

# Chapter 4



## Assessing Co-Scholastic Areas

Evaluation deals with the collection of evidences regarding changes which occur in the learner's behaviour during the teaching learning process. Based on these evidences, interpretation and judgement, the progress of the learner is arrived at and decisions taken. Thus evaluation involves four main sub processes i.e. *gathering information, interpretation of information, making judgements and taking decisions*.

The extent of a child's learning needs to be comprehensive. We need a curriculum in which creativity, innovativeness and development of the whole being mark the growth of learners in addition to learning in the cognitive domain. Development of co-scholastic aspects of the personality such as *Life Skills, Attitudes and Values*, participation and achievement in Co-Curricular activities as well as *Health and Physical Education* need to be considered.

It is always desirable that while assigning grades in co-scholastic activities a team of two teachers including the class teacher should get together. A Record Keeping form has been given in Chapter 5.

Assesment in co-scholastic areas needs to be done systematically and methodologically.

### It may include the following steps:

1. Identifying qualities.
2. Specifying behaviors/indicators of the concerned area/skill
3. Collection of evidence in respect of behavior/indicators through observation and other techniques.
4. Recording of the evidences.
5. Analysis of the recorded evidences.
6. Reporting or awarding grades. The analysis of records raised as a result of periodic observation is done to validate the attainment of the quality resulting into growth in the co-scholastic areas. The grades and descriptive indicators are assigned on the basis of the degree of attainment of a particular skill/behavior outcome.

### Life Skills

Part 2 of the CCE card refers to Life Skills and Assessment of *Attitudes and Values*.

LIFE SKILLS are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are abilities that facilitate the physical, mental and emotional well-being of individuals (WHO)

'*Adaptive*' means that a person is flexible in approach and is able to adjust to different circumstances.

'*Positive behaviour*' implies that a person is forward looking and finds a ray of hope, solution and opportunities even in difficult situations.

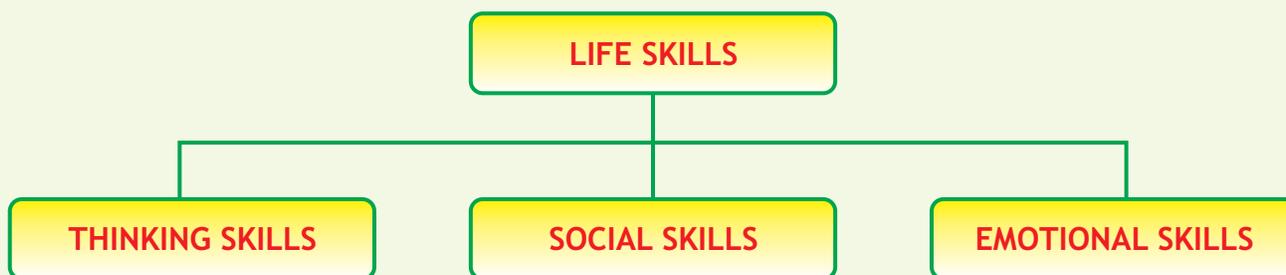




Life Skills are abilities that will help students to be successful in living a productive life. Learning and practising Life Skills help students to improve their personal and social qualities such as self esteem, compassion, respect, confidence etc.

### What are the main components of Life Skills?

These ten Life Skills can be further segregated into three core groups as depicted below:



- Self Awareness
- Problem Solving
- Dealing with Stress
- Interpersonal relationships
- Decision Making
- Creative Thinking
- Managing Feelings/emotions
- Communication Skills
- Empathy

### Thinking Skills

These include decision-making, problem-solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions on others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

### Social Skills

These include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category are negotiation/refusal skills and assertiveness skills that directly affect one's ability to manage conflict. Empathy, which is the ability to listen and understand other's needs, is also a key interpersonal skill. Team work and the ability to cooperate include expressing respect for those around us.

### Emotional Skills

These refer to skills which help one to increase the internal locus of control, so that the individual believes that she/he can affect change and make a difference in the world.



The indicators of assessment of different skills under each core group are given below :

Skills Achievement	Aspects of Evaluation
<p><b>Life Skills</b></p> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Self Awareness,</i></li> <li>• <i>Problem Solving,</i></li> <li>• <i>Decision Making,</i></li> <li>• <i>Critical Thinking,</i></li> <li>• <i>Creative Thinking.</i></li> </ul> <p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Interpersonal relationships,</i></li> <li>• <i>Effective Communication,</i></li> <li>• <i>Empathy</i></li> </ul> <p><b>Emotional skills</b></p> <ul style="list-style-type: none"> <li>• <i>Managing Feelings/ emotions,</i></li> <li>• <i>Dealing with stress.</i></li> </ul>	<p><b>Tools and Techniques of Evaluation</b></p> <ul style="list-style-type: none"> <li>• <b>Checklists</b></li> <li>• <b>Observation</b></li> <li>• <b>Anecdotal Record</b></li> <li>• <b>Portfolios</b></li> </ul> <p>Assessment to be done basically on three parameters with the help of Indicators of Assessment and Checklists</p> <ul style="list-style-type: none"> <li>• <b>Participation</b></li> <li>• <b>Interest</b></li> <li>• <b>Motivation</b></li> </ul> <p><b>Indicators of Assessment</b></p> <p><b>Skill areas &amp; Indicators of assessment</b></p> <p><b>Thinking skills</b> Students demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• be original, flexible and imaginative</li> <li>• raise questions, identify and analyze problems</li> <li>• implement a well- thought our decision and take responsibility</li> <li>• generate new ideas with fluency</li> <li>• elaborate/build on new ideas</li> </ul>





Skills Achievement	Aspects of Evaluation										
	<p><b>Social Skills</b> Students demonstrates the ability to :</p> <ul style="list-style-type: none"> <li>• identify, verbalize and respond effectively to others' emotions in an empathetic manner</li> <li>• get along well with others</li> <li>• take criticism positively</li> <li>• listen actively</li> <li>• communicate using appropriate words, intonation and body language</li> </ul> <p><b>Emotional Skills</b> Students demonstrates the ability to :</p> <ul style="list-style-type: none"> <li>• identify one's own strengths and weaknesses</li> <li>• be comfortable with one's own self and overcome weaknesses for positive self-concept</li> <li>• identify causes and effects of stress on oneself</li> <li>• develop and use multi-faceted strategies to deal with stress</li> <li>• ability to express and respond to emotions with an awareness of the consequences.</li> </ul> <p><b>Grading Scale :</b> The five-point grading scale is given below</p> <table border="0"> <tr> <td><b>Most</b> indicators in a skill</td> <td><b>A*</b></td> </tr> <tr> <td><b>Many</b> indicators in a skill</td> <td><b>A</b></td> </tr> <tr> <td><b>Some</b> indicators in a skill</td> <td><b>B</b></td> </tr> <tr> <td><b>Few</b> indicators in a skill</td> <td><b>C</b></td> </tr> <tr> <td><b>Very few</b> indicators in a skill</td> <td><b>D</b></td> </tr> </table>	<b>Most</b> indicators in a skill	<b>A*</b>	<b>Many</b> indicators in a skill	<b>A</b>	<b>Some</b> indicators in a skill	<b>B</b>	<b>Few</b> indicators in a skill	<b>C</b>	<b>Very few</b> indicators in a skill	<b>D</b>
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"Analytical thinking, critical-thinking, lateral thinking and problem solving are required in most occupations today"

*Examination Reforms, NCF-2005, NCERT*



### Checklists for Life Skills

Life Skills can also be assessed by using appropriate checklists. Some checklists for assessing *Thinking-Skills*, *Social-Skills* and *Emotional Skills* are given below:

#### THINKING SKILLS - A CHECKLIST

- Does the student show creativity during class activities? Does she/he accept the challenge enthusiastically?
- Does he/she try to give new ideas or concepts and try to go beyond conditioned setups?
- Does he/she ask questions related to the set task?
- Does he/she create doubts by asking irrelevant things away from the task?
- Does he/she try to help others or motivate others during group activity?
- Does he/she try to volunteer for special assignments?
- Does he/she try different ways of doing a single activity?
- Does he/she like to think out of the box?
- Does he/she try to apply knowledge or skills in new situations?
- Does he/she think about all the possible options before starting a task?

#### SOCIAL SKILLS - A CHECKLIST

- Does he/she show patience during a group task for slow learners to complete their task?
- Does he/she try to help a classmate who is feeling low or who's unable to cope up the given work?
- Does he/she appreciate the ideas and qualities of others?
- Does he/she feel comfortable sharing his ideas with others?
- Does the child always like to be appreciated?
- Does he/she come and ask how to correct the mistakes the teacher pointed out in his work?
- Does the student maintain a comfortable level of eye contact?
- Does the student interrupt to tell his own stories/give his opinion/offers unasked advice?
- Does he/she try to break rules setup for the task by using rude language?
- Does he/she try to exhibit negative behavior and upset others?





### EMOTIONAL SKILLS -A CHECKLIST

- During an activity/competition does the child often say, 'I'll never win, I'm just not a lucky person?'
- Does he/she choose an activity/task according to his ability during a group work?
- Does he/she scream at the classmates when he is angry or disturbed?
- Does he/she try to do the task again, if declared unsuccessful in the first attempt?
- Does he/she try to improve weaker areas by putting in regular practice?
- Does he/she try to take help of teacher/partner under difficult situations?
- Does he/she try to get secluded when under stress?
- Does he/she try to take up some healthy activity like reading, gardening or playing during stressful time?
- Does he/she become argumentative during discussions?
- Does he/she show disrespect to the system or discipline of the class/school?

#### Suggested Descriptive Indicators for Life Skills

Given below are examples of students who have been given grades and the descriptive indicators that a teacher might give them.

If *Rehan* gets an 'A+', *Reena* an 'A', *Rohan* a 'B+', *Leena* a 'B' and *Vijay* a 'C' in *Thinking Skills*, a teacher may use the following statements as Descriptive Indicators.

Name	Descriptive Indicators	Overall Grade & Why
Rehan	Rehan is <i>original, flexible, raises questions, takes responsibility</i> is <i>fluent</i> and <i>builds</i> on new ideas. She has contributed to the school magazine.	A+ (Reflects <b>Most</b> Indicators)
Reena	Reena is <i>imaginative</i> , <i>can identify a problem</i> as well as <i>generate new ideas</i> , she <i>can take a decision</i> . She is also a part of the choir.	A (Reflects <b>Many</b> Indicators)
Rohan	Rohan is good as his thinking skills are reflected in his ability to be <i>flexible</i> , <i>raise questions</i> and <i>implement well thought out decisions</i>	B+ (Reflects <b>Some</b> Indicators)
Leena	Leena is <i>imaginative, generates new ideas and builds</i> on them which is reflected in her ability to lead her group.	B (Reflects <b>Few</b> Indicators)
Vijay	Vijay <i>has ideas but needs to express them better and work on his fluency.</i>	C (Reflects <b>Very</b> Indicators)



If Vijay gets an A+, Leena an A, Rohan a B+, Paul a B and Amarjeet a C in *Social Skills*, a teacher may use the following as Descriptive Indicators .

(These are only suggestive and not mandatory)

Name	Descriptive Indicators	Overall Grade & Why
Vijay	Vijay can identify and respond to others with empathy, takes criticism well, listens actively and communicates appropriately.	A+ (Reflects most Indicators)
Leena	Leena is empathetic, gets along well with others, listens and communicates with appropriate body language.	A (Reflects many Indicators)
Rohan	Rohan is good as he is able to get along well with others, respond to criticism positively and listen to others.	B+ (Reflects some Indicators)
Paul	Paul is very good with other people & listens to them but needs to communicate better.	B (Reflects few Indicators)
Amarjeet	Amarjeet needs to develop the ability to listen actively, take criticism positively and use appropriate body language with others.	C (Reflects very Indicators)

If Reena gets an A+, Leena gets an A, Rohan gets a B+, Saniya a B and Vijay a C in *Emotional Skills*, a teacher may use the following as Descriptive Indicators.

(These are only suggestive and not mandatory)

Name	Descriptive Indicator	Overall Grade & Why
Reena	Reena is outstanding as she can identify her own strengths and weaknesses and is comfortable with herself. She copes with stress by using various ways to deal with it such as outdoor games or reading a book.	A+ (Reflects most Indicators)
Leena	Leena is very good as she can overcome her own weaknesses and develop a positive self-concept. She can handle her emotions as well as stress.	A (Reflects many Indicators)





Name	Descriptive Indicators	Overall Grade & Why
Rohan	Rohan is good at <i>identifying the causes and effects of</i> stress on himself and <i>knows how to deal with them.</i>	B+
Saniya	Saniya is <i>comfortable with her stress</i> and needs to work on her weaknesses.	B
Vijay	Vijay <i>needs to work</i> on his skills to deal with stress. He needs to find ways of managing anger	C

Given below are *Indicators of Assessments for Attitudes and Values* as well as the corresponding rating scales. These can be used for writing the Descriptive Indicators.

## Co-Scholastic areas Part-2B Attitudes and Values

ATTITUDES	Techniques of Evaluation
<ul style="list-style-type: none"> <li>• Towards Teachers</li> <li>• Towards school mates</li> <li>• Towards schools/ public property</li> <li>• Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Observation in day to day situation.</li> </ul> <p><b>Tools of evaluation :</b></p> <ul style="list-style-type: none"> <li>• Anecdotal Record Forms (recorded in register)</li> <li>• Three point grading scales for each item will all points defined.</li> </ul> <p><b>Periodicity of Evaluation</b></p> <ul style="list-style-type: none"> <li>• Continuous observations to be recorded in the Anecdotal Record Forms.</li> <li>• Consolidation of observations twice in an academic session for certification and reporting by a team of two teachers, one should be class teacher.</li> <li>• Coverage</li> <li>• All students to be rated on all items.</li> </ul>



Attitudes And Values	Indicators of Assessment	Grading Scale A*, A, B
<b>Towards teachers</b>	<ul style="list-style-type: none"> <li>• Shows respect and courtesy at all times inside and outside the classroom</li> <li>• Demonstrates attitudes that are positive and conducive to learning</li> <li>• Takes criticism in the right spirit</li> <li>• Respects and follows class teacher and school rules</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a Skill-B</p>
<b>Towards school</b>	<ul style="list-style-type: none"> <li>• Shares a healthy rapport with peers/mates</li> <li>• Is able to interact effectively with classmates</li> <li>• Is able to express/contribute ideas and opinions in a group</li> <li>• Is receptive to ideas and opinions of others in a group</li> <li>• Respects and is sensitive to differences among peers in - ability, religious beliefs, gender, culture etc.</li> <li>• Is kind and helpful</li> <li>• Is able to inspire members of the class or peer group</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a Skill-B</p>
<b>Towards School Programmes</b>	<ul style="list-style-type: none"> <li>• Is punctual and regular in attending school programmes</li> <li>• Participates and volunteers often for school programmes</li> <li>• Delivers a job assigned effectively and responsibly</li> <li>• Displays a healthy school spirit</li> <li>• Displays leadership skills</li> <li>• Inspires others to participate in school programmes</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a Skill-B</p>



Attitudes And Values	Indicators of Assessment	Grading Scale A*, A, B
<b>Towards Environment</b>	<ul style="list-style-type: none"> <li>• Respects school property</li> <li>• Aware of / sensitive to the threats posed to nature by mankind, shows responsibility towards the environment, is environmentally sensitive</li> <li>• Participates in school driven activities relating to care for the environment</li> <li>• Participates in community driven activities relating to care for the environment</li> <li>• Takes the initiative and plans activities directed towards the betterment of the environment</li> <li>• Cares for others, respect life, respect Mother Earth, love for one's own country.</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a Skill-B</p>

A student as a person is a composite individual replete with core values. It is these universal values that need to be strengthened within the school system and outside by teachers, parent and the community. These need to be carefully observed by the teacher and recorded for example whether a student is kind only to a friend or extends it to the other student in the corridor or other common spaces or the community

Attitudes And Values	Indicators of Assessment	Grading Scale A*, A, B
<b>Value Systems</b>	<ul style="list-style-type: none"> <li>• Understands the need for rules and follows them</li> <li>• Honest and ethical exhibits Integrity</li> <li>• Has Self - respect</li> <li>• Polite, courteous to everyone</li> <li>• Exhibits leadership</li> <li>• Respects diversity (<i>culture, opinions, beliefs, abilities</i>), respects the opposite sex</li> </ul>	<p><i>Most</i> indicators in a Skill-A*</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a Skill-B</p>



Attitudes And Values	Indicators of Assessment	Grading Scale A*, A, B
	<ul style="list-style-type: none"><li>• Shows a kind , helpful and responsible behavior/attitude</li><li>• Displays commitment and an open mind</li><li>• Works efficiently, respects time, <i>his/ her own and others'</i></li><li>• Displays a positive attitude towards peers, adults and community; seeks and provides solutions.</li><li>• Is a responsible member of the community, displays spirit of citizenship, is conscious of his responsibility towards the community specially the underprivileged members</li><li>• Peace loving; Strives for conflict management in all stressful situations</li><li>• Ability to find happiness within oneself</li></ul>	

### Examples

Given below are example statements or descriptive indicators incase of three students for attitudes towards teachers. These are merely suggestive and meant as an example only.

If the student displays **most** of the above mentioned characteristics then he/she should be awarded an A+. if they display **many** characteristics then they should be awarded an A. Any student with some/few characteristics should be awarded a B.

If *Sanya gets an A+, Sunil gets an A and Sandhya gets a B* in Attitudes towards teachers', this is what the profiles will look like.





Name	Descriptive Indicators	Overall Grade & Why
Sanya	<ul style="list-style-type: none"> <li>Sanya <i>shows respect and courtesy to her teachers</i> at all times. She <i>demonstrates attitudes that are positive</i> and <i>takes criticism very well</i>, <i>reflects on them</i> and <i>attempts to make relevant changes</i>.</li> </ul>	A+ (Reflects <i>Most</i> Indicators)
Sunil	<ul style="list-style-type: none"> <li>Sunil shows <i>respect and courtesy</i> to his teachers and follows all rules. He displays <i>a positive attitude</i> most of the time.</li> </ul>	A (Reflects <i>Many</i> Indicators)
Sandhya	<ul style="list-style-type: none"> <li>Sandhya <i>follows all school rules</i> and shows respect for the teachers most of the time.</li> </ul>	B (Reflects <i>Some</i> Indicators)

One of the major objectives of school education is to prepare a student for life. This really means that a student must grow in several dimensions as they move from primary to secondary school. They should know how to take informed decisions as young adolescents about to step into a world. They need to develop and grow in their ability to interact with their peer-group, society and the community. They need to develop the ability to cope with change and flexibility to adopt a rapidly changing environment. Participation in *Creative, Scientific, Aesthetic skills, Performing arts, Eco Club and Health and Wellness Clubs* helps them to develop holistically. CCE Scheme at Classes IX & X proposes that every learner should be assessed for at least **four** activities, compulsorily **two** from **Part 3(A)** : and **two** from **Part 3(B)**. The teacher needs to provide documentary evidence in case of the Co-Scholastic areas chosen by the student.

### PART-3 CO-SCHOLASTIC AREAS

Participation and Achievement	Techniques and Tools of Evaluation
<b>Literary &amp; Creative Skills</b> <ul style="list-style-type: none"> <li>Debate</li> <li>Declamation</li> <li>Creative Writing</li> <li>Recitation</li> <li>Drawing</li> <li>Poster - Making</li> </ul>	Observation over a period of time  Anecdotal Record Forms (recorded in register)  Three point grading scales for each item will all points defined.  <b>Periodicity of Evaluation</b>  Continuous observations to be recorded in the Anecdotal Record Forms.  Consolidation of observations twice in an academic session for



Participation and Achievement	Techniques and Tools of Evaluation
<ul style="list-style-type: none"> <li>• Slogan Writing</li> <li>• On-the-Spot Painting</li> <li>• Theatre</li> </ul> <p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>• Science Club</li> <li>• Projects</li> <li>• Maths Club</li> <li>• Science Quiz</li> <li>• Science Exhibition</li> <li>• Olympiads</li> </ul> <p><b>Aesthetic Skills</b></p> <ul style="list-style-type: none"> <li>• Music Vocal</li> <li>• Instrumental</li> <li>• Dance</li> <li>• Drama</li> <li>• Craft</li> <li>• Sculpture</li> <li>• Puppetry</li> <li>• Folk Art forms</li> </ul>	<p>certification and reporting by a team of teachers, in addition to the class teacher.</p> <p><b>Coverage</b></p> <p>Every student will be required to choose any <b>two</b> activities from different Areas.</p>

Skill Area	Indicators of Assessment	Rating Scale A*, A, B
<b>Literary &amp; Creative Skills</b>	<ul style="list-style-type: none"> <li>• Participates actively in literary and creative <b>creative skills</b> activities at school/ inter school/state/ national /international levels</li> </ul>	<i>Most</i> indicators in a Skill-A+
	<ul style="list-style-type: none"> <li>• Takes the initiative to plan and drive various literary events like debates, recitation, book clubs etc.</li> </ul>	<i>Many</i> indicators in a skill-A



Skill Area	Indicators of Assessment	Rating Scale A*, A, B
	<ul style="list-style-type: none"> <li>• Is a member of the student council/school prefect etc. and helps/organize events in that capacity</li> <li>• Reads and shows a high degree of awareness</li> <li>• Is able to appreciate well written/spoken pieces in all genres (prose, poetry, plays) and all languages</li> <li>• Is able to explain why they enjoy a particular piece</li> <li>• Is able to express ideas/opinions creatively in different forms</li> <li>• Displays originality of ideas and opinions</li> <li>• Shows good collaborative skills and is able to work effectively in a group</li> <li>• Is able to inspire others and involve a large part of the school/ community in different events</li> </ul>	<p><i>Some</i> indicators in a Skill-B</p>
<p><b>Scientific skills</b></p>	<ul style="list-style-type: none"> <li>• Participates actively in scientific activities at school/ inter-school/state/ national /international levels</li> <li>• Takes the initiative to plan and drive various science related events like quizzes, seminars, model-making etc.</li> <li>• Is a member of the student council/ school prefect etc. and helps organize events in that capacity</li> <li>• Reads, shows a high degree of awareness and is well informed</li> <li>• Is a keen observer and makes mature deductions</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>



Skill Area	Indicators of Assessment	Rating Scale A*, A, B
	<ul style="list-style-type: none"> <li>• Displays good experimental skills and a practical knowledge of various everyday phenomena</li> <li>• Is able to apply Science in everyday context (Eg; setting the stage lights for the school play)</li> <li>• Shows good collaborative skills and is able to work effectively in a group</li> <li>• Is able to inspire others and involve a large part of the school/ community in different events</li> <li>• Displays a scientific temperament</li> </ul>	
<b>Aesthetic Skills and Performing Arts</b>	<ul style="list-style-type: none"> <li>• Participates actively in activities that involve arts (<i>visual and performing</i>) at school/ inter school/ state/ national /international levels</li> <li>• Takes the initiative to plan and drive various creative events like plays, art competitions, mural painting, dances, music festivals etc.</li> <li>• Is a member of the student council/school prefect etc. and helps organize events in that capacity</li> <li>• Reads and shows a high degree of awareness</li> <li>• Is able to appreciate well written/spoken pieces in all genres (<i>prose, poetry, plays</i>) and all languages</li> <li>• Is able to explain why he/she enjoys a particular piece</li> <li>• Shows a keen interest and an aptitude towards a particular art form.</li> <li>• Is able to apply skills to performances/ art forms</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>





Skill Area	Indicators of Assessment	Rating Scale A*, A, B
	<ul style="list-style-type: none"> <li>• Displays creative expression and a good presentation</li> </ul>	
<b>Clubs</b> ( <i>Eco, Health and Wellness and others</i> )	<ul style="list-style-type: none"> <li>• Participates actively in activities that involve clubs at school/ inter school/state/ national/ international levels, is an enthusiastic member of the Club</li> <li>• Takes the initiative to plan and drive various creative events like festivals, environment week, fund raisers, seminars, quizzes etc.</li> <li>• Is a member of the student council/school prefect etc. and helps organize events in that capacity</li> <li>• Reads and shows a high degree of awareness</li> <li>• Displays originality of ideas and the ability to see them through</li> <li>• Delivers assigned job effectively</li> <li>• Is able to inspire others of the school and the community to join</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>



Given below are example statements or descriptive indicators in case of three learners for scientific skills. These are merely suggestive and a guideline for the teacher.

If the student displays most of the above mentioned characteristics then he/she should be awarded an A+. If they display many characteristics then they should be awarded an A. Any student with very few characteristics should be awarded a B.

If *Rehana* gets an A+, *Hilal* gets an A and *Sandhya* gets a B in *Scientific Skills* then this is what the profiles may look like.

Name	Descriptive Indicators	Overall Grade & Why
Rehana	Rehana <u>participated in the Science Quiz</u> in School. She <u>exhibited excellent observation skills</u> and was able to help her house win. She <u>displays a good practical knowledge of</u> various everyday phenomena and is <u>able to apply Science</u> in everyday context.	A+ (Reflects <i>Most</i> Indicators)
Hilal	Hilal <u>helped in organising the Science quiz</u> in school. He is well read and <u>shows a high level of Scientific</u> awareness. He <u>participates often in Scientific</u> activities organized in School.	A (Reflects <i>Many</i> Indicators)
Sandhya	Sandhya <u>participated in the Science model making</u> competition and was able to inspire many members of her house to participate in the event. She has <u>good observation skills</u> and enjoys extra curricular activities in Science.	B (Reflects <i>Some</i> Indicators)

Physical Health and Fitness are required for mental, emotional and intellectual growth of students. Research has proven that physically fit students perform better in all other activities, other things being equal. They are more alert, more balanced, more creative and more productive.





### Part-3 (B) Health and Physical Education

Participation and Achievement	Techniques and Tools of Evaluation
<p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Sports/ Indigenous sports (Kho-Kho etc.)</li> <li>• NCC / NSS</li> <li>• Scouting and Guiding</li> <li>• Swimming</li> <li>• Gymnastics</li> <li>• Yoga</li> <li>• First Aid</li> <li>• Gardening/Shramdaan</li> </ul>	<p>Observation over a period of time</p> <p><b>Tools of evaluation :</b></p> <ul style="list-style-type: none"> <li>• Anecdotal Record Forms (recorded in register)</li> <li>• <i>Three point grading scales</i> for each item will all points defined</li> </ul> <p><b>Periodicity of Evaluation</b></p> <ul style="list-style-type: none"> <li>• Continuous observations to be recorded in the Anecdotal Record Forms.</li> <li>• Consolidation of observations twice in an academic session for certification and reporting by a team of two teachers, one should be class teacher.</li> <li>• Coverage</li> <li>• All Students</li> </ul>

Part 3 B	Descriptive Indicators	Grading scales A*, A, B
Sports/indigenous games/Swimming/ Gymnastics	<ul style="list-style-type: none"> <li>• Displays an innate talent in an identified sport.</li> <li>• Demonstrates Endurance (<i>is able to perform a skill for a long period of time</i>)</li> <li>• Displays Strength (<i>ability to produce force</i>)</li> <li>• Is able to use his/her power to advantage (<i>ability to produce strength in the shortest possible time</i>).</li> <li>• Is able to move quickly (Speed)</li> <li>• Is agile and is able to change direction quickly during the game/match.</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>



Part 3 B	Descriptive Indicators	Grading scales A*, A, B
	<ul style="list-style-type: none"> <li>• Shows Flexibility, Yoga, Gymnastics etc.</li> <li>• Demonstrates Nerve and is able to overcome fear Eg; Diving</li> <li>• Displays durability: <i>(The ability to withstand physical exercise over a long period of time. Eg; coaching for Soccer etc.)</i></li> <li>• Shows good hand-eye coordination: <i>the ability to react quickly to sensory perception. (Eg; catching or fielding in cricket, passing or receiving in football, hockey.)</i></li> <li>• Demonstrates an analytic aptitude: the ability to evaluate and react appropriately to strategic situations especially as a captain or key member in a team.</li> <li>• Demonstrates sportsmanship</li> <li>• Displays a healthy team spirit</li> <li>• Discipline on and off the field</li> <li>• Punctuality and regularity for practice etc.</li> </ul>	
<b>NCC/NSS/Scouting and Guiding</b>	<ul style="list-style-type: none"> <li>• Shows an inclination to serve people less fortunate</li> <li>• Shows a keen involvement in the activity undertaken</li> <li>• Discharges tasks assigned effectively</li> <li>• Shows initiative in trying new ways to improve activities or add new ones</li> <li>• Displays leadership skills</li> <li>• Displays a high level of responsibility</li> <li>• Is an inspiration or is able to inspire other members of the school/community</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>





Part 3 B	Descriptive Indicators	Grading scales A*, A, B
	<ul style="list-style-type: none"> <li>• Works well and effectively in groups</li> <li>• Demonstrates independence in thought and action</li> <li>• Is able to develop a good rapport with peers, supervisors and other adults</li> </ul>	
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• All characteristics as listed in sports above</li> <li>• Has undergone training/coaching</li> <li>• Has represented house/school/state/nation in swimming</li> <li>• Enjoys swimming</li> <li>• Is familiar with free style/back/butterfly/breast strokes /displaying a high/competitive level of skill</li> <li>• Is a skilled diver/able to dive</li> <li>• Follows all safety norms while swimming</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• All characteristics as listed in sports above</li> <li>• Is undergoing / has undergone coaching in gymnastics</li> <li>• Has represented house/school/state/nation in Gymnastics</li> <li>• Is familiar with/displays high levels of skills in the sub disciplines of gymnastics (<i>floor exercises, parallel bars, roman rings</i>) etc.</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>
<b>Yoga</b>	<ul style="list-style-type: none"> <li>• All skills as listed for sports above</li> <li>• Shows keenness and interest</li> <li>• Is able to relax completely during exercises</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>



Part 3 B	Descriptive Indicators	Grading scales A*, A, B
	<ul style="list-style-type: none"> <li>• Sits comfortably in the correct steady, straight posture</li> <li>• Is able to regulate breathing/breathe correctly</li> </ul> <p style="text-align: center;"><i>In meditative Yoga (is able to let go of stream of thoughts, cultivate and apply helpful thoughts)</i></p> <ul style="list-style-type: none"> <li>• Is able to remain undisturbed for a while</li> <li>• Allows all Yoga skills to work together</li> </ul>	
<b>First aid</b>	<ul style="list-style-type: none"> <li>• Has undergone basic/higher level training</li> <li>• Shows an interest and an aptitude to administer First aid</li> <li>• Shows patience and the tenacity to handle difficult/unpleasant situations</li> <li>• Show commitment to her/his work</li> <li>• Has worked for a hospital as volunteer</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>
<b>Gardening</b>	<ul style="list-style-type: none"> <li>• Shows keenness and interest in Gardening</li> <li>• Is aware of types of plants and the time of the year during which they are planted/ grow/flower</li> <li>• Is able to look after plants well</li> <li>• Understands the use of fertilizers/other chemicals in plant growth</li> <li>• Enjoys the activity</li> <li>• Is able to inspire others to join</li> <li>• Appreciates a good garden</li> </ul>	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>





Given below are suggested descriptive indicators given as example statement for Tanya, Bilal and Sandhya.

If the student displays most of the above mentioned characteristics then he/she should be awarded an A+. If they show many characteristics then they should be awarded an A. Any student with some/few characteristics should be awarded a B.

If Tanya gets an A+, Bilal gets an A and Sandhya gets a B in Sports then this is what the profiles may look like.

Name	Descriptive Indicators	Overall Grade
<b>Tanya</b>	Tanya has been a member of the School basketball team. She has participated in many inter school tournaments and won many accolades. She exhibits excellent sportsmanship and has an excellent rapport with all members of her team. Sanya did not miss a single practice session.	A+ Reflects Most Indicators
<b>Bilal</b>	Bilal helped in organising the Football tournament. He plays in the senior team and is very useful in his role as the goalkeeper. Sunil is regular for practice and has participated in 3 inter school matches this year.	A Reflects Many Indicators
<b>Sandhya</b>	Sandhya is an athlete and represents her house in the 100m. However she needs to work on her team building skills	B Reflects Very Few Indicators