

	a result after experimenting; does extensive reference work.	experimenting: does reference work.	reference work.	interested in extra reading
SCIENTIFIC SKILLS	Has a very keen observation, inquisitive approach, likes to experiment in a systematic way and draws accurate diagrams and records information correctly, carefully and systematically. Is able to analyze, draw inference and, apply information.	Has a keen observation, is inquisitive: does systematic work, and draw neat diagrams, records information correctly, carefully and systematically. Is able to analyze, draw inference and apply information	Sometimes inquires about concepts; usually does experimentation in a systematic way and draws diagrams correctly. Records information. Is able, to draw inference and apply information, with some difficulty.	Not interested in experimentation, recording or drawing inference. Not very tidy and organized in his work. Generally disinterested.
GROUP DISCUSSION	Actively participates and usually leads all group discussions. Very often makes interesting observations and adds to the points given. can analyze points critically and generate new ideas.	Actively participates. Good relations with other members. Often, makes interesting observations can analyze some points critically.	Participates sometimes. Satisfactory relations with other members. Sometimes makes interesting observations. Can analyze few points.	A passive participant. Never makes observations, unable to analyze points.
D COMPUTER EDUCATION (CLASS III-V)				
Skills	Very confident in using graphic skills, word processing skills, and operating skills.	Skilled in operating and word processing skills.	Shows excellent eye hand coordination in operating skills.	Needs help from the buddy to complete his assignments.
			uses computer to enhance his knowledge on various topics taught in class. Uses computer as a tool.	



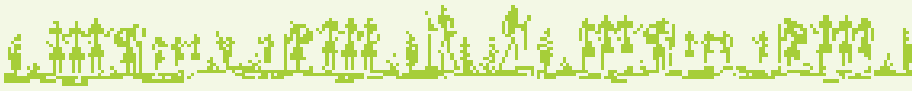
Aptitude	Excellent in selecting and using different colours, creating pictures and identifying different features of multi media in work presentations.	Shows special aptitude in using tools to create shapes and lines.	Works with confidence and handles mouse with competence.	Is able to combine text and graphics with help from teacher.	Takes time to locate keys on the keyboard.
GAMES (CLASS I-V)					
ASPECTS	A*	A	B	C	D
Enthusiasm	Plays with full intrinsic motivation	Plays with full intrinsic motivation most of the time.	Plays with zeal but of his choice games	Plays but only when only commanded	Always gives excuses
Discipline	Obeys all class discipline voluntarily and plays by following all rules of the game.	Obeys all class discipline voluntarily most of the times and plays by following all rules of the games	Obeys class discipline on command and follows rules only suited to his advantage	Obeys due to fear of punishment. Follows rules on command with displeasure	Lacks discipline
Team spirit	Has team spirit and plays for winning	Has team spirit and plays for winning most of the times	Puts his effort, individually.	Shows team harmony on and off.	Not a team player
Talent (Strength, stamina and speed)	Outstanding development of skills and displays high performance	Excellent development of skills and displays high performance most of the times	Very good skill development but performs occasionally	Average skill development	Slow skill development
ART/CRAFT CLASS I-V					
ASPECTS	A*	A	B	C	D
Interest	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art most of the times	Enjoys drawing and painting. Shows imagination sometimes.	Prefers to be guided than using his own imagination	Prefers to reproduce what is seen. Needs repeated instructions.

Creativity	Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work.	Has original drawing and innovativeness in the work, Shows more feeling and expressions in his/her work most of the times	Good at reproducing. Shows feelings and emotions	Can communicate the ideas in terms of effect and appeal.	Lacks creativity and looks for ideas and instructions from the teachers.
Skill	Excellent development of skills and high performance	Excellent development of skills and high performance most of the times.	skill development is good but performs occasionally	Very slow skill development	No skills
MUSIC/DANCE (CLASS I-V)					
	A *	A	B	C	D
Interest	Always very keen to learn and follow given instructions	Very keen to learn and follow instructions most of the times.	Needs little drive to learn and start	Some time shows interest	Does not show much interest.
Rhythm	Child has a good sense of rhythm and keeps pace with the beat.	Child has a good sense of rhythm and sometimes falters in keeping pace with the beat.	Sometimes loses pace with the beat	Sometimes goes off the beat and cannot make it up	Does not have the sense of rhythm
Melody	Child has a good sense of tune	Child has a good sense of tune and goes off key occasionally	Child goes off key, sometimes can come back to time	Child has the sense of time but goes off key in higher octave	Child does not have much sense of music
PERSONALITY DEVELOPMENT					
	A *	A	B	C	D
Courteousness	Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect	Wishes others most of the times says sorry, thank you and excuse me. Stands up to give respect. Speaks politely. Never interrupts in between.	Many times wish others, say sorry, thank you and excuse me. Some times interrupts: in between. speaks politely many times.	Sometimes avoids to wish. say sorry, thank you and excuse me	A voids wishing, say sorry, thank you and excusing me. Aggressive and impolite



	Always speaks politely and uses good vocabulary Never interrupts in between	Very confident in carrying out various activities most of the times.	Confident in carrying out most of the activities.	politely Interrupts in between	
Confidence	Always very confident in carrying out various activities.	Takes care of self as well as others property most of the times	Most of the times takes care of belongings	Quite confident but needs to come up with his/her ideas.	Needs to develop confidence
Care of belongings	Always respects the belongings and takes care.	Wears proper and neat uniform Sometimes nails/hair/teeth not clean	Wears proper and neat uniform most of the times. personal	Takes care but does not bother about others	Careless about self as well as others property
Neatness	Always wears proper and neat uniform Very careful about personal hygiene	Often particular about being regular and punctual to school/classroom Often regular in doing and submitting assignments and projects	Sometimes particular about being regular and punctual. Sometimes late in submitting assignments.	Most of the times in improper uniform Often not careful about hygiene	Often untidily dressed Unkempt personal hygiene
Regularity and punctuality	Very particular about being regular and punctual to school/classroom Always regular in doing and submitting assignments and projects.	Often particular about being regular and punctual to school/classroom Often regular in doing and submitting assignments and projects	Sometimes particular about being regular and punctual. Sometimes late in submitting assignments.	Sometimes irregular and not punctual to school/classroom Sometimes late in submitting assignments and projects.	Irregular and sometimes late to school/classroom Rarely submits assignments and projects in time.
Initiative	Always tries to do things independently Always ready to participate in oral discussions/extra curricular activities	Most of the times tries to do things independently Often ready to participate in oral discussions/extra curricular activities	Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities	Sometimes tries to do things independently Sometimes ready to participate in oral discussions/extra curricular activities	Never does things independently A voids participating in oral discussions/extra curricular activities
Spirit of service	Always volunteers to participate in all activities for a	Volunteers to participate in activities for a social cause most of the times.	Often volunteers to participate in activities for a social cause.	Sometimes volunteers to participate in	Rarely participates in activities for a social cause.

Respect other 's property	social cause. Always ready to help others	Often ready to help others.	Often helps others.	activities for a social cause. Sometimes helps others.	Never bothers to help others.
	Always follows rules and regulations Takes good care of property and consciously makes efforts to keep the environment clean	Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Often follows rules and regulations. Takes care of property and Often makes efforts to keep the environment clean.	Sometimes follows rules and regulations Does not litter about others' property Sometimes litter his/her surroundings	Does not follow rules and regulations Is not sensitive about others' property. Often litters his/her surroundings.
Self control	Well disciplined in the classroom/corridors /staircase Never misbehaves or fights in the playground/break. Emotionally a balanced child.	Disciplined in the classroom/corridors/stair case most of the times Never misbehaves or fights in the playground/break	Disciplined in the classroom/corridors/staircase most of the times. Occasionally misbehaves or fights in playground/break	Disciplined in the classroom but not in corridors/staircase Often misbehaves or fights/bullies in the playground/break.	Indiscipline in the classroom/corridors /staircase Mostly misbehaves fights/ bullies in the playground/break



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi - 110092

S/PA/06

Dated 31st January, 2006

Circular No: 02/06

To
All Heads of Institutions
Affiliated to CBSE

Dear Principal

Sub: Introduction of seven point grading system at the Middle school level

As you are aware, the Board has been taking several initiatives to enhance the quality of learning in schools. The objectives of these initiatives include:

- Facilitating joyful and stress free learning
- Enabling holistic learning
- Improving quality of Interactions between the teacher and learner
- Supporting achievements through positive inputs
- Continuous and comprehensive evaluation

As a Part of the above initiative, the Board has already taken the following steps:

Achievement Record (for classes I to V)

Assessment through Continuous and Comprehensive Evaluation for primary classes

Clarification of the five point rating scales by detailing various competencies

As a follow-up of the above initiatives, the Board has further decided that the scheme of continuous and comprehensive evaluation would be introduced at the middle-school level (for classes VI to VIII) also from the ensuing academic year (2006-07). The format of the CCE along with specifications would shortly be made available to the schools both through the website as well as in the print format. This scheme would bring with it a seven point grading system to be introduced in the schools for all the academic subjects.

The seven points and their equivalent performance scale in raw scores (in percentage) will be as under:

- A* - 90 and above
- A - 80 to 89
- B* - 70 to 79
- B - 60 to 69
- C - 45 to 59
- D - 33 to 44
- E - Below 33 percent

The schools are advised to introduce the above scales in the evaluation of their students. This will enable maintaining a meaningful continuity in the assessment pattern from the primary level to the secondary level and also in ensuring a basic uniformity in the affiliated schools.

The schools are further advised that these changes should be brought to the notice of all the stake holders in the school community so that the purpose and the spirit of the scheme is well understood.

Yours faithfully
(Vineet Joshi)
Secretary