can apply abstract concept	Can apply abstract concept of addition	Can apply abstract concept	Can match quantity of
		subtraction in		& subtraction upto	of addition &	abstract objects
		everyday life.	subtraction in	10 in everyday	subtraction upto 10 in	upto 5. May need
			everyday life, with assistance.	life, with assistance.	everyday life, with	assistance
					prompt. May make errors.	
	Generalization of	Can apply concrete concept of addition	Can apply	Can apply concrete concept of	Can apply concrete	Can match
	concepts	& subtraction in	concrete	& subtraction upto	of addition &	quantity of concrete objects
		everyday life.	addition &	10 in everyday	subtraction upto	upto 5. May
			subtraction in	life, with	10 in everyday life, with	need assistance
			everyday life, with assistance.	assistance.	prompt. May make errors.	
	Basic Concept (Knowledge and	Has knowledge. Understands the	Can perform/work on	Can perform/work on	Can perform/work	Can perform/
	Understanding)	concepts but is not clear in certain concepts.	concepts but mostly needs help.	concepts but always needs help.	basic concepts but needs repeated help.	work on very basic concepts with errors even on
	Ability to Compute	Can do operations of numbers but with	Can do operatios of	Can do basic operations of	Can do operations of	assistance Participates in number
		occasional faults.	numbers but	numbers with	numbers with errors even	operations with
			makes a few mistakes with guidance	instructions & prompts.	on assistance.	assistance& dependence.
	Formation of	Has the concept of	Has the	Can do	Can copy	Can trace
	Number	formation of numbers but falters	concept of	formation of numbers with	formation o	
		a little.	numbers bu makes few mistakes.	instructions & prompts.	ž.	formation
	Problem Solving	Can solve problems	Can solve	Difficulty in	Difficulty in	n Can
	Ability	but falters occasionally	1	solving out problems	solving	comprehe
		when repeated clue is	with most errors. Needs	of very basic	problems of very basic	f problmes very basi
		given.	guidance.	frequent error	rs nature even with	levels wit
ENVIDON	MENTAL SCIENCE			even on prompting	continued assistance.	assistance
				Pays attention		p. that
Environmen Sensitivity	tal Observation	Is keen, alert and observant; very much	Is aware of the known	to immediate	Pays attentio	
•		aware of the surroundings	surroundings Takes care of		surroundings with prompts	immedia surround
		Doesn't waste things Sensitive to	objects	Helps in keeping	Keeps self clean	with assistance.
		animals and plants protection,		Environment (class) clean by	у	
	Identification	appreciates nature	Can identify	Can identify	Can identify	Can matel
	Identification	Can identify and classify most of the common objects.		and classify common objects, with	and classify some of the common	
		common objects.	objects, with		objects, with	assistanc

with prompts

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2, 5 and 10

			mistakes.		assistance.	
			Can attempt			Can attempt
	Discovery of	Can understand,	to	Can attempt to	Can attempt to	to
					answer	
	Facts	discover facts, do	answer simpl	e answer simple	common	answer very
			questions			basic
		some independent	based	questions with	objective	objective
			on reasoning			questions
		thinking and is	and	prompts.	questions with	with
		observant.	observation.		prompts.	assistance.
Activity /		The letter and a finite or	Exhibits	Can do	Can do	Participates

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

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

		most of	good but	Needs repeated	repeated instructions.	assistance.
		the time.	performs occasionally.	prompts.		Can colour within
		Can enact any		Can draw	Can draw shapes	shapes/picture,.
		or role	May need guidance.	pictures based on	on her/his own.	May need
		or role	guidance.		Can make use of	assistance.
			Can cut and	story	different colours	
					within pictures	
			paste. Can imitate simple roles.		previaces	
Music / Dance	Interest	Always keen to	Keen to learn	Needs little drive to	Sometime shows	Sometime
		learn and follow	and follow	learn and start	interest. May	interest for brief
		given instructions	instructions		need	period. May need
			most of the time.		instructions.	prompts.
	Rhythm	Child has a sense of	Sometimes loses	Sometimes go	Usually doo	es Pays attention to
		rhythm and	pace with the			the rhythm with
		sometimes falters in	beat. Needs	cannot make i up.	rhythm but	repeated
		keeping pace with	instructions.	Needs repeate	ed attempts to	instructions and
		the beat.		prompts.	participate.	prompts.
					prompts repeatedly.	
	Melody	Child has a sense of	Child goes of	Child has the sense	Child tries t	Child pays o brief
	Treiouy	tune and goes	key, sometim		imitate and	attention to
		key	,,	to imitate		
			can come bac	k known	imitate sma	Il with repeated
		occasionally	in tune. Need	,	imitate sma segments with	with repeated
				s tunes. Needs repeated	segments with repeated	with repeated prompts.
PERSONAL	ITY DEVELOPM	occasionally	in tune. Need	ls tunes. Needs	segments with	with repeated
PERSONAL Personality	ITY DEVELOPM Courteousness	occasionally	in tune. Need	s tunes. Needs repeated	segments with repeated assistance.	with repeated
Personality		occasionally ENT	in tune. Need guidance.	tunes. Needs repeated instructions. Many times with others, (says)	segments with repeated assistance.	prompts. Avoids
Personality &		ent Careful about	in tune. Need guidance.	tunes. Needs repeated instructions. Many times wi others, (says	segments with repeated assistance.	prompts. Avoids wishing., (say sorry,
Personality &		ENT Careful about wishing, saying sorry, thank you	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me.	tunes. Needs repeated instructions. Many times we others, (says e sorry, thank you and excuse me). Means tunes we others are the sorry, thank you and excuse me).	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you	Avoids wishing., (say sorry, thank you and excuse me). Needs
Personality &		Careful about wishing, saying sorry, thank you and excuse me. Does not	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me. May need	tunes. Needs repeated instructions. Many times we others, (says sorry, thank you and	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me)	Avoids wishing, (say sorry, thank you and excuse me). Needs repeated
Personality &		ENT Careful about wishing, saying sorry, thank you and excuse me.	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me.	tunes. Needs repeated instructions. Many times we others, (says e sorry, thank you and excuse me). Means tunes we others are the sorry, thank you and excuse me).	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and	Avoids wishing., (say sorry, thank you and excuse me). Needs
Personality &		ENT Careful about wishing, saying sorry, thank you and excuse me. Does not interrupt in	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me. May need	Many times wothers, (says e sorry, thank you and excuse me). Maned prompts.	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need	Avoids wishing, (say sorry, thank you and excuse me). Needs repeated
Personality &		ENT Careful about wishing, saying sorry, thank you and excuse me. Does not interrupt in	wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally	Many times wing others, (says sorry, thank you and excuse me). Many times wing thank you and excuse me). Many times wing thank you and excuse me). Many times with the sorry, thank you and excuse me). Many times with the sorry, thank you and excuse me). Many times with the sorry, the sorry, the sorry with	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated	Avoids wishing, (say sorry, thank you and excuse me). Needs repeated
Personality &		ENT Careful about wishing, saying sorry, thank you and excuse me. Does not interrupt in	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally interrupts in	Many times we others, (says sorry, thank you and excuse me). Med prompts. Sometimes interrupts: in between.	ish Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated prompts. Frequently	Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts.
Personality &	Courteousness	excuse me. Does not interrupt in between.	wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally interrupts in between.	Many times woothers, (says sorry, thank you and excuse me). Mineed prompts. Sometimes interrupts: in between.	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated prompts. Frequently Interrupts. Confident i	Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts.
Personality &	Courteousness	excuse me. Does not interrupt in between. Always confident in carrying out	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally interrupts in between.	Many times won thers, (says e sorry, thank you and excuse me). Moned prompts. Sometimes interrupts: in between. Confident in carrying out means to the carrying out means to the carrying out means the carr	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated prompts. Frequently Interrupts. Confident i	Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts.
Personality &	Courteousness	excuse me. Does not interrupt in between. Always confident in carrying out various	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally interrupts in between. Mostlyconfider in carrying out various new & known activities.	Many times we others, (says e sorry, thank you and excuse me). Meed prompts. Sometimes interrupts: in between.	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated prompts. Frequently Interrupts. Confident i carrying ou routine activities with assistance	Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts.
Personality &	Courteousness	excuse me. Does not interrupt in between. Always confident in carrying out various activities (new &	wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally interrupts in between. Mostlyconfider in carrying out various new & known	Many times woothers, (says sorry, thank you and excuse me). Mineed prompts. Sometimes interrupts: in between.	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated prompts. Frequently Interrupts. Confident i carrying ou routine activities with	prompts. Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts. Participates with assistance and guidance of
Personality &	Courteousness	excuse me. Does not interrupt in between. Always confident in carrying out various activities (new &	wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally interrupts in between. Mostlyconfider in carrying out various new & known activities. May need	Many times wi others, (says sorry, thank you and excuse me). Mineed prompts. Sometimes interrupts: in between. The Confident in carrying out mo of the familiar activities. May need prompts.	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated prompts. Frequently Interrupts. Confident i carrying ou routine activities with assistance from familiar people	Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts. Participates with assistance and guidance of teacher.
Personality &	Confidence	ENT Careful about wishing, saying sorry, thank you and excuse me. Does not interrupt in between. Always confident in carrying out various activities (new & known).	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally interrupts in between. Mostlyconfider in carrying out various new & known activities. May need guidance.	Many times wi others, (says sorry, thank you and excuse me). Mineed prompts. Sometimes interrupts: in between. The Confident in carrying out mo of the familiar activities. May need prompts.	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated prompts. Frequently Interrupts. Confident i carrying ou routine activities with assistance from familiar people Takes car belonging	Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts. Participates with assistance and guidance of teacher.
Personality &	Confidence Care of	excuse me. Does not interrupt in between. Always confident in carrying out various activities (new & known).	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally interrupts in between. Mostlyconfider in carrying out various new & known activities. May need guidance. Most of the tim	Many times we others, (says sorry, thank you and excuse me). Menced prompts. Sometimes interrupts: in between. Confident in carrying out most the familiar activities. May need prompts.	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated prompts. Frequently Interrupts. Confident i carrying ou routine activities with assistance from familiar people Takes care belonging on	Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts. Participates with assistance and guidance of teacher.
Personality &	Confidence Care of	ENT Careful about wishing, saying sorry, thank you and excuse me. Does not interrupt in between. Always confident in carrying out various activities (new & known). Takes care of self as well as others property most of	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally interrupts in between. Mostlyconfider in carrying out various new & known activities. May need guidance. Most of the tin takes care of self's belongin	Many times we others, (says sorry, thank you and excuse me). Menced prompts. Sometimes interrupts: in between. Confident in carrying out most the familiar activities. May need prompts.	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated prompts. Frequently Interrupts. Confident i carrying ou routine activities with assistance from familiar people Takes care belonging on on ded repeated	Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts. Participates with assistance and guidance of teacher.
Personality &	Confidence Care of	ENT Careful about wishing, saying sorry, thank you and excuse me. Does not interrupt in between. Always confident in carrying out various activities (new & known). Takes care of self as well as others property most of	in tune. Need guidance. Wishes others most of the tim says sorry, thank you & excuse me. May need guidance. Occasionally interrupts in between. Mostlyconfider in carrying out various new & known activities. May need guidance. Most of the tin takes care of self's belongin	Many times we others, (says e sorry, thank you and excuse me). Meed prompts. Sometimes interrupts: in between. Takes care of belongings of instruction arreminder.	segments with repeated assistance. Sometimes avoids wishing, (says sorry, thank you and excuse me) May need repeated prompts. Frequently Interrupts. Confident i carrying ou routine activities with assistance from familiar people Takes care belonging on on did repeated reminder Maintains proper	Avoids wishing., (say sorry, thank you and excuse me). Needs repeated prompts. Participates with assistance and guidance of teacher. Takes care of belongings with assistance. May need physical prompts. Maintains

ı	1	1	l sa ca	1	La	1
		and neat uniform.	with reminder	instructions. Often not carefu	&	assistance &
		Careful about	Sometimes	about	instruction.	repeated
			nails/hair/teeth	land and		
		personal hygiene	not clean.	hygiene		prompts.
	Regularity		orean.	Sometimes	Completes	
	and	Is regular and	Often regular and		and	Completes and
	punctuality	punctual to	punctual to	and punctual.	submits	submits
		school/classroom.	school/classroom	Sometimes late	assignments/	assignments/
		Mostly regular in	and in	completing	project on	project with
		completing and	completing and	/submitting	instruction &	
		submitting	submitting	assignments.	with prompts	
		assignments/project	_			
		S.	projects.			
	Initiative	Mostly takes	Often takes	Sometimes takes	Participates and	Participates and
	imitative	initiative and tries	initiative and	initiative and	tries to do	tries to do
		to	tries	tries to	things	things
		de deles e	and although	de di la co	with instruction	with assistance.
		do things independently.	to do things independently.	do things independently.	& prompts.	assistance.
		independently.	macpendentry.	independently.	& prompts.	Participates in
					Participates	oral
		Mostly ready to	Often ready to	Sometimes ready	in	discussions
		participate in oral	participate in oral	to participate in	oral	extra- curricular
		discussions/extra-	discussions/extra-	oral discussions/	discussions	activities with
			curricular		extra-	
		curricular activities	activitie.	extra-curricular	curricular	assistance.
			May need	activities. May	activities with	
			guidance.	need prompts.	instructions	
	Spirit of			Sometimes ready	,	
	service	Mostly ready to	Often ready to	to	Tries to help	Tries to help
		help others	help others	help others	others with	others with assistance.
					prompts	assistance.
	Respect	Mostly follows		Sometimes		Follows rules
	other's	rules	Often follows	follows	Follows rules	and

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

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

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

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:

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Skills	to be developed	<u>Indicators</u>
33.	Observation	Drawing picture, reading, identify picture
34.	Discussion	Listening and answering with gestures or words
35.	Expression	Drawing, body movement, appropriate nodding
36.	Classification	Grasping, contrasting, comparing, matching
37.	Questioning	Verbal, gesture, pointing
		Improvising, following instructions, completion of
38.	Experimenting co)
	ordination	