

		always.	of the time.	painting some time.		
	Creativity	Has original drawing and innovativeness in the work always.	Has original drawing and innovativeness in the work most of the time.	Has original drawing and innovativeness in the work some time.	Always looks for ideas and instructions from the teachers.	Does not show any creativity
	Skill	Excellent development of skills and high performance.	Skill development is very good but perform occasionally	Skill development is good but perform occasionally	Slow in skill development.	Very slow in skill development.
Music/Dance	Interest	Always very keen to learn and follow given instructions.	Needs little drive to learn and start	Need more drive to learn and start?	Sometimes shows interest.	Always show no interest
	Rhythm	Can follow the rhythmic pattern without the help of counting	Can follow the rhythmic pattern with the help of counting	Sometimes follow the rhythm with the help of counting. And clue	Follow the rhythm with difficulties	Does not follow the rhythm.
	Personal Social Area	Courteousness Very careful about wishing saying sorry, thank you and excuse me. Always stands up to give respect.	Many times wishes others, says sorry, thank you and excuse me.	Sometimes wishes others, says sorry, thank you and excuse me.	Always wishes others, says sorry, thank you and excuse me. Quite confident but needs to come up with his/her ideas	Always avoids wishing or saying sorry, thank you and excuse me aggressive and impolite. No confidence
	Confidence	Always very confident in carrying out	Confident in carrying out most of the activities.	Confident in carrying less of the activities		

	Care of belongings	various activities				
	Regularity and punctuality	Always respects the belongings and takes care.	Most of the times take care of belongings.	Sometimes takes care of belongings	Takes care but does not bother about others.	Does not care of the belongings
	Initiative	Very particular about being regular and punctual to school classroom.	Mostly particular about being regular and punctual.	Sometimes about being regular and punctual.	Irregular and sometimes late in school, classroom.	No regularity and punctuality
	Self control	Always tries to do things independently. Always ready to participate in extra curricular activities. Well disciplined in the classroom. Never misbehaves or fights in the playground/during break.	Very often tries to do things independently. Always disciplined in the classroom	Less often tries to do things independently. Sometime disciplined in the classroom	Sometimes, tries to do things independently. Most often misbehaves or fights in playground/during break	Never tries to do things independently. Always misbehaves or fights in playground/during break
	Respect for others properly	Takes very good of	Takes good care of	Takes sometimes	Sometimes take care of others after	Does not take care

	Neatness	care of others	others	care of others	reminder	of others
		Always wears	Wears proper and	Sometimes in	Most of times in	Always in
		proper and neat	neat uniform.	improper	improper uniform	improper uniform
		uniform very		uniform often	often	often not careful
		careful about		not careful	not careful about	
		personal hygiene.		about	personal hygiene	about personal
				personal		hygiene
				hygiene.		

Learning Disabilities

DESCRIPTIVE INDICATORS FOR CONTINUOUS AND COMPREHENSIVE EVALUATION FOR LEARNING DISABILITIES

Children with learning disabilities are on par with peers as far as cognitive abilities are concerned, but manifestation of which requires changes in the teaching learning methods and assessment practices. Lack of sensitivity towards their needs and insufficient efforts to manage the same in the classroom results in the apparent difficulties associated with reading, writing, spelling, reasoning, recalling and/or organizing information.

As a teacher we should remember that learning disability can't be cured or fixed; it is a lifelong condition. Children with Learning Disability can be managed with the such kind of supported schools. It given or provided with the right kind of support and intervention. Learning disability is one of the invisible categories of disabilities as its symptoms don't have physical manifestations unlike those of in sensory or loco motor n such kind of impairments.

The learning disabilities may be classified into the following types: **Dyslexia**—it is a language related learning disorder which affects language acquisition skills like learning letters and their sounds, spelling, reading, pronunciation, word recognition and memorizing number facts. It is associated mainly with the verbal aspect of language.

Dysgraphia-is also a language related disorder which affects writing abilities. In children this may manifest as awkward pencil grip and body position, escaping writing or drawing tasks, poor understanding of upper and lower case letters, poor handwriting and inability to express in written form.

Dyscalculia- as the name suggests this is related with the mathematics and logic. The tell tale signs of dyscalculia includes difficulty in learning to count and recognizing printed numbers, addition, subtraction, division, and multiplication and avoiding games requiring logic and strategy and avoiding situations where measuring or counting is required.

Attention Deficit Disorder- (ADD) a condition where the child experience difficulty /problems focusing attention on a task. The children with ADD are more vulnerable as they are liable to remain unnoticed due to the silent nature of their condition.

Attention deficit Hyperactivity Disorder (ADHD) – is a condition where the child is characterized with hyperactive behavior and short attention span as compared with their peers.

Assessment Accommodations

Before beginning assessment procedures for children with learning disabilities, learning goals should be clearly spelt and children should be given lots and lots of practice of the tasks and skills to be assessed. If possible, little change in modalities of assessment are recommended like

- Dividing the assessment task into a number of smaller subtasks
 - Familiarity with the assessment tasks
 - Extra time
 - Reducing number of tasks

The paragraph below presents the scholastic as well as coscholastic CCE indicators for primary classes, which are divided into two groups (classes 1 to 2) and (classes 3 to 5). The scholastic areas are divided into languages, mathematics and EVS.

LANGUAGE –CLASS 1 AND 2

Testing Area/Skill/Competency	Sub-Skills	A Does independently	B Does with little help or cues	C Always does with lots of help or cues	D Occasionally does with lots of help and cues	E Needs more practice
Pre reading skills	Visual perception activities Alphabets	Can match shapes, patterns and curves on cards and on worksheets Relates letters to Sounds and can read consonant-vowel- consonant words	Can match shapes, patterns and curves on cards and on worksheets with some help Relates letters to Sounds and can read consonant- vowel- consonant words with little help	Matches only in a small array of 3-4 cards or short worksheets with help and cues Reads only vowel consonant or consonant sounds always with help	Occasionally able to match with lots of help and cues Occasionally matches sound with letters with help and cues	Has difficulty in doing it Needs help in reading with phonic awareness
1. Reading skills (children with dyslexia will find this very difficult, hence they may be provided with lot of cues and prompts during assessment)	Pronunciation (Expect the child to correctly read the letters or three to four letter words Which are familiar to him/her and child can meaningfully relate to these words.) Comprehension (the modalities	Can blend consonant sounds like bl-blue/ gr-green. May experience difficulty in similar sounding words. Can read a sentence slowly Can understand and answer what, where, when, who and misreads high frequency words to the passage/	Can blend consonant sounds like bl-blue/ gr-green with prompts and cues from teacher. Can read a sentence slowly Sometimes mispronounces and misreads high frequency words like	Blend sounds with teacher's prompts and cues to Can read limited words with picture support and may need lot of cues and help. Can always answer the of the	Occasionally blends sounds with teacher's prompts and cues Sometimes read limited words with picture support and may need lot of cues and help. Can sometimes	Unable to blend needs more practice Can identify only single letters by sounds in English, needs more practice. Unable to read and comprehend. Needs

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	to answer whether written verbal left on child. Instead of expecting full sentences like “ rohit is elder to seema” in response to a question seeking who’s elder, the one word answer “ rohit” should be accepted.	story. More time might be required for comprehension.	helicopter, there etc. May require help or cues. With little help can understand and answer what, where, when, who questions related to the passage/ story. More time might be required for comprehension. The child may need to listen to the story instead of reading.	teacher after reading or listening to simplified version of the story that has very simple words	answer with the help of the teacher after reading or listening to simplified version of the story that has very simple words	other supports like teacher reading him/her, pictures and extremely simplified text.
2. Writing Skills (for children with dysgraphia assessment modalities requiring least paper work should be	Creative Writing Handwriting	4 Can write 3 or words sentence independently All letters and strokes are legibly formed	Can write 3 or 4 words sentence independently with a few spelling mistakes All letters and strokes are legibly formed with a few patterns of errors	Can write 3 or 4 words sentence with many mistakes Errors are many but the task is completed	Can write 3 or 4 words sentence with help or cues Errors are many but the task is completed with help	Cannot write independently and prefers to copy answers. Needs lot of help to write.

33	Skills (children with dyslexia may be excused from this)	Recitation (for the purpose of recitation, expressing through gestures should also be considered as equal to verbal recitation)	ideas and opinion verbally	ideas and opinion either verbally or through gestures or combination of both	expresses either verbally or through gestures or pictures	and often avoids conversations	part in conversation And recitation
			Recites independently	Recites but may not recite completely	Needs some prompts while reciting	Recites with the help of teacher or peers. May or may not recite completely	Need lot of prompts while reciting
	4. Listening Skills (child must be given instruction supported by visual clues)	Follows directions Attention to teacher's voice	Follows multiple (two step) instructions given in the class Pays attention and responds	Need little help in following multiple (two step) instructions given in the class Pays attention and responds with little help	Follows only one step instructions given directly Sometimes misses out instructions and words during dictation	Needs help and simplification before following directions Needs cues and reminders most of the time to listen and respond	Does not follow instructions unless given on a 1 on 1 basis Often not respond to teacher's voice

EVS

Class I and II

	SUB SKILLS	A	B	C	D	E
34	Environment sensitivity (aware of objects in the surroundings) Activity Project (The assessment tasks like cutting, pasting etc may require special preparation in the form of marking the area to be cut with thick lines, or clue for pasting on the sheet etc.)	Can point to a number of objects in the surroundings Exhibits creativity through cutting, pasting, drawing, and collage-work	Can point to a number of objects in the surroundings with little help Needs teacher's or peer's little help in exhibits creativity through cutting, pasting, drawing, and collage-work.	Can point to a limited number of objects in the surroundings Exhibits creativity through cutting, pasting, drawing, and collage-work with lot of help from teacher or peers	Can point to a limited number of objects in the surroundings either with little or no help Exhibits creativity through simplified activities. For pasting stickers can be provided, instead of expecting to cut outs may be used	Need help in pointing limited number of objects in the surroundings Need more practice with teacher's help in one to one setting
	Group discussion	Can take part in- group discussion	Participates in group discussion,	Need constant coaxing for sharing	Sits through the group discussions	Avoids taking

	actively, but may convey ideas either through gestures or verbally	needs encouragement for expressing view and concerns	ideas	but rarely expresses opinion	part in group discussion.

Mathematics

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Pre number Concepts (big small, far near, more less etc)	Understands the concepts and applies understanding to the given situation	Understands the concepts and applies understanding to the given situation with little help from teacher	Understands but not clear in certain concepts. Gets confused with spatial concepts	Gets confused with concepts very often and responses are very inconsistent	Needs more practice
Identification of numbers some reversals or mirror imaging issues may be seen in writing .	Can Identify greater and less Can identify numbers by number names Can identify symbols of greater less, addition, subtraction and equal	Can Identify greater and less with little help from teacher Can numbers identify by number names with little help Can identify symbols with little help	Can always identify numbers that are more than single digits with teacher's help Can always identify numbers by names with help Occasionally gets confused between + and ×, or ≥ and ≤ etc	Occasionally identify numbers with teacher's help Can occasionally identify number names with Can identify greater less only in pictures	Knows numbers only in single digits or not at all. Cannot identify Needs more practice
Expressive (counts orally up till 99, tells the names of days of the week, months of an year, count by twos, fives and tens etc.	Can do the task independently	Need little help in doing the task	Can always do the desired task with help	Can occasionally do the desired task with help	Needs constant help

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Classification Classify numbers as odd and even Classify numbers on the basis of place value-as units, tens order numbers in a sequential manner Arrange numbers in ascending and descending orders	Consistently and independently able to do the desired task	Needs little help from teacher to do the desired task	Always does activities with teacher's help	Rarely does with teacher's help	Very inconsistent and makes lots of errors
Solve Count given number either from concrete items or pictures Perform up till three digit additions with and without carry over Perform up till three digit subtractions with and without Borrowing	Can count independently Can add independently Can subtract independently	Need little help in counting Can add with few mistakes Can subtract with few mistakes	Always counts with help from teacher or peer Makes lots of mistakes in carrying over Makes lots of mistakes in subtractions with borrowing	Has difficulty in counting a specific number Can do simple additions without carry over Can do subtraction only without borrowing.	Need more practice Need more practice Need more practice
Tables	Knows the table by heart	Knows the table but gets confused in dodge tables	Makes many mistakes in reciting tables	Occasionally recites tables correctly	Needs more practice
Mental Ability	Able to compute solutions mentally	Needs little help in computing solutions mentally	Always computes with help	Occasionally compute mentally	Needs more practice
Application Can follow	Can follow	Need little help in	Always follows instruction with	Often follows	Rarely follows instruction

instructions involving	independently	following	help	instruction with	with
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numbers – example-bring five red beads		instructions	from teacher	help	help
the can identify numbers in the environment-on pages, vehicles, calendars, telephones etc	Can identify independently	Need little help in identifying	Always identify with help from teacher	Often identifies with help	Rarely identifies with help
Can make sets of tens	Independently	Need little help	Always makes sets with help	Often make sets with help	Rarely make sets with help
Can apply addition and subtractions in story sums	Independently	Need little help	Always solve story sums with help	Often solve story sums with help	Rarely solves story sums with help
At a given time can tell what day of the week and which month it is	Independently	Need little help	Always identifies with help	Often identifies with help	Rarely identifies with help

For classes 3 4 and 5

The scholastic areas usually dealt with in the school in classes 3 to 5 are languages (Hindi and English), Mathematics and EVS.

CCE indicators for Language-the children may be learning more than one language in the classes 3to 5, yet the learning indicators for each language remains the same, however the degree of expected competency may vary from language to language depending on factors like the child's familiarity with the language, family environment supporting of the language, mother tongue etc. The assessment accommodations may require teacher to make few adjustments like little dilution of assessment tasks in terms of number of questions/tasks of assessment, providing pictorial or verbal or audio cues during assessment, giving long break during assessment i.e. spreading the assessment over two days and making the child sit comfortably in another room if there is need.

Language related indicators applicable to classes 3 to 5 are described below—

	Assessment Dimension	Sub skills	A	B	C	D	E
	Comprehension (Child may need visual, pictorial or audio cues)	Follow instruction, requests and questions appropriately. The instructions may be provided in audio or print or pictorial format)	Performs independently	Performs independently with visual or audio cues	Sometimes requires teacher's help along with cues for comprehension	Always requires teacher's help along with cues for comprehension	Needs more practice
38	Listening	Takes dictation of words and sentences The child may have limited vocabulary as compared with peers	Able to write after listening once	Able to write after listening with rare request for repetition of words	Always able to write with little help from teacher	Sometimes able to write with help from teacher	Need more practice
		Enjoys listening to poems and stories	Always shows enthusiasm for story and rhyme time	Sometimes shows enthusiasm for story and rhyme time	Needs encouragement for listening activities	Rarely shows enthusiasm for listening activities	Prefers some other tasks, need lot of cajoling and encouragement

	Reading The child may require simplified reading task	Enjoys reading short stories, poems, newspaper, comics, etc.	Able to read independently	Always able to read independently with little help or cues from teacher or peers	Sometimes able to read independently with little help or cues from teacher or peers	Able to read with lots of help and encouragement	Need more practice in reading
	Speaking	Talks about self and members of the family. Able to answers in short sentences or words	Able to speak with confidence	Always able to speak with confidence but may require help or cues from teacher	Sometimes able to speak with confidence but require help or cues from teacher	With lots of help from teacher able to speak with confidence but may speech may be short and crisp	Need more practice
39		Narrate experiences and incidents	Able to express coherently	Always able to express coherently with visual cues and gestures	Most of the time able to express coherently with visual cues and gestures	Sometimes able to express coherently with visual cues and gestures	Need more practice
		Carry out a brief conversation involving seeking/ giving information	Confidently converses	Confidently converses with cues, gestures and help	Sometimes requires cues and gestures for conversing confidently	Most of the time requires help or cues from teacher or peers for conversing confidently	Need more practice to gain confidence

Writing	Write simple words/phrases/short sentences. The child with	Can write independently	Can write independently with little or no	Can write independently with help and	Always needs help for writing, prefers alternatives tasks like drawing.	Need more practice to gain confidence
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	learning disabilities may require pictorial or audio cues to comprehend the task		mistakes	cues	collage, drama, verbal etc	
40	Write a short description of a person, thing or place – prepare a notice, or write a message for someone. The task may require modification in terms of reducing the number of expected lines.	The child is able to write few lines	The child is able to write few lines with little mistakes	The child is may supplement written expression by pictorial description	The child is able to write but writing is always supplemented with pictures	Need more practice for written expression but may express through pictures
	Write a short composition based on pictures or audio	Able to compose few lines	Able to compose few lines with vocabulary help from teacher or peers	Able to compose with vocabulary help from teacher or peers. May supplement writing with pictures	Able to compose with vocabulary help from teacher or peers but writing is always supplemented with pictures	Need more help in composition, may express through series of pictures or verbally or through gestures

Mathematics—

If the child is familiar with numbers and basic mathematical operations he/she may be allowed to use calculator or abacus to aid in calculations for children with dyscalculia.

Assessment dimensions	Sub skills	A	B	C	D	E
Shapes and spatial Understanding	Makes different shapes with the help of easily available material e.g. match sticks, ice cream sticks etc.	The child exhibit desired behaviour	The child always exhibit desired behaviour with help or cues from teacher	The child exhibits desired behaviour most of the time with the help of teacher or peers	The child exhibits desired behaviour some time with the help of teacher or peers	Need more practice for exhibiting the desired behaviour
41	Understands terms related to circle like centre, radius, diameter and boundary of the circle.	Can identify various parts of circle	Can identify various parts of circle with help of teacher or peers	most of the time, identify various parts of circle with the help of teacher or peers	Sometimes identify various parts of circle with help of teacher or peers	Need more practice
	calculates perimeter and area of different shapes available in surroundings (farms, parks etc)	The child understands the concept of area and perimeter and can also apply the same calculates perimeter and area	The child understands the concept of area and perimeter but may not able to calculate without errors	The child understands the concept of area and perimeter but always requires teacher's help for calculation	The child may show confusion between area and perimeter	The child needs more practice in understanding the concept

	Draws different views of an object as it looks from top, sides and	The child can draw	The child can draw with help of teacher or peer	Most of the time the child can draw with help of teacher	some time the child can draw with help of teacher	The child needs more practice
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	front. child need to see the object drawing.	The may actual before					
42	Explores symmetry in figures formed by ink/colour blots on a paper	The child can identify symmetrical shapes formed by ink/colour blots	The child can identify symmetrical shapes formed by ink/colour blots with some help	Most of the time can identify symmetrical shapes formed by ink/colour blots with help	some time can identify symmetrical shapes formed by ink/colour blots with help	The child needs more practice	
Numbers and Operations	Recalls and the table (multiplication facts) up to 10	Can recite the tables	Can recite the tables but may need help in dodging tables	Can recite tables with little help from teacher or peer	Can recite tables with lots of help from teacher or peer	Need more practice	
	Can multiply two or three different digit numbers	The child is able to perform	The child may do so with occasional help from tables chart	The child may do with constant help from readily available tables chart	The child sometimes able to calculate with help from tables chart	The child needs more practice	

	Can solve given division problems	The child is able to perform	The child may do so with occasional help from tables chart	The child may do with constant help readily from available tables chart	The child sometimes able to calculate with help from tables chart	The child needs more practice	
43	Developing word problems	The child develops word problem using his/her own experience. Allow the child freedom to develop the same either verbally or in written form or through pictures etc.	The child may construct word problem using short sentences.	The child can construct word problem with the help of teacher	The child can construct word problem with the help of teacher and may supplement the same with pictures	The word problem is constructed pictorially supplemented with verbal expression	The child requires more practice
	Money	Find rupees for given number of paisa and paisa for given number of rupees.	The child is able to perform the desired task in contextual situations but may have problem in doing the same in abstract situations.	The child may do the desired task with little help from teachers	The child may do the desired task with lots of help from teachers	The child needs more practice	
	Uses money in market situations like	The child can perform the task in simulated	The child can perform the task in simulated	The child always needs teachers help	The child sometimes performs the	The child needs more practice	

	purchase of vegetables, milk, biscuits, chocolate, bread, butter etc.	environment	environment with little help	in performing	desired tasks with teachers help		
44	Measurement: Length	Can measure length of given objects (a rod, a piece of cloth etc) and can also calculate total length of two or more objects	The child may perform the task independently	The child may perform the task independently with help	The child always perform with help	The child sometimes perform with help	The child needs more practice
	Can estimate	The child may	The child may like	The child may like	The child may	The child needs	

	distance between two places like home and school, home and friend's home etc	perform the task independently	to measure distance in terms of time taken, to reach from one place to another. The child may need teacher's help in measuring distance in desired unit of length.	to measure distance in terms of time taken, to reach from one place to another. The child always needs teacher's help in measuring distance in desired unit of length.	estimate the distance with the help of teacher and may also require visual cues	more practice
Measurement: weight	Tries to differentiate between the	The child can calculate	The child can calculate	The child can solve the weight related	The child can solve the weight related	The child needs more practice

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The problems need to be made contextual and related with child's daily life	heavy and light weight objects and calculates the total weight of two different objects (addition) and difference in their weights (subtraction) where out of some given amount some amount is consumed, what left?	weight related problems	weight related problems with help from teachers. May require cues either verbal or pictorial	problems with lots of help and cues (verbal or audio or pictorial)	problems with lots of help and cues. The problems needs to be contextualised	
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Measurement: Volume	Can measure volume using measuring cylinders	The child can measure the volume	The child can measure the volume but may need pictorial cues	The child can measure the volume with little help	The child can measure the volume with lots of help	The child needs more practice
Measurement : time	Computes number of weeks and days in a year, and correlates number of days in a year with number of days in each month	The child can calculate	The child can calculate with actually using calendar	The child can calculate with some help along with looking at calendar	The child can calculate with lot of help along with looking at calendar	The child needs more practice

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	Reads clock time in hours and minutes and expresses time in am and pm	The child may read time independently. The choice of digits on clock face may be provided either numerical or roman or both	The child may read time independently. The clock face should have some pictorial cues along with numbers	The child can read time from digital clock.	The child can read with the help of teacher	The child needs more practice
	Explores ways (mental addition and subtraction) of finding time intervals between different familiar events and computes	The child can perform the task	The child can perform the task with help of teacher	Most of the time the child can do the task with lot of help	Sometimes the child can do the task with help	The child needs more practice

	number of days between two dates					
	Collects quantitative data on two variables and represents it through table and bar graph.	The child can do the task	The child can do the task independently with cues	The child can do the desired task with some the help	The child can do the desired task with lots of help	The child needs more practice

47	Fractions	Can show half, fourth, third etc. by completing the incomplete figures or by filling colours etc.	The child can do the task independently	The child can do the task independently with cues	The child can do the desired task with some help	The child can do the desired task with lots of help	The child needs more practice
		Adds and subtract two like fractions by colouring/shading corresponding parts of whole	The child can do the task independently	The child can do the task independently with cues	The child can do the desired task with some help	The child can do the desired task with lots of help	The child needs more practice
	Patterns	Observes patterns printed on dress material, tiles on floor and wall or other objects available in surroundings.	The child can do the task independently	The child can do the task independently with cues	The child can do the desired task with some help	The child can do the desired task with lots of help	The child needs more practice
		Identifies patterns in square and	The child can do the task	The child can do the task independently with	The child can do the desired task with	The child can do the desired task with lots of help	The child needs more practice

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	triangular numbers	independently	cues	some help of teacher	teacher	
	Attempts to creatively develop patterns for border strips and Tiles by using stamps made by wood, vegetables, bottle caps etc.	The child can do the task independently	The child can do the task independently with cues	The child can do the desired task with some help	The child can do the desired task with lots of help	The child needs more practice

EVS class 3 to 5

Assessment dimensions	Sub skills	A	B	C	D	E
Observation and reporting	Identifies names of objects, local, plants, animals, transport, and shelters, etc	The child can independently identify the names	The child can independently identify the names but may requires cues for writing names i.e. instead of expecting words ask child to fill in the	child can identify with some help from teacher	child can identify with lots of help from teacher	Need more practice

			blank, or circle or match the			
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			columns			
	identifies variations in plants (leaves, flowers), animals (bird's beak, claws, feather, and nests) mode of transports, and variation in seasons	The child independently identifies variations	The child identifies variations with some cues	The child identifies variations with some cues but may require help in reporting and recording	The child needs help from teacher or peers	Need more practice
49	identifies objects, events either in phenomenon in natural & social environment e.g. "observes the sprouting of seeds(whole grain i.e. moong, chana), and collect and record the observation of each day(tabular form/draw)/ write	Child is able to do verbal or written or pictorial form	Child is able to do either in verbal or written or pictorial form, may need teacher's help or cues	The child always needs help from teacher or peer in identifying	The child sometimes identifies with help and cues	Needs more practice

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Discussion	Engages and participates in discussions on the themes related to her day to day life, problems in immediate surroundings, issues related to natural and social environment E.g. "wastage of water, littering and throwing garbage use of plastic bags, food wastage in the family, need for bridges, kind of houses need for bridges and level crossing, how to resolve dispute etc.	Child participates and expresses his/her view verbally, through pictures or gestures	Child participates and expresses his/her view verbally, through pictures or gestures. The child requires little encouragement.	Child participates and expresses opinion with the help of peers	Child participates and expresses opinion with lots of help	Child shares his/her view with cues and encouragement from peers and teachers
Expression	Expresses ideas, feelings of self and others through	Child can do the desired task	Child can do the desired task with some cues	The child can always do the desired task with	Sometimes the child can do the desired task with	Child need more practice

	gestures, body movement, drawings, sculpting (non-verbal expressions) e.g. the child can express feelings for elders, differently able etc			some help	help from teacher	
			do the			

51		Creates designs by using variety of material e.g. fallen dry leaves, flowers, clay, pebbles, etc.	child can independently do the task	child can task with some cues	The child can always do the task with help	Sometimes the child can do with	The child needs more practice
	Explanation	Describes any event/ phenomenon/ situation in one's own way (verbally/ written/ non verbal). E.g., "child is able to explain why people living in Jhuggies are displaced from their homes,	The child can do the desired task	The child can do the desired task with some or no help from teacher and cues	The child can always do the desired task with help	Sometimes the child can do the desired task with help	The child needs more practice

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why do we need to keep pickles in the sun during its making, how many hand spans will cover the table/desk, where do animals, other than the pets, drink water, how many mugs of water are required to fill a bucket, how much water is required to cook the rice for four people, how much food will be required for 2 day journey by train for four people etc.

Explains the child can do The child can child can do with child can do with more child needs of relationships do independently some help from lots of help from practice self with other independently cues with some teacher teacher members of the family and depicts through drawings and

53		written language. E.g. makes family tree					
	Classification	Identifies objects, plants, animals, food items based on their observable features in the surroundings	The child can identify independently	The child can identify with help	Child always identifies with help	Child sometimes identifies with help	The child needs more practice
	(May require some modification s in the questions i.e. instead of expecting written grouping, picture pasting, circling, colouring etc or the child may be allowed to answer verbally or pictorially)						
	Questioning	Reflects critically on various issues of social and	The child raises concern either verbally or non	The child raises concern either verbally or with	The child always expresses concerns and raises questions with	The child sometimes expresses concerns and raises questions	The child needs help in understanding before raising

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	cultural discrimination. (Related to working children, girls/women, elderly and	verbally	some cues or help	help	with help	questions
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	differently able etc).					
Analyzing	Predicts/ identifies probable reasons of any situation/event/ phenomenon observed or experienced E.g., "predicting/ identifying why six month old child cannot eat, why some old people cannot eat hard things, why river gets polluted, Making a guess of how far s/he can roll a ball along the ground and then measuring how	child can do the desired task but may need freedom to express either verbally, non verbally or in writing	child can do the desired task and may need freedom to express either verbally or in writing	Child can always do with help from teacher	Child can sometimes do with help from teacher	Child needs practice

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	far it actually goes, Thinking of three different ways to reach the principal's room from classroom etc					
Inferences	Makes simple inferences on any event/ situation / phenomenon observed or experienced E.g., "sugar/salt dissolves fast in warm water as compared with cold water, Taking vessels of different shapes and sizes and predicting and testing which one contains more/less water.	Child can make the inferences but cues might be require to understand the phenomenon	Child can make the inferences with help from the teacher but cues might be require to understand the phenomenon	The child always make the inferences with the help of teacher	The child sometimes make the inferences with the help of teacher	The child needs practice making inferences
Hands on activities	Makes/ creates simple objects /model with the locally available	The child can do independently	The child can do with help	Child always make with help	Child sometimes make with help	Child needs some practice

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	material on her own with the support of elders					
	Tries/manipulates the given material/objects Performs simple experiments. e.g., putting water in various containers to demonstrate water takes the shape of any container, flows down and feels	The child can do the desired task	The child can do the desired task with cues	The child always do the desired task with help	The child sometimes do the desired task with help	The child needs practice

	wet;					
Cooperation	Engages in group work and share with peers	child enjoys group work and contributes	child enjoys group work but needs cues for contribution	The child needs encouragement for group work	The child needs encouragement and support for group work	The child needs constant encouragement for working in group and sharing
	Follow rules made by group members for better functioning of the group E.g.	child can follow rules	child can follow rules with cues	child always follow rules with help from peers	child sometimes follow rules with help from peers	The child needs reminders for following rules

	“using dustbin, making queue for the mid day meal, follow instruction for not using polythene, avoiding the fire crackers on festivals, taking turns, waiting for others etc.					
Concerns for justice and equality	Shows no biases in behaviour (E.g. “sitting, eating, working, sharing with all irrespective of traditional and cultural biases”	Child exhibiting the desired behaviour	Child needs cues for exhibiting the desired behaviour	Child always exhibits the desired behaviour with cues and reminders	Child sometimes exhibits the desired behaviour with cues and reminders	child needs more sensitization and practice

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COSCHOLASTIC

In coscholastic the major areas to be assessed are:

1. Work education.
2. Visual and performing arts.
3. Attitude and Values.
4. Co-Curricular activities.
5. Health and Physical education.
6. Life skills

COSCHOLASTIC areas
For class 1 and 2

Aspects	Sub Skills		A+	A		B
Work education	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
58	Social interaction 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.
Visual and performing arts.	Music	Always participate and	Always participate with	Able to perform and take part in	Able to perform and take part in	Sometimes perform and take
		tries to	cues	groups setting.	groups setting with	

		experiment in it.			assistance	part in group setting with assistance
	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
59	Attitudes and values Acceptance (Acceptance of self and peers in group. Roles of other significant peoples are accepted in social hierarchy)	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 for 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
	Love and respect (Shows love towards peers and teachers.) HOW to measure?	Always shows love and respect towards the surrounding and people	With cues always shows love and respect towards the surrounding and people	With cues sometimes shows love and respect towards the surrounding and people	Slowly tries to show love and respect towards surroundings and people with cues	Need teachers help and demonstration for love and respect towards others

	Social Interaction	to 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
60	co-curricular activities. 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
	Health and physical	Yoga Always take interest in yoga	Always take interest in yoga	Tries to do yoga needs help for	always need help to concentrate and	Prefers other tasks avoids yoga

education			may need some cues for practice	practice	practice	
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	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 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.	Need encouragement and able to perform in group, with cue.	Always need encouragement, time and practice to participate	Avoids task, prefers some other work
	Motoractivities, climbing, sliding, crawling, hanging, tumbling, swinging, Velcro and magnetic darts, punching bags.	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

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 enquiry and discovery. E.g clubs, projects, educational tours.)	Will shows great interest most of the time	With the help of teacher able to follow instructions and able to perform on his/her own	Sometimes takes interest and participates	Need teachers motivation most of the time	Doesn't show interest
Visual and performing arts.	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
Attitudes and values	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 time.	Need teacher's attention and reminders to complete the task on time	Need lot of attention and reminders to complete the task on time	Sometimes complete the task on time after lot of attention and reminders	Find it difficult to complete task on time

co-curricular	Literary & Creative Skills	Always takes interest	Always takes interest but may	Need teacher's encouragement.	Has difficulty in participation	Avoids task
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