

Continuous and Comprehensive Evaluation

Manual for Teachers

Classes VI to VIII



**CENTRAL BOARD OF SECONDARY EDUCATION**

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SECONDARY EDUCATION**



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SECONDARY EDUCATION



Manual for Teachers on School Based Assessment Classes VI to VIII

Price: Rs.

**First Edition 2010 © CBSE, India**

Copies:



Continuous and Comprehensive Evaluation

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Published by : The Secretary, Central Board of Secondary Education,  
Shiksha Kendra, 2, Community Centre, Preet Vihar,  
Delhi - 110092

Design & Layout by : Sabyasachi Panja

Printed by :

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## भारत का संविधान

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

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 दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मर्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), “प्रभुत्व लोकतांत्रात्मक 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 कर्तव्य

51 क० मूल कर्तव्य - 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 विरुद्ध 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

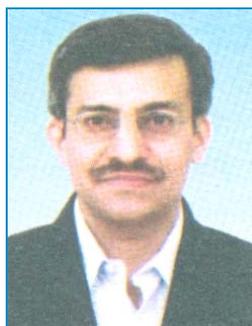
#### Fundamental Duties

### 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.

# Preface



The Manual for Teachers - Classes VI to VIII is an outcome of long deliberations among academicians, teachers, educators, principals and even students. It has taken a rather long time to reach its present form. The effort has been to make it 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 standards, 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 *formative 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 School Based Assessment Report Book 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 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 Scholastic Areas will be assessed on a nine point scale. All activities under the Co-scholastic domain will be assessed on a five point scale. The Value Education framework draws upon values 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 Formative Assessment needs to be conducted through various modes ranging from student centric assessment tasks and peer assessment to teacher led tasks. 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, ACER and Head, ACER, Brisbane, Australia for giving her valuable feedback on this document.

The tireless efforts of Prof. Marmar Mukhopadhyay, 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 Manual for Teachers - Classes VI to VIII is useful for everybody involved in teaching and learning in the middle school at upper primary stage.

**Vineet Joshi**

*Chairman,*

*Central Board of Secondary Education*



# 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 behavior 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.



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

No. 35 of 2009

Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education [Chapter No. II Part 3 clause (i)]

No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education [Chapter No. IV Part 16]



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# Chapter 1

## 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





## Continuous and Comprehensive Evaluation

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 the cause and its 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 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 and 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 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 also giving 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 CBE 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 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; learners will not perceive tests and examination with fear. It will lead to diagnosis, remedial action and enhancement of learning.





## Continuous and Comprehensive Evaluation

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 time 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 NOT 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 a student that covers all aspects of a 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 behavioural 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.*



## Continuous and Comprehensive 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



Continuous and Comprehensive Evaluation

### (a) The objectives are:

- To help develop cognitive, psychomotor and affective skills
- To lay emphasis on thought process and de-emphasise 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 curricular areas or 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 unit/term 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

**(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

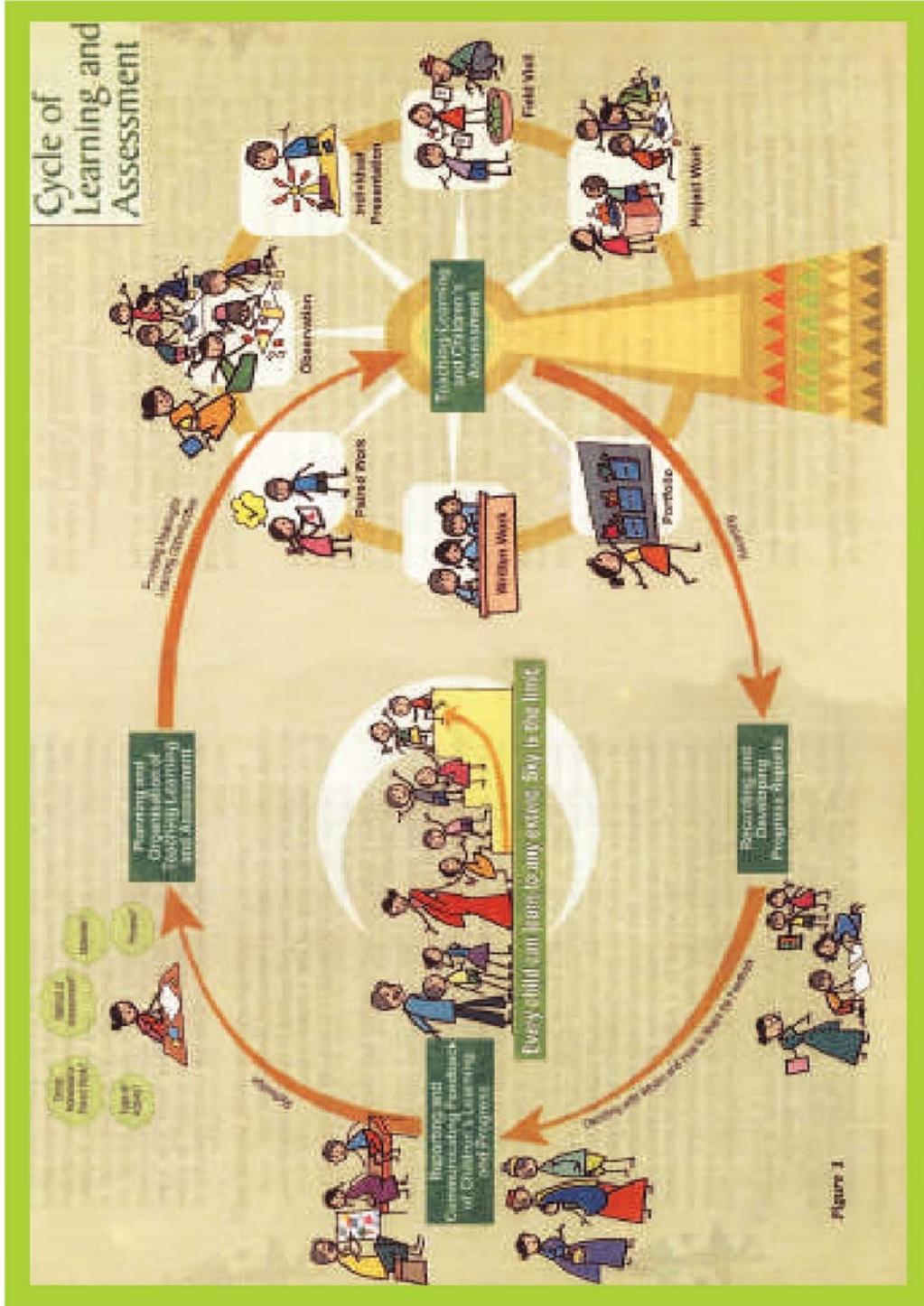


- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and her needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs a discussion again in the whole class or whether a few individuals are in need of remedial instruction
- 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 in 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/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 in which more emphasis is required. Many 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, child 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 child's 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 follow up work to 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 have 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. The objective is 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 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





**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 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, at best, certifies the level of achievement only 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 that focus on only scholastic aspects in turn makes student 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.



- "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 Assessment (Part I)		
Formative Assessment (Flexible Timing)		Summative Assessment (Written, End of Term)
Tools	Techniques	
<ul style="list-style-type: none"> <li>■ Questions</li> <li>■ Observation schedule</li> <li>■ Interview schedule</li> <li>■ Checklist</li> <li>■ Rating scale</li> <li>■ Anecdotal records</li> <li>■ Document analysis</li> <li>■ Tests and inventories</li> <li>■ Portfolio analysis</li> </ul>	<ul style="list-style-type: none"> <li>■ Examination</li> <li>■ Assignments</li> <li>■ Quizzes and competitions</li> <li>■ Projects</li> <li>■ Debates</li> <li>■ Elocution</li> <li>■ Group discussions</li> <li>■ Club activities</li> <li>■ Experiments</li> <li>■ Research</li> </ul>	<ul style="list-style-type: none"> <li>■ Objective type</li> <li>■ Short answer</li> <li>■ Long answer</li> </ul>



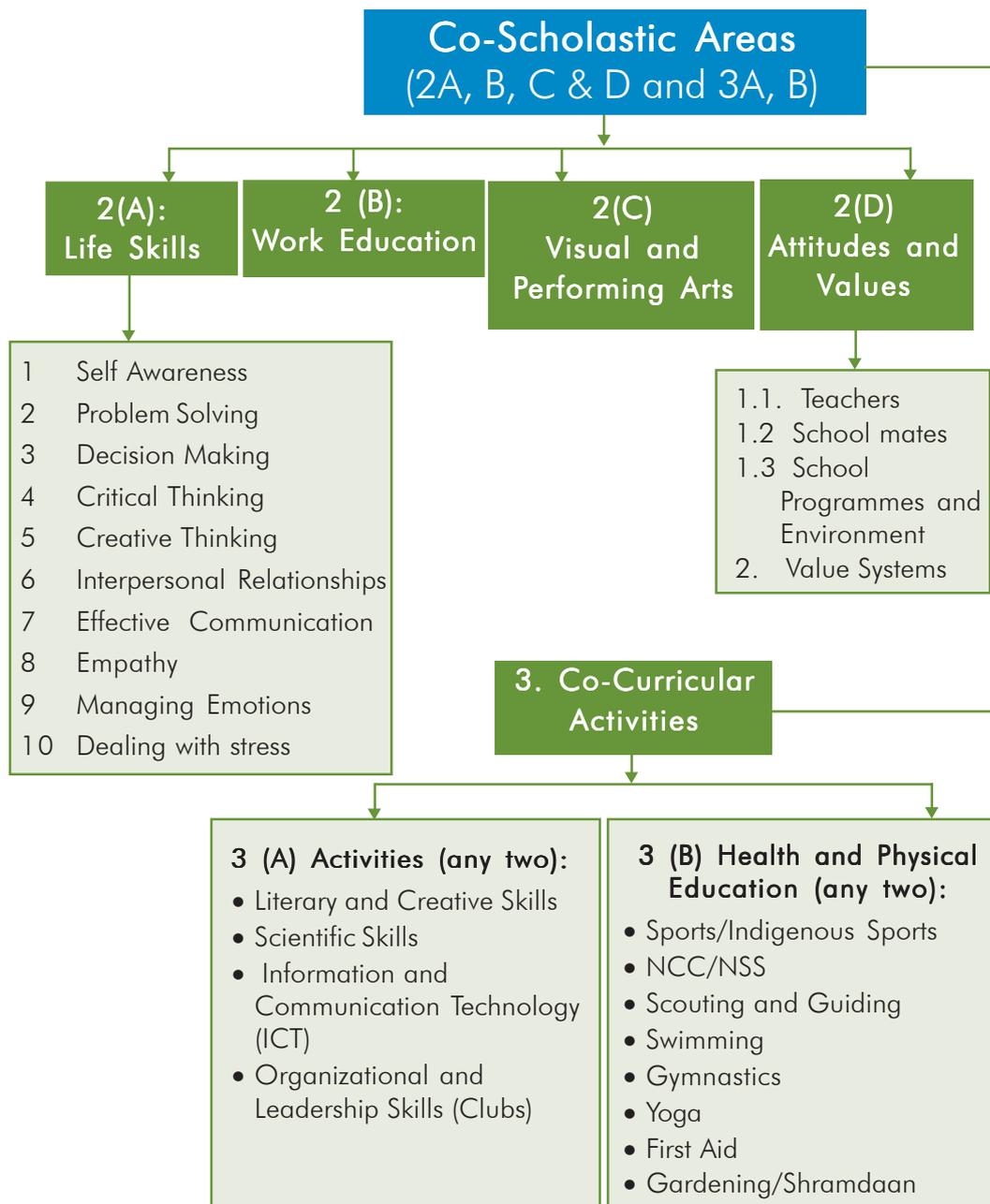
## Co-Scholastic Assessment

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 importance. Simple and manageable means of assessment of Co-Scholastic aspects of growth must be included in the comprehensive evaluation scheme.



## Co-Scholastic Areas (Part II)



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





## School Based Continuous & 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, thorough 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
<ul style="list-style-type: none"> <li>■ Teacher centred</li> <li>■ Subjects and classes - teacher directed</li> <li>■ Sorting and ranking individuals</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>■ Memory</li> <li>■ Competitive</li> </ul>	<ul style="list-style-type: none"> <li>■ Student centred</li> <li>■ Self directed</li> <li>■ Continuous assessment</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>■ Critical thinking</li> <li>■ Collaborative</li> <li>■ Creative</li> </ul>	<ul style="list-style-type: none"> <li>■ Experience centred</li> <li>■ Virtual authenticity</li> <li>■ Multi literacies</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>■ Risk taking</li> <li>■ Ethical</li> <li>■ Interactive</li> </ul>



## 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



## School Based Continuous & 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 the giving of 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 coach and 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.





## Chapter 3

# CCE in Middle School Level

## 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 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 VI to VIII in 2006 (*Circular No. 2/06*).

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 being issued by the school and should 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.



## I. Details of CCE Report Book for Classes VI, VII and VIII

Part 1 consists of the evaluation of Scholastic Areas.

### Part 1: Scholastic Areas

- There will be two terms. 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 which comprises (Formative and Summative) needs to be given in the relevant column.



### 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 once in a session

#### Part 2(A):

Life Skills consists of -

- Self Awareness
- Problem Solving
- Decision Making
- Critical Thinking
- Creative Thinking
- Interpersonal Relationships



## CCE in Middle School Level

- Effective Communication
- Empathy
- Managing Emotions
- Dealing with Stress

### Part 2(B):

- Work Education

### Part 2(C):

- Visual and Performing Arts

### Part 2(D): Attitudes & Values

- Attitudes 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) Health and Physical Activities

**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 Report Book provide adequate opportunities to the learners for all round development. It has been widely understood that class room 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* require development of positive and adaptive behaviors 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 development 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.





## II. Evaluation of Scholastic aspect:

### Part 1: Scholastic Areas

#### Evaluation of Academic Subjects in Classes VI to VIII.

Six assessments are proposed:

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

**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/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.



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 among students and it should be administered in an informal way.

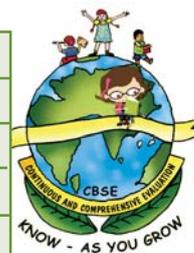
Tools and Techniques for conducting Formative Tests are dealt in detail in Chapter -5

### 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.

**Note :** All assessment with regard to the academic status of the students shall be done in marks and the assessment will be given in grades. Co-Scholastic attainments 2(A,B,C& D) and 3(A,B) will be done on 5 point Scale (shown in the table below). *It will be done 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

Minimum qualifying grade in Co-Scholastic Domain is D.

**Note:** As per the Directives of RTE, no child will be detained till class VIII

## IV. Format of Report Book for Classes VI to VIII

The suggested format of a Report Book is given below.

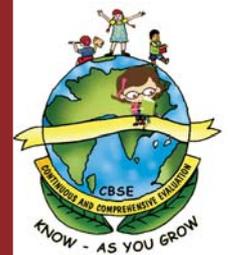


<b>School Logo</b>				
Affiliation No.	_____			
Name of School	_____			
Complete Address	_____			
	_____			
E-mail id	_____			
Telephone No.	_____			
<b>Report Book</b> CLASSES VI to VIII Session: _____				
<b>Student Profile:</b>				
Name of Student	_____			
Class/House	_____			
Admission No.	_____			
Date of Birth	_____			
Mother's name	_____			
Father's name	_____			
Residential Address	_____			
and Telephone No.	_____			
	_____			
<b>Attendance:</b>				
	<b>Term I</b>	<b>Term II</b>		
Total attendance of the student	_____	_____		
Total working days	_____	_____		
<b>Signature:</b>	<b>Student</b>	<b>Class Teacher</b>	<b>Principal</b>	<b>Parent</b>

**Part-I: Academic Performance: Scholastic Areas***(9 point scale)*

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
01	Language I											
02	Language II											
03	Language III											
04	Mathematics											
05	Science											
06	Social Science											
07	Addl. Subject											

Overall Grade: \_\_\_\_\_



Continuous and Comprehensive Evaluation

**Part 2: Co-Scholastic Areas** (to be assessed on a 5 point scale once in a session)

**2 (A): Life Skills**

S.No.	Descriptive Indicators*	Grade
01	Self Awareness:	
02	Problem Solving:	
03	Decision Making:	
04	Critical Thinking:	
05	Creative Thinking:	
06	Interpersonal Relationships:	
07	Effective Communication:	
08	Empathy:	
09	Managing Emotions:	
10	Dealing with Stress:	

\* Descriptive Indicators are statements used to describe each learner.



**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, Tying 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.

**Visual & Performing Arts:** Music (Vocal, Instrumental), Dance, Drama, Drawing, Painting, Craft, Sculpture, Puppetry, Folk Art forms etc.

**2(D): Attitudes & Values**

S.No.	Descriptive Indicators	Grade
1.0	<b>Attitude Towards Teachers:</b>	
1.1		
1.2	<b>School-mates:</b>	
1.3	<b>School Programme and Environment:</b>	
02	<b>Value Systems:</b>	





### 3(A) Co-Scholastic Activities (Any two to be assessed)

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

S.No.	Descriptive Indicators	Grade
01		
02		

#### Suggestive Activities:

**Literary & Creative Skills:** Debate, Declamation, Creative Writing, Recitation, 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 :** Eco Club, Health & Wellness Club, Heritage Club, Disaster Management Club, Literary Club, Scientific Club and other Clubs etc.

### 3(B) Health and Physical Education (Any two to be assessed)

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

S.No.	Descriptive Indicators	Grade
01		
02		



## Self Awareness

My Goals:

Strengths:

My Interests and Hobbies:

Responsibilities Discharged /Exceptional Achievements:





### Health Status

Height \_\_\_\_\_ Weight \_\_\_\_\_  
Blood Group \_\_\_\_\_ Vision (L) \_\_\_\_\_ (R) \_\_\_\_\_  
Dental Hygiene \_\_\_\_\_

### 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%

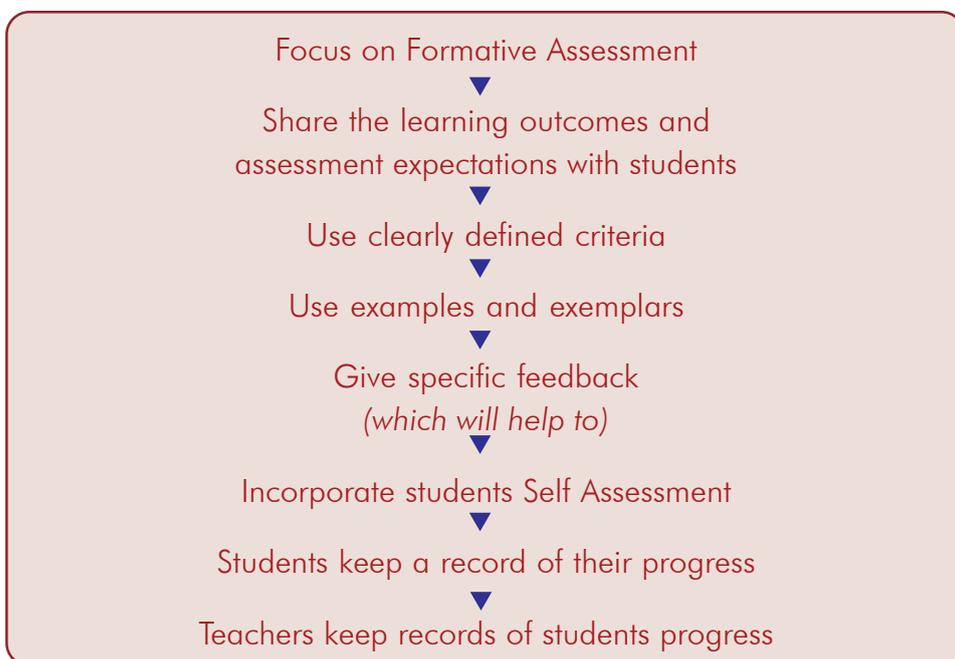
\* **Second Term:** FA3 (10%) + FA4 (10%) + SA2 (30%) = 50%

**Formative Assessment :** FA1(10%)+FA2(10%)+FA3(10%)+FA4(10%)= 40%

**Summative Assessment :** SA1 (30%)+SA2 (30%) = 60%

## V. Proposed Evaluation Scheme for Scholastic Subjects:

### Formative Assessment Scheme



#### 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.



## CCE in Middle School Level

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 cooperation 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 next steps
- Being confident that, every student can improve



## 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 teachers 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/ 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 Technology (IT)
- Pair work/group work
- Peer assessment

It is suggested in Languages at least some assessment 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 Technology (IT)

It is suggested for Mathematics at least some formative assessment tasks should be based on **Maths Lab Activities**.

### Sciences

- Written assignments, 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.





## CCE in Middle School Level

- 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 Technology (IT)
- Science Quiz
- Seminar
- Symposium
- Field Tour
- Class Response
- Model Making

It is suggested that for Science at least some formative assessments in the year are **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 Technology (IT)
- 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



# Chapter 4

## 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 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





## Assessing Co-Scholastic Areas

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'. Isn't it?

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 of opinion to a stated view/position 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/indicators of the concerned area/skill
3. Collection of evidence in respect of behaviour/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/behavior 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 the next chapter.

### 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





## I. Life Skills (Part 2 A)

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. For practical purposes and for feasibility, we have chosen ten Life Skills as given in the table below:



### Life Skills Matrix

Sl.No.	Life Skills
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

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.

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 per term
- Testing annually

**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 fifty (50) descriptors under the 10 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 home work.
- 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.





## Assessing Co-Scholastic Areas

While you rate such behaviour, please remember '5' stands for desirable behaviour and less than '1' for the undesirable ones. 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 only 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 Skills Manual for teachers brought out by CBSE for Classes VI to VIII. 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 you behaviour 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 10 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 is 25, for 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. For example, for a student who has a score of 15 in Self-awareness; you need to divide it by the number of descriptors, i.e. 5; the average or grade point is 3.0; hence grade is C.
4. A Sample Sheet to calculate grades in Co-Scholastic Areas is given after the discussion of the indicators.

**(i) Self Awareness**

Sl.No.	Descriptors	Score out of 5
1.	Is aware of his/her physical/social and emotional self	
2.	Self respecting	
3.	Aware of his/her strengths and weaknesses	
4.	Adopts optimistic approach	
5.	Has the confidence to face challenges	
<b>Total</b>		
<b>Average/Grade</b>		

**(ii) Problem Solving**

Sl.No.	Descriptors	Score out of 5
1.	Finds a workable solution to the problem	
2.	Handles various problems effectively	
3.	Identifies and states the problem	
4.	Views problems as a stepping stone to success	
5.	Finds ways to solve different kinds of conflicts	
<b>Total</b>		
<b>Average/Grade</b>		



## Assessing Co-Scholastic Areas

### (iii) Decision Making

Sl.No.	Descriptors	Score out of 5
1.	Is decisive and convincing	
2.	Is able to find different alternatives to solve problems	
3.	Is able to analyse the alternatives critically	
4.	Takes decisions logically	
5.	Shows readiness to face challenges	
<b>Total</b>		
<b>Average/Grade</b>		



Continuous and Comprehensive Evaluation

### (iv) Critical Thinking

Sl.No.	Descriptors	Score out of 5
1.	Assesses the statements and arguments	
2.	Examines the problems closely	
3.	Listens carefully and gives feedback	
4.	Tries to find out alternatives and solutions	
5.	Questions relevantly	
<b>Total</b>		
<b>Average/Grade</b>		

### (v) Creative Thinking

Sl.No.	Descriptors	Score out of 5
1.	Ability to find creative and constructive solutions to problems and issues	
2.	Is independent in thinking	
3.	Has fluency in expression	

4.	Has rich imagination and is able to think out of the box	
5.	Can make independent judgement in crucial matters	
<b>Total</b>		
<b>Average/Grade</b>		

**(vi) Interpersonal Relationships**

Sl.No.	Descriptors	Score out of 5
1.	Is able to interact effectively with peers and teachers	
2.	Is very cheerful and friendly	
3.	Exhibits fine etiquettes and other social skills	
4.	Finds it natural and easy to share and discuss the feelings with others	
5.	Responsive to others' interests and concerns	
<b>Total</b>		
<b>Average/Grade</b>		

**(vii) Effective Communication**

Sl.No.	Descriptors	Score out of 5
1.	Contributes frequently to group conversations	
2.	Knows the difference between assertive, aggressive and submissive manners of communication	
3.	Is able to make use of speech, action and expression while communicating	



## Assessing Co-Scholastic Areas

4.	Exhibits good listening skills	
5.	Uses gestures, facial expressions and voice intonation to emphasize points	
<b>Total</b>		
<b>Average/Grade</b>		

### (viii) Empathy

Sl.No.	Descriptors	Score out of 5
1.	Demonstrates ability to respect others	
2.	Is concerned about the problems in the society/community	
3.	Is able to reach out to the friends who are in need of extra help	
4.	Is tolerant with diversity	
5.	Is sensitive towards the environment	
<b>Total</b>		
<b>Average/Grade</b>		



### (ix) Managing Emotions

Sl.No.	Descriptors	Score out of 5
1.	Is able to identify his/her emotions	
2.	Manages his/her emotions	
3.	Shares his/her feelings with peer group, teachers and parents	
4.	Can express his/her feelings in a healthy manner	
5.	Remains cool and calm under adverse conditions	
<b>Total</b>		
<b>Average/Grade</b>		

**(x) Dealing with Stress**

Sl.No.	Descriptors	Score out of 5
1.	Is able to identify the different stress related situations	
2.	Copes with stress in an effective manner	
3.	Is optimistic in handling different stress inducing situations	
4.	Able to react positively under critical situations	
5.	Remains composed and collected in stressful situations	
<b>Total</b>		
<b>Average/Grade</b>		

**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	
<b>Total</b>		
<b>Average/Grade</b>		





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



#### (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	
<b>Total</b>		
<b>Average/Grade</b>		

#### 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. Please follow the same practice as in the assessment of Life Skills.

##### (i) Attitudes towards Teachers

Sl.No.	Descriptors	Scores 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	
<b>Total</b>		
<b>Average/Grade</b>		





## Assessing Co-Scholastic Areas

### (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 schoolmates	
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 with aggressive behaviour (bullying) by peers tactfully	
10.	Shares credit and praise with team members and peers	
<b>Total</b>		
<b>Average/Grade</b>		



### (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 criticizes 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 the environment	
<b>Total</b>		
<b>Average/Grade</b>		



#### 4b. Value Systems

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 in every Indian citizen. There are 10 principles; we have identified four behavioural 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 behavioural 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 songs with decorum	



## Assessing Co-Scholastic Areas

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 crises	
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 and 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, social practices and more	
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 on 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 .....

## 5a. Co-Curricular Activities (Part 3A)

### (i) Literary and Creative Skills

Sl.No.	Descriptors	Score out of 5
1.	Composes poems or lyrics	
2.	Writes short stories	
3.	Writes literary criticism	
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 genres (prose, poetry, plays)	
8.	Expresses ideas and opinions creatively in different forms	





## Assessing Co-Scholastic Areas

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	
<b>Total</b>		
<b>Average/Grade</b>		

### (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 take decisions	
9.	Displays good experimental skills and a practical knowledge of every day phenomena	
10.	Making use of technology in making projects and models)	
<b>Total</b>		
<b>Average/Grade</b>		



**(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.	Plans and adheres to activity 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 of using technology	
<b>Total</b>		
<b>Average/Grade</b>		

**(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, Eco-Clubs, Health and Wellness Clubs, Heritage Clubs and other clubs.	
5.	Represents class, school, inter-school and at various other levels	



## Assessing Co-Scholastic Areas

6.	Takes initiative to plan and manage different kinds of events like festivals, environment week, fund raisers, seminars, quizzes, arranging morning assembly 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	
<b>Total</b>		
<b>Average/Grade</b>		



### 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/sex related charts of height and weight, and teachers should use these charts and note observations on the basis of entries s/he makes in the Report Book.

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 handicap to 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 school. 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 to the school till they leave.

While the area of Physical Education of the curriculum will be judging the skills and proficiencies acquired by the students in games, sports, physical education 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 teacher's responsibility in this area will be limited to general observations for being communicated to the parents and guardians on the above aspects of health of all students.

We divided this domain into two segments. One is rating certain Health and Physical Education (HPE) 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 activities, these general guidelines may be modified accordingly.



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 sportsmanship	
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	
<b>Total</b>		
<b>Average/Grade</b>		



## Assessing Co-Scholastic Areas

**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.

		Participation / Achievement Record				
Sl.No.	Activities	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 details in the next chapter.

**Sample Sheet to calculate grades in Co-Scholastic Areas**

S.No.	Areas (a)	No. of Behaviour Descriptors (b)	Max score per descriptor (c)	Max. Score (d)	Example			Remarks, if any (h)
					Obtained Total Score (e)	Average/ Grade Point (f = e/b)	Grade (g)	
<b>Life Skills (Grade Point = Total Score divided by 5)</b>								
1	Self awareness	5	5	25	15	3.0	C	
2	Problem solving	5	5	25	06	1.2	D	
3	Decision making	5	5	25	08	1.6	D	
4	Critical thinking	5	5	25	16	3.2	B	
5	Creative thinking	5	5	25	11	2.2	C	
6	Interpersonal relationships	5	5	25	20	4.0	B	
7	Effective communication	5	5	25	17	3.4	B	
8	Empathy	5	5	25	13	2.6	C	
9	Managing emotions	5	5	25	16	3.2	B	
10	Dealing with stress	5	5	25	11	2.2	C	
<b>Work Education/Visual and Performing Arts/Attitudes (Grade Point = Total Score divided by 10)</b>								
11	Work Education	10	5	50	45	4.5	A	
12	Visual and Performing Arts	10	5	50	38	3.8	B	
13	Attitudes towards teachers	10	5	50	36	3.6	B	
14	Attitudes towards school-mates	10	5	50	12	1.2	D	
15	Attitudes towards school programmes and environment	10	5	50	10	1.0	E	
<b>Values (Grade Point = Total score divided by 10x4)</b>								
16	Values	10 X 4 descriptors	5	200	168	4.2	A	
<b>Activities (any two) (Grade Point = Total score divided by 10)</b>								
17	Activity 1 (please specify)	10	5	50	24	2.4	C	
18	Activity 2 (please specify)	10	5	50	30	3.0	C	
<b>Health and Physical Education (any two) (HPE 2: Grade Point = Total Score divided by 10)</b>								
19	HPE 1 (please specify)	10	5	50	30	3.0	C	
20	HPE 2 (please specify)	10	5	50	24	2.4	C	





## Assessing Co-Scholastic Areas

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 10 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 is 25, for 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.



# Chapter 5

## 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 classify (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





## Tools and Techniques of Evaluation

ambience 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



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 tools of assessment set 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, observation schedules, 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.





## Tools and Techniques of Evaluation

### (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 written keeping in view the level of the students for whom it is meant. The difficulty of the question depends upon the ability to be tested, the content area 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 also its sub parts should be clearly mentioned.



## (b) Form of Questions

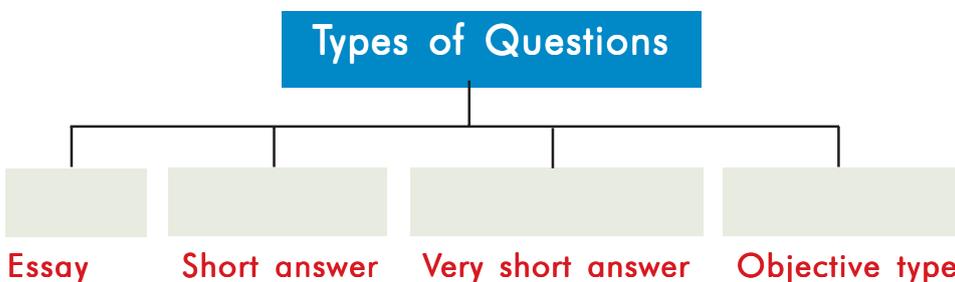
The form of question depends on the objective and the content area to be tested. Some forms are better than the others for testing certain abilities. A good question paper should have the questions based on :-

- (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...? Etc.
- (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) Types 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 as follows:



### (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 also 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 macro and micro 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:

- (a) Why do sandy soils not hold enough water? (Question Form)
- (b) 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 answer 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 one-essay type question. This improves the validity of the question paper

### (iii) Very short answer questions:

Characteristics of short answer questions are:

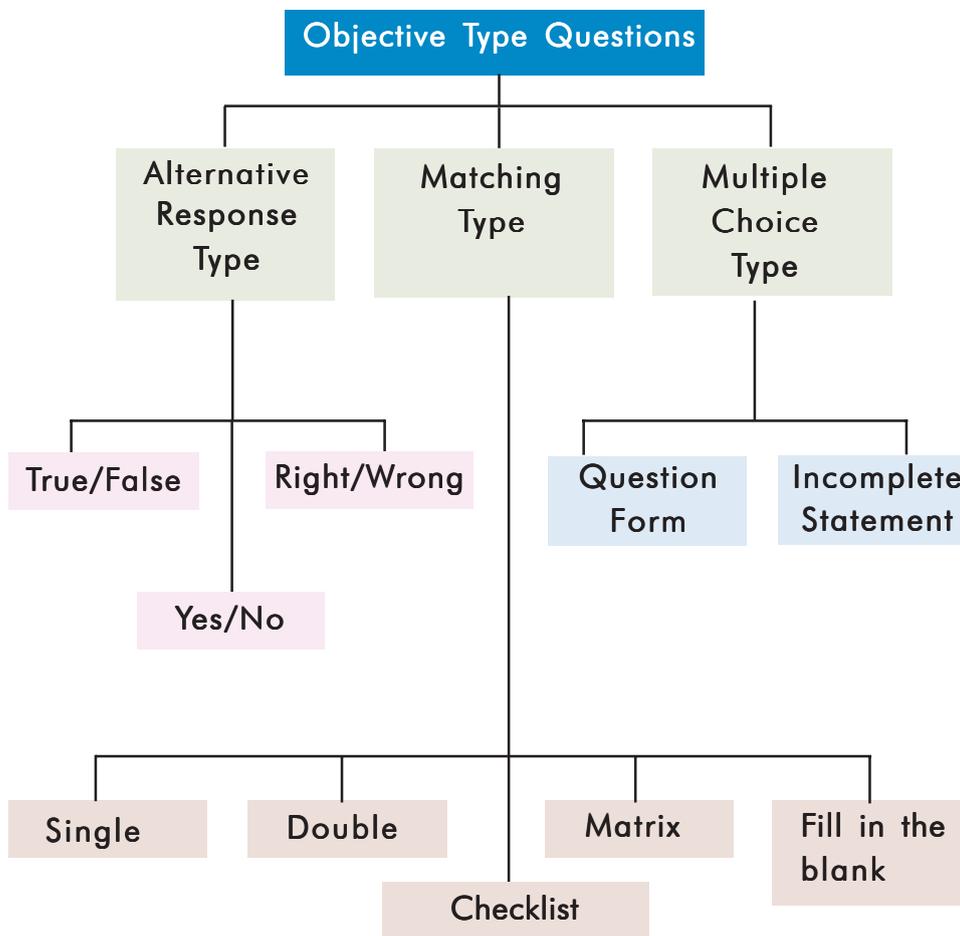
- Very short answer questions are those which have one specific testing point and can be marked quite objectively
- More content can be tested through these questions and more reliability and validity can be ensured
- It helps in testing knowledge of the examinee by asking him to supply a word, phrase, 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 them 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.



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:



## Tools and Techniques of Evaluation

### (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 type*)

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 type*)

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 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 day light 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

### 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:**

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 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 <sub>11</sub>						
B <sub>12</sub>						
C						
D						
K						



**(v) Fill in the Blanks Type:**

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).

**(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 the 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.





## Tools and Techniques of Evaluation

**(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**

**Person**

a. Carpenter



b. Potter



c. Nurse



**(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	1730	539	77.00
Delhi-Chamba	2000	1400	626	84.00
Delhi-Dharamsala	2145	1930	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 behavior) 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 determining 'what' is observed
- Lack of sensitivity and objectivity in the way the observation is done
- Observations in one situation and not across time and different activities and settings

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 works 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, 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	



**(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:** A few sample observation criteria that 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 technique 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	





**(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

Tests (oral) 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

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 recorded on paper. One simple way out is to check out on the model answer sheet. As a student responds, the 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'. There may 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 derive its origin and meaning from the word 'anecdotes' – brief events and episodes. An Anecdotal Record is the





## Tools and Techniques of Evaluation

observed behaviour of a student. It is a record of some significant episode 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 which is at the disposal 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

- 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 student 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 student 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 competence 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.

### Concern 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 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 quite commonplace 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

Theme based tasks to be completed as class work or homework and can be open ended or structured. Some could be based on contexts outside textbooks.

### 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 or class work should be given which is currently the practice
- Assignments should be such that they can be managed by students on their own
- 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.



# Chapter 6

## 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 variously 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 reform 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





## Implications for Schools

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 and 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 reworked 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 and face life with confidence. In order to find out how students are doing in school, 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 subject areas. This could be because we are all concerned about providing *'good quality'* education and feel that one way of making sure this is happening 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 students learn better, we need to consider what marks or grades obtained by children through tests or exams actually tell us about a child's learning or progress. While assessing students, 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 up with information and knowledge that only the school can give, as is generally believed. It is important to build 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 and 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 based on his/her previous experiences and learning. Only then does the student arrive at his/her own understanding and conclusions. Each child has a unique approach to acquiring knowledge. And this is a continuous process
- Students 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 goes along 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 looking back and quarterly reviews are generally recommended to promote and enhance learning among children.



### Thus assessment may be on:

- Daily basis: Interacting with students 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 students 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

- 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 other children. This can be conducted in pairs or in groups

**c. Assessment can become a useful and interesting process. To realize this you need 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 student to do better



### 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



## Implications for Schools

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.

#### 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 and keeping friends.



### Current status

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

### 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 by 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.





## Implications for Schools

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.



### 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
- When ever 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 able to do the mainstream syllabus.

#### Interventions

- He was helped with a few modified papers to make it easier.
- The modified papers can be of the same level if required.

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

## 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 orientation about the scheme (Refer Annexure 2). For providing orientation trained resource persons need to be created.





## Implications for Schools

The content of such training and orientation programmes, has 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 areas of skills. Training in the 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
<p><b>1. Observation</b> 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.</p>	<ul style="list-style-type: none"> <li>• Various aspects of personality development can be assessed through observations.</li> <li>• Can be used to assess individuals as well as groups.</li> <li>• Assessments can be made during varying time periods.</li> <li>• Evidence of child’s performance/knowledge is based on an ‘on-the-spot’ record.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid arriving at inferences/ interpretations or jumping to conclusions. Important to take down more than what is actually seen.</li> <li>• Dependent on the skill of the observer which determines ‘what’ is observed.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Noting comments about the child’s behaviour in parentheses based on which processes can be inferred at a later point of time.</li> </ul>





## Annexure 1

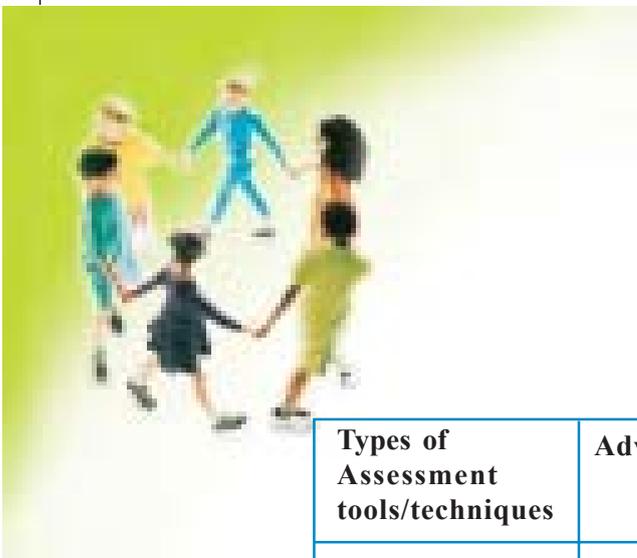
Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
<p><b>2. Checklists</b> A systematic way of recording specific behaviour/ action helps focus attention on particular aspects.</p>	<ul style="list-style-type: none"> <li>• Quick and easy to implement.</li> <li>• Provides specific information about specific objectives.</li> <li>• Can point towards a trend of how and when skills have been acquired by the child as well as a group of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Collects limited information, only indicating presence of a skill.</li> <li>• Does not indicate child's response to different situations or provide specific examples of responses.</li> <li>• Does not provide information about context.</li> <li>• Can at times become unwieldy because of the number of specific items.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Add a 'comments' column to add value to the information in the checklist marking.</li> <li>• Use this tool in conjunction with other methods of assessments.</li> </ul>
<p><b>3. Assignments</b> 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.</p>	<ul style="list-style-type: none"> <li>• Provides students an opportunity to search for information, construct their own ideas and articulate the same ideas through spoken, written and/or visual expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Not too much homework or class work should be given which is currently the normal practice.</li> <li>• Assignments should be such that they can be managed by students on their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Going beyond collection of assignments by following it up with analysis, discussion and reflection.</li> </ul>



## Annexure 1

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
	<ul style="list-style-type: none"> <li>• Helps assess a wide range of objectives and content of learning.</li> <li>• Provides students an opportunity to relate and synthesize within and outside school learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Should not become the only method of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity of students is promoted.</li> <li>• Encouraging students to go beyond textbooks.</li> <li>• Group work is to be encouraged.</li> <li>• Can become part of the portfolio.</li> </ul>
<p><b>4. Portfolio</b> 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.</p>	<ul style="list-style-type: none"> <li>• Provide a cumulative record. In the process, a picture of how a skill or knowledge area develops/ emerges.</li> <li>• Enables the student to demonstrate to others, his/her learning and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting work to be put into the portfolio should have a specific reason.</li> <li>• Not all papers/ items of work are to be included. This will become unmanageable.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation in selection portfolio contents is to be encouraged, as well as criteria for selection of the contents.</li> <li>• Continuous updating of the portfolio as the child grows.</li> </ul>





## Annexure 1

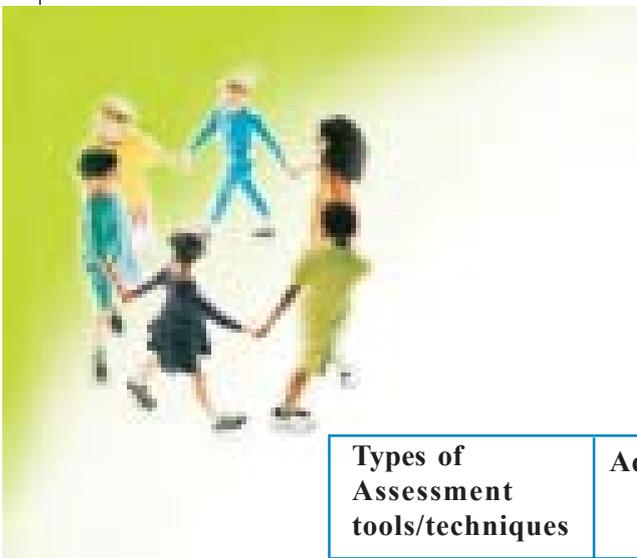
Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
	<ul style="list-style-type: none"> <li>The child becomes an active participant in the learning and assessment process.</li> </ul>		<ul style="list-style-type: none"> <li>Careful structuring of portfolio material accompanied by a reflective account.</li> <li>Clear labelling and numbering of content for easy reference.</li> </ul>
<p><b>5. Projects</b> These are undertaken over a period of time and generally involve collection and analysis of data. Projects are useful in theme-based learning.</p>	<ul style="list-style-type: none"> <li>Provide opportunities to explore, work with one's hands, observe, collect data, analyze, organize and interpret data and draw generalizations.</li> <li>Provides an opportunity to work in groups and in real life situations.</li> <li>Helps develop a positive attitude towards group work, sharing and learning from each other.</li> </ul>	<ul style="list-style-type: none"> <li>The nature and difficulty level of the projects should be such that students can do it by themselves.</li> <li>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.</li> <li>Each school could go in for a Resource Centre, which would have locally available materials.</li> </ul>	<ul style="list-style-type: none"> <li>Project topics should be decided/ chosen, planned and conducted by students largely with the teacher acting as a guide.</li> <li>Encouragement should be given to group projects. These will enable students to work together, share experiences and learn from each other.</li> <li>Projects keep giving students an opportunity to explore, investigate and work in groups.</li> <li>Children can be encouraged for judicious use of materials and keep them back after use.</li> </ul>



## Annexure 1

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
<p><b>6. Rating Scales</b> 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.</p>	<ul style="list-style-type: none"> <li>• Various aspects of development can be assessed.</li> <li>• Can be used to assess individuals as well as groups.</li> <li>• Assessments can be made during varying time periods and in different environment settings.</li> <li>• Evidence of the child's performance/ knowledge is based on 'on-the-spot' record.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid inferences/ interpretations of giving judgements. Concentrate on taking down what is seen.</li> <li>• The skill of the observer may determine what is observed.</li> <li>• Be sensitive and unobtrusive in the way the observation is done. This does not necessarily mean being at a distance.</li> <li>• Make the observations over a period of time, and across different activities and settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Record details that not only describe the actions but reveal how a child 'feels' about what she/he is doing.</li> <li>• Also suggest corrective measures.</li> <li>• Comments can be noted in 'parentheses' based on which processes can be inferred at a later point of time.</li> </ul>





## Annexure 1

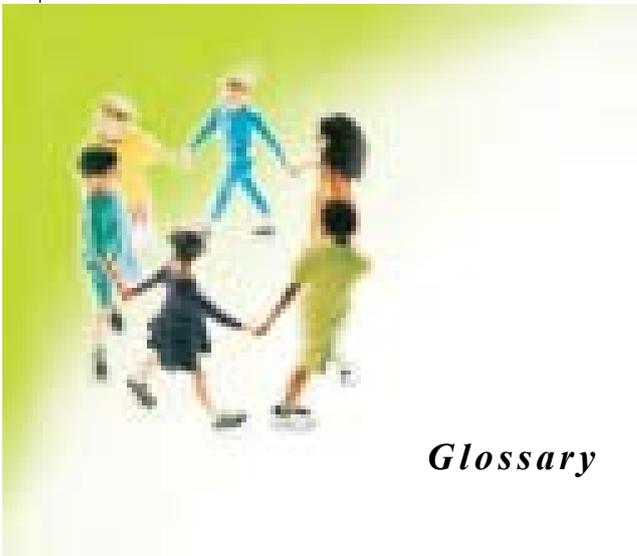
Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
<p><b>7. Anecdotes and Cumulative Records</b></p> <p>Provides observational narrative records of significant incidents in a child's life.</p>	<ul style="list-style-type: none"> <li>Provides a wealth of information across different developmental areas.</li> <li>Facilitates taking of notes on the child's social, emotional development, choices, interests and relationships etc.</li> <li>Identifies strengths and weaknesses and assesses children's progress over time.</li> </ul>	<ul style="list-style-type: none"> <li>A single anecdote does not give conclusive information.</li> <li>Only 'problematic' situations may be noticed. It would be better to describe incidents rather than making statements of judgement.</li> <li>Selecting amongst the many interesting classroom events and not including all.</li> <li>Avoiding general comments.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Collecting a cross section of anecdotes (from different children) indicates groups' thinking and feeling.</li> <li>Recording as soon as possible after the event so that rich, accurate and significant details can be included for later interpretations.</li> </ul>



## Annexure 1

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
<p><b>8. Photographs</b> Provides documentation of a child's experiences, while they are doing tasks/ work, they could also be of finished products, project models etc.</p>	<ul style="list-style-type: none"> <li>• Provided accurate recall of events.</li> <li>• Provides an insight into children's ways of thinking and interacting.</li> <li>• Facilitates sharing of information with families.</li> <li>• Provides an insight into the child's emotional, social and psychological aspects of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The aesthetic quality may not be critical.</li> <li>• Avoid making the child self-conscious in front of the camera by your comments or suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>• The picture composition should include important details of the experience, process of product being photographed.</li> <li>• Choosing where photographs need to supplement other tools.</li> <li>• Using photographs to discuss with children about themselves at a later time.</li> </ul>
<p><b>9. Audio-Video Recordings</b> Specific situation or over a time span to cover important processes/aspects can be recorded, and analyzed later.</p>	<ul style="list-style-type: none"> <li>• Both allow language and the way it used to be 'captured' with accuracy.</li> <li>• Movement and sound add to the understanding of the events taking place.</li> <li>• Helps to understand student's explanations that indicate different ways of thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is time consuming,</li> <li>• Children may occasionally be 'performing' for the camera.</li> <li>• Expensive as it requires technical expertise for assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Careful selections of what to record for subsequent analysis is necessary.</li> <li>• Giving children time to get familiar and feel at ease with the equipment is a good idea.</li> </ul>





## Annexure 2

### 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.

**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.

**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.

**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 and analysis of data. It is useful in theme-based learning.

**Rating Scale:** It is a 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)

**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.

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



# Previous Circulars issued by CBSE (For Reference Only)





## Annexure 3a

**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**



Continuous and Comprehensive Evaluation

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 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.

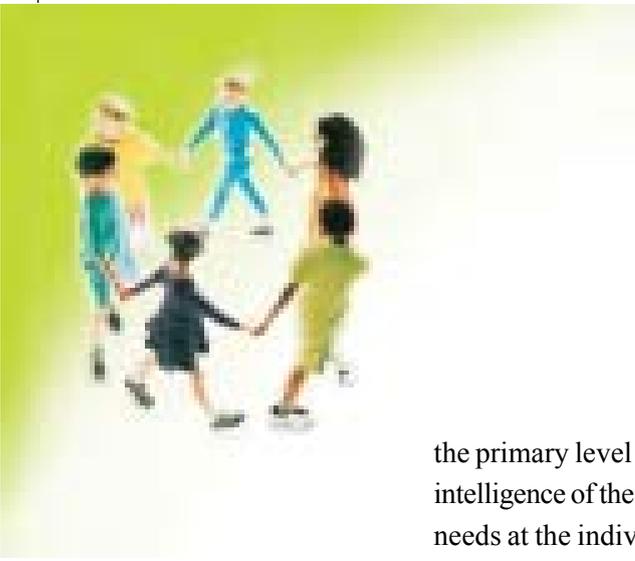
In many cases, in spite of many success stories in physical, emotional, social and spiritual platforms, the learner is negated as a failure for want of scores in a single subject where he has no motivation due to one or the other reasons. The objective appears to be to identify what the learner is not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





## Annexure 3a

the primary level so that there is a broad-based learning empowering the emotional intelligence of the learners. This would be of immense help in fighting the consumerist needs at the individual and societal level.

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

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

Yours faithfully,

**(G. BALASUBRAMANIAN)**

**DIRECTOR (ACADEMIC)**



## Annexure 3b

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

D(A)/CCE/04

Circular No: 18/04  
29th March, 2004To  
All Heads of Institutions  
Affiliated to CBSE

Dear Principal,

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

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

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

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

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





## Annexure 3C

### CENTRAL BOARD OF SECONDARY EDUCATION 17, Rouse Avenue, New Delhi-110002

D(A)/CCE/04

12th June, 2004  
Circular No: 25/04

To  
All Heads of Institutions  
Affiliated to CBSE  
Dear Principal,

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



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

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

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

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



### Annexure 3c

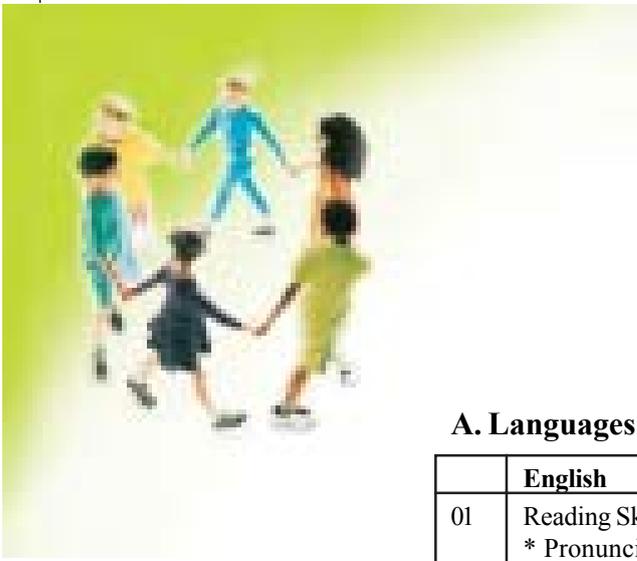
#### NAME OF THE SCHOOL ACHIEVEMENT RECORD

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

#### Class I & II

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





## Annexure 3c

### A. Languages

	English	Evaluation 1	Evaluation 2	Evaluation 3
01	Reading Skills * Pronunciation * Fluency * Comprehension			
02	Writing Skills * Creative Writing * Handwriting * Grammar * Spellings * Vocabulary			
03	Speaking Skills * Conversation * Recitation			
04	Listening Skills * Comprehension			
	Hindi/Mother tongue	Evaluation 1	Evaluation 2	Evaluation 3
01	Reading Skills * Pronunciation * Fluency * Comprehension			
02	Writing Skills * Creative Writing * Handwriting * Grammar * Spellings * Vocabulary			
03	Speaking Skills * Conversation * Recitation			
04	Listening Skills * Comprehension			



### B. Mathematics

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
Concept Activity Tables Mental Ability			

## Annexure 3c

### C. Environmental Science

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
Environmental Sensitivity Activity / Project Group Discussion			

### D. Co-Curricular Activities

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

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

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

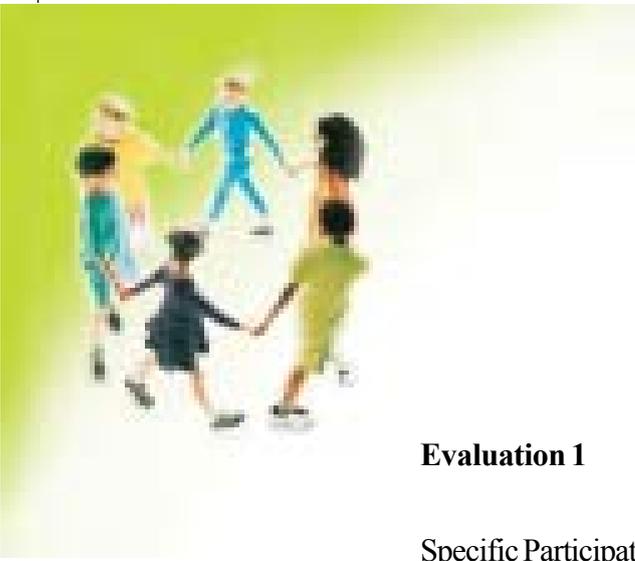
### E. Personality Development

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

### F. Health

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
Height (Cms.) Weight (Kg.)			





## Annexure 3c

### Evaluation 1

Specific Participation

General Remarks

Attendance

**Class Teacher**

**Principal**

**Parent**

### Evaluation 2

Specific Participation

General Remarks

Attendance

**Class Teacher**

**Principal**

**Parent**



### Evaluation 3

Specific Participation

General Remarks

Attendance



Congratulations! Promoted to Class .....

New Session Begins on .....

**Class Teacher**

**Principal**

**Parent**

Continuous and Comprehensive Evaluation

## Annexure 3c

### GUIDELINES TO SCHOOLS

The objective of the Achievement Record is to facilitate holistic learning in the school in a stress-free environment.

The Continuous and Comprehensive Evaluation would be spread over the year and at least three assessments should be made during the year.

The focus should be on identifying the talents of the learner and to empower him/her with positive inputs.

No negative observations shall be made in the assessment format.

The Board recommends a five point scale for indicating the achievements in the following order:

A*	OUTSTANDING
A	EXCELLENT
B	VERY GOOD
C	GOOD
D	AVERAGE





## Annexure 3c

### NAME OF THE SCHOOL ACHIEVEMENT RECORD

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

#### Classes III to V

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



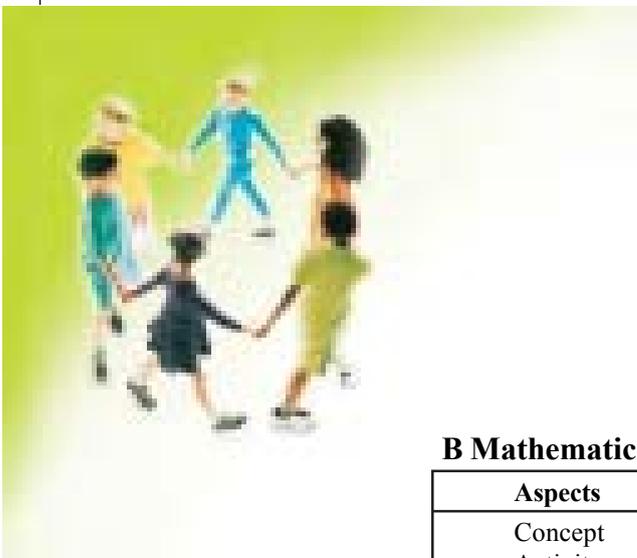
## Annexure 3c

### A. Languages

	English	Evaluation 1	Evaluation 2	Evaluation 3
01	Reading Skills * Pronunciation * Accuracy * Comprehension			
02	Writing Skills * Creative Writing * Handwriting * Grammar * Spellings * Vocabulary			
03	Speaking Skills * Conversation * Recitation			
04	Listening Skills * Comprehension			
05.	Extra Reading			
06.	Activity Project			

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





## Annexure 3c

### B Mathematics

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
Concept Activity Tables Mental Ability			

### C Environmental Science / Science

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

Science	Evaluation 1	Evaluation 2	Evaluation 3
Concept Activity / Project Scientific Skills Group discussion			

### D Computer

Aspects	Evaluation 1	Evaluation 2	Evaluation 3
Skill Aptitude			

### E Co-curricular Activities

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



## Annexure 3d

### CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092

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

15th September, 2004

Circular No: 31/2004

To

All the Heads of Institutions affiliated to CBSE

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

Dear Principal,

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

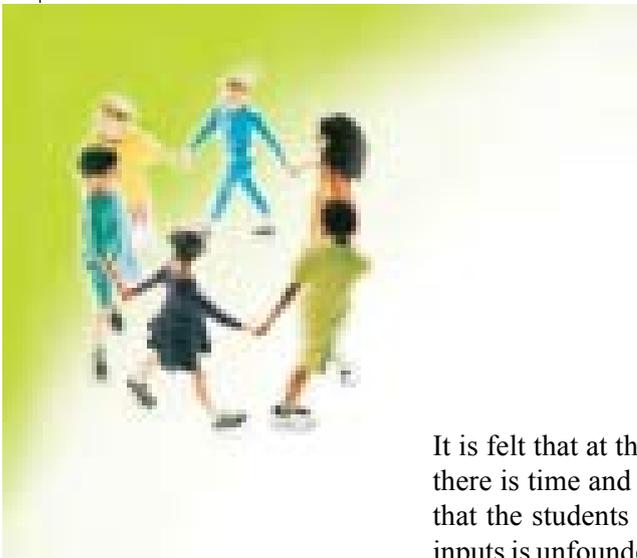
i) Circular No.6  
dt. 8.2.2003

ii) Circular No.5/05  
dt. 5.2.04

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

In order that the psychological load of the text books is not carried home and that the students have enough time to develop other basic life skills and are enabled to develop adequate emotional rapport with the parents, the Board has also recommended that no homework is given to them.





## Annexure 3d

It is felt that at this age, the learning is as informal and joyous as possible so that there is time and scope for nourishing the mental health of the students. The fear that the students will not learn effectively unless they are given formal learning inputs is unfounded. The parents should be helped by the schools to understand the changing paradigm in the larger interest of their children.

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

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

1. The students need not carry the school bags from their home and the school bag be kept in the Desk at the school.
2. No home work up to class - II.
3. Continuous and Comprehensive Evaluation with no Pass-Fail criteria up to class - V. The students achievement record need to be formulated accordingly and the Board has already forwarded two formats for the same vide circular no. 25/04 dated 12.06.2004- one for the classes I and II and another for classes III to V. So up to class-II, two year profile of the students be maintained and for students in class III to V three year profile of the students be maintained.



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

The Board has also advised the schools to reflect the profile of the students in the prescribed format of the Achievement record. The profile of the students may be reflected in a five point scale as shown in the format. The absolute marks be translated into grade in academic assessment. A guideline in this regard for changing

## Annexure 3d

absolute marks to grading is being circulated shortly. The above instructions have to be followed by all the schools as these are in total conformity with the broadly defined educational policies of the Government of India.

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

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

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





## Annexure 3e

### CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092

12th April, 2005  
Circular No: 21/2005

Acad./Dir (Acad.)/2004

**The Heads  
of all CBSE affiliated institutions**

Dear Principal,

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

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

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

With best wishes,

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



Continuous and Comprehensive Evaluation

## Annexure 3e

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

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

#### THE BEGINNING...

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

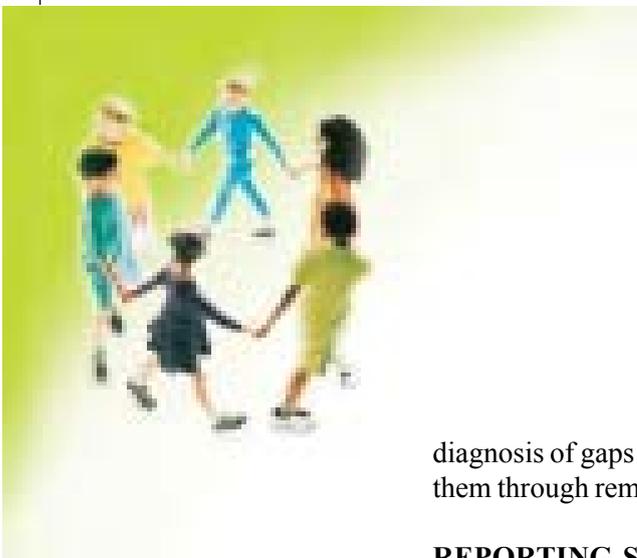
Supplementing the Board's secondary school certificate, the comprehensive school based evaluation certificate records students' achievement in the areas of physical development, emotional development and aesthetic development apart from cognitive development. By recognizing, appreciating and evaluating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

#### EXTENSION OF THE SCHEME AT PRIMARY STAGE

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

The document is aimed at providing a holistic picture of the learner and would not give any negative input about the performance of the learner. The objective is to bring continuous improvement in the performance of a learner through constant





## Annexure 3e

diagnosis of gaps and difficulties in learning and helping the learner in overcoming them through remediation of instructions.

### REPORTING STUDENTS' ACHIEVEMENT

While reporting students' achievement in different areas, indirect grading in absolute scale having five points

may be used. The grades will stand for the following distribution of marks:

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



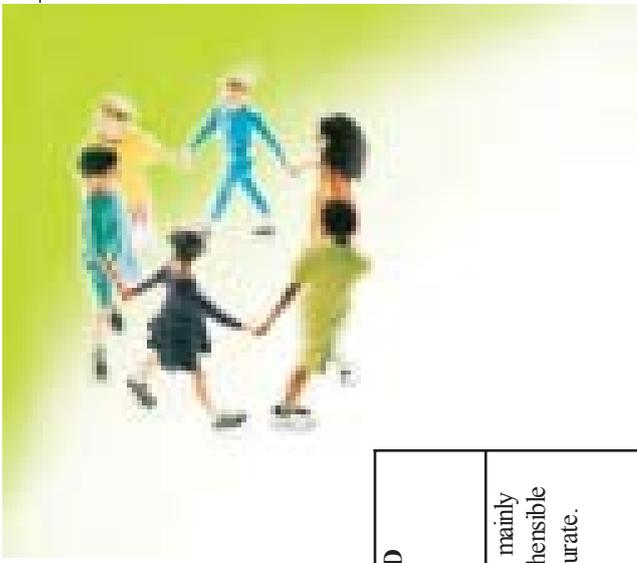
The grade of the child can be computed in the achievement card based on the percentage of presence of behaviour indicator in the above category of percentiles. Besides certain remarks can be made in scholastic and co-scholastic areas as well as the achievement level of the child. These remarks will help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

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

## Annexure 3e

<b>RATING SCALES</b>						
<b>A. LANGUAGES (CLASS I AND II)</b>						
Testing Area/Skill/Competency	Sub-Skills	A*	A	B	C	D
01. Reading Skills	Pronunciation (Loud reading)	Can read and correctly pronounce new words on ones' own.	Can read and pronounce new words on ones' own most of the time.	Can read and pronounce new words with guidance from the teacher.	Cannot read and pronounce new words most of the times.	Cannot read and pronounce new words at all without the guidance from the teachers
	Fluency	Can read simple sentences fluently with proper speed. Expression and pronunciation	Can read simple sentences fluently with speed but needs occasional prompting	Can read simple sentences but takes time to read each word. Lacks fluency, speed and expression.	Can read simple sentences without guidance or prompting.	Fumbles a lot while reading simple sentences. Reads one word at a time.
	Comprehension	Can read and understand a story/sentences and answer all the questions correctly.	Can answer most of the questions correctly.	Comprehends with some help from the teacher.	Cannot comprehend the passages on ones own. Often needs help.	Cannot comprehend at all. Requires help all the time.
02. Writing Skills	Creative Writing	Can write three, four or five sentences on a given topic with accuracy and some originality e.g. can use an adjective with a noun. Tries to use new words.	Can write three or four sentences on a given topic correctly but cannot use new words on his own.	Can write three or four sentences on a given topic but with a lot of prompting and guidance from the teacher.	Unable to write three or four sentences on a given topic. Has to be prompted all the time.	Needs help of the teacher all the time.





## Annexure 3e



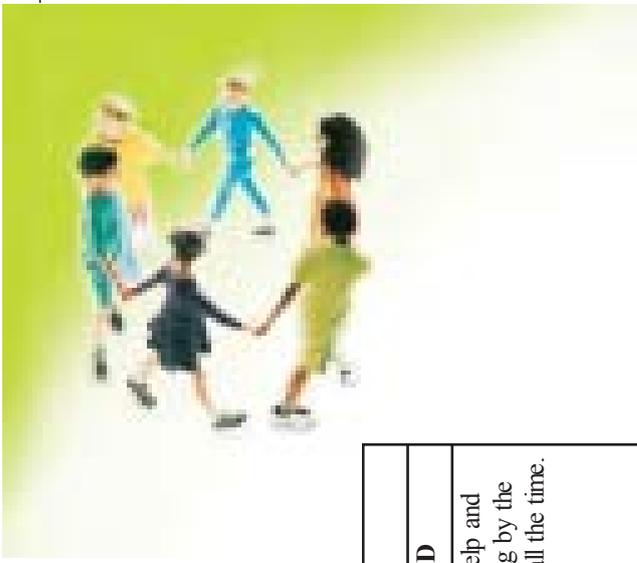
### Continuous and Comprehensive Evaluation

Testing Area/Skill/Competency	Sub-Skills	A*	A	B	C	D
Handwriting (Cursive)	Grammar	Is neat and legible. All letters and strokes are properly formed and transcription is error free.	Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.	Is legible but often inconsistent with his strokes and letters. Transcription has occasional errors.	Is neither legible nor consistent. Transcription has a number of errors.	Writing is mainly incomprehensible and inaccurate.
		Can write sentences accurately and uses simple punctuation marks appropriately.	Can write sentences accurately most of the time. Falts occasionally in the use of simple punctuation marks.	Cannot write sentences without quite a few errors. Sometimes falters in the use of punctuation marks.	Can write shorter pieces with some accuracy. Needs help very often.	Cannot write with accuracy. Needs a lot of help.
Spelling	Vocabulary	Can spell almost all words from the text correctly, can apply his phonetic knowledge to spell similar words.	Spells words from the text correctly with occasional errors. Can apply his phonetic knowledge to spell similar sounding words.	Makes a few mistakes while spelling words. Able to apply his phonetic knowledge sometimes to spell similar words.	Makes plenty of errors while spelling words. Cannot apply his phonetic knowledge to spell new words.	Makes a lot of spelling mistakes.
		Has a good range of vocabulary. Always uses new words in writing.	Has a good range of vocabulary. Tries to use new words many times.	Sometimes makes use of new words.	Never uses new words. Knowledge is restricted to words taught before.	Vocabulary is poor.

## Annexure 3e

Testing Area/Skill/Competency	Sub-Skills	A*	A	B	C	D
03. Speaking Skill	Conversation	Is fluent and spontaneous. Responds to situation appropriately and accurately.	Is fluent and spontaneous most of the time. Responds to the situation appropriately but fumbles for words occasionally.	Lacks spontaneity and fluency and accuracy. Response time rather long. Needs prompting most of the time.	Can carry out a dialogue only at a very basic level.	Needs help most of the time.
	Recitation	Can recite a poem with proper speeds, expression and pronunciation.	Can recite a poem with proper speed and expression but makes occasional mistakes in pronunciation or forgets a word or so.	Can recite a poem with occasional prompting. Expression is not very strong and effective.	Can recite an entire poem with prompting most of the time. Lacks proper pronunciation and expression.	Can recite only very short and simple poems and that too with a lot of prompting.
04. Listening Skills	Comprehension	Can comprehend oral questions, instructions and stories/poems.	Comprehends oral questions, instructions, stories, and poems most of the time.	Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often.	Has difficulty in following instruction and stories, Needs simplification or translation most of the time.	Very slow to follow class instructions. Needs mother tongue translation all the time.





## Annexure 3e



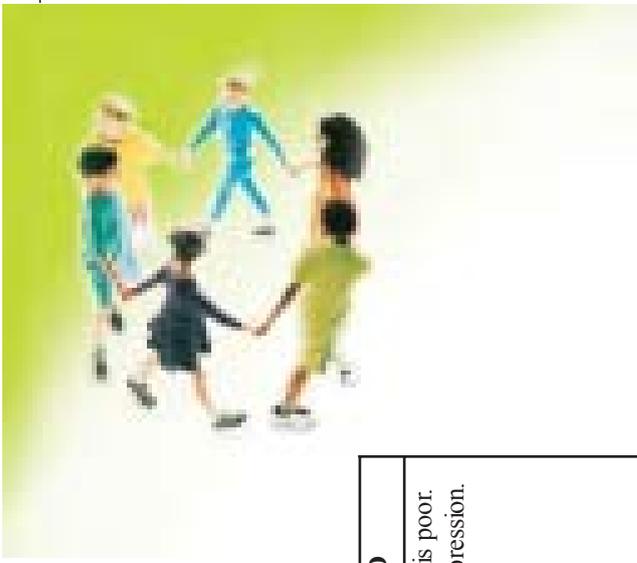
Continuous and Comprehensive Evaluation

A. LANGUAGES (CLASSES III TO V)						
Aspects	Sub-Skills	A*	A	B	C	D
01. Reading Skills (Loud reading)	Pronunciation	Can read short stories/articles/words on ones' own and uses his phonetic skills to pronounce new words.	Can read short stories/articles on ones' own most of the time. Uses his phonetic skills to pronounce new words most or the time.	Can often read short stories with varying speed and guidance most of the time.	Can read short stories with varying speed and guidance from the teachers most of the time.	Needs help and prompting by the teacher all the time.
	Fluency	Can read simple/complex passages fluently with proper speed, expression and pronunciation.	Can read simple/complex passages fluently with speed but needs occasional prompting.	Can read simple passages but takes time to read each word lacks fluency, speed and expression.	Can read simple passages with guidance or prompting most of the time.	Fumbles a to while reading even simple sentences. Needs help all the time.
	Comprehension	Can read and understand text and answer questions correctly.	Can read and understand text and answer most of the questions correctly.	Can read and understand text and answer some of the questions correctly.	Can read and understand text with the help of teacher.	Cannot comprehend the text at all.
02. Writing Skills	Creative Writing	Can write short stories and paragraphs with accuracy and originality in sentence construction and use of vocabulary. Ideas are arranged logically.	Can write short stories and paragraphs on a given topic with a fair degree of accuracy. Displays originality sometimes. Ideas are generally logically arranged.	Writes stories and paragraphs but makes quite a few errors.	Can write short connected descriptive sentences on ones'own with some grammatical errors.	Cannot write even short sentences of ones' own makes a lot of mistakes.

## Annexure 3e

Aspects	Sub-Skills	A*	A	B	C	D
	Hand writing	Is neat and legible. All letters and strokes are consistent and joined correctly. Transcription is error free.	Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.	Is legible but sometimes inconsistent with his strokes and letters. Transcription has occasional errors.	Handwriting is not very neat. Transcription has many errors.	Is neither legible nor consistent.
	Grammar	Can write sentences accurately	Can write sentences accurately most of the time.	Can write sentences with quite a few errors.	Can write sentences with a lot of mistakes.	Cannot write with accuracy. Need help very often.
	Spellings	Can spell all words correctly. Tries to spell new words.	Can correctly spell all the words most of the time. Falts occasionally.	Can correctly spell words but sometimes makes mistakes.	Makes a lot of spellings mistakes.	Cannot spell words properly. Has to be helped.
	Vocabulary	Has a rich vocabulary. Often uses new words and phrases in written and spoken forms.	Has a good range of vocabulary and phrases. Uses new words only most of the time.	Has a fair range of vocabulary. Uses new words sometimes.	Vocabulary is limited to only those words, which have been taught in class.	Has a poor stock of vocabulary.
03. Speaking Skill	Conversation	Is fluent and spontaneous. Responds to situations appropriately and accurately. Can narrate incidents/anecdotes and can participate in a discussion on a given topic with ease.	Is fluent and spontaneous most of the time. Responds to the situations appropriately but fumbles for words occasionally. Can narrate incidents/anecdotes and can participate in discussions with efforts.	Lacks spontaneity, fluency and accuracy sometimes. Response time rather long. Needs prompting most of the time.	Lacks spontaneity, fluency and accuracy.	Needs help most of the time.





## Annexure 3e



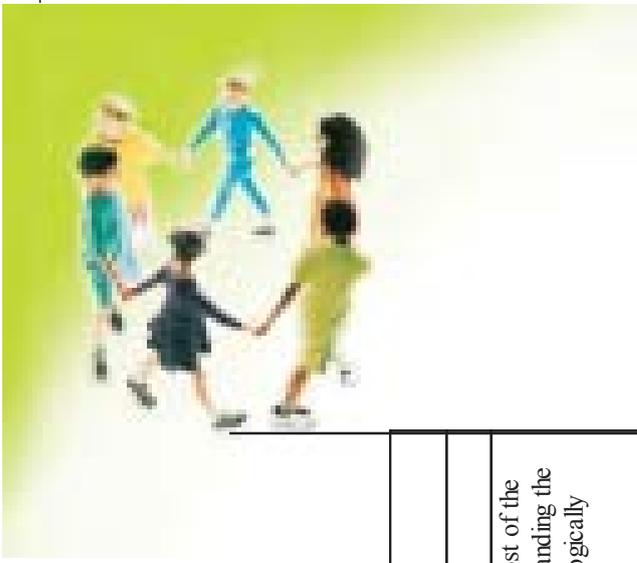
### Continuous and Comprehensive Evaluation

Aspects	Sub-Skills	A*	A	B	C	D
	Recitation	Can recite a poem or a story with proper speed, diction, expression and tone.	Can recite a poem or a story with proper speed or expression but makes occasional mistakes in pronunciation or forgets at times.	Can recite a poem, or story with occasional prompting. Expression is not very strong and effective.	Cannot recite an entire poem or story without prompting. Pronunciation is not appropriate.	Recitation is poor. Lacks expression.
04. Listening Skills	Comprehension	Can comprehend oral questions, instructions, stories, poems.	Comprehends oral question, instructions, stories, and poems most of the time.	Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often.	Understands simple conversation in familiar situations. Needs simplification or translation most of the time.	Cannot understand instructions. Needs help all the time.
	Extra Reading	Can read short stories/poems for pleasure on ones' own with complete comprehension. Can form opinions and evaluate characters, and incidents.	Reads stories/poems for pleasure. Sometimes needs help in understanding the story. Can form opinions and evaluate characters and incidents.	Needs a lot of help with understanding of stories and poems. Can evaluate a character or a situation only sometimes.	Shows lack of interest in reading stories or poems. Needs a lot of prompting.	Not interested to read at all any extra material of ones' own.
	Activities/Project	Participates enthusiastically in activities/Projects.	Enthusiastically participates in activities/Projects most of the time.	Needs persuasion by the teacher for active participation.	Seldom participates in activities/projects assigned.	Does not participate a all.

## Annexure 3e

<b>B. MATHEMATICS</b>					
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Concept	Understands the concepts well before proceeding to the higher ones.	Understands the concepts but is not clear in certain concepts.	Takes sometime to understands new concepts.	Understands the concepts but needs help most of the time.	Cannot understand the concepts.
Activity	Takes keen interest in various activities, which help him/her achieve goals easily.	Takes interest most of the time but needs to be more regular/ systematically / organized	Sometimes takes interest in mathematical activities	Takes interest in assigned activities only when prompted.	Very laid back and disinterested.
Tables	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge table.	Knows the tables but falters a little in dodge tables.	Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables.	Has not understood the concept of tables. Makes mistakes.	Has not learnt the concept of tables. Cannot do dodge tables at all. Makes a lot of mistakes.
Mental ability	Takes immense delight in working with mathematical problems mentally	Good at calculating sums mentally but at times makes careless mistakes.	Can do mental calculations but falters occasionally.	Has weak concepts hence can solve sums mentally at a slow pace.	Very slow in solving sums mentally.





## Annexure 3e



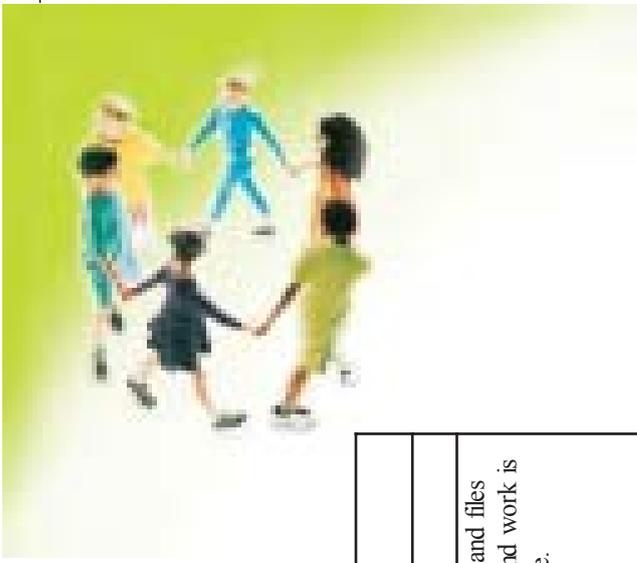
Continuous and Comprehensive Evaluation

<b>B. MATHEMATICS (CLASS III TO V)</b>					
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Concept	Understands the concepts with logical thinking and good reasoning skill.	Understands the concepts thoroughly.	Understands the concepts and is able to apply most of them correctly. Needs occasional help.	Takes more time in understanding new concepts and requires frequent help.	Needs help most of the time in understanding the concepts and logically applying them.
Activity	Very confident, original and creative in-group activities. Has tremendous team spirit.	Takes keen interest in doing various activities and applying the concepts to real life situations.	Quite creative but needs to be more innovative and original.	Takes interest but needs to be more systematic and organized.	Lacks initiative and is disinterested in-group activity.
Tables	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge tables.	Knows the tables but falters a little in dodge tables.	Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables.	Has not understood the concept of tables. Makes a lot of mistakes in dodge tables.	Has not learnt the tables. Cannot do dodge tables at all.
Mental ability	Takes immense delight in working with mathematical problems mentally.	Has a good number sense. Quick in solving problems mentally.	Solves mental sums with ease but at times makes careless mistakes.	Can perform mental calculations but falters occasionally.	Slow in solving sums mentally.
Written work	Work is neat and methodical. Presentation is a source of inspiration for others.	Neat and systematic work.	Neat and regular work but sometimes not up to the mark.	Often the work is untidy and the figures are shabbily drawn.	Untidy work. Late in submitting the assignments.

## Annexure 3e

<b>B. ENVIRONMENTAL SCIENCE (CLASS I &amp; II)</b>					
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Environmental Sensitivity	Is keen, alert and observant; very much aware of the surroundings	Needs to be aware of the surroundings	Is quite aware but lacks enthusiasm	Lacks awareness; needs to be more keen and alert	Lacks awareness.
Activity / Project	Exhibits creativity and originality through cutting, pasting, drawing, collage-work, composing simple poems.	Makes an attempt with some help.	Can do cutting, pasting, drawing and collage work and shows creativity and originality at times.	Lacks originality and the ratio of teacher guidance increases in proportion to the child's approach and interest.	The teacher is a perpetual guide.
Group discussion	Has the spirit of enquiry and is assertive in placing ones' viewpoint.	Can ask simple questions but needs occasional prompting at times.	Can ask simple questions but with some prompting at times.	Cannot put forward his ideas; needs constant coaxing.	Does not take part in group discussions and is a silent spectator.
<b>ENVIRONMENTAL SCIENCE (CLASS III to V)</b>					
Environmental Sensitivity	Has the ability to reason, does independent thinking; has value appreciation for truth and aesthetic, sensitivity/observation	Can do some independent thinking and is quite observant with reflexes of occasional appreciation.	Can attempt to answer simple questions based on reasoning and observation.	Has difficulty in reasoning and observing. Can attempt to answer simple questions.	Needs prompting to answer simple questions.





## Annexure 3e



Continuous and Comprehensive Evaluation

ENVIRONMENTAL SCIENCE (CLASS III to V)					
	A*	A	B	C	D
Activity / Project	Very innovative; collects information is able to present the work neatly; does reference work.	Work is informative and neat most of the time.	Work is informative and more or less neat; tends to take support and help.	Presentation needs improvement; less informative	Work is untidy and files not well kept and work is least informative.
Group discussion	Listens to other's point of view and is able to add to them, makes interesting observations; has a good organization of thoughts.	Listens to others' viewpoint and hesitates to answer.	Listens passively and offers no views; hesitates to answer; needs occasional help to give views.	Has some difficulty in comprehending instructions; has to be prodded to give answers.	Has difficulty in paying attention and following instructions; needs simplification most of the time.
SCIENCE (CLASSES III TO V)					
Concept	Excellent ability to understand, grasp, recall, define and reason. Understands and differentiates, textual material with great ease. Is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart quickly.	Good ability to understand, grasp, recall, define and reasons. Understands the textual material with ease. Is able to apply relevant knowledge. Reads and comprehends text, diagram and web chart.	Can understand and recall the textual material. Is able to apply relevant knowledge and tabulate comprehend diagrams and web charts.	Can understand, grasp, recall, define and reason. Understands the textual material and with help from the teacher. Is able to tabulate facts well. Reads and comprehends text diagram and web chart with difficulty.	Needs continuous guidance in understanding. Finds difficulty in reading and comprehending text.

## Annexure 3e

SCIENCE (CLASSES III TO V)					
	A*	A	B	C	D
Activity / Project	Voluntarily participates in all the activities and enjoys experiments. Highly appreciable, creative and original in presentation. Is explorative innovative and infers a result after experimenting; does extensive reference work.	Participates in most of the activities and performs experiments with interest. Excellent, creative project presentation. Is explorative and innovative in experimenting; does reference work.	Participates in some of the activities and performs some experiments. Good project presentation with little creativity. Is explorative in experimenting; sometimes does reference work.	Participates in very few activities and rarely performs any experiments. Satisfactory project presentation; not very creative. Rarely read any reference books.	Needs a lot of encouragement to participate in activities or perform experiments. Project presentation is not creative and systematic. Not interested in extra reading.
Scientific Skills	Has a very keen observation, inquisitive approach, likes to experiment in a systematic way and draws accurate diagrams and records information correctly, carefully and systematically. Is able to analyze draw inference and, apply information.	Has a keen observation, is inquisitive; does systematic work and draw neat diagrams, records information correctly, carefully and systematically. Is able to analyze, draw inference and apply information.	Sometimes inquires about concepts; usually does experimentation in a systematic way and draws diagrams correctly. Records information. Is able, to draw inference and apply information with some difficulty.	Rarely inquisitive; Does experimentation when told. not very systematic work and untidy diagrams. Is not able to draw inference and apply information.	Not interested in experimentation, recording or drawing inference. Not very tidy and organized in his work. Generally disinterested.
Group discussion	Actively participates and usually leads all group discussions. Very often makes interesting observations and adds to the points given. Can analyze points critically and generate new ideas.	Actively participates. Good relations with other members. Often, makes interesting observations can analyze some points critically.	Participates sometimes. Satisfactory relations with other members. Sometimes makes interesting observations. Can analyze few points.	Hesitant to participate in-group discussions. Poor relations with other members. Rarely makes observations. Unable to analyze points.	A passive participant . Never makes observations, unable to analyze points .





## Annexure 3e



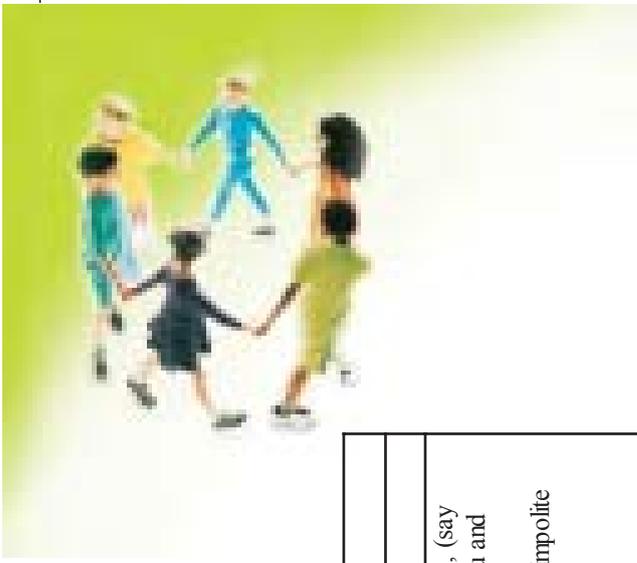
Continuous and Comprehensive Evaluation

<b>D COMPUTER EDUCATION (CLASSES III TO V)</b>					
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Skills</b>	Very confident in using graphic skills, word processing skills, and operating skills.	Skilled in operating and word processing skills.	Shows excellent eye hand coordination in operating skills.	Uses computer to enhance his knowledge on various topics taught in class. Uses computer as a tool.	Needs help from the buddy to complete his assignments.
<b>Aptitude</b>	Excellent in selecting and using different colours, creating pictures and identifying different features of multi media in work presentations.	Shows special aptitude in using tools to create shapes and lines.	Works with confidence and handles mouse with competence.	Is able to combine text and graphics with help from teacher.	Takes time to locate keys on the keyboard.
<b>GAMES (CLASS I TO V)</b>					
<b>ASPECTS</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Enthusiasm	Plays with full intrinsic motivation	Plays with full intrinsic motivation most of the time.	Plays with zeal but of his choice games	Plays but only when commanded	Always gives excuses
Discipline	Obeys all class discipline voluntarily and plays by following all rules of the game.	Obeys all class discipline voluntarily most of the time and plays by following all rules of the games	Obeys class discipline on command and follows rules only suited to his advantage	Obeys due to fear of punishment. Follows rules on command with displeasure	Lacks discipline.
Team spirit	Has team spirit and plays for winning	Has team spirit and plays for winning most of the time	Puts his effort, individually.	Shows team harmony on and off.	Not a team player.
Talent (Strength, stamina and speed)	Outstanding development of skills and displays high performance	Excellent development of skills and displays high performance most of the time.	Very good skill development but performs occasionally.	Average skill development	Slow skill development

## Annexure 3e

ART/CRAFT (CLASS I TO V)					
ASPECTS	A*	A	B	C	D
Interest	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art.	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art most of the time.	Enjoys drawing and painting. Shows imagination sometime	Prefers to be guided than using his own imagination	Prefers to reproduce what is seen. Needs repeated instruction.
Creativity	Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work.	Has original drawing and innovativeness in the work, shows more feeling and expressions in his/her work most of the time.	Good at reproducing. Shows feelings and emotions.	Can communicate the ideas in terms of effect and appeal.	Lacks creativity and looks for ideas and instructions from the teachers.
Skill	Excellent development of skills and high performance	Excellent development of skills and high performance most of the time.	Skills development is good but performs occasionally	Very slow skill development	No skills.
MUSIC/DANCE (CLASSES I TO V)					
Interest	Always very keen to learn and follow given instructions	Very keen to learn and follow instructions most of the time.	Needs little drive to learn and start	Sometime shows interest	Does not show much interest.
Rhythm	Child has a good sense of rhythm and keeps pace with the beat.	Child has a good sense of rhythm and sometimes falters in keeping pace with the beat.	Sometimes loses pace with the beat.	Sometimes goes off the beat and cannot make it up.	Does not have the sense of rhythm.
Melody	Child has a good sense of tune	Child has a good sense of tune and goes off key occasionally	Child goes off key, sometimes can come back in tune.	Child has the sense of time but goes off key in higher octave	Child does not have much sense of music.





## Annexure 3e



<b>PERSONALITY DEVELOPMENT</b>					
ASPECTS	A*	A	B	C	D
Courteousness	Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. Always speaks politely and uses good vocabulary never interrupts in between	Wishes others most of the time says sorry, thank you and excuse me stands up to give respect speaks politely never interrupts in between.	Many times wish others, (says sorry, thank you and excuse me). Some times interrupts: in between, speaks politely may times.	Sometimes avoids to wish, (says sorry, thank you and excuse me). Some times speaks politely interrupts in between.	Avoids wishing, (say sorry, thank you and excuse me) Aggressive and impolite
Confidence	Always very confident in carrying out various activities.	Very confident in carrying out various activities most of the time.	Confident in carrying out most of the activities.	Quite confident but needs to come up with his/her ideas.	Needs to develop confidence.
Care of belongings	Always respects the belongings and takes care.	Takes care of self as well as others property most of the time.	Most of the times takes care of belongings	Takes care but does not bother about others.	Careless about self as well as others property.
Neatness	Always wears proper and neat uniform. Vere careful about personal hygiene	Wears proper and neat uniform. Sometime nails/hair/teeth not clean	Wears proper and neat uniform most of the time.	Most of the times in improper uniform often not careful about hygiene	Often untidily dressed
Regularity and punctuality	Very particular about being regular and punctual to school/classroom. Always regular in doing and submitting assignments and projects.	Often particular about being regular and punctual to school/classroom often regular in doing and submitting assignments and projects.	Sometimes particular about being regular and punctual. Sometimes late in submitting assignments.	Sometimes irregular and not punctual to school/classroom. Sometimes late in submitting assignments and projects.	Irregular and sometimes late to school/classroom. Rarely submits assignments and projects in time.

## Annexure 3e

<b>PERSONALITY DEVELOPMENT</b>					
<b>ASPECTS</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Initiative	Always tries to do things independently. Always ready to participate in oral discussions/extra curricular activities	Most of the times tries to do things independently. Often ready to participate in oral discussions/extra curricular activities.	Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities.	Sometimes tries to do things independently. Sometimes ready to participate in oral discussions/extra curricular activities	Never does things independently. a voids participating in oral discussions/extra curricular activities.
Spirit of service	Always volunteers to participate in all activities for a social cause. Always ready to help others	Volunteers to participate in activities for a social cause most of the time. Often ready to help others.	Often volunteers to participate in activities for a social cause. Often helps others	Sometimes volunteers to participate in activities for a social cause. Sometimes helps others.	Rarely participates in activities for a social cause. Never bothers to help others.
Respect other's property	Always follows rules and regulations. Takes good care of property and consciously makes efforts to keep the environment clean.	Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Sometimes follows rules and regulations. Does bother about others' property. Sometimes litters his/her surroundings	Does not follow rules and regulations. Is not sensitive about others' property. Often litters his/her surroundings.
Self control	Well disciplined in the classroom/ corridors/ staircase. Never misbehaves or fights in the playground/break. Emotionally a balanced child.	Disciplined in the classroom/corridors/stair case most of the time. Never misbehaves or fights in the playground/break.	Disciplined in the classroom/corridors/ staircase most of the time. Occasionally misbehaves or fights in the playground/break	Disciplined in the classroom but not in corridors/staircase. Often misbehaves or fights/bullies in the play ground/break.	Indiscipline in the classroom/corridors/ staircase. Mostly misbehaves fights/ bullies in the playground/break.





## Annexure 3f

### CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi - 110092

S/PA/06

Dated 31st January, 2006

Circular No: 02/06

To  
All Heads of Institutions  
Affiliated to CBSE

Dear Principal

#### **Sub: Introduction of seven point grading system at the Middle School Level**

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

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

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

- Achievement Record (for classes I to V)
- Assessment through Continuous and Comprehensive Evaluation for primary classes
- Clarification of the five point rating scales by detailing various competencies

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

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

A*	-	90 and above
A	-	80 to 89
B*	-	70 to 79
B	-	60 to 69
C	-	45 to 59
D	-	34 to 44
E	-	Below 33 percent

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

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

Yours faithfully  
**Vineet Joshi**  
*Secretary*



Continuous and Comprehensive Evaluation

