



GRADING RUBRICS - ENGLISH

	MASTER (A)	PROGRESSING (B)	NEEDS IMPROVEMENT (C)
PHONOLOGICAL AWARENESS	<i>Ability to vocalize the sound and action of the letters</i>	<i>Able to vocalize the sound and action of only a few letters</i>	<i>Unable to vocalize the sound and action of the letters</i>
	<i>Ability to correspond the letter to the sound</i>	<i>Able to correspond the letter to only a few sounds</i>	<i>Unable to correspond the letter to the sound</i>
	<i>Ability to identify where the letter is being used (beginning or end)</i>	<i>Able to identify where only a few letters are being used (beginning)</i>	<i>Unable to identify where the letter is being used (beginning or end)</i>
	<i>Identifies all the letter sound in a random order</i>	<i>Identifies only a few letters sounds in a random order</i>	<i>Unable to identify letter sound in a random order</i>
	<i>Identifies all the letter name in a random order</i>	<i>Identifies only a few letter names in a random order</i>	<i>Not able to identify letter name in a random order</i>
	<i>Ability to state A to Z (using letter names)</i>	<i>Able to state A to Z partially (using letter names)</i>	<i>Unable to state A to Z (using letter names)</i>
	<i>Ability to state A to Z completely (using letter sound)</i>	<i>Able to state A to Z partially (using letter sound)</i>	<i>Unable to state A to Z (using letter sound)</i>

	<i>Ability to identify all sounds corresponding to vowels and consonants.</i>	<i>Able to identify some sounds corresponding to vowels and consonants.</i>	<i>Unable to identify sounds corresponding to vowels and consonants.</i>
	<i>Ability to recognize all high frequency words.</i>	<i>Able to recognize some high frequency words.</i>	<i>Unable to recognize high frequency words.</i>
	<i>Ability to read all long vowel words.</i>	<i>Able to read some long vowel words.</i>	<i>Unable to read long vowel words.</i>
	<i>Ability to recognize rhyming words.</i>	<i>Able to recognize a few rhyming words.</i>	<i>Unable to recognize rhyming words.</i>
Vocabulary / Communication skills	<i>Ability to state two words beginning with the same sound.</i>	<i>Able to state only one word beginning with the same sound.</i>	<i>Unable to state even one word beginning with the same sound.</i>
	<i>Ability to state a sentence of three or more words</i>	<i>Able to state a short phrase</i>	<i>Unable to state a short phrase</i>
	<i>Ability to express their emotions in sentences</i>	<i>Able to express their emotions using sign language and 1 or 2 words</i>	<i>Able to express their emotions only using sign language</i>
	<i>Always able to contribute to an ongoing conversation</i>	<i>Rarely able to contribute to an ongoing conversation</i>	<i>Unable to contribute to an ongoing conversation</i>
	<i>Always able to use vocabulary related to a particular topic.</i>	<i>Rarely able to use vocabulary related to a particular topic.</i>	<i>Unable to use vocabulary related to a particular topic.</i>
	<i>Able to ask the meaning of a word</i>	<i>Rarely asks the meaning of a word</i>	<i>Not confident to ask the meaning of a word</i>
	<i>Able to give comprehensive response.</i>	<i>Rarely able to give comprehensive response.</i>	<i>Unable to give comprehensive response.</i>
	<i>Shows curiosity and motivation.</i>	<i>Rarely shows curiosity and motivation.</i>	<i>Never shows curiosity or motivation.</i>

<p>General questions- What is your name? In which class do you study? What is your school's name? What is your mother's name? What is your father's name? What is your teacher's name?</p>	<p><i>Ability to answer general questions in proper sentences</i></p>	<p><i>Able to answer only general questions in words</i></p>	<p><i>Unable to answer general questions</i></p>
<p>Listening skills</p>	<p><i>When listening, the child always anticipates and fills in a word or a phrase.</i></p>	<p><i>When listening, the child anticipates and fills in a word or a phrase very rarely</i></p>	<p><i>When listening, the child is unable to anticipate and fill in a word or phrase.</i></p>
	<p><i>Ability to listen and repeat the same words or sentences</i></p>	<p><i>Able to listen but rarely repeats the same words or sentences</i></p>	<p><i>Able to listen but not repeating the same words or sentences</i></p>
	<p><i>Shows interest when a book is read aloud.</i></p>	<p><i>Rarely shows interest when book a is read aloud.</i></p>	<p><i>Never shows interest when a book is read aloud.</i></p>
	<p><i>Pays attention during ongoing lessons.</i></p>	<p><i>Rarely pays attention during ongoing lessons.</i></p>	<p><i>Never pays attention during ongoing lessons.</i></p>
	<p><i>Pays closer attention to teacher's instructions.</i></p>	<p><i>Rarely pays attention to teacher's instructions.</i></p>	<p><i>Never pays attention to teacher's instructions.</i></p>
	<p><i>Ability to listen to the sound at the beginning of the words.</i></p>	<p><i>Rarely listens to the sound at the beginning of the words.</i></p>	<p><i>Is not able to listen to the sound at the beginning of the words.</i></p>
	<p>Writing skills</p>	<p><i>Ability to write letters to its corresponding sounds.</i></p>	<p><i>Rarely able to write letters to its corresponding sounds.</i></p>
<p><i>Ability to write recognizable cursive letters neatly and independently</i></p>		<p><i>Rarely able to write recognizable cursive letters (only with help)</i></p>	<p><i>Unable to write recognizable cursive letters</i></p>
<p><i>Ability to write cursive a to z in order very neatly and independently</i></p>		<p><i>Able to write cursive a to z in order, only with help</i></p>	<p><i>Unable to write cursive a to z in order</i></p>

	<i>Always writes neatly and legibly.</i>	<i>Rarely able to write neatly and legibly.</i>	<i>Unable to write neatly and legibly.</i>
	<i>Ability to match letters to its corresponding sounds.</i>	<i>Rarely able to match letters to its corresponding sounds.</i>	<i>Unable to match letters to its corresponding sounds.</i>

MATHEMATICS

Skill	MASTER (A)	PROGRESSING (B)	NEEDS IMPROVEMENT (C)
Oral	<i>Able to recognize and count forward numbers from (1-20)</i>	<i>Mostly able to recognize and count forward numbers from 1 to 20</i>	<i>Unable to count forward numbers</i>
	<i>Able to recognize and count backward numbers from (20-1)</i>	<i>Mostly able to recognize and count backward numbers from 20 to 1</i>	<i>Unable to count backward numbers</i>
	<i>Ability to identify missing numbers</i>	<i>mostly able to identify missing numbers</i>	<i>Finds difficult to identify the missing numbers</i>
	<i>Ability to identify and count after number</i>	<i>Mostly able to identify and count after number</i>	<i>Unable to identify and count after number</i>
	<i>Ability to identify and count before number</i>	<i>Mostly able to identify and count before number</i>	<i>Unable to identify and count before number</i>
	<i>Ability to identify and count between number</i>	<i>mostly able to identify and count between number</i>	<i>Unable to identify and count between number</i>
	<i>Ability to count and match the objects</i>	<i>Mostly able to count and match the objects</i>	<i>Unable to count and match the objects</i>
	<i>Ability to count and circle the objects</i>	<i>Mostly able to count and circle the objects</i>	<i>Unable to count and circle the objects</i>
Writing	<i>The numbers are neat, organized and easy to understand</i>	<i>The numbers are mostly neat, organized and easy to understand</i>	<i>The numbers are scribbled and very hard to understand</i>
	<i>Follow directions</i>	<i>Almost follow directions</i>	<i>Unable to follow directions</i>

	<i>The student shows proficiency in writing after number</i>	<i>The student mostly demonstrates to write after number</i>	<i>Even with help, the student is unable to write after number</i>
	<i>The student shows proficiency in recognizing between number</i>	<i>The student mostly demonstrates to write between number</i>	<i>Even with help, the student is unable to write between number</i>
	<i>The student shows proficiency in writing before number</i>	<i>The student mostly demonstrates to write before number</i>	<i>Even with help, the student is unable to write before number</i>
	<i>Best work and effort</i>	<i>Adequate work and effort</i>	<i>Needs attention</i>
Concept	<i>All the patterns are correct</i>	<i>Most of the patterns are correct</i>	<i>None of the pattern are correct</i>
	<i>Can draw and find the missing pattern</i>	<i>Most of the the drawings and missing patterns are completed</i>	<i>Unable to complete the pattern</i>
	<i>All the patterns are matched correctly.</i>	<i>Most of the patterns are matched correctly</i>	<i>None of the pattern are matched correctly</i>
	<i>Completed the pattern clearly with no smudges</i>	<i>Patterns are completed with a few smudges</i>	<i>Patterns are completed with many smudges</i>
	<i>Patterns are drawn and coloured properly</i>	<i>Some of the patterns are drawn and coloured properly</i>	<i>Unable to draw and colour the patterns</i>
	<i>The student can identify the same objects</i>	<i>The student has some difficulty identifying the same objects</i>	<i>Unable to identify the same objects</i>
	<i>The student can identify different objects</i>	<i>The student has some difficulty in identifying the different objects</i>	<i>Unable to identify the different objects</i>
	<i>The student is able to circle all the different objects</i>	<i>The student is able to circle some of the different objects</i>	<i>Unable to circle different objects</i>
	<i>The student is able to complete the task within the given time</i>	<i>The student takes extra time to complete the task</i>	<i>Unable to complete the task within the given time</i>
	<i>Stay focused and matches the objects correctly</i>	<i>Sometimes distracted but is able to match the objects correctly</i>	<i>Child makes no attempt to match the objects</i>

ENVIRONMENTAL SCIENCE

MASTER (A)	PROGRESSING (B)	NEEDS IMPROVEMENT (C)
<i>Ability to identify different body parts.</i>	<i>Partially able to identify different body parts.</i>	<i>Unable to identify different body parts.</i>
<i>Ability to tell the function of each body part.</i>	<i>Partially able to tell the function of each body part.</i>	<i>Unable to tell the function of each body part.</i>
<i>Ability to describe the ways in which the body changes as it grows.</i>	<i>Partially able to describe the ways in which the body changes as it grows.</i>	<i>Unable to describe the ways in which the body changes as it grows.</i>
<i>Ability to tell the names of the body parts.</i>	<i>Partially able to tell the names of the body parts.</i>	<i>Unable to tell the names of the body parts.</i>
<i>Ability to explain which body part is used for different activities.</i>	<i>Partially able to explain which body part is used for different activities.</i>	<i>Unable to explain which body part is used for different activities.</i>
<i>Ability to select the correct body part used.</i>	<i>Partially able to select the correct body part used.</i>	<i>Unable to select the correct body part used.</i>
<i>Ability to identify the sense organs.</i>	<i>Partially able to identify the sense organs.</i>	<i>Unable to identify the sense organs.</i>
<i>Ability to identify the things, which we can hear.</i>	<i>Partially able to identify the things, which we can hear.</i>	<i>Unable to identify the things, which we can hear.</i>
<i>Ability to identify the things, which we can see.</i>	<i>Partially able to identify the things, which we can see.</i>	<i>Unable to identify the things, which we can see.</i>
<i>Ability to see the picture and identify which sense organ is used.</i>	<i>Partially able to see the picture and identify which sense organ is used.</i>	<i>Unable to see the picture and identify which sense organ is used.</i>
<i>Ability to identify the things, which we can taste.</i>	<i>Partially able to identify the things, which we can taste.</i>	<i>Unable to identify the things, which we can taste.</i>
<i>Ability to identify the things, which are soft to touch.</i>	<i>Partially able to identify the things, which are soft to touch.</i>	<i>Unable to identify the things, which are soft to touch.</i>

<i>Ability to match the sense organ with the correct picture.</i>	<i>Partially able to match the sense organ with the correct picture.</i>	<i>Unable to match the sense organ with the correct picture.</i>
<i>Ability to understand the concept of sense organ.</i>	<i>Partially able to understand the concept of sense organ.</i>	<i>Unable to understand the concept of sense organ.</i>

<i>Ability to recognize living things.</i>	<i>Partially able to recognize living things.</i>	<i>Unable to recognize living things.</i>
<i>Ability to recognize non-living things.</i>	<i>Partially able to recognize non-living things.</i>	<i>Unable to recognize non-living things.</i>
<i>Ability to differentiate living things and non-living things.</i>	<i>Partially able to differentiate living things and non-living</i>	<i>Unable to differentiate living things and non-living things.</i>
<i>Ability to list the characteristics of living things.</i>	<i>Partially able to list the characteristics of living things.</i>	<i>Unable to list the characteristics of living things.</i>
<i>Ability to list the characteristics of non-living things.</i>	<i>Partially able to list the characteristics of non-living things.</i>	<i>Unable to list the characteristics of non-living things.</i>
<i>Ability to name the objects in the classroom.</i>	<i>Partially able to name the objects in the classroom.</i>	<i>Unable to name the objects in the classroom.</i>
<i>Ability to list the objects in the classroom.</i>	<i>Partially able to list the objects in the classroom.</i>	<i>Unable to list the objects in the classroom.</i>
<i>Ability to tell the use of objects in the classroom.</i>	<i>Partially able to tell the use of objects in the classroom.</i>	<i>Unable to tell the use of objects in the classroom.</i>
<i>Ability to list living things.</i>	<i>Partially able to list living things.</i>	<i>Unable to list a few living things.</i>
<i>Ability to list non-living things.</i>	<i>Partially able to list non-living things.</i>	<i>Unable to list a few non-living things.</i>
<i>Listening to the instructions attentively.</i>	<i>Partially listening to the instructions.</i>	<i>Not at all listening to the instructions.</i>

HINDI

	MASTER (A)	PROGRESSING (B)	NEEDS IMPROVEMENT (C)
PHONOLOGICAL AWARENESS	<i>Ability to vocalize the sound of the letters</i>	<i>Able to vocalize the sound of only a few letters</i>	<i>Unable to vocalize the sound of the letters</i>
	<i>Ability to identify where the letter is being used (beginning or end)</i>	<i>Able to identify where only a few letters are being used (beginning)</i>	<i>Unable to identify where the letter is being used (beginning or end)</i>
	<i>Identifies all the letter sound in a random order</i>	<i>Identifies only a few letters sounds in a random order</i>	<i>Unable to identify letter sound in a random order</i>
	<i>Identifies all the letter name in a random order</i>	<i>Identifies only a few letter names in a random order</i>	<i>Not able to identify letter name in a random order</i>
	<i>Ability to state अ to अः (using letter names)</i>	<i>Partially able to state अ to अः (using letter names)</i>	<i>Unable to state अ to अः (using letter names)</i>
	<i>Ability to state अ to अः completely (using letter sound)</i>	<i>Partially able to state अ to अः (using letter sound)</i>	<i>Unable to state अ to अः (using letter sound)</i>
	<i>Ability to identify all sounds corresponding to swar pictures.</i>	<i>Partially able to identify some letters corresponding to swar pictures.</i>	<i>Unable to identify sounds corresponding to swar letters.</i>
Vocabulary/ Communication skills	<i>Ability to state two letters beginning with the same sound.</i>	<i>Able to state only one letter beginning with the same sound.</i>	<i>Unable to state even one letter beginning with the same sound.</i>
	<i>Ability to identify two same letter sound pictures.</i>	<i>Able to identify the pictures of the letter.</i>	<i>Unable to identify pictures of the letter.</i>
	<i>Always able to contribute to an ongoing conversation</i>	<i>Rarely able to contribute to an ongoing conversation</i>	<i>Unable to contribute to an ongoing conversation</i>
	<i>Always able to use vocabulary related to a particular topic.</i>	<i>Rarely able to use vocabulary related to a particular topic.</i>	<i>Unable to use vocabulary related to a particular topic.</i>
	<i>Able to ask the meaning of a word</i>	<i>Rarely asks the meaning of a word</i>	<i>Not confident to ask the meaning of a word</i>
	<i>Ability to give comprehensive response.</i>	<i>Rarely able to give comprehensive response.</i>	<i>Unable to give comprehensive response.</i>

	<i>Shows curiosity and motivation.</i>	<i>Rarely shows curiosity and motivation.</i>	<i>Never shows curiosity or motivation.</i>
Listening skills	<i>When listening, the child always anticipates and fills in a word or a phrase.</i>	<i>When listening, the child anticipates and fills in a word very rarely</i>	<i>When listening, the child is unable to anticipate and fill in a word or a phrase</i>
	<i>Ability to listen and repeat the same letters and pictures.</i>	<i>Able to listen but rarely repeats the same letters and pictures.</i>	<i>Able to listen but not repeating the same letters and pictures.</i>
	<i>Shows interest when a book is read aloud.</i>	<i>Rarely shows interest when book a is read aloud.</i>	<i>Never shows interest when a book is read aloud.</i>
	<i>Pays attention during ongoing lessons.</i>	<i>Rarely pays attention during ongoing lessons.</i>	<i>Never pays attention during ongoing lessons.</i>
	<i>Pays closer attention to teacher's instructions.</i>	<i>Rarely pays attention to teacher's instructions.</i>	<i>Never pays attention to teacher's instructions.</i>
	<i>Ability to listen for sound at the beginning of letters and words.</i>	<i>Rarely listens for sound at the beginning of letters and words.</i>	<i>Is not able to listen for sound at the beginning of letters and word.</i>
	Writing skills	<i>Ability to write letters to its corresponding pictures.</i>	<i>Rarely to writes letters to its corresponding pictures.</i>
<i>Ability to write recognizable letters neatly.</i>		<i>Able to write recognizable letters (only with help)</i>	<i>Unable to write recognizable letters</i>
<i>Legibly writes letters A to A: neatly and independently.</i>		<i>Able to write letter A to A: (With help)</i>	<i>Unable to write letters A to A:</i>
<i>Always writes neatly and legibly.</i>		<i>Rarely writes neatly and legibly.</i>	<i>Unable to write neatly and legibly.</i>
<i>Ability to match letters to its pictures.</i>		<i>Rarely able to match letters to its pictures.</i>	<i>Unable to match letters to its pictures.</i>

FRENCH

	MASTER (A)	PROGRESSING (B)	NEEDS IMPROVEMENT (C)
PHONOLOGICAL AWARENESS	<i>Able to vocalize the sound and action of the letters</i>	<i>Able to vocalize the sound and action of only a few letters</i>	<i>Unable to vocalize the sound and action of the letters</i>
	<i>Able to correspond the letter to the sound</i>	<i>Able to correspond the letter to only a few sounds</i>	<i>Unable to correspond the letter to the sound</i>
	<i>Able to identify where the letter is being used (beginning or end)</i>	<i>Able to identify where only a few letters are being used (beginning)</i>	<i>Unable to identify where the letter is being used (beginning or end)</i>
	<i>Identifies all the names of the letters in a random order</i>	<i>Identifies only a few names of the letters in a random order</i>	<i>Not able to identify names of the letters in a random order</i>
	<i>Ability to state more than three words starting with the same letter</i>	<i>Able to state only 2 words starting with the same letter</i>	<i>Unable to state words starting with the same letter</i>
	<i>Ability to state A to Z (using letter names)</i>	<i>Partially able to state A to Z (using letter names)</i>	<i>Unable to state A to Z (using letter names)</i>
Vocabulary/ Communication skills	<i>Ability to state two words beginning with the same letter.</i>	<i>Able to state only one word beginning with the same letter.</i>	<i>Unable to state even one word beginning with the same letter.</i>
	<i>Always able to contribute to an ongoing conversation</i>	<i>Rarely able to contribute to an ongoing conversation</i>	<i>Unable to contribute to an ongoing conversation</i>
	<i>Ability to ask the meaning of a word</i>	<i>Rarely asks the meaning of a word</i>	<i>Not confident to ask the meaning of a word</i>
Listening skills	<i>When listening, the child always anticipates and fills in a word or a phrase.</i>	<i>When listening, the child anticipates and fills in a word or a phrase very rarely</i>	<i>When listening, the child is unable to anticipate and fill in a word or phrase.</i>
	<i>Ability to listen and repeat the same words or sentences</i>	<i>Able to listen but rarely repeats the same words or sentences</i>	<i>Able to listen but not repeating the same words or sentences</i>

Demonstrating knowledge about books	<i>Ability to hold a book right-side-up, turns the pages to find the correct page independently</i>	<i>Able to hold a book right-side-up and to turn the pages but needs help to find the correct page</i>	<i>Able to hold a book right-side-up but unable to turn the pages to find the correct page.</i>
	<i>Always shows interest when a book is read aloud</i>	<i>Rarely shows interest when a book is read aloud</i>	<i>Keeps fidgeting when a book is read aloud.</i>
	<i>Ability to point to the picture in a book and follows while picture reading</i>	<i>Able to point to the picture in a book and but unable to follow while picture reading</i>	<i>Unable to point to the picture in a book and follow while picture reading</i>
	<i>Always able to notice the attention to print.</i>	<i>Rarely able to notice the attention to print.</i>	<i>Unable to notice the attention to print.</i>
	<i>Always able to say what a picture or symbol represents.</i>	<i>Rarely able to say what a picture or symbol represents.</i>	<i>Unable to say what a picture or symbol represents.</i>
Writing skills	<i>Ability to write recognizable cursive letters neatly and independently</i>	<i>Able to write recognizable cursive letters (only with help)</i>	<i>Unable to write recognizable cursive letters</i>
	<i>Ability to write cursive a to z in order very neatly and independently</i>	<i>Able to write cursive a to z in order (only with help)</i>	<i>Unable to write cursive a to z in order</i>

NURSERY RHYMES

S I NO:	MASTER (A)	PROGRESSING (B)	NEEDS IMOROVEMENT (C)
1	<i>Ability to recite the rhyme independently</i>	<i>Mostly able to recite some of the poem and refers often</i>	<i>Unable to recite the rhyme independently</i>
2	<i>Voice is loud and clear</i>	<i>Voice is loud but not clear</i>	<i>Voice is neither loud nor clear</i>
3	<i>Ability to recite rhymes with actions, movements and facial expressions all the time</i>	<i>Mostly able to recite rhymes with movements and actions but unable to show facial expressions</i>	<i>Unable to recite a rhyme with movement, action and facial expressions</i>
4	<i>Excellent pronunciation.</i>	<i>Pronunciation is satisfactory</i>	<i>Needs improvement in pronunciation.</i>

STORY TELLING

MASTER (A)	PROGRESSING (B)	NEEDS IMPROVEMENT (C)
<i>Ability to understand and memorize the story completely.</i>	<i>Partially able to memorize the story.</i>	<i>Unable to memorize the story.</i>
<i>Excellent pronunciation.</i>	<i>Pronunciation is satisfactory</i>	<i>Needs improvement in pronunciation.</i>
<i>Voice is loud and clear.</i>	<i>Satisfactory</i>	<i>Needs improvement</i>
<i>Excellent facial expressions.</i>	<i>Satisfactory</i>	<i>Needs improvement</i>

ART & CRAFT

MASTER (A)	PROGRESSING (B)	NEEDS IMPROVEMENT (C)
<i>Able to identify colors completely.</i>	<i>Partially able to identify colors.</i>	<i>Unable to identify the colors.</i>
<i>Follows directions.</i>	<i>Partially Follows directions.</i>	<i>Unable to follow directions.</i>
<i>Colours neatly.</i>	<i>Satisfactory colouring</i>	<i>Needs improvement in colouring.</i>
<i>Excellent creativity.</i>	<i>Satisfactory</i>	<i>Creativity needs improvement</i>