🦓 Life

Rubrics & Parameters For Students

Assessment Terms

EMERGING
DEVELOPED
INDEPENDENT
YES
NO
NEEDS IMPROVEMENT
95% & ABOVE
85% TO 94.9%
75% TO 84.9%
65% TO 74.9%
55% TO 64.9%
BELOW 55%

Summary

YEAR:

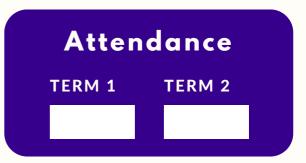
Student Details

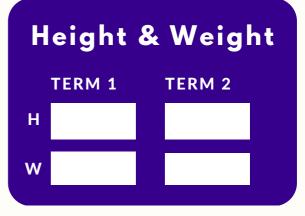
NAME:

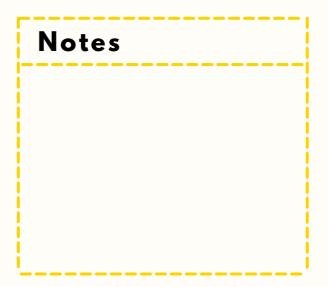
GRADE:

DIVISION:

ROLL NO:









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, runm 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			

Life 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			

Life 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	ls responsible			
4	ls organized			
5	Is self-disciplined			
6	Is self-motivated			
7	Displays leadership qualities			
8	Understands sharing			
9	ls caring			
10	Participates in class activities			
11	Is considerate of other children			
12	ls courteous			
		TERM 1	TERM 2	TERM 3
	TOTAL ASSESSMENT			
	GRADING - A* / A / B* / B / C / D			

Life

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.

My Smart Quotient

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

WORD SMART (VERBAL / LINGUISTIC)

l can identify letters / phonics
I have a good memory for names and places.

I like word games

V

I like to read stories

I am a good speller

I like to listen to stories

I like to explain things in words

I have a good vocabulary

TOTAL NUMBER OF CHECKS:

NUMBER SMART (LOGICAL / MATHEMATICAL)

I want to know how things work
I can do mathematical problems in my head
I like math class
I enjoy playing strategy games
like chess or checkers
I like working on puzzles,
brainteasers, and computer games
I like doing activities in EVS/science
I like to set up experiments at home
I like to measure things

TOTAL NUMBER OF CHECKS:

PICTURE SMART V (VISUAL / SPATIAL)

	l like activities
	l like to draw
	l like to watch videos / movies
	l draw pictures on my notes at school
	l like to do mazes
	l like books with pictures, not just words
	l enjoy reading maps
	l can find my way around unfamiliar places
тот	AL NUMBER OF CHECKS:

BODY SMART (BODILY / KINAESTHETIC)

I do well in sports I have a hard time sitting still for long periods of time I like to take things apart and put them back together I like to run and jump For fun I go outside and run around I like to make things with my hands I like to be in plays I like to dance **TOTAL NUMBER OF CHECKS:**

Life My Smart Quotient

MUSIC SMART PEOPLE SMART V V (MUSICAL / RHYTHMIC) (INTERPERSONAL) I remember songs I have heard I like to hang out with friends I like to help others when I work I like to sing with a group I enjoy playing a musical instrument I like pretend play I like to listen to music while I study I have two or more close friends I like to play games with other I enjoy tapping out rhythms people I like to listen to the sound of I feel bad when other people are sad rain or birds singing I learn better when I work in a I hum to myself a lot group

TOTAL NUMBER OF CHECKS:

TOTAL NUMBER OF CHECKS:

SELF SMART (INTRAPERSONAL)

	I like to make my own decisions
	l know what things I can do well
	l know things I don't do very well
	l like to be alone sometimes
	I can make up games and things to do by myself
	I can tell how I am feeling at
\cup	most times of the day
	l learn from my mistakes

TOTAL NUMBER OF CHECKS:

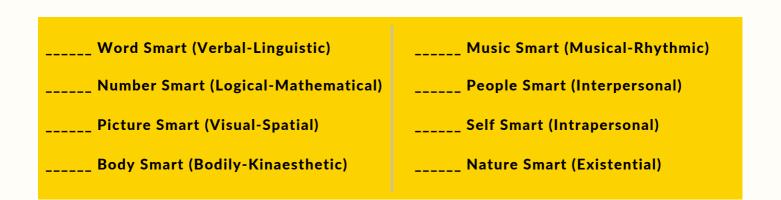
NATURE SMART (EXISTENTIAL)

l am interested in wild animals
I know the difference between a moth and a butterfly
I have a good sense of direction outside
l notice things outside that others miss
I like to study about the environment
l like to collect rocks and fossils
I am happy just to be outdoors
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





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			

Life 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 write2/3/4 letter words			
9	Can read 3 to 4 word sentences			
10	Can write 3 to 4 word sentences			

Life 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			

Life 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 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
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)				

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