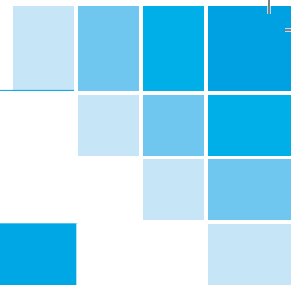


Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Learners' Attendance	Teachers take and record attendance of learners regularly; identify learners who are frequently absent or not punctual; display class-wise attendance of the learners on the school notice board; sometimes inform parents about frequently absent learners	School provides regular information about learner attendance to parents; identifies the reasons for prolonged and frequent absence; discusses with learners and parents about the implication of low attendance on learning, making home visits as and when appropriate	School analyzes attendance data of all learners; ascertains whether the high absence rates can be associated with any particular category of learners or at any period of the year; addresses the problem with the help of the SMC and parents; evolves measures to motivate learners and parents to ensure punctuality and regular attendance; acknowledges and appreciates punctuality and regularity of learners
Learners' Participation and Engagement	Learners listen quietly to teachers in the classroom without much interaction; organizes mandated school functions and co-scholastic activities; the same students usually participate in these activities	A few learners actively participate in classroom discussion and interactions; school organizes a variety of co-scholastic activities and cultural programmes; teachers motivate learners to actively participate in the same; a large number of students participate in these activities	All learners participate actively in classroom discussions and interact with teachers and peers; school identifies the talent of learners in different co-scholastic areas; provides them training and opportunities to excel in the same; all learners take interest and participate enthusiastically in various school functions and co-scholastic activities

Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Learners' Progress	School documents and maintains records of learner's progress data as per mandate such as in the form of report cards, CCE register, etc.	School continuously gauges individual learner's progress against curricular expectations (scholastic and co-scholastic); creates a cumulative database across classes and for different groups of learners that is updated annually	School tracks and monitors each learner's progress across subjects and co-scholastic areas; tracks individual learner progress from the beginning and over time, keeping in mind the differential pace of learning of learners; analyzes the cumulative database to identify progress patterns and trends for classes and groups of learners; uses the findings of such analyses and incorporates the feedback in classroom practice; aspires to achieve/ exceed state/ national learner attainment levels
Learners' Personal and Social Development	School is aware of the indicators of personal and social development of learners e.g. spirit of nationalism, tolerance, secular behavior, good interpersonal relations, etc.; organizes activities like morning assembly, celebration of national days and festivals as per mandate	Teachers organize group activities in the class with a view to develop social and interpersonal skills; organize meetings with parents/ community for discussing social and personal development needs of learners	School integrates life skills development with day-to-day classroom transactions to promote creative and critical thinking, problem solving and decision making, communication and interpersonal skills; teachers create and use resources like stories, audio-video clips, etc. to create a conducive value ethos; teachers exemplify behavior as expected from learners; discuss with parents the role of both school and home in the personal and social development of the learner





Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Learners' Attainment	Very few learners attain curricular expectations (knowledge and skills) in every grade as measured; school conducts assessment at the end of each academic year to ascertain grade exit levels of learners in all curricular areas	Some learners attain most of the curricular expectations (knowledge and skills) in every grade while most remain marginally below grade level expectations; school arranges for remedial measures for improving attainment levels and thereby preparing learners for next grade	Most learners' attainment is at par/ above expected grade level across the school; school continuously improvises its mechanism to ascertain grade exit levels of learners

