

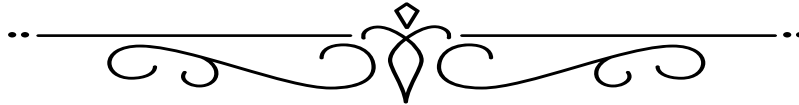


Assessment Frame Work - Grade I-II



Peace[®]
-SCHOOLS-

TABLE OF CONTENT



The Purpose of Assessment

Assessing Learners

The purpose of evaluation is not...

Competencies

Design and Conduct of Assessment

Self-assessment and Feedback

Assessment at Different Stages

Scheme of Assessment

Grading System (A five-point Scale)

Monitoring Tools

The Purpose of Assessment

Education is concerned with preparing citizens for a meaningful and productive life, and evaluation should be a way of providing credible feedback on the extent to which we have been successful in imparting such an education. Seen from this perspective, current processes of evaluation, which measure and assess a very limited range of faculties, are highly inadequate and do not provide a complete picture of an individual's abilities or progress towards fulfilling the aims of education.

But even this limited purpose of evaluation, of providing feedback on scholastic and academic development, can be achieved only if the teacher is prepared even before the course of teaching begins, armed with not only the techniques of assessment but also the parameters for evaluation and the various tools that will be employed. In addition to judging the quality of the students' achievements, a teacher would also need to collect, analyse and interpret their performances on various measures of the assessment to come to an understanding of the extent and nature of the students' learning in different domains. The purpose

of assessment is necessarily to improve the teaching-learning process and materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed. Needless to say, this does not mean that tests and examinations will have to be conducted frequently. On the contrary, routine activities and exercises can be employed effectively to assess learning.

Assessing Learners

Any meaningful report on the quality and extent of a child's learning needs to be comprehensive. We need a curriculum whose creativity, innovativeness, and development of the whole being, the hallmark of a good education makes uniform tests that assess memorised facts and textbook -based learning obsolete. We need to redefine and seek new parameters for and ways of evaluation and feedback. In addition to the learner's achievements in specific subject areas that lend themselves to testing easily, assessment would need to encompass attitudes to learning, interest, and the ability to learn independently.

The purpose of evaluation is not...

- » to motivate children to study under threat.
- » Ö to identify or label children as 'slow learners', or 'bright students', or 'problem

children'. Such

categories segregate children, placing the onus for learning solely on them, and detract from the role and purpose of pedagogy.

» Ö to identify children who need remediation (this need not wait for formal assessment; it can be detected by the teacher in the course of teaching and attended to as a part of pedagogic planning, through individualised attention).

» Ö to diagnose learning difficulties and problem areas— while broad indications about conceptual difficulties can be identified via evaluation and formal testing. Diagnosis requires special testing instruments and training. It is also specific to foundational areas of literacy and numeracy, and is not meant for subject areas.

Competencies

Competencies is an attempt to shift the focus of teaching and related assessment away from superficial textbook-based factual content. However, in the MLL approach, competencies are broken up into detailed sub-competencies and sub-skills, assuming that the sum of these sub-skills is the competency. Frequently, with the focus on behaviour and performance concepts may not even feature in the assessment. This logical yet mechanical listing of sub-skills and rigid timetables for their achievement does not reflect either the concern that learning and use of the competency may itself be more flexible, or that the cycle over which competencies are learnt need not follow the timing or pace described, or that the whole may be greater than the sum of the parts. Designing learning and test items for these detailed lists, and teaching to these learning outcomes, is impractical and pedagogically unsound.

Design and Conduct of Assessment

Assessments and examinations must be credible, and based on valid ways of gauging learning. As long as examinations and tests assess children's ability to remember and recall textbook knowledge, all attempts to redirect the curriculum towards learning will be thwarted. First, tests in knowledge-based subject areas must be able to gauge what children have learnt, and their ability to use this knowledge for

problem solving and application in the real world. In addition, they must also be able to test the processes of thinking to gauge if the learner has also learnt where to find information, how to use new information, and to analyse and evaluate the same.

The types of questions that are set for assessment need to go beyond what is given in the book. Often children's learning is restricted as teachers do not accept their answers if they are different from what is presented in the guidebooks. Questions that are open-ended and challenging could also be used. Designing good test items and questions is an art, and teachers should spend time thinking about and devising such questions. The interest and ability of teachers to design good questions can be promoted through district- or state-level

competitions. All question papers must be designed graded for difficulty in order

to permit all children to experience a level of success, and to gain confidence in their ability to answer and solve problems. Trying to devise a good and effective open-book examination can be a challenge that we must try to take up in our curricular efforts at all levels of school.

This would require teachers and examination setters to emphasise the interpretation and application of learning over the arguments and facts that can be located in the book. There have been successful demonstrations that such examinations can be carried out on a large scale, and that teachers can themselves be trusted with moderating the results of such examinations. In this way, the assessment of projects and lab work can also be made credible and sound. It is important that after receiving their corrected papers, children rewrite the answers and that these are again reviewed by teachers to ensure that children have Competition is motivating, but it is an extrinsic rather than intrinsic form of motivation. It is, of course, much easier to establish and to manipulate, and therefore frequently resorted to by teachers and school systems as a way creating and nurturing the drive for excellence. Schools begin 'ranking' children as early as their pre-primary years as a way of inculcating in them a competitive spirit. Such a competitive drive has several negative side effects on learning; often superficial learning is sufficient to create and maintain impressions, and over time students lose their ability to take initiative or do things for the fulfilment of one's own interest; hence, areas that cannot be 'marked' are neglected. This has unhealthy consequences for classroom culture, making children individualistic and unsuited to team work. There is an absurd and unnecessary importance given to term examinations, often accompanied by extreme arrangements of invigilation and secrecy. While the physical and psychological effects of this may not be readily visible until middle school, they frequently lead to high levels of stress in children, and cause early burnout. Schools and teachers need to ask themselves whether there is really much to be gained out of such practices and to what extent learning requires such systems of marking and ranking.

Self-assessment and Feedback

The role of assessment is to gauge the progress that both learner and teacher have made towards achieving the aims that have been set and appraising how this could be done better. Opportunity for feedback, leading to revision and improvement of performance, should constantly be available, without exams and evaluations being used as a threat to study. Grading and correction carried out in the presence of students and providing feedback on the answers they get right and wrong, and why. Asking children about why they answered what they did assists teachers in going beyond the written answer to engage with children's thinking. Such processes also take away the frightening judgemental quality of marks obtained in a test, and enable children to understand and focus on their mistakes and learn through these mistakes. Sometimes head teachers object, claiming that correction in the presence of the child reduces 'objectivity'. This is a misplaced concern for 'objectivity', stemming from a competitive system that believes

in judging children. Such a concern for 'objectivity' is misplaced in evaluation, which is consistent with educational goals.

Not only learning outcomes but also learning experiences themselves must be evaluated. Learners happily comment on the totality of their experience. Exercises, both individual and collective, can be designed to enable them to reflect on and assess their learning experiences. Such experiences also provide them with self-regulatory capabilities essential for 'learning to learn'. Such information is also valuable feedback to the teacher, and can be used to modify the learning system as a whole. Every classroom interaction with children requires their evaluation of their own work, and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or not. Even very young children are able to give correct assessments of what they can or cannot do well. The role of teaching is to provide an opportunity to each child to learn to the best of his or her ability and provide learning experiences that develop cognitive qualities, physical well-being and athletic qualities, as also affective and aesthetic qualities. Report cards need to present to children and parents a comprehensive and holistic view of the child's learnt and gained something out of the ordeal.

Assessment at Different Stages

ECCE and Classes I and II of the Elementary Stage: At this stage, assessment must be purely qualitative judgements of children's activities in various domains and an assessment of the status of their health and physical development, based on observations through everyday interactions. On no account should they be made to take any form of test, oral or written. **Class III to Class VIII of the Elementary Stage :** A variety of methods may be used, including oral and written tests and observations. Children should be aware that they are being assessed, but this must be seen by them as a part of the teaching process and not as a fearful constant threat. Grades or marks along with qualitative judgements of achievement and areas requiring attention are essential at this stage. Children's

own self-evaluation can also be a part of the report card from Class V onwards. Rather than examinations, there could be short tests from time to time, which are criterion based. Term-wise examinations could be commenced from Class VII onwards when children are more psychologically ready to study large chunks of material and, to spend a few hours in an examination room, working at answering questions. Again, the progress card must indicate general observations on health and nutrition, specific observations on the overall progress of the learner, and information and advice for the parents.

Class IX to class XII of the Secondary and Higher Secondary Stages: Assessment may be based more on tests, examinations and project reports for the knowledge-based areas of the curriculum, along with self-assessment. Other areas would be accessed through observation and also through self-evaluation. Reports could include

much more analysis about the students, various skill/knowledge areas and percentiles, etc., This would assist them by pointing out the areas of study that they need to focus on, and also help them by providing a basis for further choices that they make regarding what to study

Scheme of Assessment

For Grade I and II

I. There is no formal examination for Classes I and II. The teacher will evaluate the students through continuous and comprehensive evaluation [CCE]. The testing can be done simultaneously while teaching or separately. For formats for CCE sheet and folder please refer Annexure I & II.

II. Most of the time the students will not be aware that they are being tested.

III. There will be minimum 8 cycles of CCE.

IV. One cycle of CCE means that all the students of the class are tested in all the competencies.

V. They should obtain at least 'C' grade. If a child gets 'D' grade in some competencies, the teacher should repeat the cycle.

VI. It is therefore recommended that tentatively 10 cycles of CCE should be planned in advance, so as to ensure that at least 8 cycles are completed by all the students securing at least Grade C in all the competencies by March.

Formative Assessment in the following suggested areas:

(a) Home assignments / Class assignments

Due weightage to be given to:

- » Regularity
- » Neatness
- » Presentation
- » Correctness

(b) Class response may include:

- » Oral Questioning
- » Quiz
- » Worksheets
- » Running records
- » DIBELS

S. No.	Assessment Method	Areas of Assessment
1	Oral Questioning	Listening Skills
	Oral Questions to assess the	Clarity of expression

	understanding of the topic	Clarity of concepts Communication Skills
2	Quiz The class is divided into groups and questions pertaining to the topic are asked to assess the students of a group.	Thinking Skills Alertness Time management Application of Knowledge Reasoning Skills Art of Quizzing
3	Worksheets Use of worksheets to assess the students in the class	Comprehension Regularity Application of Knowledge Attentiveness

(c) Group Activity

I. Projects

The students may be asked to do the investigatory/ experimental projects

- » Investigatory Projects include
- » Collection of data
- » Analysis & Interpretation of data
- » Observation
- » Conclusion and Inference

Areas of Assessment

- » Inquisitiveness
- » Observation skills
- » Thinking skills (logical, rationale)
- » Analytical
- » Application of Knowledge
- » Comprehension & understanding (viva-voce)
- » Computing skills
- » Drawing conclusion
- » Experimental Projects Include:
 - » Identifying problem
 - » Making hypothesis
 - » Testing
 - » Observation
 - » Analysis & Interpretation

- » Conclusion & Inference
- » Making a theory

Areas of Assessment

- » Inquisitiveness
- » Observation skills
- » Thinking skills
- » Analytical
- » Application of Knowledge
- » Comprehension & understanding (viva-voce)
- » Computing skills
- » Drawing conclusion
- » Experimental Skills

GRADING SYSTEM (A five-point Scale)

MONITORING TOOLS

The following formats need to be used as monitoring tools by teachers in different classes in Primary Section:

1. Classes I and II

- a) Continuous Evaluation Folder (For each child) (Annexure I)
- b) Achievement Record (Annexure II) Result Register (To be prepared as per Achievement record)

MARKS RANGE	GRADE	GRADE
		POINT
90-100	A+ Outstanding	5
75-89	A Excellent	4
56-74	B Very Good	3
35-55	C Good	2
00-34	D Scope for Improvement	1

ANNEXURE I

Continuous evaluation folder (For Each Child)

Class 1 & II

Session 20 ____ 20 ____

Name..... Class & Section..... Roll No.

SUBJECT COMPETENCIES	CYCLE ____		CYCLE ____		CYCLE ____		TERM WISE GRADE
	Date	Grade	Date	Grade	Date	Grade	
ENGLISH							
(a) Reading							
(b) Writing							
(c) Spelling							
(d) Handwriting							
(e) Listening							
(f) Speaking							
Cycle Wise Grade							
HINDI							
(a) Reading							
(b) Writing							
(c) Spelling							
(d) Handwriting							
(e) Listening							

ANNEXURE II
ACHIEVEMENT RECORD

NAME OF THE SCHOOL

(Academic Session.....to.....)

Classes I to II **PHOTOGRAPH**

Name	_____
Class	_____
Roll No.	_____
Date of Birth	_____
Admin. No	_____
Residential Address	_____ _____ _____ _____ _____
Telephone No.	_____
Specimen Signature of Parent/ Guardian	_____

A. ACADEMIC PERFORMANCE OF THE STUDENT – SCHOLASTIC AREA

SUBJECT	ENGLISH								HINDI						MATHEMATICS						ENVIRONMENTAL STUDIES										
	READING	WRITING	SPELLING	HANDWRITING	LISTENING	SPEAKING	CYCLEWISE OVERALL GRADE	TERMWISE OVERALL GRADE	READING	WRITING	SPELLING	HANDWRITING	LISTENING	SPEAKING	CYCLEWISE OVERALL GRADE	TERMWISE OVERALL GRADE	FORMING NUMBER CORRECTLY	UNDERSTANDING OF BASIC CONCEPT	ABILITY IN COMPUTATION	PROBLEM SOLVING	CYCLEWISE OVERALL GRADE	TERMWISE OVERALL GRADE	OBSERVATION	IDENTIFICATION	SKILL (D. F.)	PARTICIPATION IN GROUP ACTIVITY	CYCLEWISE OVERALL GRADE	TERMWISE OVERALL GRADE			
COMPETENCIES	CYCLE 1																														
	CYCLE 2																														
	CYCLE 3																														
	CYCLE 4																														
	CYCLE 5																														
	CYCLE 6																														
	CYCLE 7																														
	CYCLE 8																														
FINAL ASSESSMENT																															

B. CO – SCHOLASTIC ACTIVITIES

	FIRST TERM	SECOND TERM
GAMES		
ENTHUSIASM		
DISCIPLINE		
TEAM SPIRIT		
TALENT		

	FIRST TERM	SECOND TERM
ART / CRAFT		
INTEREST		
CREATIVITY		
SKILL		

	FIRST TERM	SECOND TERM
MUSIC / DANCE		
INTEREST		
RHYTHM		
MELODY		

C. PERSONAL DEVELOPMENT

PERSONAL AND SOCIAL TRAITS	FIRST TERM	SECOND TERM
COURTEOUSNESS		
CONFIDENCE		
CARE OF BELONGINGS		
NEATNESS		
REGULARITY AND PUNCTUALITY		
INITIATIVE		
SELF CONTROL		
RESPECT FOR OTHER'S PROPERTY		
SHARING AND CARING		

D. HEALTH

ASPECTS	FIRST TERM	SECOND TERM
HEIGHT (CMS)		
WEIGHT (KG)		

FIRST TERM

SPECIFIC PARTICIPATION

GENERAL REMARKS

ATTENDANCE

CLASS TEACHER

HM

PRINCIPAL

PARENT



SECOND TERM

SPECIFIC PARTICIPATION

GENERAL REMARKS

ATTENDANCE

CLASS TEACHER

HM

PRINCIPAL

PARENT



CONGRATULATION! PROMOTED TO CLASS



NEW SESSION BEGINS ON



CLASS TEACHER

HM

PRINCIPAL

PARENT

DESCRIPTIVE FEEDBACK

A. LANGUAGES (CLASS I AND II)		A	B	C	D
Testing Area/Skill/Competency	Sub-Skills	A+	A	B	C
	01. Reading Skills	A+	A	B	C
	02. Writing Skills	A+	A	B	C
	Sub-Skills	A+	A	B	C
	01. Reading Skills	A+	A	B	C
	02. Writing Skills	A+	A	B	C

Testing Area/Skill/Competency	Sub-Skills	A+	A	B	C	D
	Handwriting (Cursive)	Is neat and legible. All letters and strokes are properly formed and transcription is error free.	Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.	Is legible but often inconsistent with his strokes and letters. Transcription has occasional errors.	Is neither legible nor consistent. Transcription has a number of errors.	Writing is mainly incomprehensible and inaccurate.
	Grammar	Can write sentences accurately and uses simple punctuation marks appropriately.	Can write sentences accurately most of the time. Falts occasionally in the use of simple punctuation marks.	Cannot write sentences without quite a few errors. Sometimes falters in the use of punctuation marks.	Can write shorter pieces with some accuracy. Needs help very often.	Cannot write with accuracy. Needs a lot of help.
	Spelling	Can spell almost all words from the text correctly. Can apply his phonetic knowledge to spell similar words.	Spells words from the text correctly with occasional errors. Can apply his phonetic knowledge to spell similar sounding words.	Makes a few mistakes while spelling words. Able to apply his phonetic knowledge sometimes to spell similar words.	Makes plenty of errors while spelling words. Cannot apply his phonetic knowledge to spell new words.	Makes a lot of spelling mistakes.

Testing Area/Skill/Competency	Sub-Skills	A+	A	B	C	D
03. Speaking Skill	Conversation	Is fluent and spontaneous. Responds to situation appropriately and accurately.	Is fluent and spontaneous most of the time. Responds to the situation appropriately but fumbles for words occasionally.	Lacks spontaneity fluency and accuracy. Response time rather long. Needs prompting most of the time.	Can carry out a dialogue only at a very basic level.	Needs help most of the time.
	Recitation	Can recite a poem with proper speed, expression and pronunciation.	Can recite a poem with proper speed and expression but makes occasional mistakes in pronunciation or forgets a word or so.	Can recite a poem with occasional prompting. Expression is not very clear and effective.	Can recite an entire poem with prompting most of the time. Lacks proper pronunciation and expression.	Can recite only very short and simple poems and that too with a lot of prompting.
04. Listening Skills	Comprehension	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 guidance quite often.	Has difficulty in following instructions and stories. Needs simplification or translation most of the time.	Very slow to follow class instructions. Needs mother tongue translation all the time.

B. MATHEMATICS (CLASS I AND II)					
	A+	A	B	C	D
Basic Concept and Understanding)	Has knowledge. Understands the concepts well before proceeding to the higher ones.	Has knowledge. Understands the concepts but is not clear in certain concepts.	Has knowledge. Takes some time to understand new concepts.	Has no proper knowledge. Understands the concepts but needs help most of the time.	Has no knowledge. Cannot understand the concepts.
Ability to Compute	Can do operation of numbers without any difficulty.	Can do operation of numbers but falters a little.	Can do operation of numbers but makes a few mistakes.	Has weak concept. Does operation of numbers at a slow pace making a few mistakes.	Has not learnt the concept. Makes a lot of mistakes.
Formation of Number	Has understood the concept of formation of number.	Has the concept of formation of numbers but falters a little.	Has the concept but makes mistakes in formation of number.	Has not understood the concept of formation of number. Makes mistakes.	Has not learnt the concept of formation of number. Makes a lot of mistakes.
Problem Solving Ability	Takes immense delight in working with mathematical problems.	Good at solving problems but at times makes careless mistakes.	Can solve problems but falters occasionally.	Has weak concepts, hence can solve problems at a slow pace.	Very slow in solving problems.

B. ENVIRONMENTAL STUDIES (CLASS I & II)					
	A+	A	B	C	D
Observation	Is keen, alert and observant; very much aware of the surroundings	Needs to be aware of the surroundings	Is quite aware but lacks enthusiasm	Lacks awareness; needs to be more keen and alert	Lacks awareness.
Identification	Has the ability to identify and classify the objects.	Has the ability to identify and classify the objects but makes some mistakes.	Identifies and classifies objects with some difficulty but makes some mistakes.	Able to identify and classify objects with some prompts.	Able to identify objects with regular prompts.
Discovery of Facts	Has the ability to understand, reason, and discover facts, does independent thinking; has value appreciation for truth, co operation and justice.	Can understand, discover facts, do some independent thinking and is quite observant with reflexes of occasional appreciation for truth, co operation and justice.	Can attempt to answer simple questions based on reasoning and observation.	Has difficulty understanding and reasoning. Can attempt to answer simple questions.	Needs prompting to discover facts and answer simple questions.
Activity	Exhibits creativity and originality through cutting, pasting, drawing, collage- work, composing simple poems.	Exhibits creativity and originality but makes an attempt with some help.	Can do activities like cutting, pasting, drawing and collage work and shows creativity and originality at times.	Lacks originality and the ratio of teacher guidance increases in proportion to the child's approach and interest.	The teacher is a perpetual guide.

GAMES (CLASS I TO II)					
ASPECTS	A+	A	B	C	D
Enthusiasm	Plays with full intrinsic motivation	Plays with full intrinsic motivation most of the time.	Plays with zeal but only games of his choice.	Plays but only when commanded.	Always gives excuses
Discipline	Obeys all class discipline voluntarily and plays by following all rules of the game.	Obeys all class discipline voluntarily most of the time and plays by following all rules of the games	Obeys class discipline on command and follows rules only suited to his advantage	Obeys due to fear of punishment. Follows rules on command with reluctance.	Lacks discipline.
Team spirit	Has team spirit and plays for winning	Has team spirit and plays for winning most of the time	Puts his effort, individually.	Shows team harmony on and off.	Not a team player.
Talent (Strength, stamina and speed)	Outstanding development of skills and displays high performance	Excellent development of skills and displays high performance most of the time.	Very good skill development but performs occasionally.	Average development skill	Slow skill development

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

PERSONALITY DEVELOPMENT (I & II)						
ASPECTS		A+	A	B	C	D
Courteousness		Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. Always speaks politely and uses good vocabulary never interrupts in between	Wishes others most of the time says sorry, thank you and excuse me stands up to give respect speaks politely never interrupts in between.	Many times wish others, (says sorry, thank you and excuse me). Some times interrupts: in between, speaks politely may times.	Sometimes avoids wishing, (says sorry, thank you and excuse me). Some times speaks politely interrupts in between.	Avoids wishing., (say sorry, thank you and excuse me) aggressive and impolite
Confidence		Always very confident in carrying out various activities.	Very confident in carrying out various activities most of the time.	Confident in carrying out most of the activities.	Quite confident but needs to come up with his/her ideas.	Needs to develop confidence.
Care of belongings		Always respects the belongings and takes care.	Takes care of self as well as others property most of the time.	Most of the times takes care of belongings	Takes care but does not bother about others.	Careless about self as well as others property.
Neatness		Always wears proper and neat uniform. Very careful about personal hygiene	Wears proper and neat uniform. Sometimes nails/hair/teeth not clean.	Wears proper and neat uniform most of the time.	Most of the times in improper uniform often not careful about hygiene	Often untidily dressed
Regularity and punctuality		Very particular about being regular and punctual to school/classroom. Always regular in doing and submitting assignments and projects.	Often particular about being regular and punctual to school/classroom often regular in doing and submitting assignments and projects.	Sometimes particular about being regular and punctual. Sometimes late in submitting assignments.	Sometimes irregular and not punctual to school/classroom. Sometimes late in submitting assignments and projects.	Irregular and sometimes late to school/classroom. Rarely submits assignments and projects in time.

PERSONALITY DEVELOPMENT					
ASPECTS	A+	A	B	C	D
Initiative	Always tries to do things independently. Always ready to participate in oral discussions/extra curricular activities	Most of the times tries to do things independently. Often ready to participate in oral discussions/extra curricular activities.	Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities.	Sometimes tries to do things independently. Sometimes ready to participate in oral discussions/extra curricular activities	Never does things independently, avoids participating in oral discussions/extra curricular activities.
Spirit of service	Always volunteers to participate in all activities for a social cause. Always ready to help others	Volunteers to participate in activities for a social cause most of the time. Often ready to help others.	Often volunteers to participate in activities for a social cause. Often helps others	Sometimes volunteers to participate in activities for a social cause. Sometimes helps others.	Rarely participates in activities for a social cause. Never bothers to help others.
Respect other's property	Always follows rules and regulations. Takes good care of property and consciously makes efforts to keep the environment clean.	Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Sometimes follows rules and regulations. Does bother about others' property. Sometimes litters his/her surroundings	Does not follow rules and regulations. Is not sensitive about others' property. Often litters his/her surroundings.
Self-control	Well disciplined in the classroom/ corridors/ staircase. Never misbehaves or fights in the playground/break. Emotionally a balanced child.	Disciplined in the classroom/corridors/stair case most of the time. Never misbehaves or fights in the playground/break.	Disciplined in the classroom/corridors/ staircase most of the time. Occasionally misbehaves or fights in the playground/break	Disciplined in the classroom but not in corridors/staircase. Often misbehaves or fights/bullies in the play ground/break.	Indiscipline in the classroom/corridors/ staircase. Mostly misbehaves fights/ bullies in the playground/break.