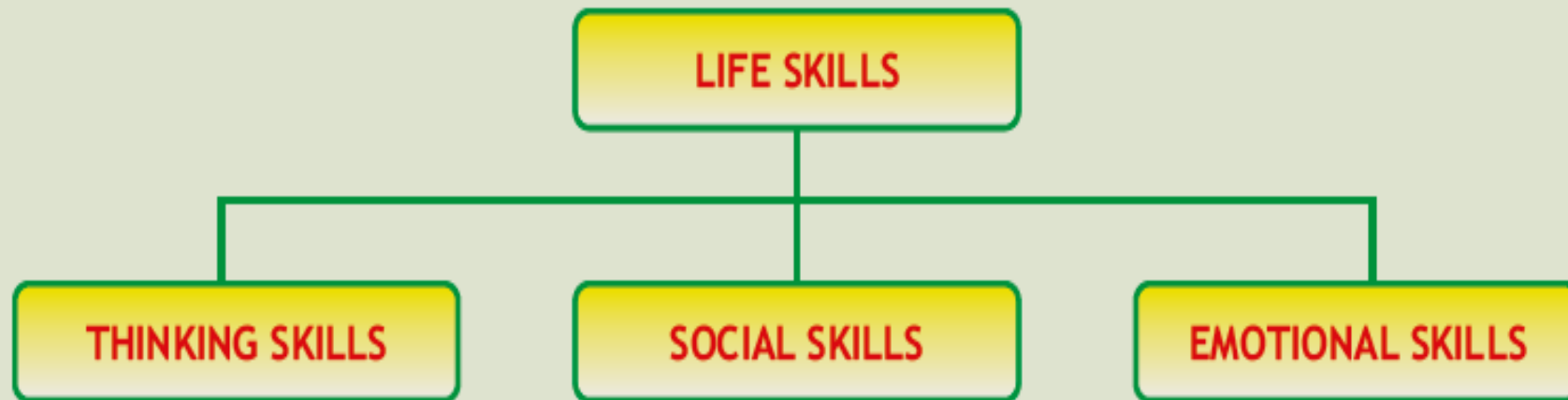


Assessment of Life Skills: 2A



- Self Awareness
- Problem Solving
- Dealing with Stress

- Interpersonal relationships
- Decision Making
- Creative Thinking

- Managing Feelings/emotions
- Communication Skills
- Empathy

TOOLS/TECHNIQUES USED

- Checklist
- Observation
- Portfolios
- Anecdotal Records

Grading Scale : The five-point grading scale is given below

<i>Most</i> indicators in a skill	A*
<i>Many</i> indicators in a skill	A
<i>Some</i> indicators in a skill	B
<i>Few</i> indicators in a skill	C
<i>Very few</i> indicators in a skill	D

About Life Skills :Part 2A

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 his/her present actions on others. They should 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.

Assessment of Life Skills: PART 2A

Skills	Aspects of Evaluation
Achievement Life Skills Thinking Skills <ul style="list-style-type: none">• <i>Self Awareness,</i>• <i>Problem Solving,</i>• <i>Decision Making,</i>• <i>Critical Thinking,</i>• <i>Creative Thinking.</i> Social Skills <ul style="list-style-type: none">• <i>Interpersonal relationships,</i>• <i>Effective Communication,</i>• <i>Empathy</i> Emotional skills <ul style="list-style-type: none">• <i>Managing Feelings/ emotions,</i>• <i>Dealing with stress.</i>	Tools and Techniques of Evaluation <ul style="list-style-type: none">• Checklists• Observation• Anecdotal Record• Portfolios <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">• Participation• Interest• Motivation

Checklists for Life Skills

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?

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?

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?

Towards School Programmes

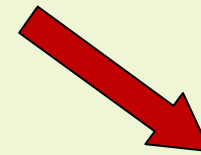
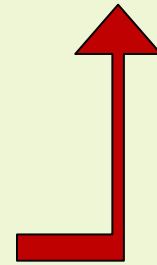
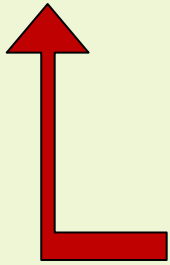
Towards Teachers

Value Systems

**PART 2B :
ATTITUDES AND VALUES**

Towards Environment

Towards school mates



Co-Scholastic Areas 2B: Attitudes & Values

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

Co-Scholastic Areas: Attitudes & Values

Attitudes And Values	Indicators of Assessment	Grading Scale A*, A, B
Towards teachers	<ul style="list-style-type: none"> • Shows respect and courtesy at all times inside and outside the classroom • Demonstrates attitudes that are positive and conducive to learning • Takes criticism in the right spirit • Respects and follows class teacher and school rules 	<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>
Towards school	<ul style="list-style-type: none"> • Shares a healthy rapport with peers/ mates • Is able to interact effectively with classmates • Is able to express/contribute ideas and opinions in a group 	<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>
Towards School Programmes	<ul style="list-style-type: none"> • Is punctual and regular in attending school programmes • Participates and volunteers often for school programmes • Delivers a job assigned effectively and responsibly • Displays a healthy school spirit • Displays leadership skills • Inspires others to participate in school programmes 	<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>

Co-Scholastic Areas: Attitudes & Values

Attitudes And Values	Indicators of Assessment	Grading Scale A*, A, B
Towards Environment	<ul style="list-style-type: none"> • Respects school property • Aware of / sensitive to the threats posed to nature by mankind, shows responsibility towards the environment, is environmentally sensitive • Participates in school driven activities relating to care for the environment • Participates in community driven activities relating to care for the environment • Takes the initiative and plans activities directed towards the betterment of the environment • Cares for others, respect life, respect Mother Earth, love for one's own country. 	<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>
Value Systems	<ul style="list-style-type: none"> • Understands the need for rules and follows them • Honest and ethical exhibits Integrity • Has Self - respect • Polite, courteous to everyone • Exhibits leadership • Respects diversity (<i>culture, opinions, beliefs, abilities</i>), respects the opposite sex 	<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>

CO-SCHOLASTIC : PART 3 A

■ LIFE SKILLS

■ OUTDOOR
ACTIVITIES

■ SCIENTIFIC

■ AESTHETIC



■ ATTITUDE & VALUES

■ CREATIVE &
LITERARY



■ CLUBS
(ECO & HEALTH)

■ PERFORMING ARTS

Co-Scholastic Areas: Co-Curricular Activities

Participation and Achievement	Techniques and Tools of Evaluation
<p>Literary & Creative Skills</p> <ul style="list-style-type: none"> • Debate • Declamation • Creative Writing • Recitation • Drawing • Poster - Making 	<p>Observation over a period of time</p> <p>Anecdotal Record Forms (recorded in register)</p> <p>Three point grading scales for each item will all points defined.</p> <p>Periodicity of Evaluation</p> <p>Continuous observations to be recorded in the Anecdotal Record Forms</p> <p>Consolidation of observations twice in an academic session for</p>
<p>Scientific Skills</p> <ul style="list-style-type: none"> • Science Club • Projects • Maths Club • Science Quiz • Science Exhibition • Olympiads 	<p>Every student will be required to choose any two activities from different Areas.</p>

Co-Scholastic Areas: Co-Curricular Activities

Participation and Achievement	Techniques and Tools of Evaluation
<p>Aesthetic Skills</p> <ul style="list-style-type: none">• Music Vocal• Instrumental• Dance• Drama• Craft	<ul style="list-style-type: none">• Participates actively in activities that involve arts (<i>visual and performing</i>) at school/ inter school/ state/ national /international levels• Takes the initiative to plan and drive various creative events like plays, art competitions, mural painting, dances, music festivals etc.
<p>Clubs (<i>Eco, Health and Wellness and others</i>)</p>	<ul style="list-style-type: none">• Participates actively in activities that involve clubs at school/ inter school/state/ national/ international levels, is an enthusiastic member of the Club• Takes the initiative to plan and drive various creative events like festivals, environment week, fund raisers, seminars, quizzes etc.

Co-Scholastic : Indicators of Assessment

Skill Area	Indicators of Assessment	Rating Scale A*, A, B
Literary & Creative Skills	Participates actively in literary and creative skills activities at school/ inter school/state/ national /international levels.	Most indicators in a Skill-A+
	<ul style="list-style-type: none"> • Takes the initiative to plan and drive various literary events like debates, recitation, book review & club activities. 	Many indicators in a skill -A
	<ul style="list-style-type: none"> • Is a member of the student council/school prefect etc. and helps/organize events in that capacity. 	Some indicators in a Skill-B
Scientific Skills	Participates actively in scientific activities at school/ inter-school/state / national/international levels	Most indicators in a Skill-A+
	Takes the initiative to plan and drive various science related events like quizzes, seminars, model-making etc.	Many indicators in a skill -A
	<ul style="list-style-type: none"> • Is a member of the student council/ school prefect etc. and helps organize events in that capacity 	Some indicators in a Skill-B

Co-Scholastic : Indicators of Assessment

Aesthetic Skills and Performing Arts



- Participates actively in activities that involve arts (*visual and performing*) at school/ inter school/ state/ national /international levels
- Takes the initiative to plan and drive various creative events like plays, art competitions, mural painting, dances, music festivals etc.
- Is a member of the student council/school prefect etc. and helps organize events in that capacity

Most indicators in a Skill-A+

Many indicators in a skill-A

Some indicators in a skill- B

Clubs (*Eco, Health and Wellness and others*)

- Participates actively in activities that involve clubs at school/ inter school/state/ national/ international levels, is an enthusiastic member of the Club
- Takes the initiative to plan and drive various creative events like festivals, environment week, fund raisers, seminars, quizzes etc.
- Is a member of the student council/school prefect etc. and helps organize events in that capacity

Most indicators in a Skill-A+

Many indicators in a skill-A

Some indicators in a skill- B

Gymnastics

Yoga

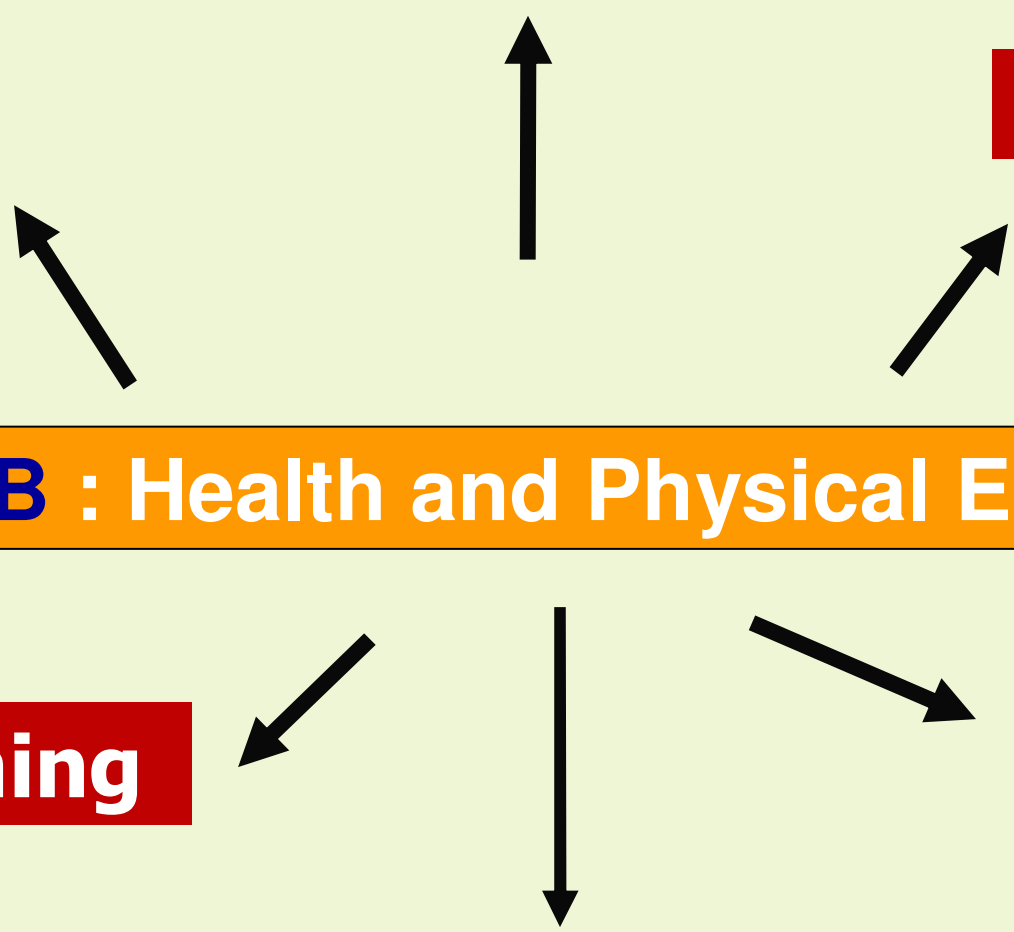
First aid

Part - 3B : Health and Physical Education

Swimming

Gardening

NCC/NSS/Scouting and Guiding



Co-Scholastic : Health & Physical Education

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

Part 3 B	Descriptive Indicators	Grading scales A*, A, B
<p>Sports/indigenous games/Swimming/ Gymnastics</p>	<ul style="list-style-type: none"> • Displays an innate talent in an identified sport. • Demonstrates Endurance (<i>is able to perform a skill for a long period of time</i>) • Displays Strength (<i>ability to produce force</i>) 	<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>

Co-Scholastic : Health & Physical Education

NCC/NSS/Scouting and Guiding

- Shows an inclination to serve people less fortunate
- Shows a keen involvement in the activity undertaken
- Discharges tasks assigned effectively
- Shows initiative in trying new ways to improve activities or add new ones
- Displays leadership skills
- Displays a high level of responsibility
- Is an inspiration or is able to inspire other members of the school/community

Most indicators in a Skill-A+

Many indicators in a skill-A

Some indicators in a skill- B



Co-Scholastic : Health & Physical Education

<p>Swimming</p>	<ul style="list-style-type: none"> • All characteristics as listed in sports • Has undergone training/ coaching • Has represented house/ school/state/nation. 	<p>Most indicators in a Skill-A+</p> <p><i>Many indicators in a Skill-A</i></p> <p><i>Some indications in Skill-B</i></p>
<p>Gymnastics</p>	<ul style="list-style-type: none"> • All characteristics as listed in sports • Has undergone training/ coaching • Has represented house/ school/ state/nation in gymnastics. 	<p>Most indicators in a Skill-A+</p> <p><i>Many indicators in a Skill-A</i></p> <p><i>Some indications in Skill-B</i></p>
<p>Yoga</p>	<ul style="list-style-type: none"> • All characteristics as listed in sports • Shows keenness and interest • Is able to relax completely during exercises. 	<p>Most indicators in a Skill-A+</p> <p><i>Many indicators in a Skill-A</i></p> <p><i>Some indications in Skill-B</i></p>



Co-Scholastic : Health & Physical Education

First Aid	<ul style="list-style-type: none">• Has undergone basic/higher level training• Shows an interest and an aptitude to administer First aid• Shows patience and the tenacity to handle difficult/unpleasant situations	<p>Most indicators in a Skill-A+</p> <p><i>Many indicators in a Skill-A</i></p> <p><i>Some indications in Skill-B</i></p>
Gardening	<ul style="list-style-type: none">• Shows keenness and interest in Gardening• Is aware of types of plants and the time of the year during which they are planted/grow/flower• Is able to look after plants well	<p>Most indicators in a Skill-A+</p> <p><i>Many indicators in a Skill-A</i></p> <p><i>Some indications in Skill-B</i></p>

