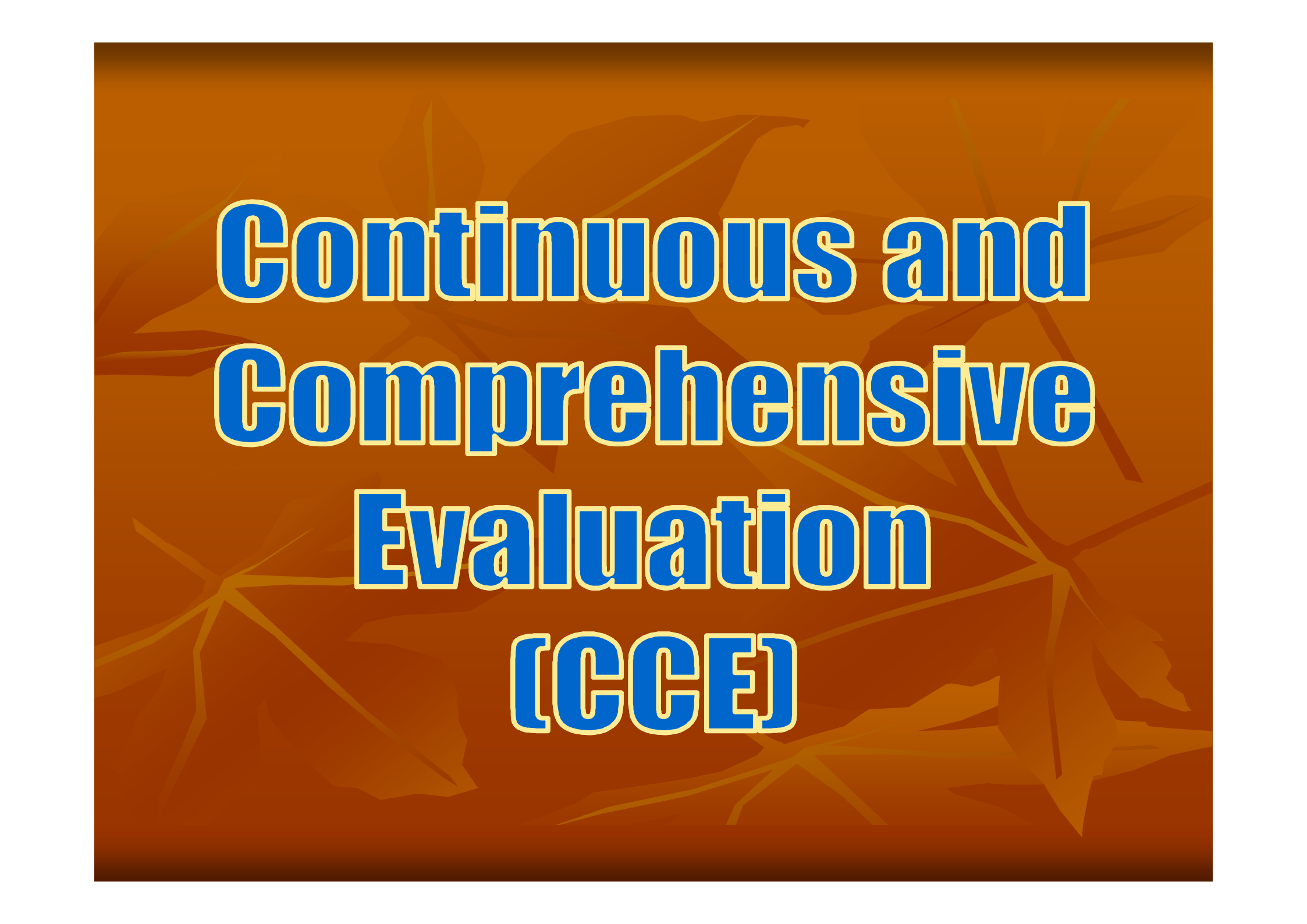




**SCERT, A.P.,
HYDERABAD**

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Continuous and Comprehensive Evaluation (CCE)

Curriculum and Basic Questions

- What educational purposes should the schools seek to achieve? (Educational Goals, Objectives – Curricular/Academic Standards)
- What educational experiences can be provide that are to achieve these purposes? (Teaching, Learning Process)
- How can these educational experiences be meaningfully organized? (Classroom Management & Learning Environment)
- How do we ensure that these educational purposes are indeed being accomplished? (Assessment)

Guiding Principles

- Keeping the potential of the child to learn always in focus,
- Respecting the systems of knowledge such as languages children bring to school,
- Connecting knowledge to life outside the school; children should not feel that,
- Ensuring that learning is shifted away from rote methods and the focus should be on interactions, project work, analysis etc. what they are learning at school should have relevance to their lives,

- Enriching the curriculum to provide for overall development of children rather than remain textbook centric (Curricular & Co-curricular Activities),
- Promoting social constructivism, issue-based curriculum and critical pedagogy across curricular areas,

- Nurturing towards flora and fauna and respect for bio-diversity and social diversity, respect to the work shall be promoted as a part of school curriculum,
- Locating classroom practices in the languages and cultures of children.
- Making examinations more flexible and integrated into classroom life; more focus on assessment for learning than assessment of learning.

CCE

- What is the purpose of assessment?
- What to be assessed? (areas of assessment)?
- How to assess? (Tools & Techniques)
- What is the need and function of feedback?
- How assessment is useful for different stakeholders?

Concept of Evaluation

Objectives



**Learning
Experiences**

Evaluation

1. Implementation of Continuous and Comprehensive Evaluation

- Examination reforms is an important component of curriculum and the evaluation is powerful means of improving the quality of Education. All the educational committees recommended for reducing emphasis on external examinations and encouraging internal assessment through CCE. The scope of evaluation in schools extents all the areas of learners personality development. It includes both scholastic and co-scholastic areas and should be comprehensive in nature. This is in line with the goals of education.

The Present Status of Assessment

- Mismatch between curricular goals and assessment content.
- Domination of Paper Pencil test and no focus on oral and performance test.
- The test results do not impact on teaching because the next stage of syllabus will be tested on the next examination.
- Individual children learning needs downgraded in the push to cover the syllabus before next assessment.
- Memory oriented responses without much focus on original thinking and expression.
- Education seen as transmission of information and learning reproduced from the textbooks.

- The curriculum aims at developing a holistic personality but the practice reflects transaction of few subjects i.e. Languages and Non-Languages and no focus on creative areas like; arts, crafts, values, health and physical education, life skills etc.,
- The assessment do not focus during learning but after learning (after completion of unit / term) and helps in categorizing the students as based performance.
- Teacher seldom takes assessment results as feedback to their teaching and change teaching learning processes and focus on neglected aspects of learning.
- More focus on teaching what is going to be assessed? Therefore use of guides and guide type material .
- Educational change is limited by the power of the assessment practices.

CCE and Examination Reforms

Following are the proposed reforms as a part of implementation of CCE.

- Making examinations more flexible and integrated into classroom teaching through formative assessment.
- Ensuring that learning is shifted away from rote methods and memory oriented and focus on self expression.
- Grading in place of marks (Marks based grading system).

- Assessment of subject specific academic standards / competencies rather than information.
- Assessment is school based through teacher made test papers.
- Questions which are analytical and open ended which discriminate children of various abilities.
- Teacher maintaining child wise, subject wise performance register.
- The assessment tools are not only pen paper but also oral, projects, observations, portfolios, class work, activity reports etc.,

- Evaluation made comprehensive including co-curricular areas such as Art Education, Games And Sports, Work Experience, Value Education etc.,
- Evaluation made continuous and now become part of teaching through formative assessment.
- Progress report compresses with descriptive statement on children performance covering all curricular areas.
- Periodic sharing of children progress with SMCs and parents.
- Assessment starts with a base line assessment at the beginning of academic year for all subjects and classes based on which the teacher set targets and plan for teaching.

What is CCE?

CCE refers to a system of school based assessment that covers all aspects of students growth and development. The main aim is to find out how far the curricular goals were achieved.

It emphasizes two fold objectives

- Continuity in evaluation and assessment of broad based learning
- Behavioral outcomes - Academic/ Curricular Standards

CCE comprises three areas

a) continuous b) comprehensive c) evaluation

- Continuous - Assessment is regular and periodical. Evaluation of students growth and development is continuous process rather than an event, built into the total teaching learning process and spread over the entire span of academic session.
- Comprehensive - is a holistic approach, covers both scholastic and co- scholastic areas. It provides ample opportunity for the child to grow in all areas.
- Evaluation - is assessment of child in all aspects. The emphasis shifted to testing of holistic learning.

What is to be Assessed

The total feed back on child's learning includes:

- The child's learning and performance in different subject domains.
- The child's skills, interests, attitudes, motivation etc.
- The changes that are happening in the learning process and behaviour of the child and the developments that have occurred in a stipulated period of time.
- The reaction of the child to the different contexts and opportunities in and out of the school.

Curricular Areas for Assessment

Primary – Class I-V

- Mother tongue- (Telugu / Urdu / Hindi)
- English
- Mathematics
- Environmental Studies
- Art and Culture Education (Arts, Crafts, Theatre, Music and Dance)
- Health and Physical Education, Yoga & Meditation
- Work Experience, ICT
- Ethics and Values, Attitudes & Life Skills

Upper Primary / High Schools

- Mother tongue - (Telugu / Urdu / Hindi)
- Second Language
- Third Languages – English
- Mathematics
- Science
- Social Studies
- Art and Culture Education (Arts, Crafts, Theatre, Music and Dance)
- Health and Physical Education, Yoga & Meditation
- Work Experience, ICT
- Ethics and Values, Attitudes & Life Skills

Academic Standards and Subject specific attainment targets

Languages:

- Listening comprehension and speaking with thinking, confidence
- Fluent Reading and Reading comprehension, Reflection
- Writing – Self expression
- Creative Expression
- Vocabulary
- Language Elements – Grammar
- Reading habits and Appreciation

Mathematics:

- Conceptual Understanding & Problem Solving
- Reasoning with Proof
- Communication
- Connection
- Representation

Environmental Studies:

- Conceptual Understanding
- Information skills
- Experiment skills and field investigation
- Mapping skills
- Drawing and Making models
- Questioning
- Appreciation

Science:

- Conceptual Understanding
- Asking Questions and making Hypothesis
- Experiments and Field Investigations
- Data Handling, Analysis and Projects
- Communication through Drawing, Graphs and Models
- Appreciation and Aesthetic Sensitivity
- Application in daily life and concern towards Bio-Diversity

Social Studies:

- Conceptual understanding
- Reading the text and Interpretation
- Information skills
- Reflection on Social and Contemporary issues and Questioning
- Mapping Skills
- Constitutional Values, Appreciation of Cultural diversity and Aesthetic Sensitivity

OTHER CURRICULAR AREAS

Arts and Cultural Education

- Colouring, drawing, decoration, Making models and toys
- Origami, Tongramme, Tailoring, Embroidery
- Action, Drama, Role plays, Choreography
- Singing and Playing Musical Instruments
- Dance and Demonstrating local Art forms

Health and Physical Education

- Interest and Participation in Sports and Games, Following Rules And Regulations
- Special Skills, Yoga and Meditation, Scouts and Guides, NCC
- Personal Hygiene and Healthy Habits
- Environmental Hygiene and First Aid
- Health, Nutrition and food habits

Work and Education, ICT

- Skills in making use of tools and material / goods and making articles
- Participation in programmes, festivals and taking the responsibilities
- Utilizing the computer and Computer aided learning (internet, e-mails etc.
- Gardening, Growing plants and trees
- Community work and Shramadhan

Ethics and Values, Attitudes and Life Skills

- Discriminatory knowledge of good and bad, moral and immoral
- Observation of Constitution values and Human Rights
- Individual values – Patience, Kindness, Compassion, Empathy, Honesty, Equality and Brotherhood etc.
- Life Skills – Communication, Social and Emotional skills
- Attitude towards teachers, Schoolmates, School and public property

Types of Assessment

(A) Formative Assessment

(B) Summative Assessments

(A) Formative Assessment

Formative Assessment is a assessment conducted during the process of teaching. It is through observation of student responses, student engagement, student notebooks, assignments and other written works. Formative Assessments will be conducted by the teacher during instructions. The teacher observes and record the children progress and as well as learning gaps. FA is Assessment For Learning and Assessment Of Learning.

Some of the main features of formative assessment

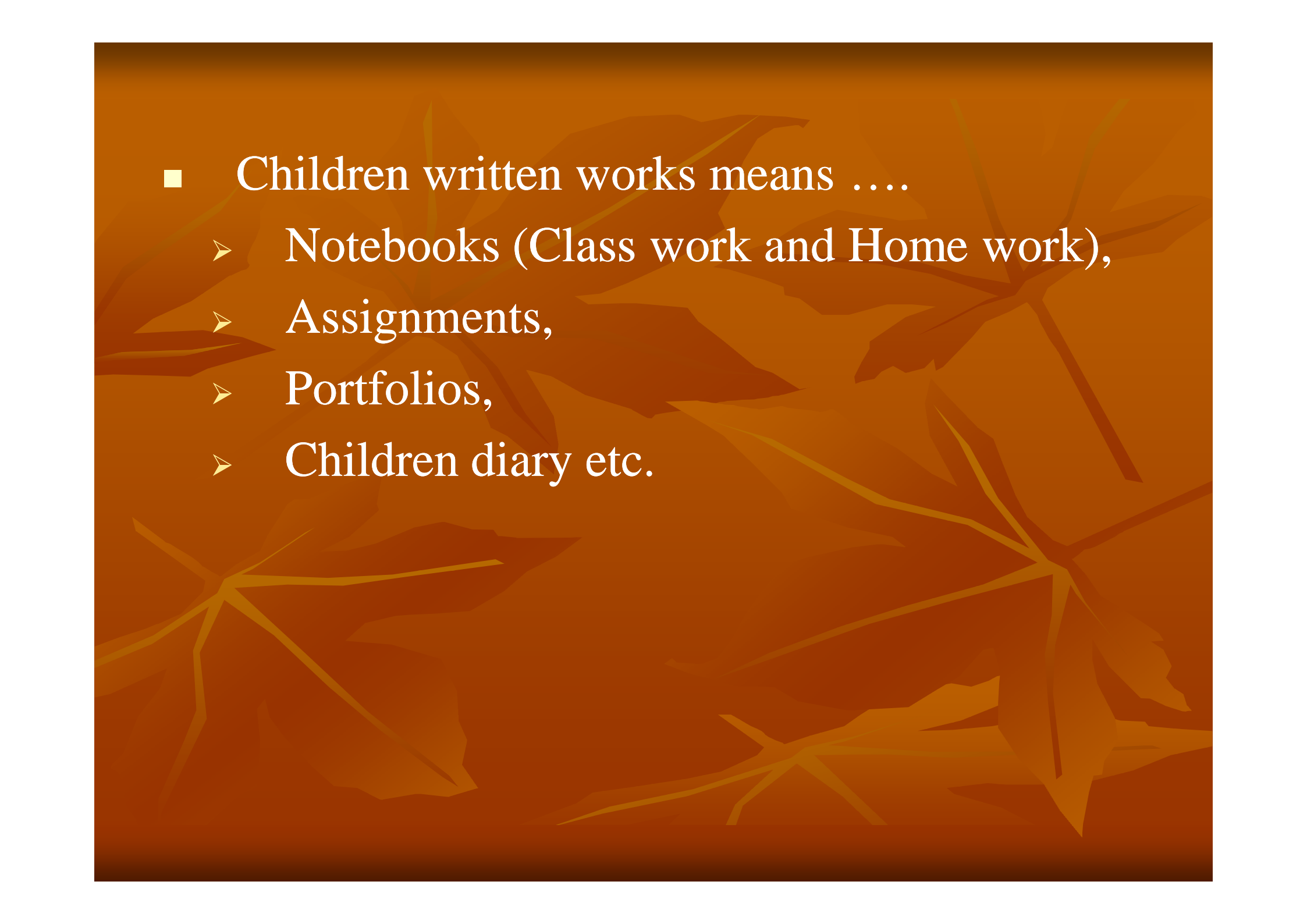
- Is diagnostic and remedial and in the form oral, written and performance.
- Makes the provision for effective feedback.
- Enables teachers to adjust teaching to take account of the results of assessment.
- Recognizes the need for students to be able to assess themselves and understand how to improve.
- Builds on student's prior knowledge and experience in designing what is taught.
- Encourages students to understand the criteria that will be used to judge their work.
- Offers an opportunity to students to improve their work after feedback.
- Helps students to support their peers.
- Formative Assessment is **Assessment for Learning and assessment as learning.**

Summative assessment takes place after a period of instruction and requires making a judgment about the learning that has occurred. This is through using paper pencil tests. It is to takes place at end of term semester or school year. Special learning outcomes and standards are reference points, and grade levels may be the bench marks for reporting. This is assessment of learning.

The techniques and tools for formative evaluation

The children's learning process is continuously checked and monitored and formative evaluation. Different kinds of tools and techniques must be used to observed and record the different types of behaviour. These are as follows:

- Daily observations and Oral work (questions and answers, reading aloud, speech and conversation, role playing, interview, group discussions, etc). 10 Marks
- Projects and experiments 10 Marks
- Slip Test (unannounced informal test) 20 Marks
- Children written works 10 Marks

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- The background of the slide is a solid dark brown color with a pattern of lighter brown, semi-transparent autumn leaves scattered across it. The leaves vary in size and orientation, creating a textured, seasonal feel.
- Children written works means
 - Notebooks (Class work and Home work),
 - Assignments,
 - Portfolios,
 - Children diary etc.

FA – Operational Strategy

- Techniques of Assessment – Classroom observations, Oral examinations, Written examinations, Participation in group work, Practicals etc.
- Tools of Assessments – Children self writing of exercises given at the end of the each lesson and other written works, Projects, Anecdotal records, Rating scales, Checklists etc.
- Periodicity – Continuous observation, however recording may be once in about two months period.

Tools and techniques for Summative Evaluation

Summative Evaluation should be based on the written and oral tests.

Following are the tools for summative evaluation

- Oral work (questions and answers, reading aloud, reading comprehension, speech and conversation, role playing, interview, group discussions, etc).
- Written Test – Pen Paper test

The questions must be qualitative i.e., open ended, analytical in nature, drawing conclusions, giving reasons, evaluating and interpreting in nature. They must discriminate children based on their intelligence and creativity.

Assessment of Co-curricular areas – Operational strategy

- **Techniques of Assessment** – Observation in the classroom and outside and during the course of participation in various activities.
- **Tools of Assessment** – Anecdotal records, Rating scales, Checklists etc.
- **Periodicity of Assessment** – Once every term based on classroom and outside behaviour (quarterly assessment)

When to Assess? – Periodicity

- Base line test – June (Baseline) – A baseline test which is diagnostic in nature to be conducted at the beginning of the academic year to understand how far the children possess expected competencies to follow the regular syllabus of the class. In case if the children do not possess required basic competencies a remedial teaching shall be planned by the concerned teachers.

- **Formative Assessments:** This is a part of teaching learning process the teacher observes performance of the children through questioning, observation of children notebooks, assignments, class works, projects, children participation in the learning process, group works etc., The teacher has to record in the following months for Formative Evaluation against the given tools i.e. Observations, Written works, Project works, Slip tests.
 - FA1 – July
 - FA2 – September
 - FA3 – December
 - FA4 – February

- **Summative Assessment:** Summative Assessment is a terminal tests in nature and shall be conducted thrice in a year viz.,
 - SA1 – September
 - SA2 – December
 - SA3 – April
 - The subject wise question papers should be developed by the teachers based on the Academic Standards and it's weightages.

Who will Assess?

- School based assessment by the concerned teachers.
- Test papers must be teacher made and never from external sources.
- Memorized answers from textbooks, guide books are strictly prohibited and teachers must discourage by giving zero score for such answers. Encourage the children for their own and original expression, what ever may be the mistakes children commits (committing mistakes is ok)

Recording Children Performance

- Marks based grading system will be followed
- Five point scale grade – A+, A, B+, B and C.

Marks Range	Grade
91 – 100	A+ Grade
71-90	A Grade
51-70	B+ Grade
41-50	B Grade
40 and Below	C

Records and Registers

- Every teacher must maintain a register viz., CCE showing the progress of children against subject specific learning indicators over base line.
- Recording Formative and Summative Evaluation details in the child's progress card.
- Every child completing his elementary education shall be awarded a certificate.
- A cumulative achievement record at two levels will be used i.e., a) for primary (1-V classes) and b) Upper Primary (VI-VIII).

Formative Assessment - Recording

Class

Subject.....

S. No.	Name of the Child	Observations/ Classroom processes (10M)	Written works (10M)	Project works (10M)	Slip Test (20M)	Total Marks (50M)	Grade
Ex: 1.	Rajani	8	8	7	16	39	A

Subject wise weightages (for Summative Evaluation)

Languages

Academic Standard	1, 2 classes		3,4,5 classes		6,7,8 classes	
	Weightage (100%)	Marks (50M)	Weightage (100%)	Marks (50M)	Weightage (100%)	Marks (100M)
Listening, Speaking	20%	10	10%	05	10%	10
Reading	30%	15	30%	15	20%	20
Writing	40%	20	30%	15	30%	30
Creative expression	10%	05	10%	05	20%	20
Vocabulary & Grammar			20%	10	20%	20

Subject wise weightages (for Summative Evaluation)

Mathematics

Academic Standard	1, 2 classes		3,4,5 classes		6,7,8 classes	
	Weightage (100%)	Marks (50M)	Weightage (100%)	Marks (50M)	Weightage (100%)	Marks (100M)
Problem Solving	50%	25	50%	25	40%	40
Reasoning & Proof	10%	05	20%	10	20%	20
Communication	10%	05	10%	05	15%	15
Connections	10%	05	10%	05	10%	10
Representation & Visualisation	20%	10	10%	05	15%	15

Subject wise weightages (for Summative Evaluation)

Environmental Studies

Academic Standard	3,4,5 classes	
	Weightage (100%)	Marks (50M)
Conceptual understanding	40%	20
Questioning	10%	05
Experiments	10%	05
Information skills	20%	10
Drawing/ Mapping skills	10%	05
Appreciation & Values	10%	05

Subject wise weightages (for Summative Evaluation)

Social Studies

Academic Standard	6, 7, 8 classes	
	Weightage (100%)	Marks (100M)
Conceptual understanding	40%	40
Reading and Interpretation	10%	10
Information skills	15%	15
Reflection on Contemporary Issues	15%	15
Mapping skills	10%	10
Appreciation and Values	10%	10

Subject wise weightages (for Summative Evaluation)

Science

Academic Standard	6, 7, 8 classes	
	Weightage (100%)	Marks (100M)
Conceptual understanding	40%	40
Questioning and Hypothesis	10%	10
Information skills	15%	15
Experiments and Field Investigations	10%	10
Drawing, Graphical Representation	10%	10
Appreciation and Values, Application in daily life	15%	15

Teachers Role

- Developing competency based test items/ question papers with open ended, thought provoking, application oriented questions and take up school based assessment
- Diagnostic and Remedial
- Portfolio Management
- Identify areas where student needs additional practice
- Observations, Anecdotal records
- Facilitate for peer and self assessment
- Demonstrating the performance of the children in the SMC/ Parent's Meeting
- Maintenance of CCE Register and the Elementary education

CCE and New Textbooks

- The new textbooks are based on academic standards and supports CCE.
- The textbook supports for undertaking Formative Assessment i.e. projects, experiments, field investigations, research/ information and other academic tasks.
- Syllabus and appropriate material for under taking co-curricular areas and their assessment.

CCE Implementation – Roles and Responsibilities

- The Head Master will be the 1st level officer to monitor the effective implementation of CCE and maintain all evidences for children progress with respect to FA and SA.
- Other monitoring officials such as MEO, Dy.EO, DEO and DIET staff with clear cut roles and responsibility to support and monitor the programme at District Level.

Format for Anecdotal Record

Name of the student:..... **Class:** **Session:**

Occasion and Place	A Factual account of the incident or situation as observed	Teachers comments or suggestion
		Teacher's Signature & Date

Checklist and Rating scales

Checklists		Rating scale	
Performance	Grade	Performance	Grade
Outstanding	A+	<u>Always</u> takes initiative	A+
Very Good	A	<u>Mostly</u> takes initiative	A
Good	B+	<u>Normally</u> takes initiative	B+
Average	B	<u>Rarely</u> takes initiative	B
Below Average	C	<u>Never</u> takes initiative	C

The image features a solid brown background with a pattern of stylized, overlapping autumn leaves in various shades of brown and tan. The leaves are scattered across the frame, creating a textured, seasonal feel. Centered on this background is the text "Thank You" in a blue, serif font. The text is slightly tilted upwards from left to right. The overall composition is simple and elegant, suitable for a thank-you card or a presentation slide.

Thank You