

Rubrics & Parameters For Students

Assessment Terms

E	EMERGING
D	DEVELOPED
I	INDEPENDENT
Y	YES
N	NO
N.I	NEEDS IMPROVEMENT
A*	95% & ABOVE
A	85% TO 94.9%
B*	75% TO 84.9%
B	65% TO 74.9%
C	55% TO 64.9%
D	BELOW 55%

Summary

YEAR:

Student Details

NAME:

GRADE:

DIVISION:

ROLL NO:

Attendance

TERM 1

TERM 2

Height & Weight

TERM 1

TERM 2

H

W

Notes

Child's Personal Growth & Development

	ART & CRAFT (SKILLS GRADING: E / D / I)	UNIT 1	UNIT 2	TERM 1	TERM 2
	Date ->				
1	Scribbling				
2	Displays sense of color and space				
3	Is able to draw from memory (can draw lines, patterns, shapes)				
4	Enjoys colouring (loves to use crayons and has sense of colors)				
5	Simple drawing (shapes & patterns)				
6	Shows interest in water & sand play				
7	Play dough (loves to use play dough to create different objects with imagination)				
	PHYSICAL FITNESS (SKILLS GRADING: E / D / I)	UNIT 1	UNIT 2	TERM 1	TERM 2
	Date ->				
1	Competency in motor skills (demonstrates an understanding of motor skills, can walk, run, jump as instructed)				
2	Displays self-discipline (follows instructions and actively participates in class activities)				
3	Participation in sports (is excited to participate in sports like racing)				
4	Demonstrates team work and characteristics of good sportsmanship				

Child's Personal Growth & Development

	SOCIO-EMOTIONAL QUOTIENT (SKILLS GRADING: Y / N / N.I)	TERM 1	TERM 2	TERM 3
1	Demonstrates organizational skills			
2	Accepts responsibility			
3	Exhibits responsible personal and social behaviour			
4	Respects rights and feelings of others			
5	Follows directions			
6	Shows positive attitude			
7	Follows class and school rules			
8	Understanding of good and bad behavior			
	DANCE & MUSIC (SKILLS GRADING: E / D / I)	TERM 1	TERM 2	TERM 3
1	Dancing to rhythm			
2	Can do clear wide hand and leg movements			
3	Comprehends movements			
4	Sing along sessions			
5	Song vocabulary			

Child's Personal Growth & Development

	GROSS MOTOR SKILLS (SKILLS GRADING: E / D / I)	TERM 1	TERM 2	TERM 3
1	Climbing			
2	Walking			
3	Running			
4	Jumping			
5	Hopping			
6	Walking on straight line			
7	Walking on curved line			
8	Walking on zig-zag line			
	FINE MOTOR SKILLS (SKILLS GRADING: E / D / I)	TERM 1	TERM 2	TERM 3
1	Block building			
2	Lacing			
3	Stringing beads			
4	Paper crumpling / tearing / twisting			
5	Paper cutting / pasting			
6	Paper folding (shapes)			
7	Pouring			
8	Opening and closing			
9	Placing / sorting small objects in a container			

Child's Personal Growth & Development

	ATTRIBUTES (SKILLS GRADING: Y / N / N.I)	TERM 1	TERM 2	TERM 3
1	Takes initiative			
2	Can work independently			
3	Is responsible			
4	Is organized			
5	Is self-disciplined			
6	Is self-motivated			
7	Displays leadership qualities			
8	Understands sharing			
9	Is caring			
10	Participates in class activities			
11	Is considerate of other children			
12	Is courteous			
		TERM 1	TERM 2	TERM 3
	TOTAL ASSESSMENT			
	GRADING - A* / A / B* / B / C / D			



My Smart Quotient

Everyone is a complex package of all or most of these intelligences. However, one or more tend to be stronger than others. This inventory will help identify those strengths.

Directions: Place a check next to each statement that best describes you.

<input checked="" type="checkbox"/> WORD SMART (VERBAL / LINGUISTIC)
<input type="checkbox"/> I can identify letters / phonics
<input type="checkbox"/> I have a good memory for names and places.
<input type="checkbox"/> I like word games
<input type="checkbox"/> I like to read stories
<input type="checkbox"/> I am a good speller
<input type="checkbox"/> I like to listen to stories
<input type="checkbox"/> I like to explain things in words
<input type="checkbox"/> I have a good vocabulary
TOTAL NUMBER OF CHECKS:

<input checked="" type="checkbox"/> NUMBER SMART (LOGICAL / MATHEMATICAL)
<input type="checkbox"/> I want to know how things work
<input type="checkbox"/> I can do mathematical problems in my head
<input type="checkbox"/> I like math class
<input type="checkbox"/> I enjoy playing strategy games like chess or checkers
<input type="checkbox"/> I like working on puzzles, brainteasers, and computer games
<input type="checkbox"/> I like doing activities in EVS/science
<input type="checkbox"/> I like to set up experiments at home
<input type="checkbox"/> I like to measure things
TOTAL NUMBER OF CHECKS:

<input checked="" type="checkbox"/> PICTURE SMART (VISUAL / SPATIAL)
<input type="checkbox"/> I like activities
<input type="checkbox"/> I like to draw
<input type="checkbox"/> I like to watch videos / movies
<input type="checkbox"/> I draw pictures on my notes at school
<input type="checkbox"/> I like to do mazes
<input type="checkbox"/> I like books with pictures, not just words
<input type="checkbox"/> I enjoy reading maps
<input type="checkbox"/> I can find my way around unfamiliar places
TOTAL NUMBER OF CHECKS:

<input checked="" type="checkbox"/> BODY SMART (BODILY / KINAESTHETIC)
<input type="checkbox"/> I do well in sports
<input type="checkbox"/> I have a hard time sitting still for long periods of time
<input type="checkbox"/> I like to take things apart and put them back together
<input type="checkbox"/> I like to run and jump
<input type="checkbox"/> For fun I go outside and run around
<input type="checkbox"/> I like to make things with my hands
<input type="checkbox"/> I like to be in plays
<input type="checkbox"/> I like to dance
TOTAL NUMBER OF CHECKS:



My Smart Quotient

<input checked="" type="checkbox"/> MUSIC SMART (MUSICAL / RHYTHMIC)
<input type="checkbox"/> I remember songs I have heard
<input type="checkbox"/> I like to sing
<input type="checkbox"/> I enjoy playing a musical instrument
<input type="checkbox"/> I like to listen to music while I study
<input type="checkbox"/> I enjoy tapping out rhythms
<input type="checkbox"/> I like to listen to the sound of rain or birds singing
<input type="checkbox"/> I hum to myself a lot
TOTAL NUMBER OF CHECKS:

<input checked="" type="checkbox"/> PEOPLE SMART (INTERPERSONAL)
<input type="checkbox"/> I like to hang out with friends
<input type="checkbox"/> I like to help others when I work with a group
<input type="checkbox"/> I like pretend play
<input type="checkbox"/> I have two or more close friends
<input type="checkbox"/> I like to play games with other people
<input type="checkbox"/> I feel bad when other people are sad
<input type="checkbox"/> I learn better when I work in a group
TOTAL NUMBER OF CHECKS:

<input checked="" type="checkbox"/> SELF SMART (INTRAPERSONAL)
<input type="checkbox"/> I like to make my own decisions
<input type="checkbox"/> I know what things I can do well
<input type="checkbox"/> I know things I don't do very well
<input type="checkbox"/> I like to be alone sometimes
<input type="checkbox"/> I can make up games and things to do by myself
<input type="checkbox"/> I can tell how I am feeling at most times of the day
<input type="checkbox"/> I learn from my mistakes
TOTAL NUMBER OF CHECKS:

<input checked="" type="checkbox"/> NATURE SMART (EXISTENTIAL)
<input type="checkbox"/> I am interested in wild animals
<input type="checkbox"/> I know the difference between a moth and a butterfly
<input type="checkbox"/> I have a good sense of direction outside
<input type="checkbox"/> I notice things outside that others miss
<input type="checkbox"/> I like to study about the environment
<input type="checkbox"/> I like to collect rocks and fossils
<input type="checkbox"/> I am happy just to be outdoors
<input type="checkbox"/> When given a choice, I choose to read /see plants and animals
TOTAL NUMBER OF CHECKS:

My Smart Quotient

Scoring: Total the number of checks in each area. Circle the area that received the highest number of checks

_____ Word Smart (Verbal-Linguistic)

_____ Number Smart (Logical-Mathematical)

_____ Picture Smart (Visual-Spatial)

_____ Body Smart (Bodily-Kinaesthetic)

_____ Music Smart (Musical-Rhythmic)

_____ People Smart (Interpersonal)

_____ Self Smart (Intrapersonal)

_____ Nature Smart (Existential)

Academic Structure

	LANGUAGE DEVELOPMENT (SKILLS GRADING: E / D / I)	TERM 1	TERM 2	TERM 3
1	Can communicate fluently			
2	Has an adequate vocabulary			
3	Asks questions			
4	Expresses needs			
5	Use of correct pronunciation			
6	Repeats songs			
7	Comprehends instructions			
8	Labels pictures			
9	Comprehends stories and picture talk			

	COGNITIVE DEVELOPMENT (SKILLS GRADING: E / D / I)	TERM 1	TERM 2	TERM 3
1	Puzzles			
2	Grouping – size, shape & colours			
3	Identifying shapes			
4	Primary colours			
5	Secondary colours			
6	Tertiary colours			
7	Visual discrimination (objects & pictures)			
8	Understands simple directions : left, right, forward, backward			

Academic Structure

	DEXTRAL DEVELOPMENT (SKILLS GRADING: E / D / I)	TERM 1	TERM 2	TERM 3
1	Comprehends phonetic sounds			
2	Phonetic sound recognition & application			
3	Alphabet recognition			
4	Tracing – patterns /alphabet /numbers			
5	Can write capital letters A-M / A-Z			
6	Can write cursive/small letters A-M / A-Z			
7	Can read 2/3/4 letter words			
8	Can write 2/3/4 letter words			
9	Can read 3 to 4 word sentences			
10	Can write 3 to 4 word sentences			

Academic Structure

	MATHEMATICS (SKILLS GRADING: E / D / I)	TERM 1	TERM 2	TERM 3
1	Can count numbers 1-10/50/100			
2	Can read numbers 1- 10/50/100			
3	Can write numbers 1- 10/50/100			
4	Can write number names 1-10/50			
5	Can skip count 10,20,30 .. 100			
6	Concept - more or less			
7	Concept - near & far			
8	Concept - big & small			
9	Concept - fast & slow			
10	Concept - tall & short			
11	Concept - over & under			

Academic Structure

	COMPREHENSION & CONCEPT RECOGNITION (SKILLS GRADING: E / D / I)	TERM 1	TERM 2	TERM 3
1	Animals & plants			
2	Family & friends			
3	Food & drinks			
4	Travel & transport			
5	Seasons			
6	Festivals			
7	Alphabets			
8	Numbers			
9	Understands concepts and relates practically			
10	Shows curiosity to learn concepts			
11	Exhibits awareness of self and safety			
12	Interest in science concepts			
13	Want to explore			
14	Exhibits awareness of the relationship between people, environment and culture			
15	Exhibits reasoning skills			

		TERM 1	TERM 2	TERM 3
	TOTAL ASSESSMENT			
	GRADING - A* / A / B* / B / C / D			



Life

Area of Difficulty Student Checklist

Directions: Review individual students relative to the areas of difficulty. Mark frequency of difficulty based on observed student academic and behavioural responses. Consider remedial strategies by referring to improvement strategies.

AREA OF DIFFICULTY	FREQUENT ISSUE	PERIODIC ISSUE	NOT AN ISSUE	SUGGESTIONS FOR IMPROVEMENT
Becoming interested				
Getting started, give cue to begin work, self-initiative				
Paying attention to spoken word				
Following directions				
Keeping track of materials or assignments				
Turning in work or assignments				
Paying attention to printed word				
Reading textbooks or supplemental materials				
Completing tasks on time				
Expresses self verbally				
Staying on task				
Staying focused in a group activity				
Understanding cause/effect, anticipating consequences				
Seeing relationships				



Life

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Directions: Review individual students relative to the areas of difficulty. Mark frequency of difficulty based on observed student academic and behavioural responses. Consider remedial strategies by referring to improvement strategies.

AREA OF DIFFICULTY	FREQUENT ISSUE	PERIODIC ISSUE	NOT AN ISSUE	SUGGESTIONS FOR IMPROVEMENT
Expressing self in writing				
Drawing conclusions and making inferences				
Remembering				
Taking meaningful notes				
Expressing self in a group or participating				
Responding to behavioural redirections				
Self discipline - corrects own behavior				
Learning by listening				
Working independently				
Understanding what is read				
Writing legibly				
Spelling				
Prepared for class (supplies)				
Prepared for class (homework)				



Teacher's Observation on Child's Academic & Personality Understanding