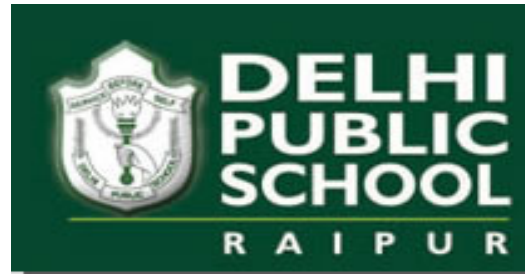


DELHI PUBLIC SCHOOL



D P S

C C E R E V I E W

CCE

CONTINUOUS

GROWTH

DEVELOPMENT

COMPREHENSIVE

SCHOLASTIC

CO-SCHOLASTIC

SELF EVALUATION

FEEDBACK

RETESTING

CORRECTIVE MEASURES

DIAGNOSIS

REGULARITY





**“Continuous & Comprehensive”
Evaluation (CCE) refers to a system
of “School based evaluation” of
students that covers all aspects of
“Students’ development”.**

**Continuous aspect of (CCE) takes care of
‘continual & periodical’ aspect of evaluation.**

**Comprehensive’ component of (CCE) takes care of
assessment of all round development of the child’s
personality.**

School Based Continuous & Comprehensive Evaluation

- There has been a consistent move towards reducing the load on the student.
- By making public or board examination stress free. Over the decade there has been a high pitched race towards more marks and thus more competitiveness among students and schools.
- The move of CBSE to replace marks with grades is a step in the right direction. The paradigm shift is to empower schools by creating a congenial atmosphere for the students and the teachers alike .

School based continuous and comprehensive scheme 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 remediation
- produce learners with greater skills

Position Paper on Aims of Education - NCF 2005, NCERT

Objectives of CCE are:

- To help develop cognitive and affective skills.
- To lay emphasis on thought process and de-emphasis 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 the remedial instruction.
- 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.

The Functions of CCE 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 evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and her needs.
- It helps a learner to determine the areas of instruction in which 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.

Shortcoming of Traditional External Examination

- It is a one shot examination at the end of a year **at the terminal stage of schooling.**
- It mainly evaluates only the scholastic aspects **of learning of the students.**
- **It does not evaluate all the abilities of the children.** On the basis of marks obtained in written examination the students are declared pass or fail.
- Pass and fail system causes frustration **and is inhumane because the failed candidates come to feel that they are good for nothing.**
- Co-scholastic areas are almost totally ignored **and have no place in the currently prevalent scheme of education and evaluation.**
- The practice of testing of untaught content **also reflects poor learning achievement.**
- **Only limited techniques of evaluation** without potential for judging a student are being used.
- **Analysis and interpretation of test results** is not done in a scientific way.

School Based Evaluation: "Characteristics"

- **It 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.**

It also 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 realising together?**
- **What do the children think?**
- **What do the children feel?**
- **What are their interests and dispositions?**

COMMONLY USED WORDS

DIAGNOSTIC

School Based Evaluation

HOLISTIC

CONTINUOUS

Comprehensive

Formative assessment

Descriptive indicator

Self awareness

RATING SCALE

Skills

CO SCHOLASTIC

LEARNER PROFILE

Lateral Thinking

Aptitude

SCHOLASTIC

Life Skills

Thinking Skills

PERIODICAL

Summative Assessment

**REMEDIAL
Project**

FEEDBACK

Techniques & tools of evaluation

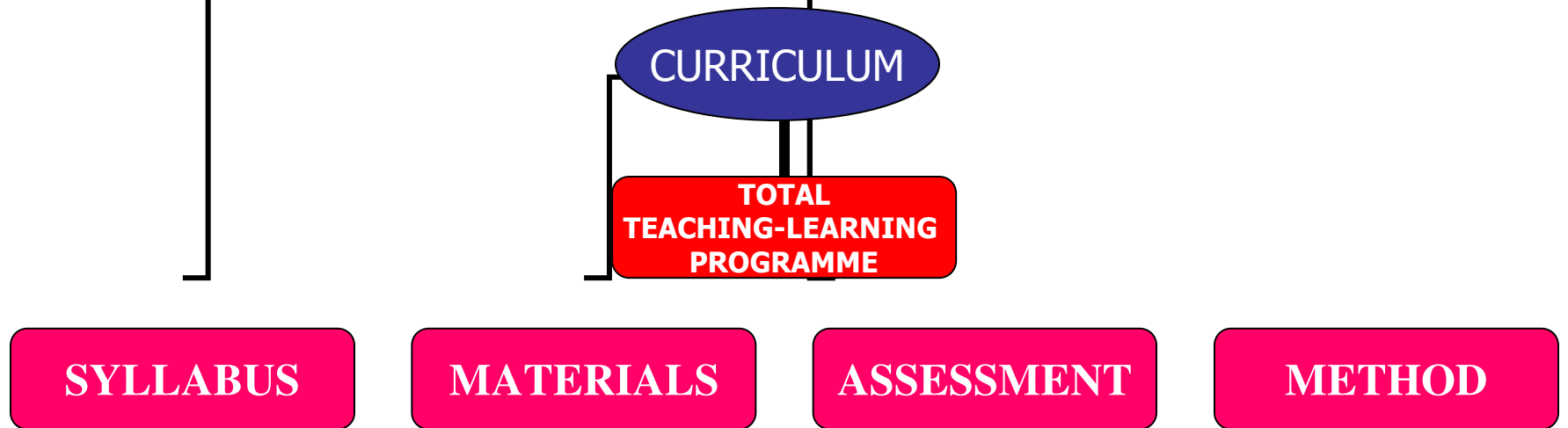
Indicators of assessment

Attitudes

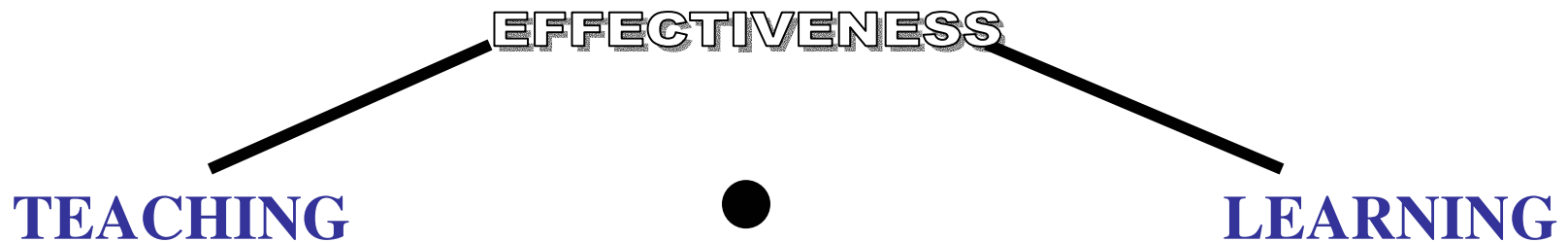
Anecdotal RECORD

portfolio

PLACE OF EVALUATION IN THE CURRICULUM



EVALUATION



CONTINUOUS EVALUATION

TRANSACTION

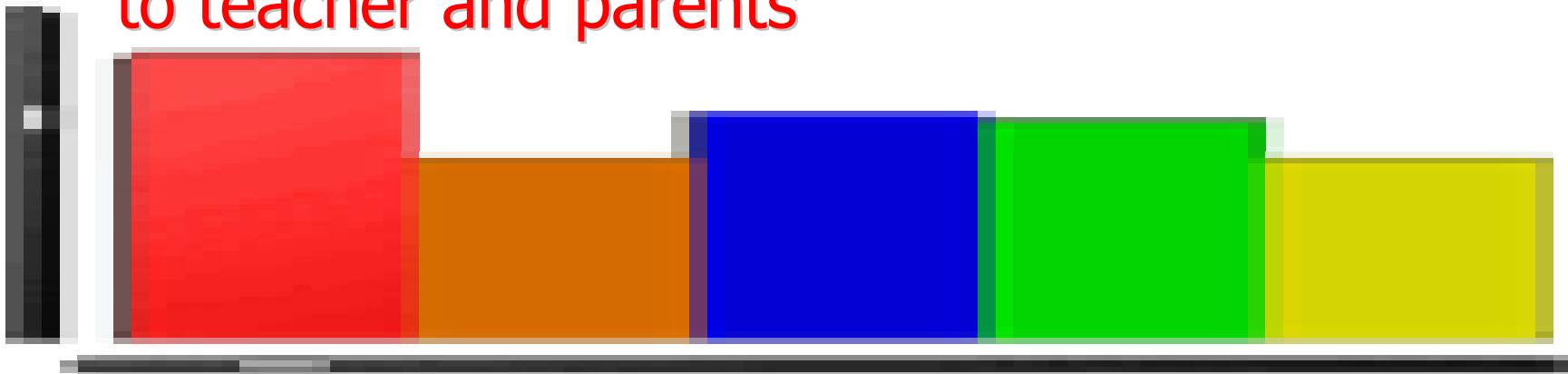
Scholastic Evaluation

Formative Assessment :

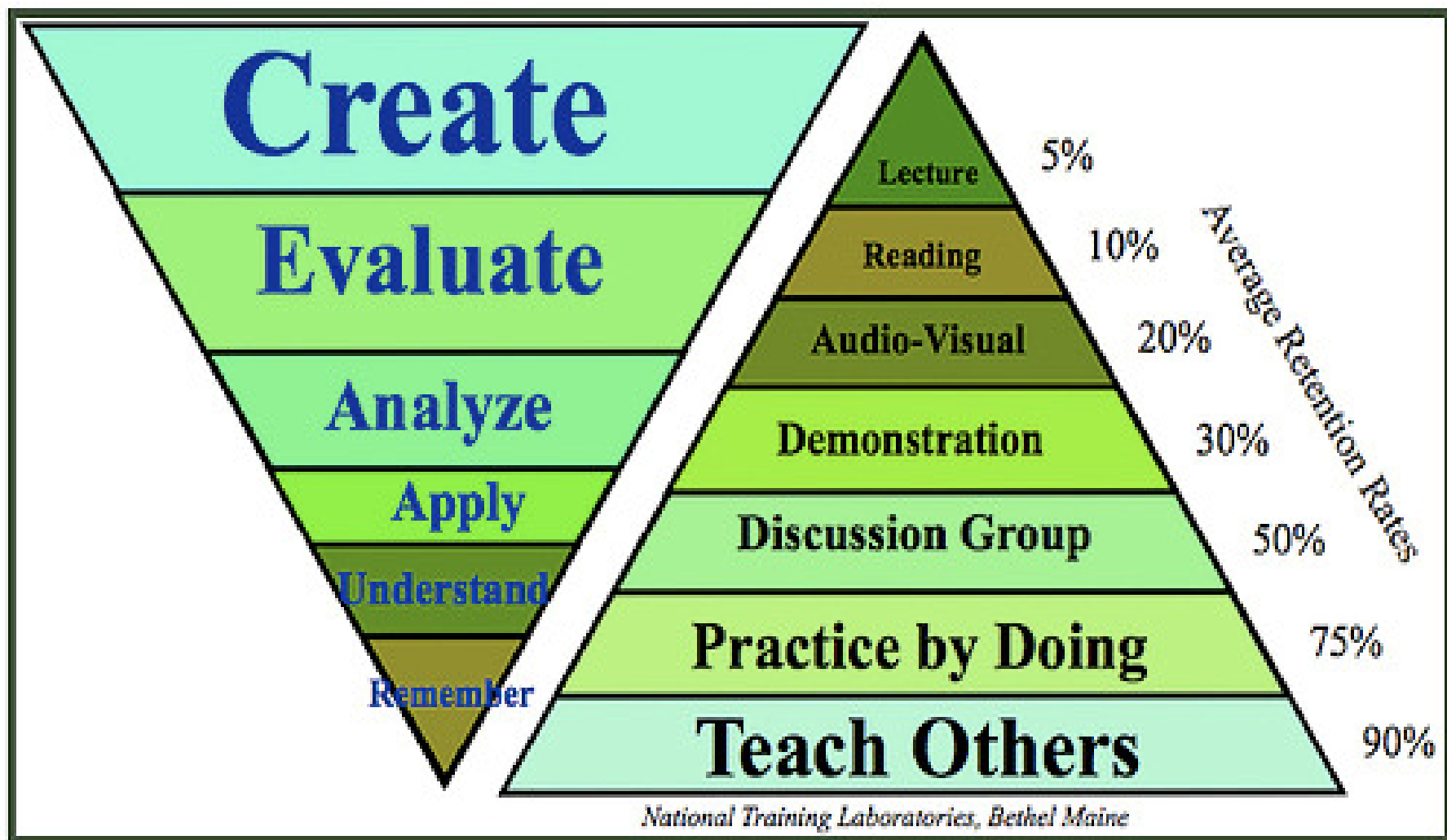
- Assessment which is carried throughout the year by the teacher formally and informally
- It is diagnostic and remedial

Summative Assessment :

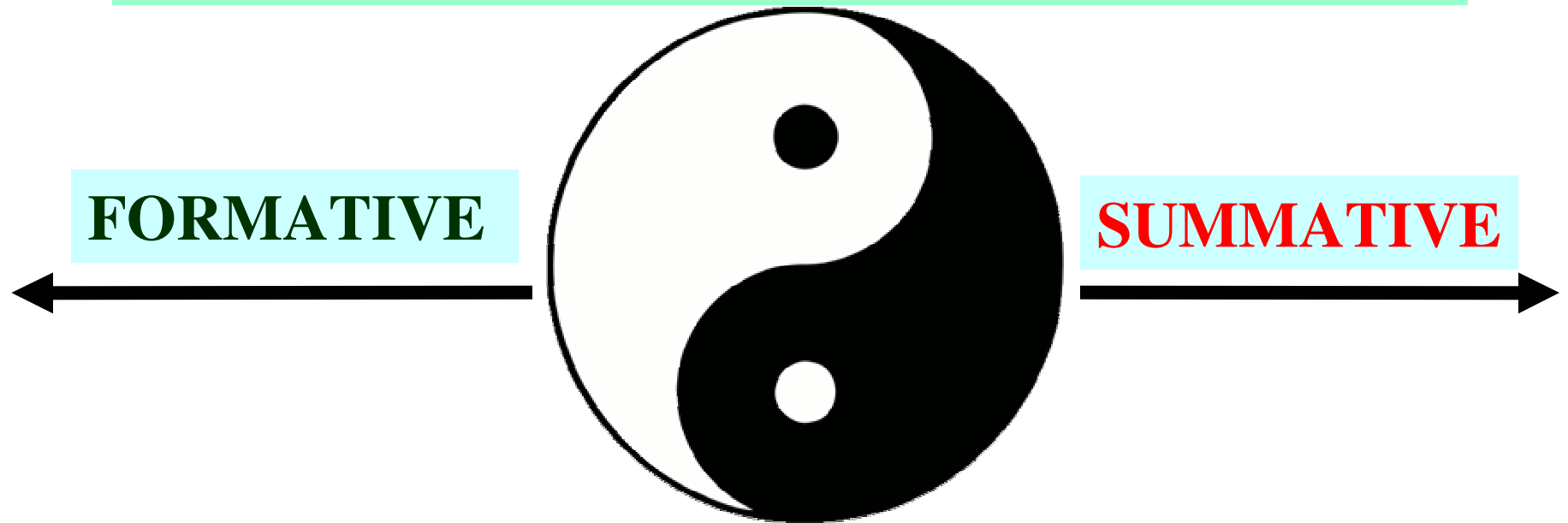
- End of term or end of the year exams
- Feedback on learning (assessment of learning) to teacher and parents



Bloom's Taxonomy for making blueprint of **Formative Assessments**



WHAT IS ASSESSMENT?

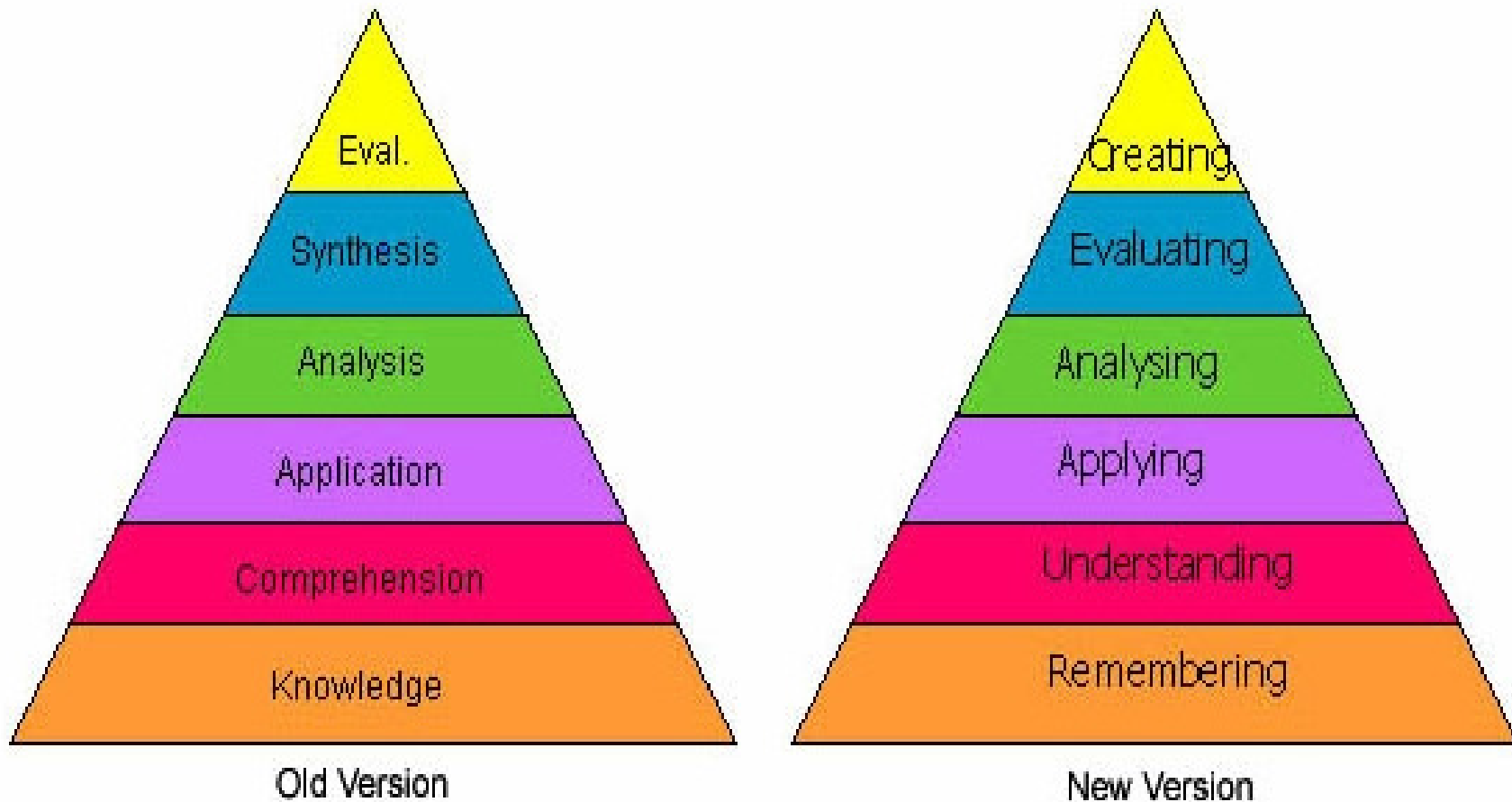


NO OPEN COMPARISON

- **TEACHER**
 - PERIODICITY
 - CONTINUOUS
 - DIAGNOSTIC
 - ADDRESSES LEARNING STYLES
 - REMEDIAL TEACHING
 - REVIEW

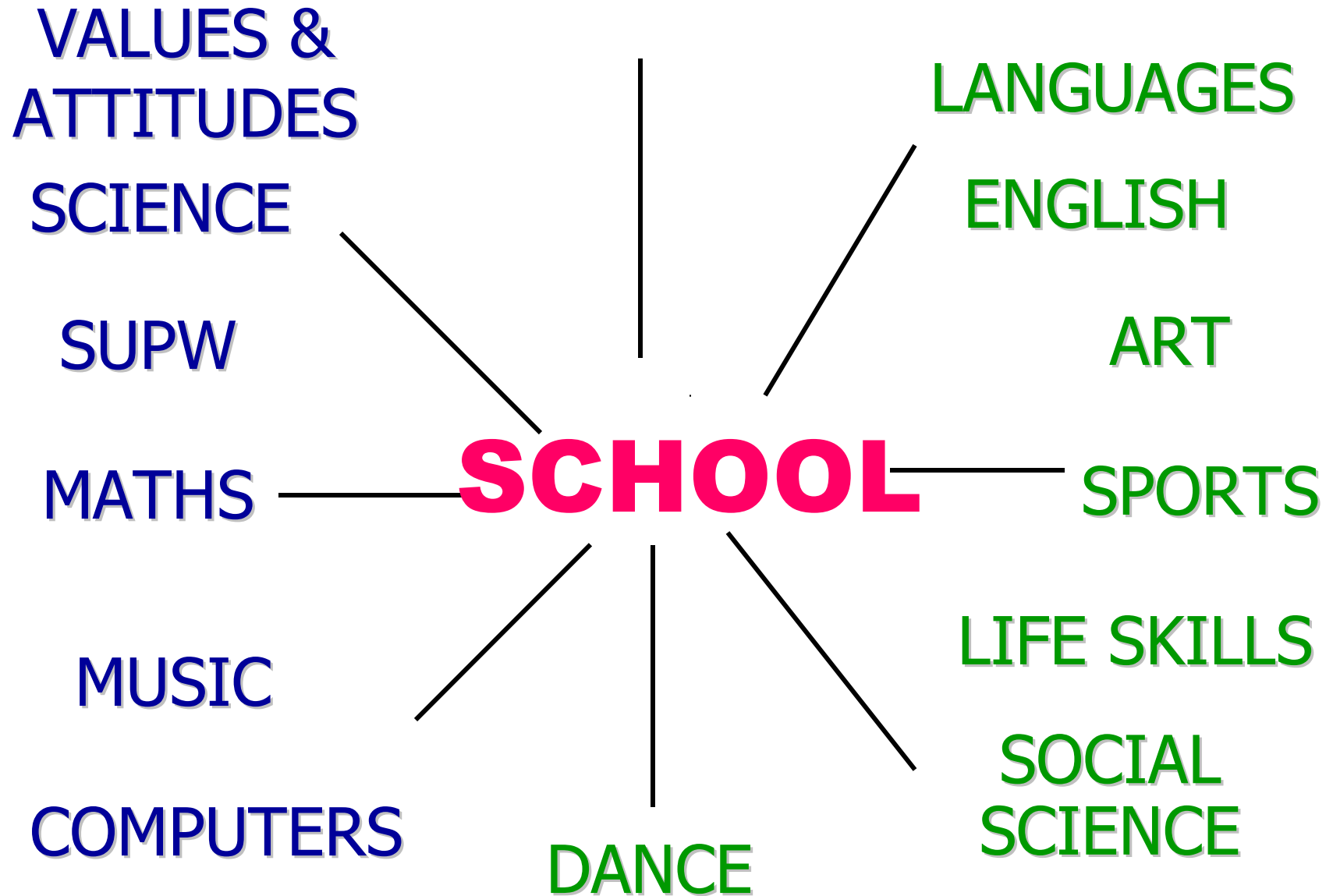
- **STUDENT**
 - SELF ESTEEM
 - SELF EVALUATION
 - UNDERSTANDING OF EVALUATION
 - IMPROVEMENT
 - PEER SUPPORT

Design of Formative Assessments



BLOOM'S TAXONOMY: OLD & NEW VERSIONS

AREAS OF SCHOOL BASED ASSESSMENT



Grading System for Scholastic

Marks	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	--

Apr – Jul	July- Sept	Sept	Oct –Dec	Dec- Mar	Mar
FA1	FA2	SA1	FA3	FA4	SA2
10%	10%	20%	10%	10%	40%

GRADING SCALE FOR SCHOOL ASSESSMENT

Assessment areas:

GRADING SCALE (Point)

Part 1 A : Scholastic **9**

Part 1 B : Scholastic **5**

Part 2 : Co-Scholastic

Part 2 A : Life Skills **5**

Part 2 B : Attitudes &

Values **3**

Part 3 : Co-Scholastic

Part 3 A: Co-curricular Activities **3**

Part 3 B :Health & Physical Education **3**

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

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

SCHOLASTIC - A

SUBJECTS

- Hindi
- English
- Social Science
- Science
- Mathematics
- Add. Subject

ADDITIONAL SUBJECTS

- I.T.
- Home Science
- Painting
- Music
- Others

SKILLS

- ❖ Analysis
- ❖ Problem Solving
- ❖ Use of I.T.
- ❖ Correlation to real life
- ❖ Comprehension
- ❖ Expression
- ❖ Creativity
- ❖ Data Handling
- ❖ Oral
- ❖ Listening, Writing

FORMATIVE

- Observation
- Conversation
- Project
- Essay
- Elocution
- Question
- Test

SUMMATIVE

- Questions
- Examination
- Short Answer
- Very Short Answer
- Essay
- MCQ
- Data Interpretation

TOOLS & TECHNIQUES

Formative Assessment [FA]

Languages

<u>SUBJECT</u>	<u>TOOLS/TECHNIQUES</u>	<u>EXAMPLE</u>	<u>SKILLS/LEARNING OUTCOMES</u>
LANGUAGES	<ul style="list-style-type: none"> ■ Oral & Listening ■ Written Assignments ■ Research Projects ■ Portfolios 	<ul style="list-style-type: none"> ■ Listening, ■ Comprehension ■ Dialogue ■ Conversations ■ Speeches (Debating recitation), Quiz, Essays ■ MCQ's, Descriptive, ■ Reports, Articles, Diary Entry & Question etc. ■ Open/Closed book tests, Unseen Passage ■ Inter-disciplinary , Investigatory, Scrap & log book, videos etc. 	<ul style="list-style-type: none"> ■ Pronunciation, Vocabulary, Communication, & fluency etc. ■ Recall, Understanding, Analyzing, Organizing etc. ■ Information Gathering, Organizing, Reasoning etc. ■ Recording & Presentation Skills.

Formative Assessment

Mathematics & Science

<u>SUBJECT</u>	<u>SKILLS</u>	<u>EXAMPLE</u>	<u>SKILLS/OUTCOMES</u>
Mathematics & Science	<ul style="list-style-type: none"> ▪ Analysis ▪ Problem Solving ▪ Critical Thinking ▪ Decision making ▪ Data Handling ▪ Use of IT ▪ Models, Charts, Games Maths/Science Events ▪ Portfolios 	<ul style="list-style-type: none"> ▪ Word Problems, MCQ's ▪ Numerical, Graphs ▪ Data Handling ▪ Investigatory, Cross ▪ Disciplinary ▪ Practical Activities ▪ Origami, Blocks, ▪ Robotics, Models ▪ Oral Tables, Quiz, Seminars/ Viva etc. ▪ Cumulative Collection i.e. Scrap book, albums) 	<ul style="list-style-type: none"> ▪ Problem Solving, Applying ,Analyzing ▪ Critical Thinking ▪ Information, Organizing Reasoning, Analyzing. ▪ Setting up apparatus, Observation ▪ Motor & Application skills, Practical ▪ Recall, Application, Speed, Accuracy etc. ▪ Recording & Presentation Skills

Formative Assessment

Social Science

<u>SUBJECT</u>	<u>TOOLS/TECHNIQUES</u>	<u>EXAMPLE</u>	<u>SKILLS/OUTCOMES</u>
Social- Science	<ul style="list-style-type: none"> ▪ Written Assignments ▪ Surveys, Fields Tours ▪ Projects ▪ Portfolios ▪ Orals 	<ul style="list-style-type: none"> ▪ Descriptive Questions, MCQ's, Commentaries ▪ Source based analysis Data Handling ▪ Investigatory, Cross Disciplinary, Research ▪ Charts, Map work, Cartoon strip, Models ▪ Quiz, Seminar, Group Discussion, Case studies 	<ul style="list-style-type: none"> ▪ Recall, Writing, Creating Analyzing, Organizing ▪ Collaborative & IT skills ▪ Information, Organizing Reasoning, Analyzing. ▪ Critical Thinking, Analyzing, Presenting ▪ Recording & Presentation Skills, Recall, Communication

Formative Assessment Diagnostic

Diagnostic

For the Teacher

Informs teacher where the

- need/problem lies.
- Focus on problem area.

For the Student

- Help student identify the problem areas.
- Provide feedback and support.

Remedial

- Helps teacher give specific feedback
- Provide relevant support

- Helps to improve performance
- Provides opportunity to improve performance

A Successful Formative Assessment Scheme

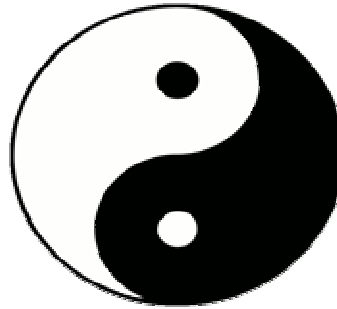
Teachers Should Keep in Mind

- **Plan all assessment**
- **Focus on formative assessment**
- **Share learning outcomes and assessment expectations with students**
- **Use clearly defined criteria**
- **Use examples and exemplars**



WHEN ASSESSMENT SUMMATIVE?

GRADE/ SCALE
**COGNITIVE &
PSYCHOMOTOR AREA**
AGE APPROPRIATE
PROFILE REPORT



MARKS
UNHEALTHY COMPETITION
UNFAIR UNSCIENTIFIC
**OVEREMPHASIS ON
SCHOLASTIC**

DO'S

**INFORMATION
COLLECTION**

**POSITIVE
FEEDBACK**

**MULTIPLE
INTELLIGENCE**

**AFFIRMATIVE
ACTION**

DONT'S

LABELLING

COMPARING

NEGATIVITY

- **LANGUAGES**

- **COMMERCE/
ACCOUNTANCY**

- **MATHS**

- **BOOK
KEEPING**

- **SCIENCE**

SCHOLASTIC PART-B

- **PAINTING**

- **INFORMATION
TECHNOLOGY**

- **MUSIC**

- **SOCIAL SCIENCE**

- **HOME
SCIENCE**

- **WORK
EXPERIENCE**

- **HEALTH & PHYSICAL
EDUCATION/GAMES**

- **ART EDUCATION**

ASSESSING SCHOLASTIC AREA OF WORK EXPERIENCE

- A collaborative approach to the process of learning.
- Is innovative in ideas
- Is involved & motivated
- Demonstrates a positive attitude
- Correlation with real life situations

SCHOLASTIC AREA OF ART EDUCATION

- An innovative and creative approach.
- Aesthetic sensibilities
- Observation skills
- Correlation with real life
- Peer Appreciation

TOOLS/TECHNIQUES

Observation & Videos
Portfolios & Narrative Records
Checklist

SCHOLASTIC AREA OF PHYSICAL EDUCATION/GAMES

- Teamwork
- Motivation & Leadership
- Skills of Coordination
- An Involvement in sports & rules of games
- Good physical health & physical fitness