

## CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC BRANCH, SHIKSHA SADAN  
17, ROUSE AVENUE, NEW DELHI-110002

**Circular No.05/04**

13th February, 2004

No. CBSE/D(A)/PA/04

Dear Principal,

### **Sub: Continuous and Comprehensive Evaluation Reg**

Greetings from CBSE! As you might have noticed from the address printed above, there is a change in the address of the Academic Branch. It has now shifted from the erstwhile building of 17-B, I.P. Estate, New Delhi to its own building at Shiksha Sadan in the address given above. You are requested to kindly note the above change in address. The Board fervently hopes that the housing of the Academic Branch in its own building will facilitate to bring about more focused academic activities to catalyze the affiliated schools to actively and progressively participate in a meaningful journey towards the knowledge society.

As you are well aware, the Board has been addressing to several academic issues to empower the schools in enabling the students to realize their holistic potential in the process of learning. The Board has always believed that learning is a joyful experience and enables the learner to find the meaning and significance of life. It helps to discover the unfathomed oceans of knowledge and nurture the latent and creative potential in the learner. In a joyful learning environment the curiosity, the sense of enterprise and adventurism, the desire for creativity, the desire to cooperate and coexist is aroused. The learner feels less threatened and hence works in an atmosphere free from fear and stress. In turn, this objectives of the curriculum and its mode of transaction, therefore, have to focus in the achievement of the above goals.

Of late, the unwarranted overemphasis on the concept of examinations has created an artificial atmosphere of threat and unhealthy competition. This appears to have the negated the basic objectives of the educational process and the assimilation of information for scoring in examination has nullified the several vital components and competencies to be acquired in the process of learning. The concept of Pass and Failure at primary level has not played the desired diagnostic role, rather has acted as a deterrent to the joyful learning by creating a psychological roadblock.

In many cases, in spite of many success stories in physical, emotional, social and spiritual platforms, the learner is negated as a failure for want of scores in a single subject where he has no motivation due to one or the other reasons. The objective appears to be to identify what the learner is not capable of rather than what he is, which basically is an antithesis to the educational process.

The Board certainly believes that evaluation of the learner has to be done in context during the process of continuous learning as it plays a facilitative and supportive role. The fear and threat of the examination has to be minimized so that learning takes place in a stress free atmosphere. It is in this context, the Board had through its earlier circular No.7 dated 9th February, 2003 invited the attention of the schools to do away with the terminal examinations upto class V and also to initiate the process of continuous and comprehensive evaluation upto class





VIII. The Board is pleased to note that the affiliated schools have responded quite positively to the above views and many schools have already implemented the same. It is reiterated that there is an urgent need to take this important academic initiative so that the students in all the affiliated schools have the necessary uniform stress free environment. The schools should desist from assessing the students on the basis of terminal examinations and move towards the continuous and comprehensive evaluation of the students without, as far as possible, any pass fail. If any student fails to obtain the minimum level of learning the same can be repeated 1 in the subsequent class in a progressive manner.

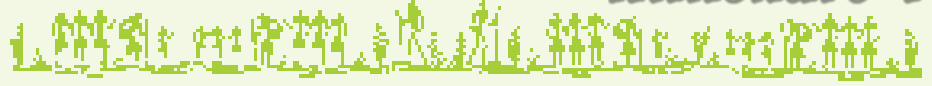
As informed In the earlier circular, it is again reiterated that the schools should desist from giving home work to the students upto class II so that the time is gainfully used by the students for effective interation with the members of the family and in enriching their interpersonal relationships and emotional edifice. The Board is also working on certain guidelines to schools in this regard and would be made available to schools in due course.

The Board feels that the schools should provide more and better opportunities in learning of liberal arts including music, painting, dances and folk arts in schools at the primary level so that there is a broad-based learning empowering the emotional intelligence of the learners. This would be of immense help in fighting the consumerist needs at the individual and societal level.

The objectives of Indian Education have always been to enhance the holistic profile of the individual built on a strong value base. The CBSE has been contributing significantly in this direction with the assistance of all its affiliated schools.

In order to acquire leadership in the knowledge society, we need to take positive and meaningful steps wherein our human resources will have the necessary competencies required for a long lasting performance. All the affiliated schools are partners with the CBSE in this responsible task. We do hope that the affiliated schools will join hands to develop human resources that would make our future generation successful in a global competitive situation.

**Yours faithfully,**  
**(G. BALASUBRAMANIAN)**  
**DIRECTOR (ACADEMIC)**



## CENTRAL BOARD OF SECONDARY EDUCATION Academic Branch, Shiksha Sadan 17, Rouse Avenue, New Delhi-110002

D(A)/CCE/04

Circular No: 18/04  
29th March, 2004

To  
All Heads of Institutions  
Affiliated to CBSE  
Dear Principal,

### **Sub : Continuous and Comprehensive Evaluation in Primary classes**

As you are well aware, the Board had already intimated through earlier notifications on the need and urgency of introducing continuous and comprehensive evaluation in the Primary classes. The objective of this exercise is to shift the focus of academic activities towards enrichment of the total personality of the learners and to facilitate the learners to address to various facets of learning encompassing the cognitive, affective and psychomotor domains. This also should help in distressing learning so that undue focus is not given to the terminal examinations.

Though various initiatives have been taken by many schools at their own level to include several of these elements in their school reporting systems, it is important that certain amount of uniformity is established across the schools affiliated to the Board. It is in this context that the Board has brought out a model of the SCHOOL ACHIEVEMENT RECORD for the primary classes. The Board has prescribed two different formats - one for classes I and II; and the other for classes III to V keeping in view the different competency requirements of the learners of these classes. It has also been informed earlier that the affiliated schools should stop the Pass- Fail system for the classes I and II and should have a continuous and comprehensive evaluation for classes III and V. The schools should progressively stop the pass-fail system upto class V. It is important to note that the schools should find adequate time and opportunities to identify the aptitudes and attitudes of the learners - to help them on what they are capable of performing rather than what they are not capable of performing.

The Board has also given certain broad guidelines at the last page of the formats. The schools are advised to get them printed at their own schools in the same size as has been brought out. The cooperation of the schools in the successful implementation of this scheme will help in bringing about the much desired changes in the educational scenario of this country.

Yours faithfully,  
**(G. Balasubramanian)**  
Director (Academic)





**CENTRAL BOARD OF SECONDARY EDUCATION**

**17, Rouse Avenue, New Delhi-110002**

D(A)/CCE/04

12th June, 2004

Circular No: 25/04

To  
All Heads of Institutions  
Affiliated to CBSE  
Dear Principal,

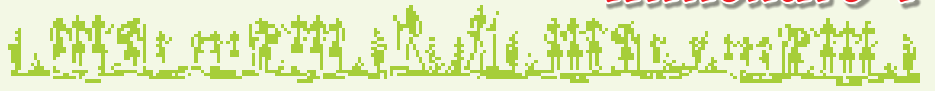
**Sub: Achievement Record for Classes I to V - Reg.**

As you are aware, the Board had suggested to the schools introduction of Continuous and comprehensive evaluation for classes I to V. The objective of the same was to evaluate the learner in a holistic manner so that the latent competencies are reflected appropriately in their report. It would also help in identifying their positive attributes and encouraging them rather than identifying what they are not capable of.

I am pleased to forward to you two formats of the same - one for the classes I and II and another for classes III to V. You are advised to get them primed appropriately for your school preferably in A4 format in 130 gsm art card paper in order to maintain basic uniformity among the schools. You may choose the dour suitable for your school- preferably-one colour for classes I and II and another for classes III to V.

The Board fervently hopes that the introduction of this system will have its consequent impact on the learning environment in the school and will facilitate the learner to grow in a more holistic manner.

Yours faithfully,  
**(G. Balasubramanian)**  
Director (Academic)



**NAME OF THE SCHOOL  
ACHIEVEMENT RECORD**

(Academic Year.....to.....)

**Class I & II**

Name	:	_____
Class	:	_____ Section _____
Date of Birth	:	_____
Admn. No.	:	_____
Residential Address	:	_____
	:	_____
Telephone No.	:	_____
Specimen Signature of Parent/Guardian	:	_____





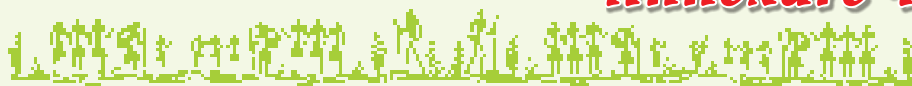
## A. LANGUAGES

English		Evaluation 1	Evaluation 2	Evaluation 3
01.	<b>Reading Skills</b> * Pronunciation * Fluency * Comprehension			
02.	<b>Writing Skills</b> * Creative writing * Handwriting * Grammar * Spellings * Vocabulary			
03.	<b>Speaking Skills</b> * Conversation * Recitation			
04.	<b>Listening skills</b> * Comprehension			

Hindi/Mothertongue		Evaluation 1	Evaluation 2	Evaluation 3
01.	Reading Skills * Pronunciation * Fluency * Comprehension			
02.	Writing Skills * Creative writing * Handwriting * Grammar * Spellings * Vocabulary			
03.	Speaking Skills * Conversation * Recitation			
04.	Listening skills * Comprehension			

## B. MATHEMATICS

	Aspects	Evaluation 1	Evaluation 2	Evaluation 3
*	Concept			
*	Activity			
*	Tables			
*	Mental ability			



### C. ENVIRONMENTAL SCIENCE

	Aspects	Evaluation 1	Evaluation 2	Evaluation 3
*	Environmental Sensitivity			
*	Activity / Project			
*	Group discussion			

### D. CO-CURRICULAR ACTIVITIES

	Games	Evaluation 1	Evaluation 2	Evaluation 3
*	Enthusiasm			
*	Discipline			
*	Team spirit			
*	Talent			

	Art/Craft	Evaluation 1	Evaluation 2	Evaluation 3
*	Interest			
*	Creativity			
*	Skill			

	Music / Dance	Evaluation 1	Evaluation 2	Evaluation 3
*	Interest			
*	Rhythm			
*	Melody			

### E. PERSONALITY DEVELOPMENT

	Personal and Social Traits	Evaluation 1	Evaluation 2	Evaluation 3
01.	Courteousness			
02.	Confidence			
03.	Care of belongings			
04.	Neatness			
05.	Regularity and Punctuality			
06.	Initiative			
07.	Sharing and Caring			
08.	Respect for other's property			
09.	Self - Control			

### F. HEALTH

	Aspects	Evaluation 1	Evaluation 2	Evaluation 3
*	Height (Cms.)			
*	weight (Kg.)			



**Evaluation 1**

Specific Participation

General Remarks

Attendance

**Class Teacher**

**Principal**

**Parent**

Evaluation 2

Specific Participation

General Remarks

Attendance

**Class Teacher**

**Principal**

**Parent**

Evaluation 3

Specific Participation

General Remarks

Attendance



Congratulations Promoted to Class .....

New Session Begins on .....

**Class Teacher**

**Principal**

**Parent**





### **GUIDELINES TO SCHOOLS**

1. The objective of the Achievement Record is to facilitate holistic learning in the school in a stress-free environment.
2. The continuous and comprehensive evaluation should be spread over the year and at least three assessments should be made during the years.
3. The focus should be on identifying the talents of the learner and to empower him with positive inputs.
4. No negative observations shall be made in the assessment format.
5. The Board recommends a five point scale for indicating the achievements in the following order:
  - A\* OUTSTANDING
  - A EXCELLENT
  - B VERY GOOD
  - C GOOD
  - D AVERAGE



**NAME OF THE SCHOOL**  
**ACHIEVEMENT RECORD**

(Academic Year ..... to ..... )

**Class III & IV & V**

Name	:	_____
Class	:	_____ Section _____
Date of Birth	:	_____
Admn. No.	:	_____
Residential Address	:	_____ _____
Telephone No.	:	_____
Specimen Signature of Parent/Guardian	:	_____



## LANGUAGES

English		Evaluation 1	Evaluation 2	Evaluation 3
01.	<b>Reading Skills</b> * Pronunciation * Auency * Comprehension			
02.	<b>Writing Skills</b> * Creative writing * Handwiting * Grammar * Spellings * Vocabulary			
03.	<b>Speaking Skills</b> * Conversation * Recitation			
04.	<b>Listening skills</b> * Comprehension			
05.	<b>Extra Reading</b>			
06.	<b>Activity/Project</b>			

Hindi/Mother tongue		Evaluation 1	Evaluation 2	Evaluation 3
01.	<b>Reading Skills</b> * Pronunciation * Fluency * Comprehension			
02.	<b>Writing Skills</b> * Creative writing * Handwriting * Grammar * Spellings * Vocabulary			
03.	<b>Speaking Skills</b> * Conversation * Recitation			





04.	<b>Listening skills</b> * Comprehension			
05	<b>Extra Reading</b>			

## B. MATHEMATICS

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
* Concept			
* Activity			
* Tables			
* Mentalability			
* Written work			

## C. ENVIRONMENTAL SCIENCE / SCIENCE

Environmental Science	Evaluation 1	Evaluation 2	Evaluation 3
* Environmental Sensitivity			
* Activity / Project			
* Group Discussion			
* Written work			

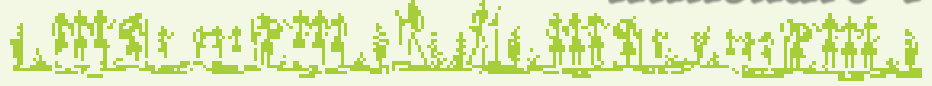
Science	Evaluation 1	Evaluation 2	Evaluation 3
* Concept			
* Activity / Project			
* Scientitic Skills			
* Group Discussion			

## D. COMPUTER

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
* Skill			
* Aptitude			

## E. CO-CURRICULAR ACTIVITIES

Games	Evaluation 1	Evaluation 2	Evaluation 3
* Enthusiasm			
* Discipline			
* Team Spirit			
* Talent			



## CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092

No.D(A)/PA/CCE/2004

15th September, 2004

Circular No: 31/2004

To

All the Heads of Institutions affiliated to CBSE

**Subject: Continuous and comprehensive evaluation in Primary Classes - Reg**

Dear Principal,

- i) Circular No.6  
dt.8.2.2003
- ii) Circular  
No.5/04  
dt.5.2.04

As you are well aware, the Board has been time and again drawing the attention of the school community through the circulars mentioned in the margin to the urgency of providing a stress free education to the students in the primary sections of school. While the causes that contribute to the stress are many, some of them are quite tangible and it is possible to take such measures that would minimize the stress, if not totally eliminate the same.

One of the major contributors to the stress is the size of the school bag. This has been brought to the attention of the entire country by the Yashpal Committee Report. Taking cognizance of the increasing number of text books prescribed by certain institutions for the students of the I and II classes in particular, the Board has always felt that the number of books and note books prescribed to the classes I and II should be as minimal as possible. Even these books and notebooks have to be left in the school classrooms so that the students do not have to carry these books home. The schools are advised to make such arrangements in the school campus that there is adequate provision for the school bags of these students being housed safely for their daily use.

In order that the psychological load of the text books is not carried home and that the students have enough time to develop other basic life skills and are enabled to develop adequate emotional rapport with the parents, the Board has also recommended that no homework is given to them. It is felt that at this age, the learning is as informal and joyous as possible so that there is time and scope for nourishing the mental health of the students. The fear that the students will not learn effectively unless they are given formal learning inputs is unfounded. The parents should be helped by the schools to understand the changing paradigm in the larger interest of their children.

Arguments are being advanced about the elimination of the Pass - Fail system at the primary classes. The Board is fully convinced that this would go a long way in eliminating the fear from the minds of the younger ones. Sometimes failing a child for the inadequate performance in one subject or the other appears to be against the very basics of the idea that every learner has certain latent talents and it is the responsibility of the education system to identify and nurture such talents.

So in brief the following action needs to be taken at the school level:

1. The students need not carry the school bags from their home and the school bag be kept in





the Desk at the school.

2. No home work up to class - II.
3. Continuous and Comprehensive Evaluation with no Pass-Fail criteria up to class - V. The students achievement record need to be formulated accordingly and the Board has already forwarded two formats for the same vide circular no. 25/04 dated 12.06.2004- one for the classes I and II and another for classes III to V. So up to class-II, two year profile of the students be maintained and for students in class III to V three year profile of the students be maintained.

In order to facilitate the schools to focus on the holistic development of the students, from class I to V the Board has brought out the guidelines to schools in the form of “Alternatives to Homework.” This priced edition of the book (Rs.75/-) is being sent as a complimentary copy to all the affiliated schools. Additional copies, if any, required can be purchased by the schools from the book stores of the CBSE at its Headquarters or the Regional offices. As could be seen from this book, the Board has provided a series of activities which would help the students to develop confidence and competence. The Life skills and ‘core values have to be developed among the students and in this arduous task, the role and the responsibility of the parents and the family cannot be marginalized. The schools have to ensure the cooperation of parents in discharging this task of human resource development.

The Board has also advised the schools to reflect the profile of the students in the prescribed format of the Achievement record. The profile of the students may be reflected in a five point scale as shown in the format. The absolute marks be translated into grade in academic assessment. A guideline in this regard for changing absolute marks to grading is being circulated shortly. The above instructions have to be followed by all the schools as these are in total conformity with the broadly defined educational policies of the Government of India.

These decisions of the Board are to be viewed not in isolation, but as a part of a series of initiatives taken by the Board in the continuum of the educational reforms. The Board would appreciate, if the schools would carry ahead these initiatives up to the middle school level (for classes VI to VIII). The Board would also shortly come with formats of Achievement Records for the classes VI to VIII based on the ‘concept of continuous and comprehensive evaluation and on a seven point scale.

The cooperation of the schools in early and effective implementation of these instructions in their respective schools would help in achieving the cherished goals of making our younger generation thoughtful, imaginative, creative and productive.

Yours faithfully,  
**(G.BALASUBRAMANIAN)**  
DIRECTOR (ACADEMIC)



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092**

Acad./Dir (Acad.)/2004

12th April, 2005  
Circular No: 21/2005

**The Heads  
of all CBSE affiliated institutions**

**Dear Principal,**

As you are aware the Board, vide its circular No.25/04 dated 12th June, 2004 had forwarded two formats of the achievement records for classes I and II and III to V signifying the introduction of continuous and comprehensive evaluation at primary level.

The earlier exposure to the scheme at secondary level facilitated the schools in implementing this scheme at primary level. Though the main features of the scheme remain the same the Board is sending additional guidelines to help you in evaluating the primary students. The Rating Scales given therein will help in proper placement of students performance in different scholastic and co-scholastic areas for awarding grades.

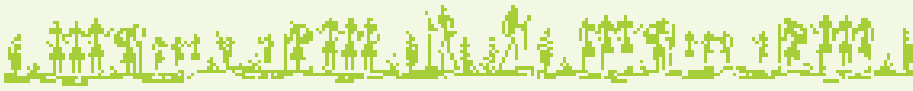
I would like to reiterate that the main purpose of introducing this scheme is to nourish and nurture the many facets of the child's growth. We should jointly endeavour to restore the happiness and joy of learning in the formative years of childhood.

With best wishes,

Yours faithfully,

**(G. BALASUBRAMANIAN)**  
DIRECTOR (ACADEMIC)





## **GUIDELINES ON CONTINUOUS AND COMPREHENSIVE EVALUATION AT PRIMARY LEVEL THE BACKGROUND**

Over the years, educationists and other concerned persons have felt the need. for overhauling of the educational system in general and evaluation system in particular. This concern was also reflected in National Policy on education (NPE) 1986 and Programme of Action (POA) 1992 when the nation focussed on quality of education. One of the recommendations of policy was the introduction of Continuous and Comprehensive Evaluation (CCE) in schools. Further it was included in National Curriculum Framework for School Education (NCFSE) 2000 as School Based Evaluation which has its roots in the concept of CCE. Continuous and Comprehensive Evaluation (CCE) as the name implies is a developmental process of assessment which emphasizes on two fold objectives - continuity and evaluation on the one hand and assessment of broad range of instructional outcomes on the other.

### **THE BEGINNING....**

The Central Board of Secondary Education first launched the scheme of school-based evaluation at secondary level from the academic session for class IX beginning in April 1998.

Supplementing the Board's secondary school certificate, the comprehensive school based evaluation certificate records students' achievement in the areas of physical development, emotional development and aesthetic development apart from cognitive development. By recognizing, appreciating and evaluating their personal and social qualities, attitudes and interests, the Board has moved closer to students in motivating them to overcome their inhibitions and realize their true potential.

### **EXTENSION OF THE SCHEME AT PRIMARY STAGE**

Encouraged by the success of this endeavor, the Board decided to extend this scheme at primary level and advised the schools to desist from the existing pass-fail system based on terminal examination. The Board has also circulated a copy of Achievement Record to schools as a model to adopt. The schools have been given the necessary flexibility to incorporate changes suiting to local requirements.

The document is aimed at providing a holistic picture of the learner and would not give any negative input about the performance of the learner. The objective is to bring continuous improvement in the performance of a learner through constant diagnosis of gaps and difficulties in learning and helping the learner in overcoming them through remediation of instructions.

### **REPORTING STUDENTS' ACHIEVEMENT**

While reporting students' achievement in different areas, indirect grading in absolute scale having five points may be used. The grades will stand for the following distribution of marks:

A*	Outstanding	90% - 100%
A	Excellent	75% - 89%
B	Very Good	56% - 74%
C	Good	35% - 55%
0	Scope for improvement	Below 35%



## *Annexure 4*



The grade of the child can be computed in the achievement card based on the percentage of presence of behaviour indicator in the above category of percentiles. Besides certain remarks can be made in scholastic and co-scholastic areas as well as the achievement level of the child. These remarks will help the parents and the child to provide the learning skills in that area by devoting more learning efforts.

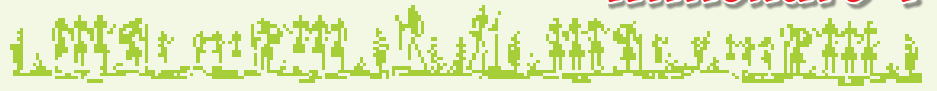
Thus, continuous and comprehensive evaluation is a useful proposition for improvement of students' achievement through continuous diagnosis, remediation, encouragement and appreciation. It requires coordinated and concerted efforts on the part of Principals, teachers and parents for the multifaceted personality development of the child. The enclosed **rating** scales are expected to help the teachers in proper placement of students in terms of the different grades.



## RATINGSCALES

## 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 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 needs occasional prompting	Can read simple sentences but takes time to read each word. Lacks fluency, speed and expression.	Cannot 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 of teacher all the time.
2. 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 a few 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.
	Handwriting (Cursive)	Is neat and legible. All letters and strokes are properly formed	Is neat and legible. Occasional	Is legible but of ten inconsistent with	Is neither legible nor consistent. Transcription has a	Writing is mainly incomprehensible and inaccurate



		and transcription is error free.	inconsistency seen in formation of letters and strokes. Transcription is error free.	his strokes and letters. Transcription has occasional errors.	number of errors.	
	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 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. Call 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.
	Vocabulary	Has a good range of vocabulary. Always uses new words in writing.	Has a good range of vocabulary. Tries to use new words many times.	Sometimes makes use of new words.	Never uses new words. Knowledge is restricted to words taught before.	Vocabulary is poor.
03. Speaking Skill	Conversation	Is fluent and spontaneous. Responds to situation	Is fluent and spontaneous most of the	Lacks spontaneity. fluency and	Can carry out a dialogue only at a very basic level.	Needs help most of the time.





			appropriately and accurately.	time. Responds to the situation appropriately but fumbles for words occasionally.	accuracy. Response time rather long. Needs prompting 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 strong 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 instruction and stories, Needs simplification or translation most of the time.	Very slow to follow class instructions Needs mother tongue translation all the time.	