
UNIT 11 CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Structure

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Evaluation for Holistic Development of Children
- 11.4 Continuous and Comprehensive Evaluation
 - 11.4.1 Concept of Continuous and Comprehensive Evaluation
 - 11.4.2 Nature of Continuous and Comprehensive Evaluation
 - 11.4.3 Purpose of Continuous and Comprehensive Evaluation
- 11.5 Scholastic and Co-scholastic Assessment
 - 11.5.1 Assessment in Scholastic Areas
 - 11.5.2 Assessment in Co-Scholastic Areas
- 11.6 Tools for Assessing Student Performance in Scholastic Area
 - 11.6.1 Unit Test
 - 11.6.2 Achievement Test:
 - 11.6.3 Oral Test
 - 11.6.4 Assignments
 - 11.6.5 Quiz
 - 11.6.6 Other Tools Assessment
- 11.7 Tools for Assessing Co-Scholastic Aspects
 - 11.7.1 Observation Schedule
 - 11.7.2 Rating Scale
 - 11.7.3 Inventories
 - 11.7.4 Anecdotal Records
 - 11.7.5 Interview:
 - 11.7.6 Portfolio
- 11.8 Recording the Results of Students
- 11.9 Reporting Results of Students to Students, Parents and other Stakeholders
- 11.10 Let us Sum up
- 11.11 Unit End Activities
- 11.12 Suggested Readings and References
- 11.13 Answers to Check Your Progress

11.1 INTRODUCTION

In the Unit 10, we explained the concept of assessment and its significance in the teaching-learning process. An elementary teacher carries out a number of assessment activities during the course of an academic session. These are

conducting quizzes, oral test, unit tests, half-yearly test, annual test, etc. There has been always an emphasis by school system to carry out assessment activities for different curricular subjects like Mathematics, Environmental Science, Social Science, English, etc. But very little attention is paid to the assessment of students' performance in co-curricular activities. There is a strong need to assess students' abilities in both curricular and co-curricular activities as this helps a teacher to ensure that the holistic development of students has taken place. In the present Unit, we will focus our discussion on the meaning and significance of continuous and comprehensive evaluation, different abilities to be assessed through continuous and comprehensive evaluation, and various tools to evaluate these abilities. The Unit will also make you familiar with the process of recording and reporting the results of continuous and comprehensive evaluation of a child.

11.2 OBJECTIVES

After going through this unit, you will be able to:

- Explain the concept of holistic development of learners;
- Define the meaning of continuous and comprehensive evaluation;
- Discuss the role of continuous and comprehensive evaluation for holistic development of learners;
- Classify the various learning activities into scholastic and co-scholastic areas;
- Identify the appropriate tools to assess various scholastic and co-scholastic abilities;
- Record the details of scholastic and co-scholastic achievement and progress of children in their report card, and
- Report the outcomes of evaluation process to the stakeholders i.e. learners, parents, peers and society.

11.3 EVALUATION FOR HOLISTIC DEVELOPMENT OF CHILDREN

Education is considered as a process for all-round development of a child in all dimensions i.e. intellectual, physical, social, moral, ethical, emotional, etc. The major objective of elementary school curriculum is to foster the all-round or holistic development of child i.e. his/her development in all the aspects of life. A holistic approach to education facilitates the total development of a child by providing him/her the right kind of learning environment where the child builds up self-concept, self image, sense of enterprise, sportsmanship and so on apart from enhancing his/her academic achievement. Let us discuss first, what do we mean by holistic approach?

Holistic development includes children's development of *cognitive*, *affective* and *psychomotor* abilities. We can categorize affective and psychomotor abilities under *co-cognitive* development.



Fig. 11.1: Aspects of Holistic Development

To ensure that holistic development has taken place in learners, you have to adopt the approach of holistic assessment, which includes assessment of cognitive abilities as well as co-cognitive abilities. Development of cognitive and co-cognitive abilities takes place through the organization of various activities in scholastic and co-scholastic areas. The conventional evaluation system has been giving more stress on evaluating children’s abilities in scholastic areas whereas the behavioral outcomes in co-scholastic areas receive less importance. This has hindered the achievement of the objective of holistic development of learners. Continuous comprehensive evaluation is being, of late, emphasized to achieve the objective of holistic development of learners at school level. Let us understand the meaning of continuous and comprehensive evaluation.

Check Your Progress 1

Notes: a) Write your answers in the space given below.
 b) Compare your answers with those given at the end of the Unit.

1) Why is holistic approach to assessment needed at elementary education?

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11.4 CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

11.4.1 Concept of Continuous and Comprehensive Evaluation

CCE refers to a school based evaluation, which covers all aspects of school activities related to child’s development. It emphasizes two fold objectives such as continuity of evaluation and assessment of learning outcomes in a comprehensive manner. It covers all the domains of learning i.e. cognitive, affective and psychomotor domains. It treats evaluation as a developmental process. Evaluation in the cognitive domain is associated with the evaluation of

cognitive abilities such as knowledge, understanding, application, etc. Evaluation in the affective domain means evaluation of attributes such as attitudes, motives, interests, and other personality traits. Evaluation in the psychomotor domain involves assessing learners' skills to use their hands (e.g. in handwriting, construction and projects).

In CCE, student's performance in both scholastic and co-scholastic activities is assessed. CCE aims to reduce the curricular workload on students and to improve the overall abilities and skill of students by means of evaluation of students' performance in both types of activities. Let us first understand the two terms used in CCE i.e. Continuous and Comprehensive.

Meaning of Continuous

The term 'continuous' refers to regularity in assessment. The development of a child is a continuous process. Therefore, students' development should be assessed continuously. Evaluation has to be completely integrated with the teaching and learning process.

Evaluating students on a continuous basis in a cyclic manner is one aspect of CCE. The term 'continuous' includes '**Continual**' and '**Periodicity**' aspects of evaluation.

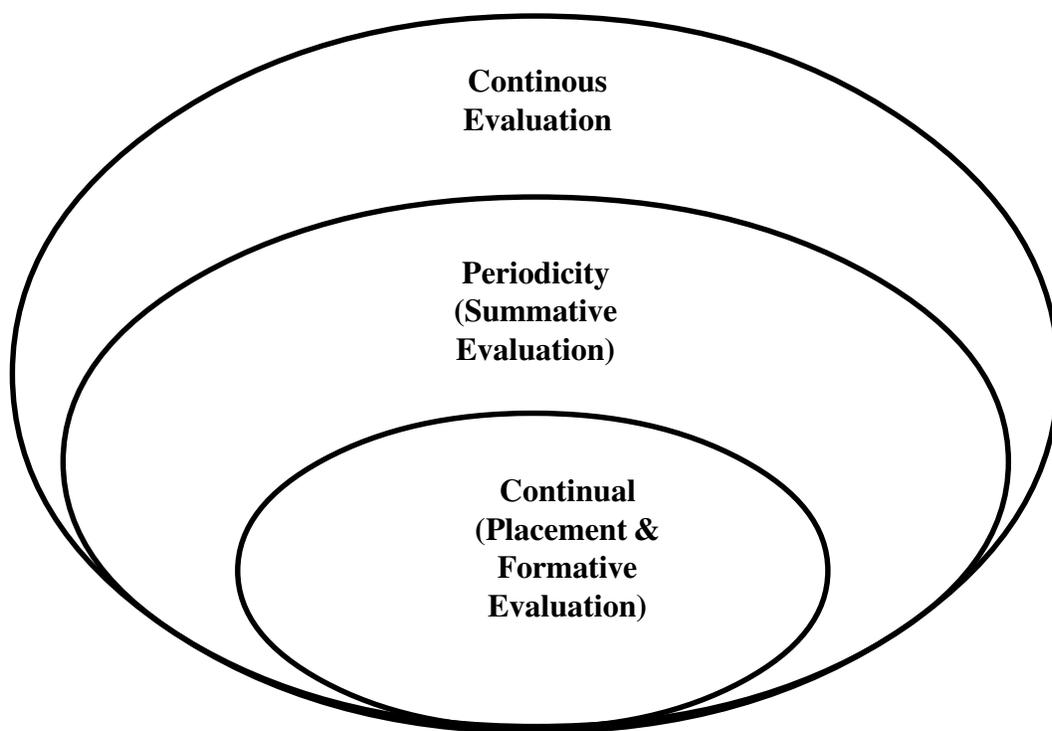


Fig. 11.2: Aspects of Continuous Assessment

Continual aspect refers to the assessment of learners' progress on various aspects from the very beginning of instructions, sometimes referred as **placement evaluation**. Continual aspect also includes the evaluation of learners during the instructional process through various formal or informal methods of evaluation, also referred to as **formative evaluation**.

Another aspect associated with continuous evaluation is periodicity of evaluation. Periodicity means evaluation of performance of learners should be done frequently at the end of every unit or term. This is also known as **summative evaluation**.

Let us go through some of the **characteristics of continuous evaluation.**

- 1) Continuous evaluation is formative in nature and is school based. It is to be carried out by teachers teaching a particular class.
- 2) The purpose of continuous evaluation is mainly improvement in learning. For this the learning gaps and weaknesses are diagnosed so that feedback can be provided.
- 3) Continuous evaluation is informally carried out in the classroom; there is no need of making lengthy arrangements required for a formal examination like preparation and administration of question papers, seating arrangement, etc.
- 4) Multiple techniques of evaluation need to be used for continuous evaluation. These include not only written tests, but oral tests, quizzes, assignments, projects, observation, peer evaluation, self appraisal, etc.
- 5) Continuous evaluation is built into the total teaching-learning programme and is a part of the daily routine for a teacher.

On the whole, we can summarize that continuous aspect of CCE emphasizes that learners need to be evaluated throughout the instructional process .

Meaning of Comprehensive

The second term associated with CCE is ‘comprehensive’. The term ‘comprehensive’ implies that evaluation of learners’ performance is carried out in both scholastic and co-scholastic areas.

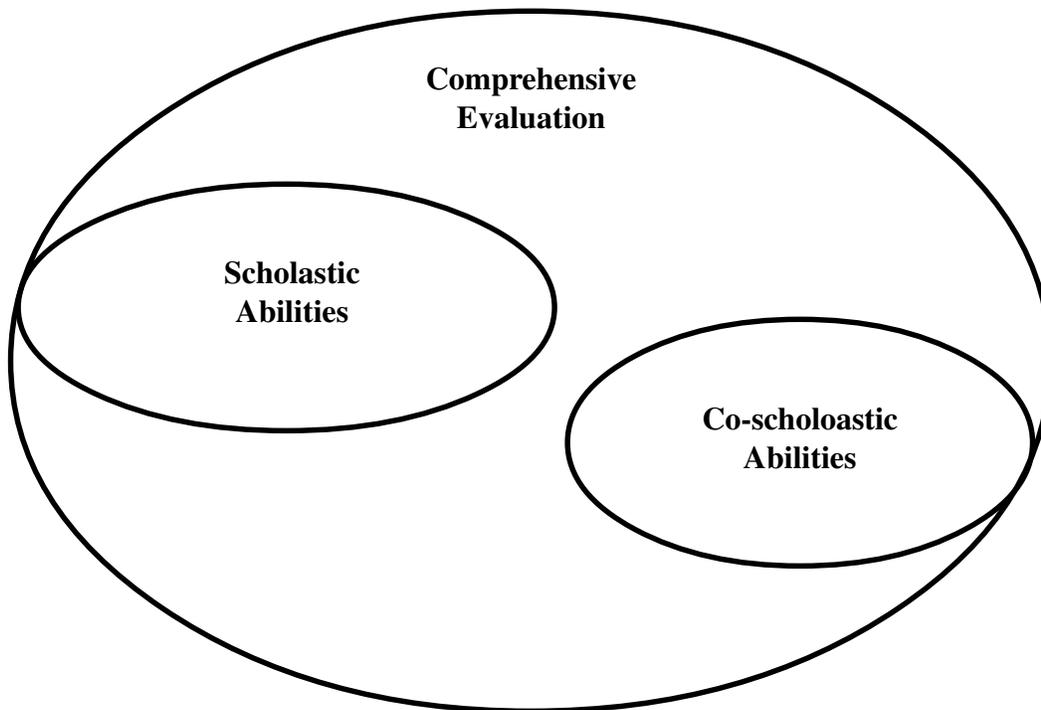


Fig. 11.3: Aspects of Comprehensive Evaluation

First, CCE is comprehensive in nature as it takes care of achievement of learners in various school subjects from science, mathematics, languages, social science, work education and physical health activities as well as includes the assessment

of co-scholastic abilities like attitude, values, life skills, interests, habits, etc. Second, CCE is comprehensive in nature in terms of tools and techniques used for evaluation of learners. It includes various tools like observations, interview, rating scales, checklist, document analysis, portfolios, anecdotal records and techniques of assessment like assignments, projects, quizzes, debates, discussions, club activities, performance, experiments, etc. Third, CCE is comprehensive in nature as it is used for assessing various learning outcomes like knowing, understanding, applying, analyzing, evaluating and creating. It is also used to evaluate learners' progress in all the three domains i.e. cognitive, affective and psycho-motor, whereas the conventional evaluation system was limited to cognitive domain only.

By now, you must have understood the concepts of continuous and comprehensiveness in CCE.

11.4.2 Nature of Continuous and Comprehensive Evaluation

Let us try to understand the nature of CCE. The nature of CCE is so comprehensive that it includes almost all aspects of child development. It integrates assessment with teaching and learning process; emphasizing assessment of learner abilities in *scholastic areas* along with the **co-scholastic areas**.

- CCE encourages and motivates students to be positive in their attitudes.
- It emphasizes that teacher's judgment should be made through an honest and objective appraisal without bias.
- It also encourages continuous interaction with parents with regard to their children's progress and performance.
- CCE is developmental in nature because emphasis is given on improvement of students' learning throughout the schooling process.
- It is a process of continuous attempts to assess whether desirable changes are taking place in students along the lines of educational objectives.

11.4.3 Purposes of Continuous and Comprehensive Evaluation

CCE attempts to minimize fear and anxiety among our learners about examination and evaluation. CCE emphasizes evaluation as a process in place of an event. CCE helps learners, parents and teachers in the following ways:

- It reduces stress and anxiety, which often builds up among the young students during and after the examination.
- It reduces the dropout rate as there will be less fear and anxiety among learners related to their school performance.
- In CCE, greater focus is given on learning rather than on conducting tests and examinations.
- It contributes to the holistic development of learners.
- CCE is used as an instrument of preparing learners for future life by making them physically fit, mentally alert, emotionally balanced and socially adjusted.
- Learners get more time to develop their interests, hobbies and personalities through CCE.
- It promotes a learner friendly environment, thereby optimizes student learning.

- It equips students with life skills, especially creative and critical thinking skills, social skills and coping skills which will help them to face a highly competitive environment later on.

Check Your Progress 2

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

2) What are the major aspects of continuous evaluation?

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3) What is the importance of comprehensive evaluation?

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11.5 SCHOLASTIC AND CO-SCHOLASTIC ASSESSMENT

Being a teacher, you must have felt the need for developing various abilities among children. These abilities are generally classified into abilities in scholastic and co-scholastic areas. *Scholastic* areas cover activities in curricular or subject specific areas, whereas *co-scholastic* areas include life skills, abilities in co-curricular areas, attitudes and values.

11.5.1 Assessment in Scholastic Areas

Scholastic areas include all those academic activities which are associated with various subjects. The term ‘Scholastic’ refers to those activities, which are related to intellect or the brain. It is related to the assessment of learners in curricular subjects. It includes assignments, projects, practicals, etc. Sometimes, these activities are associated with objectives of cognitive domain i.e. it is expected that students have to achieve objectives of cognitive domain in specific subject areas. In order to understand the scholastic aspects, you have to focus on cognitive domain objectives as well as various subject areas specified at a particular level. You have to develop a kind of correlation between subject matter and level of such objectives to ensure the development of students in scholastic areas. Let us first focus on those objectives of cognitive domain, which are associated with scholastic aspects.

Although it is difficult to exactly pinpoint the list of learning outcomes, we can classify them according to Taxonomy of Educational Objectives. The following objectives in the cognitive domain have been identified by Bloom and his colleagues (1956).

- 1) **Knowledge:** it includes knowledge of specifics, universals and abstractions in a field.
- 2) **Comprehension:** it focuses on translation, interpretation and extrapolation.
- 3) **Application:** *Ability to use a theory, a principle or method to solve a problem involving a new or unfamiliar situation.*
- 4) **Analysis:** Analysis of elements (identifying assumptions, and logical fallacies), relationships and organizational principles.
- 5) **Synthesis:** it emphasizes production of a unique communication, production of a plan or a set of operations and derivation of a set of abstract relations
- 6) **Evaluation:** Judgment in terms of internal criteria as well as in terms of external criteria.

During 1990's, Anderson, revised this taxonomy with a view to examining the relevance of the taxonomy of educational objectives developed by Bloom and his colleagues. A detailed form of the Anderson's revised taxonomy of educational objectives and its broad categories and sub-categories is presented in Table 11.1.

Table: 11.1: Anderson's Revised Taxonomy of Educational Objectives

Category	Sub - Categories		
REMEMBERING	Recognizing Identifying	Listing Retrieving	Describing Naming
UNDERSTANDING	Interpreting Summarizing	Inferring Comparing	Classifying Explaining
APPLYING	Executing Carrying out	Implementing Using	
ANALYSING	Differentiating Comparing	Organizing Deconstructing	Attributing
EVALUATING	Checking	Critiquing	Judging
CREATING	Generating Producing	Planning Constructing	Designing

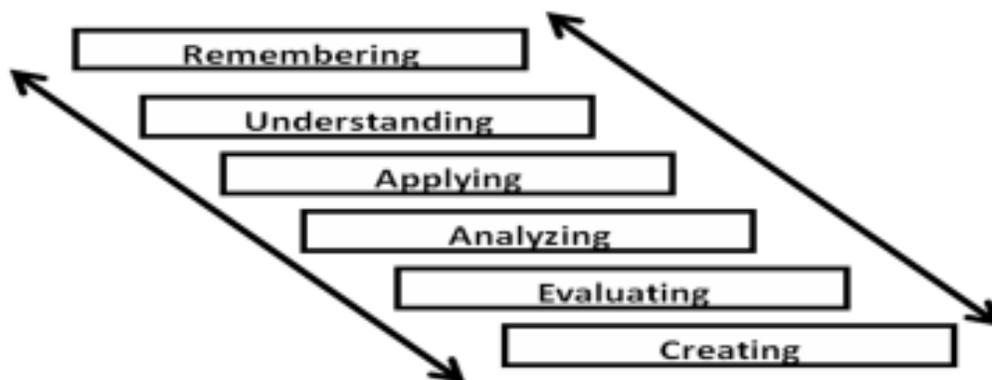


Fig. 11.4: Inter-linkages among different categories of Anderson's Revised Taxonomy of Educational Objectives

You have to keep in your mind that these objectives are not exactly hierarchal in nature. Each category is connected to other categories. Keeping this in mind, a new model of objectives is proposed in Fig. 11.5.

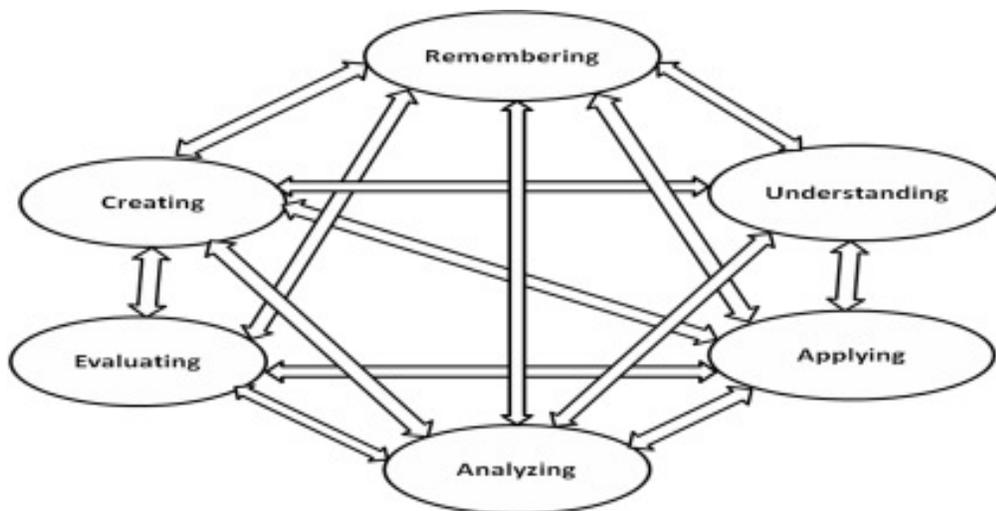


Fig. 11.5: Model of Educational Objectives

It is clear from above model that all the objectives are interconnected to each other. For better understanding, it can be represented in following manner.

In order to achieve these objectives, being a teacher you have to ensure that students participate in various activities associated with various subject areas. The major subject areas associated with scholastic domain are shown in the Fig. 11.6.

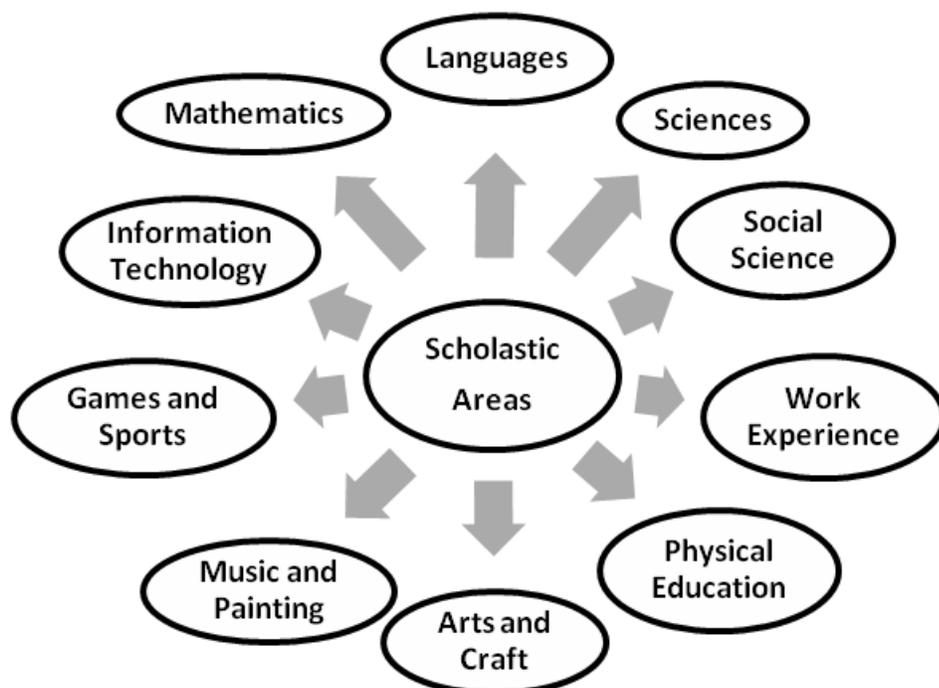


Fig. 11.6: Scholastic Areas to be Assessed

The abilities of scholastic domain enforce the learning progress of the students, mental development, attitudes, aptitude, self concept, creativity, etc.

Check Your Progress 3

Notes: a) Write your answers in the space given below
b) Compare your answers with those given at the end of the Unit.

4) Enlist the objectives of cognitive domain to be achieved at elementary level.

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11.5.2 Assessment in Co-Scholastic Areas

As already stated in the beginning of the unit that under CCE, we need to look at the holistic assessment of our students which also includes assessment in co-scholastic areas such as Life Skills, Attitudes and Values, Sports and Games as well as other Co-Curricular activities. The CCE is an effort to address all these aspects in a holistic manner. A number of National Committees and Commissions in the past have consistently made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through School-Based Continuous and Comprehensive Evaluation.

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



Fig. 11.7: Aspects of co-scholastic Areas

The CCE is an effective tool to enhance the quality of teaching-learning process in the school. The emphasis is now on ensuring that every child acquires not only the knowledge and skills but also the ability to use these competencies in real life situations.

Various co-scholastic aspects are *Life Skills, Attitudes, Human Values, Co-curricular activities and Aesthetic, visual and performing arts*. Let us discuss them in detail.

Life Skills

In order to prepare children for the social life, you have to develop **life skills** in them. This will enable them to manifest their inner potential with confidence and competence and face the challenges of life.

World Health Organization (WHO) has defined life skills as “**Life Skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.**” The effective and appropriate utilization of life skills can influence the way one feels about oneself and others and can enhance one’s productivity, efficacy, self-esteem and self-confidence.

‘Adaptive’ means that a person is flexible in approach and is 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.

In particular, life skills are a group of psycho-social competencies and interpersonal skills that help people think critically, creatively, make informed decisions, solve problems, and communicate effectively, build healthy relationships, empathize with others, and cope with stress and emotions and manage their lives in a healthy and productive manner.

Types of Like Skills

UNICEF, UNESCO and WHO list ten core life skills which are problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions. These ten skills are further classified under three more groups namely: thinking skills, emotional skills and social skills as shown in Table. 11.2:

Table.11.2: Core Life Skills

THINKING SKILLS	EMOTIONAL SKILLS	SOCIAL SKILLS
Self Awareness	Coping with Emotions	Empathy
Critical Thinking	Coping with Stress	Interpersonal Relations
Creative Thinking		Effective Communication
Decision making		
Problem solving		

These skills are defined very effectively in the CCE handbook for teachers published by The Central Board of Secondary Education (CBSE) (2010). As per the handbook essential life skills to be developed in students are:

- 1) **Self-awareness** is a unique human capacity and includes our recognition of 'self', of our character, of our strengths and weaknesses, desires and dislikes, values, outlook, needs, aspirations and feelings. Developing self-awareness can help us to recognize ourselves when we are stressed or feel under pressure.
- 2) **Empathy** - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity.
- 3) **Critical Thinking** is the ability to analyze information and experiences in an objective manner. It helps adolescents to recognize and to assess the factors influencing attitude and behavior - values, pressures from peer, media and family. While thinking critically one weighs the pros and cons and the consequences of any action.
- 4) **Creative Thinking** is a novel/innovative way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas). This enables to explore available alternatives and consequences of actions or non-actions and contributes to Decision Making and Problem Solving.
- 5) **Decision Making** is ability to assess available options and to foresee the consequences of different decisions (actions/non-actions). This ability helps us to deal constructively with decisions about our lives.
- 6) **Problem solving** helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
- 7) **Interpersonal relationship skills** help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being and also mean keeping good relationship with family members, which are an important source of social support.
- 8) **Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears.
- 9) **Coping with stress** means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.
- 10) **Coping with emotions** means recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

Assessment for life skills:

- 1) **Individual assessment:** It focuses on assessment of an activity/task performed by any student.
- 2) **Group assessment:** It focuses on the learning and progress of a group of children working on a task together with the objective of completing it.
- 3) **Self-assessment:** It refers to the child's own assessment of her/his learning and progress in knowledge, skills, processes, interests, attitudes etc.
- 4) **Peer-assessment:** It refers to one child assessing other children. This can be conducted in pairs or in groups.

Attitude

Students' attitudes and behavior plays an important role in improving their academic achievement as well as shaping their outlook towards the rest of the world. In school settings, you have to ensure the development and assessment of students' attitude towards teachers, peers, the activities and programs of schools and whole school environment.

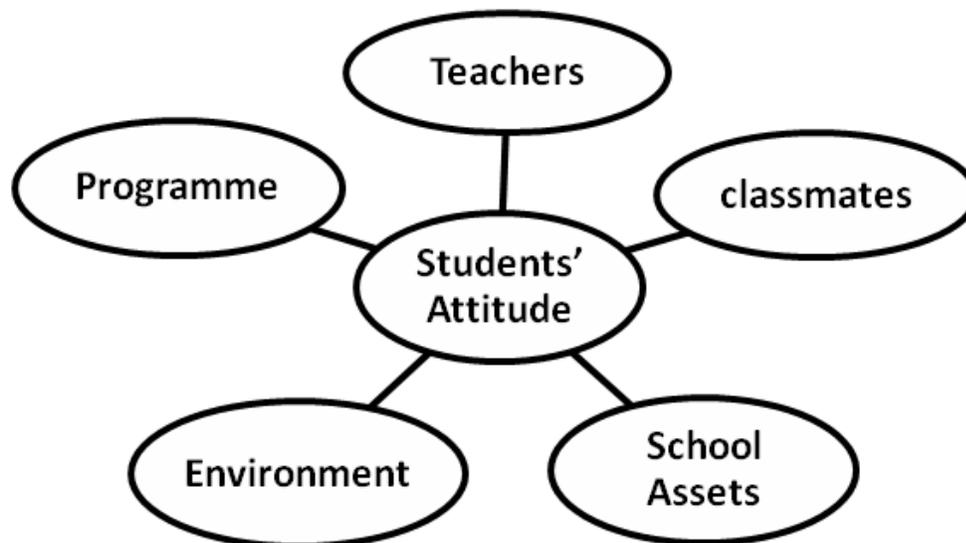


Fig. 11.8: Assessment of attitude in school settings

In school settings, efforts can be made to develop the positive attitudes of students towards teachers, schoolmates/classmates, studies, school programmes, school environment and school assets. We can assess students' attitudes towards many other aspects also.

Assessment of Attitude

There are various techniques, which can be used to assess the attitude among students. Some of them are *self-report inventories or attitude scales, survey, interview, the biographical and essay methods, projective tests, error-choice techniques, indirect observation*, etc.

At elementary level, observation is one of the common techniques used for this purpose. A teacher can develop a schedule to observe and evaluate students' attitude towards various phenomena. Here is an example given based on CBSE Manual (2010).

Table 11.3: Attitude towards School-mates

S.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 opinions 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	
	Total	
	Average Grade	

You can develop yourself such observation schedules, which will help you to assess the attitudes of your students in an effective manner.

Activity 2

Prepare an observation schedule for assessing the attitude of your students towards studies. The schedule should consist of 10-15 descriptive indicators. Apply it in your class and prepare a report.

Human Values

A value is a belief which guides a person's actions and behaviors. Human values refer to spiritual, ethical and moral values. These values form bases for our thoughts, action, skills and behavior. They ultimately contribute to formation of a good character and make us a good human being. In the position paper of National Focus Group on Curriculum, Syllabus and Textbook (2006), it has been stated that the values that are promoted through education, and that guide all further curricular efforts themselves spring from the notions of a desirable society and of human beings prevalent among the decision makers. The entire organization of the classroom learning experiences needs to be such that they promote the same ethos, values, and principles among the learners. It is said that 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.

In continuous comprehensive evaluation, assessment of these values is the important part of co-scholastic aspects. There is need to identify the descriptors for assessing these values among students. Some of them are: (i) understands the need for rules and follows them, (ii) be honest and ethical (iii) has self – respect, iv) is polite, and courteous to everyone, (v) exhibits leadership and respects diversity (*culture, opinions, beliefs, abilities*), (vi) respects the opposite sex, (vii) shows a kind, helpful and responsible behavior/attitude, (viii) displays commitment and an open mind, (ix) works efficiently, (x) respects time (*his/her own and others'*), (xi) displays a positive attitude towards peers, adults and community; (xii) seeks and provides solutions, (xiii) is a responsible member of the community, (xiv) displays spirit of citizenship, (xv) is conscious of his/her responsibility towards the community, specially the underprivileged members, (xvi) is peace loving; (xvii) strives for conflict management in all stressful situations and (xviii) has ability to find happiness within oneself.

Activity 3

Go through the fundamental duties described in our constitution in article 51A, prepare a list of human values, which you would like to develop in your students in tune with the fundamental duties. Also suggest some activities, which you will plan to inculcate and assess the human values in your students.

Co-curricular Activities

Today's school is giving attention to a child's health, hygiene, sanitation and safety. In addition, recreational games and activities are being increasingly and intelligently designed and promoted for the purpose of wholesome physical development, good citizenship, character education, manners and courtesy. The development of worthy emotions and feelings, heightened inspirations and wholesome aspirations are also provided in schools. Out of the school/classroom activities are equally as important as those inside classroom, as they support curricular activities. In simpler words, we can say that the true aims of education can be fully realized by introducing co-curricular activities at every stage of education.

All this is possible only through students' participation in co-curricular activities. Hence the need for co-curricular activities is increasingly felt in schools. They are an integral part of the activities of a school and therefore, their proper organization needs much care and thought.

Curricular activities have a number of values like educational value, development of social spirit, character training, education for leadership, worthy use of leisure time or recreational value, team spirit, development of civic virtue, physical development, improved discipline, aesthetic development and development of cultural values.

Co-curricular activities can generally be classified into five categories.

- 1) Literary Activities
- 2) Physical Development Activities
- 3) Civic Development Activities
- 4) Social Welfare Activities
- 5) Excursion Activities

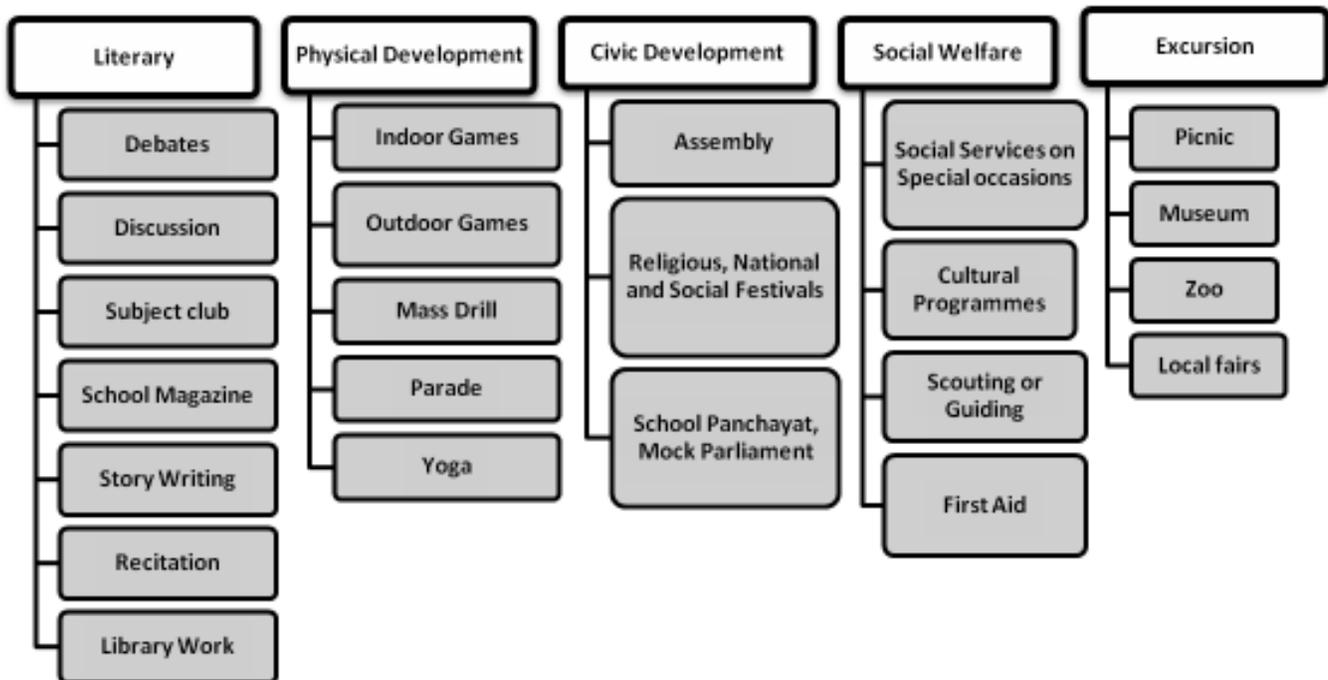


Fig. 11.9: Types of Co-curricular Activities

Being a teacher, you can use as many activities, as you can within provided framework and timetable. Care should be taken that selection of activities should be based on their utility in your subject as well as the abilities of students. You must motivate your students to take part in them and ensure that each of the students from your class participates in various activities as per his/her interest and abilities.

Aesthetic activities, Performing and Visual arts

Co-curricular activities also include aesthetic activities, performing and visual arts. A number of activities like Music, Vocal, Instrumental, Dance, Drama, Craft, Sculpture, Puppetry, Folk Art forms can be organized to develop aesthetic sense among students.

In order to achieve this objective, a teacher has to ensure that every student participates actively in activities that involve arts (*visual and performing*) at school/ inter school/ state/ national /international levels. He/she should encourage his/her students so that they become capable of taking the initiative to plan and organize various creative events like plays, art competitions, mural painting, dances, music festivals, etc. Teacher has to ensure that students are members of the student council/school prefects, etc. and help organize events in the school.

Check Your Progress 4

Notes: a) Write your answers in the space given below
 b) Compare your answers with those given at the end of the Unit.

5) What are the core life skills?

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We will discuss some tools and techniques, which a teacher uses in classroom situations.

11.6.1 Unit test

Mr. Mohan, a science teacher in an elementary school, taught a topic “Fun with Magnet” to students of class VI. During the teaching-learning process, he introduced the concept of magnet with the help of examples of Crain, door of refrigerator etc. He explained about ore magnetite and discussed various types of magnet. He performed some activities to differentiate between magnetic and non-magnetic substances. He explained properties of magnet and its use in daily life like finding the direction. After completion of his teaching in 3 periods, he planned to assess the understanding of his students about magnet.

Let us see, what he did?

He prepared a question paper comprising fill-in the blanks questions, short answer type questions, true false type questions, one word answer type questions and distributed among the students of his class without any prior announcement about it. He asked students to attempt all these questions during his class.

An Example of a Unit Test

Class VI	Subject: SCIENCE	Max. Marks: 20
FUN WITH MAGNETS		
Note: Attempt all the questions.		
I) Fill in the blanks:		(1 × 5 = 5 marks)
1) A freely suspended _____ always points to the north-south direction.		
2) Similar poles of two magnets always _____ each other.		
3) A magnetic _____ is used for finding geographic direction.		
4) A material which attracts pieces of iron or steel is called _____.		
5) _____ is the world’s first magnet.		
II) Write true or false against the statements given below:		(1 × 4 = 4 marks)
1) Bar magnet is more powerful than natural magnet.		
2) Magnetic attraction is maximum in the middle of a bar magnet.		
3) Magnetic Compass is used for finding magnetic directions.		
4) A magnet can separate iron nails from a mixture of iron filings and iron nails.		
III) Name the following:		(1 × 5 = 5 marks)
1) Name the substances from which artificial magnets are made.		
2) Name the method to magnetize a piece of iron.		

- 3) Force felt when two unlike poles of magnet are brought closer to each other
- 4) Magnet that retains magnetism for short period of time
- 5) Name given to U shaped magnet

IV) Answer the following questions: (2 × 3 = 6 marks)

- 1) Distinguish between magnetic and non-magnetic substances.
- 2) What would happen to a pole of magnet if we go on breaking it into pieces?
- 3) Write any four uses of magnet?

He collected the answer sheets after students had completed their answers. He evaluated their answer sheets and came to know that most students had answered his questions but there were a few questions, which were answered wrongly by many students. He realized that he had to re-teach those concepts which were not clear to all students before moving on to the next topic.

What this exercise is? This is called **Unit test**.

Unit test is the simplest way to assess students' progress in subject areas. Teachers generally take an oral test or a written test of 10-20 marks as unit test just after completion of a unit. In most schools, unit test is used to assess the progress made by students in a particular content. It also plays an important role of diagnostic testing, to some extent.

In CCE, unit testing has become the formal part of total evaluation process, and due credit is given to it in the whole evaluation scheme. This initiative will increase the effectiveness and utility of unit testing in the whole evaluation process. Moreover, students will also take it seriously.

Unit test should be based on learning objectives formulated for the unit. A teacher can use short answer type questions, one word answer type questions or objective type questions to evaluate the students' progress in a unit.

Activity 4

Select a unit from the subject, you are teaching in elementary class. Prepare a unit test of twenty marks based on learning objectives of the unit.

11.6.2 Achievement test

Achievement tests are used in annual examination or term end examination for assessment of abilities of students in scholastic area. After CCE implementation, achievement tests are used as summative assessment tests. These tests are universally used by teachers mainly for the following purposes:

- 1) To measure whether the students have achieved the objectives of the planned instruction.
- 2) To monitor students' learning and to provide ongoing feedback to both students and teachers during the teaching-learning process.
- 3) To identify the students' learning difficulties- whether persistent or recurring.
- 4) To assign grades

Teachers teach students to enable them to develop some abilities, skills and attitudes. After teaching, students performance need to be evaluated periodically. It may be through monthly, half yearly or yearly tests/examinations. Teachers construct the tests to assess the achievement of students.

Preparing a good annual achievement test

A good question paper, which is intended to evaluate the achievement of students with respect to a variety of specific learning outcomes, may include different types of test items that are relevant to the specific learning objectives. Let us consider the necessary steps in preparing a good question paper.

The first step for preparing a good question paper is to develop a design or framework. For this, you have to:

- A) Analyze the course content into different content units and decide the weightage that is to be given to each in the test.
- B) Decide the weightage to be given to different objectives being tested.
- C) Decide the weightage to be given to different forms of questions to be used in preparing a question paper.
- D) Decide the weightage to be given to time and marks for different forms of questions.
- E) Decide the weightage to be given to the difficulty level in the test.

The second step is to prepare a table of specification, i.e. the blueprint, which reflects distribution of various types of questions to be set on different content units testing particular objectives, such as knowledge, understanding, application, skill, etc. You will most likely need essay type, short answer type as well as objective type items to evaluate the learning outcomes of students. Let us see how a table of specifications (blueprint) is developed.

Preparing a Table of Specifications (Blueprint)

Decision on units and their weight: The first step is to decide about the weightage to be given to different units. You can include more units in the annual examinations but in quarterly or half yearly examinations, fewer units should be included. So each unit would be given more marks in comparison to the yearly examination. Let us take the example of social science subject for class VI. There are six units and the question paper will be based on these units. The weightage given to each unit is presented in Table 11.5.

Table 11.5: Weightage given to different content units

Content Units	Weightage given
The earth in solar system	10
Globe: Latitude and Longitudes	15
Motions of the earth	10
Maps	10
Major Domains of earth	15
Major landforms of the earth	15
Our country: India	10
India: Climate, vegetation and wildlife	15
Total	100

Identification of objectives and their weightage: After deciding about the weightage to be given to different units, you have to consider the learning objectives. Your test is good only if it is able to evaluate the achievement of learning objectives decided by you. **You can allocate appropriate weightage to various objectives like knowledge, understanding, application, skill, etc.** For example, for the above case, you may give weightage of 35%, 40%, 15% and 10% for knowledge, understanding, application and skills respectively. The weightage given to different objectives is presented in Table 11.6.

Table 11.6: Weightage given to different instructional objectives

Learning objectives	Weightage given
Knowledge	40
Understanding	30
Application	20
skill	10
Total	100

Deciding types and number of test items: The next step is to decide about the weightage to be given to kind of questions. Generally, in an achievement test, a teacher has to include different types of items (essay, short answer or objectives). The weightage given to different forms of questions is presented in Table 11.7.

Table 11.7: Weightage given to different forms of questions

Forms of questions	Weightage given
Essay Type	30
Short Answer Type	45
Objective Type	25
Total	100

The fourth step in the preparation of question paper is to give weightage to marks and time for different forms of questions. The allotment of marks and time to different forms of questions is presented in Table 11.8.

Table 11.8: Weightage given to marks for different forms of questions

Forms of questions	Marks per questions	Total Number of question	Total Marks
Essay Type	10	03	30
Short Answer Type	03	15	45
Objective Type	01	25	25
		43	100

Estimation of Time: For teacher-made achievement tests, only the experience of teachers should be enough for the estimate of time. You should try to analyze and estimate the time for different types of questions. Here we have taken

hypothetically the total duration of 2 hrs and 30 minutes. For different forms of questions, weightage given to time are presented in Table 11.9.

Table 11.9: Weightage given to time for different forms of questions

Forms of questions	Time per question (in minutes)	Total number of questions	Total Time (in minutes)
Essay Type	20	03	45
Short Answer Type	05	15	75
Objective Type	01	25	25
		43	145

The next step is to give weightage to difficulty levels of the items, which is presented in Table 11.10.

Table 11.10: Weightage to difficulty levels of the items

Difficulty levels	Weightage given
Difficult items	25
Average items	50
Easy items	25
Total	100

Preparing Blueprint

A blueprint is a two-dimensional chart showing different types of items with marks for each topic/unit and each of the objectives. It shows the respective weightage of marks for different objectives, and topics and various types of items as prescribed by the school or in the syllabus or decided by the paper-setter. These specifications have been discussed in the earlier steps of planning of the blue-print.

Based on the above steps the final blueprint is developed. With the help of such a table of specifications, you will be able to ensure the needed coverage of units in the syllabus and assessment objectives. The final blueprint is presented in Table 11.12.

Table 11.12: Blueprint (Table of Specifications)

Objectives → Forms of Question → Unit →	Knowledge			Understanding			Application			Skill			Total Unit
	E	SA	O	E	SA	O	E	SA	O	E	SA	O	
The earth in solar system	–	3(1)	2(2)	–	–	2(2)	–	3(1)	–	–	–	–	10
Globe: Latitude and Longitudes	–	–	1(1)	10(1)	–	2(2)	–	–	–	–	–	2(2)	15
Motions of the earth	–	–	–	–	–	2(2)	–	6(2)	2(2)	–	–	–	10
Maps	–	3(1)	–	–	–	–	–	–	2(2)	–	3(1)	2(2)	10
Major Domains of earth	10(1)	–	1(1)	–	3(1)	–	–	–	1(1)	–	–	–	15
Major landforms of the earth	10(1)	3(1)	2(2)	–	–	–	–	–	–	–	–	–	15
Our country: India	–	–	1(1)	–	6(2)	–	–	3(1)	–	–	–	–	10
India: Climate, vegetation and wildlife	–	3(1)	1(1)	–	3(1)	2(2)	–	3(1)	–	–	3(1)	–	15
Sub total	20(2)	12(4)	8(8)	10(1)	12(4)	8(8)	–	15(5)	5(5)	–	6(2)	4(4)	100(43)
Total	40			30			20			10			100

Note: In the above Table, numeral outside the bracket indicates marks and numeral inside the bracket indicates number of questions.

Entries made in this blueprint are only for illustration. You have to decide about these while preparing the blueprint. However, it must confirm, to weightage indicated in the design to the various objectives (**40, 30, 20, 10**), content units (**10, 20, 15, 20, 20, 15**) and form of questions (**E= 30%, S.A. = 45%, O.T. 25%**) as reflected in this table of specification or blueprint.

Preparation of Test Items/Questions: Test items form the very basis of testing. A test constructor should have good knowledge of the subject. The test items should be clear, unambiguous and according to the objectives. Different types of items - essay, short-answer and objective types - should be prepared in sufficient numbers. Items of varying difficulty should also be prepared. Experienced teachers are able to estimate difficulty level by their judgment. Some items from question banks can be taken up.

After preparation of test items, a review is done on the basis of blueprint requirements to assess the quality of items. Only unambiguous and objective based items are retained.

Preparing Scoring Key: To maintain the objectivity and validity of test, you have to provide proper instructions for marking. Objective type tests have exact answers. Their answers and corresponding marks should be given. Short answer questions are also quite specific in nature and possible points or ideas in answers should be mentioned with their corresponding marks. Essay type questions are lengthy and need specificity for uniform marking. Important steps or points of answer should be explicitly mentioned along with their corresponding marks. The above guidelines for marking questions make our testing more reliable. These achievement tests are used normally at the end of term/year as a part of summative assessment. Care should be taken that summative assessment and unit tests have adequate contribution to over all assessment of the students.

EXAMPLE OF AN ACHIEVEMENT TEST

Term of Examination: SA - II

Class: VI

Subject: Social Science (Geography)

Maximum duration: 2:30 hrs

Maximum marks:100

Note: Attempt all the questions.

Section A (Long Answer type Questions)

(10×3= 30)

- 1) Differentiate between latitudes and longitudes. Explain relation of time with longitude with example.
- 2) Describe various continents with important characteristics.
- 3) What do you mean by mountain? Discuss various types of mountains with examples.

Section B (Short Answer type Questions)

(3×15= 45)

- 1) Define rotation and revolution.
- 2) Define various different types of maps?
- 3) Why is earth called a blue planet?
- 4) Differentiate between atmosphere and hydrosphere.
- 5) Why do a large number of people live in the Northern plains?
- 6) How are mountains useful to man?
- 7) Differentiate between evergreen forest and deciduous forest.
- 8) Why are mountains thinly populated?
- 9) What is natural vegetation?

- 10) Prepare a list of various types of wildlife in the zoo.
- 11) Prepare list of major rivers of India and their place of origin.
- 12) Diagrammatically represent various planets around the sun.
- 13) Diagrammatically represent the difference between solar and lunar eclipse.
- 14) Diagrammatically represent necessity of forest for human life.
- 15) Draw a map of your classroom representing the teacher's table, blackboard, desks, door and windows.

Section C (Objective type Questions)

(1×25= 25)

1) Tick (√) the correct answer:

(1×5= 5)

- a) The pole star indicates the direction to the
 - i) South
 - ii) North
 - iii) East
- b) The frigid zone lies near
 - i) the pole
 - ii) the equator
 - iii) the tropic of cancer
- c) Christmas is celebrated in summer in
 - i) Japan
 - ii) India
 - iii) Australia
- d) In Maps, the blue color is used for showing
 - i) water bodies
 - ii) mountains
 - iii) plains
- e) The major constituent of atmosphere by percent is
 - i) Nitrogen
 - ii) Oxygen
 - iii) Carbon dioxide

2) Fill in the blank:

(1×10= 10)

- a)is the third nearest planet to the sun.
- b) The 0° Meridian is also known as.....
- c) Days are shorter during season.
- d) The highest Mountain peak on the earth is.....
- e) The.....is a line of mountain.
- f) A.....is an unbroken flat or a low level land.
- g) Planets don't have their own.....
- h) Maps showing cities, towns and villages are known as.....
- i) India has an area of about.....
- j)is a well-known species of mangrove forests.

3) On an outline map of India, mark the following:

(1×5= 5)

- a) Himalayan mountain range
- b) Western Ghats
- c) Capital of your state
- d) Indian Ocean
- e) Narmada river

4) Match the column:

(1×5= 5)

Column A

Saline water
Nile
Satellite
Plateau
Asiatic lions

Column B

Tibet
Moon
Gir forest
Mangrove forest
Africa
South America
Gobi

Activity 5

Prepare a blue print and achievement test from the subject, you are teaching in elementary class. While preparing the test, follow the steps of constructing an achievement test.

11.6.3 Oral Test

Oral tests are conducted to formally evaluate if a student has the knowledge and understanding of some key concepts taught to him. In an oral test, teacher or group of teachers ask students a set of pre-determined oral test questions and listen to and evaluate their responses to those questions. Teachers take detailed notes of each student's responses, usually using rating sheets that contain the answers to the questions. A structured procedure is used to score students' answers to the oral test questions. Communication in an oral test is highly structured and mostly one-way; students are not given an opportunity to present information unless specifically requested or to ask questions about the content, which is not selected for the test. Oral tests also require previous planning. Questions should be pre-defined 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, teacher checks the correct answers and put crosses on the incorrect answers. This kind of coded recording should be supplemented by brief descriptive notes.

Sample Oral Test in a Primary Class:

Teacher has prepared following questions to be asked in class:

- 1) What are your favorite food items?
- 2) Name the ingredients of any one of these food items?
- 3) What are the nutrients in these ingredients?
- 4) Do you think that your food is a nutritional food?

For rating the answers, he developed the following scoring rubrics.

Excellent (Grade: 7-6)

Students present ideas clearly. They are able to express ideas and ask and answer questions with ease. They are willing to take risks and test out their knowledge.

Good (Grade: 5)

Students present ideas well enough to be understood. They are able to give brief answers to questions. They are trying to take some risks.

Satisfactory (Grade: 4)

Students speak with some hesitation, but can communicate basic ideas. They show hesitation in understanding and responding to questions and comments. Occasionally uses new examples, but generally does not take risks.

Needs Improvement (Grade: 3-1)

Students attempt to answer, but have difficulty in communicating basic ideas. They have difficulties in understanding questions and comments.

Activity 5

Prepare a set of questions for oral test from the subject, you are teaching in elementary class. Also prepare the scoring rubrics and practice in your class. Prepare a report based on your experiences.

11.6.4 Assignments

Assignments are used for both learning and evaluation. Let us discuss the functions of assignments for learning and continuous comprehensive evaluation. While teaching in the classroom, teacher often cannot cover the important points of a given topic. Further, there are some important skills like presentation of observations or information in a systematic way, organization of the important points of a given topic, originality, creativity, etc., which cannot be judged during the limited time allotted for teaching. For developing these abilities and skills, there is a need for studying in detail the topics from different books, and more practice and drill work is required for comprehension of the concepts related to those topics.

For evaluating these abilities and skills, specific assignments are given to students; these assignments are in a sense, performance of relevant activities to be carried out at home by students according to the directions provided by the teacher. Assignments are used as a learning device as well as evaluation tool in content and skill areas. Depending upon the purposes of the assignments, the nature of assignments also differs. Let us discuss the types of assignments on the basis of the purposes fulfilled by them.

- i) **Extension of the classroom lesson:** Sometimes some lessons end with an assignment, which is in a sense an extension of the lesson. It is a lesson carried on at home by the students in their leisure time according to the direction provided by you. These assignments provide additional learning experience, which is not possible in a brief class session.

It also provides additional practice of what has been done in the class and application into new situations, thereby clarifying the nature of the concept and enrichment of knowledge.

- ii) **Self-Evaluation:** Sometimes assignments are given in the form of home work. These assignments are based on the application of topics already taught in the class. It provides a situation for self-evaluation by students of how well they comprehend the new concept taught in the school.

- iii) **Detailed Study of Specific Topics:** In some cases, assignments related to a specific topic are given to students, where a student is asked to write a report on the important aspect of the topic. It may require reading of relevant references, synthesization of relevant knowledge, observations and personal experiences related to the topic. Students are expected to organize all the related information in some order. Sometimes assignments may be based on some observations, measurements or collection of some materials, arranging or tabulating them and finding if any pattern exists in them. In such assignments, students are asked to report the methodology followed in presentation of data or information, its analysis and the important outcomes of the assignment. It may be further suggested that the report prepared by a

student or group of students is presented to the whole class, which is followed by discussions. Teacher and other students may ask questions based on assignments. Whenever there is some problem in answering the questions by student, teacher explains and illustrates with examples.

Evaluation of assignment is an important aspect. When an assignment is given, it must be based on the instructional objectives. The assignment should be evaluated keeping in view those objectives and the extent to which objectives have been achieved. The assignment should be evaluated and grading should be given. The assignment grade should also be included in the final assessment.

Sample assignment questions from disaster management course:

- 1) What is a seismograph? Where is it usually kept in your city? If you live in a village, can you find out the nearest place, where the seismograph is kept?
- 2) Draw a map of your village or area, locating your school, houses, ponds, tanks, etc., as well as open spaces and high-rise buildings. Mark an emergency evacuation route plan, for use in case of an earthquake.
- 3) How would you increase awareness among your community members about preparedness for cyclones?

11.6.5 Quiz

A quiz is a form of game or mind sport in which the players (as individuals or in teams) attempt to answer questions correctly. In some countries, a quiz is also a brief assessment used in education and similar fields to measure development in knowledge, abilities, and/or skills. A well designed quiz helps motivate your students. It highlights the subject areas and skill-sets in which they are particularly strong as well as points out those areas which would benefit them. Here are a few guidelines which you may find useful, when you are going to plan for a quiz. Keep the following points in your mind:

- Match the quiz materials with your teaching contents.
- Keep it simple and thoughtful.
- Think about the utility of pop-quizzes versus those given with advance notice
- Assess learning outcomes by quizzing both before and after new material is presented
- Provide timely and constructive feedback
- Design quizzes that evaluate higher cognitive abilities than just student's ability to recall.

The results of a well designed quiz often provide valuable insight into how effectively the course material is being presented. Poor across-the-board results may indicate areas that would require a pedagogical review and a change in teaching techniques or style. Remember; in addition to assessing your students' learning progress, quiz results help you assess your own teaching accomplishments as well. The quiz may be question based or it may be pictorial. You can use various pictures, puzzles, etc. to make your quiz interesting.

An Example of a Quiz

Sample quiz:

This quiz contains randomly selected Multiple Choice Questions from 'Understanding Marginalization'.

- 1) In which of the following places, India's most important mining and industrial centers are located:
(A) Jamshedpur (B) Bhilai (C) Rourkela (D) Bokaro
- 2) Forest lands are not cleared for:
(A) Agriculture (B) Industry (C) Urbanization (D) Hunting
- 3) Which of the following are worshipped by tribal?
(A) Animals (B) Mountains (C) Ancestors (D) Rivers
- 4) Mark the option not correctly matched:
(A) Forest land for mining (B) Forest land for national parks
(C) Forest land for agriculture (D) Forest land for dams
- 5) In the north-east, the lands of the tribal have remained under:
(A) Highly militarized and war zone (B) National park
(C) Constructions of dams which have submerged their lands
(D) Mining

11.6.6 Other Tools of Assessment

Apart from these tools, you can use some other tools while assessing students. CCE has provided you with ample opportunities to use a variety of tools as per the need and nature of abilities to be assessed. Some of them are discussed here:

A) Checklist

A checklist is a tool for identifying the presence or absence of conceptual knowledge, skills, or behaviours. You can use checklists for verifying whether students have followed the key tasks in a procedure, process, or activity to be completed. You can observe students behaviour, interest, routine hygiene and healthy habits by using checklist. A checklist itemizes task descriptions in one column and provides a space beside each item in a second column to checkup the completion of the task.

You can add a column for comment in the checklist to make it more effective. Below is given a sample. You can prepare checklist yourself as per the nature and need of the abilities to be assessed.

Example:

You can prepare a checklist for assessment of project report submitted by students in the following manner.

Table.11.13: Checklist for a Project Report

Sl.	Aspect	Yes	No
1	Project report has title page.		
2	Project report has preface and introduction.		
3	Project report is properly bounded or spiraled.		
4	All the headings are covered in project report.		
5	Summary of the report is given at the end.		

B) Matrix

Matrix is a relatively easy classroom assessment technique to use during class and requires students to distinguish between related or seemingly similar items or concepts. Some teachers consider it as an extension of double matching type items wherein more than two responses are linked to a stimulus. In a matrix, stimuli are presented vertically (in row) whereas responses are presented horizontally (in columns). Students are asked to check whether the response in each cell on the horizontal column in which the response on the top is true for each of the stimuli on the vertical column.

For developing such a matrix, you have to identify two or more concepts with several similarities and differences. You can put the characteristics in first horizontal column and concepts in first vertical row. One example of such a matrix is given below, which will help you develop more such matrices in your subject.

Table 11.14: Matrix Showing Deficiency of Vitamins and Related Diseases

Vitamins	Excessive Bleeding (1)	Beriberi (2)	Rickets (3)	Anemia (4)	Scurvy (5)	Night Blindness (6)
A						
B ₁₁						
B ₁₂						
C						
D						
K						

*Source: CBSE Manual (2010)

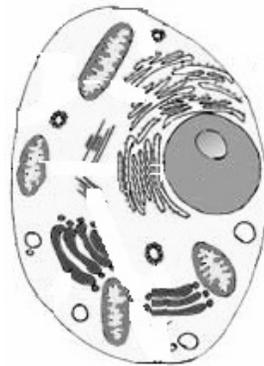
C) Diagram based worksheet

Diagram based worksheets are generally used for assessment of structural differences. Diagram based worksheet may be used for identification of constituents of an organ/material or to find out the differences between two forms. You must have seen in children's magazines and newspapers, where students are asked to identify the differences between two diagrams looking similar to each other. These can be used in EVS as well as in other subjects also. Students are provided with the diagrams and asked to level the diagrams or to identify the difference between the diagrams.

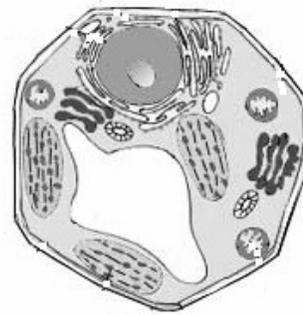
An Example of a Diagram Based Worksheet

Approximate Time: 15 min.

Procedure: The students are given the worksheets individually. They are asked to label five cell organelles which are common to plant and animal cells.



Animal Cell



Plant Cell

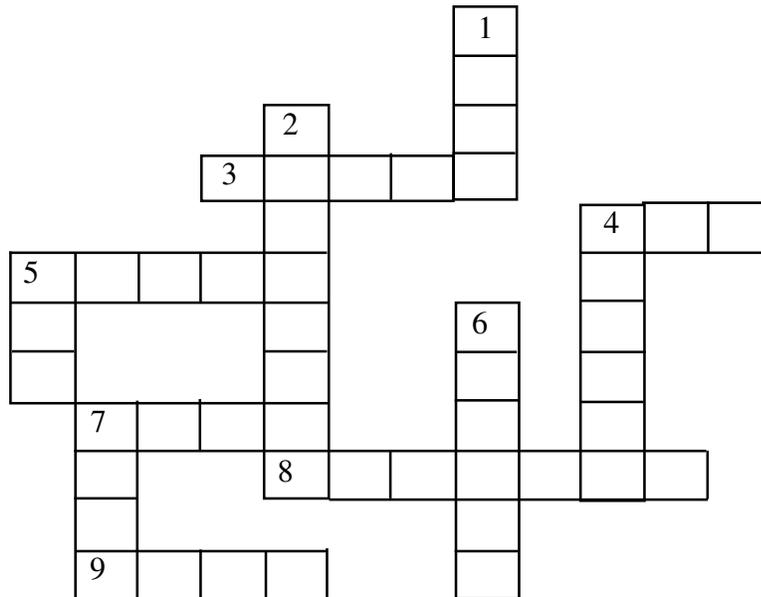
Criteria for Assessment: 1 mark for each labeling, total marks = 5

D) Crossword worksheet

Another very useful tool is crossword worksheet. Students at elementary level enjoy such worksheets. You can develop many such worksheets in language, EVS, mathematics etc. These worksheets are grids of some words having hints in form of short statements. Students fill-up the sheets with the help of clue available in the statements. Here is one example related to pet animals.

An Example of a Crossword Worksheet

Animals and their Babies



ACROSS

- 3 Baby dog
- 4 Baby goat
- 5 Baby chicken
- 7 Baby deer
- 8 Baby goose
- 9 Baby sheep

DOWN

- 1 Baby kangaroo
- 2 Baby duck
- 4 Baby cat
- 5 Baby tiger
- 6 Baby pig
- 7 Baby horse

Check Your Progress 5

Notes: a) Write your answers in the space given below

b) Compare your answers with those given at the end of the Unit.

8) While preparing a blueprint, what are the criteria you have to keep in your mind?

.....
.....
.....
.....
.....

9) What are types of assignments based on purpose?

.....
.....
.....
.....
.....

11.7 TOOLS FOR ASSESSING CO-SCHOLASTIC ASPECTS

In previous section, we have discussed about various tools and techniques, which you can use for assessing scholastic aspects of learner's achievement. There are various tools and techniques, which can be used for assessing co-scholastic aspects.

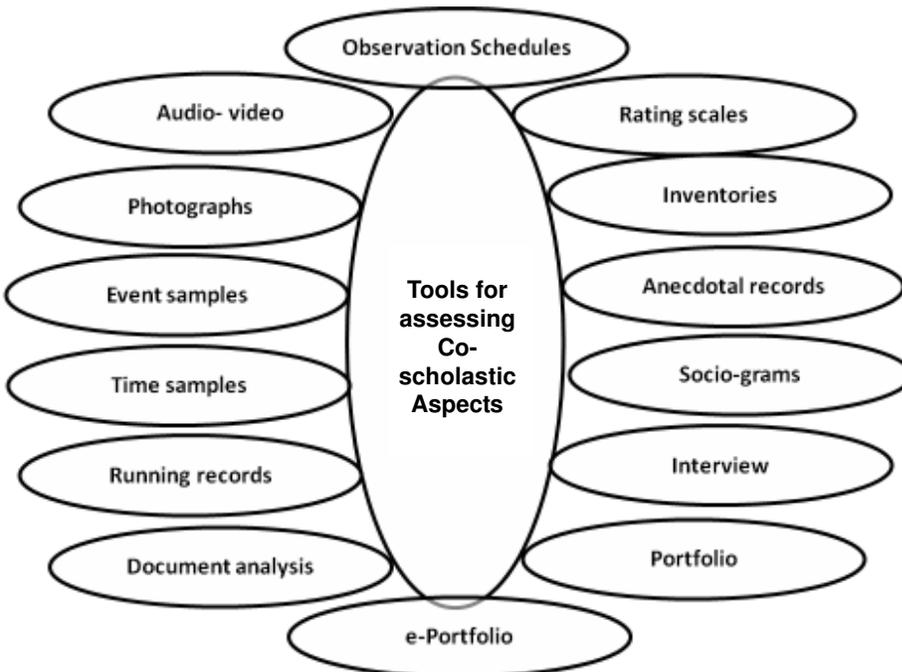


Fig.11.10: Tools for Assessing Co-scholastic Aspects

Now, we will discuss some tools, which can help you in assessment of co-scholastic aspects with objectivity.

11.7.1 Observation Schedule

Observation is one of the most frequently used ways to gather information and get a picture of what’s happening in your school or classroom. You can use it also to assess students’ performance in various co-curricular activities. Systematic classroom observation is a quantitative method of measuring classroom behaviors. Information about a child (his/her behavior) can be collected in and outside the class through observation. Observation can be used as a tool of assessment in a variety of situations like debates, elocution, group work, practical and laboratory activities, projects, play fields and school prayers, clubs and festivals. Observation can be biased and subjective. However, such errors and risks can be substantially reduced by using an observation schedule.

Observation schedule is used to collect information systematically and with objectivity. Here is one example of using observation schedule for debate competition.

Table 11.15: An example of an Observation Schedule

Sl.	Descriptors	Score out of 5
1	Depth of knowledge of the content	
2	Strength of the argument to conceive	
3	Fluency, diction and pronunciation	
4	Ability to contradict a given point of view	
5	Respectful to the opponent	
6	Ability to take criticism positively	
7	Body language while arguing	

*Source: CBSE Manual (2010)

Activity 6

Prepare an observation schedule for assessing students’ performance in group discussion.

11.7.2 Rating scale

Rating scale is a technique, through which an assessor categorizes the objects, events or persons on a scale, represented by a series of continuous numerals or letters. This technique is a subjective method. Rating is basically a term applied to an expression of opinion or judgment regarding some situation, object, character or an attribute. Rating scale refers to a scale with a set of points which describe varying degrees of dimension of an attribute being observed. In a typical numerical scale, a sequence of definite numbers is supplied to the rater or to the observer. The observer assigns, to each stimulus to be rated, an appropriate number corresponding to those definitions or descriptions. In a rating scale, you can use *three points, five points, seven points* or *nine points* scale. In a three point scale, you can have rating of 3 for most pleasant; rating of 2 for indifferent and a rating of 1 for most unpleasant.

It is always useful to have an odd number of points in a scale like 3, 5 and 7, so that there could be a middle (neutral) one, a favorable one and an unfavorable one. Numerical rating scales are the easiest to construct and to apply. They are also the simplest in terms of handling the results.

Table. 11.16: An Example of a Rating Scale

(Language Writing)						
Descriptors		Always (5)	Mostly (4)	Generally (3)	Sometimes (2)	Never (1)
1	Student communicates feelings and needs in written form.					
2	Student uses paraphrased messages.					
3	Student follows directions and instructions given by the teacher.					
4	Student gives a brief introduction, while writing the composition.					
5	Student uses a variety of phrases, quotations to communicate effectively in written form.					
6	Student uses punctuation marks correctly.					
7	Student uses capital letters correctly for names and at the beginning of sentences.					
8	Student uses information he/she has collected to answer a question.					
Total Score:						

11.7.3 Inventories

Inventories are used to assess personality of students. An inventory is constructed in the form of a questionnaire. It consists of a series of questions or statements to which the subjects respond by answering ‘Yes’ or ‘No’, ‘agree’ or ‘disagree’. While preparing an inventory, you have to keep in your mind that, the statements are put in the first person i.e. “I think I am more anxious about the examination than others”. That’s why, sometimes, inventories are also termed as self-reporting tools. Inventories are used for measuring personality traits, interests, values, adjustment etc.

Here is an example of an inventory to assess interpersonal skills of learners.

Table 11.17: An Example of an Inventory

Read the following statements carefully and mark tick (v) in appropriate box.			
S.No.	Statement	Yes	No
1	I shake hands if other person offers.		
2	I can identify relationships that may be hurtful or dangerous.		
3	I can identify my personal strengths and needs.		
4	I make arrangements with peers for social activities.		
5	I know who can help me, if I am unable to resolve interpersonal conflicts alone.		
6	I can find out the relationship between actions and consequences.		
7	I can develop and carry out a personal plan for achievement of goal without supervision.		
8	I can close a relationship or say “good bye” in a healthy manner.		

Activity 7

Prepare an inventory for identifying students’ areas of interests.

11.7.4 Anecdotal Records

Anecdotal records are informal observational notes in the form of a story. A teacher records about what students are learning, their academic performance, learning behaviour, their achievements and social interactions.

Though it is an informal note but with its help, you can keep a record of each and every student of your class in a comprehensive manner. While taking the note, you have to ensure that you only record what you observe and hear without any interpretation. For example, while preparing an anecdotal note on reading habit of your students, you can consider many issues like:

- Does a student show positive attitude towards reading books?
- Does a student choose his/her favorite books?
- Does a student read books for pleasure/information?
- Does a student read them silently?
- Does a student reflect on his/her reading?
- Does a student share his/her ideas with others during literature discussions?

Anecdotal records are the **written observations** – word for word, action for action – of exactly what a child is doing and saying. You can use these notes to create a complete developmental picture of young children.

Anecdotal notes should be used to record the day-to-day development of students, as well as their specific behaviors, especially those that are a cause for concern,

speech patterns, language development, social/emotional development, peer interactions, etc.

Here is one sample anecdotal record form.

Table. 11.10: An Example of an Anecdotal Record

XYZ PUBLIC SCHOOL, NEW DELHI ANECDOTAL RECORDING FORM	
Observer:	Observation Date
Student Name:	Observation Time
Description of the Incident:	
Description of the Location/Settings:	
Recommendations/Action:	
..... Signature	

11.7.5 Interview

A formal interview consists of a series of well-chosen questions (and often a set of tasks or problems) which are designed to elicit a student’s understanding about a concept, a set of related concepts or their opinions about some objects, events or persons, etc. The interview may be videotaped or audio taped for later analysis.

To assess the co-scholastic development among children, interview is a very effective technique. It is a face-to-face situation between teacher and student, which intends to draw out the desired information. The interview involves minimum two persons, i.e. interviewer and the interviewee. For better results in an interview, you have to develop a rapport with students. The friendly environment and mutual faith can enhance the quality of outcomes of interview.

Characteristics of Interview

- Interviews are conducted by the interviewer based on what the interviewee says.
- In the personal interview, the interviewer works directly with the interviewee.
- The interviewer has the opportunity to probe or ask follow-up questions.
- Interviews are generally easier for the interviewee, especially if what is sought, are opinions and/or impressions.
- Interviews are time consuming and are resource intensive.

11.7.6 Portfolio

It is the collection of evidences of students’ works over a period of time. It could be day-to-day works or selection of learner’s best piece of work. Painters and commercial artists often use portfolios to demonstrate their skills and quality work before the selection committees. Portfolios encourage teachers and schools to focus on important student outcomes, provide parents and the community with credible evidence of student achievement. Portfolio provides a cumulative record of growth and development of a skill or competence in an area over a period of time. It also enables a student to demonstrate to others, his/her learning and progress. Care should be taken that only selected works having specific purpose need to be put into the portfolio.

Portfolio can include

- **Photographs:** Provides an insight into child’s emotional, social and psychological development
- **Paintings and other examples of artistic endeavor :** Provides evidences of a learner’s abilities, thoughts and attitudes
- **Audio-Video Recordings:** Important processes and events that can be recorded and analyzed later
- **Self Assessment Sheets:** Provides evidence of learner’s self-evaluation
- **Peer Assessment Sheets:** Excellent for assessing team based activities, social projects and peer related behaviour.
- **Parent Assessment Sheets:** Provides evidences of evaluation carried out by the parents.

Check Your Progress 6

Notes: a) Write your answers in the space given below
 b) Compare your answers with those given at the end of the Unit.

10) What are the benefits of observation schedule?

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11) How are anecdotal notes recorded?

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12) What type of information should be the part of portfolio?

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11.8 RECORDING THE RESULTS OF STUDENTS

Recording of results needs to include the results of scholastic as well as co-scholastic activities. Reporting of results is very crucial for students, parents and other stakeholders of school and society.

Two things are important in reporting of results. These are the pattern of reporting and the aspects being reported. If you go through the “Manual for Teachers on School Based Assessment Classes VI to VIII” published by CBSE, you will come to know that you are required to report many things, which include the following:

General information about the student: It includes student’s name, class, section, number, father’s and mother’s name, residential, date of birth, etc.

Attendance: Term wise student’s attendance in percentage as well as working days.

Part 1 consists of the academic performance of students’ in 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

Assessment of Co-Scholastic Areas is being done in four parts on a ***Five Point Grading Scale*** once in a session.

Part 2(A): It includes **10 life Skills** consisting of self-awareness, problem-solving, decision-making, critical thinking, creative thinking, interpersonal relationships, effective communication, empathy, managing emotions and dealing with stress.

Part 2(B): Work Education: Assessment of work education is being done on the basis of descriptive indicators.

Part 2(C): Visual and Performing Arts: Assessment of performance in visual and performing arts is done by providing grades on some descriptive indicators.

Part 2(D): It reports the grading of students on attitudes towards *Teachers, Schoolmates, School Programmes* and *Environment*. So far as value system is concerned, a framework must be developed right through Primary to Secondary level. These are to be filled in through observation over the years by the Class Teacher in consultation with the subject teachers.

Part 3: Co-Curricular Activities

Assessment of co-curricular activities has two sub parts and is done on a five-point grading scale.

Part 3(A): This part has four sets of skills. A student is expected to choose *two* activities from these four sets and will be assessed on his/her level of participation and achievement.

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

Part 3(B) Health and Physical Activities: There is a provision of eight different kinds of health and physical activities. One student has to be assessed on *any two* of these activities. The suggested activities are sports/ indigenous sports (*Kho-Kho etc.*), NCC / NSS, Scouting and Guiding, Swimming, Gymnastics, Yoga, First Aid and Gardening/Shramdaan.

Assessment of scholastic attainments will be reported *twice in* a year. Minimum qualifying grade in all the subjects under Scholastic Domain is D. It is also advised that 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. *It will be done once in* a session. Minimum qualifying grade in Co-Scholastic Domain is D.

All the reporting should be done in prescribed format.

The description given above is very clearly indicating the aspects, which a teacher has to record and report. Now the next issue is why to report the students' performance on these aspects? We will discuss about it in next section of the unit.

How to record co-scholastic aspects:

One of the biggest question in the minds of our teachers is that how to record the students' behavior on co-scholastic aspects. You may go through the method suggested by CBSE in its handbook for teachers.

It is suggested in the manual that a teacher has to do day to day observation and use rating scale of assessing the co-scholastic aspects.

11.9 REPORTING RESULTS TO STUDENTS, PARENTS AND OTHER STAKEHOLDERS

In teaching-learning process, reporting the results to various stakeholders is a key function. You have to present the report to students, their parents and other members of the society, so that authentic information about learners' progress can be given to parents. This may help in developing plans for further improvement in teaching-learning process.

Need of reporting the results to students and parents

Variety of activities and tests are the part of CCE. Some of them are diagnostic in nature whereas others are evaluative. The objectives of evaluation can not be achieved without informing about it to the stakeholders. The need of reporting the results may be summarized as:

- To make the parents aware of personal and special achievements, needs, behaviours of their children, etc.
- To plan appropriate situations and strategies for effective learning.
- To help students and their parents in identification of their' interest, abilities and attitudes.
- To motivate students for self-assessment.
- To remove students' fear and trauma related to evaluation process.

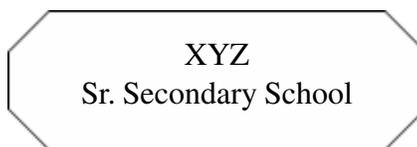
Whenever you are going to prepare a report card, you have to take care of certain things.

- The report should be self-explanatory.
- The report must have all the evaluation criteria decided by the school/Board.
- The comments on report card (if any) should be suggestive in nature and should reflect a positive sense.

While reporting, your language should be very clear with positive comments for students' improvement. The report should include:

- What a child can do? What he/she wants to do? and what difficulties are faced by him/her?
- How children have learnt?
- Examples of activities done by children.
- Point out about cooperation, responsibilities, initiatives, empathy, interests of students.
- Also suggest, how parents can help their children?

Reporting may be **formal** or **informal**. Informal means of reporting are unofficial discussion between parents and teachers, teachers and students, teachers and administrators of school, etc. Sometimes on occasion of any festival or event in school, you may communicate to parents about the progress of their children. During PTA meetings, a lot of information is exchanged between school and parents. Formal means of reporting are school diary notes, project reports, success



Registration No.: DL/2XXX/96

**Report Book
(2012-13)**

Part 1: Academic Performance: (Scholastic Areas)

Name of student : Aalisha	Admission No.: 213/2013
Father's Name : Dr. G. P. Rashtriya	Roll Number : 27
Mother's Name : Mrs. Mohita Rashtriya	Class: VII (A) DoB : 26/06/2000
Address: H. No. 342, First Floor, XXXXX Residency, XXXXXVihar, New Delhi, 110006	

Subject	Term-I				Term-II				Final Assessment			
	FA1	FA2	SA1	Total	FA3	FA4	SA2	Total	FA	SA	Overall (FA+SA)	Grade Point
Hindi	A1	A1	A1	A1	A1	A2	A1	A1	A1	A1	A1	10
English	A2	B2	A2	A2	A2	A2	A2	A2	A2	A2	A2	9
Mathematics	A1	A1	A1	A1	A1	A1	A1	A1	A1	A1	A1	10
Science	A1	A1	A1	A1	A1	A1	A1	A1	A1	A1	A1	10
Social Science	B2	A2	A2	A2	A2	A2	A2	A2	A2	A2	A2	9
Computer Science	A1	A2	A1	A1	A2	A1	A1	A1	A1	A1	A1	10
GK	A1	A1	A1	A1	A1	A1	A1	A1	A1	A1	A1	10
Attendance	106/110				108/110				214/220		CGPA	9.71
Note: A1=91%-100%, A2=81%-90%, B1=71%-80%, B2=61%-70%, C1=51%-60%, C2=41%-50%, D=33%-40%, E1=21%-32.5, E2= 205 AND BELOW								Extremely regular Student. Keep it up		Overall Grade	A1	

SELF-AWARENESS

My Goals	Strengths
<i>I want to become a doctor one day.</i>	<i>My strength is that I love to finish the assigned work within time and never give-up before completion of the task.</i>
My Interests and hobbies	Responsibilities discharged/exceptional achievements
<i>I love to spend time at my father's clinic. My hobby is collection of rappers of medicines and arranging them on the basis of their relationship with diseases in an album.</i>	<i>I am first-aid in-charge of my class. I am also performing as yoga instructor in my school.</i>

RESULT: Qualified, Congratulations- aim high

DATE: 31/03/2013

CLASS TEACHER'S SIGNATURE

PRINCIPAL'S SIGNATURE AND SEAL

Note: (1) Promotion is based on continuous assessment through out the year. (2) CGPA= Cumulative Grade Point Average (3) Subject wise overall indicative percentage of marks = 9.5xGP of subject/CGPA (4) BMI=Wt. in Kg./(Height in M) ²	
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Part 2: Co-scholastic Areas**2A: Life Skills (Grading on five point Scale A,B,C,D, E)**

Area of Assessment		Grade	Descriptive Indicators
01	Self Awareness	A	Aalisha is confident, hardworking and have self-belief.
02	Problem Solving	A	She is very good observer and try to analyze problem scientifically.
03	Decision Making	A	She is good in decision making and takes decision rationally.
04	Critical Thinking	A	She always analyzes all possibilities before reaching to a decision.
05	Creative Thinking	A	Her viewpoint is many times unique on contemporary issues.
06	Interpersonal Relationship	A	She is able to interact effectively with peers and teachers.
07	Effective Communication	A	She is very responsive to others' interests and concerns.
08	Empathy	A	Aalisha is able to make use of speech, action and expression while communicating. She is excellent in debates.
09	Managing Emotions	A	Aalisha is very sensitive and understand others and relates with their problems.
10	Dealing With Stress	A	She can express negative emotions like anger, irritation, hurt, sadness in a positive way. She shares views very openly.
2B	Work Education	A	Aalisha remains calm and accepts all situations and tries to find a workable solution.
2C	Visual And Performing Arts	A	Aalisha is involved and motivated. She demonstrates an understanding of correlation with real life situations. Aalisha displays observation skills. She demonstrates excellent interpretation and originality. She shows willingness to experiment with different art modes/ mediums.

2D: Attitude and Values (Grading on five point Scale A,B,C,D, E)

Attitude towards		Grade	Descriptive Indicators
01	Teachers	A	Respectful towards teachers and own responsibilities given to her by teachers.
02	Peers	A	Very helping. Provide guidance to peers in academic affairs with enthusiasm.
03	School Programmes	A	Always participate in school activities. Very enthusiastic participant.
04	School Environments	A	She is a good caretaker also. As a monitor, takes care of school property of her class.
05	Value Systems	A	She is very polite, responsible, peace loving and have respect for others.

Part 3: 3(A) Co-scholastic Activities (Grading on five point Scale A,B,C,D, E)

01	Literary and Creative Skills	A	Aalisha has won inter school debate at state level. She reflects very original thinking on contemporary issues.
02	Scientific Skills	A	Aalisha is a very good observer and record minute things in laboratory as well as in outside of school visits. She is a reflective thinker.

Part 3: 3(A) Health and Physical Education (Grading on five point Scale A,B,C,D, E)

01	Sports/Indigenous Sports		Aalisha is captain of school kho-kho team. She exhibits excellent leadership.
05	Scouting & Guiding		She is active member of guiding unit. She participated in A level camp.

Health Status

Term	Body Mass Index (BMI)	Height (in cm.)	Weight (in Kg.)	Vision		Blood Group	Dental Hygiene
I term	20.57	159	52	Left	Right	A+	Keep your teeth clean. Cavity found in two molars in upper jaw.
II term	21.09	160	54	6/6	6/6		

Note: This CCE based grade card has been prepared for demonstration purpose only.

Check Your Progress 7

- Notes:** a) Write your answers in the space given below
 b) Compare your answers with those given at the end of the Unit.

13) What is the importance of reporting the result of students?

.....

11.10 LET US SUM UP

Continuous comprehensive evaluation is so comprehensive in nature that it tries to touch each and every aspect of child’s development. In the starting of the unit, we had made you aware of the concept of holistic development of child. It was tried to establish that evaluation is a holistic approach. The meaning and concept of continuous and comprehensive evaluation and its related aspects like continual, periodicity, placement evaluation, formative and summative evaluation were also explained in the unit. The unit also explained about the nature and purpose of continuous and comprehensive evaluation. In the section related to scholastic and co-scholastic abilities, we explained about various scholastic abilities and co-scholastic abilities. All the important co scholastic areas like life skills, attitude and human values were explained. Not only the areas of scholastic and co-

scholastic but also tools and techniques for the evaluation of these aspects were also discussed in the unit. Various tools like unit tests, orals tests, achievement tests, assignments, quiz, observation schedule, rating scales, inventories, anecdotal records, interview, portfolio, document analysis, etc. are discussed. At the end of the unit, a sample for recording and reporting of the results of students is also given.

11.11 UNIT END ACTIVITIES

- 1) You must have been practicing the CCE evaluation scheme in your schools. Discuss with your colleagues about the effectiveness of formative evaluation and prepare a report that how formative evaluation is helpful for teachers and students on the basis of your discussion and observations of colleagues.
- 2) You have studied about life skills, their development and evaluation in the present unit. Identify any five life skills, which you want to develop in your students. Prepare at least one activity and observation schedule with minimum five descriptive indicators for each skill. Practice these activities and observe your students on the basis of your observation schedule.
- 3) How will you evaluate the assignments of your students? Prepare a guideline to evaluate the written assignments of your students with minimum 10 points.

11.12 SUGGESTED READINGS AND REFERENCES

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11.13 ANSWERS TO CHECK YOUR PROGRESS

- 1) A holistic approach to education facilitates the total development of a child by providing right atmosphere for learners to develop and enrich their talent. Building self-concept, self image, sense of enterprise and sportsmanship and so on has become the part of the educational process.
- 2) '*Continual*' and '*Periodicity*' are the major aspects of continuous evaluation.
- 3) Comprehensive evaluation is important as it is used for assessing various learning outcomes like knowledge, understanding, applying, analyzing, evaluating and creating. It is also used to evaluate learners' progress in all the three domains i.e. cognitive, affective and psycho-motor.
- 4) Remembering, understanding, applying, analyzing, evaluating and creating.
- 5) Ten core life skills are problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions.
- 6) Attitudes of students towards teachers, schoolmates/classmates, studies, school programmes, school environment and school assets etc. should be evaluated.
- 7) Curricular activities can help in development of number of values like educational value, development of social spirit, character training education for leadership, worthy use of leisure time or recreational value, team spirit, development of civic virtue, physical development, improved discipline, aesthetic development and development of cultural values.
- 8) While preparing blue print, we have to keep in mind the proper weightage to contents in the unit, objective, number of question, length of question paper and marking scheme, types of questions, difficulty level, etc.
- 9) There are three major type of assignments based on purpose: Extension of the classroom lesson, self-evaluation and detailed study of specific topics.
- 10) Observation is a quantitative method of measuring classroom behaviors. Information about a child (his/her behavior) can be collected in and outside the class through observation. Observation can be used in a variety of situations like debates, elocution, group work, practical and laboratory activities, projects, play fields and school prayers, clubs and festivals.
- 11) Anecdotal notes should be used to record the day-to-day development of students, as well as their specific behaviors, especially those that are a cause for concern, speech patterns, language development, social/emotional development, peer interactions, etc.
- 12) Portfolio can include photographs to provides an insight into child's emotional, social and psychological development, paintings and other examples of artistic endeavor to provide evidences of a learner's abilities, thoughts and attitudes, audio-video recordings of important processes and

events, self assessment sheets, peer assessment sheets as well as parent assessment sheets.

- 13) The need of reporting the results is to make the parents aware of personal and special achievements, needs, behaviours of their children etc., to plan appropriate situations and strategies for effective learning, to help students and their parents in identification of their' interest, abilities and attitudes, to motivate students for self-assessment and to remove students' fear and trauma related to evaluation process.