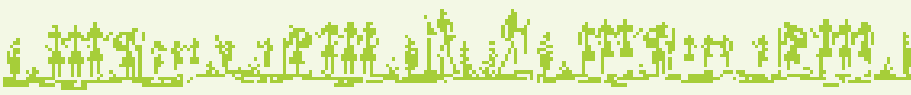


# Chapter 3



## CCE in Secondary Classes in CBSE

### Emergence of the Concept in CBSE

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

In the year 2000, the Board implemented the concept of an independent Certificate of School-based Evaluation to be awarded by the school to all students who passed class X CBSE examination. This certificate was awarded in addition to the Board's regular certificate and marks statement related to external examination. It carried a footnote that a certificate of CCE is also being issued by the school and should also be studied for judging the total personality of the student. Besides scholastic areas, co-scholastic areas were included in CCE for assessment over a continuous period of two years i.e. classes IX and X. A recommended format with detailed guidelines was prepared and disseminated to schools for adoption by the CBSE. (Annexure 4)

As the next step, in 2004, CCE was implemented in primary classes at I-V (*Vide Circulars No. 5/18/25/04*). Besides doing away with the concept of pass/ fail system upto class V, the assessment focused on the positive aspects of the child's development during this stage. Accordingly Achievement Records for the primary classes - (*for classes I & II and classes III to V*) were also developed and recommended to schools with the objective of facilitating holistic learning. As a follow up, the Board decided to extend CCE to classes VI to VIII in 2006 (*Circular No. 2/06*). (Annexure 4)

### The Format

The Certificate of School Based Assessment on Continuous Comprehensive Assessment will be available from the CBSE and the end of Class X. This will be filled up in the school and sent to the concerned RO in CBSE for countersignature.

### Eligibility

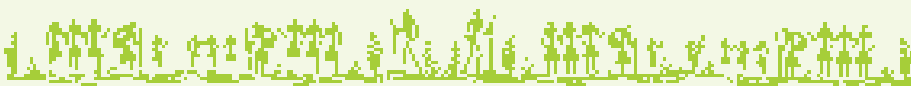
All regular students who have undergone a course of study at the X class of an affiliated school of CBSE shall be issued this certificate with effect from the year 2011.

### The Assessment

The assessment for Scholastic and Co-Scholastic areas shall be objective and should indicate the performance of the student in a manner as desired below.

The assessment will be recorded at the end of Class X in CCE card. This card has been divided into three parts. Now with effect from October 2009, CCE is being implemented in its strengthened form in class IX in all CBSE affiliated schools. In the session 2010-11, this will be implemented in both classes IX and X.





As far as Certificate of School Based Evaluation in Classes IX & X is concerned, the **three** parts are given below :

### PART 1

**Part 1** consists of the evaluation of Scholastic Attainments which will be reflected both for classes IX & X in this card in the form of Grades and Percentile Rank.

#### Part 1(A) :

- There will be two terms in both classes IX & X, the *first term* will be from *April - September* and the *second term* from *October to March* of the subsequent year.
- Each term will have *two Formative* and *one Summative Assessment*.
- Assessment will be indicated in Grades and Percentile rank.
- The grading Scale for the Scholastic Domain is a *nine point grading Scale* given at the back of the card.

### PART 1 (B)

- This will assess students for Work-Experience, Art Education and Physical and Health Education
- It will be assessed on a *five point grading scale*
- Descriptive Indicators are statements used to describe each learner
- Overall Grade will be given at the end of class IX and class X

### PART 2

**Part 2** consists of *Co-Scholastic Areas* where participants are assessed in two parts; 2(A) *Life Skills* and *Attitudes and Values* (2B).

#### Part 2(A) :

- Life Skills: This consists of *Thinking Skills*, *Social Skills* and *Emotional Skills* which will be assessed on a *five point grading Scale* (given at the back of the card).

#### Part 2(B) :

- This consists of attitude towards *Teachers*, *Schoolmates*, *School Programmes* and *Environment* and will be assessed on a *three point grading Scale*.
- Value Systems refers to the framework which must be developed right through primary to secondary level. These will be assessed on a *three point grading Scale*.



### PART-3

**Part 3** consists of *Co-Scholastic areas where in choice in participation and assessment thereof is available.*  
This part consists of two sub parts.

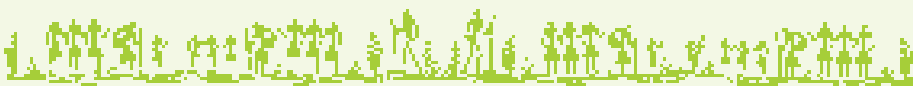
- **Part 3(A) :** *Literary & Creative skills, Scientific skills, Aesthetic Skills and Performing Art and Clubs (Eco, Health and Wellness clubs etc.).*
- **Part 3(B) :** Eight different kinds of activities have been provided.
  1. Sports/ Indigenous sports (*Kho-Kho etc.*)
  2. NCC /NSS
  3. Scouting and Guiding
  4. Swimming
  5. Gymnastics
  6. Yoga
  7. First Aid
  8. Gardening/Shramdan
- The learner needs to be assessed on **any two** from the first subpart and **any two** from the second subpart.

### GENERAL

- Except Life Skills each of these Co-scholastic areas will be assessed on a *three point grading Scale.*
- Assessment of Scholastic attainments 1(A) will be reported *once in class IX and once in class X.*
- Assessment of Scholastic attainments 1(B) will be reported *once in class IX and once in class X.*
- Assessment of Co-Scholastic 2(A) and 2(B) will be reported *once in class IX and once in class X.*
- Assessment of Co-Scholastic 3(A) and 3(B) will be reported *once in class IX and once in class X.*

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

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



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

The *Assessment of Performance* in the areas like *Work Experience*, *Art Education* and *Health & Physical Education* will to be done on 5-point scale given at the back of the card.

SCHOLASTIC B	Grade	A+	A	B+	B	C
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- Assessment will be recorded once a year.

*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*



## CERTIFICATE OF SCHOOL BASED ASSESSMENT

Given is a sample of the Certificate of School Based Assessment which will be used as feed back mechanism for students performance at the end of Class IX and Class X.

<b>CONTINUOUS AND COMPREHENSIVE EVALUATION</b> <b>CERTIFICATE OF SCHOOL - BASED ASSESSMENT</b> <small>(Issued as per directives of Central Board of Secondary Education, Delhi)</small>	
AFFILIATION NO. : _____	
NAME OF SCHOOL : _____	
COMPLETE ADDRESS : _____ _____	
E-mail Id : _____ Telephone No. : _____	
<b>CLASSES IX - X</b> <b>SESSION : 2009-2011</b>	
<b>STUDENT PROFILE</b>	
1. NAME OF STUDENT : _____ 2. DATE OF BIRTH : _____ 3. MOTHER'S NAME : _____ 4. FATHER'S NAME : _____ 5. ADMISSION NO : _____	<div style="border: 1px solid black; padding: 5px;">             STUDENT'S PHOTO              WITH              SIGNATURE  <small>(Attested by the School Principal along with School Seal)</small> </div>
<b>SELF AWARENESS</b>	
MY GOALS : _____	
MY STRENGTHS : _____	
INTERESTS & HOBBIES : _____	
SPORTS / GAMES : _____	
RESPONSIBILITIES DISCHARGED / EXCEPTIONAL ACHIEVEMENTS : _____ _____ _____	
<i>Signature of Student</i>	<i>Signature of Principal</i> <i>Seal</i>
<i>Signature of Board</i> <i>Official Seal</i>	





## PART – I : ACADEMIC PERFORMANCE : SCHOLASTIC AREAS

### A.

S. No.	Subjects	Class IX				Class X		
		Formative Assessment	Summative Assessment	Overall Grade	Percentile Rank	Formative Assessment	Summative Assessment	Overall Grade
		Grade	Grade			Grade	Grade	
01	LANGUAGE-I							
02	LANGUAGE-II							
03	MATHEMATICS							
04	SCIENCE							
05	SOCIAL SCIENCE							
06*	I.T.							
07	H. Science							
08	Painting							
09	Music							
10	Book Keeping							
11*	Commerce / Accountancy							
12	Addl. Optional Subject							

\* Subjects listed from Sr. No. 06 to 11 are prescribed by the CBSE for the children with Learning Disabilities.

### B.

S. No.		Class IX		Class X	
		Descriptive Indicators*	Overall Grade	Descriptive Indicators*	Overall Grade
1.	WORK EXPERIENCE				
2.	ART EDUCATION				
3.	PHYSICAL AND HEALTH EDUCATION/ GAMES				

#### Attendance: Class IX

Total attendance of the student \_\_\_\_\_  
Total working days \_\_\_\_\_

#### Attendance: Class X

Total attendance of the student \_\_\_\_\_  
Total working days \_\_\_\_\_



## PART 2: CO – SCHOLASTIC AREAS

### 2 (A) : LIFE SKILLS

S. No.		Class IX		Class X	
	Life Skills	Descriptive Indicators*	Grade	Descriptive Indicators*	Grade
1.	Thinking Skills*				
2.	Social Skills*				
3.	Emotional Skills*				

*\*Thinking Skills (Creative and Critical Thinking, Problem Solving, Decision Making, Self Awareness)*

*Social Skills (Interpersonal, Communication, Empathy) Emotional Skills (Coping with Stress, Coping with Emotions)*

**\* Descriptive Indicators are statements used to describe each learner. Suggestions are given in Teachers' Manual on Continuous and Comprehensive Evaluation**

### 2 (B) : ATTITUDES & VALUES (Grading on a three point scale — A+, A & B)

S. No.		Class IX		Class X	
	Attitude Towards	Descriptive Indicators*	Grade	Descriptive Indicators*	Grade
1.1	Teachers				
1.2	School-mates				
1.3	School Programmes				
1.4	Environment				
2.	Value Systems				



### PART 3: CO-SCHOLASTIC ACTIVITIES

#### 3(A) : Literary & Creative Skills, Scientific Skills , Aesthetic Skills & Performing Art and Clubs (Any two of the following to be assessed)

(Grading on a three point scale — A+, A & B)

S.No	Activities	Class IX		Class X	
		Descriptive Indicators*	Grade	Descriptive Indicators*	Grade
01.	Literary & Creative Skills				
02.	Scientific Skills				
03.	Aesthetic Skills & Performing Art				
04.	Clubs (Eco, Health & Well-ness & Others)				

Activities that can be used for :

**Literary & Creative Skills :** (Debate, Declamation, Creative Writing, Recitation, Drawing, Poster - Making, Slogan Writing, On-the-Spot Painting, Theatre).

**Scientific Skills :** (Science Club, Projects, Maths Club, Science Quiz, Science Exhibition, Olympiads)

**Aesthetic Skills :** Music (Vocal, Instrumental), Dance, Drama, Craft, Sculpture, Puppetry, Folk Art forms etc.)

#### 3 (B) : Health and Physical Education

(Any two of the following to be assessed)

(Grading on a three point scale — A+, A & B)

- |                                             |                        |                         |
|---------------------------------------------|------------------------|-------------------------|
| 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 |                         |

S.No	Activity	Class IX		Class X	
		Descriptive Indicators*	Grade	Descriptive Indicators*	Grade





#### Health Status

Height : \_\_\_\_\_ Weight : \_\_\_\_\_  
 Blood Group : \_\_\_\_\_ Vision : (L) \_\_\_\_\_, (R) \_\_\_\_\_  
 Teeth : \_\_\_\_\_ Oral Hygiene : \_\_\_\_\_  
 Specific Ailment, if any : \_\_\_\_\_

#### Continuous and Comprehensive Evaluation

1. Continuous and Comprehensive Evaluation is a process to provide holistic profile of the learner through regular assessment of both scholastic and co-scholastic aspects of development over the total span of learning time.
2. As it is spread over a period of two years in classes IX & X, it provides several opportunities for the school to identify the latent talents of the learners in different domains.

#### GRADING SYSTEM

##### SCHOLASTIC A

MARKS RANGE	GRADE	GRADE POINT
91 – 100	A1	10.0
81 – 90	A2	9.0
71 – 80	B1	8.0
61 – 70	B2	7.0
51 – 60	C1	6.0
41 – 50	C2	5.0
33 – 40	D	4.0
21 – 32	E1	
00 – 20	E2	

##### SCHOLASTIC B

GRADE
A +
A
B+
B
C

Promotion is based on the day-to-day work of the students throughout the year and also on the performance in the terminal examination.

\* First term – FA1 (10%) + FA2 (10%) + SA1 (20%) Formative Assessment (FA) 1+2+3+4 = 40%  
 \* Second term – FA3 (10%) + FA4 (10%) + SA2 (40%) Summative Assessment (SA) 1+2 = 60%





### LIFE SKILLS ASSESSMENT (2A)

**\*\* The 5 point Grading Scale for Life Skills Assessment is given below:**

<i>Most indicators in a skill</i>	-	<i>A+</i>	<i>Some indicators in a skill</i>	-	<i>B+</i>
<i>Many indicators in a skill</i>	-	<i>A</i>	<i>Few indicators in a skill</i>	-	<i>B</i>
<i>Very few indicators in a skill</i>	-	<i>C</i>			

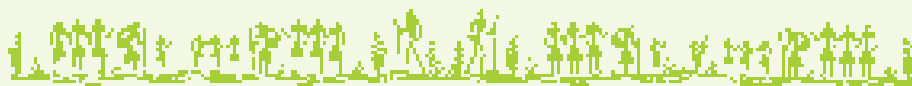
**The Indicators of Assessment for each category of Life Skills are given below :**

Thinking Skills	Social Skills	Emotional Skills
<b>Student demonstrates the ability to:</b> <ol style="list-style-type: none"> <li>be original, flexible and imaginative</li> <li>raise questions, identify and analyze problems.</li> <li>implement a well thought out decision and take Responsibility</li> <li>generate new ideas with fluency</li> <li>elaborate / build on new ideas</li> </ol>	<b>Student demonstrates the ability to:</b> <ol style="list-style-type: none"> <li>identify, verbalize and respond effectively to others' emotions in an empathetic manner</li> <li>get along well with others</li> <li>take criticism positively</li> <li>listen actively</li> <li>communicate using appropriate words, intonation and body language</li> </ol>	<b>Student demonstrates the ability to:</b> <ol style="list-style-type: none"> <li>identify one's own strengths and weaknesses</li> <li>be comfortable with one's own self and overcome weaknesses for positive self-concept</li> <li>identify causes and effects of stress on oneself</li> <li>develop and use multi-faceted strategies to deal with stress</li> <li>ability to express and respond to emotions with an awareness of the consequences.</li> </ol>

**\*The indicators of assessment for each category are given in Teachers' Manual for School Based Assessment.**



**CENTRAL BOARD OF SECONDARY EDUCATION**



## Health Status

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 twice in a session (July and January). If this facility is not available general information about health i.e. height & weight, etc. could be obtained twice in every session. 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 on the Report Card / Certificate of SBA.

In addition to this general information, physical disabilities and diseases e.g. defective vision, maintenance of teeth, deafness, long absence due to illness, which the teacher can detect at one's own level, should also be noted. S/he 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 expressed in kilograms.

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

### Health education: needs to be assessed on the basis of :

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

The teachers responsibility in this area will be limited to general observations for being communicated to the parents/guardians on the above aspects of health of all students. 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 it*

The teacher thinks about each individual child and reviews what s/he has learnt during the term and what s/he needs to work on and improve by recording comments and remarks in the Report Card. To be able to write such report cards teachers would need to think about each child individually by observing them during everyday teaching and interaction. One does not need special tests for this, learning activities themselves provide the basis for such ongoing observational and qualitative assessments of children. Maintaining a daily diary based on observation helps in Continuous and Comprehensive Evaluation.



The suggested format of a Report Card is given below. It is merely suggestive and not mandatory for schools to print a similar Report Card.

SCHOOL LOGO	
NAME OF SCHOOL : _____	
COMPLETE ADDRESS : _____	
E-mail Id : _____ Telephone No. : _____	
<i>Report Book</i>	
Class IX	
Session : _____	
<b>Student Profile</b>	
Name of Student _____	
Section _____	House _____
Admission Number _____	Date of Birth _____
Residential Address and Telephone No. _____	
Board Registration No. _____	
Mother's Name _____	Father's Name _____
<b>Health Status</b>	
Height : _____	Weight : _____
Blood Group : _____	Vision : (L) _____, (R) _____
Teeth : _____	Oral Hygiene : _____
Specific Ailment, If any : _____	
<b>Attendance:</b>	
Total attendance of the student _____	Total working days _____
Specimen Signature of Parents/Guardian : _____	
Signature of the Class Teacher : _____	

**PART I : ACADEMIC PERFORMANCE : SCHOLASTIC AREAS\***

A. SUBJECT	TERM I				TERM II			
	FA 1	FA 2	TOTAL (FA)	SA 1	TOTAL (FA)	SA 2	TOTAL	OVERALL GRAND (Term I + Term II)
LANGUAGE-I								
LANGUAGE-II								
MATHEMATICS								
SCIENCE								
SOCIAL SCIENCE								
ADL. OPTIONAL SUBJECT								

B.	TERM I				TERM II			
	FA 1	FA 2	TOTAL (FA)	SA 1	TOTAL (FA)	SA 2	TOTAL	OVERALL GRAND (Term I + Term II)
WORK EXPERIENCE								
ART EDUCATION								
PHYSICAL & HEALTH EDUCATION								

**PART 2: CO – SCHOLASTIC AREAS**

TERM I				TERM II			
2 A : LIFE SKILLS	SKILL	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS
THINKING SKILLS							
SOCIAL SKILLS							
EMOTIONAL SKILLS							

\* Thinking skills (Creative and Critical Thinking, Problem Solving, Decision Making, Self Awareness) \* Social Skills (Interpersonal, Communication, Empathy) \* Emotional Skills (Dealing with Stress, Managing Emotions)

**2 B : ATTITUDES & VALUES (Grading on a Three point scale A+, A and B)**

TERM I				TERM II			
S.No.	ATTITUDE TOWARDS	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS
1.	TEACHERS						
1.1	SCHOOL MATES						
1.2	SCHOOL PROGRAMMES						
1.3	ENVIRONMENT						
1.4	VALUE SYSTEMS						

**PART 3: CO-SCHOLASTIC ACTIVITIES (Grading on a Three point scale A+, A and B)**

TERM I				TERM II			
3 (A) : Any two of the following to be assessed	ACTIVITY	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS
LITERARY and CREATIVE SKILLS							
SCIENTIFIC SKILLS							
AEASTHETIC and PERFORMING ART							
CLUBS (Eco Club, Health and Wellness and others)							

**HEALTH AND PHYSICAL EDUCATION**

TERM I				TERM II			
3 (B) Any two of the following to be assessed	ACTIVITY	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS	GRADE	DESCRIPTIVE INDICATORS
(Grading on a Three Point Scale A+, A & B)							
1. Sports/Indigenous Sports							
2. NCC/NSS							
3. Scouting & Guiding							
4. Swimming							
5. Gymnastics							
6. Yoga							
7. First-Aid							
8. Gardening/Shramdaan							

The Formative Assessment (FA) comprises of paper-pencil tests as well as assignments, projects, practical work etc. Only the grades may be reflected in the column under FA and SA. Separate registers may be maintained by teachers to record the marks obtained by students in different tasks. These marks may be converted into grades according to given grading system and entered in the columns.



**Students are to be awarded grades according to the following scheme:**

### GRADING SYSTEM

SCHOLASTIC-A			SCHOLASTIC-B	
MARKS RANGE	GRADE	GRADE POINT	GRADE	
91 – 100	A1	10.0	A +	
81 – 90	A2	9.0	A	
71 – 80	B1	8.0	B +	
61 – 70	B2	7.0	B	
51 – 60	C1	6.0	C	
41 – 50	C2	5.0		
33 – 40	D	4.0		
21 – 32	E1			
00 – 20	E2			

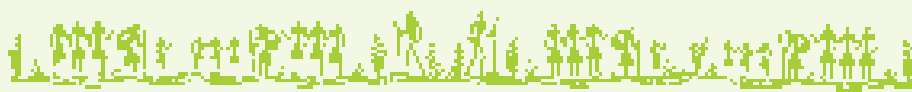
Promotion is based on the day-to-day work of the students throughout the year and also on the performance in the terminal examination.

\* First term – FA1 (10%) + FA2 (10%) + SA1 (20%) Formative assessment (FA) 1+2+3+4 = 40%  
 \* Second term – FA3 (10%) + FA4 (10%) + SA2 (40%) Summative assessment (SA) 1+2 = 60%

### LIFE SKILLS ASSESSMENT (2A)

\*\* The 5 point Grading Scale for Life Skills Assessment is given below:

Most indicators in a skill	-	A+	Some indicators in a skill	-	B+
Many indicators in a skill	-	A	Few indicators in a skill	-	B
Very few indicators in a skill	-	C			



### Guidelines For Filling In The CCE Card

Name of Student	As required in the Certificate
Date of Birth-	In words and numbers (Twenty Sixth of November Nineteen Ninety Two e.g. 26-11-1992)
Mother's Name	As on Birth /Registration Certificate
Father's Name ADMISSION NO.	
BOARD'S REGISTRATION NO.	Provided at the time of filling entries.
SELF AWARENESS	To be filled at the end of 2years after discussion with the student.
MY GOALS	
MY STRENGTHS	
INTERESTS AND HOBBIES	

#### Inside Cover

#### Part - I Academic Performance:

##### Scholastic Areas.

A. Formative Grade = F1 + F2 + F3 + F4 = \_\_\_\_\_ Grade

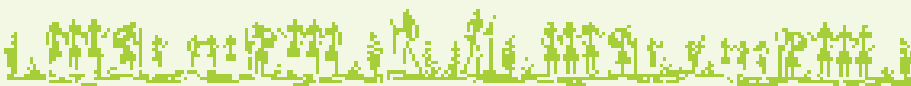
B. Summative Grade = S1 + S2 = \_\_\_\_\_ Grade

Overall Grade -

FA-1 (10%) + FA-2 (10%) + FA-3 (10%) + FA-4 (10%) + SA-1 (20%) + SA-2 (40%)

Percentile Rank - Calculate using

$$\frac{\text{No. of score below } x}{n} \times 100 = \text{Percentile Rank}$$



### **PART 1 (A) : Scholastic Areas**

Overall grade of formative Assessments over the two terms (F1+F2+F3+F4) needs to be given and the overall grade of summative Assessment (S1+S2) must be given. A total of the two grades needs to be given in the relevant column. Details of assessment are given in details below.

As far as Scholastic (B) relating to Work Experience, Art Education and Physical and Health Education/ Games is concerned, the Grading Scale and Indicators of Assessment have been given.

### **PART 2: Co-Scholastic Areas**

#### **Part (2A) : Life Skills**

These are to be filled in after a period of observation over one year by the Class Teacher in consultation with the subject teachers. Students will be assessed on all the groups of Life Skills. The guidelines for filling this are given in detail later in the document.

#### **PART 2(B): Attitude and Values**

*Attitude towards Teachers, School Mates, School Programmes and Environment* needs to be assessed on a three point scale after observation over one year. The various tools and techniques to be used as well as the Indicators of Assessment need to be taken into consideration by the teachers. **These will be filled in by the Class Teacher in consultation with all subject teachers.**

#### **PART 3(A) : Co-Curricular Areas**

Co-Curricular activities consist of *Literary and Creative Skills, Scientific Skills, Aesthetic Skills and Performing Art and Clubs* which include *Eco-clubs, Health and Wellness Clubs*, etc. A student will be expected to choose *two activities* from these four groups and will be assessed on their level of participation and achievement on a *three point grading scale* by the concerned teachers.

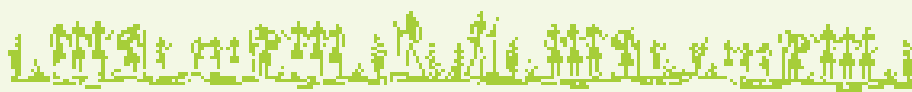
#### **PART 3(B): Health and Physical Education**

Students will be assessed on any two activities that are chosen from within the *eight* different activities grouped under *Health and Physical Education*. The objective is to benefit from Physical fitness activities to maximize health benefits. These will also be assessed on a *three point grading scale*. They will be assessed by teachers involved in various activities in school.

These have to be filled in after a period of observation over one year.

The areas given in the CCE card 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 of Creative and Critical Thinking, Problem Solving and Decision Making, Managing Stress and Emotions* 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 developing 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.

### Evaluation of Scholastic aspect:

#### Scholastic Part 1(A)

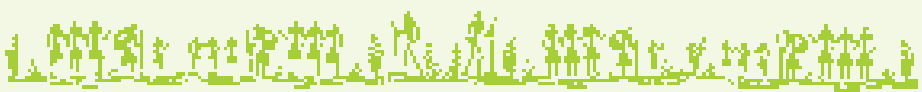
##### 3.1 Evaluation of Academic Subjects in Class IX.

Six assessments are proposed:

Type of assessment	Percentage of weightage in academic session	Month	Term wise weightage
<b>FIRST TERM</b>			
Formative Assessment-1	10%	April-May	FA-1+2=20%
Formative Assessment-2	10%	July-August	
Summative Assessment-1	20%	September	SA- 1=20%
<b>SECOND TERM</b>			
Formative Assessment-3	10%	October-November	FA-3+4=20%
Formative Assessment-4	10%	January-February	
Summative Assessment-2	40%	March	SA-2=40%

Total Formative Assessments= FA-1 + FA-2 + FA-3 +FA-4 = 40%

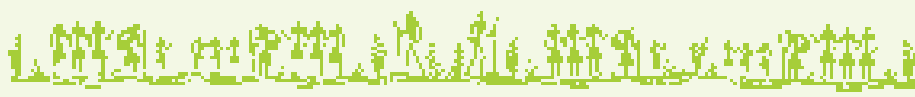
Summative Assessments = SA-1 + SA-2 = 60%



Given below are suggestions for the methods (*tools and techniques*) to be adopted by schools for student evaluation

<b>Academic Achievement</b>	<b>Aspects of Evaluation</b>
Scholastic Part 1(A)	<p><b><i>Tools and Techniques of Evaluation</i></b></p> <p>Besides written tests and practical assessments through periodical tests and examinations, special focus may be on-</p> <ul style="list-style-type: none"> <li>• Projects (Group)</li> <li>• Surveys</li> <li>• Observations</li> <li>• Explorations (Discovery method)</li> <li>• Experimentation</li> <li>• Questions- Questioning techniques</li> <li>• Question papers - Assignments</li> <li>• Observation schedules - Anecdotal records</li> <li>• Portfolios</li> </ul> <p style="text-align: right;">→ <b>Formative Assessment</b></p> <p><b><i>Periodicity</i></b></p> <p>Continuous process</p> <p>Consolidation for certification twice in an academic session</p> <p>Presuming that a session starts in April and ends in March the marks obtained by a student may be reduced to the indicated percentages</p> <p><i>Assessments in April, May, July, August, October, November, December January, February are to be Formative in nature and those at the end of September and March <b>Summative</b>.</i></p> <p><b><i>Coverage</i></b></p> <p>For all students</p>

In so far as the Formative Assessments are concerned, it is proposed that the schools should conduct their own assessments. Schools should not restrict themselves to paper pencil tests.

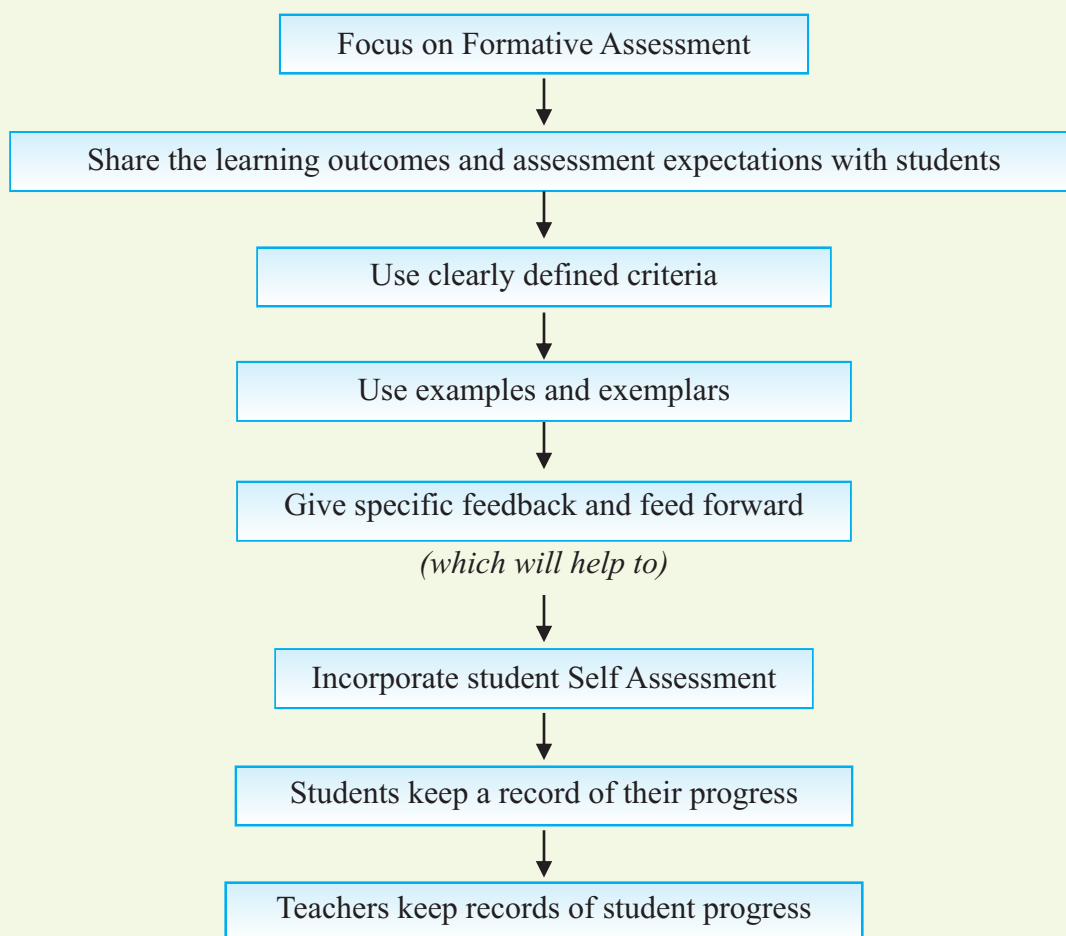


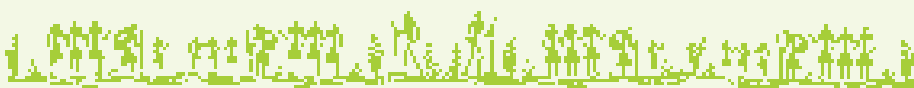
- Assessments will be written as well as oral tests. It could also include projects/activities / quizzes / assignments / class work / home work

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**. Small 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.

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.

### Formative Assessment Scheme





### The reason why we use different methods is because of the following:

- 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.

### Proposed Evaluation Scheme For Scholastic Subjects

- Open to all students of Classes IX and X.
- They will be assessed by CCE in the school itself.
- CCE over one academic year will have two terms. (*April-September and October-March*)
- Each term will have **two formative** and **one summative** assessment.

### Formative Assessment (FA)

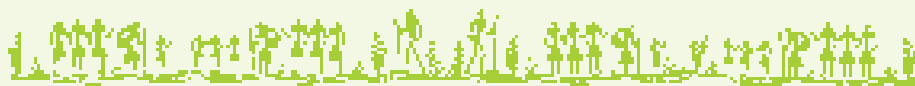
- |                  |                              |                           |
|------------------|------------------------------|---------------------------|
| • Class work     | • Quizzes                    | • Experiments             |
| • Homework       | • Projects (Group/Individual | • Conversation/Interviews |
| • Oral questions | • Assignments/Tests          |                           |

Formative Assessment will be used to assess the teaching learning of the syllabus.

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 be made in the class timetable for mentoring to help both weak and gifted students. The teacher also needs to incorporate strategies for dealing with differently abled students in her class. Two Case Studies for reference have been provided in chapter five.

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 remedial measures are taken in time for performance enhancement of 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 implications.**



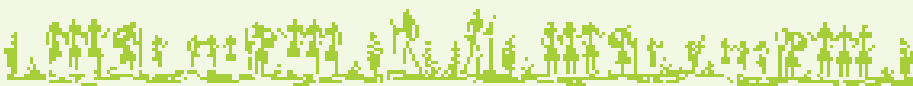
In order to fulfill the objectives of **Formative Assessment** and to enable students to improve performance, teachers need to use a variety of assessment tools during the course of their teaching. It is mandatory that teachers use at least 3 - 4 different assessment tools during the term for Formative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

### **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 etc.
- **Research projects which involve** - information gathering, deductive reasoning, analysis and synthesis and a presentation using a variety of forms including the use of the IT.
- **Pair work/group work.**
- **Peer assessment**

### **Mathematics**

- Problem solving, MCQ
- Data handling and analysis
- Investigative projects
- Math lab activities
- Models including origami etc.
- Research projects and presentations
- Group projects
- Peer assignment
- Presentations including the use of IT

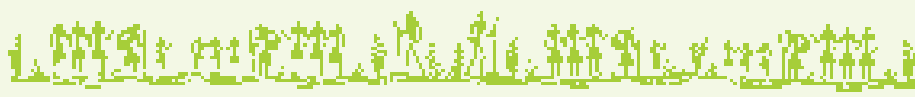


### Sciences

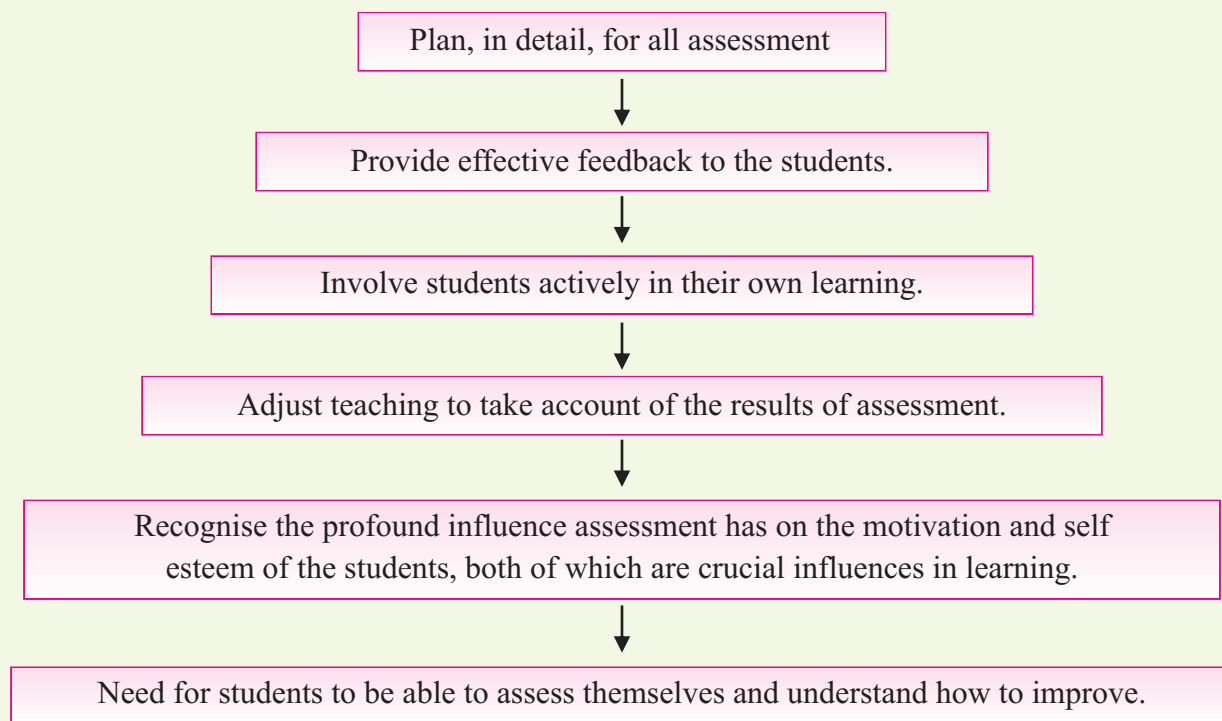
- **Written assignments** - MCQ, Descriptive
- **Experimental work** which may involve *one or more* of setting experiments, making observations, handling data, making deductions, working safely
- **Planning or designing experiments** to collect data or to investigate properties, laws, phenomena etc.
- **Research** which could be investigate or information gathering and deducing
- **Group work** - research or experimental
- **Contextual research projects**
- **Peer assignment**
- **Presentations including the use of IT**
- **Science Quiz**
- **Seminar**
- **Symposium**
- **Field Tour**
- **Class Response**
- **Model Making**

### Social Sciences

- **Written assignments** - short and long answers
- **Commentaries**
- **Source based analysis**
- **Projects** - investigative, informative, deductive, analytical
- **Research**
- **Group work** - projects, presentations
- **Models and charts**
- **Presentations** including the use of IT
- **Using Authentic Sources** and primary texts
- **Open book test**
- **Secondary sources**
- **Comparison and Contrast**



Formative Assessment will aid learning in the class room and have a washback effect on teaching. The key factors involved in Formative Assessment are:

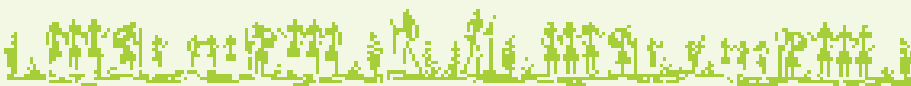


**Practically this means :**

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

Terminal tests would also be a part of evaluation of the achievement of the learners. It must be ensured that term tests are based on learning units taught during that particular term only.

There are a variety of approaches for assessing a learner's attainments and it is advisable not to depend on one particular method for recording information about the learner's progress.



### Some ways by which teachers can apply Formative Assessment in class

Use a variety of tools (*oral, projects, presentations*) so that all students, of different abilities and learning styles, can exhibit their understanding

Always share the assessment criteria with the students so that they know exactly what is expected of them

Allow peer and self assessment to enable students to get a better understanding of the expectations

Always give an opportunity to the student to improve on a particular area/skill and a chance to display that improvement

### Specific Recommendations For Formative Assessment

Students begin the session in April and it is recommended that Formative Assessment begins in April at the beginning of the new session.

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 not more than once for assessing student performance under formative Assessment.

It is suggested that for Science at least 1 out of the 4 Formative Assessments in the year are Experiments. For Mathematics at least one out of 4 should be assessing performance in Maths Lab activities. In Social Studies at least 1 out of 4 should be based on projects. In Languages at least 1 out of 4 should be assessing Conversation skills in the form of listening comprehension or conversations. These are merely guidelines. The purpose is to use multiple models of assessment so that the focus on written tests is reduced.

#### Languages

- Give specific feedback on a given piece with examples .Eg; for an essay - punctuation, long sentences, organisation
- Share examples of exemplar work with the student
- Allow student to redraft and improve using the specific feedback

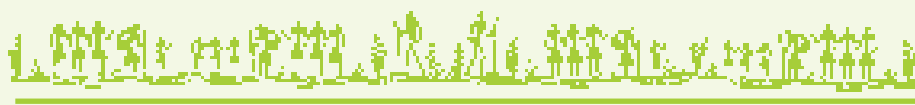
#### April - May

Languages - Oral quizzes, listening comprehension, conversations/Dialogues or prepared speeches on given topics.

#### July - Aug

Languages -Comprehension, Research projects (could also be cross curricular with Social Sciences).





### **Nov - Dec**

Languages -Creative writing, Presentations involving conversation with peers and the teacher

### **Jan - Feb**

Languages -Creative writing, commentaries on the text

**Note :** There could be a number of Class Tests/Unit Tests with the percentage finally being reduced to the prescribed norm.

### **Science and Mathematics**

- Prepare assignment on a topic which assesses a variety of skills (*problem solving, graphical analysis, substituting correctly*)
- While marking the assignment identify the key areas where the student/s needs help
- Explain these to the student using examples and showing exemplar work
- Give another assignment to the student while re- assessing the identified skills
- Allow the student the opportunity to improve on work done.

### **April - May**

**Mathematics** - Group projects, Data handling and analysis

**Sciences** - Experiments which supplement theory, Research (information gathering and deducing)

### **July - Aug**

**Mathematics** - Group projects - problem solving, Maths Lab activities

**Sciences** - Presentations on a Research, Design / Planning experiments

### **Nov - Dec**

**Mathematics** - Problem solving, Online tests using IT

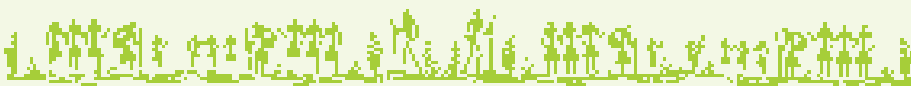
**Sciences** - Investigations in Science for a stated problem, MCQs

### **Jan - Feb**

**Mathematics** - Problem solving - in groups, Math lab activities

**Sciences** - design experiments, Applications (which could be experiments, problems etc.)

**Note :** There could be a number of Class Tests/Unit Tests with the percentage being finally reduced to the prescribed norm.



### **Social Studies**

- Projects - define the problem or aim of project keeping in mind the various skills you would like students to display
- Explain and describe the assessment criteria to the students before they begin the task (*Eg; 2 marks will be for stating the problem, 3 marks for the research and the variety of sources chosen*)
- While marking identify the exact areas which need to be worked upon by the student
- Explain these to the student using examples and showing exemplar work
- Allow students a chance to redraft their work, assignments.

#### **April - May**

**Social Sciences** - Research projects, Group investigations, Reading with a purpose (making notes)

#### **July - Aug**

**Social Sciences** - Presentations on a research topic, MCQs

#### **Nov - Dec**

**Social Sciences** - Charts, Models

#### **Jan - Feb**

**Social Sciences** - Source based analysis

**Note :** There could be a number of Class Tests/Unit Tests with the percentage being finally reduced to the prescribed norm.

### **IMPORTANT NOTE**

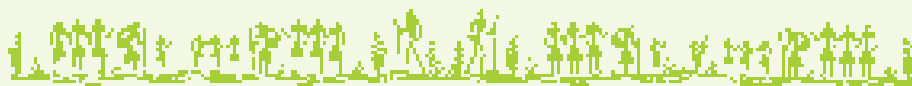
The formative assessment grade may not be for one assessment only. It should be an average of work done over a period of time. For example a grade which reflects experiments should be an average for practicals (3-4) attempted over a certain period of time.

### **Implementation of Formative Assessment**

- Learning goals, intentions or outcomes and criteria for achieving these.
- Rich conversations between teachers & students that continually build and go deeper.
- Provision of effective timely feedback to enable students to advance their learning.
- Active involvement of students in their own learning.
- Teachers responding to identified learning needs and strengths by modifying their teaching approach(es).

*Black & Wiliam, 1998*





## INDICATORS OF ASSESSMENT FOR DIFFERENT PARTS

### SCHOLASTIC

#### PART 1 - B

#### Part 1 B- INDICATORS OF ASSESSMENT

The Indicators of Assessment for *Work-Experience*, *Art Education* and *Health and Physical Education* are given. Teacher may use these Indicators to write the Descriptive Indicators in their Records.

#### WORK EXPERIENCE

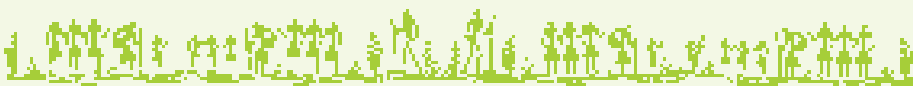
##### Student exhibits

- A collaborative approach to the process of learning
- Is Innovative in ideas
- Plans and adheres to timelines
- Is Involved and motivated
- Demonstrates a positive attitude
- Is helpful and guides and facilitates others
- Demonstrates an understanding of correlation with real life situations

#### ART EDUCATION

##### Student demonstrates

- An innovative and creative approach
- Aesthetic sensibilities
- Observation skills
- Interpretation and originality
- Correlation with real life
- A willingness to experiment with different art modes/ mediums
- Awareness and appreciation of works of artists
- Peer appreciation



## PHYSICAL AND HEALTH EDUCATION/GAMES

### Student shows

- An appreciation and understanding of good physical health and physical fitness
- An involvement in sports/physical education programs
- Team work
- A knowledge of different sports and rules of games
- Motivation and leadership
- Skills of coordination, agility and balance
- An awareness of rules of safety
- An evidence of being self disciplined

### Reflections....

'Behold the turtle. He progress only when he sticks his neck out'

*James Conan Biyant*

The important distinction for a teacher is to distinguish between projects that ask students to *reproduce* knowledge and those that ask students to *produce* knowledge such as solutions, decisions, clarifications, explanations and insights

Fred Newman (*A Guide to Authentic Instruction and Assessment*).

*Teaching should be in the conversational mode rather than in the mode of authoritarian monologue*