

**CENTRAL BOARD OF SECONDARY EDUCATION  
SHIKSHA KENDRA, 2-COMMUNITY CENTRE  
PREET VIHAR, DELHI-110 092**

**Acad. /Dir (Acad.)/2005**

**12<sup>th</sup> April, 2005  
Circular No.21/05**

**The Heads  
of all CBSE affiliated institutions**

**Dear Principal,**

As you are aware the Board, vide its circular No.25/04 dated 12<sup>th</sup> June, 2004 had forwarded two formats of the achievement records for classes I and II and III to V signifying the introduction of continuous and comprehensive evaluation at primary level.

The earlier exposure to the scheme at secondary level facilitated the schools in implementing this scheme at primary level. Though the main features of the scheme remain the same the Board is sending additional guidelines to help you in evaluating the primary students. The Rating Scales given therein will help in proper placement of students performance in different scholastic and co-scholastic areas for awarding grades.

I would like to reiterate that the main purpose of introducing this scheme is to nourish and nurture the many facets of the child's growth. We should jointly endeavour to restore the happiness and joy of learning in the formative years of childhood.

With best wishes,

**Yours faithfully,**

**(G. BALASUBRAMANIAN)  
DIRECTOR (ACADEMIC)**

## **GUIDELINES ON CONTINUOUS AND COMPREHENSIVE EVALUATION AT PRIMARY LEVEL**

### **THE BACKGROUND**

Over the years, educationists and other concerned persons have felt the need for overhauling of the educational system in general and evaluation system in particular. This concern was also reflected in National Policy on education (NPE) 1986 and Programme of Action (POA) 1992 when the nation focussed on quality of education. One of the recommendations of policy was the introduction of Continuous and Comprehensive Evaluation (CCE) in schools. Further it was included in National Curriculum Framework for School Education (NCFSE) 2000 as School Based Evaluation which has its roots in the concept of CCE. Continuous and Comprehensive Evaluation (CCE) as the name implies is a developmental process of assessment which emphasizes on two fold objectives - continuity and evaluation on the one hand and assessment of broad range of instructional outcomes on the other.

### **THE BEGINNING....**

The Central Board of Secondary Education first launched the scheme of school-based evaluation at secondary level from the academic session for class IX beginning in April 1998.

Supplementing the Board's secondary school certificate, the comprehensive school based evaluation certificate records students' achievement in the areas of physical development, emotional development and aesthetic development apart from cognitive development. By recognizing, appreciating and evaluating their personal and social qualities, attitudes and interests, the Board has moved closer to students in motivating them to overcome their inhibitions and realize their true potential.

### **EXTENSION OF THE SCHEME AT PRIMARY STAGE**

Encouraged by the success of this endeavor, the Board decided to extend this scheme at primary level and advised the schools to desist from the existing pass-fail system based on terminal examination. The Board has also circulated a copy of Achievement Record to

schools as a model to adopt. The schools have been given the necessary flexibility to incorporate changes suiting to local requirements.

The document is aimed at providing a holistic picture of the learner and would not give any negative input about the performance of the learner. The objective is to bring continuous improvement in the performance of a learner through constant diagnosis of gaps and difficulties in learning and helping the learner in overcoming them through remediation of instructions.

## REPORTING STUDENTS' ACHIEVEMENT

While reporting students' achievement in different areas, indirect grading in absolute scale having five points may be used. The grades will stand for the following distribution of marks:-

A*	Outstanding	90% - 100%
A	Excellent	75% - 89%
B	Very Good	56% - 74%
C	Good	35% - 55%
D	Scope for improvement	Below 35%

The grade of the child can be computed in the achievement card based on the percentage of presence of behaviour indicator in the above category of percentiles. Besides certain remarks can be made in scholastic and co-scholastic areas as well as the achievement level of the child. These remarks will help the parents and the child to provide the learning skills in that area by devoting more learning efforts.

Thus, continuous and comprehensive evaluation is a useful proposition for improvement of students' achievement through continuous diagnosis, remediation, encouragement and appreciation. It requires coordinated and concerted efforts on the part of Principals, teachers and parents for the multifaceted personality development of the child. The enclosed **rating scales** are expected to help the teachers in proper placement of students in terms of the different grades.

# Rating Scales

**For**

**Continuous and Comprehensive Evaluation at Primary level**



**Central Board of Secondary Education, Delhi**

## RATING SCALES

### A. LANGUAGES (CLASS 1 AND II)

TESTING AREA/SKILL/COMPETENCY	SUB-SKILLS	A*	A	B	C	D
01. <u>Reading skills</u>	<i>Pronunciation (Loud reading)</i>	Can read and correctly pronounce new words on ones' own.	Can read and pronounce new words on ones' own most of the time	Can read and pronounce new words with guidance from the teacher.	Cannot read and pronounce new words most of the times.	Cannot read and pronounce new words at all without the guidance from the teachers
	<i>Fluency</i>	Can read simple sentences fluently with proper speed, expression and pronunciation	Can read simple sentences fluently with speed but needs occasional prompting	Can read simple sentences but takes time to read each word. Lacks fluency, speed and expression.	Cannot read simple sentences without guidance or prompting.	Fumbles a lot while reading simple sentences. Reads one word at a time
	<i>Comprehension</i>	Can read and understand a story/sentences and answer all the questions correctly	Can answer most of the questions correctly.	Comprehends with some help from the teacher.	Cannot comprehend the passages on ones own. Often needs help.	Cannot comprehend at all. Requires help of teacher all the time.
2. <u>Writing Skills</u>	<i>Creative writing</i>	Can write three, four or five sentences on a given topic with accuracy and some originality e.g. can use an adjective with a noun. Tries to use new words.	Can write three or four sentences on a given topic correctly but cannot use new words on his own.	Can write a few sentences on a given topic but with a lot of prompting and guidance from the teacher.	Unable to write three or four sentences on a given topic. Has to be prompted all the time.	Needs help of the teacher all the time.
	<i>Handwriting (Cursive)</i>	Is neat and legible. All letters and strokes are properly formed	Is neat and legible. Occasional	Is legible but often inconsistent with	Is neither legible nor consistent. Transcription has a	Writing is mainly incomprehensible and inaccurate

		and transcription is error free.	inconsistency seen in formation of letters and strokes. Transcription is error free.	his strokes and letters. Transcription has occasional errors.	number of errors.	
	<i>Grammar</i>	Can write sentences accurately and uses simple punctuation marks appropriately.	Can write sentences accurately most of the time. Falters 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 lot of help.
	<i>Spelling</i>	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.
	<i>Vocabulary</i>	Has a good range of vocabulary. Always uses new words in writing.	Has a good range of vocabulary. Tries to use new words many times.	Sometimes makes use of new words.	Never uses new words. Knowledge is restricted to words taught before.	Vocabulary is poor.
03. <u>Speaking Skill</u>	<i>Conversation</i>	Is fluent and spontaneous. Responds to situation	Is fluent and spontaneous most of the	Lacks spontaneity, fluency and	Can carry out a dialogue only at a very basic level.	Needs help most of the time.

		appropriately and accurately.	time. Responds to the situation appropriately but fumbles for words occasionally.	accuracy. Response time rather long. Needs prompting most of the time.		
	<i>Recitation</i>	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 strong 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. <u>Listening skills</u>	<i>Comprehension</i>	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 instruction and stories. Needs simplification or translation most of the time.	Very slow to follow class instructions. Needs mother tongue translation all the time.

## A. LANGUAGES (CLASS III, IV, V)

ASPECTS		A*	A	B	C	D
<u>01. Reading skills</u> (Loud reading)	<i>Pronunciation</i>	Can read short stories/articles /words on ones' own and uses his phonetic skills to pronounce new words.	Can read short stories/articles on ones' own most of the time. Uses his phonetic skills to pronounce new words most of the time.	Can often read short stories with varying speed and guidance most of the times.	Can read short stories with varying speed and guidance from the teachers most of the times.	Needs help and prompting by the teacher all the time.
	<i>Fluency</i>	Can read simple/complex passages fluently with proper speed, expression and pronunciation.	Can read simple/complex passages fluently with speed but needs occasional prompting.	Can read simple and passages but takes time to read each word Lacks fluency, speed and expression.	Can read simple passages with guidance or prompting most of the time.	Fumbles a lot while reading even simple sentences. Needs help all the time.
	<i>Comprehension</i>	Can read and understand text and answer questions correctly.	Can read and understand text and answer most of the questions correctly.	Can read and understand text and answer some of the questions correctly.	Can read and understand text with the help of teacher	Cannot comprehend the text at all.
<u>02. Writing skills</u>	<i>Creative writing</i>	Can write short answers stories and paragraphs with accuracy and originality in sentence construction and use of vocabulary. Ideas are arranged logically.	Can write short stories and paragraphs on a given topic with a fair degree of accuracy. Displays originality sometimes. Ideas are generally logically arranged.	Writes stories and paragraphs but makes quite a few errors. .	Can write short connected descriptive sentences on ones' own with some grammatical errors.	Cannot write even short sentences on ones' own. Makes a lot of mistake
	<i>Hand writing</i>	Is neat and legible. All letters and strokes are	Is neat and legible. Occasional inconsistency seen	Is legible but sometimes inconsistent with	Handwriting is not very neat. Transcription has	Is neither

		consistent and joined correctly. Transcription is error free.	in formation of letters and strokes. Transcription is error free.	his strokes and letters. Transcription has occasional errors.	many errors	legible nor consistent
	<i>Grammar</i>	Can write sentences accurately	Can write sentences accurately most of the time.	Can write sentences with quite a few errors.	Can write sentences with a lot of mistakes.	Cannot write with accuracy. Needs help very often
	<i>Spellings</i>	Can spell all words correctly. Tries to spell new words.	Can correctly spell all the words most of the time. Falts occasionally.	Can correctly spell words but sometimes makes mistakes.	Makes a lot of spellings mistakes.	Cannot spell words properly. Has to be helped.
	<i>Vocabulary</i>	Has a rich vocabulary. Often uses new words and phrases in written and spoken forms.	Has a good range of vocabulary and phrases. Uses new words only most of the time.	Has a fair range of vocabulary. Uses new words sometimes.	Vocabulary is limited to only those words, which have been taught in class.	Has a poor stock of vocabulary.
<u>03.Speaking Skill</u>	<i>Conversation</i>	Is fluent and spontaneous. Responds to situation appropriately and accurately. Can narrate incidents/anecdotes and can participate in a discussion on a given topic with ease.	Is fluent and spontaneous most of the time. Responds to the situation appropriately but fumbles for words occasionally. Can narrate incidents/anecdotes and can participate in discussions with effort.	Lacks spontaneity, fluency and accuracy sometimes. Response time rather long. Needs prompting most of the time.	Lacks spontaneity, fluency and accuracy.	Needs help most of the time
	<i>Recitation</i>	Can recite a poem or a story with proper speed, diction, expression and tone.	Can recite a poem or a story with proper speed or expression but makes occasional	Can recite a poem or story with occasional prompting. Expression is not	Cannot recite an entire poem or story without prompting. Pronunciation,	Recitation is poor. Lacks expression.

			mistakes in pronunciation or forgets at times.	very strong and effective.	expression and is not appropriate.	
<u>04. Listening skills</u>	<i>Comprehension</i>	Can comprehend oral questions, instructions, 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.	Understands simple conversation in familiar situations. Needs simplification or translation most of the time.	Cannot understand instructions. Needs help all the time.
	<i>Extra Reading</i>	Can read short stories/poems for pleasure on ones' own with complete comprehension. Can form opinions and evaluate characters and incidents.	Reads stories/poems for pleasure. Sometimes needs help in understanding the story. Can form opinions and evaluate characters and incidents.	Needs a lot of help with understanding of stories and poems. Can evaluate a character or a situation only sometimes.	Shows lack of interest in reading stories or poems. Needs a lot of prompting.	Not interested to read at all any extra material on ones' own.
	<i>Activities/Project</i>	Participates enthusiastically in activities/Projects.	Enthusiastically participates in activities/projects most of the times.	Needs persuasion by the teacher for active participation.	Seldom participates in activities/projects assigned.	Does not participate at all.

#### B. MATHEMATICS

	A*	A	B	C	D
Concept	Understands the concepts well before proceeding to the higher ones.	Understands the concepts but is not clear in certain concepts.	Take some time to understanding new concepts.	Understand the concepts but needs help most of the time.	Cannot understand the concepts.

	<i>Activity</i>	Takes keen interest in various activities, which help him/her achieve mathematical goals easily.	Takes interest most of the time but needs to be more regular/systematically/organized	Sometimes takes interest in mathematical activities	Takes interest in assigned activities only when prompted.	Very laid back and disinterested.
	<i>Tables</i>	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge table.	Knows the tables but fallers a little in dodge tables.	Knows the tables but makes mistakes in tables of higher number. Falter in dodge tables	Has not understood the concept of tables. Makes mistakes.	Has not learnt the concept of tables. Cannot do dodge tables at all. Makes a lot of mistakes.
	<i>Mental ability</i>	Takes immense delight in working with mathematical problems mentally.	Good at calculating sums mentally but at times makes careless mistakes.	Can do mental calculations but falters occasionally.	Has weak concepts hence can solve sums mentally at a slow pace.	Very slow in solving sums mentally.

**B. MATHEMATICS (CLASS III to V)**

	A*	A	B	C	D
Concept	Understands the concepts with logical thinking and good reasoning skill.	Understands the concepts thoroughly.	Understands the concepts and is able to apply most of them correctly. Needs occasional help.	Takes more time in understanding new concepts and requires frequent help.	Needs help most of the time in understanding the concepts and logically applying them.
Activity	Very confident, original and creative in-group activities. Has tremendous team spirit.	Takes keen interest in doing various activities and applying the concepts to real life situations.	Quite creative but needs to be more innovative and original.	Takes interest but needs to be more systematic and organized.	Lacks initiative and is disinterested in-group activity.
Tables	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge tables.	Knows the tables but falters a little in dodge tables.	Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables.	Has not understood the concept of tables. Makes a lot of mistakes in dodge tables.	Has not learnt the tables. Cannot do dodge tables at all.
Mental ability	Takes immense delight in working with mathematical problems mentally.	Has a good number sense. Quick in solving problems mentally.	Solves mental sums with ease but at times makes careless mistakes in hurry.	Can perform mental calculations but falters occasionally.	Slow in solving sums mentally.
Written work	Work is neat and methodical. Presentation is a source of inspiration for others.	Neat and systematic work.	Neat and regular work but sometimes not up to the mark.	Often the work is untidy and the figures are shabbily drawn.	Untidy work. Late in submitting the assignments.

**D. ENVIRONMENTAL SCIENCE (CLASS I & II)**

<i>Environmental Sensitivity</i>	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.
<i>Activity/Project</i>	Exhibits creativity and originality through cutting, pasting, drawing, collage-work, composing simple poems	Makes an attempt with some help	Can do 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 is a perpetual guide.
<i>Group discussion</i>	Has the spirit of enquiry and is assertive in placing ones' viewpoint.	Can ask simple questions but needs occasional prompting at times.	Can ask simple questions but with some of prompting at times.	Cannot put forward his ideas, needs constant coaxing.	Does not take part in group discussions and is a silent spectator

**ENVIRONMENTAL SCIENCE – CLASS (III, IV AND V)**

<i>Environmental sensitivity</i>	Has the ability to reason, does independent thinking; has value appreciation for truth and aesthetic, sensitivity/observation.	Can do some independent thinking and is quite observant, with reflexes of occasional appreciation.	Can attempt to answer simple questions based on reasoning and observation.	Has difficulty in reasoning and observing. Can attempt to answer simple questions.	Needs prompting to answer simple questions.
<i>Activity/Project</i>	Very innovative; collects information, is able to present the work neatly; does reference work	Work is informative and neat most of the times.	Work is informative and more or less neat; tends to take support and help.	Presentation needs improvement; less informative	Work is untidy and files not well kept and work are least informative.
<i>Group Discussion</i>	Listens to others' point of view and is able to add to them, makes interesting observation; has a good organization of thoughts	Listens to others' viewpoint and hesitates to answer.	Listens passively and offers no views; hesitates to answer; needs occasional help to give views.	Has some difficulty in comprehending instructions; has to be prodded to give answers	Has difficulty in paying attention and following instructions; needs simplification most of the time.
<i>Written Work</i>		Can do written assignments independently work is neatly presented.	Can do written assignments but makes occasional mistakes.	Can do only simplified assignments with guidance from	Can do written assignments with constant guidance from the teacher.

**SCIENCE (CLASS III TO V)**

	A*	A	B	C	D
CONCEPT	Excellent ability to understand, grasp, recall, define and reason. Understands and differentiates textual material with great ease. Is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart quickly.	Good ability to understand, grasp, recall, define and reasons. Understands the textual material with ease. Is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart.	Can understand and recall the textual material. Is able to apply relevant knowledge and tabulate facts, can read and comprehend diagrams and web charts.	Can understand, grasp, recall, define and reason. Understands the textual material with help from the teacher. Is able to tabulate facts well. Reads and comprehends text diagram and web chart with difficulty.	Needs continuous guidance in understanding. Finds difficulty in reading and comprehending text.
ACTIVITY/PROJECT	Voluntarily participates in all the activities and enjoys experiments. Highly appreciable, creative and original in presentation. Is explorative, innovative and infers a result after experimenting; does extensive reference work.	Participates in most of the activities and performs experiments with interest. Excellent, creative project presentation. Is explorative and innovative in experimenting; does reference work.	Participates in some of the activities and performs some experiments. Good project presentation with little creativity. Is explorative in experimenting; sometimes does reference work.	Participates in very few activities and rarely performs any experiments. Satisfactory project presentation; not very creative. Rarely read any reference books.	Needs a lot of encouragement to participate in activities or perform experiments. Project presentation is not creative and systematic. Not interested in extra reading

<p>SCIENTIFIC SKILLS</p>	<p>Has a very keen observation, inquisitive approach, likes to experiment in a systematic way and draws accurate diagrams and records information correctly, carefully and systematically. Is able to analyze, draw inference and apply information.</p>	<p>Has a keen observation, is inquisitive: does systematic work, and draw neat diagrams, records information correctly, carefully and systematically. Is able to analyze, draw inference and apply information</p>	<p>Sometimes inquires about concepts; usually does experimentation in a systematic way and draws diagrams correctly. Records information. Is able to draw inference and apply information, with some difficulty.</p>	<p>Rarely inquisitive; Does experimentation when told, not very systematic work and untidy diagrams. Is not able to draw inference and apply information.</p>	<p>Not interested in experimentation, recording or drawing inference. Not very tidy and organized in his work. Generally disinterested.</p>
<p>GROUP DISCUSSION</p>	<p>Actively participates and usually leads all group discussions. Very often makes interesting observations and adds to the points given, can analyze points critically and generate new ideas.</p>	<p>Actively participates. Good relations with other members. Often makes interesting observations can analyze some points critically.</p>	<p>Participates sometimes. Satisfactory relations with other members. Sometimes makes interesting observations. Can analyze few points.</p>	<p>Hesitant to participate in-group discussions. Poor relations with other members. Rarely makes observations. Unable to analyze points.</p>	<p>A passive participant. Never makes observations, unable to analyze points.</p>

**D COMPUTER EDUCATION (CLASS III-V)**

<i>Skills</i>	Very confident in using graphic skills, word processing skills, and operating skills.	Skilled in operating and word processing skills.	Shows excellent eye-hand coordination in operating skills.	Uses computer to enhance his knowledge on various topics taught in class. Uses computer as a tool.	Needs help from the buddy to complete his assignments.
<i>Aptitude</i>	Excellent in selecting and using different colours, creating pictures and identifying different features of multi media in work presentations.	Shows special aptitude in using tools to create shapes and lines.	Works with confidence and handles mouse with competence.	Is able to combine text and graphics with help from teacher.	Takes time to locate keys on the keyboard.

**GAMES (CLASS I-V)**

<b>ASPECTS</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Enthusiasm</i>	Plays with full intrinsic motivation	Plays with full intrinsic motivation most of the times.	Plays with zeal but only of his choice games	Plays but only when commanded	Always gives excuses
<i>Discipline</i>	Obeys all class discipline voluntarily and plays by following all rules of the game.	Obeys all class discipline voluntarily most of the times 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 displeasure	Lacks discipline

<i>Team spirit</i>	Has team spirit and plays for winning	Has team spirit and plays for winning most of the times	Puts his effort, but individually.	Shows team harmony on and off.	Not a team player
<i>Talent (Strength, stamina and speed)</i>	Outstanding development of skills and displays high performance	Excellent development of skills and displays high performance most of the times	Very good skill development but performs occasionally	Average skill development	Slow skill development

**ART/CRAFT CLASS I-V**

<b>ASPECTS</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>Interest</i>	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 times	Enjoys drawing and painting. Shows imagination sometimes.	Prefers to be guided than using his own imagination	Prefers to reproduce what is seen. Needs repeated instructions.
<i>Creativity</i>	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 times	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.
<i>Skill</i>	Excellent development of skills and high performance	Excellent development of skills and high performance most of the times.	Skill development is good but performs occasionally	Very slow skill development	No skills

**MUSIC/DANCE (CLASS I – V)**

	A*	A	B	C	D
<i>Interest</i>	Always very keen to learn and follow given instructions	Very keen to learn and follow instructions most of the times.	Needs little drive to learn and start	Some time shows interest	Does not show much interest.
<i>Rhythm</i>	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
<i>Melody</i>	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 to time	Child has the sense of time but goes off key in higher octave	Child does not have much sense of music

## PERSONALITY DEVELOPMENT

ASPECTS	A*	A	B	C	D
<i>Courteousness</i>	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 times says sorry, thank you and excuse me Stands up to give respect Speaks politely Never interrupts in between.	Many times wish others, say sorry, thank you and excuse me.  Some times interrupts in between, speaks politely many times.	Sometimes avoids to wish, say sorry, thank you and excuse me  Some times speaks politely Interrupts in between	Avoids wishing, say sorry, thank you and excusing me. Aggressive and impolite
<i>Confidence</i>	Always very confident in carrying out various activities.	Very confident in carrying out various activities most of the times.	Confident in carrying out most of the activities.	Quite confident but needs to come up with his/her ideas.	Needs to develop confidence
<i>Care of belongings</i>	Always respects the belongings and takes care.	Takes care of self as well as others property most of the times	Most of the times takes care of belongings	Takes care but does not bother about others	Careless about self as well as others property
<i>Neatness</i>	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 times.	Most of the times in improper uniform Often not careful about personal hygiene	Often untidily dressed Unkempt personal hygiene
<i>Regularity and punctuality</i>	Very particular about being regular and punctual to school/classroom Always regular in doing and submitting assignments and	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.

	projects				
<i>Initiative</i>	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
<i>Spirit of service</i>	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 times. 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.
<i>Respect for other's property</i>	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 not bother about others' property Sometimes litter his/her surroundings	Does not follow rules and regulations Is not sensitive about others' property. Often litters his/her surroundings.
<i>Self-control</i>	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 times Never misbehaves or fights in the playground/break	Disciplined in the classroom/corridors/staircase most of the times. Occasionally misbehaves or fights in playground/break	Disciplined in the classroom but not in corridors/staircase Often misbehaves or fights/bullies in the playground/break.	Indiscipline in the classroom/corridors /staircase Mostly misbehaves fights/ bullies in the playground/break