Teachers' Manual

Continuous and Comprehensive Evaluation

Classes IX & X

Revised edition w. e. f.

Session: 2011-2012 for Class IX
Session: 2012-2013 for Class X

Teachers' Manual

CONTINUOUS AND COMPREHENSIVE EVALUATION

CBSE

KNOW - AS YOU GROW

CENTRAL BOARD OF SECONDARY EDUCATION

Continuous and Comprehensive Evaluation

Manual *for* Teachers

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CENTRAL BOARD OF SECONDARY EDUCATION

Continuous and Comprehensive Evaluation

Manual for Teachers on School Based Assessment Classes IX & X

Price: Rs.

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Revised Edition

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Acknowledgements

First Edition Group

Continuous and Comprehensive Evaluation

भारत का संविधान

हम, भारत के लोग, भारत को (सम्पूर्ण प्रभुत्व संपन्न समाजवादी पंथनिरपेक्ष लोकतांत्रात्मक गणराज्य) बनाने के लिए, तथा उसके समस्त नागरिकों कोः

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त करने के लिए, तथा उन सब में, व्यक्ति की गरिमा और (राष्ट्र की एकता और अखण्डता) सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1॰ संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3॰1॰1977 से), "प्रभुत्व लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।

2॰ संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3॰1॰1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क
मूल कर्त्तव्य

51 क॰ मूल कर्त्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करो जो धर्म, भाषा और प्रदेश या वर्ग य वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरूद्ध हैं;

(च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझें और उसका परीक्षण करें;

(छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करें तथा प्राणिमात्र के प्रति दयाभाव रखे;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करें;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखें और हिंसा से दूर रहें;

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करें जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू लें।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A
Fundamental Duties

ARTICLE 51A

Fundamental Duties – It shall be the duty of every citizen of India –

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

कपिल सिब्बल
KAPIL SIBAL

मानव संसाधन विकास मंत्री
भारत सरकार
नई दिल्ली
**MINISTER OF
HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA
NEW DELHI-110 115**

<u>MESSAGE</u>

It gives me immense pleasure to know that the Central Board of Secondary Education (CBSE) has implemented the scheme of Continuous and Comprehensive Evaluation (CCE) in Class IX from the academic session 2009-2010 in all schools affiliated to it. Such a scheme was recommended by many National Commissions on education in the past and its implementation in schools has been long overdue.

It gives me greater delight to learn that the Board is now revising certain features of the CCE Scheme taking into account the feedback received from various sectors and stakeholders. The *'Revised Teachers' Manual for Classes IX-X'* to be used for Classes IX and X in 2011-2013 therefore fulfils a desirable need felt by teachers and practitioners of CCE.

The efforts of Central Board of Secondary Education is highly commendable in bringing out this document. I am sure that the schools will endeavour to undertake related activities and implement the scheme sincerely at secondary level.

(KAPIL SIBAL)

Continuous and Comprehensive Evaluation

डा. डी. पुरंदेश्वरी
Dr. D. PURANDESWARI

राज्य मंत्री
मानव संसाधन विकास
भारत सरकार
नई दिल्ली-110 115
**MINISTER OF STATE FOR
HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA
NEW DELHI-110 115**

MESSAGE

I am pleased to know that Central Board of Secondary Education is coming out with a revised resource book titled *Teacher's Manual on Continuous and Comprehensive Evaluation* for the teachers of secondary schools. I have been informed that the Revised Manual has incorporated feedback from teachers, students and educators.

The Revised Manual is intended to upgrade the educational process by providing guidance to and resources for school administrators, school teachers and other staff members on the development and implementation of a coordinated approach to teaching learning process in the school. It presents up-to-date, practical information and recommendations for developing individual school programs suited to their local environment and context.

The Revised Manual offers a conceptual as well as practical introduction to Continuous and Comprehensive Evaluation and assessment of learning in multiple domains. It covers topics such as assessment of co-scholastic areas, tools and techniques of evaluation and emphasizes the nature and techniques of formative evaluation in a detailed fashion, making it a useful guide for practitioners.

It highlights the importance of sound professional judgment and offers ways for teachers to develop their professional competence ,discusses the formats of progress card and certificate of school based assessment and provides reader friendly checklists to underscore key points .

The development of the CCE Manual exemplifies the commitment of the Central Board of Secondary Education to ensure that all schools affiliated to it have a holistic learning environment. I congratulate the Central Board of Secondary Education for bringing out such a comprehensive document and extend my best wishes to the teachers who will benefit in implementing the initiatives of the Board.

(DR.D.PURANDESWARI)

Continuous and Comprehensive Evaluation

अंशु वैश्य
सचिव
ANSHU VAISH
SECRETARY

MESSAGE

I am happy to learn that the Central Board of Secondary Education (CBSE) is bringing out a *Revised Teachers' Manual on Continuous and Comprehensive Evaluation (CCE)* to be implemented as part of School Based Assessment for Classes IX and X (2011-2013) on the basis of feedback received from all stakeholders.

The recent reform agenda of the Ministry of Human Resource Development included gradual phasing out of the Board Examination at the end of Class X w.e.f. 2011 in schools at Senior Secondary Level, replacing marks with grades and introducing School Based Assessment and CCE in Classes IX and X.

It is in this context that Continuous and Comprehensive Evaluation as a part of School Based Assessment becomes one of the most important measures aimed at holistic development of learners. A pressing concern of CBSE has been the development of life skills such as creative and critical thinking, effective communication skills and the ability to collaborate with others in a team.

Inculcation of positive attitudes, a sense of responsibility and social consciousness as citizens of the country need to form an important part of learning in the adolescent years. It is the teacher who is closest to the learner and the most equipped to assess her in both scholastic and co-scholastic domains, and the present document will assist her in doing this.

I hope the teachers of schools affiliated to CBSE will find the *Revised Teachers' Manual on Continuous and Comprehensive Evaluation* a useful tool, which will equip them to deal with the changes in the wake of examination reforms and implementation of CCE as part of School Based Assessment.

(Anshu Vaish)

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Continuous and Comprehensive Evaluation

S.C. Khuntia
Joint Secretary (SE)
Tel.No : 23381096

भारत सरकार
मानव संसाधन विकास मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली – 110 115
GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115

MESSAGE

The Central Board of Secondary Education brought in the scheme of Continuous and Comprehensive Evaluation (CCE) as a part of its Examination Reforms Programme and School Based Assessment in 2009.

I am happy to learn that the Board has now brought out a *'Revised Teachers' Manual for Classes IX-X'* (2011-2013) on the basis of feedback received from both formal and informal quarters involving a broad spectrum of stakeholders.

Continuous and Comprehensive Evaluation is concerned with the holistic assessment of a learner which includes both scholastic and co-scholastic areas of learner's growth with particular reference to attributes such as Life Skills, attitudes and values with co-curricular activities like sports, games, physical activity, fine arts and performing arts as important ingredients.

The present document contains detailed guidelines on the methodology of school based assessment of scholastic and co-scholastic areas and methodology and tools of evaluation. An attempt has been made to make assessment of co-scholastic areas more objective through use of descriptors.

CBSE will continue to conduct training programmes for principals and teachers of all schools affiliated to CBSE in order to ensure adherence to objectives and norms. It is hoped that the teachers, parents, principals and educational administrators will be fully involved in this collaborative venture to make it a success.

It would be a matter of great satisfaction if teachers use the Revised Manual for the purpose of comprehensive assessment of students on a continuous basis throughout the year. It is my earnest hope that all the schools will take necessary steps to strengthen the CCE scheme and create a good model for overall improvement of quality of secondary education in the country.

18/11/2010

(S C KHUNTIA)

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Preface

Revised Manual for Teachers

The Revised Manual for Teachers is an outcome of long deliberations among academicians, teachers, educators, principals and even students. This has been further crafted in an effort to make it simpler and easier to understand, for teachers, parents and the educators.

Assessment is a form of communication and should be seen as an integral part of learning and teaching. Assessment can be diagnostic, formative and summative. Assessment *for* learning can be recognised as central to classroom practice. Teachers need to be sensitive and empathetic as all assessments have an emotional impact and can contribute to learner motivation. Formative Assessment helps in creating reflective learners and reflective teachers. The judgements that teachers make need to be based on effective criteria or standard, through information collected in a variety of ways.

The overall goal of assessment is to improve student learning. Assessment provides students, parents and teachers with valid information concerning student progress. Assessment requires the gathering of evidence of student performance over a period of time to measure learning and understanding. Evidence of learning could take the form of dialogue, journals, written work, portfolios and tests along with many other learning tasks.

We use the general term *assessment* to refer to all those activities undertaken by teachers and by their students in assessing themselves, that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes F*ormative Assessment* when the evidence is actually used to adapt the teaching to meet student needs. Formative as well as Summative Assessment needs to be **valid** in that it tests a relevant skill or ability and **reliable** so that the same result is achieved if the assessment is repeated.

The present Manual for teachers includes detailed information about the scheme of Continuous and Comprehensive Evaluation, fundamentals of assessment in co-scholastic areas, essential dimensions of School based assessment, tools and techniques of evaluation in scholastic and co-scholastic domains, the proposed School Based Assessment Report Book and detailed guidelines for effective implementation of the scheme in schools. Care has been taken to include the essential theoretical framework as well as desired implementation procedures.

The CCE Certificate of School Based Assessment should be seen as a positive interpretation of the profile dynamics of the learner. It is necessary to discuss the salient features of CCE Scheme with the teachers and convince them that

Continuous and Comprehensive Evaluation

assessing children is not a separate activity nor is it an extra burden which requires additional effort or time. It needs to be woven into the teaching learning process as an integral part. The three areas of Work Experience, Art Education and Health and Physical Education have now been shifted from the Scholastic to the Co-Scholastic domain. Moreover all activities under the Co-Scholastic Areas will be assessed on a five point scale. The Value Education framework has been revised and the values are largely drawn from the Constitution of India.

I hope that schools will follow the CCE Scheme of School Based Assessment in the right spirit with academic integrity which will support better learning and enable the school to achieve one of the objectives of making learning more enjoyable by all students.

The Board is currently involved in sending question papers for Summative Assessments to ensure quality and standardization. However gradually teachers must develop their own skills in crafting better test items so that the quality of testing improves. Schools must, whenever possible encourage teachers to attend training programmes run by the Board to build their teaching and testing skills.

I also hope that parents will appreciate the need for holistic assessment and encourage their children to develop skills in all areas. Schools should also engage in a dialogue with parents to bring home to them the context and the meaning of the Continuous and Comprehensive Evaluation so that they are active partners in realizing the potential of their children.

I would like to thank Prof. Gabrielle Matters, Principal Research Fellow, Australian Council for Educational Research (ACER) and Head, ACER, Brisbane, Australia for giving her valuable feedback on this document.

The tireless efforts of Prof. Marmar Mukhopadhayay, Former Director, NUEPA, New Delhi for his expert guidance in conceptualizing the scheme and finalizing the document along with Dr. Sadhana Parashar, Head (Innovation & Research) and Dr. Indu Khetarpal, Principal, Salwan Public School, Gurgaon needs to be appreciated.

I hope this Revised edition of Manual for Teachers is useful for everybody involved in teaching and learning in Secondary classes.

Vineet Joshi
Chairman
Central Board of Secondary Education
Delhi

Foreword

In this publication, *Continuous and Comprehensive Evaluation Manual for Teachers*, the Central Board of Secondary Education (CBSE) provides teachers with rich and meaningful information about putting into practice an evaluation (assessment) model that is *continuous* in that assessment occurs over a period of time rather than on a single occasion and *comprehensive* in that it incorporates scholastic and non-scholastic aspects of learning. As well, this model places teacher judgment at the heart of the assessment process.

As others have argued, teacher judgments can be important evidence of student achievement. But teachers need to develop principled ways of incorporating those judgments into the evidentiary record on which to base their formative and summative inferences about student achievement levels. The Manual for Teachers describes how to do this. The manual also refers to a monitoring process for grades awarded.

The features of good assessment tasks are many and varied, but some are enduring: The task must be based on the curriculum, students must know what is expected, students must recognise the task as worthwhile and relevant, and the task must be capable of eliciting optimal performance from students.

Comprehensive assessment values both process and product, includes academic outcomes, social outcomes, and generic skills. It covers a wide range of discipline-specific knowledge dimensions (declarative, conditional and procedural); generic skills such as analysing and deducing that are used in working with ideas, information, artefacts and texts; and skills related to the personal, interpersonal and ethical dimensions of human life.

School-based formative assessment, incorporating features of continuous assessment, is common to many assessment regimes. A major tendency in such systems is for teachers to use external tests as models for their own assessment, undermining its formative role, or to relegate formative assessment to assessment of attitudes and behaviour only, thus seriously devaluing higher-order thinking. The change in emphasis from assessment that is dominated by external summative testing to assessment where classroom teachers have not only a formative assessment role but also a summative assessment role can be linked to a shift towards assessment tasks which emulate the kind of process-based higher-order tasks thought to represent good practice.

Continuous assessment is a balance between the undesirable extremes of incessant (e.g. daily) and quantum (e.g. annual) assessment.

In implementing a program of continuous assessment, teachers need to provide sufficient but not an excess of formative assessments to allow students to develop response techniques for the range of assessment instruments and conditions that will be applied. When scheduling assessment tasks teachers need to be aware of the stage and rate of development of students to help ensure that there has been adequate time for students to learn sufficient subject content, so that assessment of understanding and application is grounded in that knowledge.

While continuous assessment makes demands on teachers, it also allows teachers the flexibility to meet them. By spreading assessment decisions over both time and tasks, not only is the evidence used to support judgments increased, so too are the opportunities for reflection on those judgments. Teachers can divide assessment into suitably timed and sized parts in such a way that the time allowed is less likely to be a covert criterion of assessment quality. Furthermore, the time frame involved in continuous assessment is an important aspect of putting together student records and providing time for teachers to reflect on the assessment and its outcomes. Continuous assessment also provides, in a way that terminal evaluation cannot, both motivation and opportunities for students to reflect on their work, develop strategies for improvement, and demonstrate improvement before the final (summative) assessment is made.

Nevertheless, the difficulties involved for teachers in meeting the challenges posed by continuous assessment should not be understated. Experiences elsewhere show that continuous assessment makes time-management demands on teachers and students, it can lead to over-assessment, and it can create tensions between the formative and summative purposes of assessment.

This manual includes some useful ideas on changing assessment practices. The various forms of formative assessment suggested in the manual seem capable of assessing a greater range, at least, of curriculum learning than do external examinations. Various distinctions are made in the manual as internal versus external, formative versus summative, and authentic versus objective. It should be remembered, however, that the combination "internal/formative/authentic" is possible but not a necessary alignment of these distinctions. In

other words, you can have internal assessment that is summative, and you can have internal assessment that is objective. But of course internal assessment is more likely to be authentic than external examinations not only because the assessment is occurring as close as possible to the learning but also because of the range of assessment instruments available.

Assessment tasks can be long or short, not necessarily written, done in a controlled assessment space or not, completed in a specified time or not, by students working individually or in groups, with or without certain levels of teacher assistance, and so on. Student work may be an artifact, performance, oral presentation, computer program, extended writing, project work, rich task, fieldwork, practical work or other demonstration of mastery.

Some personal attributes contribute to academic performance for example, a dedication to study can be acknowledged and recorded as an observed attribute in a student; it should also lead to the student doing well in academic assessment. The academic assessment, however, should focus on actual achievement, rather than the personal attributes that contributed to it. In various educational systems the relative value attached to attributes and achievement may vary, but it is important not to get them confused with each other. Concerns are often expressed or at least implied that judgments about personal attributes in an education context are biased. To the extent that such assessment is based on teachers' personal observations of students from day to day, it is inevitable that some assessment will be affected by teachers allowing personal preference influence their judgments but this should not undermine the desirable validity of teacher judgments based on solid evidence.

Writing a manual for teachers in an era of assessment reform is a balancing act. The authors must balance being too prescriptive and not being sufficiently helpful. They must provide information that is technically sound in educational measurement terms and also practical for teachers at the "coal face". This manual meets all those requirements and so I commend it to all teachers associated with the CBSE's assessment reform. I wish them well in their endeavours in continuous and comprehensive assessment. This reform is in fact a genuine exercise that requires teachers to change their practices from examination preparation to more authentic on-going assessment. If teachers do the kind of things the reform is calling for, the change will be long-lasting, leading successfully to the kind of outcomes that were intended.

The research on time-lags for achievement of change should be noted. It takes about three years in an elementary school and (depending on size) about six years in a secondary school to see the effects of a reform. I look forward to being able to note the positive effects of this particular reform in India in the years to come.

Gabrielle Matters
Principal Research Fellow
at the Australian Council for Educational Research

Gabrielle Matters is a Principal Research Fellow at the Australian Council for Educational Research (ACER) Melbourne, Head of ACER Brisbane, and Executive Secretary of the International Association for Educational Assessment. She is Adjunct Professor, Faculty of Education, Queensland University of Technology, with a doctorate in the field of psychometrics. She holds a Bachelor of Science degree from The University of Queensland and a diploma in piano (AMusA) from the Queensland Conservatorium of Music. Dr Matters has had extensive experience in education as a classroom teacher (physical sciences), school administrator, university lecturer, researcher, advisor, test designer and author. She has held executive management positions within the Australian education sector and has worked with education systems in Australia and overseas, most recently in Tajikistan and Ethiopia. Her areas of expertise are in the fields of educational measurement, educational administration, test design and marking, the curriculum 'wars', the underachievement of boys, educational research (policy and practice), and system/school reform.

Continuous and Comprehensive Evaluation

The Right of Children to Free and Compulsory Education Act, 2009

No. 35 of 2009

The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (l), shall take into consideration the following, namely: -

(a) conformity with the values enshrined in the Constitution;
(b) all round development of the child;
(c) building up child's knowledge, potentiality and talent;
(d) development of physical and mental abilities to the fullest extent;
(e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
(f) medium of instructions shall, as far as practicable, be in child's mother tongue;
(g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
(h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

[Chapter No. V, Part 29 clause (2)]

Continuous and Comprehensive Evaluation

Contents

Continuous and Comprehensive Evaluation

Aim of Education

Education aims at making children capable of becoming responsible, productive and useful members of a society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyse and evaluate their experiences, learn to doubt, to question, to investigate and to think independently. The aim of education simultaneously reflects the current needs and aspirations of a society as well as its lasting values and human ideals. At any given time and place it can be called the contemporary and contextual articulations of broad and lasting human aspirations and values.

An understanding of learners, educational aims, the nature of knowledge and the nature of the school as a social organization can help us arrive at principles to guide classroom practices. Conceptual

development is thus a continuous process of deepening and enriching connections and acquiring new layers of meaning. Simultaneously theories that children have about the natural and social world develop, including about themselves in relation to others, which provide them with explanations for why things are the way they are and the relationship between cause and effect. Attitudes, emotions and values are thus an integral part of cognitive development, and are linked to the development of language, mental representations, concepts and reasoning. As children's metacognitive capabilities develop, they become more aware of their own beliefs and are capable of regulating their own learning.

Characteristics of learning

- All children are naturally motivated to learn and are capable of learning

- Understanding and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning

- Children learn in a variety of ways - through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking , reflecting, and expressing oneself in speech or writing both individually and with others. They require opportunities of all these kinds in the course of their development

- Teaching something before the child is cognitively ready takes away real learning. Children may '*remember*' many facts but they may not understand them or be able to relate them to the world around them

- Learning takes place both within the school and outside school. Learning is enriched if these two arenas interact with each other. Art and work provide opportunities for holistic learning that is rich in tacit and aesthetic components. Such experiences are essential to be learnt through direct experience and integrated with life

- Learning must be paced so that it allows learners to engage with concepts and deepen the understanding rather than remembering only to forget after examinations. At the same time learning must provide variety and challenge, and be interesting and engaging

Boredom is a sign that the task may have become mechanically repetitive for the child and of little cognitive value

■ Learning can take place with or without mediation. In the case of the latter, the social context and interactions, especially with those who are capable, provide avenues for learners to work at cognitive levels above their own

Source : NCF 2005

Historical view of various Recommendations and Reports

Examinations are an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning process and their internalization by learners. Various Commissions and Committees have felt the need for examination reforms. The *Hunter Commission (1882), Calcutta University Commission or Sadler Commission (1917-1919), Hartog Committee Report (1929), the Report of Central Advisory Board or Sargeant Plan (1944), Secondary Education Commission or Mudaliar Commission (1952-53)* have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation.

The need for Continuous and Comprehensive School Based Evaluation has been reiterated over the last few decades. The *Kothari Commission report (1966)* observed, *'On the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school alongwith the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination…' (9.81)*. It further adds, *'This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students' growth that are measured by the external examination and also those personality traits, interests and attitudes which cannot be assessed by it.'* (9.84).

Continuous and Comprehensive Evaluation

This aspect has been strongly taken care of in the National Policy on Education (1986) which states that *"Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time"* {8.24 (iii)} should be followed.

Report on the Committee for Review of NPE (1986) recommendation brought out by Government of India in 1991 lays down norms for *"continuous comprehensive internal evaluation and suggests safeguards against abuse of this evaluation system"*{268(iv)}.

Report on the *CABE Committee on Policy* brought out by Ministry of Human Resource Development (MHRD), Govt. of India in January, 1992 has also referred to the provisions of NPE with regard to evaluation process and examination reforms and also suggested *'continuous and comprehensive internal evaluation of the scholastic and non-scholastic achievement of the students'* (16.8).

The Report of the Task Force on the Role and status of the Board of Secondary Education (1997) observed: *In our scheme of things, it is the School Boards which are expected to play the central role in the academic renovation of the school system. In other words, leadership has to come from the Board*. Once the Boards get committed to this vital and supplementary system of evaluation and push it vigorously, this innovation will come to be accepted by more and more schools.

"Learning without Burden"- Report of the National Advisory Committee appointed by the MHRD, Department of Education, Govt. of India has stated,

"Board examination, taken at the end of Class X and XII, have remained rigid, bureaucratic, and essentially uneducative…"

Accordingly, National Curriculum Framework, 2005 proposing Examination Reforms stated,

"Indeed, boards should consider, as a long-term measure, making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school examination instead"and continues,

"Excellence in diverse areas should be recognized and rewarded. And it is children's responsiveness to what is taught rather than just their capacity to retain it that should be the focus of evaluation",

As a sequel to above, the Position Paper on *'Examination Reforms'* by NCERT 2006, states,

"Indeed, it is our view that the tenth grade exam be made optional forthwith. Tenth-graders who intend continuing in the eleventh grade at the same school and do not need the Board certificate for any immediate purpose, should be free to take a school conducted exam instead of the Board exam."

Place of Evaluation in the Curriculum

A curriculum is what constitutes a total teaching-learning program comprising of overall aims, syllabus, materials, methods and assessment. In short it provides a framework of knowledge and capabilities, seen as appropriate to a particular level. Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction. Hence, evaluation should be viewed as a component of curriculum with the twin purpose of effective delivery and further improvement in the teaching learning process.

If properly understood, evaluation or assessment will not be perceived as something administered by the teachers and taken by the learners on the conclusion of a period of learning. When evaluation is seen as an end of the learning exercise, both the teachers and the learners will tend to keep it outside the teaching-learning process, rendering assessment broadly irrelevant and alien to the curriculum. Further, such a perception associates anxiety and stress with evaluation for learners. On the contrary, if evaluation is seen as an integral part built into the teaching learning process; it will become continuous like both teaching and learning. When evaluation is subsumed into teaching learning, learners will not perceive tests and examination with fear. It will rather lead to diagnosis, remedial action and enhancement of learning.

The scope of evaluation in schools extends to almost all the areas of learners' personality development. It should include both scholastic and co-scholastic areas, i.e. it should be *comprehensive* in nature. This is in line with the goals of education. Evaluation is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching strategies.

In view of getting a complete picture of the child's learning, assessment should focus on the learner's ability to —

- Learn and acquire desired skills related to different subject areas
- Acquire a level of achievement in different subject areas in the requisite measure
- Develop child's individual skills, interests, attitudes and motivation
- Understand and lead a healthy and productive life
- Monitor the changes taking place in child's learning, behaviour and progress over a period of time
- Respond to different situations and opportunities both in and out of school
- Apply what is learnt in a variety of environment, circumstances and situations
- Work independently, collaboratively and harmoniously
- Analyze and evaluate
- Be aware of social and environmental issues
- Participate in social and environmental projects
- Retain what is learned over a period of time

Thus assessment is a useful, desirable and an enabling process. To realize this, one needs to keep the following parameters in mind :-

Assessment needs to -

- Use a variety of ways to collect information about the learner's learning and progress in all subjects
- Collect information continuously and record the same
- Give importance to each learner's way of responding and learning and the span of time he/she or the child it takes to do so
- Report on a continuous basis and be sensitive to every learner's response
- Provide feedback that will lead to positive action and help the learner to do better

In the assessment process, one should be careful Never to:

- Label learners as slow, poor, intelligent etc.
- Make comparisons between them
- Make negative statements

Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of student that covers all aspects of student development. It is a developmental process of student which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behaviourial outcomes on the other.

The term *'continuous'* is meant to emphasise that evaluation of identified aspects of students *'growth and development'* is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means *regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting* and *feedback of evidence to teachers and students* for their self evaluation.
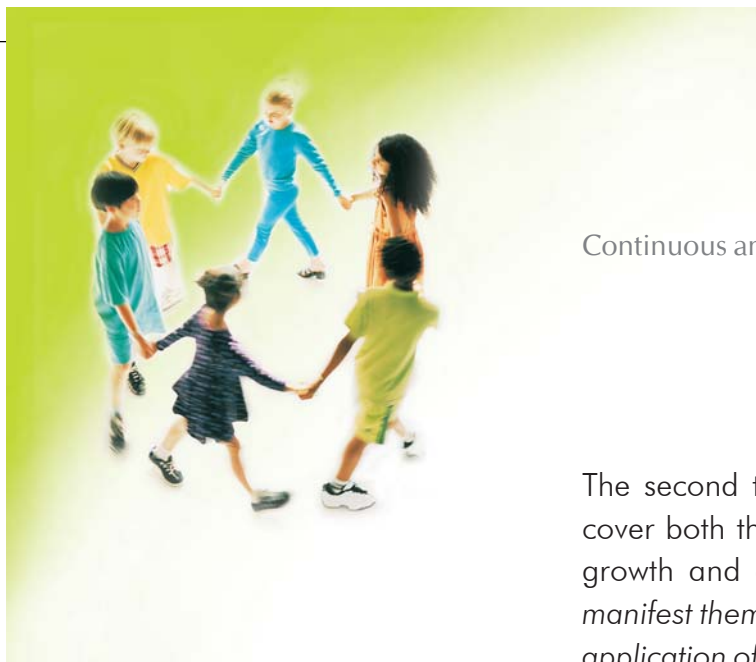
The second term *'comprehensive'* means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development. *Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning, like:-*

- Knowledge
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

(a) The objectives are:

- To help develop cognitive, psychomotor and affective skills
- To lay emphasis on thought process and de-emphasize memorization
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions
- To use evaluation as a quality control device to maintain desired standard of performance
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
- To make the process of teaching and learning a learner-centered activity

(b) The features are:-

- The *'continuous'* aspect of CCE takes care of *'continual'* and *'periodicity'* aspect of evaluation

- Continual, means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process *(formative evaluation)* done informally using multiple techniques of evaluation

- Periodicity means assessment of performance done frequently at the end of unit/term *(summative evaluation)*

- The *'comprehensive'* component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in **Scholastic as well as Co-Scholastic** aspects of the pupil's growth

- Scholastic aspects include subject specific areas, whereas Co-Scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes and Values

- Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of a unit/term as a test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed with appropriate interventions followed by retesting

- Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in Life Skills is done on the basis of Indicators of Assessment and Checklists

Source - Examination Reforms, NCERT, 2006

(c) The functions are:-

- It helps the teacher to organize effective teaching strategies
- Continuous evaluation helps in regular assessment to the extent and degree of Learner's progress (ability and achievement with reference to specific Scholastic and Co-Scholastic areas)
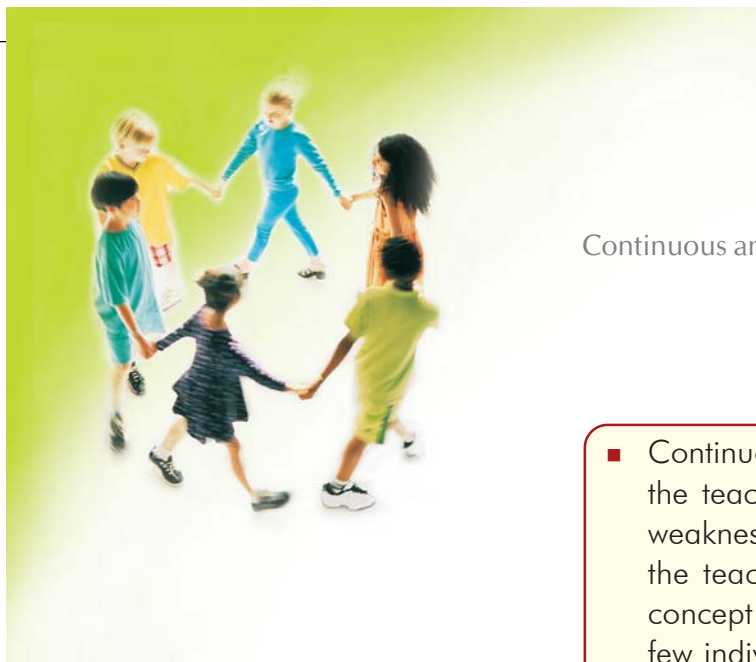
Continuous and Comprehensive Evaluation

- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain each individual learner's strengths and weaknesses and their needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs a discussion again in the whole class or whether a few individuals are in need of remedial instructions.
- By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self assessment of how he/she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction where more emphasis is required
- Continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes and value systems
- It helps in making decisions for the future, regarding choice of subjects, courses and careers
- It provides information and reports on the progress of students in Scholastic and Co-Scholastic areas and thus helps in predicting the future success of the learner

Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in performance if any, and may take remedial measures of instruction thereof, whenever more emphasis is required. Many a times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in sudden drop in their performance. If the teacher and parents do not notice the sudden drop in the performance of the child in academics, it could result in a permanent deficiency in the childs' learning.

The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore it will not be merely limited to assessment of learner's scholastic attainments. CCE uses assessment as a means of motivating learners to provide feedback and do follow up to further improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

It is this that has led to the emergence of the concept of **School Based Continuous and Comprehensive Evaluation**.
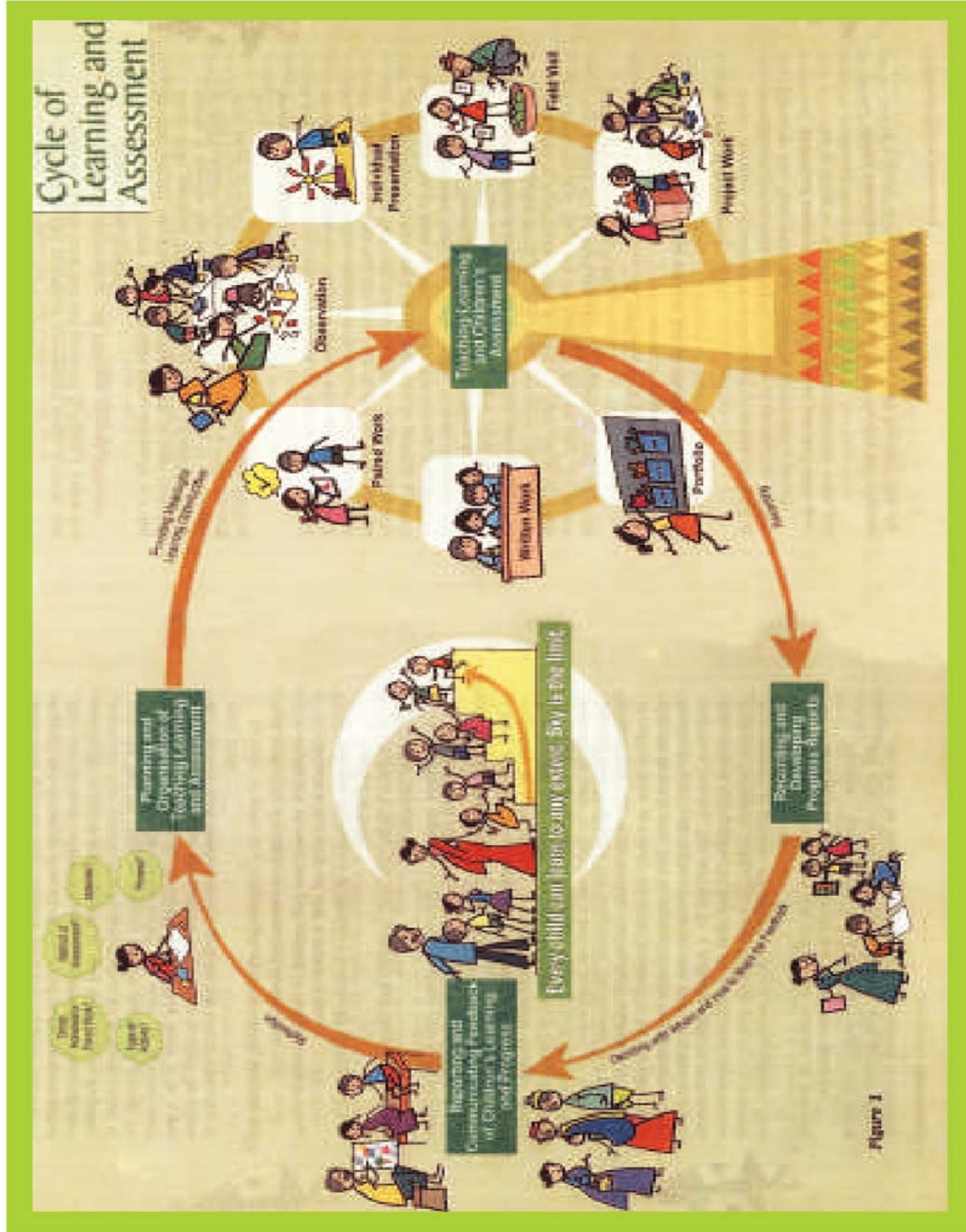
Source: NCERT 2008

Continuous and Comprehensive Evaluation

Scholastic and Co-Scholastic Assessment

In order to implement Continuous and Comprehensive Evaluation, both Scholastic and Co-Scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers frequently reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. *Weekly, fortnightly,* or *quarterly* reviews (depending on the learning area), that do not openly compare one learner with another are generally recommended to promote and enhance not just learning and retention among children, but their soft skills as well.

Scholastic Assessment

The objectives of the Scholastic domain are:-

- Desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creating the ability to apply it in an unfamiliar situation.
- To improve the teaching learning process, Assessment should be both *Formative* and *Summative*.

Formative and Summative Assessment

Formative Assessment is a tool used by the teacher to continuously monitor student progress in a non threatening, supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. It involves the students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively, it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

Formative Assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners. It is

also carried out for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

- *'… often means no more than that the assessment is carried out frequently and is planned at the same time as teaching.'* (Black and Wiliam, 1999)
- *'… provides feedback which leads to students recognizing the (learning) gap and closing it … it is forward looking …'* (Harlen, 1998)
- *' … includes both feedback and self-monitoring.'* (Sadler, 1989)
- *'… is used essentially to get a feed back into the teaching and learning process.'* (Tunstall and Gipps, 1996)

Features of Formative Assessment

- Is diagnostic and remedial
- Makes provision for effective feedback
- Provides a platform for the active involvement of students in their own learning
- Enables teachers to adjust teaching, to take account of the results of assessment
- Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- Recognizes the need for students to be able to assess themselves and understand how to improve
- Builds on students' prior knowledge and experience in designing what is taught
- Incorporates varied learning styles to decide how and what to teach
- Encourages students to understand the criteria that will be used to Judge their work
- Offers an opportunity to students to improve their work after they get the feedback
- Helps students to support their peer group and vice-versa

Continuous and Comprehensive Evaluation

Summative Assessment is carried out at the end of a course of learning. It measures or *'sums-up'* how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or a set of grades. Assessment, that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the student. It, can only certify the level of achievement at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a student is not only unfair but also unscientific. Overemphasis on examination marks focussing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the *'learn and forget'* syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

Summative

- *"Good summative assessments—tests and other graded evaluations— must be demonstrably reliable, valid, and free of bias"* (Angelo and Cross, 1993).
- *'…assessment (that) has increasingly been used to sum up learning'* (Black and Wiliam, 1999)
- *'… looks at past achievements … adds procedures or tests to existing work … involves only marking and feedback grades to student … is separated from teaching … is carried out at intervals when achievement has to be summarized and reported.'* (Harlen, 1998)

Features of Summative Assessment

- Assessment *of* learning
- Generally taken by students at the end of a unit or semester to demonstrate the *"sum"* of what they have or have not learned
- Summative assessment methods are the most traditional way of evaluating student work

Scholastic Areas (Part I)		
Formative Assessment (Flexible Timing)		Summative Assessment (Written, End of Term)
Tools	Techniques	
▪ Questions	▪ Examination	▪ Objective type
▪ Observation schedule	▪ Assignments	▪ Short answer
▪ Interview schedule	▪ Quizzes and competitions	▪ Long answers
▪ Checklist	▪ Projects	
▪ Rating scale	▪ Debates	
▪ Anecdotal records	▪ Elocution	
▪ Document analysis	▪ Group discussions	
▪ Tests and inventories	▪ Club activities	
▪ Portfolio analysis	▪ Experiments	
	▪ Research	

Co-Scholastic Assessment

The desirable behaviour related to learner's life skills, attitudes, interests, values, co-curricular activities and physical health are described as skills to be acquired in co-scholastic domain.

The process of assessing the students' progress in achieving objectives related to Scholastic and Co-Scholastic domain is called comprehensive evaluation. It has been observed that usually under the scholastic domain such as knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed. The Co-Scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, both Scholastic and Co-Scholastic aspects should be given due importance. Simple and manageable means of assessment of Co-Scholastic aspects of growth must be included in the comprehensive evaluation scheme.

Continuous and Comprehensive Evaluation

Co-Scholastic Areas (Part II)

Co-Scholastic Areas
(2A, B, C & D and 3A, B)

2(A): Life Skills	2 (B): Work Education	2(C) Visual and Performing Arts	2(D) Attitudes and Values

Thinking Skills	Social Skills	Emotional Skills	
• Self Awareness • Problem Solving • Decision Making • Critical Thinking • Creative Thinking	• Interpersonal Relationships • Effective Communication • Empathy	• Managing Emotions • Dealing with Stress	1.1. Teachers 1.2 School mates 1.3 School Programmes and Environment 2. Value Systems

3. Co-Curricular Activities

3 (A) Activities (any two):
- Literary and Creative Skills
- Scientific Skills
- Information and Communication Technology (ICT)
- Organizational and Leadership Skills (Clubs)

3 (B) Health and Physical Education (any two):
- Sports/Indigenous Sports
- NCC/NSS
- Scouting and Guiding
- Swimming
- Gymnastics
- Yoga
- First Aid
- Gardening/Shramdaan

Comprehensive evaluation would necessitate the use of a variety of tools and techniques. This will be so because both different and specific areas of learner's growth can be evaluated through certain special techniques.

School Based Continuous & Comprehensive Evaluation

Need

School Based Continuous and Comprehensive Evaluation system should be established to:

- Reduce stress on children
- Make evaluation comprehensive and regular
- Provide space for the teacher for creative teaching
- Provide a tool of diagnosis and remedial action
- Produce learners with greater skills

Position Paper on Aims of Education-NCF 2005, NCERT

Aim of School Based CCE

- Elimination of chance element and subjectivity (as far as possible), de-emphasis on memorization, encouraging comprehensive evaluation

incorporating both Scholastic and Co-Scholastic aspects of learners development

- Continuous evaluation spread over the total span of the instructional time as an integral built-in aspect of the total teaching-learning process

- Functional and meaningful declaration of results for effective use by teachers, students, parents and the society

- Wider uses of test results for purposes not merely of the assessment of levels of pupils' achievements and proficiencies, but mainly for their improvement, through diagnosis and remedial/enrichment programmes

- Improvement in the mechanics of conducting examinations for realizing a number of other allied purposes

- Introduction of concomitant changes in instructional materials and methodology

- Introduction of the semester system.

- The use of grades in place of marks, in determining and declaring the level of pupil performance and proficiency

The above goals are relevant for both external examination and evaluation in schools.

Its Characteristics

School Based Evaluation has the following characteristics:

- Is broader, more comprehensive and continuous than traditional system
- Aims primarily to help learners for systematic learning and development
- Takes care of the needs of the learner as responsible citizens of the future
- Is more transparent, futuristic and provides more scope for association among learners, teachers and parents

School based evaluation provides opportunities to teachers **to know the following about their learners**:

- What they learn?
- How they learn?
- What type of difficulties / limitations they face in working in tandem?
- What do the children think?
- What do the children feel?
- What are their interests and dispositions?

The focus has shifted to developing a deep learning environment. There is a paradigm shift in the pedagogy and competencies from 'controlling' to 'enriching' to 'empowering' schools.

Traditional Schooling	Enriching Schooling	Empowering Schooling
■ Teacher centred ■ Subjects and classes - teacher directed ■ Sorting and ranking individuals	■ Student centred ■ Self directed ■ Continuous assessment	■ Experience centred ■ Virtual authenticity ■ Multi literacies
Competency: ■ Memory ■ Competitive	**Competency:** ■ Critical thinking ■ Collaborative ■ Creative	**Competency:** ■ Risk taking ■ Ethical ■ Interactive

There are four Assessment Paradigms

(1) Assessment *of* Learning

The 'assessment *of* learning' is defined as a process whereby someone attempts to describe and quantify the knowledge, attitudes or skills possessed by another. Teacher direction is paramount and the student

Continuous and Comprehensive Evaluation

has little involvement in the design or implementation of the assessment process in these circumstances.

- Teacher designs learning
- Teacher collects evidence
- Teacher judges what has been learnt (and what has not been learnt)

(2) Assessment *for* Learning

The 'assessment *for* learning' involves increased level of student autonomy, but not without teacher guidance and collaboration. The assessment *for* learning is sometimes seen as being akin to 'formative assessment'. There is more emphasis towards giving useful advice to the student and less emphasis on giving marks and the grading function.

- Teacher designs learning
- Teacher designs assessment with feedback to student
- Teacher judges what has been learnt (student develops insight into what has not)

(3) Assessment *as* Learning

The 'assessment *as* learning' is perhaps more connected with diagnostic assessment and can be constructed with more of an emphasis on peer learning. Assessment *as* learning generates opportunities for self assessment and peer assessment. Students take on increased responsibility to generate quality information about their learning and that of others.

- Teacher and student co-construct learning
- Teacher and student co-construct assessment
- Teacher and student co-construct learning progress map

Assessment *for* learning and assessment as learning activities should be deeply embedded in teaching and learning and be the source of interactive feedback, allowing students to adjust, re-think and re-learn.

(4) Assessment *in* Learning

The 'assessment *in* learning' places the question at the centre of teaching and learning. It deflects the teaching from its focus on a 'correct answer' to a focus on 'a fertile question'. Through enquiry, students engage in processes that generates feedback about their learning, which come from multiple sources and activities. It contributes to the construction of other learning activities, line of enquiry and the generation of other questions.

- Student as the centre of learning
- Student monitors, assesses and reflects on learning
- Student initiates demonstration of learning (to self and others)
- Teacher as a coach and a mentor

Teachers and students need to understand the purpose of each assessment strategy. The overall assessment 'package' being used by learners and teachers should accurately capture, generate and use meaningful learning information to generate deep learning and understanding.

Continuous and Comprehensive Evaluation

CCE in Secondary Classes

Emergence of the Concept in CBSE

The Central Board of Secondary Education has introduced the scheme of Continuous and Comprehensive Evaluation in its schools in a phased manner.

In the year 2000, the Board implemented the concept of an independent Certificate of School Based Evaluation to be awarded by the school to all students who passed CBSE Class X Examination. This certificate was awarded in addition to the Board's regular certificate and marks statement related to external examination. It carried a footnote that a certificate of CCE is also being issued by the school and should also be studied for judging the total personality of the student. Besides Scholastic Areas, Co-Scholastic Areas were included in CCE for assessment over a continuous period of two years i.e. Classes IX and X. A recommended format with detailed guidelines was prepared and disseminated to schools for adoption by the CBSE. (Annexure 3).

As the next step, in 2004, CCE was implemented in primary classes at I-V *(Vide Circulars No. 5/18/25/04)*. Besides doing away with the concept of pass/ fail system upto class V, the assessment focused on the positive aspects of the child's development during this stage. Accordingly Achievement Records for the primary classes - *(for classes I & II and classes III to V)* were also developed and recommended to schools with the objective of facilitating holistic learning. As a follow up, the Board decided to extend CCE to classes IX and X in 2009 *(Circular No. 39/09)* (Annexure 3).

I. Details of Report Book:
Session 2011-2012 for Class IX & Session 2012-2013 for Class X

Part 1 consists of the evaluation of Scholastic Areas which will be reflected both for classes IX & X in this card in the form of Grades.

Part 1: Scholastic Areas

- There will be two terms in both classes IX & X, the *First Term* will be from *April - September* and the *Second Term* from *October - March* of the subsequent year.

- Each term will have *two Formative* and *one Summative Assessment*.

- Assessment will be indicated in Grades.

- The Grading Scale for the Scholastic Areas is a *nine point grading Scale*.

- Overall Grade of Formative Assessments over the two terms (FA1+FA2+FA3+FA4) and the overall grade of Summative Assessment (SA1+SA2) must be given. The total of the two grades (Formative and Summative) should be given in the relevant column.

- The CGPA (Cumulative Grade Point Average) will be provided excluding additional 6th subject as per Scheme of Studies.

- An indicative equivalence of Grade Point and Percentage of marks can be computed as follows:
  Subject wise indicative percentage of marks $= 9.5$ x GP of the subject

  Overall indicative percentage of marks $= 9.5$ x CGPA

Continuous and Comprehensive Evaluation
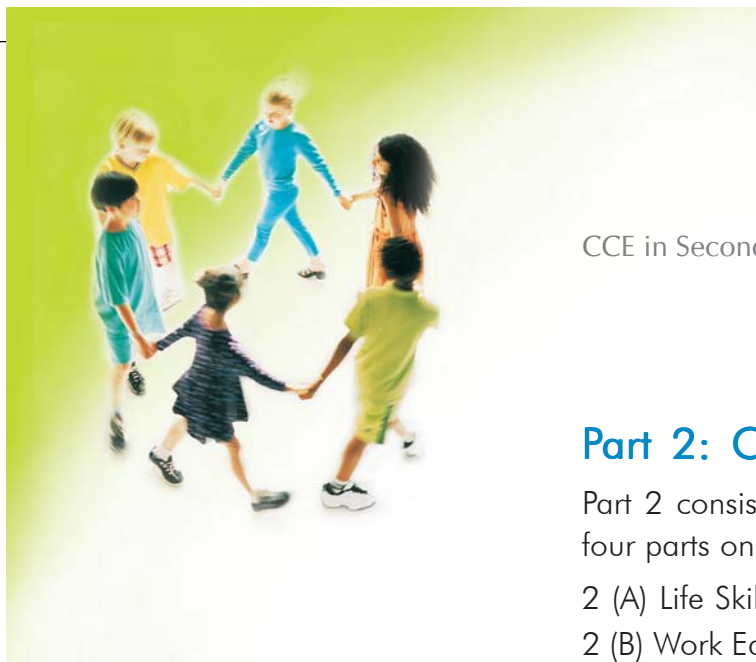
Part 2: Co-Scholastic Areas

Part 2 consists of *Co-Scholastic Areas* where students' are assessed in four parts on a *Five Point Grading Scale*.

2 (A) Life Skills

2 (B) Work Education

2 (C) Visual and Performing Arts

2 (D) Attitudes and Values

Part 2(A) :

- Life Skills consists of *Thinking Skills, Social Skills* and *Emotional Skills*.

Part 2(B) :

- Work Education

Part 2(C) :

- Visual and Performing Arts

Part 2(D):

- Attitudes consists of attitude towards *Teachers, Schoolmates, School Programmes* and *Environment* .
- Value Systems refers to the framework which must be developed right through Primary to Secondary Level.

These are to be filled in after a period of observation over the year by the Class Teacher in consultation with the subject teachers. The guidelines for filling this are given in detail (Chapter 4).

Part 3: Co-Curricular Activities

Part 3 consists of *Co-Curricular Activities wherein choice in participation and assessment thereof is available. It has two sub parts to be assessed on a five-point grading scale.*

Part 3(A): *1. Literary and Creative Skills 2. Scientific Skills 3. Information and Communication Technology (ICT)   4. Organizational and Leadership Skills* (Clubs)

A student will be expected to choose **two** *activities* from these four groups and will be assessed on their level of participation and achievement.

Part 3(B): Eight different kinds of Health and Physical Activities have been provided.

1. Sports/ Indigenous sports *(Kho-Kho etc.)*
2. NCC / NSS
3. Scouting and Guiding
4. Swimming
5. Gymnastics
6. Yoga
7. First Aid
8. Gardening/Shramdaan

Students will be assessed on any **two** activities that are chosen from within the *eight* different activities. The objective is to benefit from Physical activities to maximize health benefits. They will be assessed by teachers involved in various activities in school.

The areas given in the CCE card provide adequate opportunities to the learners for their all round development. It has been widely understood that classroom transaction in academic subjects alone cannot foster development in all areas or help to develop Life Skills. The development of qualities such as *Self Esteem, Positive Attitude* and *Life Skills* of *Creative* and *Critical Thinking, Problem Solving* and *Decision Making, Managing Stress* and *Emotions* require development of positive and adaptive behaviours over a period of time. These Life Skills can be integrated into the entire personality of a learner over the ten years of schooling and are essential for fostering personal qualities, nurturing good relationships and developing effective Communication Skills. The developement of good Physical Health, formation of positive Attitude towards others including environment and cultivation of universal values is possible only through learner's involvement in Life Skills and Co-Curricular Activities.

Continuous and Comprehensive Evaluation
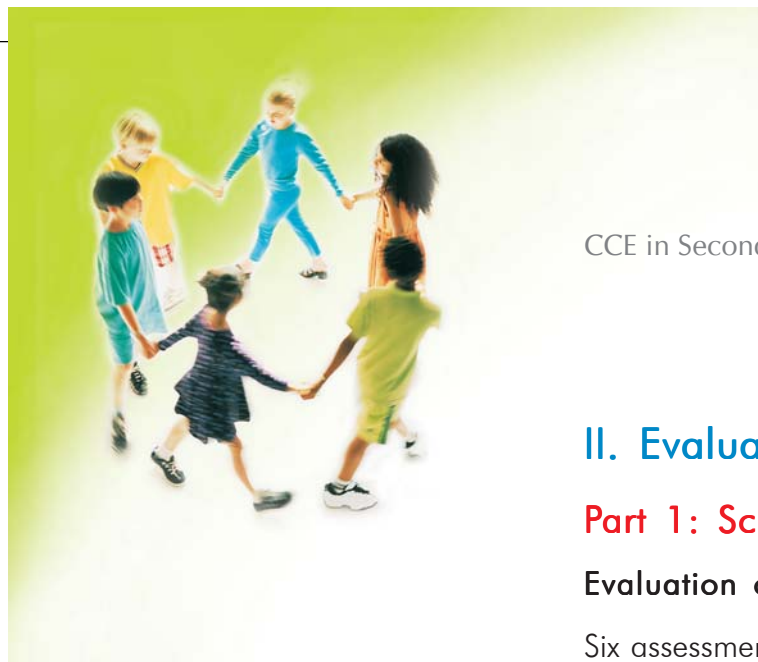
II. Evaluation of Scholastic aspect

Part 1: Scholastic Areas

Evaluation of Academic Subjects in Classes IX and X.

Six assessments are proposed:

Type of assessment	Percentage of weighting in academic session	Month	Term wise weighting
	First Term		
Formative Assessment-1	**10%**	April-May	FA1+FA2=**20%**
Formative Assessment-2	**10%**	July-August	
Summative Assessment-1	**30%**	September	SA1=**30%**
	Second Term		
Formative Assessment-3	**10%**	October-November	FA3+FA4=**20%**
Formative Assessment-4	**10%**	January-February	
Summative Assessment-2	**30%**	March	SA2=**30%**

Total Formative Assessments (FA) = FA1+ FA2 + FA3 +FA4 = **40%**
Summative Assessments (SA)= SA1+ SA2 = **60%**

All across the schools, the most commonly used tools/techniques are those developed by teachers themselves. Among these are paper-pencil tests and tasks, written and oral tests, questions on pictures, simulated activities and discussion with students. Short class tests are used by most teachers as a quick and easy way of assessing the learning progress of children. As these are generally conducted at the end of a unit/month covering the specified content taught during that period, these are no doubt useful but they need to be used effectively.

* (i) Teachers will arrive at the Formative Assessment using an acceptable method for combining scores.
  (ii) They will be given opportunity to develop this practice during implementation.

Continuous and Comprehensive Evaluation

Similarly, tests can be formal, informal, written or oral, based on specified content desired to be tested. They are diagnostic in nature as they enable the teacher to identify or reveal the strength and weaknesses of students. A test should not create any fear amongst students and it should be administered in an informal way.

Tools and Techniques for conducting Formative Tests are dealt in detail in Chapter-5

III. Grading Scale

Assessment of Scholastic attainments Part 1 will be reported *twice in* a year.

The *nine point grading scale* for measuring *Scholastic achievements* is given below:

Grade	Marks Range	Grade point
A1	91 -100	10.0
A2	81 - 90	9.0
B1	71 - 80	8.0
B2	61 - 70	7.0
C1	51 - 60	6.0
C2	41 - 50	5.0
D	33 - 40	4.0
E1	21 - 32	3.0
E2	00 - 20	2.0

Minimum qualifying grade in all the subjects under Scholastic Domain is D.

All assessment with regard to the academic status of the students shall be done in marks and the assessment will be given in grades.

Assessment of Co–Scholastic Areas 2(A, B, C & D) and 3(A, B) will be done on 5 point Scale (shown in the table below); reported *once in* class IX and *once in* class X.

Grade	Grade Points
A	4.1- 5.0
B	3.1- 4.0
C	2.1- 3.0
D	1.1 - 2.0
E	0 - 1.0

Minimum qualifying grade in Co-Scholastic Domain is D
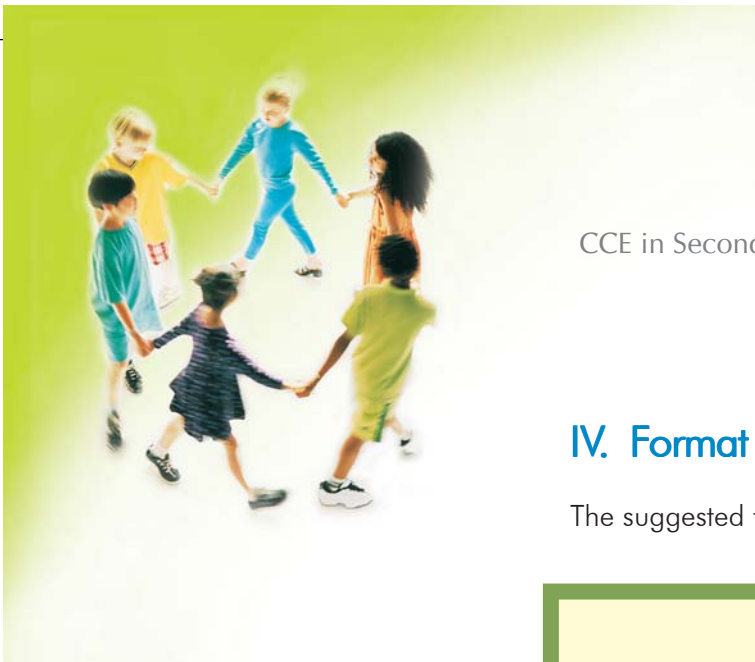
IV. Format of Revised Report Book for Classes IX and X

The suggested format of a Revised Report Book is given below.

School
Logo

Affiliation No. _____

Name of School _____

Complete Address _____

E-mail id _____

Telephone No. _____

Report Book

Class IX: Session 2011-2012
Class X: Session 2012-2013

Student Profile:

Name _____

Admission No. _____

Registration No. _____

Date of Birth _____

Mother's name _____

Father's name _____

Residential Address _____
and Telephone No. _____
_____

Student's Photo with Signature

(Attested by the School Principal along with School Seal)

Attendance:

	Term I	Term II
Total attendance of the student	_____	_____
Total working days	_____	_____

Signature: Student   Class Teacher   Principal   Parent

Part–I: Scholastic Areas

S.No.	Subjects	Term-I				Term-II				(Term I+II)			
		FA1	FA2	SA1	FA1+FA2+SA1	FA3	FA4	SA2	FA3+FA4+SA2	FA1+FA2+FA3+FA4	SA1+SA2	Overall	Grade Point
01	Language I												
02	Language II												
03	Mathematics												
04	Science												
05	Social Science												
06*	Music												
07	Painting												
08	Commerce												
09	Home Science												
10	Foundation of Information Technology												
11	Addl. Optional Subject												

Result: Qualified/EIOP**_____   CGPA: _____

* Subjects listed from S. No. 06 to 11 are offered by the CBSE for the children with Learning Disabilities. These can also be offered by other students in addition to other subjects.
** Eligible for improvement of performance

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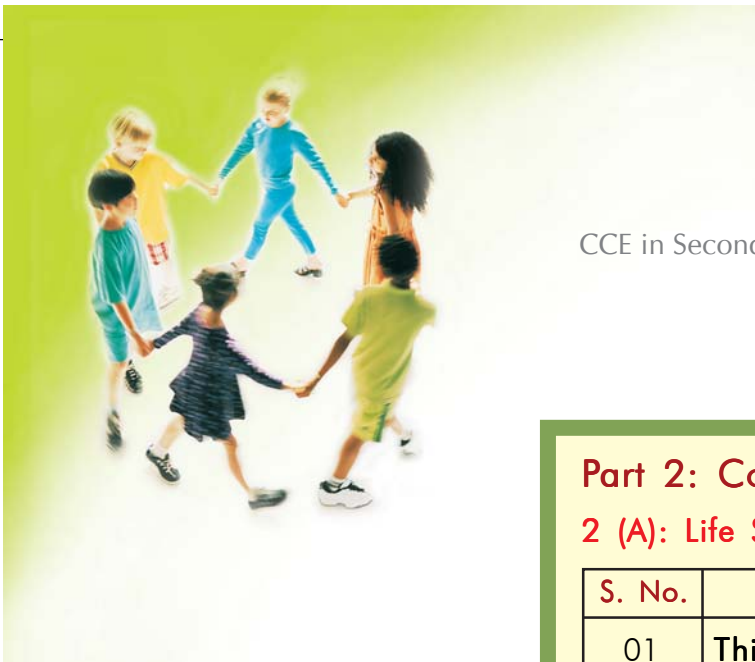
Part 2: Co-Scholastic Areas

2 (A): Life Skills

S. No.	Descriptive Indicators*	Grade
01	**Thinking Skills:**	
02	**Social Skills:**	
03	**Emotional Skills:**	

Thinking Skills: Self Awareness, Problem Solving, Decision Making, Critical Thinking and Creative Thinking
Social Skills: Interpersonal Relationships, Effective Communication and Empathy
Emotional Skills: Managing Emotions and Dealing with Stress

2(B): Work Education

Descriptive Indicators	Grade

2(C): Visual and Performing Arts

Descriptive Indicators	Grade

Suggestive Activities:
Work Education: Cookery Skills, Preparation of stationery items, Tieing and dyeing and screen printing, Recycling of paper, Hand embroidery, Running a book bank, Repair and maintenance of domestic electrical gadgets, Computer operation and maintenance, Photography etc. .
Visual & Performing Arts: Music (Vocal, Instrumental), Dance, Drama, Drawing, Painting, Craft, Sculpture, Puppetry, Folk Art forms etc.

* Descriptive Indicators are statements used to describe each learner.

2(D): Attitudes & Values

S. No.	Descriptive Indicators*	Grade
01 1.1	**Attitude Towards** **Teachers:**	
1.2	**School-mates:**	
1.3	**School Programmes and Environment:**	
02	**Value Systems:**	

Continuous and Comprehensive Evaluation
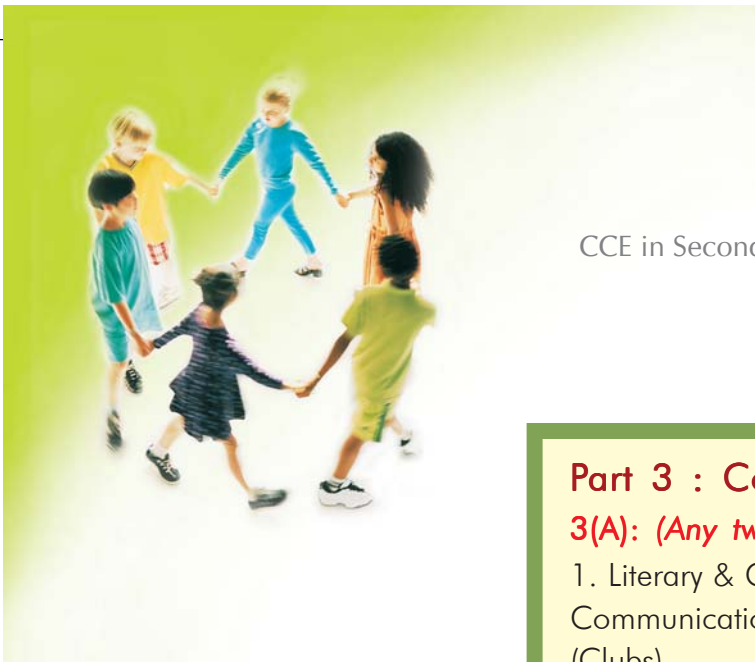
Part 3 : Co-Scholastic Activities

3(A): *(Any two to be assessed)*

1. Literary & Creative Skills 2. Scientific Skills 3. Information and Communication Technology (ICT) 4. Organisational & Leadership Skills (Clubs).

Sl.No.	Descriptive Indicators	Grade
01		
02		

Suggestive Activities:

Literary & Creative Skills: Debate, Declamation, Creative Writing, Recitation, Drawing, Poster-Making, Slogan Writing, Theatre etc.

Scientific Skills: Science Club, Projects, Maths Club, Science Quiz, Science Exhibition, Olympiads etc.

Information and Communication Technology (ICT): PowerPoint Presentation, Website and Cover Page Designing, Animation, Programming, E-books etc.

Organisational & Leadership Skills (Clubs) : Eco Club, Health & Wellness Club, Heritage Club, Disaster Management Club, AEP and other Clubs etc.

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3(B): Health & Physical Activities
(Any two to be assessed)

1. Sports / Indigenous sports (Kho-Kho etc.)   2. NCC / NSS
3. Scouting and Guiding   4. Swimming   5. Gymnastics   6. Yoga
7. First Aid   8. Gardening/Shramdaan.

Sl.No.	Descriptive Indicators	Grade
01		
02		

Health Status

Height_____   Weight_____   Blood Group _____

Vision (L)_____   (R)_____   Dental Hygiene _____
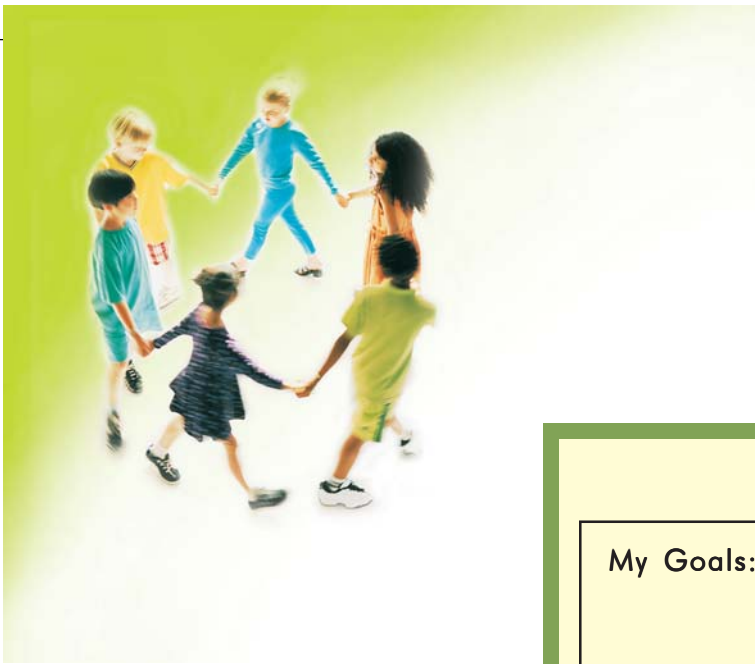
Self Awareness

My Goals:

My strengths:

My Interests and Hobbies:

Responsibilities Discharged/Exceptional Achievements:

Scholastic Areas (Grading on 9 point scale)

Grade	Marks Range	Grade Point
A1	91-100	10.0
A2	81- 90	9.0
B1	71- 80	8.0
B2	61- 70	7.0
C1	51- 60	6.0
C2	41- 50	5.0
D	33 - 40	4.0
E1	21- 32	3.0
E2	00 - 20	2.0

Co-Scholastic Areas (Grading on 5 point scale)

Grade	Grade Points
A	4.1- 5.0
B	3.1- 4.0
C	2.1- 3.0
D	1.1 - 2.0
E	0 -1.0

Student must obtain the qualifying grade (minimum grade D) in all the subjects under Scholastic and Co-Scholastic Domain.

* **First Term**: FA1 (10%) + FA2 (10%)+SA1(30%)   = 50%
* **Second Term**: FA3 (10%) + FA4 (10%) + SA2 (30%)   = 50%

Formative Assessment : FA1(10%)+FA2(10%)+FA3(10%)+ FA4(10%)= 40%
Summative Assessment : SA1 (30%)+SA2 (30%) = 60%

■ CGPA (Cumulative Grade point Average) will be provided excluding additional 6th subject as per Scheme of Studies.

■ An indicative equivalence of Grade Point and Percentage of marks can be computed as follows:

     - Subject wise indicative percentage of marks = 9.5 x GP of the subject

     - Overall indicative percentage of marks = 9.5 x CGPA
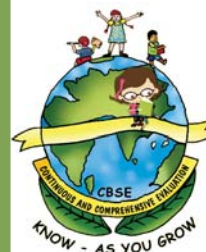
Continuous and Comprehensive Evaluation

कैन्द्रीय माध्यमिक शिक्षा बोर्ड, दिल्ली
CENTRAL BOARD OF SECONDARY EDUCATION, DELHI
SECONDARY SCHOOL EXAMINATION, SESSION: _____
CONTINUOUS AND COMPREHENSIVE EVALUATION
CERTIFICATE OF SCHOOL BASED ASSESSMENT

Registration No. ——————— Roll No. ———————

Name of Student ————————————————

Date of Birth ————————————————

Mother's name ————————————————

Father's name ————————————————

School name ————————————————

Student's Photo with Signature

(Attested by the School Principal along with School Seal)

Part-1: Scholastic Areas

Subject Code	Subject Name	Class IX			Class X			Overall Grade (Classes IX&X)		
		FA*	SA*	Overall Grade (FA+SA)	FA*	SA*	Overall Grade (FA+SA)	FA*	SA*	Overall

Result: Qualified/EIOP**_____ CGPA: _____

*FA - Formative Assessment (40%), *SA - Summative Assessment (60%)
CGPA - Cumulative Grade Point Average ** Eligible for improvement of performance

Part 2: Co-Scholastic Areas

(A) : Life Skills

Life Skills	Class	Descriptive Indicators*	Grade
Thinking Skills	IX		
	X		
Social Skills	IX		
	X		
Emotional Skills	IX		
	X		

(B) : Work Education

Class	Descriptive Indicators*	Grade
IX		
X		

(C) : Visual and Performing Arts

Class	Descriptive Indicators*	Grade
IX		
X		

(D) : Attitudes and Values

Attitudes towards	Class	Descriptive Indicators	Grade
Teachers	IX		
	X		
School-mates	IX		
	X		
School Programmes and Environment	IX		
	X		
Value Systems	IX		
	X		

* **Descriptive Indicators** are statements used to describe each learner.
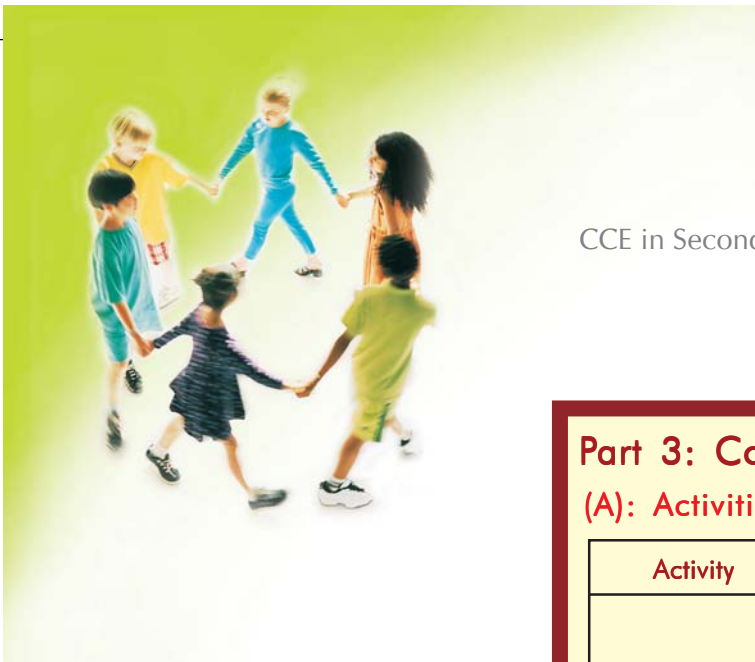
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Part 3: Co-Scholastic Areas

(A): Activities

Activity	Class	Descriptive Indicators	Grade
	IX		
	X		
	IX		
	X		

(B): Health and Physical Education

Activity	Class	Descriptive Indicators	Grade
	IX		
	X		
	IX		
	X		

Signature: **Controller of Examinations**   **Principal**

Place: Delhi

Dated:

- CGPA (Cumulative Grade point Average) will be provided excluding additional 6th subject as per Scheme of Studies.
- An indicative equivalence of Grade Point and Percentage of marks can be computed as follows:
    - Subject wise indicative percentage of marks = 9.5 x GP of the subject
    - Overall indicative percentage of marks = 9.5 x CGPA

Part1: Scholastic Areas

As per Scheme of Studies, a Candidate is required to study following subjects:
- Language I: English or Hindi
- Language II: any Language other than Language I
- Mathematics
- Science
- Social Science

Additional Subject: any Language other than Language I/II/Commerce (Elements of Business etc.), Painting, Music, Home Science, Introductory Information Technology.

Part 2: Co-Scholastic Areas
(A): Life Skills
Thinking Skills : Self Awareness, Problem Solving, Decision Making, Critical Thinking and Creative Thinking
Social Skills: Interpersonal Relationships, Effective Communication and Empathy
Emotional Skills: Managing Emotions and Dealing with Stress
(B):Work Education: Cookery Skills, Preparation of stationery items, Tieing and dyeing and screen printing, preparing paper out of waste paper, Hand embroidery, Running a book bank, Repair and maintenance of domestic electrical gadgets, Computer operation and maintenance, Photography etc..
(C):Visual and Performing Arts: Music (Vocal, Instrumental), Dance, Drama, Drawing, Painting, Craft, Sculpture, Puppetry, Folk Art forms etc.
(D): Attitudes and Values

Part 3: Co-Scholastic Areas
(A) Suggestive activities (Any two to be assessed):

1. **Literary & Creative Skills:** Debate, Declamation, Creative Writing, Recitation, Poster-Making, Slogan Writing, Theatre etc.
2. **Scientific Skills:** Science Club, Projects, Maths Club, Science Quiz, Science Exhibition, Olympiads, etc.)
3. **Information and Communication Technology (ICT):** PowerPoint Presentation, Website and Cover Page Designing, Animation, Programming, E-books etc..
4. **Organisational & Leadership Skills (Clubs) :**Eco Club, Health & Wellness Club, Disaster Management Club, AEP and other Clubs etc..

(B): Health and Physical Education (Any two to be assessed)
1. Sports/Indigenous sports (Kho-Kho etc.)   2. NCC/NSS   3. Scouting and Guiding
4. Swimming   5. Gymnastics   6. Yoga   7. First Aid   8. Gardening/Shramdaan

Scholastic Areas (Grading on 9 point scale)

Grade	Marks Range	Grade Point
A1	91-100	10.0
A2	81- 90	9.0
B1	71 - 80	8.0
B2	61 - 70	7.0
C1	51 - 60	6.0
C2	41 - 50	5.0
D	33 - 40	4.0
E1	21- 32	3.0
E2	00 -20	2.0

Co-Scholastic Areas (Grading on 5 point scale)

Grade	Grade Points
A	4.1- 5.0
B	3.1- 4.0
C	2.1- 3.0
D	1.1 - 2.0
E	0 - 1.0

Student must obtain the qualifying grade (minimum grade D1) in all the subjects under Scholastic and Co-Scholastic Domain.

* **First Term** : FA1 (10%) + FA2 (10%)+SA1(30%) = 50%
* **Second Term** : FA3 (10%) + FA4 (10%) + SA2 (30%) = 50%
Formative Assessment : FA1(10%)+FA2 (10%)+FA3 (10%)+FA4 (10%)= 40%
Summative Assessment : SA1 (30%)+SA2 (30%) = 60%
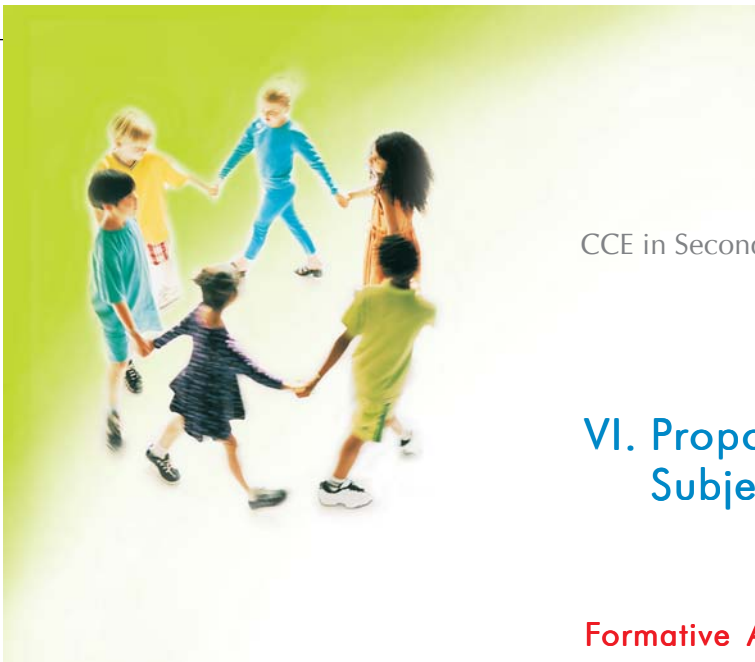
Continuous and Comprehensive Evaluation

VI. Proposed Evaluation Scheme for Scholastic Subjects:

Formative Assessment Scheme

Focus on Formative Assessment

▼

Share the learning outcomes
and assessment expectations with students

▼

Use clearly defined criteria

▼

Use examples and exemplars

▼

Give specific feedback

(which will help to)

▼

Incorporate Students Self Assessment

▼

Students keep a record of their progress

▼

Teachers keep records of students progress

Continuous and Comprehensive Evaluation

The reason why we use different methods:

- Learning in different subject areas and aspects of development is to be assessed
- Learners may respond better to one method as compared to another
- Each method contributes in its own way to teacher's understanding of learner's learning

In order to help students improve their performance levels, the schools shall diagnose their learning difficulties through formative tests right from the beginning of the academic year and bring it to the notice of parents at appropriate intervals of time. They will recommend suitable remedial steps to enhance their learning capability. Similarly, especially gifted children should be provided with further reinforcements by giving them additional assignments, enrichment material and mentoring. Due provision should be made in the class timetable for mentoring and to address different kinds of learners. The teacher also needs to incorporate strategies for dealing with differently abled students in her class.

The Formative Assessment should normally be made on recorded evidences based on anecdotal records to be maintained by the class teacher or the subject teacher.

It will be advisable to communicate levels of attainment to the students and parents during the course of the academic year, so that with their co-operation, the remedial measures are taken in time for enhancing the performance of the students. **The overall assessment should be followed by the descriptive remarks by the class teacher about the positive and significant achievements, avoiding negative assessment even by implication.**

It implies:

- Sharing learning goals with students
- Involving students in self assessment
- Providing feedback which leads to students recognising and taking the next steps
- Being confident that, every student can improve

Continuous and Comprehensive Evaluation

Specific Recommendations for Formative Assessment

Listed below are a few recommendations for Formative Assessment which can be followed by schools. This list gives suggestions month-wise for various subjects. **It is advised that within each term, schools use the paper-pencil test only once for assessing student performance under Formative Assessment.** The purpose is to ensure use of multiple modules of assessment so that the focus on written tests is reduced.

In order to fulfill the objectives of Formative Assessment and to enable students to improve performance, teachers need to use a variety of assessment tools during the course of their teaching. **It is mandatory that the teachers must use at least 3-4 different assessment tools during the term for each Formative Assessment (FA).** This list given below is not exhaustive, it is only to give an idea of the variety possible.

> *Note:* Formative Assessment can be carried through using multiple modes of assessment such as assignments, quizzes, debates, group discussions, projects. It may be clearly communicated to all teachers teaching various subjects that all projects and assignments must be done as group activities within the class and school time only. Each subject must have only one paper pencil test under Formative Assessment. The other modes of Assessment must be a part of classroom interactive activities.

Languages

- Oral and listening - these could be listening comprehension, prepared speech, conversation or dialogue
- Written assignments - short and long question answers, creative writing, reports, newspaper articles, diary entries, poetry etc.
- Speeches - debates, oratory, recitation, extempore etc.
- Research projects - information gathering, deductive reasoning, analysis and synthesis and a presentation using a variety of forms including the use of Information and Communication Technology (ICT)
- Pair work/group work
- Peer assessment

It is suggested in Languages at least some assessments should be for assessing **Conversation Skills**.

Mathematics

- Problem solving, Multiple Choice Questions (MCQ)
- Data handling and analysis
- Investigative projects
- Math Lab activities.
- Models including origami etc.
- Research projects and presentations
- Group projects
- Peer assessment
- Presentations including the use of Information and Communication Technology (ICT)

It is suggested for Mathematics that at least some Formative Assessment tasks should be based on the **Maths Lab Activities**

Sciences

- Written assignments, Multiple Choice Questions - MCQ
- Experimental work which may involve *one or more* of setting experiments, making observations, handling data, making deductions, working safely
- Planning or designing experiments to collect data or to investigate properties, laws, phenomena etc.
- Research work which could be investigative or information gathering and deducing
- Group work - research or experimental
- Contextual research projects
- Peer assessment
- Presentations including the use of Information and Communication Technology (ICT)
- Science Quiz
- Seminar
- Symposium
- Field Trips

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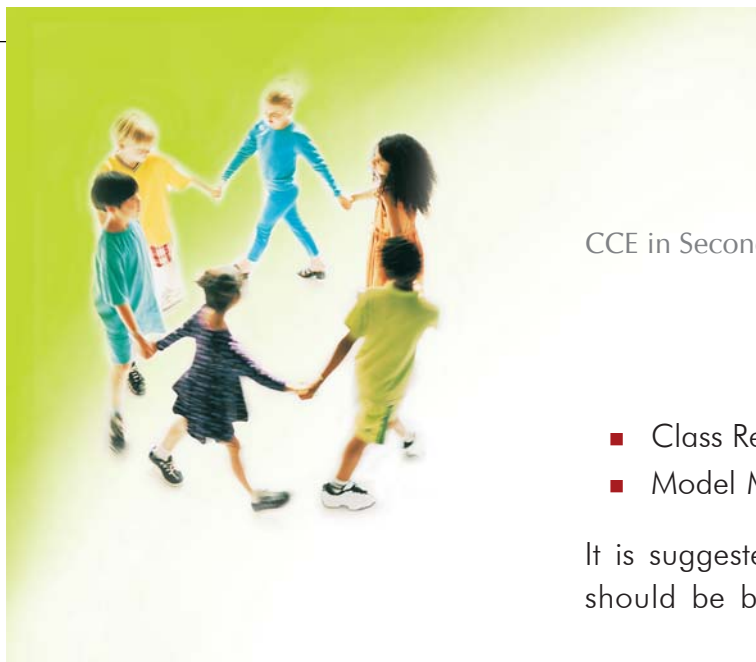
- Class Response
- Model Making

It is suggested that for Science at least some Formative Assessments should be based on **Experiments** and **hands-on activities**.

Social Sciences

- Written assignments - short and long answers
- Commentaries
- Source-based analysis
- Projects - investigative, informative, deductive and analytical
- Research
- Group work - projects and presentations
- Models and charts
- Presentations including the use of Information and Communication Technology (ICT)
- Using authentic sources and primary texts
- Open-book tests
- Secondary sources
- Comparison and contrast

It is suggested in Social Science that at least some assessment **should be based on projects** which are done in groups as in-class activities under the direct supervision of the teacher.

A system of education and examination that teaches members of disadvantaged groups the requisite problem-solving and analytical skills needed by the job market is vital. Memorizing and regurgitating textbooks is not a skill needed by the job market. An exam system that encourages this type of 'learning' snuffs out creativity. To teach skills and create excellence, is the way - perhaps the only sustainable way - toward real equity'.

Examination Reform, NCF 2005 – NCERT

Continuous and Comprehensive Evaluation

Assessing Co-Scholastic Areas

Collecting Evidence and Interpreting

Learning in Scholastic and Co-Scholastic Areas is demonstrated by change of behaviour in the learner. Behaviour is of two kinds – covert and overt. Overt behaviour is the outer expression of covert behaviour. As a teacher, you can judge a student only by his/her overt behaviour. For example, understanding is covert; you really do not know whether a student has understood even if he/she says "Yes, Ma'am". However, when the student explains to you the concept, you know for sure his/her level of understanding. In this example, 'explain' is the *overt behaviour* and 'understand' is the *covert behaviour*.

Overt behaviour of a student provides us evidence to assess his/her level of learning. Evaluation is all about collecting evidence and interpreting the human behaviour based on the evidence. Unlike robots or programmed instruments, human beings have a mind and are flexible. Hence, we prefer repeated evidence and then see the trend. For example, a student may be sometimes joyful, some other times sad and yet on some other occasions angry. You may not be able to draw a conclusion – whether the student is joyful or not. But, if a student is courteous to you most of the time, and courteous to all your colleague teachers most of the time, you can safely conclude, 'the student is very courteous'. Do you agree?

Continuous and Comprehensive Evaluation
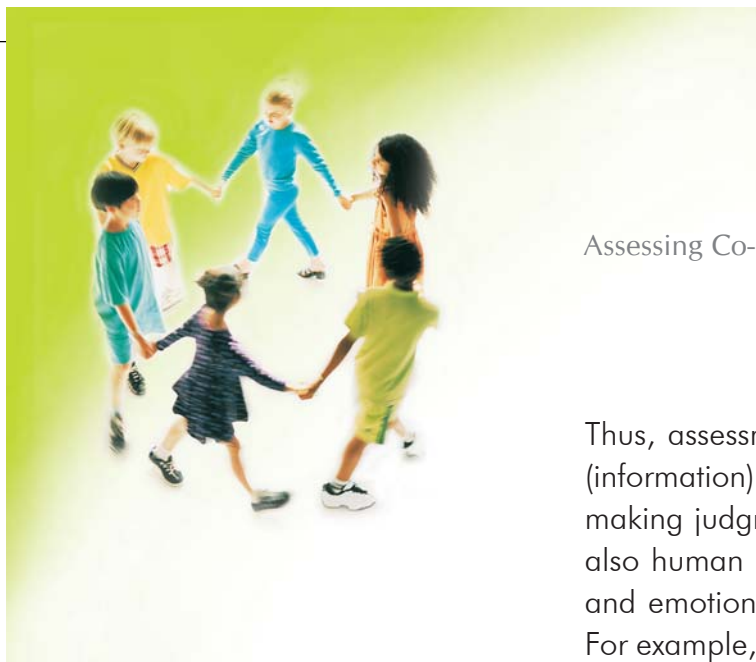
Thus, assessment of human behaviour is collecting repeated evidences (information), identifying the trend of behaviour, deriving conclusions or making judgments and providing feedback. Since, we the assessors are also human beings, and are subject to our own beliefs, values, moods and emotions, we can **'be'** and often **'are'** subjective in interpretation. For example, a student expresses his/her difference in opinion to a stated view with respect to a concept or a practice in the class. A 'classical' teacher will construe it as indiscipline and ask her to behave, whereas a 'neo-modern' teacher will construe it as divergence and enter into a discourse with an open mind. The latter will rate the same behaviour as very positive and creative. **Research on human behaviour recommends use of 'triangulation' technique – collecting and interpreting evidence by multiple assessors (at least three in number).**

To sum up, it may include the following steps:

1. Identifying qualities
2. Specifying behaviours and indicators of the concerned area or skill
3. Collection of evidence in respect of behaviour and indicators through observation and other techniques
4. Recording of the evidences
5. Analysis of the recorded evidences
6. Reporting or awarding grades

The analysis of records raised as a result of periodic observation is done to validate the attainment of the quality resulting in growth in the Co-Scholastic Areas. The grades and descriptive indicators are assigned on the basis of the degree of attainment of a particular skill or behavioural outcome.

We have so far used a few terminologies that are landmarks in human behaviour assessment. These are:

1. Overt behaviour
2. Evidence of behaviour
3. Trend of behaviour
4. Triangulation

Thus, our fundamental challenge in assessing students in Co-Scholastic Areas are four-fold:

a. Identifying overt behavioural indicators for each of the chosen areas
b. Creating a scheme of assessment for certification
c. Tools and techniques of gathering data and evidence
d. Data archiving, interpreting and certifying

In this chapter , we will deal with the first two issues. The other two, we will take up in Chapter 5.

Overt Behaviour Indicators

Just to remind you, we have chosen the following Co-Scholastic Areas. These are:

1. Life Skills
2. Work Education
3. Visual and Performing Arts
4. Attitudes and Values
5. Literary and Creative Skills
6. Scientific Skills
7. Information and Communication Technology (ICT)
8. Organization and Leadership Skills (Clubs)
9. Health and Physical Education: 　9.1 Sports/Indigenous Sports 　9.2 NCC/NSS 　9.3 Scouting and Guiding 　9.4 Swimming 　9.5 Gymnastics 　9.6 Yoga 　9.7 First Aid 　9.8 Gardening/Shramdaan

Continuous and Comprehensive Evaluation
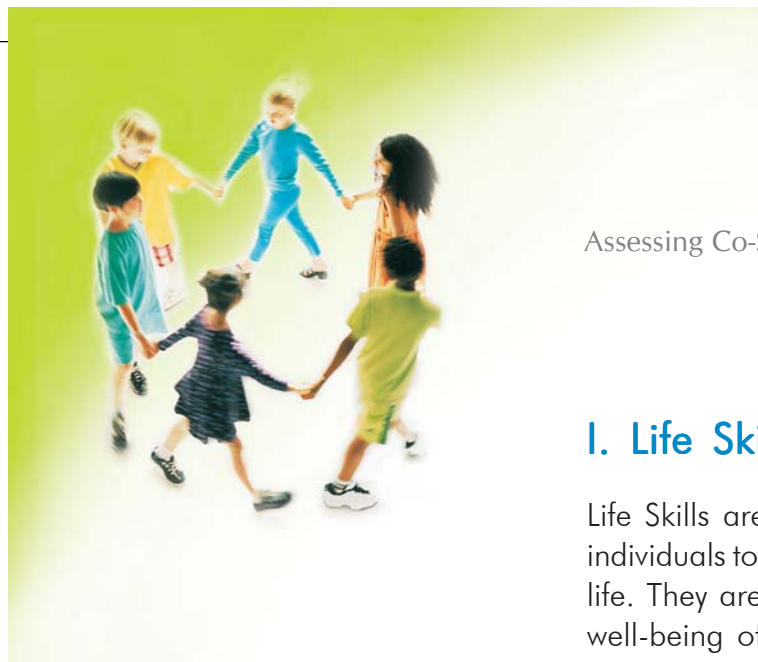
I. Life Skills (Part 2A)

Life Skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are abilities that facilitate the physical, mental and emotional well-being of individuals.

'Adaptive' means that a person is flexible in approach and able to adjust to different circumstances.

'Positive behaviour' implies that a person is forward looking and finds a ray of hope, solution and opportunities even in difficult situations.

Life Skills are abilities that will help students to be successful in living a productive life. Learning and practising Life Skills help students to improve their personal and social qualities.

There are large number of Life Skills emanating from various sources, and the total list is very large. For practical purposes and for feasibility, we have chosen ten Life Skills as given in the table below. Although a life skill may transgress more than one domain, each life skill has a dominant feature. Further, there are overlapping processes, e.g. problem solving and decision making. All problem solving involves decision making.

We have classified the life skills according to their dominant features in the following table.

Life Skills Matrix

Life Skills	Thinking	Social	Emotional
1. Self-Awareness	--		
2. Problem Solving	--		
3. Decision Making	--		
4. Critical Thinking	--		
5. Creative Thinking	--		
6. Interpersonal Relationships		--	
7. Effective Communication		--	
8. Empathy		--	
9. Managing Feelings/Emotions			--
10. Dealing with stress			--

Continuous and Comprehensive Evaluation

Although all or most of the Life Skills can be measured by standardized tests and inventories, such skills can also be reasonably assessed on the basis of displayed behaviour by the student. We have provided a few sampled observable behaviours pertaining to thinking, social and emotional skills.

As mentioned earlier, students will be assessed in these domains on the basis of their overt behaviour. We will take three different courses of action to build in objectivity and reliability:

- Day-to-day observation
- Rating at the end of the term
- Annual Assessment

Day to day observation: Please keep 'a watchful eye' on your student, whenever you notice a significant behaviour that may shed light on any one of the thirty (30) descriptors under the three domains. Record it in your diary. It should not be time bound; it should be as and when such a thing happens. Here are a few examples.

- Rohan shared his tiffin with his friends today
- Jiten gulped his tiffin quickly and then looked at others
- Though Sara did not figure in the list of awardees, she was all smiles and helped me in organizing the event
- George visited his sick classmate at home and briefed him about the work done in class as well as the assignments
- Sarbari differed with my viewpoint; she argued but never got irritated; but Shanti got angry because Sarbari was arguing with me
- Mohammad connected the computer to the LCD projector, set the screen so proficiently that I could use it in the classroom

While you rate such behaviour, please remember '5' stands for desirable behaviour and less than '1' for the undesirable one. For example in the above case Sarbari gets '5', but Shanti gets '2' or '1'. Although you would observe on a day to day basis and record, you would accumulate it at the end of the term and then convert into a grade.

All these statements reveal certain styles of behaviour of a student, e.g. effective communication of Sarbari, excellent interpersonal skills exhibited by Mohammad and Sara's ability to manage her emotions, etc.
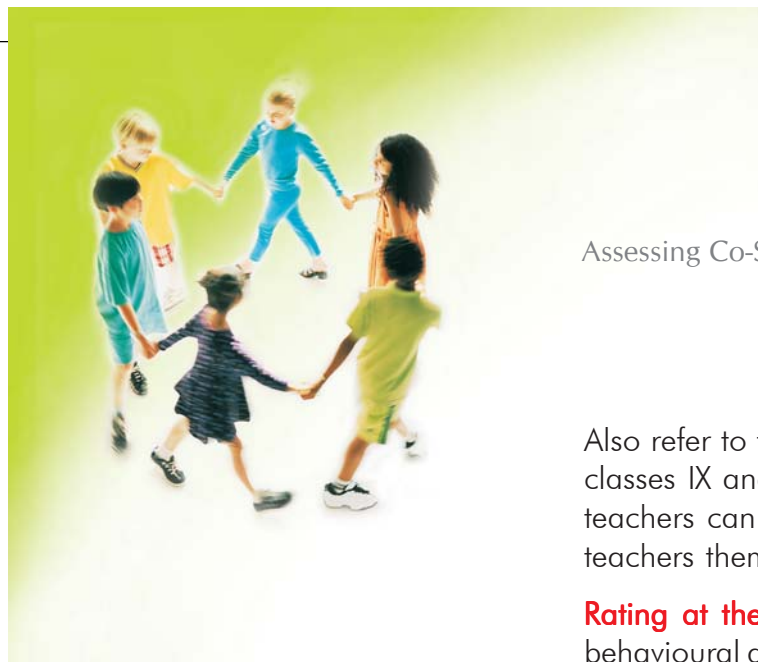
Also refer to the Life Skill's Manual for teachers brought out by CBSE for classes IX and X. It has a few exemplar activities for all Life Skills which teachers can do with their students. Others can also be created by the teachers themselves.

Rating at the end of the term: In the following pages, we present the behavioural descriptors for each of the Co-Scholastic dimensions. Human behaviour, as you know, is not a binary function; does not appear in 'yes' or 'no'. It differs in degrees. Hence, rate each behaviour on five-point scale once in a session–

Grade	Grade Points
A	4.1 - 5.0
B	3.1 - 4.0
C	2.1 - 3.0
D	1.1 - 2.0
E	0 -1.0

How to calculate Grades in Co-Scholastic Areas

1. Each student will be graded on each of the 03 Life Skills, Work Education, Visual and Performing Arts, 03 Attitudes, Values, 02 Co-curricular Activities and 02 Health and Physical Education (HPE) activities.
2. Maximum score for each Life Skill, Work Education and Visual and Performing Arts and Attitudes is 50, for Values is 200 and for Co-curricular Activities and HPE is 50.
3. Before assigning the Grades on each component using the conversion table, please calculate the average or grade points by dividing the total score obtained by a student by number of items in that component. For example, for a student who has a score of 35 in Thinking Skills; you need to divide it by the number of descriptors, i.e. 10; the average or grade point is 3.5; hence grade is B.
4. A Sample Sheet to calculate grades in Co-Scholastic Areas is given after the discussion of the indicators.

(i) Thinking Skills

Sl.No.	Descriptors	Score out of 5
1.	Knows his/her strengths and weaknesses	
2.	Demonstrates internal/External locus of control	
3.	Knows her/his way of dealing with people, events, and things	

4.	Recognizes and analyzes a problem	
5.	Collects relevant information from reliable sources	
6.	Evaluates each alternative for advantageous and adverse consequences of each alternative solution	
7.	Chooses the best alternative (takes decision); Shows originality and innovation	
8.	Demonstrates fluency in ideas – get lots of new ideas	
9.	Open to modification and flexibility in thinking	
10.	Demonstrates divergent (out-of-the-box) thinking	
Total		
Average/Grade		

(ii) Social Skills

Sl.No.	Descriptors	Score out of 5
1.	Helps classmates in case of difficulties in academic and personal issues	
2.	Seeks feedback from teachers and peers for self-improvement	
3.	Actively listens and pays attention to others	
4.	Sees and appreciates others' point of view.	
5.	Draws attention of others when speaking in the class, school assembly and other occasions	
6.	Explains and articulates a concept differently so that others can understand in simple language	
7.	Sensitive to the needs of differently abled students	
8.	Demonstrates Leadership Skills, like responsibillity, initiative etc.	

Continuous and Comprehensive Evaluation
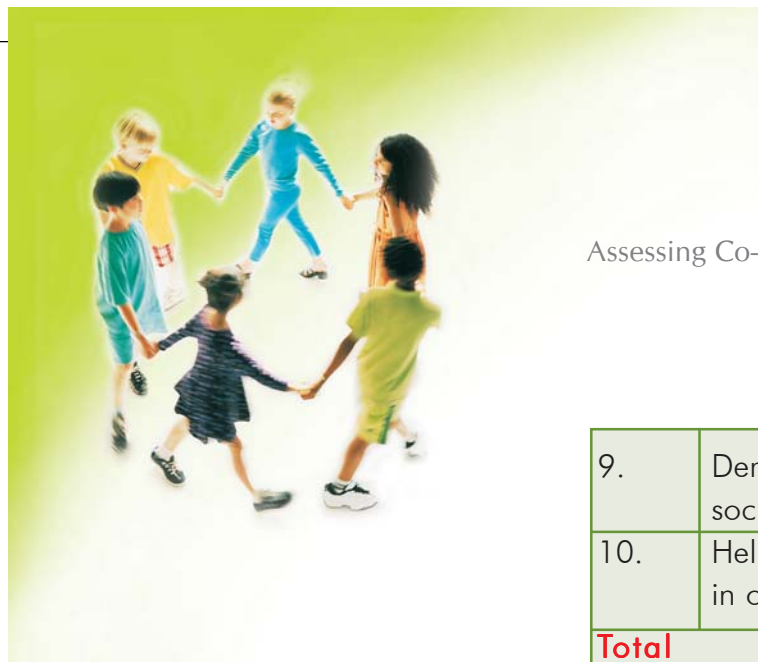
9.	Demonstrates awareness of norms and social conducts and follows them	
10.	Helps develop skills and competencies in others instead of making them dependent	
Total		
Average/Grade		

(iii) Emotional Skills

Sl.No.	Descriptors	Score out of 5
1.	Is optimistic	
2.	Believes in self–self confidance and thinks "I can"	
3.	Manages Scholastics, Co-Scholastics and personal challenges	
4.	If unsuccessful, gracefully takes the task again	
5.	Seeks help of teachers and classmates in difficult situations	
6.	Does not get into unhealthy habits when under stress	
7.	Maintains decency under stressful interpersonal situations	
8.	Expresses feelings and reactions frankly in the class	
9.	Supports and empathises with others	
10.	Politely declines - 'says no', when he/she does not want to undertake a task	
Total		
Average/Grade		

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2. Work Education (Part 2B)

Sl.No.	Descriptors	Score out of 5
1.	Has a collaborative approach towards the process of learning	
2.	Is Innovative in ideas	
3.	Plans and adheres to timelines	
4.	Is Involved and motivated	
5.	Demonstrates a positive attitude	
6.	Is helpful, guides and facilitates others	
7.	Demonstrates an understanding of correlation with real life situations	
8.	Has a step-by-step approach to solving a problem	
9.	Has clear understanding of output to be generated	
10.	Is able to apply the theoretical knowledge into practical usage	
Total		
Average/Grade		

3. Visual and Performing Arts (Part 2C)

(i) Visual Arts

Sl.No.	Descriptors	Score out of 5
1.	Takes an innovative and creative approach	
2.	Shows aesthetic sensibilities	
3.	Displays observation skills	
4.	Demonstrates interpretation and originality	
5.	Corelates with real life	
6.	Shows willingness to experiment with different art modes/ mediums	

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7.	Sketches or paints	
8.	Generates computer animation	
9.	Demonstrates proportion in size and clarity	
10.	Understands the importance of colour, balance and brightness	
Total		
Average/Grade		

(iv) Performing Arts

Sl.No.	Descriptors	Score out of 5
1.	Sings and plays instrumental music	
2.	Dances and acts in drama	
3.	Awareness and appreciation of works of artists	
4.	Demonstrates appreciation skills	
5.	Participates actively in aesthetic activities at various levels	
6.	Takes initiative to plan, create and direct various creative events	
7.	Reads and shows a degree of awareness of particular domain of art	
8.	Experiments with art forms	
9.	Shows a high degree of imagination and innovation	
10.	Displays artistic temperament in all of his/her actions in school and outside	
Total		
Average/Grade		

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4a. Attitudes (Part 2D)

Attitude is an important dimension in students' lives. In this section, you will assess students' attitude with respect to the teachers, school-mates, and school programmes. You will follow the same practice as in the assessment of Life Skills.

(i) Attitudes towards Teachers

Sl.No.	Descriptors	Score out of 5
1.	Shows decency and courtesy to teachers inside and outside the class	
2.	Demonstrates positive attitudes towards learning	
3.	Takes suggestions and criticism in the right spirit	
4.	Respects teachers' instructions	
5.	Accepts norms and rules of the school	
6.	Communicates his/her thoughts with teachers	
7.	Confides his/her problems with teachers	
8.	Shows honesty and sincerity towards teachers	
9.	Feels free to ask questions	
10.	Helpful to teachers	
Total		
Average/Grade		

Continuous and Comprehensive Evaluation
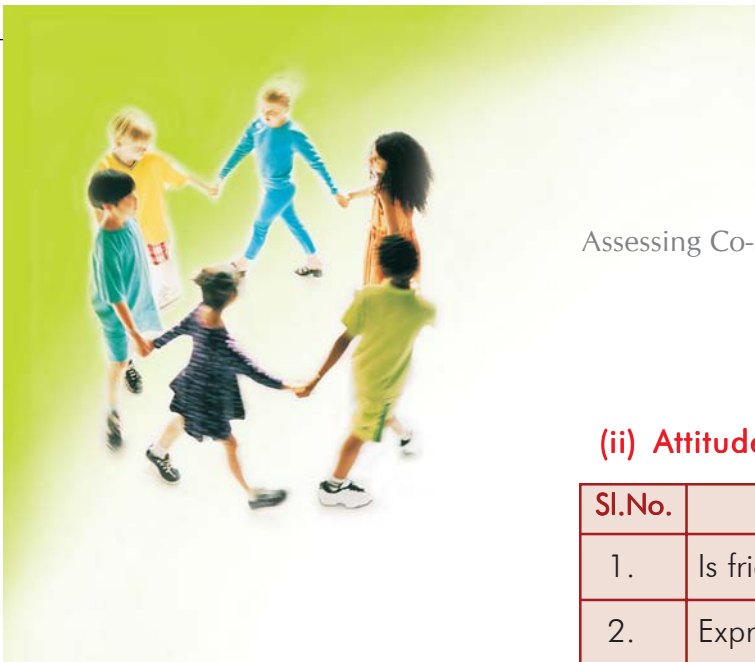
(ii) Attitude towards School-mates

Sl.No.	Descriptors	Score out of 5
1.	Is friendly with most of the classmates	
2.	Expresses ideas and opinions freely in a group	
3.	Is receptive to ideas and opinion of others	
4.	Treats classmates as equals, without any sense of superiority or inferiority	
5.	Sensitive and supportive towards peers and differently-abled school-mates	
6.	Treats peers from different social, religious and economic background without any discrimination	
7.	Respects opposite gender and is comfortable in their company	
8.	Does not bully others	
9.	Deals tactfully with the peers having aggressive behaviour.	
10.	Shares credit and praise with team members and peers	
Total		
Average/Grade		

(iii) Attitude towards School Programmes and Environment

Sl.No.	Descriptors	Score out of 5
1.	Attaches a lot of importance to school activities and programmes	
2.	Participates in school activities relating to improvement of environment	
3.	Enthusiastically participates in school programmes	
4.	Shoulders responsibility happily	
5.	Confronts any one who criticises school and school programmes	
6.	Insists on parents to participate/witness school programmes	
7.	Participates in community activities relating to environment	
8.	Takes care of school property	
9.	Sensitive and concerned about environmental degradation	
10.	Takes initiative in planning activities for the betterment of environment	
Total		
Average/Grade		

4b. Value Systems (Part 2D)

Values are determining qualities of life. There is a very large body of knowledge and lists of values. Article 51A of the Indian Constitution— Fundamental Duties – provides the most comprehensive list of values that should be inculcated by every Indian citizen. There are 10 principles; we have identified four behaviour as descriptors for each – in all 40
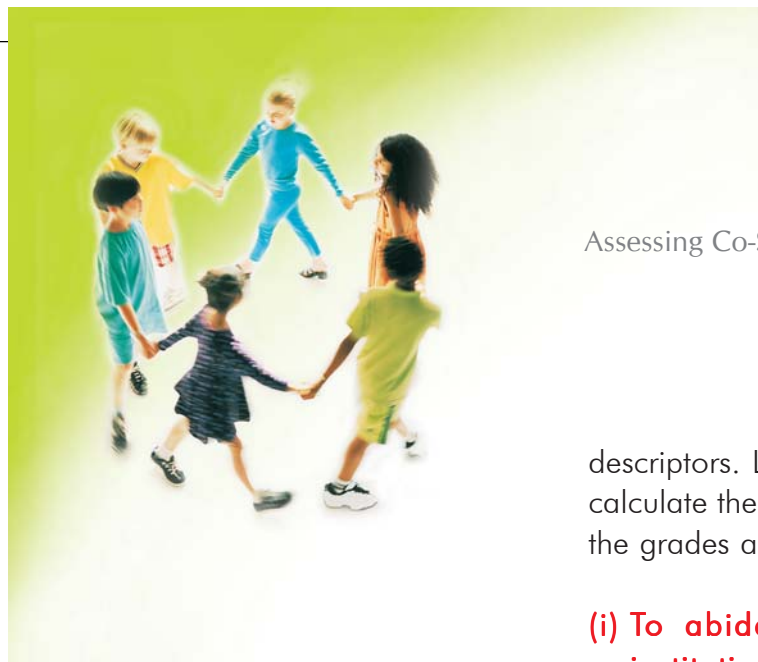
descriptors. Like the previous ones, please assign a score out of 5 and calculate the average across the 40 behaviour as descriptors and assign the grades as per the scheme mentioned earlier.

(i) To abide by the constitution and respect its ideals and institutions, the National Flag and the National Anthem

Descriptors	Score out of 5
a. Is aware of the Directive Principle and Fundamental Rights enshrined in the Constitution	
b. Sings National Anthem and patriotic song with decorum	
c. Attends hoisting of National Flag with respect and decorum	
d. Understands the meaning of tri colour and the Ashok Chakra	

(ii) To cherish and follow the noble ideals which inspired freedom struggle

Descriptors	Score out of 5
a. Takes interest in the national freedom struggle	
b. Displays pride in being an Indian citizen	
c. Participates in celebration of Republic Day and Independence Day with enthusiasm	
d. Reads biographies of freedom fighters	

(iii) To uphold and protect the sovereignty, unity and integrity of India

Descriptors	Score out of 5
a. Stays alert and raises voice against divisive forces	
b. Respects armed forces and paramilitary forces	
c. Respects Indian diversity	
d. Maintains peace and love	

(iv) **To defend the country and render national service when called upon to do so**

Descriptors	Score out of 5
a. Shows a proactive and responsible behaviour during crisis	
b. Helpful towards disadvantaged section of the society	
c. Renders social work enthusiastically	
d. Actively participates in community development programmes of the school	

(v) **To promote harmony and spirit of unity, brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to remove the practices derogatory to the dignity of women**

Descriptors	Score out of 5
a. Respects opposite gender	
b. Respects teachers from different religious and linguistic communities	
c. Takes up issues in case of indignity to women	
d. Kind and helpful towards classmates and people of community	

(vi) **To value and preserve the rich heritage of our culture**

Descriptors	Score out of 5
a. Reads and discusses about the Indian culture and heritage	
b. Appreciates diversity of cultures and social practices	

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	Score out of 5
c. Treasures the belongings of the school, community and the country with a sense of pride	
d. Protects and prevents defacing of national monuments	

vii) To protect and improve natural environment

Descriptors	Score out of 5
a. Shows compassion for living creatures	
b. Takes active interest in maintaining flora, fauna, plants and gardens	
c. Participates in movements for protecting endangered animals and green cover	
d. Takes care to clean classroom, school and neighbourhood	

(viii) To develop scientific temper and the spirit of enquiry

Descriptors	Score out of 5
a. Experiments to find new solutions	
b. Analyzes and critically evaluates events on the basis of data and information	
c. Questions and verifies knowledge	
d. Explains processes and products logically	

(ix) To safeguard public property and to abjure violence

Descriptors	Score out of 5
a. Takes care of school furniture and property	
b. Resists defacing and decimation of public property	
c. Does not fight and harm others	
d. Does not affiliate to groups and communities who believe and promote violence	

(x). To strive towards excellence in all spheres of individual and collective activity which leads to higher level of performance

Descriptors	Score out of 5
a. Makes an effort to improve academic performance in school	
b. Makes special efforts to improve in co-scholastic areas	
c. Strives to identify potential and actualize with effort	
d. Aspires and strives for excellence in education and life	

Total Score ....

Average Score/Grade..

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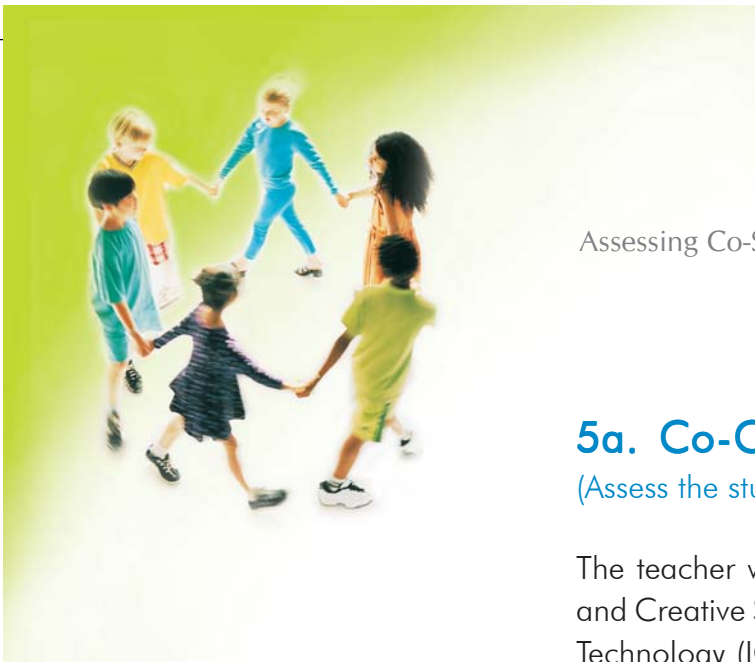
5a. Co-Curricular Activities (Part 3A)
(Assess the student in any two areas)

The teacher will record the two activities from the following (i) Literary and Creative Skills (ii) Scientific Skills (iii) Information and Communication Technology (ICT) (iv) Organizational and Leadership Skills.

(i) Literary and Creative Skills

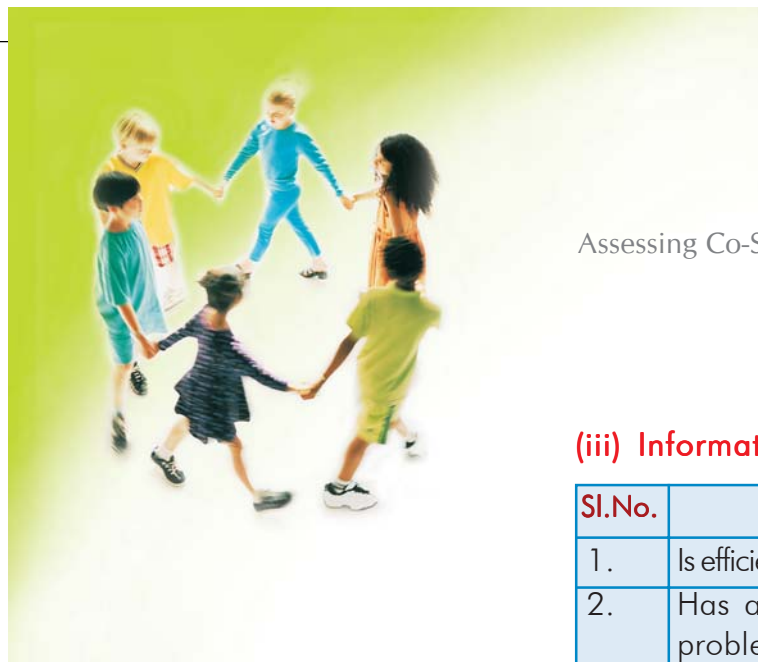| Sl.No.	Descriptors	Score out of 5
1.	Composes poems or lyrics	
2.	Writes short stories	
3.	Writes literary criticisms	
4.	Participates actively in literary and creative activities at school, inter-school, state, national and international levels	
5.	Plans and organizes literary events like debates, recitation, book clubs etc.	
6.	Reads books and shows a high degree of awareness in the field of literature	
7.	Appreciates well written or spoken pieces representing various genre's (prose, poetry, plays)	
8.	Expresses ideas and opinions creatively in different forms	
9.	Displays originality of ideas and opinions	
10.	Is able to inspire others and involve a large part of the school and community in different events	
Total		
Average/Grade		

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(ii) Scientific Skills

Sl.No.	Descriptors	Score out of 5
1.	Verifies existing knowledge before accepting	
2.	Does not get carried away by rumours and media reports	
3.	Tries to find new and more effective solutions to problems	
4.	Conducts experiments with efficiency and effectiveness	
5.	Takes keen interest in scientific activities in laboratory and field-based experiment at school, inter-school, state, national and international level	
6.	Takes the initiative to plan, organize and evaluate various science-related events like quizzes, seminars, model making etc.	
7.	Shows a high degree of curiosity and reads science related literature	
8.	Is a keen observer and is able to make decisions	
9.	Displays good experimental skills and a practical knowledge of every day phenomena	
10.	Makes use of technology in making projects and models	
Total		
Average/ Grade		

(iii) Information and Communication Technology (ICT)

Sl.No.	Descriptors	Score out of 5
1.	Is efficient in handling IT equipments and gadgets	
2.	Has a step by step approach to solving a problem	
3.	Is able to apply theoretical knowledge into practical usage	
4.	Plants and adheres to activities and project time lines	
5.	Takes initiative in organizing and participating in technology related events e.g IT fairs, competitions etc.	
6.	Takes keen interest in computer related activities	
7.	Is helpful, guides and facilitates others.	
8.	Is a keen observer and is able to make decisions	
9.	Is innovative in ideas	
10.	Adheres to ethical norms while using technology	
Total		
Average/ Grade		

(iv) Organizational and Leadership Skills

Please record the club in which the student is participating.

Sl.No.	Descriptors	Score out of 5
1.	Helps and organizes events in that capacity	
2.	Demonstrates ability to work in teams	
3.	Can organize work groups in short time	
4.	Actively participates in School Clubs, (e.g. Science Club, Eco Clubs, Health and Wellness Clubs, Heritage Club, Disaster Management, AEP and other clubs)	
5.	Represents class, school and inter-school at various other levels	

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6.	Takes initiative to plan and manage different kinds of events like festivals, environment week, fund raisers, seminars, quizzes, arranging morning assemblics etc.	
7.	Exhibits collaboration and co-ordination skills while executing the tasks	
8.	Displays originality of ideas and the ability to see them through	
9.	Delivers assigned jobs with responsibility	
10.	Is a keen observer and is able to take decisions	
Total		
Average/Grade		

5b. Health and Physical Education(Part 3B)

Proper development of the body is essential for the healthy growth of the mind. It is therefore, necessary that the students should be examined by qualified doctors once in the session along with a follow-up session. If this facility is not available general information about health i.e. height & weight, etc. could be obtained by the teacher. There are already age and gender related charts of height and weight. Teachers should use these charts and note observations on the basis of entries he/she makes on the Report Book / Certificate of School Based Assessment (SBA).

In addition to this general information, physical disabilities and diseases e.g. defective vision, maintenance of teeth, deafness, long absence due to illness, which the teacher can detect at one's own level, should also be noted. He/she should also bring any noticeable deformity of the child in the notice of the parents. In the assessment of Health Status, the recordings of height shall be in centimeters and the weight shall be mentioned in kilograms. The Health Manuals (in four volumes) brought out by CBSE must be referred to and the graded activities taken up as part of the curriculum in schools. Moreover features of Health Promoting Schools, format of Health Cards and the themes and Annexures must be adhered to. The suggested format of Health Cards has also been given in the Comprehensive School Health Manual (Volume I). The Health Card records the history in terms of health for all learners from the time of admission in the school, till the time they leave.

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While the area of Physical Education of the curriculum will be judging the skills and proficiencies acquired by the students in games, sports etc. the area of Health Education will concentrate on those aspects which constitute the criteria for determining the physical health of an individual. The following aspects will be taken care of in this area.

Health Education needs to be assessed on the basis of:

- Basic understanding about health
- Physical fitness
- Attitude development
- Participation in Health and Wellness Club activities

The teachers responsibility in this area will be limited to general observations. These must be communicated to the parents and guardians for all students.

We divided this domain into two segments. One is rating certain Health and Physical Education related behaviours, and second is information on actual participation in Physical Education, Sports and Games. General descriptors for HPE are given for appraising a student on any specific activity, these general guideline may be modified accordigly.

Sl.No.	Descriptors	Score out of 5
1.	Demonstrates physical fitness and agility	
2.	Displays courage and determination	
3.	Demonstrates flexibility of the body	
4.	Demonstrates sportsman spirit	
5.	Follows all safety norms of games and sports	
6.	Follows rules of the games	
7.	Has undergone training and coaching in the chosen sports and games items	
8.	Makes strategic decisions within the games	
9.	Organizes and provides leadership in this area	
10.	Takes initiative and interest in Physical Education and wellness	
Total		
Average/Grade		

Health and Physical Activities

Participation and Performance: Instead of rating, the following information should be entered into student portfolio as descriptive statements. Choose any two of the following activities.

Sl.No.	Activities	Participation / Achievement Record				
		Activity done	Inter-class	Inter-school	Inter-district	Inter-state and beyond
1.	Sports/ Indigenous sports (mention item/s)					
2.	NCC					
3.	NSS					
4.	Scouting and Guiding					
5.	Swimming					
6.	Gymnastics					
7.	Yoga					
8.	First Aid					
9.	Gardening					
10.	Shramdaan					

Annual Assessment: To reinforce day-to-day observation and quarterly behaviour rating, standardized tests and inventories will be administered either half-yearly or annually depending upon the attribute under assessment. We will deal with these in detail in the next chapter.

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Sample Sheet to calculate grades in Co-Scholastic Areas

S.No.	Areas (a)	No. of Descriptors (b)	Max. score per descriptor (c)	Max. Score (d)	Total Score Obtained (e)	Average/ Grade Point (f = e/b)	Grade (g)	Remarks, if any (h)
			Life Skills (Grade Point= Total Score divided by 10)					
1	Thinking Skills	10	5	50	45	4.5	A	
2	Social Skills	10	5	50	30	3.0	C	
3	Emotional Skills	10	5	50	40	4.0	B	
	Work Education / Visual and Performing Arts / Attitudes (Grade Point = Total Score divided by 10)							
4	Work Education	10	5	50	45	4.5	A	
5	Visual & Performing Arts	10	5	50	38	3.8	B	
6	Attitudes towards teachers	10	5	50	36	3.6	B	
7	Attitudes towards schoolmates	10	5	50	12	1.2	D	
8	Attitudes towards school programmes and environment	10	5	50	10	1.0	E	
	Values (Grade Point = Total score divided by 10x4=40)							
9	Values	10 X 4 descriptors	5	200	168	4.2	A	
	Activities (any two) (Grade Point = Total score divided by 10)							
10	Activity 1 (please specify)	10	5	50	24	2.4	C	
11	Activity 2 (please specify)	10	5	50	30	3.0	C	
	Health and Physical Education (any two) (HPE 2: Grade Point = Total Score divided by 10)							
12	HPE 1 (please specify)	10	5	50	30	3.0	C	
13	HPE 2 (please specify)	10	5	50	24	2.4	C	

Grade	Grade Points
A	4.1 - 5.0
B	3.1 - 4.0
C	2.1 - 3.0
D	1.1 - 2.0
E	0 -1.0

Note:

1. Each student will be graded on each of the 03 Life Skills, Work Education, Visual and Performing Arts, 03 Attitudes, Values, 02 Co-curricular Activities and 02 Health and Physical Education (HPE) activities.

2. Maximum score for each Life Skill, Work Education, Visual and Performing Arts and Attitudes is 50, for Values is 200 and for Co-curricular Activities and HPE is 50.

3. Before assigning the Grades on each component using the conversion table, please calculate the average or grade points by dividing the total score obtained by a student by number of items in that component.

Continuous and Comprehensive Evaluation

Tools and Techniques of Evaluation

Methods of Assessment

There are two main purposes of evaluation. One is to provide development feedback to the learner, and the other is to qualitatively grade a learner on the basis of his/her learning outcome against a set of norms. Evaluation, hence, is an important decision making situation where a teacher is involved in a judgement. The quality of the decision depends on the quality of the data and information collected about the learner's learning accomplishments. In turn, quality of data and information depends upon the quality of tools and techniques of data gathering (Refer to Annexure 1).

Hence, tools and techniques of evaluation are important components of the process of Continuous and Comprehensive Evaluation (CCE).

Interpretation of gathered information needs to be given in numerical scores, grades as well as in qualitative terms.

In CCE, judgements should be made not just on scholastic aspects but also on co-scholastic aspects which depend to a large extent on the learning

environment and learning culture of an institution. As far as interpretation is concerned, attainment can be measured at different levels.

- With reference to the learner himself/herself – his/her current state of progress, strengths, learning gaps, etc.
- With reference to the criteria - the expected level of learning keeping in view the required skills.

Tools are primarily instruments of collecting data and information. For example, questions, observations, tests, inventories, record or document analysis, etc. are tools. Tools, in the context of CCE, require situations for application. For example, observation as a tool needs situations like debating competition, engagement in a project activity, etc. A teacher can observe a student while he is debating or working on a project, assignment or questions in a written examination.

Although it is difficult to precisely define and separate out tools from techniques, for the operational purposes of CCE, we may classify situations which are occurring either naturally or contrived for assessment – as techniques.

A sample list of tools and techniques that can be used in CCE are stated below:

Tools	Techniques
1. Questions	1. Examination
2. Observation	2. Assignments
3. Tests and inventories	3. Quizzes and Competitions
4. Checklist	4. Projects
5. Rating scale	5. Debates
6. Anecdotal records	6. Elocution
7. Document analysis	7. Group discussions
8. Portfolio	8. Club activities
	9. Experiments
	10. Research

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Multiple tools can be used for assessment. Similarly, more than one assessment tool can be used in several assessment techniques. In the following pages, we will deal primarily with the set of tools of assessment in the context of techniques.

Tools can be-

- Standardized
- Non-standardized

Standardized tools have the attributes of objectivity, reliability, validity and quality of discriminating between a high and low performer. Different types of validities, e.g. construct, content and concurrent validity take care of balance and relevance. Speed is a factor in some tests, but not a common element in all tests. Psychological tests and inventories like Intelligence and aptitude tests, Interest and study habit inventories, Attitude scales, etc. have those properties. Non standardized tools are teacher made tests, rating scale, observations, interview schedules, questionnaire, opinionnaires, checklists, etc.

Some of the tools and techniques are:

1. Questions

Questions are the most commonly applied assessment tool for finding out what children know, think, imagine, and feel. A teacher, in the course of teaching, comes to know of learning difficulties in children by asking questions. Questions as a tool are primarily used in examinations.

(a) Characteristics of a good question:

(i) Objective based:

A question should be based on a pre-determined objective and should be framed in such a way that it tests the objective effectively.

(ii) Instructions:

It should specify a particular task through the instructions. For this, appropriate directional words should be used and structured situations should be given.

(iii) Scope:

It should indicate the limit and the scope of the answer (length of the answer) in accordance with the estimated time and marks allotted to it.

(iv) Content:

The question should assess the same area of content which it intends to assess.

(v) Language:

A good question is framed in a clear, precise and unambiguous language, well within the comprehension of the students.

(vi) Difficulty level:

A question should be drafted/framed keeping in view the level of the students for whom it is meant. The difficulty of the question depends upon the content area, ability to be tested and the time available to answer it.

(vii) Assessing power:

A good question must assess between the bright students and the other students.

(viii) Delimited scope of the answer:

The language of the question should be specific and precise so that the scope of the expected answer is clearly delimited or defined.
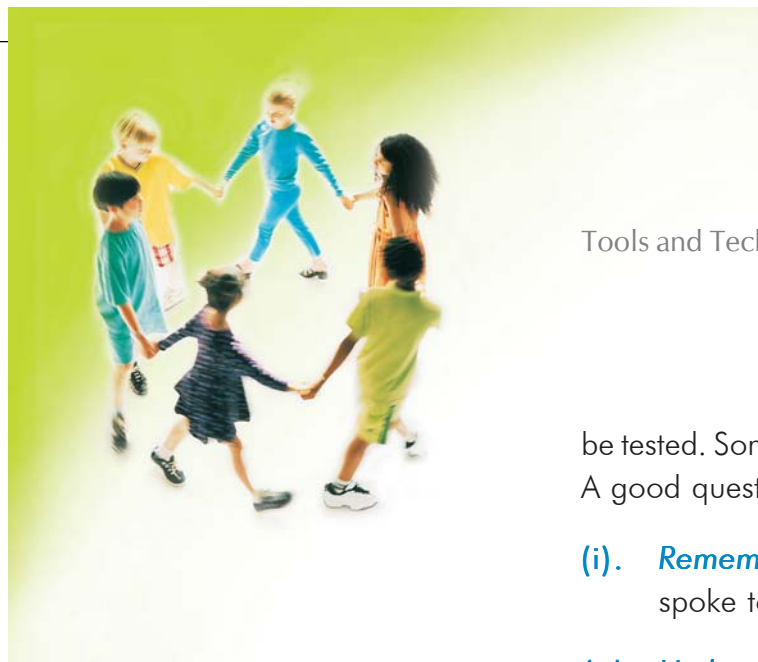
(ix) Value points:

Value points or marks carried by a question as a whole and its sub-parts should be clearly mentioned.

(b) Form of questions:

The form of question depends on the objective and the content area to

Continuous and Comprehensive Evaluation

be tested. Some forms are better than the others for testing certain abilities. A good question paper should have the questions based on :-

(i). *Remembering* - e.g. How many…? , Can you name…?, Who spoke to…?, What happened after...?

(ii). *Understanding* - e.g. How would you explain…..?, Who do you think…..?, Can you clarify….?

(iiI). *Applying* - e.g. Which factors would you change if…?, From the information given, can you develop a set of instructions about…?, Do you know of another instance where…?

(iv). *Analysing* - e.g. Which events could not have happened...?, How is … similar to…?, Why did….changes occur?, What was the turning point?, What was the problem with…?

(v). *Evaluating* - e.g. Is there a better solution to…?, What are the alternatives...?, What are the pros and cons of…?, How effective are…?, Do you think …is a good or bad thing?

(vi). *Creating* - e.g. Can you design a….to…?, What would happen if…?, Can you see a possible solution to…?, Can you develop a proposal which would..?

(c) Type of Questions

The answer may vary from one word to several paragraphs. Such type of questions are also called as *'free-response'* questions. Supply-type questions may be divided into four categories.

Types of Questions			
Essay	Short answer	Very short answer	Objective type

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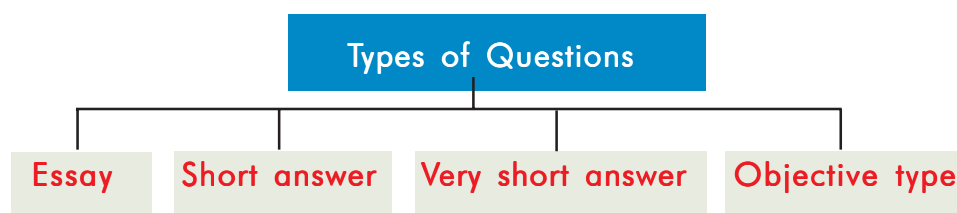
(i) Essay Type Questions:

The term essay implies a written response which is a sustained form of writing. The student is allowed to have freedom with respect to wording, length and organization of the answer. A distinction should be made between the essay type question used to measure knowledge and the essay type question employed to test writing skills in languages which is called a writing task.

There are many abilities which may not be tested through any other form of question but only by the essay type question. These abilities are:

- Select relevant facts from the body of acquired knowledge

- Identify and establish relationships between various aspects of knowledge

- Weigh the proof with respect to implications of the gathered information

- To organize, analyse, interpret facts and other types of information to draw inferences

- Adopt an indigenous or original approach to solve a given problem

- Defend one's point of view through facts, data and suitable arguments

- Critically examine the degree of adequacy, accuracy and relevance of the available information in a given situation

- Appreciate a problem at both the micro and macro levels

- Conceive, design and suggest new and innovative approaches for tackling a given problem

Constructing Essay Type Questions:

Essay type questions usually begin with such terms as *'discuss'*, *'explain'*, *'evaluate'*, *'define'*, *'compare'*, *'contrast'*, *'describe'*, etc. Essay type questions are good when the group to be tested is small and limited
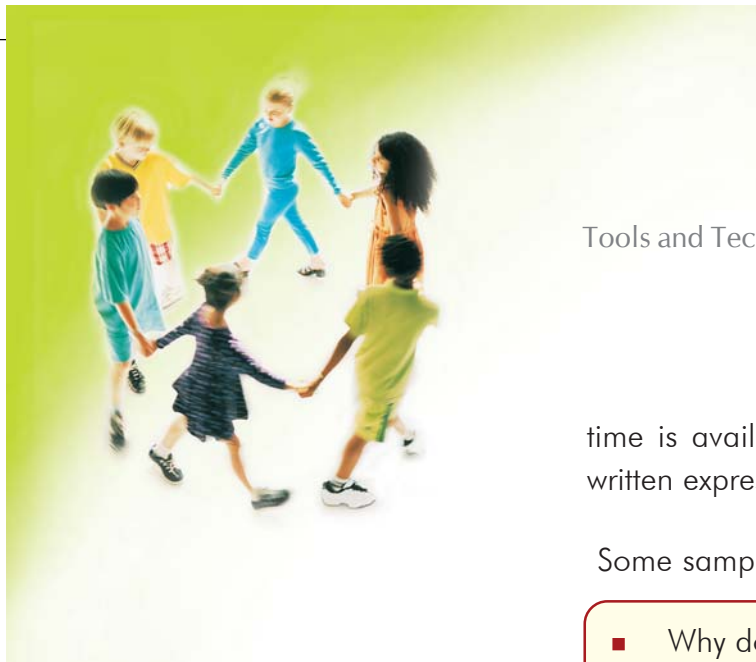
time is available for test preparation. It is also quite suitable to test written expression.

Some sample essay type questions are:

- Why do sandy soils not hold enough water? (Question Form)

- Explain any of the four sense organs and draw their diagrams (Statement Type)

Compare both the questions:

- Give reasons why Roosevelt won the 1932 presidential election in the USA.

- The most important reason why Roosevelt won the 1932 presidential election was Hoover's unpopularity. Do you agree? Explain your answer.

You will notice that -
The first encourages rote-learning and does not call upon the skills of independent thoughts, analysis and evaluation required. The second assumes vital importance for all and not simply the gifted few.

(ii) Short Answer Questions:

Essay type questions suffer from lack of objectivity and reliability while objective type questions cannot be used for testing certain aspects of growth like the ability to express, summarise and organize the ideas in a precise manner. Short answer questions are a good via-media between the two extremes. If understood and framed properly, they have the advantages of both the objective type and essay type questions.

Some characteristics of short answer questions are:

- Short questions can be used profitably in all tests

- It can be used to test almost all the objectives of teaching

- It helps students to develop the ability of organising and selecting relevant facts

- It can be scored more objectively than the essay type questions and thereby ensure reliability

- These questions help in covering more syllabus because more number of questions can be put in lieu of just one-essay type question. This improves the validity of the question paper

(iii) Very short answer questions:

Characteristics of very short answer questions are:

- Very short answer questions are those which have one specific testing point and can be marked quite objectively

- More content can be tested through these questions and more reliability and validity can be ensured

- It helps in testing knowledge of the examinee by asking him to supply a word, phrase, figure or a sentence which is required for answering the questions

- It can be answered in one word to one sentence

- It mostly takes one to two minutes to answer and the mark allotted may be one mark

- Very short answer questions can be used profitably in all the school subjects
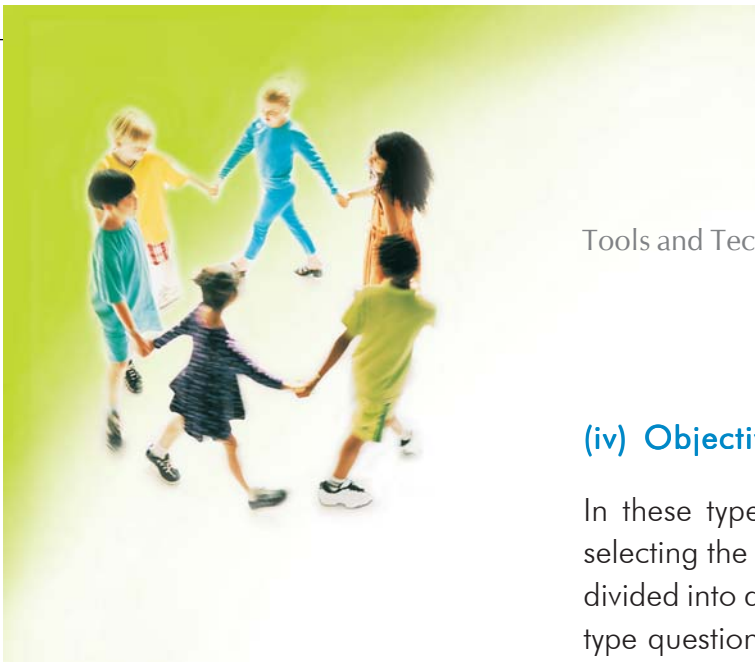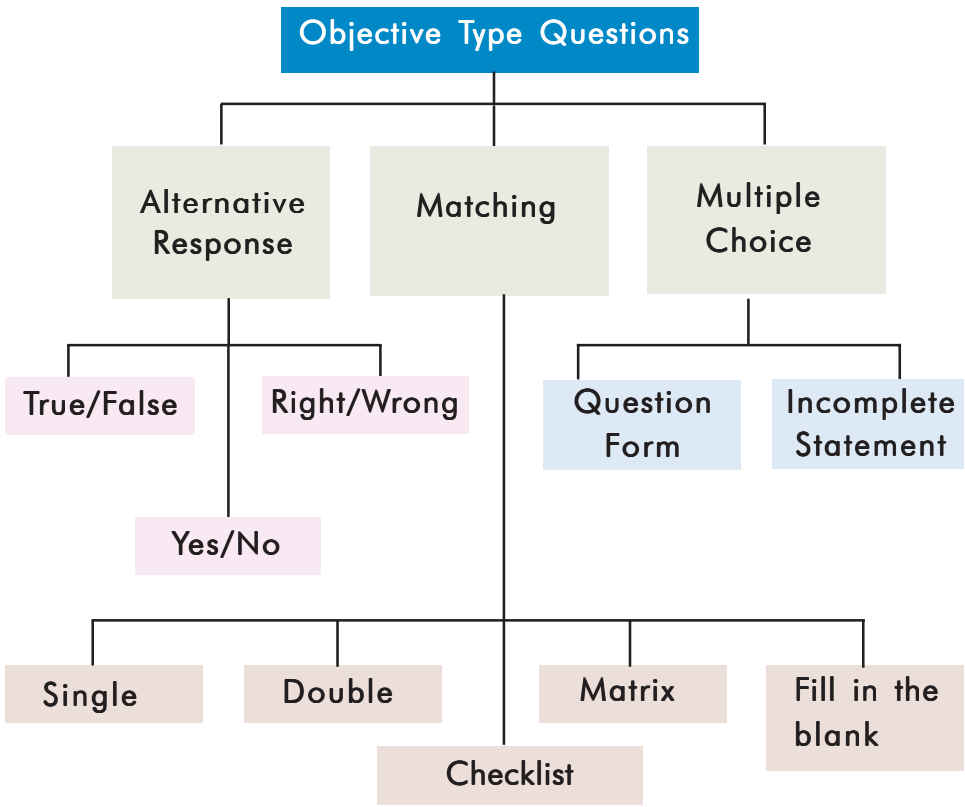
(iv) Objective Type Questions

In these type of questions students have to answer the questions by selecting the correct answer among the provided choices. These may be divided into alternative response type, matching type and multiple choice type questions, etc.

```
                    Objective Type Questions
         ┌──────────────────┬──────────────────┐
   Alternative           Matching        Multiple
   Response                                Choice
   ┌──────┴──────┐                    ┌──────┴──────┐
True/False   Right/Wrong          Question     Incomplete
                                     Form        Statement
       Yes/No

   ┌────────┬──────────┬──────────┬──────────┐
 Single   Double    Matrix    Fill in the
                                  blank
             Checklist
```

Some examples of each type of question is mentioned under each head:-

(a) Alternative Response Type:

In these type of questions students have to select one out of two alternatives as a correct answer. The different type of alternative response questions are as under:

(i) True-False or Yes-No Question:

In this type of question a statement is given and the candidate is asked whether it is true or false (T/F). True/False questions are easy to construct and score. They provide a fairly reliable measure of students understanding particularly in the classroom testing.

Example:

- Both animals and plants are living things

- All animals eat small animals

(ii) Right /Wrong type or Yes/No type :

Put tick (✔) mark if statement is Right and (X) if Wrong.

- Liquids do not have a definite shape

- Ice is lighter than water

(b) Matching:

In matching type questions there are two columns. The words or statements given in column one are to be matched with the answers given in column two. The matching type question may be of the following:

(i) Single Matching:

In this type of question two columns are used. In the left column stimuli are presented whereas in the right column responses are given. Students are asked to match the response with a given stimulus.

Example:

Match the words given in Column A with Column B to make a correct pair. *(Simple)*

Sl.No.	Column A	Column B
1	Morning	Stars
2	Night	24 hours
3	Day	Sun light

Example:

Match the words given in column A with the meanings given in column B. *(Difficult)*

A	B
Barber	One who makes bread/biscuits, etc.
Waiter	One who is incharge of a place
Baker	One who cuts people's hair
Architect	One who serves food in a hotel
Caretaker	One who designs buildings, bridges etc.

(ii) Double Matching:

In this type of item, one list of stimuli is provided to test two areas of knowledge. So three columns are used instead of two columns. In the middle column, stimuli is given and in both left and right columns, two sets of responses are provided.

- There are three columns i.e. I, II and III. In the column II there is a list of four animals while the Column I provides animal behaviour and Column III gives the type of foods they usually eat.

Put appropriate letter and number in Column I and III.

| Column I (Behaviour)	Column II (Animal)	Column III (Food)
1. Likes daylight but active at night	a) Rat	A. Live insects
2. Likes daylight and active during the day	b) Moth	B. Flower nectar
3. Does not like daylight	c) House Fly	C. Flesh of animals
4. Does not like daylight but active in day and night	d) Lizard	D. Plant leaves
		E. Bread
		F. Load of organic matter
		G. Wood
		H. Snakes

(iii) Checklist :

In this type of item, students are provided two or three alternatives as the checklist, to make decisions about a number of statements on the basis of the checklist provided.

Advantages of Checklist

- Quick and easy to implement.
- Provides specific information about specific objectives.
- Can point towards a trend of how and when skills have been acquired by the student as well as a group of students.
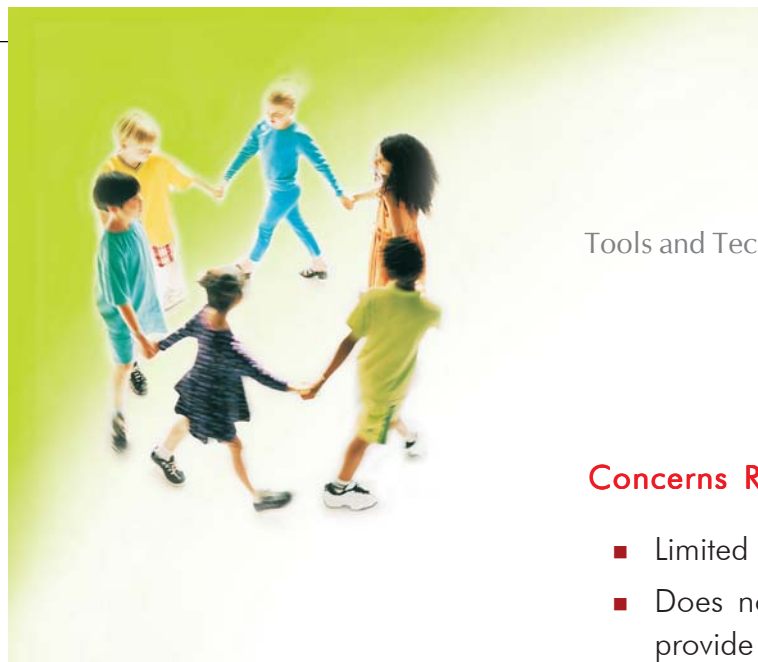
Continuous and Comprehensive Evaluation

Concerns Regarding Checklist

- Limited information only indicating presence of a skill
- Does not indicate student's response to different situations or provide specific examples of responses
- Does not provide information about context
- Can at times become unwieldy because of the number of specific items

Suggestion for implementation of Checklist

- Add a *'comments'* column to add value to the information in the checklist marking
- Use this tool in conjunction with other methods of assessments
- If developed by others, a checklist may not be suitable for the objectives that you as teachers have in mind or for the groups, you wish to use it with
- An excellent way of finding, recording specific behaviour, action, processes, outcomes, approaches, problems and helps to focus attention on particular aspects of evaluation

For each of the following matters use letters to indicate whether the matter is a Solid (S)/ Liquid (L)/ Gas (G).

Matter	State
1. Water	
2. Mercury	
3. Vapour	
4. Iron	

(iv) Matrix Items:

These are extensions of double matching type items wherein more than two responses are linked to a stimuli. In such type of items, stimuli are presented vertically (in row) wherein responses are presented horizontally (in columns). Students are asked to check each cell in which the response mentioned on the top is true for each of the stimuli along the side.

Deficiency can cause

Vitamins	Excessive Bleeding (1)	Beriberi (2)	Rickets (3)	Anemia (4)	Scurvy (5)	Night blindness (6)
A						
B_{11}						
B_{12}						
C						
D						
K						

(v) Fill in the Blank:

In this type of question, a statement is provided in which one word or two words at different places are removed and students are asked to fill in the blanks with appropriate words. An example of this type is given below:

(a) *Leaves give out water vapour through the process of _____.* *(transpiration / photosynthesis)*

(b) *Motion in a straight line is called _____ motion (rectilinear / periodic).*
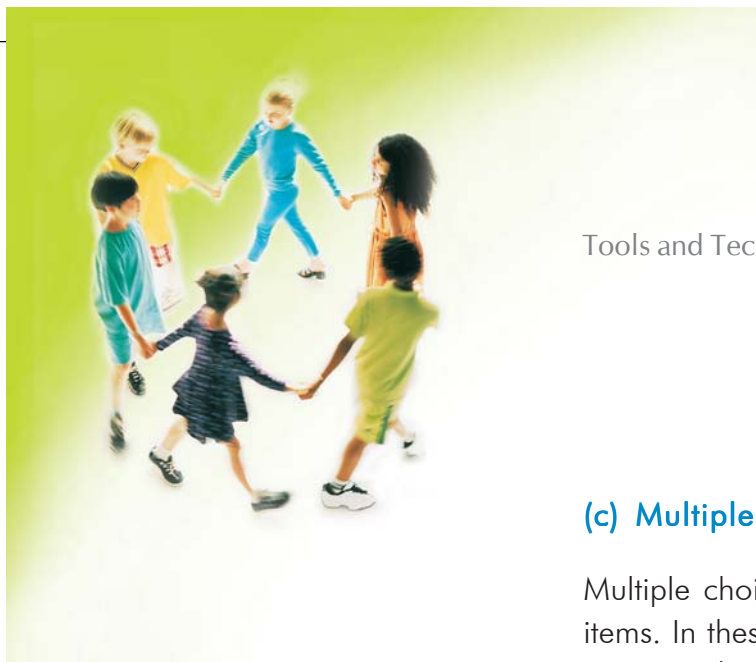
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(c) Multiple Choice:

Multiple choice questions are the most useful of all the objective type items. In these questions, there is a stem which poses the problem. The stem may be in question form or in the form of an incomplete statement. Then there are four or five choices given for an answer. The student has to select the correct answer from the given alternatives. On the basis of the stem, multiple choice questions may be of two types.

(i) Question Form: (Testing instructional objective-interpretation)

Which one of the following diseases is a non-infectious disease?

    i. Small pox

    ii. Heart attack

    iii. Malaria

    iv. Cholera

(ii) Incomplete Statement Form: (Testing instructional objectives - Identify relationships)

The character shared by a whale and a bat is the possession of

    i.   hair

    ii. wings

    iii. limbs

    iv. neck

The forms of questions discussed above may be used for different purposes of testing and also making judgement regarding the achievement of the students. If in a test, more varieties of the question forms are used then it will definitely help in testing various objectives and content areas in a better way on one hand and also making it a more reliable and valid instrument on the other hand. It is true that though different forms have some limitations, they do have advantages over each other. Therefore, at the time of the selection of forms, all aspects should remain in the

mind of teachers so that these forms may be exploited for their best use.

(iii) Completion Type: It is useful for testing expression in language testing.

Q. I was so worried_____

(iv) Analogy type:

What lime stone is to marble, coal is to _____

(v) Location Type: In Geography such questions can be used for testing map skills.

Q. Show on the map- Sydney, Colorado Desert.

In language also such questions can be used for picking up the key ideas, key words or sentences, synonyms and antonyms etc. from the given passage.

- **Transformation Type:** This type is used only in language testing. Reported speech, voices, synthesis, transformation of sentences, etc. can be tested through this type of question.

(vi) Pictorial Type

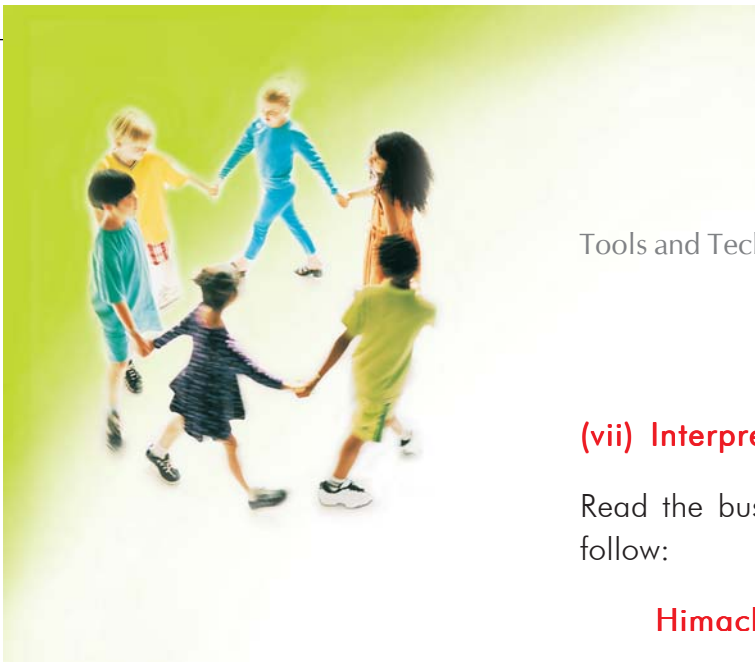Q. What are the occupations of the following?

Occupation

a.   Carpenter

b.   Potter

c.   Nurse

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(vii) Interpretive Type

Read the bus time table given below and answer the questions that follow:

Himachal Pradesh Roadways Bus Service Time Table

Route	Dep. Time from Delhi	Dep. Time from Other direction	Distance (in Km.)	Fare (in Rs.)
Delhi-Baijnath	1815 hrs.	1730 hrs.	539	77.00
Delhi-Chamba	2000 hrs.	1400 hrs.	626	84.00
Delhi-Dharamshala	2145 hrs.	1930 hrs.	513	71.50

- What is the title of the bus time table?
- How many routes are listed in the time table?

2. Observation

Information about a child (his/her behaviour) can be collected in *'natural'* settings in and outside the class through observation. Other information can be collected through planned and purposeful observation of students during activities and tasks.

Advantages of Observation:

- Recognize and identify the various aspects of students' personality development.
- Recognize and identify the individuals as well as groups.
- Recognize and identify on a continuing basis at varying time periods.
- Recognize and identify the students' performance and knowledge based on an *'on-the-spot record'*.
- Over time, a pattern of interests, aptitudes etc. emerge creating a comprehensive picture of the student.

Concerns and risks in Observation as an assessment tool

- Jumping to conclusions based on one or few observations
- Skill of the observer in determining *'what'* is observed
- Lack of sensitivity and objectivity in the way the observation is done
- Observations are made in one situation and not across different activities, settings and time period

Observations can be used as a tool of assessment in a variety of situations -techniques like debates, elocution, group work, practical and laboratory activities, projects, in play fields and school prayers, in clubs and festivals can be used. Whereas observation can be biased and subjective, such errors and risks can be substantially reduced by using an observation schedule.

Here are sample observation schedules in debates, group discussion, practical work in laboratory and projects.

(i) Debate: Sample observation criteria

Each observation can be assigned a score out of five.

Sl.No.	Descriptors	Score out of 5
1	Depth of knowledge of the content	
2	Strength of the argument to convince	
3	Fluency with diction and pronunciation	
4	Ability to contradict a given point of view	
5	Ability to take criticism positively	
6	Respectful to the opponent	
7	Body language while arguing	
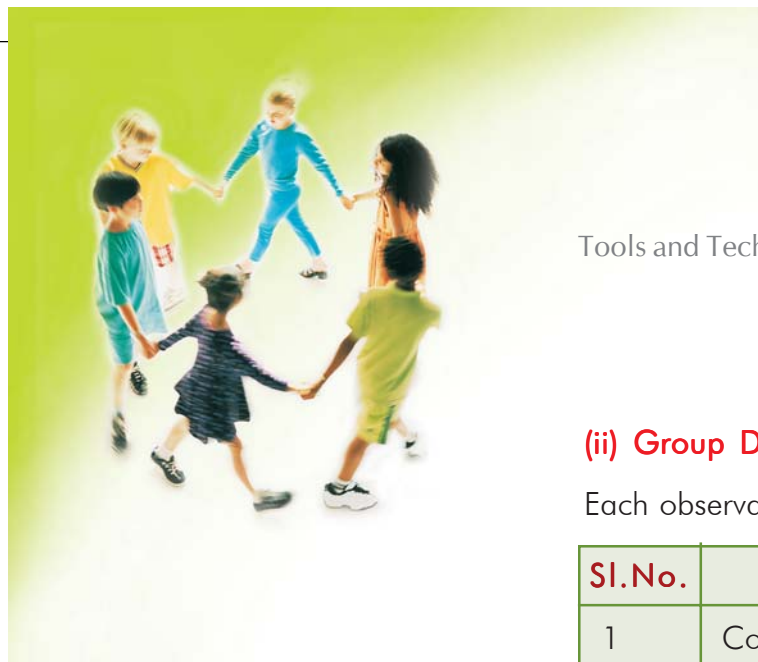
Continuous and Comprehensive Evaluation

(ii) Group Discussion: Sample observation criteria

Each observation can be assigned a score out of five.

Sl.No.	Descriptors	Score out of 5
1	Contributes to the discussion	
2	Knowledgeable about the subject of discussion	
3	Involves others in the discussion	
4	Demonstrates leadership skills	
5	Accepts criticism positively	
6	Contributes creative ideas	
7	Carefully listens to others	

(iii) Practical/Lab Activity: Sample observation criteria

Each observation can be assigned a score out of five.

Sl.No.	Descriptors	Score out of 5
1	Sets up experiments (right apparatus) carefully and properly	
2	Uses the appropriate techniques to perform the experiment	
3	Collects data and observations correctly	
4	Works with precision, neatness and accuracy	
5	Interprets data, observation and draws inferences correctly	
6	Relates the findings with theoretical knowledge	
7	Demonstrates in-depth knowledge during viva	

Continuous and Comprehensive Evaluation

(iv) Projects:

As projects are carried for completion over a period of time, it provides significant opportunity to assess both Scholastic and Co-Scholastic skills of students. A few sample observation criteria that can be assigned a score out of five

Sl.No.	Descriptors	Score out of 5
1	Has done enough research and collected relevant information	
2	Reflects creativity and aesthetic skills	
3	Demonstrates understanding of the concept in the project documentation	
4	Consults internet and other material in completing the project	
5	Has he/she conducted any interviews regarding the project?	
6	Demonstrates originality in the approach to the project	
7	Has interpreted results appropriately	

3. Tests and Inventories

Oral tests should not be used for content or skills that can be tested through written examination. Oral tests being individual tests require more time than group written tests. Oral tests are best suited to assess the depth of learning where a student has difficulty in written expression.

Oral tests and examinations:

- Allow the learner to participate in the learning assessment process.
- Help to test listening and speaking skills.
- Test certain verbal abilities like fluency, expression and accuracy.
- Test depth of learning of the students through probing questions

Continuous and Comprehensive Evaluation

Oral tests also require previous planning. Questions should be predefined and documented by the teacher. The questions should be arranged in order of difficulty. Wherever probing is necessary, probable probing questions should also be written down in advance. For each question, the expected answers, the value points and the manner of presentation should also be written down.

For objectivity, students' answers should either be recorded on a digital (or otherwise) recorder or documented on paper. One simple way out is, to check out on the model answer sheet. As a student responds, teacher checks the correct answers and crosses the incorrect answers. This kind of coded recording should be supplemented by brief descriptive notes.

4. Checklist

The concept of checklist has been provided earlier under questions. However, checklists can be used in several other areas of assessment. For example, as a part of Life Skills, whether a student can dress up neatly, suitable to the occasion or a student can confidently address the students during the school prayer. Checklist is used where answer is in either 'yes' or 'no' form. There could be a possibility of confusion. Checklists can be filled only by collecting the information by observing or questioning or by document analysis. Hence, checklist is primarily an instrument of data recording and documentation.

5. Rating scale

In the previous chapter, under Life Skills, we have provided ample illustrations for rating scales. There may not be the need to elaborate further. The only point to remember is that rating scale is used wherever a response or a learner behaviour is likely to be in a continuum – from excellent to bad or from satisfactory to unsatisfactory.

6. Anecdotal Records

Anecdotal records derives its origin and meaning from the word 'anecdotes' – brief events and episodes. An Anecdotal Record is the

observed behaviour of a student. It is a record of some significant episode happened in the life of the student that sheds light on the conduct, thinking, skills and capabilities, revealing significant features and characteristics about his/her personality.

In order to arrive at a trend or pattern, emphasis is on recording multiple episodes or anecdotes. Every time, a teacher documents an episode or an anecdote, she records her comments too.

Objective Description

When I walked into the class, the students greeted me. All of them were in a joyful mood and did not want to study. I agreed. I divided them into groups and asked them to play games in groups. Suddenly, I noticed that Shivang was studying a science book and was totally engrossed in his studies. I became very curious and asked," Why don't you play games with your friends?" Shivang replied, "I do not enjoy playing these games. I enjoy reading my science books."

Comment:

Shivang is an intelligent boy who has got a scientific temper but lacks social skills. He does not like to interact with others. He prefers to study Science in depth and thinks a lot.

Guidelines for the Preparation of Anecdotal Records

We cannot set any limit on the number of anecdotes to be recorded. It depends upon the time in hand of the teachers or counsellors. The following points should be considered in connection with these records:

- These supplement other records and should not be considered as substitutes
- The objective description of the behaviour should not be mixed up with the subjective comments
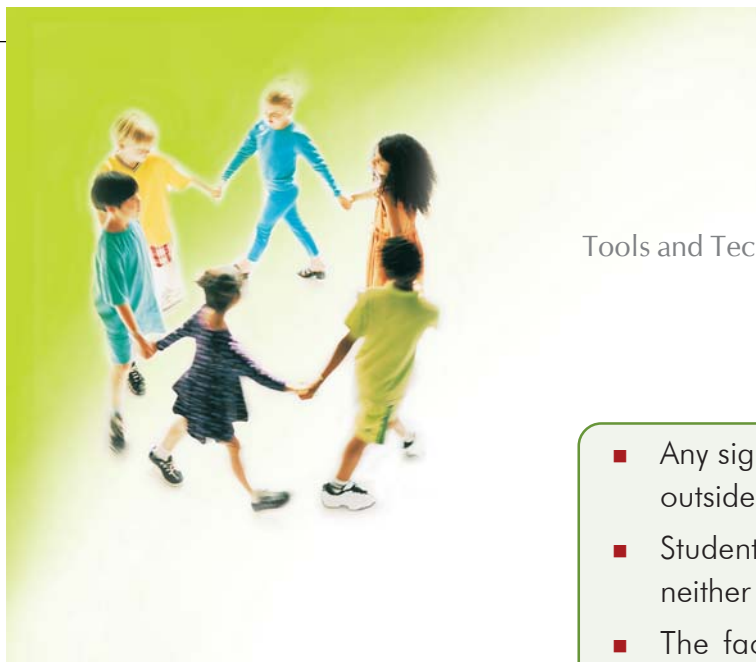
Continuous and Comprehensive Evaluation

- Any significant behaviour, be it in the classroom, in the school or outside the school, should be recorded

- Student's behaviour, whether it is favourable, unfavourable or neither of the two should be recorded

- The facts presented in all the anecdotes must be shifted and arranged so that they may be studied in relation to one another

- The record should be regarded as confidential. It should not fall into irresponsible hands

Specimen of an Anecdotal Record

Name of the school	
Name of the pupil observed	Class:
Observer:	Date and Place:
Objective Description:	Comments of the Observer:

Uses of Anecdotal Records

- They provide specific description of personality and minimize generalizations

- They are very helpful in understanding the child's behaviour in diverse situations

- They provide a continuous record

- They provide data for learners to use in self-appraisal

- A summary of these records is valuable when forwarding a pupil's record (when he is transferred from one school to another)

- The new members of the staff may use these records and acquaint themselves with the student body

- These records aid in clinical service

- They motivate teachers to use the records

7. Document Analysis

Record or document analysis is extensively used in research. The significance of this technique is with regard to assessment of students on the basis of documents, e.g. assignments, projects, journals in science, geography, etc. In a way, this technique is also used to evaluate answers to essay type questions. The assessor, here, searches and identifies the main points, arguments, illustrations and examples, derivations and numerals to justify the concept and its explanation, etc.

8. Portfolio

It is the collection of evidences of students' work over a period of time. It could be day-to-day work or selection of the learner's best piece of work. Painters and commercial artists often use Portfolios to demonstrate their skills and quality work before the selection committees.

Advantages of Portfolio

- Provides a cumulative record of growth and development of a skill or competency in an area over a period of time.
- Enables a student to demonstrate to others, his/her learning and progress.
- Student becomes an active participant in the learning and assessment process.

Concerns regarding Portfolio

- Selected work to be put into the Portfolio should have a specific reason.
- Not all papers/items of work are to be included. This will become unmanageable.

Suggestions for implementation of Portfolio

- Student should be encouraged to participate in selection of Portfolio contents as well as in developing the criteria for selection of the contents.

Continuous and Comprehensive Evaluation

- Continuous updating of the Portfolio as the child grows.
- Careful structuring of Portfolio material accompanied by a reflective account.
- Clear labelling and numbering of content for easy reference.

Portfolio can include

- **Photographs:** Provides an insight into the child's emotional, social and psychological aspects of development

- **Paintings and other examples of artistic endeavour:** Provides evidence of a learner's abilities, thoughts and attitudes

- **Audio-Video Recordings:** Specific situation or over a time span to cover important processes and aspects that can be recorded and analyzed later

- **Self Assessment Sheets:** Portfolio to provide evidence of the learner's self evaluation

- **Peer Assessment Sheets:** Excellent for assessing in team and group based activities, social projects and peer related behaviour. Can be incorporated into the learner's Portfolio to provide evidence of the learner's social life skills

- **Parent Assessment Sheets:** Can be incorporated into the learner's Portfolio to provide evidence of evaluation done by the parent

9. Quizzes, Competitions

Quizzes and competitions are common play/place activities today in electronic media, TV in particular. This kind of assessment usually turns out to be joyful. Besides testing the knowledge of the participants, it helps in building collaboration and team work in group events.

10. Assignments

These are theme based tasks to be completed as class work or homework and can be open ended or structured.

Advantages

- Provides students an opportunity to search for information, construct their own ideas, and articulate the same ideas through spoken, written and visual expressions
- Helps assess a wide range of objectives and content of learning.
- Provides students an opportunity to relate and synthesize within and outside school learning

Caution for teachers

- Not too much homework, assignments should be given which is the current practice
- Assignments should be framed in such a manner that they can be managed by students on their own (independently)
- Should not become the only method of assessment

Suggestions for implementation

- Going beyond collection of assignments by following it up with analysis, discussion and reflection
- Creativity of students is promoted
- Encouraging students to go beyond the textbooks
- Group work is to be encouraged.

Continuous and Comprehensive Evaluation

Implications for Schools

I. Role of Teachers

The examination system is complex. It has to meet the requirements and expectations of stakeholders at different levels and perform multiplicity of functions. The purpose of an examination may be one of certification, of selection, of institutional accountability, or an instrument of social change. More often it is indeed an amalgam of many functions. Those who engage in educational reforms must take account of the full range of stakeholder requirements and ensure that a degree of coherence in those expectations has been achieved.

Reforms which encourage School Based Assessment, create new pressures of accountability and place greater reliance on the professional judgement of teachers. Pedagogies which work in one educational context perhaps with more generous resourcing levels and optimum class sizes are not necessarily transposable into other contexts. A rich dialogue between policy makers and teachers is required to ensure its effective implementation. Opportunities

for professional development, in-service training guidance via the production of exemplar materials and handbooks become vital. Educational reforms which call for new pedagogies, the incorporation of ICT into the curriculum for the encouragement of e-learning are possible only by an unwavering commitment to the training programmes for teachers.

Modes of assessment emphasize investigative approaches to learning and the application of skills, knowledge and understanding. The approach recognizes that *'recall'* becomes a relatively less useful skill for individuals in today's world of rapid change. Instead *understanding, applying, analyzing, evaluating* and *creating,* the higher order thinking skills (HOTS) of a revised Bloom's taxonomy become more relevant.

Of all those involved in student's education, it is the teachers who feel the most responsible. This is expressed in their desire to help all children acquire knowledge, skills, positive attitudes and values to face life with confidence. In order to find out how students are doing in schools, teachers spend a lot of time in assessing students. Most teachers view assessment as an important part in their daily school routine. Why is this so? Teachers give a number of reasons for this. One important reason is that it is necessary to know if the student has learnt what she/he was expected to have learnt. The second, is to find out what the student's progress has been over a certain period of time. However, there is a third reason that has been given more attention by not only the teachers but all of us as well i.e. finding out what the student has achieved in different disciplines. This could be because we are all concerned about providing *'good quality'* education and feel that one way of ensuring this whether it is happening ot not is, by evaluating the student's achievement in the subjects being taught through tests and exams.

Testing has its own purpose but if we really want to help student learn better, we need to consider what the marks or grades obtained by children through tests or exams actually tell us about a student's learning or progress. While assessing student, it is important to appreciate differences amongst them and respect the fact that they will understand and respond in different ways while learning. Students are not *'empty vessels'* or *'blank slates'*, to be filled with information and knowledge that only the school

can provide, as is generally believed. It is important to build on experiences which a student brings to the school. New learning needs to be based on what the student already knows and understands.

Some important aspects are -

- Every student can learn if allowed to do so at her/his own pace and follow her/his own way of learning
- Students learn more through play and activities and learn better from each other if they actually *'do'* things
- Learning is a continuous process. Thus, student's learning does not take place in the school. Therefore, classroom learning should be linked to what happens outside the classroom and at home
- Students *'construct'* their own knowledge and do not only learn when and what the teacher teaches. This means that every student makes sense of what information he/she is exposed to be based on his/her previous experiences and learning. Only then does the student arrive at his/her own understanding and conclusions. Each student has a unique approach to acquiring knowledge. And this is a continuous process
- Children at the primary stage learn better and more easily through experiences, play, exploration, trying out various things and actually *'doing'* different activities
- Students learn in a spiral and not a linear way. Thus, revisiting concepts again and again helps them to understand better. The act of learning involves a process of establishing connections among facts observed and experienced by students. The new learning, therefore, is to be based not only on the preceding facts and information but could be related even to things acquired long back in school, home or elsewhere. Hence, learning does not proceed in a linear manner
- Students learn through the mistakes and errors they make themselves
- Learning takes place in a holistic manner, thus, an integrated approach to learning is better

Source: NCERT

II. Assessment

Assessment of the outcomes of learning is done, with the teaching-learning process in a continuous manner. In order to undertake a holistic assessment, all aspects of learning need to be given due recognition. The manner and modalities however may vary. While teachers are regularly observing the progress of students some periodicity would be necessary. It implies maintaining a profile for each student. This is required in order to reflect upon, derive feedback, plan and implement measures to enrich and enhance student's learning. This will call for a judicious cycle to be followed. One cannot undermine the fact that while informal observations continue, fortnightly reviewers and quarterly reflections are generally recommended to promote and enhance learning among children.

Thus assessment may be on:

- Daily basis: Interacting with student and continuously assessing them both in situations inside and outside the classroom
- Periodic: Once in every 3 to 4 weeks, teachers may check and reflect on the information collected. This however should not be in the form of a test or exam

b. Methods of Assessment

Before choosing any method, it is necessary to decide the kind of arrangement that is best suited for the type of information needed. There are four basic methods of organizing assessments, namely:

- Individual Assessment: which focuses on one student while she/he is doing an activity or task and thus recognises individual work and accomplishments
- Group Assessment: which focuses on the learning and progress of a group of student working on a task together with the objective of completing it. This method of organization is found to be more useful in order to assess social skills, co-operative learning processes and other value related dimensions of a student's behaviour

Continuous and Comprehensive Evaluation

- Self-Assessment: refers to the student's own assessment of her/his learning and progress in knowledge, skills, processes, interests, attitudes etc.
- Peer-Assessment: refers to one student assessing another student. This can be conducted in pairs or in groups

c. Assessment can become a useful and interesting process. To realize this, one needs to be careful about:

- Being clear about why you are assessing the student.
- Not labelling students as, *slow, poor, intelligent, dull* or *making comparisons between* students
- Using a variety of ways to collect information about the student's learning and progress in subjects and across curricular boundaries.
- Collecting information continuously and recording the same
- Giving importance to each student's way of responding and learning and the time it takes to do so
- Reporting on ongoing, continuous basis and being sensitive to every student's responses
- Not making negative statements, or using technical language during assessment, or while providing feedback to the student, parents or others
- Providing feedback in clear and simple language which will lead to positive action and help the students to improve

III. Inclusive Classroom

"To make inclusive education possible, to accommodate students with different learning abilities, the present education system and educational practices need to become more flexible, more inclusive and more collaborative."

Education of Children with Special Needs, NCERT

A school can deal with the differently abled students by forming teams consisting of the school counsellor, class teacher, peer mentor or Buddy. Given below are two case studies which have helped differently-abled children.

Case Study - I

Ratish is a bright child with a range of interests and strengths. He joined a school in Class VII in 2008. At that time Ratish felt vulnerable, frustrated and would give up any attempt to learn.

Attention/Concentration

Status Entry

- His attention/concentration fluctuated.

Interventions

- He was made to focus on tasks by using various strategies, aids, repetitions and reminders.

Current Status

- He showed lack of interest when the task was too long.

Social/Emotional

Status

- When he joined, he was hardly audible, unable to understand social subtleties.

Interventions

- Here the team *(teachers, educators, buddy)* helped him in making friends.

Current status

- Now, he interacts and communicates with others in verbal and non verbal ways.

Continuous and Comprehensive Evaluation

Verbal

- Small talk/conversation
- Sharing jokes
- Sharing and discussing (Sports/Music/Movies/Cartoons)

Non Verbal

- Active Listening
- Body Language

Ratish is an active member of the School Dramatics Club.

Self-Esteem

As self esteem is a basic human need and it makes an essential contribution to life process, Ratish lacked self worth as he did not get enough support of his family. He is quite self confident now.

Academic

Ratish is a good visual learner.

- He is encouraged to do the writing work in the school.
- He is helped through frequent reminders by the school team *(teachers / educator/ buddy)*. He is made to proof read the test before submitting.
- He is given consistent support and intervention *(Structured remedial plans in the form of flow charts, notes/webs charts)*
- He still needs direct instructions and extensive guidance.

Year 2008 : (VII)   To motivate Ratish, he was assessed on 60% oral and 40% written for one complete academic year.

Year 2009 : (VIII)   This year, he was made to do the class syllabus completely. He will be reassessed if he is not able to clear the modified paper of the same level.

Continuous and Comprehensive Evaluation

Case Study-II

This concerns Shantanu, a case of Cerebral Palsy

Shantanu - (CP) - Cerebral Palsy Spastic.

Shantanu is a hard working and responsible child. He has the potential as he has good cognitive skills and abilities.

Concentration

- He is able to focus on the task.
- He needs instructions and support in learning.
- He has poor management skills.

Behaviour

- An attention seeker.
- Sometimes lazy and does not want to work hard
- Whenever found idle, he is seen sucking his thumb.

Social / Emotional

He is very verbal and interacts with his peers. He interacts and communicates in both verbal and non verbal ways.

Self Esteem

Earlier he was not very confident but can now exchange ideas and can talk about himself *with teachers/others*.

Academic

Current Status

- He was capable to cope with the mainstream syllabus.

Interventions

- He was helped with a few modified papers to make it easier.

  He is given consistent support and intervention in the form of Remedial teaching.

Continuous and Comprehensive Evaluation

IV. Assessing Co-Scholastic Areas

All teachers need to be involved in Assessing Co-Scholastic Skills of children for the following reasons:

- Reduces Subjectivity
- Removes Bias
- Provides a point of reference to all teachers
- Makes all teachers involved and accountable
- Distributes work load amongst teachers
- Simplifies work with regularly maintained record, on computer

V. Empowerment of Teachers

No educational scheme can succeed unless the teachers are adequately prepared for executing it and have faith in its worth. This preparation will resume the visualization of a realistic scheme and the development of comprehensive procedures for its operational implementation. Teachers need to be provided with orientation about the scheme (Refer Annexure 2). For providing orientation trained resource persons need to be created.
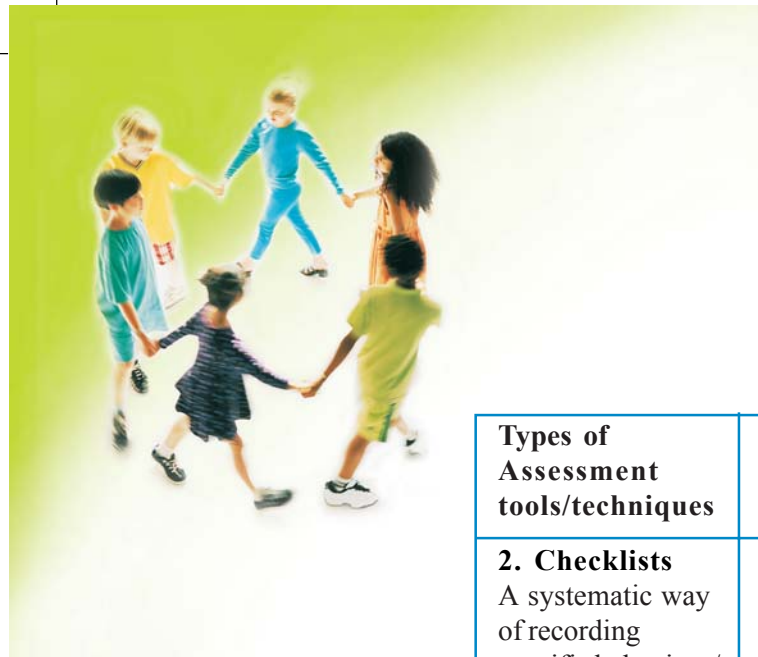
The content of such training and orientation programmes, have to incorporate both the Scholastic and Co-Scholastic Areas of learners' growth. The development of improved evaluation tools and their appropriate use, is an important aspect of these courses. With respect to the Scholastic Areas, it would require the preparation of objective based questions, balanced question papers, scoring of scripts, analysis and declaration of results. Regarding the Co-Scholastic Areas, it would mean the preparation and use of rating scales, inventories, checklists, schedules and the procedures of assessing different skill areas. Training in methods of collecting, recording, compiling and interpreting evidences of learners growth will be other crucial aspects of these training programmes.

Annexure 1

Tools and Techniques for Assessing Children's Learning: The Choice Available

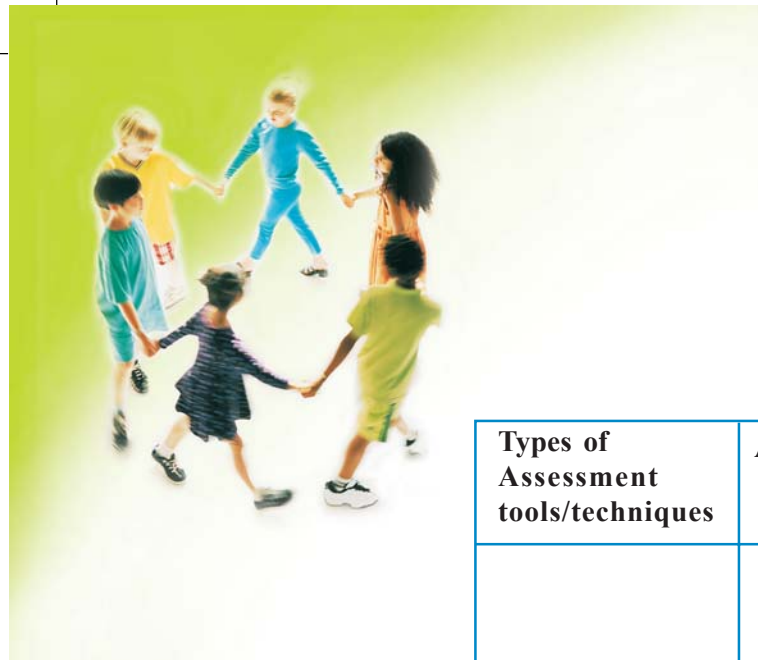| Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
1. Observation Information can be gathered about children in 'natural' settings. Some are about learners in the course of teaching. Others based on planned and purposeful observation of students on activities /tasks.	• Various aspects of personality development can be assessed through observations. • Can be used to assess individuals as well as groups. • Assessments can be made during varying time periods. • Evidence of child's performance/knowledge is based on an 'on-the-spot' record. • Over time, detailed observations of behaviour as well as interests, challenges, patterns/trends emerge which allow teachers to create a comprehensive picture/view of the child.	• Avoid arriving at inferences/ interpretations or jumping to conclusions. Important to take down more than what is actually seen. • Dependent on the skill of the observer which determines 'what' is observed. • Requires sensitivity and unobtrusiveness in the way the observation is done. Observations to be made over a period of time, across different activities and settings.	• Recording details that not only describe the actions but reveal how a child feels about what she/he is doing, details on how she/he does something as well as when she/he does it, the quality as well as the quantity of her/his interrelationship with people and materials, and what he/she says etc. • Noting comments about the child's behaviour in parentheses based on which processes can be inferred at a later point of time.

The left margin has vertical text and the CBSE logo with "KNOW - AS YOU GROW".

Continuous and Comprehensive Evaluation

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
2. Checklists A systematic way of recording specific behaviour/ action helps focus attention on particular aspects.	• Quick and easy to implement. • Provides specific information about specific objectives. • Can point towards a trend of how and when skills have been acquired by the child as well as a group of children.	• Collects limited information, only indicating presence of a skill. • Does not indicate child's response to different situations or provide specific examples of responses. • Does not provide information about context. • Can at times become unwieldy because of the number of specific items. • If developed by others, may not be suitable for the objectives that you as teachers have in mind, or for the groups, you wish to use it with.	• Add a 'comments' column to add value to the information in the checklist marking. • Use this tool in conjunction with other methods of assessments.
3.Assignments Theme based tasks to be completed as class work or homework. Can be open ended or structured. Some could be based on contexts outside textbooks.	• Provides students an opportunity to search for information, construct their own ideas and articulate the same ideas through spoken, written and/or visual expressions.	• Not too much homework or class work should be given which is currently the normal practice. • Assignments should be such that they can be managed by students on their own.	• Going beyond collection of assignments by following it up with analysis, discussion and reflection.

Annexure 1

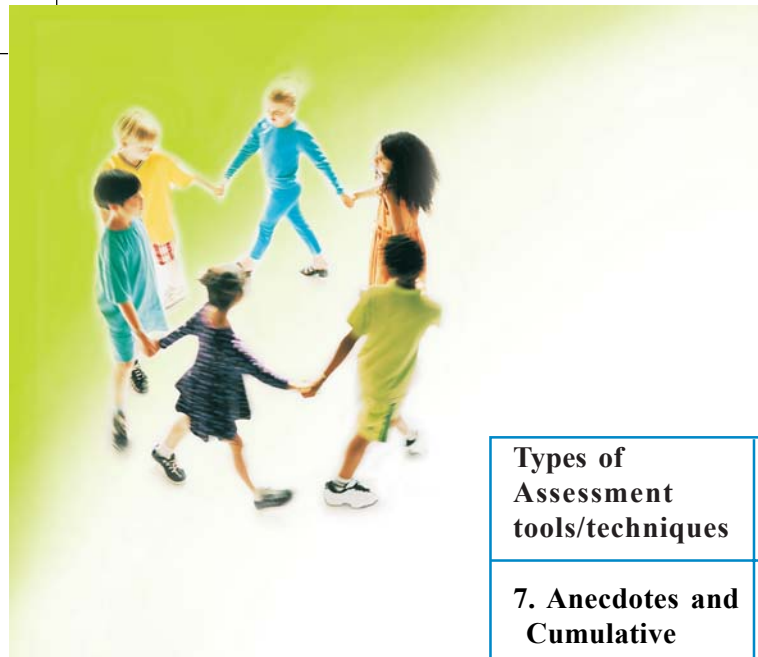| Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
	• Helps assess a wide range of objectives and content of learning. • Provides students an opportunity to relate and synthesize within and outside school learning.	• Should not become the only method of assessment.	• Creativity of students is promoted. • Encouraging students to go beyond textbooks. • Group work is to be encouraged. • Can become part of the portfolio.
4. Portfolio Collection of student's work over a period of time. It could be day-to-day work or selection of the learner's best piece of work.	• Provide a cumulative record. In the process, a picture of how a skill or knowledge area develops/ emerges. • Enables the student to demonstrate to others, his/her learning and progress.	• Selecting work to be put into the portfolio should have a specific reason. • Not all papers/ items of work are to be included. This will become unmanageable.	• Student participation in selection portfolio contents is to be encouraged, as well as criteria for selection of the contents. • Continuous updating of the portfolio as the child grows.

Continuous and Comprehensive Evaluation

Annexure 1

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
	• The child becomes an active participant in the learning and assessment process.		• Careful structuring of portfolio material accompanied by a reflective account. • Clear labelling and numbering of content for easy reference.
5. Projects These are undertaken over a period of time and generally involve collection and analysis of data. Projects are useful in theme-based learning.	• Provide opportunities to explore, work with one's hands, observe, collect data, analyze, organize and interpret data and draw generalizations. • Provides an opportunity to work in groups and in real life situations. • Helps develop a positive attitude towards group work, sharing and learning from each other.	• The nature and difficulty level of the projects should be such that students can do it by themselves. • Materials to be used for the project should be available in the school, neighbourhood or home setting. These should not put a financial burden on the parents. • Each school could go in for a Resource Centre, which would have locally available materials.	• Project topics should be decided/chosen, planned and conducted by students largely with the teacher acting as a guide. • Encouragement should be given to group projects. These will enable students to work together, share experiences and learn from each other. • Projects keep giving students an opportunity to explore, investigate and work in groups. • Children can be encouraged for judicious use of materials and keep them back after use.

Annexure 1

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
6. Rating Scales These can be used to record the quality of a student's work and then judge the quality against specified criteria. Holistic rating scales require a single, overall assessment of a piece of work.	• Various aspects of development can be assessed. • Can be used to assess individuals as well as groups. • Assessments can be made during varying time periods and in different environment settings. • Evidence of the child's performance/ knowledge is based on 'on-the-spot' record. • Over time, detailed observations of behaviour as well as interests, challenges, patterns/trends emerge which allow teachers to have a comprehensive picture/view of the child.	• Avoid inferences/ interpretations of giving judgements. Concentrate on taking down what is seen. • The skill of the observer may determine what is observed. • Be sensitive and unobtrusive in the way the observation is done. This does not necessarily mean being at a distance. • Make the observations over a period of time, and across different activities and settings.	• Record details that not only describe the actions but reveal how a child 'feels' about what she/he is doing. • Also suggest corrective measures. • Comments can be noted in 'parentheses' based on which processes can be inferred at a later point of time.

Continuous and Comprehensive Evaluation

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
7. Anecdotes and Cumulative Records Provides observational narrative records of significant incidents in a child's life.	• Provides a wealth of information across different developmental areas. • Facilitates taking of notes on the child's social, emotional development, choices, interests and relationships etc. • Identifies strengths and weaknesses and assesses children's progress over time.	• A single anecdote does not give conclusive information. • Only 'problematic' situations may be noticed. It would be better to describe incidents rather than making statements of judgement. • Selecting amongst the many interesting classroom events and not including all. • Avoiding general comments.	• Preparing and collecting anecdotes over a period of time about sustained interests and critical things that are happening in their life. Helps to understand the child's behaviour/ responses to different classroom situations. • Collecting a cross section of anecdotes (from different children) indicates groups' thinking and feeling. • Recording as soon as possible after the event so that rich, accurate and significant details can be included for later interpretations.

Continuous and Comprehensive Evaluation

Annexure 1

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
8. Photographs Provides documentation of a child's experiences, while they are doing tasks/ work, they could also be photographs of finished products, project models etc.	• Provided accurate recall of events. • Provides an insight into children's ways of thinking and interacting. • Facilitates sharing of information with families. • Provides an insight into the child's emotional, social and psychological aspects of development.	• The aesthetic quality may not be critical. • Avoid making the child self-conscious in front of the camera by your comments or suggestions.	• The picture composition should include important details of the experience, process of product being photographed. • Choosing where photographs need to supplement other tools. • Using photographs to discuss with children about themselves at a later time.
9. Audio-Video Recordings Specific situation or over a time span to cover important processes/aspects can be recorded, and analyzed later.	• Both allow language and the way it is used to be 'captured' with accuracy. • Movement and sound add to the understanding of the events taking place. • Helps to understand student's explanations that indicate different ways of thinking.	• Analysis is time consuming, • Children may occasionally be 'performing' for the camera. • Expensive as it requires technical expertise for assistance.	• Careful selections of what to record for subsequent analysis is necessary. • Giving children enough time to get familiar and feel at ease with the equipment.

Source: NCERT, October 2008

Continuous and Comprehensive Evaluation

Glossary

GLOSSARY OF TERMS USED IN THE SCHEME OF CONTINUOUS AND COMPREHENSIVE EVALUATION AND GRADING IN CBSE SCHOOLS

Anecdotal Record: Anecdotal record is a report of descriptive accounts of episodes or occurrences in specific duration of life of an individual.

Aptitude test: It is a test to discover and measure the potential of an individual for specific abilities and skills such as music, science, medicine, teaching, graphic- arts, etc.

Assignment: It is a task to be done as class work or home work that can be open-ended or structure based on a theme/context outside text books.

Checklist: Checklist can be used for the purpose of assessment. It is usable where answers is in either - 'Yes' or 'No'.

Comprehensive: Comprehensive means to cover both the Scholastic and the Co-Scholastic aspects of students 'growth and development'.

Continuous: Continuous means that the evaluation of identified aspects of students 'growth and development' of students is a continuous process.

Co-Scholastic: Co-Scholastic aspects include Life Skills, Co-curricular areas and Attitudes & Values.

Criterion Reference Test (CRT): A test designed to provide a measure of performance that is compared with pre-specified level of accomplishment is called criterion-reference test.

Evaluation: It is a systematic process of collection and interpretation of evidence leading to judgment of value with a view to action.

External locus of control: When an individual believes that his behaviour is guided by fate/luck or other external circumstances.

Formative Evaluation: It is used to monitor learning progress during instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. It includes assessment of paper - pencil test, assignments, projects, class work, homework, practical work etc.

Annexure 2

Holistic Assessment: Assessment includes both Scholastic and Co-Scholastic aspects.

Intelligence Test: It is the test which assesses the student's ability to perceive relationships, solve problems and apply knowledge in a variety of ways.

Internal locus of control: Individual believes that his/her behaviour is guided by his/her personal decisions and efforts.

Norm- reference Test: A test designed to provide a measure of performance that is interpretable in terms of an individual's relative standing in the some known groups is called Norm referenced test.

Objectivity of an item: It implies that the question should be as simple as possible. A student should be able to interpret the question correctly.

Objectivity of scoring: It implies that personal judgment of the examiner should not affect scoring.

Observation Technique: It is a most frequently employed measurement technique without using any instruments. Large number of individual observations or observations made by large number of observers are employed to minimize subjectivity.

Personality: It is the sum total of the biological innate dispositions, impulses, tendencies, aptitudes and instincts of the individual and the disposition and tendencies acquired by experience.

Portfolio: Portfolio is the collection of evidences of students work over a period of time.

Prognostic Test: It is a test meant for fore- telling, prediction and forecast designed to predict the student's ability or readiness to undertake the study.

Project: A task given over a period of time and generally involves collection an analysis of data. It is useful in theme-based learning.

Rating Scale: It is an evaluation tool by which one systematizes the expression of opinion concerning a trait. Opinions are usually expressed on a scale or values. It may be descriptive, numerical, graphic or percentage scale.

Reliability: It refers to the consistency of scores obtained by the same individuals when re-examined with the same test on different occasion or with different sets of equivalent items or under other variable examining conditions. (Consistency)

Continuous and Comprehensive Evaluation

Annexure 2

Scholastic: Scholastics aspect includes subject specific areas.

Self- Reporting Technique: This is a technique which is used to find out the response of the respondent to questions concerning their characteristics or behavior. Students are required to express their likes, dislikes, fears, hopes, ideas, about specific aspects.

Standardised Test: It is a test which has been given to so many people that the test designer is able to determine fairly accurately how well a typical person of a particular age grade will succeed in it.

Summative Evaluation: The evaluation conducted at the end of an instructional segment is called summative evaluation. It is designed to determine the extent to which the instructional objectives have been achieved. It is usually used for assigning course grades or certification.

Unhealthy Habits: When the child get indulged into bad practices such as isolation, substance abuse, negativisim withdrawl, over/under eating and obsessive behaviour.

Validity: It is the extent to which a test measures what it purports to measure. (Truthfulness)

Previous Circulars issued by CBSE
(For Reference Only)

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, these 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

Annexure 3a

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 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

Continuous and Comprehensive Evaluation
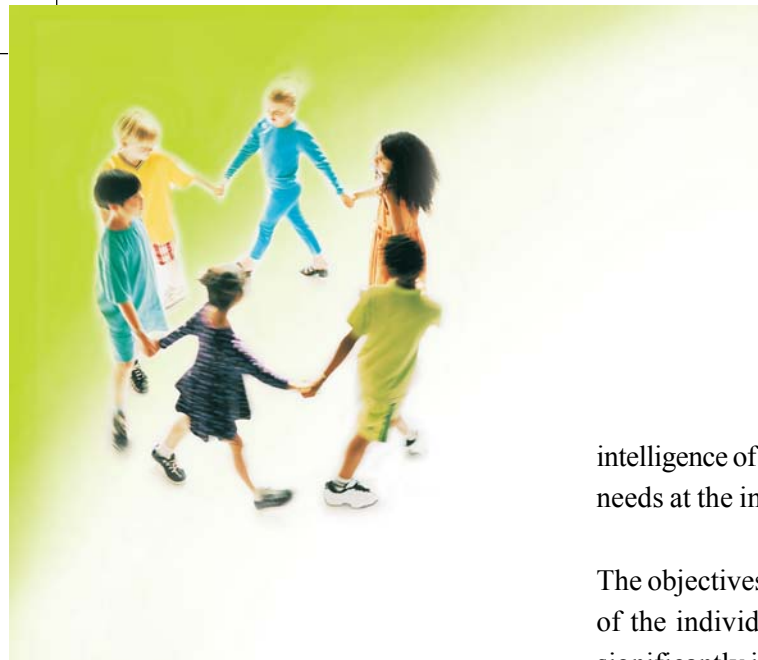
intelligence of the learners. This would be of immense help in fighting the consumerist needs at the individual and societal level.

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 (Academics)

Continuous and Comprehensive Evaluation

Annexure 3b

CENTRAL BOARD OF SECONDARY EDUCATION
2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110 092

No. CBSE/ACAD/2009   20th September, 2009
                                         Circular No. 39/20-09-2009

All the Heads of the institutions
affiliated to CBSE

Subject: Examination Reforms and Continuous and Comprehensive Evaluation (CCE) in the Central Board of Secondary Education (CBSE)

Dear Principals,

The larger context of education is to prepare futuristic citizens for a meaningful and productive life in a globalised society. There is a dire need to strengthen the education system even more so in a pluralistic society which addresses itself to a heterogeneous group. Evaluation is a means of realising the extent to which we have been successful in imparting such an education. Evaluation is an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning processes and their assimilation by learners.

External examinations *'are largely inappropriate for the 'knowledge society' of the 21st century and its' need for innovative problem solvers',* Questions if not framed well, *"call for rote memorization and fail to test higher-order skills like reasoning and analysis, lateral thinking, creativity and judgement. External exams make no allowance for different types of learners and learning environments and induce an in-ordinate level of anxiety and stress".*

(NCF- Position paper on Examination Reforms)

This calls for a functional and reliable system of School-Based Evaluation.

We need to look at the holistic assessment of a learner which also includes co-scholastic area of Life Skills, Attitudes and Values, Sports and Games as well as Co-Curricular activities. The CCE scheme aims at addressing this in a holistic manner. A number of National Committees and Commissions in the past have consistently made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through School-Based Continuous and Comprehensive Evaluation.

Therefore, the CCE scheme brings about a paradigm shift from examination to effective pedagogy.
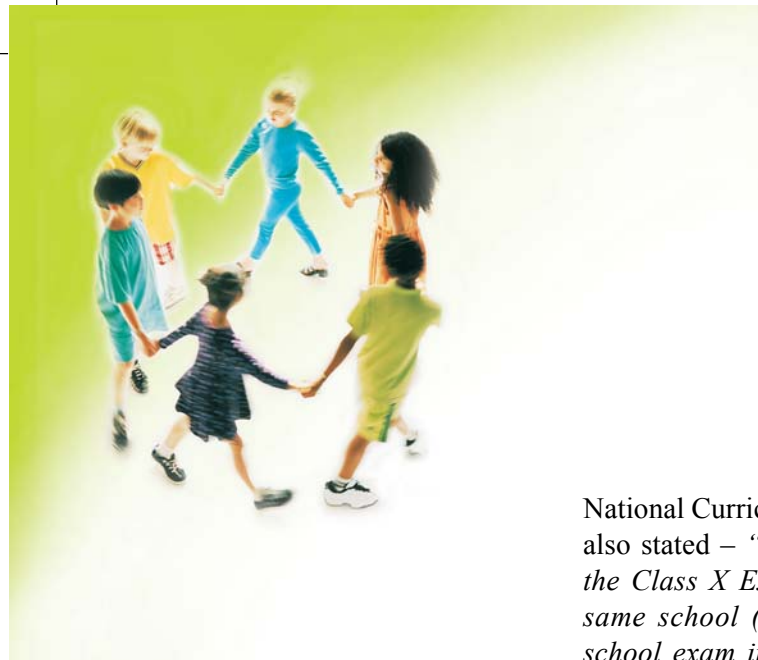
Annexure 3b

National Curriculum Framework 2005, while proposing Examination Reforms has also stated – *"Indeed, Boards should consider, as a long-term measure, making the Class X Examination Optional, thus permitting students continuing in the same school (and who do not need a Board certificate) to take an internal school exam instead ".*

Hon'ble Union Minister for Human Resource Development also announced-"*Push the process of examination reform in accordance with NCF 2005. This will include making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school assessment instead* ".

In the light of the above background, surveys and consultations with various stakeholders across the country and the given mandate of CBSE, the Board, on the advice of the Ministry of Human Resource Development, Government of India has decided to introduce the following Scheme:-

1. Scheme of the Board

1.1   Senior Secondary Schools

a) There will be no Class X Board Examination w.e.f. 2011 for students studying in CBSE's Senior Secondary schools and who do not wish to move out of the CBSE system after Class X.

b) However, such students of Senior Secondary Schools who wish to move out of the CBSE system after Class X (Pre-University, Vocational course, Change of Board, etc.) will be required to take the Board's **External (pen and paper written/online) Examination.**

c) Further, those students who wish to assess themselves vis-à-vis their peers or for self assessment will be allowed to appear in an On Demand (pen and paper/ online) Proficiency test.

1.2   Secondary Schools

The students studying in CBSE's Secondary schools will however be required to appear in Board's External (pen and paper written/online) Examination because they will be leaving the secondary school after Class X.

1.3   All Schools

Continuous and Comprehensive Evaluation

Annexure 3b

1.3.1   The **Continuous and Comprehensive Evaluation (CCE)** will be strengthened in all affiliated schools with effect from **October, 2009 in Class IX**.

1.3.2   An Optional Aptitude Test developed by the CBSE will also be available to the students. The Aptitude Test along with other school records and CCE would help students, parents and teachers in deciding the choice of subjects in Class XI.All students of **Class X in the current academic year will be taking the CBSE Board's Class X 2010 Examination.** The CBSE will be conducting this Examination. The weightage of the school based assessment will remain the same as per past practice, i.e. 20% each in the subjects of Science, Social Science and Mathematics.

1.3.3   **The new Grading system will be introduced at Secondary School level (for Classes IX & X) effective from 2009-10 Academic Session.** The details of grading scheme are being circulated in a separate advisory to schools.

Details of the scheme are annexed at (Annexure-a) all for ready reference.

2.   How would the Scheme help?

The above steps would help the learners and parents, who are the primary stakeholders of school education, in the following manner:-

a) It will reduce stress and anxiety which often builds up during and after the examination which could have an adverse impact on young students especially in the age group of 13-15 years.

b) It will reduce the dropout rate as there will be less fear and anxiety related to performance.

c) In the past there was a practice, to often finish the entire syllabus much before time and follow it up with Pre-Board(s) and study leave. Now there will be greater focus on learning rather than teaching to the test.

d) The emphasis on conceptual clarification through experiential learning in the classroom will increase since there will be more time available for transaction of curriculum.

e) It will help the learners to develop holistically in terms of personality by also focussing on the co-scholastic aspects which will be assessed as part of the Continuous and Comprehensive Evaluation scheme.

f) It is expected to prepare the students for life by making students physically fit, mentally alert and emotionally balanced.

g) The students will have more time on their hands to develop their interests,

Continuous and Comprehensive Evaluation

hobbies and personalities.

h) It will enable the students, parents and teachers to make an informed choice about subjects in Class XI.

i) It will motivate learning in a friendly environment rather than in a fearful situation.

j) It will equip students with Life Skills especially Creative and Critical thinking skills, social skills and coping skills which will keep them in a good stead when they enter into a highly competitive environment later on.

3.   Addressing the Concerns

The CBSE has been discussing the matter with its stakeholders all over the country. A number of issues are likely to be raised by students/parents regarding this initiative, as it is being done for the first time by any Board in India. A compilation of such issues, and solutions offered by the Board in the form of FAQs (*Frequently Asked Questions*) will be soon available on the CBSE website. In case of any clarification you may write through the CBSE's website (detailed below) or mail your queries to the Chairman CBSE by superscribing "CBSE Examination Reform" on the top of the envelop.

4.   CCE Guidelines

Many of the Schools are already aware about the CCE and are implementing the same. However, in order to improve the quality of CCE, the detailed guidelines are being issued and will reach the schools shortly. These will also be available on CBSE website (www.cbse.nic.in).

5.   Training Workshops

Teacher training workshops will be conducted simultaneously from October 2009 onwards. These training workshops will be compulsory for the **Heads of Schools and two teacher representatives.** Details of these will be available on the CBSE's website. Principals and trained teachers will be thereafter interacting with parents during Parent Teacher Meetings to create awareness regarding the Board's Scheme and address their concerns.

6.   Request to School Principals

The CBSE is committed to the enhancement of quality in school education and it plans to empower schools to assess the students without compromising on any quality parameter. It has full faith in the Principals and teachers of its affiliated schools and hopes that the following action will be taken in the

Continuous and Comprehensive Evaluation

Annexure 3b

shortest possible time:-

a) Explain the above scheme in detail to the parents, teachers and students specially those in Classes IX and X and interact with parents of these students to **create awareness and sensitise them.**

b) Collect and forward the information about number of students in **Class IX in the current academic session.**

c) Forward this data to the Regional Office concerned in the enclosed Proforma **definitely by 15th October 2009.(Annexure b***)*

7.   Further Clarification

Comprehensive guidelines on various aspects of CCE will be available in the *Teachers' Manual on School Based Assessment* shortly. This will also be hosted on the CBSE website (www.cbse.nic.in)

In case you need any further clarification, please log on to www.cbse.nic.in and click on the '*Interact with Chairman on Class X* Board Examination' button. Your queries on this issue will be replied expeditiously.

All Heads of Schools are directed to make necessary preparations so as to implement the above scheme in letter and spirit. The Board is also sure that all Principals would help in implementing the above mentioned reforms.

Waiting for an early response.

Yours faithfully,

(VINEET JOSHI)
CHAIRMAN & SECRETARY

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.

2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.

3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.

Continuous and Comprehensive Evaluation

Annexure 3b

4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.

5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.

6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111

7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.

8. The Director, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.

9. All the Regional Officers of CBSE with the direction to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.

10. The Education Officers/AEOs of the Academic Branch, CBSE.

11. The Joint Secretary (IT) with the request to host this circular on the CBSE website.

12. The Library and Information Officer, CBSE

13. EO to Chairman, CBSE

14. PA to All HODs, CBSE

CHAIRMAN & SECRETARY

Annexure 3c

Annexure a

Scheme of Examination Reforms and Continuous and Comprehensive Evaluation (CCE)

A. Class IX - 2009 –10 Academic Session

Strengthening Continuous and Comprehensive Evaluation (CCE) in Class IX (Second Term October 2009 – March 2010)

1. The Central Board of Secondary Education introduced Continuous and Comprehensive Evaluation in Primary classes in 2004 (*Circular No. 5/18/ 25/04)*. The achievement records and its format was also circulated for Classes I to V with the objective of facilitating holistic learning in the school. The focus was on identifying the talents of the learner and empowering with positive inputs. The Board recommended a five Point rating scale, it also recommended the elimination of the pass /fail system at the primary classes (*Circular No. 31/04/21/05)*. The Board has also followed it up by extending this scheme upto Classes VI to VIII and developed a CCE card on School Based Assessment for the same *(Circular No. 2/06)*.

2. The scheme of Continuous and Comprehensive Evaluation (CCE) will be now further strengthened in all affiliated schools from October 2009. The Class IX students will be assessed through the CCE by the school itself. The strengthened CCE scheme will be applicable for the second term **(October 2009 – March 2010) of the current academic year in Class IX.**

3. **In general, for the purpose of the CCE,** an academic year has been divided into two terms. The first term will be from **April – September and the second term from October – March.**

4. The CCE in classes IX & X is intended to provide holistic profile of the learner through evaluation of both Scholastic and Co-Scholastic areas spread over two terms each during two academic years.

4.1 Evaluation of Scholastic areas:

Each term will have two Formative assessments and one Summative assessment for evaluation in Scholastic Areas.

4.1.1   Formative Assessment:

Formative assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening and supportive environment. If used

effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher. Some of the main features of Formative assessment are that it is diagnostic and remedial, provides effective feedback to students, allows for the active involvement of students in their own learning, enables teachers to adjust teaching to take account of the results of assessment and recognizes the profound influence that assessment has on the motivation and self-esteem of students, both of which are crucial influences in learning.

It is highly recommended that the school should not restrict the Formative assessment to only a paper-pencil test. There are other means of testing such as through quizzes, conversations, interviews, oral testing, visual testing, projects, practicals and assignments.

For this year there will be only two Formative assessments for Class IX for the (remaining) second term.

It is advised that the Schools may conduct more than two such assessments and take the best two out of those.

Assessments done periodically will be shown to the students/ parents so as to encourage continuous participatory improvement.

4.1.2   Summative Assessment:

The Summative assessment is the terminal assessment of performance at the end of instruction. Under the **end term Summative Assessment,** the students will be tested internally based on the following criteria:-

a) Curriculum and Syllabus for Classes IX will be the same as circulated by the Board earlier.

b) The Summative assessment will be in the form of a pen-paper test conducted by the schools themselves. It will be conducted at the end of each term.

c) In order to ensure standardisation, and to ensure uniformity, the Question Banks in different subjects to generate question papers will be forwarded by the Board to schools in March 2010.

d) In order to cater to difference in the pace of responding, the Schools will give flexible timings to the students during term end Summative Assessment.

e) For this year, there will be only one term end Summative assessment for the (remaining) second term to be conducted in March 2010 for Class IX students.

f)   Evaluation of answer scripts will be done by the school Teachers themselves on the basis of the Marking Scheme provided by the Board.

Continuous and Comprehensive Evaluation

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g) There will be random verification of the assessments procedures carried on by schools by the Board officials/nominees appointed by the Board.

The Weightage of **Formative Assessment (FA) and Summative Assessment** (SA) shall be as follows:

Term	Type of Assessment	Percentage of weightage in academic session	Term wise weightage	Total
First Term (April-Sept)	Formative Assessment-1	10%	Formative Assessment 1+2=20%	Formative =40%, Summative = 60% Total 100%
	Formative Assessment-2	10%	-	
	Summative Assessment-1	20%	Summative Assessment-1=20%	
Second Term (Oct.-March)	Formative Assessment-3	10%	Formative Assessment 3+4=20%	
	Formative Assessment-4	10%		
	Summative Assessment-2	40%	Summative Assessment 2=40%	

Note: For this year as the scheme is being introduced from the Second Term only, the weightage of each Formative Assessment shall be 20% and that of Summative Assessment shall be 60%.

4.2 **Evaluation of Co-Scholastic areas:**

4.2.1 In addition to the Scholastic areas, co-scholastic areas like Life Skills; Attitudes & Values; Participation & Achievement in activities involving Literary & Creative Skills, Scientific Skills, Aesthetic Skills and Performing

Continuous and Comprehensive Evaluation

Annexure 3c

Arts & Clubs; and Health & Physical Education will also be evaluated. Most of the schools are already implementing activities involving these areas. The schools have been trained under Adolescence Education Programme (AEP), emphasising upon Life Skills; the schools are also aware about Comprehensive School Health Programme introduced in 2006 (*Circular No. 9/06/29/07, 27&48/08)*. However, for ready reference and convenience of the schools, the activities under Co-Scholastic areas and evaluation thereof are also included in the comprehensive guidelines on various aspects of CCE (Refer Para 5 below).

5. This year, the students in Class IX will follow the CCE for the second term only as already stated above. For this, the schools will give the Report Card on the model format to be supplied by the Board in its guidelines. This Report Card will reflect both Formative and Summative assessment of second term of Class IX in scholastic as well as co-scholastic areas.

6. Comprehensive guidelines on various aspects of CCE will be available in the *Teachers' Manual on School Based Assessment* shortly. This will also be hosted on the CBSE website (www.cbse.nic.in)

7. This scheme will continue for further academic sessions also.

B. Class IX - 2010 – 11 Academic Session onwards
These students will undergo the CCE as described above spread over two terms, one from April 2010 to September 2010 and the second from October 2010 to March 2011. As already detailed in Para 4.1.1 and 4.1.2, the Formative Assessment will be part of School Based Assessment and Summative Assessment at the end of each term will be based on the Question Banks being sent by the Board.

C. Class X - 2009 – 10 Academic Session
1. All students of **Class X in the current academic year will be taking the CBSE Board's Class X 2010 Examination.** The CBSE will be conducting this Examination.
2. The weightage of the School Based Assessment will remain the same as per past practice, i.e. 20% each in the subjects of Science, Social Science and Mathematics.
3. The new Grading system will be introduced at Secondary School level (for Classes IX & X) effective from 2009-10 Academic Session. The details of grading scheme will be circulated in a separate advisory to schools.
4. The syllabus and examination specifications in all subjects remain as reflected in Secondary School Curriculum Document 2010 (printed by the Board) with minor modifications as notified to schools through circulars during the current session. The Curriculum Document and the circulars are available on the CBSE website **(www.cbse.nic.in).**

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D.   Class X- Academic Session 2010-11 onwards

1. Senior Secondary Schools

In Senior Secondary Schools, there will be no Board examination at Class X since the students will be entering Class XI in the same school.

These students will be assessed through the CCE internally by the school as per the strengthened CCE Scheme as described above for Class IX (*for the second term from October 2009 to March 2010*) and Class X (f*or two terms, the first term from April 2010 to September 2010 and the second from October 2010 to March 2011).*

At the end of the academic year 2010-11, students will be issued the CCE certificate on the pre-printed stationery to be supplied by the Board. These CCE certificates, once they are complete in all respects, (for both Class IX and X) will be required to be sent to the Regional Offices for the signatures of the Board official.

However the Board will provide flexibility to the following students in Senior Secondary schools also to appear in Board's external (pen and paper written/ online) examination (described separately below):-

- The students wanting to terminate their studies in the school for admission in Pre-University, vocational course, etc.

- The students wanting to shift to the other schools of other State Boards due to local reasons.

Moreover, those students who wish to assess themselves vis-à-vis their peers or for self motivation will be allowed to appear in an On Demand (pen and paper/ online) Proficiency test.

2. Secondary Schools:

In all schools upto secondary level there will be Board's external (*pen and paper written/on-line*) Examination at the end of Class X as detailed in *para 3 below* since the students will be moving out of these schools.

Note: The students in Classes IX and X in Secondary Schools also will follow the CCE as described above. At the end of the Class X, students will be issued the CCE certificates on the pre-printed stationery supplied by the Board.

3. External (pen and paper written/online) Examination

- These are mainly application oriented external (*pen and paper written/ online*) Examinations will be based on the same syllabi as detailed in the Curriculum Document 2011.
- These will be certified by the CBSE.

Annexure 3c

E. Concessions being given to the "Differently Abled"

All the relaxations such as use of scribe for visually challenged, choice of optional subjects, use of computers for visually challenged being provided by the present Board Examinations of Class X to the differently-abled children need to be continued in the School Based Assessment also, at the formative as well as Summative level. Due consideration will also be given to these students in co-scholastic evaluation too.

F. Aptitude Test

1. The Board will offer an Aptitude Test *(optional)* which along with other school records and CCE would help the students, parents and teachers in deciding the choice of the subjects at Class XI.
2. The Board proposes to provide an opportunity to students to undertake the Aptitude Test twice, once at the end of Class IX and then at the end of Class X.

G. Admission in Class XI (Academic Session 2011 – 12)

1. For the purpose of admission in Class XI, the CCE certificate will be valid and relied upon.

2. It is also recommended that some amount of weightage be assigned to the co-scholastic aspects especially Life Skills and excellence in sports for allotting subjects in class XI. A multi-pronged approach for assigning subjects needs to be adopted. Aptitude test, Scholastic Performance and Co-Scholastic Achievements, all need to be given weightage.

3. Students of the same school may be given preference over the students coming from any other school for admission in Class XI.

H. Admission in Class XI (Academic Session 2011 – 12)

1. For the purpose of admission in Class XI the CCE certificate will be relied upon.

2. It is also recommended that some amount of weightage be assigned to the co-scholastic aspects especially Life Skills and excellence in sports for allotting subjects in class XI. A multi-pronged approach for assigning subjects needs to be adopted. Aptitude test, Scholastic Performance and Co-Scholastic Achievements, all need to be given weightage.

3. Students of the same school may be given preference over the students coming from any other school for admission in Class XI.

Annexure 3c

CENTRAL BOARD OF SECONDARY EDUCATION
Proforma for Data Collection in Class IX
For academic session (2009-10)

Name of the School_____

Complete Address_____

School Code (Examination Code)_____

Affiliation Number _____

Affiliation Status (Secondary/Senior Secondary)_____

Contact Number Tel (O)_____**(R)**_____**Mob**_____

Email id: School_____

Email id: Principal _____

Total number of:-

        a. Sections in Class IX_____

        b. Students in Class IX_____

        c. Teachers teaching Class IX_____

Differently abled students if any with specific details (Please attach a separate sheet)

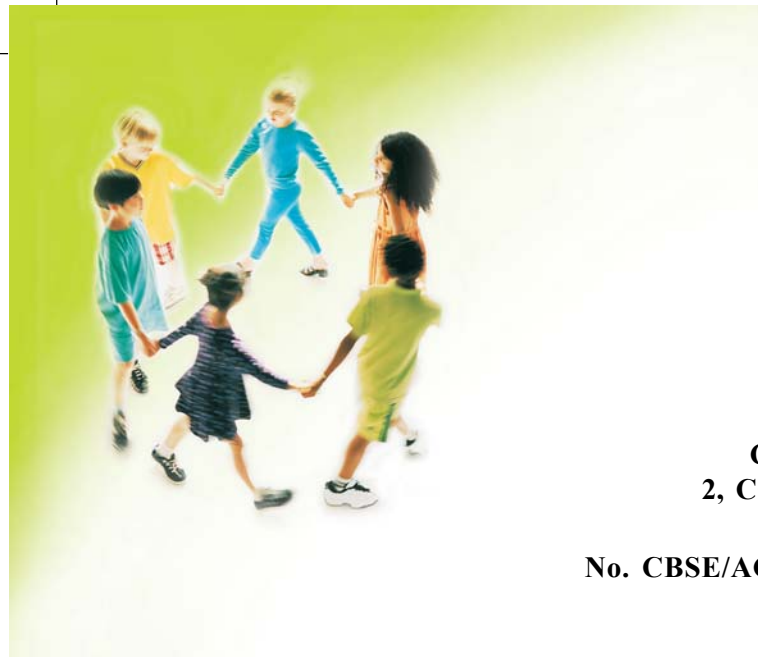Certified that the above information is correct.

SIGNATURE WITH DATE   _____

NAME OF THE PRINCIPAL   _____

STAMP OF THE SCHOOL   _____

Continuous and Comprehensive Evaluation

CENTRAL BOARD OF SECONDARY EDUCATION
2, COMMUNITY CENTRE, PREET VIHAR, DELHI-110 092

No. CBSE/ACAD/2009
29th September, 2009
Circular No. 40/29-09-2009

All the Heads of the institutions
affiliated to CBSE

Subject: **Introduction of Grading at Secondary School level for classes IX & X from current academic year 2009-10**

Dear Principal,

Evaluation provides an essential yard stick to judge the quality of students. It plays an important role in the educational system. It also provides motivation and a sense of purpose to both teachers and students to achieve set goals.

The term examination has come to be associated with stress and anxiety. The process of teaching and learning which is supposed to be meaningful for the student loses its joy because of these negative connotations of examination.

1. Setting the Context

1.1   Schools begin ranking students, on the basis of their marks, from as early as their pre- primary years. Such a drive has several negative effects on learning. Students, parents and society at large become anxious in the race to acquire more and more marks in examinations which leads to an extremely stressful existence. Moreover, though all out efforts are made to enhance the reliability of examination, the human error cannot be avoided. This shortcoming can be overcome if the students are placed in ability bands that represent range of scores.

1.2   The National Policy on Education 1986 (NPE) and Programme of Action 1992 (POA) also envisaged the recasting of the examination system and has, inter alia, suggested that grades be used in place of marks.

1.3   National Curriculum Framework 2005(NCF) envisaged an evaluation system which would grade the students on their regular activities in the classroom and enable students to understand and focus on their learning gaps and learn through these as part of Formative Assessment.

Continuous and Comprehensive Evaluation

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1.4 The introduction of grades in the examinations has been debated in CBSE also during the past through various Committees and platforms. The CBSE has also held countrywide consultations and deliberations with eminent educationists including experts from Central Board of Secondary Education (CBSE), Indian Institute of Technology (IIT), Indian Institute of Management (IIM), National Council of Educational Research and Training (NCERT), Indian Statistical Institute (ISI) and schools affiliated to CBSE.

2. Scheme of Grading

2.1 As a matter of fact the Board has been preparing itself and all the stakeholders for a change to move over from numerical marking system to grading system during the past few years by creating a climate of acceptance. The Board has already in a phased manner, introduced the grading system based on absolute marks up to class VIII.

2.2. Now, therefore, the CBSE, in consultation with the Ministry of Human Resource Development, Government of India has decided to introduce nine point grading system.

2.3 In this system, student's performance will be assessed using conventional numerical marking mode, and the same will be later converted into the grades on the basis of the pre-determined marks ranges as detailed below :-

MARKS RANGE	GRADE	GRADE POINT
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	—-
20 and below	E2	—-

2.4 The Board has decided to introduce the above grading scheme at Secondary level for classes IX & X from the current academic year 2009-10. Accordingly, the "Statement of Subject wise Performance" to be issued by the Board w.e.f. the Class X Examination 2010 will have only grades.

Continuous and Comprehensive Evaluation
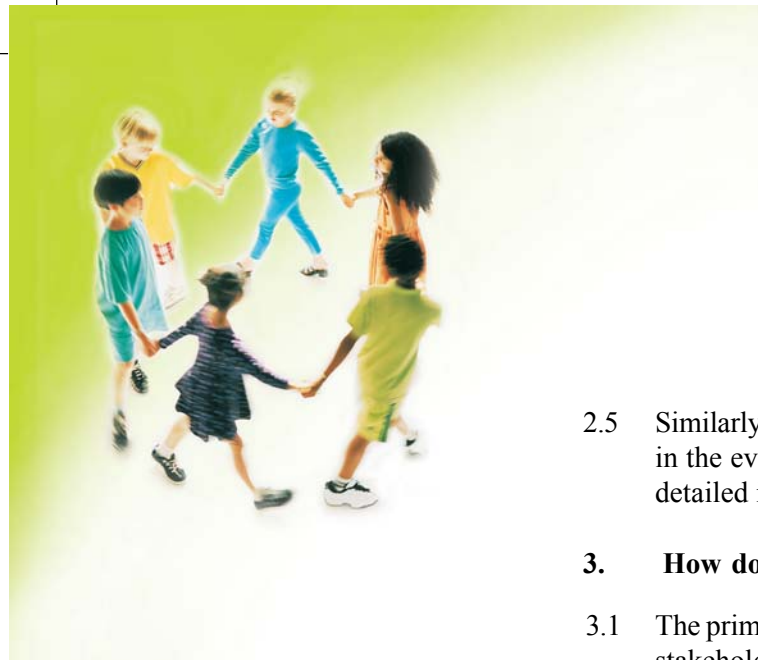
Annexure 3d

2.5 Similarly, the schools are also directed to introduce the above Grading Scheme in the evaluation of their students in Class IX under the scheme of CCE as detailed in the Circular No. 39 dated 20th September, 2009

3. How does it help?

3.1 The primary function of Grading is to communicate effectively to a variety of stakeholders the degree of achievement of an individual student. The grading of students would also take away the frightening judgmental quality of marks obtained in a test leading to a stress free and joyful learning environment in the school. This will also 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 schools.

3.2 The system being implemented now will have the following advantages:

o It will minimize misclassification of students on the basis of marks.

o It will eliminate unhealthy cut-throat competition among high achievers.

o It will reduce societal pressure and will provide the learner with more flexibility.

o It will lead to focus on a better learning environment

4. Operational Modalities

4.1 The student's performance shall be assessed using conventional method of numerical marking.

4.2 The 'Grades' shall be awarded to indicate the subject wise performance.

4.3 The 'Grades' shall be awarded on a nine point scale as per Table at para 2.3.

4.4 Only Subject wise grades shall be shown in the "Statement of Subject wise Performance" to be issued to all candidates.

4.5 Subject-wise percentile score/rank at the National level shall be provided to the schools on demand.

4.6 The practice of declaring Compartment/ Fail shall be discontinued.

4.7 Those candidates who obtain the qualifying grades (D and above) in all the subjects excluding Additional subject as per Scheme of Studies shall be awarded a Qualifying Certificate.

4.8 Those candidates who have obtained grade E1 or E2 in the subject shall have to improve their performance through subsequent five attempts.

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For example, a candidate who appeared in Board's examination in March 2010 can appear in July 2010, March 2011, July 2011, March 2012 and July 2012 only in subjects in which he/she has got grade E1 or E2 till he/she gets qualifying grades (D and above) in all the subjects excluding Additional subject as per Scheme of Studies and *becomes eligible for award of Qualifying Certificate.*

4.9 Those who get Qualifying Certificates shall be eligible for admission in higher classes.

4.10 Those candidates who are not able to get qualifying grades (*D and above*) in all the subjects excluding Additional subject as per Scheme of Studies shall not be permitted for admission in Class XI.

4.11 Exemptions available to differently abled students as per CBSE's rule shall continue to apply

4.12 The scheme shall also be applicable mutatis mutandis in the assessment of academic performance communicated to the students at the end of Class IX

5. Addressing the Concerns

The CBSE has been discussing the matter with its stakeholders all over the country. A number of issues are likely to be raised by students/parents regarding this initiative. A compilation of such issues, and solutions offered by the Board in the form of FAQs (*Frequently Asked Questions*) will be soon available on the CBSE website. In case of further clarification you may mail your queries to the Chairman CBSE by superscribing "CBSE Examination Reform" on the top of the envelop. You may also log on to www.cbse.nic.in and click on the *'Interact with Chairman on Grading in Classes IX-X'* button. Your queries on this issue will be replied expeditiously.

All Heads of the schools are advised to explain the above scheme in detail to the parents, teachers and students specially those in Classes IX and X **to create awareness and sensitization. Implementation of aforesaid scheme of Grading will be explained in detail in Teacher Training Workshops on Continuous and Comprehensive Evaluation (CCE) to be held from October, 2009.**

Yours faithfully,

(VINEET JOSHI)
CHAIRMAN & SECRETARY
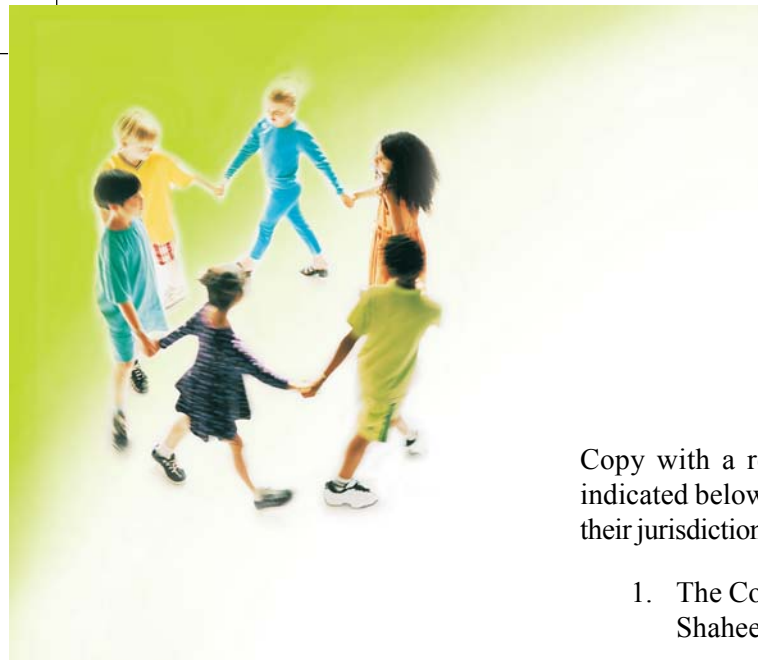
Annexure 3d

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.

2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.

3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.

4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.

5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.

6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111

7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.

8. The Director, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.

9. All the Regional Officers of CBSE with the direction to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.

10. The Education Officers/AEOs of the Academic Branch, CBSE.

11. The Joint Secretary (IT) with the request to host this circular on the CBSE website.

12. The Library and Information Officer, CBSE

13. EO to Chairman, CBSE

14. PA to All HODs, CBSE

CHAIRMAN & SECRETARY

Continuous and Comprehensive Evaluation

Annexure 3e

CENTRAL BOARD OF SECONDARY EDUCATION
"Shiksha Kendra", 2, Community Center,
Preet Vihar, Delhi-110092

CBSE/ACAD/EO (L)/RPr/2009   **October 21, 2009**
                                                  Circular No.54

All the Heads of Independent Schools
Affiliated to the CBSE

Subject: Promoting Reading Habits as part of CCE in English Language

Dear Principal

Inculcating good reading habits in children has always been a concern for all stakeholders in education. Now with the introduction of CCE and grading in secondary education there has been a paradigm shift from getting marks at an end of the term summative examination to the process of learning and acquiring better language skills.

With everything – information, entertainment, videos and even books within reach through the internet, it is indeed a challenge to convince students to pick up books and engage with the author, story, character and ideas presented in the reading passage or book. It is not enough to offer children what is considered a good selection of reading text as merely presenting a good selection of reading texts will not ensure that the child will read a passage and become a good reader. A conscious attempt needs to be made to help children to relate to the text in a meaningful way. Reading any text should be done with the purpose of:-

1. reading silently at varying speeds depending on the purpose of reading:
2. adopting different strategies for different types of texts, both literary and non-literary:
3. recognising the organisation of a text:
4. identifying the main points of a text;
5. understanding relations between different parts of a text through lexical and grammatical cohesion devices.
6. anticipating and predicting what will come next.
7. deducing the meaning of unfamiliar lexical items in a given context:
8. consulting a dictionary to obtain information on the meaning and use of lexical items:
9. analysing, interpreting, inferring (and evaluating) the ideas in the text:
10. selecting and extracting from text information required for a specific purpose.
11. retrieving and synthesising information from a range of reference material using study skills such as skimming and scanning:
12. interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge): and
13. reading extensively on their own for pleasure.

Continuous and Comprehensive Evaluation

Annexure 3e

A good reader is most often an independent learner and consequently an independent thinker capable of taking his/her own decisions in life rationally. Such a learner will most assuredly also be capable of critical thinking. To bring books and children together is indeed a challenge, especially in today's environment of overexposure to media.

The purpose of inculcating the habit of reading among children is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyze and evaluate it with objectivity and fairness.

Creating learners for the 21st century involves making them independent learners who can '*learn, unlearn and relearn*' and if our children are in the habit of reading they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly, it is interactive dialogue between the author and the reader in which the reader and author share their experiences and knowledge with each other which helps them to understand the text and impart meaning to the text other than what the author himself may have implied. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also reading for information. The child may be encouraged to read on topics as diverse as science and technology, politics and history. This will improve his critical thinking skills and also help in improving his concentration.

The library in the school should be kept updated and a reasonable sum of the annual budget should be made in use of buying books, CDs and reference material for the library. The library, by strengthening its resources should be developed as not merely a repository of books and information but a centre of knowledge creation. Children should be encouraged to visit the library as and when they wish to, a number of notices can be put up encouraging children to read books, informing them of the various types of books available in the library, even vocabulary building games can be a part of the library collection. In short a welcoming and inviting atmosphere in the library will be the first step towards motivating the children to visit the library and pick up a book to read. Children will be encouraged to read if they see their role model i.e. teachers and principals reading themselves hence before a book is introduced in a classroom it ought to have been read by the teachers.

It is often seen that reading book projects are assigned to children in which children are expected to read a book and write a report on it. Though the spirit behind the assigning of the project is commendable, the project does not often interest the students nor does it fulfill the objective which is to inculcate in students the habit of reading.

Continuous and Comprehensive Evaluation

Annexure 3e

Reading a book should lead to creative and individual response to the author's ideas presented in the book in the form of a:-

- short review
- dramatization of the story
- commentary on the characters
- critical evaluation of the plot, story line and characters
- comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors
- extrapolating about the story's ending or life of characters after the story ends
- defending characters' actions in the story.
- making an audio story out of the novel/text to be read out to younger children.
- Interacting with the author
- Holding a literature fest where various characters interact with each other
- Acting like authors/poets/dramatists, to defend their works and characters.
- Symposiums and seminars for introducing a book, an author, or a theme
- Finding similar text in other languages, native or otherwise and looking at differences and similarities.
- Creating graphic novels out of novels/short stories read
- Dramatising incidents from a novel or a story
- Creating their own stories

Reading Project in schools

1. **The CBSE is planning to introduce a Reading Project for upper Primary and Secondary classes. The list of books recommended for the Project is enclosed at Annexure I.**
2. **Schools may choose to use some of these books or others of their own choice.**
3. **Schools can vary the level but at least one book per term is to be read by every child.**

Teachers may opt for:-

- One book;
- Books by one author; or
- Books of one genre; to be read by the whole class.

The Project should lead to independent learning/ reading skills, hence the chosen book/selection should **not be taught** in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a child's progress or success in reading the book by asking for verbal or written progress reports, looking at the diary entries of students, engaging in a discussion about the book, giving a short quiz or a worksheet about the book/ short story. The mode of intermittent assessment may be decided by the teacher as she/he sees fit.

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These may be used for Formative Assessment (F1, F2, F3 and F4) only. Various modes of assessment such as conducting Reviews, Scripts, Reading, Discussions, Open Houses, Exchanges, Interact with the Author can be considered.

This may be brought to the notice of all teachers and students involved in teaching and learning of English.

Yours sincerely,

Menaxi Jain
(Assistant Education Officer)

Enclosure: Annexure-I

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. E.O. to Chairman, CBSE
14. DO / PA to Secretary, CBSE
15. PA to CE, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

Menaxi Jain

Annexure 3e

List of Suggested Books for Reading

For classes V and VI:

1. **The Noddy Series –** *Enid Blyton*
2. **Tales from Panchtantra**
3. **Karadi Tales**
4. **The Young Visitors-** *Daisy Ashford*
5. **The wind in the Willows-***Kenneth Graham*
6. **The Tale of Mr. Tod-** *Beatrix Potter*
7. **Gulliver's Travels-** *Jonathan Swift*
8. **The Famous Five Series -** *Enid Blyton*
9. **The Happy Prince –** *Oscar Wilde*
10. **Charlie and the Chocolate Factory-** *Roald Dahl*

For classes VII and VIII:

1. **The Adventures of Tom Sawyer –** *Mark Twain*
2. **The Adventures of Hucklebury Finn –** *Mark Twain*
3. **Treasure Island –** *Robert Louis Stevenson*
4. **Around the World in 80 Days –** *Jules Verne*
5. **The Time Machine –** *H.G. Wells*
6. **Harry Potter – The Series –** *J K Rowling*
7. **Twenty Thousand Leagues under the sea –** *H.G. Wells*
8. Books by ***George Herriott***
9. **The Curious Case of a Dog in the Nighttime –** *Alexander McCall Smith*
10. Stories by ***Roald Dahl***

For classes IX and X

1. Books by ***Agatha Christie***
2. Books by ***Arthur Conan Doyle***
3. **The Room on the Roof –** *Ruskin Bond*
4. **Little Women –** *Louisa May Alcott*
5. **The Call of the Wild –** *Jack London*
6. **Rebecca of Sunnybrook Farm –** *Kate Douglas Wiggin*
7. **The Canterville Ghost –** *Oscar Wilde*
8. **The Great Grammatizator and other Stories –** *Roald Dahl*
9. **Snappy Surprises –** *Ruskin Bond*
10. **Moby Dick –** *Herman Melville*
11. **Artemis Fowl series -** *Eoin Colfer*
12. **Daddy Long Legs -** *Jean Webster*
13. School Stories by ***P.G. Wodehouse***
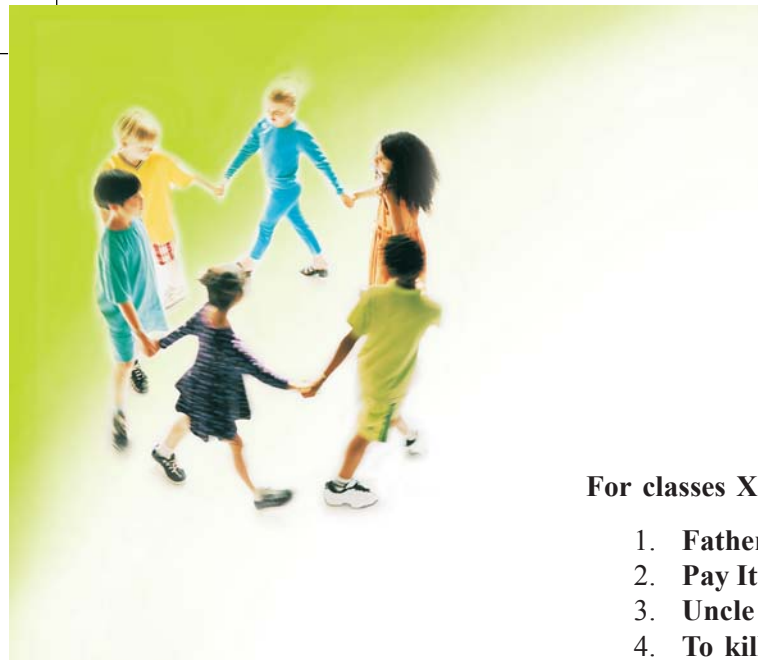
Annexure 3e

For classes XI and XII

1. **Father Brown –** *GK Chesterton*
2. **Pay It Forward**
3. **Uncle Tom's cabin –** *Harriet Beecher Stowe*
4. **To kill a Mocking Bird –** *Harper Lee*
5. **Animal Farm –** *George Orwell*
6. **Nineteen eighty four-***George Orwell*
7. **Short Story Collections By Indian Authors**
8. Books by ***Jane Austen***
9. Books by ***George Elliot***
10. Books by ***Charlotte Bronte***
11. Books by ***Emily Bronte***
12. **Pickwick Papers -** *Charles Dickens*
13. **The Diary of a Young Girl -** *Anne Frank*
14. **Three men in a Boat -** *Jerome K Jerome*
15. **My Family and Other Animals -** *Gerald Durrell*
16. **Rosie is my Relative -** *Gerald Durrell*
17. **One Flew Over the Cuckoo's Nest**

Other Books and Authors suggested by the Committee:

1. *Satyajeet Ray*
2. *RK Narayan*
3. *Sudha Murthy*
4. *Ismat Chugtai*
5. *Vikas Swaroop*
6. *APJ Abdul Kalam*
7. *Mark Twain*
8. *Guy de Maupassant*
9. *O'Henry*

Continuous and Comprehensive Evaluation

Annexure 3f

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation under the Union Ministry of Human Resource Development Govt. of India)

"SHIKSHA KENDRA", 2, COMMUNITY CENTRE, PREET VIHAR, DELHI – 110301

No. CBSE/ACAD/2010   28th   May, 2010

All the Heads of the institutions   Circular No.24 / 28-05-2010
Affiliated to CBSE

Subject: Admission of CBSE students in Class XI for academic year 2010-11 after Introduction of Grading at Secondary School level by the Board

Dear Principal,

As you are aware, the Board has introduced Grading at Secondary School level for Classes IX and X from the academic year 2009-10. (Circular No 40/29-09-2009).

In this system, students' performance has been assessed using conventional numerical marking mode, and the same has been be converted into the grades on the basis of the pre-determined marks ranges.

Accordingly, the **"Statement of Subject wise Performance**" issued by the Board for Class X 2010 examination shall have only grades.

The schools affiliated to the Board have also been directed to introduce the above Grading Scheme in the evaluation of their students in class IX under the scheme of Continuous Comprehensive Evaluation (CCE) wef academic year 2009-10

1   **Operational Modalities followed for implementation of grading scheme are :**

1.1 A student's performance has been assessed using conventional method of **numerical marking.**

1.2 The 'Grades' have been awarded to indicate the subject wise performance.

1.3 Subject wise Grades and Grade Point (GP) have been shown in the **"Statement of Subject wise Performance"** to be issued to all candidates.

Continuous and Comprehensive Evaluation

The candidates have also been provided CGPA (Cumulative Grade Point Average) excluding additional 6th subject as per Scheme of Studies in the **"Statement of Subject wise Performance"**

An indicative equivalence of Grade Point and percentage of marks can be computed as follows:

Subject wise indicative percentage of marks =9.5x GP of the subject
Overall indicative percentage of marks   =9.5x CGPA

1.4 The practice of **declaring Compartment/ Fail have been discontinued. The overall result** in the **"Statement of Subject wise Performance" have been shown as :**

Result: Eligible for Qualifying Certificate or Eligible for Improvement of Performance.

1.5 Those candidates who obtain the qualifying grades (minimum grade D) in all the subjects excluding 6th Additional subject as per Scheme of Studies shall be awarded a **Qualifying Certificate**.
Those who get Qualifying Certificates shall be eligible for admission in higher classes.
Those candidates who are not able to get minimum grades D in *all the subjects excluding 6th Additional subject as per Scheme of Studies* shall not be permitted for admission in higher classes.

1.6 Those candidates who have obtained grade E1 or E2 in one or more subjects *excluding 6th Additional subject as per Scheme of Studies* shall have to **improve their performance** in these subjects**.** Such candidates shall have option for **improvement of their performance** through subsequent five attempts.

For example, a candidate who appeared in Board's examination in March 2010 can appear for **Improvement of Performance** in July 2010 (1st Chance), March 2011 (2nd Chance), July 2011 (3rd Chance), March 2012 (4th Chance) and July 2012 (5th Chance) only in subjects where he/she has got grade E1 or E2 till he/she gets grades (D and above) in all the subjects excluding 6th Additional subject as per Scheme of Studies and becomes eligible for award of Qualifying Certificate.

Those candidates who had appeared as a Regular candidate from a School in March, 2010 examination and are eligible for **Improvement of Performance** shall send their application through school only for 1st Chance in July, 2010.
Those candidates who are eligible for 2nd / 3rd /4th /5th chance for **Improvement of Performance** shall appear as Private candidates only.

Continuous and Comprehensive Evaluation

Annexure 3f

Those candidates who are eligible for **Improvement of Performance** for 1st/ 2nd / 3rd /4th /5th chance and wish to appear for the whole examination may, however, appear as regular candidates also if admitted by the school as regular students.

The schools affiliated with the Board follow different practices suitable in their own context. They may continue to do so. However, in view of demand by a number of schools, illustrative guidelines for deciding combination of subjects at Class XI are given below:

The admission can be based on CGPA (overall indicative percentage of marks) and subject wise GP (subject wise indicative percentage of marks).

In case of tie in CGPA (overall indicative percentage of marks), the inter-se-merit of such candidates may be determined in order of preference based on subject wise Grade Point (subject wise indicative percentage of marks).

For example : Incase of two or more candidates obtaining equal CGPA (overall indicative percentage of marks), the inter-se-merit of such candidates may be determined as follows :

(a) For Science based Courses :
  o Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Mathematics and Science

(b) For Commerce based Courses with Mathematics :
  o Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Mathematics and Science/ Social Science

(c) For Commerce based Courses without Mathematics :
  o Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Science and Social Science

(d) For Humanities based Courses :
  o Candidates obtaining higher CGPA (indicative percentage of marks) in one compulsory language (Better of English/ Hindi), Social Science and 2nd Language

The above example is only illustrative and not exhaustive.

Continuous and Comprehensive Evaluation

Annexure 3f

2   Format of **"Statement of Subject wise Performance"** issued to the candidates is available at www.cbse.nic.in

All Heads of the schools are advised to explain the above scheme in detail to the parents, teachers and students specially those in Class X **to create awareness and sensitization.**

Yours faithfully,

(VINEET JOSHI)
CHAIRMAN

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Director, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the direction to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to host this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to All HODs, CBSE

CHAIRMAN

Annexure 3g

CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092

CBSE/ACAD/CCE/M&M/2010   5th July, 2010

                                                 Circular No. 29

All the Heads of Institutions
of Private Independent Schools
affiliated with the Board

Subject: **Monitoring and Mentoring of Continuous and Comprehensive Evaluation (CCE) implemented by the Central Board of Secondary Education**

Dear Principal

The Central Board of Secondary Education has introduced a number of steps for reforms in the school education sector. The creation of an assessment paradigm that is diagnostic in nature, provides essential feedback about each student and helps in the all-round growth of the learner which is the backbone of the Continuous and Comprehensive Evaluation (CCE) system. Although not a new concept, it requires changes in the ways in which schools have been assessing their students and there are many issues that can come in the way of its effective and efficient implementation.

While every school has its own unique environment, focus and resource availability, a collective experience with different schools would help us understand the possible issues a school could face. These inputs would be critical in ensuring that there is sufficient sharing, guidance and intervention that can be carried out to make CCE successful in schools.

The overall approach for this exercise in Monitoring and Mentoring of Schools, therefore, is based on two major objectives:

· to ensure that the implementation of CCE has to be in **letter and spirit,** not just a procedure fulfilled on paper.
· it involves working very closely with the actual resource base that can make CCE a worthwhile initiative – i.e., the teachers and school leaders. This involves understanding them, their views and their constraints (and finding ways to resolve them).

Furthermore, in accordance with the recommendations of National Curriculum Framework (2005) and National Knowledge Commission (2008), it is felt that this is also an opportunity for schools to revamp the internal school assessments, especially in the area of quality leading to enhanced learning.
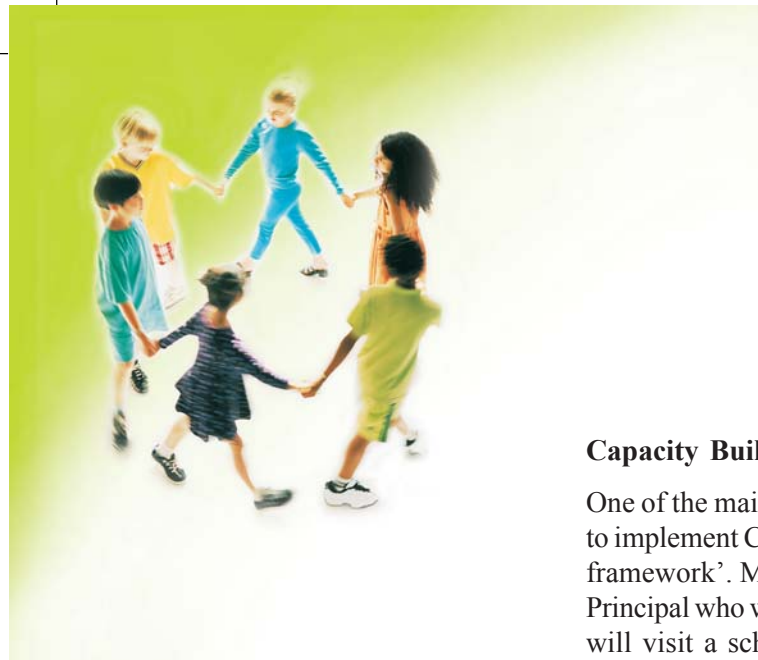
Capacity Building:

One of the main aims of M & M programme is to build capacity within the schools to implement CCE effectively. This will be done through 'Train the Monitor-Mentor framework'. Monitors and Mentors will work as Peer assessors. Each Mentor is a Principal who will be assigned three to six schools in the neighbourhood. The Mentor will visit a school and document observations through **Checklists, Interaction with Teacher Form, Classroom Observation Scale, Self Review Form and Mentoring Form on CCE.** They will then mentor the school if required. A report will need to be submitted online.

The process to be followed by the Monitor-Mentor is at *Annexure A*.

Identification of Mentoring Schools: Mentoring Schools have been identified based on the following criteria:
- Reach
- Vicinity to other schools
- School's relations with schools that it will be required to monitor & mentor
- Motivated and Proactive Management
- Visibility
- Vision to incorporate new ideas
- Nominated and supported by Regional Offices
- Prior experience in leading new educational initiatives

The Mentoring schools are expected to provide a helping hand to such schools in their respective areas by sharing their best practices or inviting schools to their own schools and by making use of the Mentoring tools developed by the Board.

The Role of the Monitor & Mentor:
The role of the Mentor is different from that of an Inspector or an Auditor. A Mentor seeks to promote an atmosphere of trust, support and encouragement. Ideally, the Mentor is a Peer willing to share and learn in the process.

CBSE CCE and Mentor Awards 2010-2011 for Private Independent Schools:
I am delighted to share with you the initiation of the CCE and M&M awards for Private Independent Schools with effect from the present session i.e. 2010-2011:

A. CCE Award for schools:
One award for every 100 schools and each award shall consist of Rs. 25,000/- and a certificate

B. Mentor Award for Principals:
One award on every 100 schools i.e. one award on every 10 to 15 mentors and each award shall consist of Rs. 10,000/- and a certificate

Criteria for CCE Award for schools:
These awards will be decided on the basis of the following criteria:
1. Awareness of CCE
2. Implementation of the following in the School Based Assessment:

Continuous and Comprehensive Evaluation

Annexure 3g

   a. *Classes I & II:*   Achievement Card
   b. *Classes III – V:*   Rating Scale
   c. *Classes VI – VIII*: As per the guidelines provided in the Teacher's Manual
   d. *Classes IX & X:*   As per the guidelines provided in the Revised Manual

3. Awareness Generation regarding CCE:
   a. Advocacy Programme for Parents
   b. Training Programme for Teachers –
      · Organized by CBSE
      · Organized by some other agency

4. Record Keeping:
   a. Student's Profile and Portfolios
   b. Marking of the project work

5. Implementation of CCE:
   a. Lesson planning
   b. Use of teaching aids
   c. Kind of activities done/planned for the formative assessment

6. Format of the Report card/Assessment Sheets

7. Assessment of Scholastic and Co-scholastic Areas

Note: The schools will apply for the CCE awards by filling in the Self Review Form with evidence. This can be uploaded on the CBSE website in the CCE corner under CCE Awards.

Criteria for Mentor Award for Principals:
Alongwith the above mentioned criteria, the following will also be considered:

   1. Percentage of schools covered.
   2. Kind of support given to the mentored schools
   3. Reports submitted to the Board
   4. Feedback received from the Mentee schools

The letter to the Chairman/Director/Manager of the Mentor school, letter to the Principal of the Mentor Schools and letters to the principal of the Mentee Schools have already been dispatched by CBSE.

In case the Mentee schools have a concern regarding the Mentor Schools chosen by the Board, they can write in confidence to *Dr. Sadhana Parashar*, Head (Innovations & Research) at sadhanap.cbse@nic.in or sadhanap.cbse@gmail.com; the cases received so far are being reviewed and their concerns will definitely be addressed.

Moreover, for any further enquiry or information regarding the Mentoring & Monitoring Programme, further M&M trainings, change of Mentor or Mentee schools or inability to access the website for online submission of the reports, you may contact *Mr. R. P. Singh,* Assistant Education Officer at telephone no. 011-23231070.

Annexure 3g

We look forward to your continued support, cooperation and motivation in taking this venture forward. The concept of learning through sharing is implicit in Mentoring and we hope that it will be an enriching experience both for the team of the Mentors as well as for the team of the Mentee schools.

The CBSE places implicit faith as always in its collaborative partners, Principals, Teachers and Management who will be a part of this massive exercise.

Regards,

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdictions and adapt the scheme accordingly:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sec 3, Rohini, Delhi-85.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Secretary, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
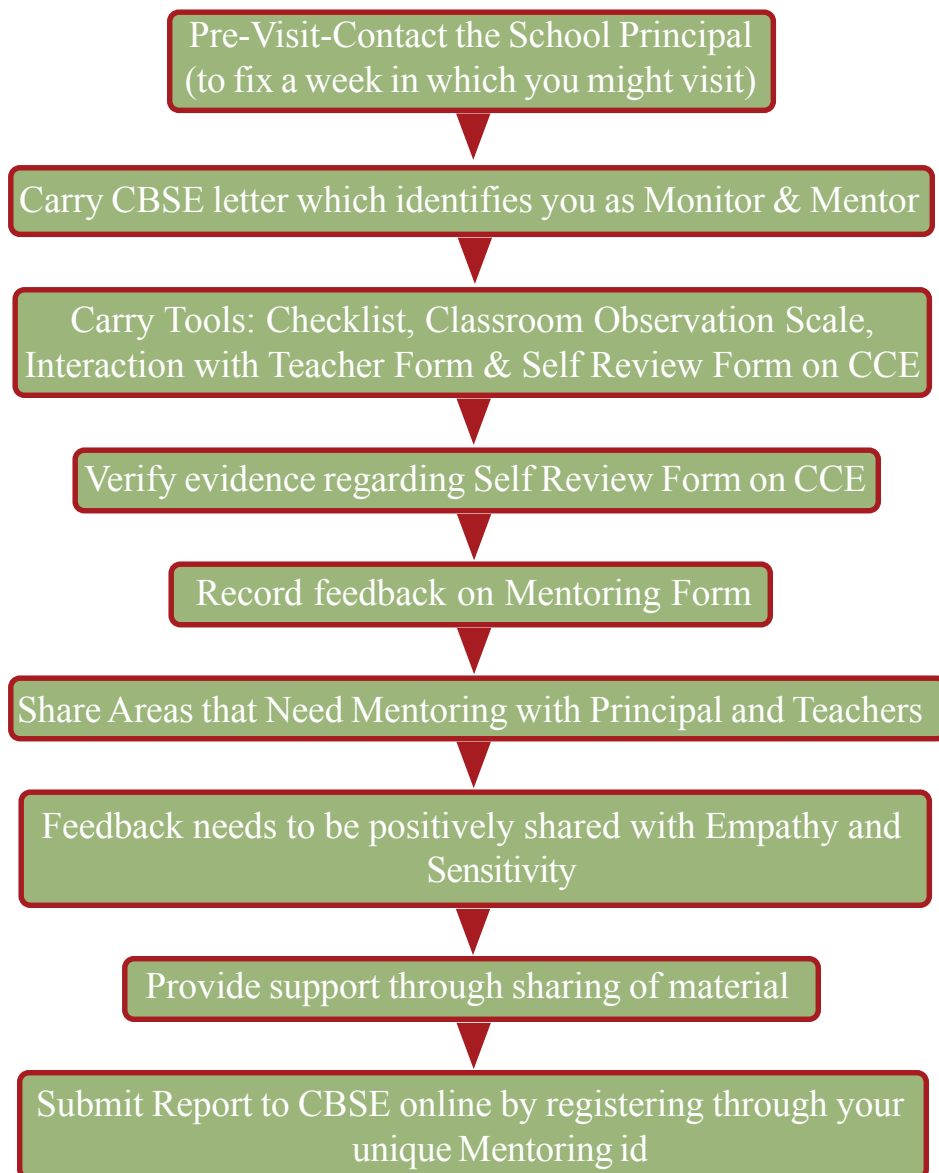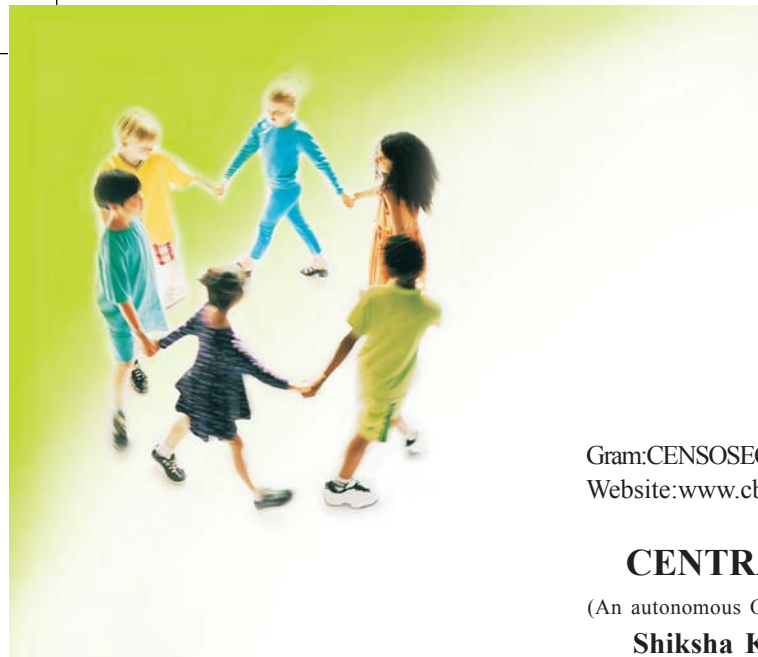18. PA to HOD (Edusat)
19. PRO, CBSE

CHAIRMAN

Continuous and Comprehensive Evaluation

Annexure 3g

Annexure A

PROCESS TO BE FOLLOWED BY THE MONITOR-MENTOR

Pre-Visit-Contact the School Principal
(to fix a week in which you might visit)

Carry CBSE letter which identifies you as Monitor & Mentor

Carry Tools: Checklist, Classroom Observation Scale,
Interaction with Teacher Form & Self Review Form on CCE

Verify evidence regarding Self Review Form on CCE

Record feedback on Mentoring Form

Share Areas that Need Mentoring with Principal and Teachers

Feedback needs to be positively shared with Empathy and
Sensitivity

Provide support through sharing of material

Submit Report to CBSE online by registering through your
unique Mentoring id

Continuous and Comprehensive Evaluation

Gram:CENSOSEC   Phone No. : 22509252-59
Website:www.cbse.nic.in   Fax: 22515826

CENTRAL BOARD OF SECONDARY EDUCATION

(An autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092

CBSE/ACAD/ (HI&R) 2010   **27.07.2010**
                                                        Circular no:36

All the Heads of Institutions
Affiliated to CBSE

Subject: Strengthening Formative Assessment in affiliated schools under Continuous and Comprehensive Evaluation.

Dear Principal,

After the introduction of Continuous and Comprehensive Evaluation in the schools affiliated to CBSE, Formative Assessment has come to occupy the centre stage in the classroom transaction of curriculum. Though not a new concept in educational dynamics, formative assessment has, till now, been perceived more as a complement of summative evaluation than as an integral part of pedagogy that aims to enhance learning. It is also to be conceded that as frontal teaching ruled the classroom, formative assessment tasks continued to be only cursorily attempted, if at all at that. Consequently, most of the practices in this field have aimed at measuring the achievement of students instead of facilitating a process of better and more complete learning. Further, formative assessment, to fulfil its purpose, has to be carried out as part of the teaching-learning process by using a wide range of tools and techniques. Besides contributing to effective learning, variety in classroom practices makes the process of learning more joyful and interesting.

In a sense CCE can also be perceived as Child Centred Education because it lays emphasis on catering to multiple intelligence and individual talent. Another significant aspect of CCE in general and Formative Assessment in particular is that the teacher and the learner have to make use of the data generated by various tools and techniques that are employed in the classroom for improving the teaching learning process. The teacher's Manual on Continuous and Comprehensive Evaluation, brought out by the Board provides detailed information to teachers on the salient features of CCE including formative assessment. The extensive training workshops conducted by the Board have, the Board fervently hopes, created awareness and conceptual clarity about CCE.

As a follow up, the Board is bringing out a series of Teacher's Manuals on Formative Assessment in Hindi, English, Mathematics, Science and Social Science for classes IX and X. The main objective of this endeavour is to place illustrative examples of formative assessment tasks in the hands of teachers so that they are encouraged,

Continuous and Comprehensive Evaluation

Annexure 3h

besides using the materials provided, to build their capacity for preparing their own materials to add value to curriculum delivery. Practical guidelines for integrating the formative assessment tasks and activities included in the manual will help teachers in using them at the appropriate stages of curriculum delivery.

The Manuals have been prepared keeping the curriculum objectives of the respective subjects in mind. Thus, being curriculum specific, the content has been so organized that teachers will find it convenient to select activities and tasks according to their and students' needs. By using the manuals effectively, teachers would be able to breathe life into their classrooms. Learner involvement, dynamic and lively interaction and creative engagement would become integral features of the teaching learning process, helping the teacher and the learner move away from routine and often dull text-book based activities.

A variety of tasks and activities have been included in the manuals and are in the hands of an imaginative teacher, they will address the varied talents and needs of learners, facilitating inclusive development. Problem solving, critical thinking, creativity and other higher order skills have been harmoniously integrated with the aim of not only enhancing thinking skills but also to make the activities and tasks adequately challenging to learners. Teachers will do well to plan, prepare and conduct the various activities for each of their lessons, without being satisfied with a mechanical approach that characterizes curriculum transaction carried out in the frontal teaching mode. If used in its true spirit, formative assessment as a part of Continuous and Comprehensive Evaluation will, on the one hand introduce the much needed child-centred in the classroom and promote motivation among learners on the other to utilise their innate abilities and skills for better, more comprehensive and deeper learning.

At the first phase the Board is bringing out the Manuals in English Communicative, English Language and Literature, Hindi course A and B for class IX. They are also available on the CBSE Website (www.cbse.nic.in). The manuals in the book form will be available as priced documents in the stores of CBSE, 17, Rouse Avenue New Delhi – 110002 as well as in the Regional Offices of the Board. Manuals in other subjects for class IX and in all the major subjects for class X will shortly be available. There is no gainsaying the fact that Formative Assessment is all set to revolutionize the teaching-learning process in the schools of our country.

This may kindly be brought to the notice of all teachers and students across different subjects. Parents may also be encouraged to visit the CBSE website to familiarize themselves with the Manuals in all subjects.

Yours faithfully

(VINEET JOSHI)
CHAIRMAN

Continuous and Comprehensive Evaluation
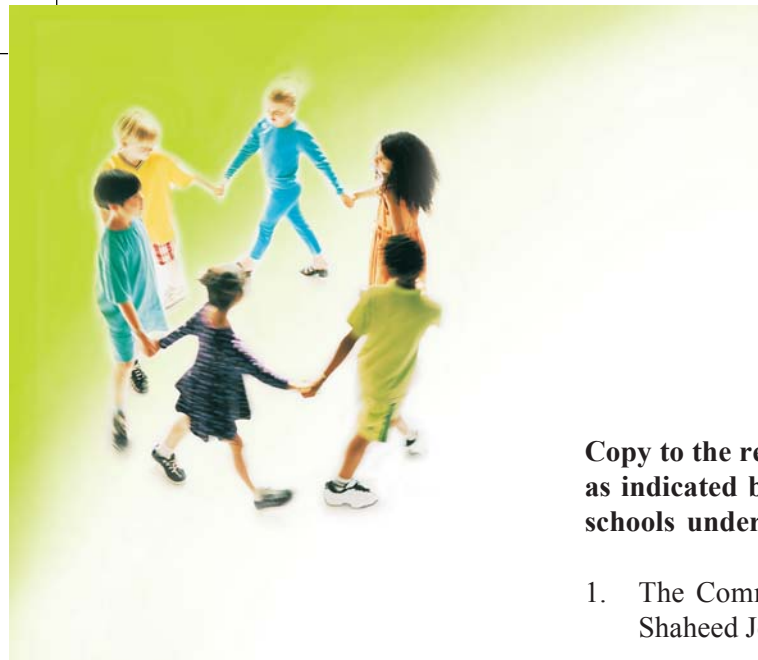
Annexure 3h

Copy to the respective Heads of Directorates, Organizations and institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi- 110016.

2. The Commissioner, Navodaya Vidayalaya Samiti, A-28, Kailash Colony, New Delhi.

3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi- 110054.

4. The Director of Public Instrucions (Schools), Union Territory Secretariat, Sector-9, Chandigarh- 160017.

5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim- 737101.

6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111

7. The Director of Education, Govt. of A&N Islands, Port Blair- 744101.

8. The Director of Education, S.I.E., CBSE Cell, VIP Road, Junglee Ghat, P.O. 744103, A&N Islands.

9. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi- 110085

10. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.

11. The Education Officers/ AEOs of the Academic Branch, CBSE.

12. The Joint Secretary (IT) with the request to put this circular on the CBSE website.

13. The Library and Information Officer, CBSE.

14. E.O. to Chairman, CBSE

15. DO/ PA to Secretary, CBSE

16. PA to CE, CBSE

17. PA to Director (Acad.)

18. PA to HOD (AIEEE)

19. PA to HOD (Edusat)

20. PRO, CBSE.

Continuous and Comprehensive Evaluation

Annexure 3i

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development Govt. of India)
"SHIKSHA KENDRA", 2, COMMUNITY CENTRE, PREET VIHAR, DELHI – 110092

CBSE/CE/CCE/2010   **Dated: 02.08.2010**
                                                                        Circular No. : 44/2010

All Heads of Institutions
Affiliated to the Board

Subject: Clarifications about ongoing Examination Reforms for the Session 2010-2011

Dear Principal,

You are aware that the scheme of Continuous and Comprehensive Evaluation (CCE) and Grading System was introduced by Central Board of Secondary Education at Secondary Stage in all schools affiliated to it from the academic session 2009-2010. The reforms are continuing and being strengthened further during the ongoing session. The detailed information about the same is being given to schools from time to time through different circulars which are also available on CBSE website **www.cbse.nic.in**.

Some of the salient features of these reforms are being reiterated below for clarification, reinforcement and implementation.

(a) The recently announced scheme of Continuous and Comprehensive Evaluation (CCE) for classes IX and X is to be **followed in all schools** affiliated to the Board.

(b) Under the CCE, an academic year has been divided into two terms-Term I extending from April to September and Term II from October to March except for winter closing schools.   The latter will have Term I from Jan to June and Term II from July to December.

(c) The syllabus in each subject for Classes IX and X has been distributed term wise. This term wise syllabus is available on the CBSE website at the CCE Corner under the section Secondary School Curriculum 2012.

(d) The assessment scheme to be followed in Secondary as well as Senior secondary schools in classes IX and X is exactly the same except that Class-X students studying in secondary schools will take **Board conducted Summative Assessment-II (SA-II)** in place of **School conducted Summative Assessment-II (SA-II)** in Senior Secondary Schools.

(e) All the students irrespective of their studying in secondary or senior secondary school or continuing or leaving the CBSE Board after class-X, will be required to undergo various assessments in co-scholastic areas in classes IX and X at school level as indicated earlier.
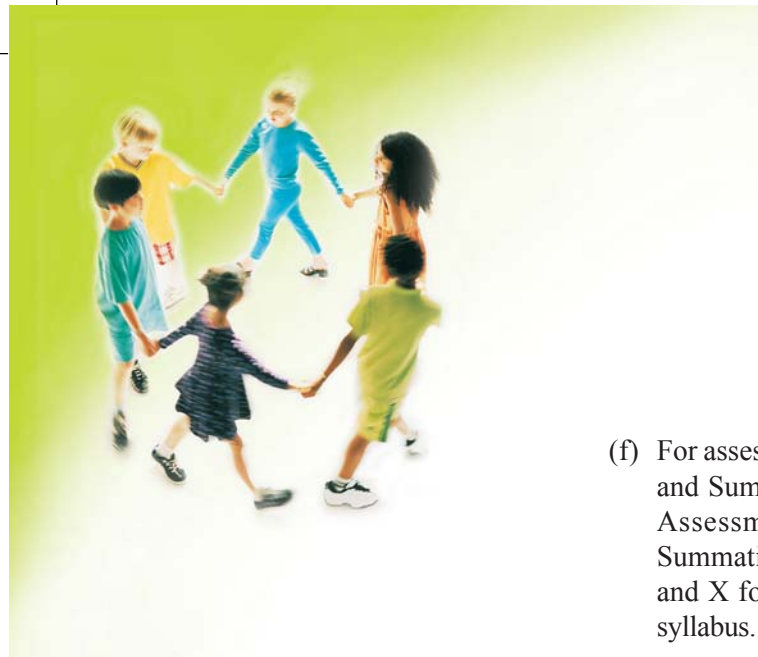
(f) For assessment in scholastic areas the schools will undertake both Formative and Summative Assessments in both the classes IX and X. For Formative Assessments, detailed guidelines have been issued separately. For Summative Assessments, the question papers in every subject for classes IX and X for SA-I will be based on Term I syllabus and for SA-II on Term II syllabus.

(g) Various assessments under scholastic areas and students required to appear therein are again clarified below:

	Class-IX		Class -X	
	Secondary School	**Sr. Secondary School**	**Secondary School**	**Sr. Secondary School**
Formative Assessment-I (FA-I)	All students	All students	All students	All students
Formative Assessment-II (FA-II)	All students	All students	All students	All students
Summative Assessment-I (SA-I)	All students	All students	All students	All students
Formative Assessment-III (FA-III)	All students	All students	All students	All students
Formative Assessment-IV (FA-IV)	All students	All students	All students	All students
Summative Assessment-II (SA-II) **School conducted**	All students	All students	Not applicable	All students **except those leaving the CBSE Board**
Summative Assessment-II (SA-II) **Board Conducted**	Not applicable	Not applicable	All students	**Only those leaving the CBSE Board**

Annexure 3j

(h) The Summative Assessments-II (SA-II) conducted by the school (School conducted) and conducted by the Board (Board conducted) will be –

   1.   Based on same syllabus prescribed for Term II only,

   2.   Will carry the same weightage of 40% towards final grade,

   3.   Will be based on the same types of question papers in term of question paper design, blue print and difficulty level

   4.   Will be evaluated on the basis of similar marking schemes prepared by the Board.

(i) Both the School conducted SA-II and Board conducted SA-II will be based on the question papers sent/vetted by the Board.

(j) The students appearing in the School conducted SA-II will be assessed by the schools themselves and their answer books will be randomly verified by the Board. However, the students appearing in the Board conducted SA-II will be assessed by the External Examiners as has been the practice in the past for Board Examinations.

(k) At the end of class-X, every student (irrespective of his/her studying in secondary or senior secondary school or continuing or leaving the CBSE Board after class X) will get the **same Continuous and Comprehensive Evaluation Certificate of School Based Assessment prepared, printed and signed by the Board.** For this, the board will collect the data electronically from all the schools. The Board reserves the right to randomly verify the records of different assessments done by the schools and moderate the same if required. Detailed procedure for collection of data will be sent to the schools in due course of time.

(l) All schools except winter closing schools are expected to conduct Term I Summative Assessment (SA-I) in the month of September and Term II Summative Assessment (SA-II) in the month of March. The Board will provide/net the question papers and marking schemes in all the subjects for classes IX and X for SA-I as well as SA-II. For details regarding question papers for SA-I, the Board's Circular No. 43/2010 dated 02.8.2010 may please be referred to.

-    **Term I and Term II will have following weightage:**

    • **Term I**: FA1 (10%) +FA2 (10%) +SA1 (20%) = 40%

    • **Term II**: FA3 (10%) +FA4 (10%) +SA2 (40%) = 60%

-    **Formative Assessments:**

    • FA1 (10%) +FA2 (10%) + FA3 (10%) +FA4 (10%) = 40%

-    **Summative Assessments:**

    • SA1 (20%) +SA2 (40%) = 60%

Annexure 3j

The schools may adapt the Report Card to some extent in terms of the size, colour, paper to be used, however, the divisions and the content must follow as given in the format. The Model Format of the Report Card is already provided to the schools**.**

It is observed that information related to ongoing examination reforms which is put on CBSE website and sent to schools through different circulars from time to time does not reach all stakeholders. It results in undue anxiety and worry amongst them. Therefore, it is also requested that the above information may be shared with all students, teachers and particularly the parents.

The Board has initiated series of additional measures related to strengthening of scheme of Continuous and Comprehensive Evaluation. Some of these include Monitoring and Mentoring programmes, development of supplementary materials on Formative Assessment in all subjects for classes IX-X, collection of feedback and suggestions on the scheme and organization of teacher training programmes on CCE. It is expected that all affiliated schools will make necessary efforts to understand, appreciate, implement and disseminate the ongoing examination reforms.

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.

2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.

3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.

4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.

5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.

6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111

Continuous and Comprehensive Evaluation

Annexure 3j

7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.

8. Director of Education, SIE, CBSE Cell, VIP Road, Junglee Ghat, PO 744103, A&N Island.

9. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.

10. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.

11. The Education Officers/AEOs of the Academic Branch, CBSE.

12. The Joint Secretary (IT) with the request to put this circular on the CBSE website.

13. The Library and Information Officer, CBSE

14. EO to Chairman, CBSE

15. PA to Secretary, CBSE

16. PA to Director (Acad.)

17. PA to HOD (AIEEE)

18. PA to HOD (Edusat)

19. PRO, CBSE

CHAIRMAN

Continuous and Comprehensive Evaluation

Manual for Teachers

(Classes IX-X)

Suggestion/Feedback Form

To

The Chairman

Central Board of Secondary Education

Shiksha Kendra, 2, Community Centre

Preet Vihar, New Delhi - 110 092

Dear Sir,

Suggestions : ---

From:

Name : ---

Address : ---

E-mail id : ---

Phone/Fax : ---

Note: You may detach this sheet and and send the Feedback of the Teachers' Manual on the above mentioned address.

Continuous and Comprehensive Evaluation