

Scheme of Assessment for classes I and II

1. There will be no formal examination for Classes I and II. The evaluation will be continuous and comprehensive. The testing can be done simultaneously while teaching or separately. The continuous evaluation folder (for each child) is attached along with this circular.
2. Most of the time the students will not be aware that they are being tested.
3. There will be minimum 08 cycles of CCE.
4. One cycle of evaluation will test all the students of the class in all the competencies.
5. The students should obtain at least 'C' grade. If a student gets 'D' grade in one of the competencies in a particular subject, the teacher should repeat the entire cycle for the subject again.
6. It is therefore recommended that tentatively 10 cycles of evaluation should be planned in advance, so as to ensure that at least 08 cycles are completed by all the students securing at least Grade 'C' in all the competencies by March.

ATOMIC ENERGY CENTRAL SCHOOL, ANUPURAM

ACHIEVEMENT RECORD – CLASS I/II

(Academic Session 2017 to 2018)



Name : _____

Class : _____ **Section** _____

RollNo. : _____

Date of Birth : _____

Admin. No : _____

Residential Address : _____

Telephone No. : _____

Specimen Signature of Parent/ Guardian : _____

ACADEMIC PERFORMANCE OF THE STUDENT – SCHOLASTIC AREA

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

CO – SCHOLASTIC ACTIVITIES

GAMES	FIRST TERM	SECOND TERM
ENTHUSIASM		
DISCIPLINE		
TEAM SPIRIT		
TALENT		

ART / CRAFT	FIRST TERM	SECOND TERM
INTEREST		
CREATIVITY		
SKILL		

MUSIC / DANCE	FIRST TERM	SECOND TERM
INTEREST		
RHYTHM		
MELODY		

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		

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)

Testing Area/Skill/Competency	Sub-Skills	A+	A	B	C	D
01. Reading Skills	Pronunciation (Loud reading)	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 on ones own most of the times.	Cannot read and pronounce new words at all without the guidance from the teachers
	Fluency	Can read simple sentences fluently with proper speed, expression and pronunciation.	Can read simple sentences fluently with speed but with occasional prompting.	Can read simple sentences but takes time to read each word. Lacks fluency, speed and expression.	Can read simple sentences without guidance or prompting.	Fumbles a lot while reading simple sentences. Reads one word at a time.
	Comprehension	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 all the time.
02. Writing Skills	Creative Writing	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 three or four 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.

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 (Knowledge 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 in 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 skill development	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	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	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	Wears proper and neat uniform. Sometimes nails/hair/teeth not	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	Most of the times tries to do things independently. Often ready to participate in oral discussions/extra	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	Never does things independently. a voids 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	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	Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment	Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment	Sometimes follows rules and regulations. Does bother about others' property. Sometimes litters	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.	Disciplined in the classroom/corridors/staircase 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.