CONTINUOUS AND COMPREHENSIVE EVALUATION

GENERAL GUIDELINES

UPPER PRIMARY CLASSES

VI-VIII

PREPARED BY

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, CHENNAI – 600006

Team

Chairperson

Thiru. K.Devarajan,
Director,
SCERT,
Chennai - 600006

Dr. M.Palanisamy,
Joint Director (Schemes),
SCERT,
Chennai - 600006

Dr. S.Kannappan,
Joint Director (Admin.)
SCERT,
Chennai - 600006

Reviewer

Thiru.G.Balasubramanian,
Former Director (Education)
CBSE, New Delhi

Authors

Tmt. Vijaya Srinivasan,
Headmistress (Retd.),
Lady Andal Matriculation School,
Chetpet, Chennai

Tmt. Sumitra Gowtama,
Outreach Coordinator
The School,
Adyar, Chennai

Tmt. Jayashree,
PG Teacher,
Kendriya Vidhyalaya,
Anna Nagar,
Chennai

Co-ordinators

Tmt. B.Eswari,
Assistant Professor,
SCERT,
Chennai- 600006

Tmt.K.S.Sangeetha,
Assistant Professor,
SCERT,
Chennai- 600006

CONTENT

1. CONTINUOUS AND COMPREHENSIVE EVALUATION

INTRODUCTION

There have been many initiatives in the Indian Education System with regard to school education. The National Policy on Education, 1986, stresses the following:

- universal access and enrolment,
- universal retention of children up to 14 years of age; and
- a substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

It also states that 'a child centered and activity-based process of learning should be adopted at the primary stage. As the child grows, the component of cognitive learning will be increased and skills organized through practice.'

In the year 1993, the National Advisory Committee on 'Learning Without Burden' opined: "Exams and learning systems that require rote are unlikely to stimulate students, create interest in them to attend, or make them feel that they are learning skills useful to their later life. True learning takes place only in an environment where people feel challenged."

NCF 2005 envisioned a vastly different system built upon entirely new foundations that would actually make the teacher the primary evaluator of the students. This system discourages one-shot assessment and advocates Continuous and Comprehensive Evaluation'.' It also recommends other examination reforms to reduce psychological pressure among learners.

The Right of Children to Free and Compulsory Education Act, 2009 recommends the following:

(a) Building up child's knowledge, potentiality and talent;
(b) Learning through activities, exploration and discovery in a child-friendly and child-centered manner;
(c) Making the child free from fear, trauma and anxiety and helping the child to express views freely;
(d) Adoption of Continuous and Comprehensive Evaluation [CCE].

As a meaningful response to the above emerging challenges in the field of school education, the Tamilnadu Government vide its G.O. No: 143 School Education (U2) dated 19.09.2011 decided to introduce Continuous and Comprehensive Evaluation from the academic year 2012-13 for the standards I to VIII initially and for standard IX in 2013-14 and for standard X in the year 2014-15.

Continuous and comprehensive evaluation focuses on:

☞ Holistic development of a learner,
☞ Assessment in Scholastic and co-scholastic areas on and while learning,
☞ Bringing out the strengths and weaknesses of learners and facilitating them to avail opportunities to improve their skills,
☞ Providing feedback to the teachers for modifying their teaching strategies wherever necessary.

Therefore the assessment in the school environment should focus on the following:

- ❖ Learning and acquiring desired skills related to different subject areas.
- ❖ Acquiring an appropriate level of achievement in different subject areas.
- ❖ Developing and building individual interests and motivation.
- ❖ Responding appropriately to different situations and opportunities both in the school and in the community.
- ❖ Applying what is learned in a variety of environments, circumstances and situations.
- ❖ Working independently, collaboratively and harmoniously.
- ❖ Being able to analyze and evaluate one's own learning.
- ❖ Being aware of relevant social and environmental issues.
- ❖ Leading a healthy and a productive life.

CCE, therefore, ensures
- ❖ Not to label the learner as slow, poor, intelligent etc.
- ❖ Not to make comparisons between learners.
- ❖ Not to make negative statements about the learner.

Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation is the continuous assessment of scholastic and co-scholastic/non scholastic activities of a learner during the course of studies in the schooling process.

SALIENT FEATURES OF CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE):
- ❖ It is a system of School-Based valuation.
- ❖ 'Continuous' refers to regularity and periodicity in the assessment.
- ❖ 'Comprehensive' refers to holistic assessment of learners' growth and development (both Scholastic & Co – Scholastic aspects).
- ❖ Evaluation includes assessment of the student's attitudes, aptitudes and life skills in addition to scholastic areas.

Thus, CCE includes both **Scholastic** and **Co-Scholastic aspects.**

Scholastic assessment

- ❖ Refers to evaluation of all academic subjects as spread over the entire period of learning. It includes the learner's knowledge, understanding, analysis and application of content assessed through multiple tools and techniques.
- ❖ It is a non-threatening approach to assessment.
- ❖ Helps in reducing learners' stress by assessing specified portions of the curricular content, at regular intervals.
- ❖ Physical Education is considered as an integral part of scholastic assessment.

Co–Scholastic Assessment -addresses the following areas:
1. Life Skills
2. Attitudes & Values
3. Wellness & Holistic Exercise
4. Co-curricular Activities

METHODS OF ASSESSMENT

Assessment is carried out under the following two categories:
- Formative Assessment (FA)
- Summative Assessment (SA)

Formative Assessment (FA)

Formative Assessment is the continuous assessment of students' learning in scholastic and co-scholastic activities by the teacher both in the classroom and in the extended learning environment.

This method of assessment
- ❖ Takes place during the course of learning.
- ❖ Provides continuous feedback for teachers & learners to fill in the learning gap.
- ❖ Facilitates and encourages the learner to reflect on his learning experiences.
- ❖ Encourages self assessment and enables improvement.
- ❖ Encourages peer group learning.
- ❖ Facilitates diagnostic and remedial measures.
- ❖ Is flexible with reference to time and space.

Formative Assessment is carried out in two different modes namely,
- ❖ **FA (a)- Activity Mode**
- ❖ **FA (b)- Test Mode**.

Formative Assessment FA (a)

FA (a) is a measure of the learner's active participation in a spectrum of learning activities. It can be conducted during the course of learning in each unit. This may also include group evaluation wherever appropriate. It is assessment based on the teacher's observation / student's participation / presentation / creative expression and other techniques.

Formative Assessment FA (b)

- ❖ It focuses on the assessment of the learners' written work carried out during specified periods in the course of learning.
- ❖ In classes I and II, apart from simple written work, oral work will also be included.
- ❖ The questions may be of various types, and the format may include puzzles and riddles in written mode.

Summative Assessment

Summative Assessment (SA) is the assessment of learners' scholastic attainment at the end of each term. This assessment is based on a blue print comprising of knowledge, understanding, comprehension, application, analysis etc.,

- ❖ It is a formal assessment
- ❖ It reflects the achievement of the learner at the end of the Term.
- ❖ It is a blue–print based, written test.
- ❖ It is time-scheduled.

Comparison of Formative Assessment (a) and (b)

Formative Assessment (a)	Formative Assessment (b)
Focuses on assessment of different skills of the learner	Focuses on assessment of academic attainments.
Conducted both inside and outside the classroom to improve and reinforce learning	Mostly assessment is done through slip tests and it is a means for diagnosis and feedback.
Thrust on diverse thinking and learning skills; development of values, attitudes.	Thrust on assessment of specific and comprehensive communication of knowledge, understanding, application and skills.

Some suggestive Activities for FA (a) and FA (b)

Formative Assessment (a)

The following are a few examples for FA(a) activities:

Singing, Puppetry, Role Play, Making crafts, Language Games, Story-telling, Creative Writing and other activities involving a play of imagination.

Formative Assessment (b)

The following are a few examples for FA(b) activities:

Multiple Choice Questions, True or False, Answer in a word or two, Fill in the blanks, Quote the poem from memory, Questions related to differentiation and classification, Inferencing, Dictation and Very Short and Short Answer Questions, Puzzles and Riddles, questions related to Graphical representations.

Formative Assessment	Summative Assessment
For learning	On learning
Both informal and formal	Formal
Throughout the Term	At the end of each term
Diagnostic & Remedial	Reflects scholastic achievement
Flexible timing	Scheduled timing

Note:
1. Exhaustive list of class-wise activities for both FA (a) and FA (b) have been provided in the subject manuals.
2. The outcome of FA may be used by teachers for diagnosis and remedial activities.

1. SCHEME OF ASSESSMENT

SCHOLASTIC AREAS

Tamil, English, Mathematics, Science, Social Science, Physical and Health Education come under Scholastic Areas.

Students will be evaluated in these areas both by Formative and Summative Assessments. (FA = 40 marks; SA = 60 marks per term).

FORMATIVE ASSESSMENTS

For FA (a), in each subject, four activities of 10 marks each are to be assessed, and the best two activities are to be taken and recorded for 20 marks (2 x 10 = 20 marks).

In each subject, four slip tests FA (b) of 10 marks each need to be conducted and assessed; the best two

of them are to be taken and recorded for 20 marks (2 x 10 = 20 marks).

Marks of FA(a) & FA(b) are to be summed up and recorded as out of 40. This process is carried out for each term.

SUMMATIVE ASSESSMENT

It is conducted at the end of each term. The question paper will comprise of questions, scanning different dimensions of learning as detailed in the Blue Print. Questions will be set for a maximum of 60 marks only. The question paper will have a gradient of difficulty to assess different levels of learning achievement. There will be one SA at the end of each term of the academic year.

Format of Assessment for Scholastic Areas

S. No	Terms	Duration	Type of Assessment	Mode of Assessment	Time frame	Marks
1	Term 1	June to September	FA 1	[*] a & b	June - September	20 + 20
			SA1	Paper – Pen Test	September	60
2	Term 2	October to December	FA 2	[*] a & b	October to December	20 + 20
			SA 2	Paper- Pen Test	December	60
3	Term 3	January to April	FA 3	[*] a & b	January - April	20 + 20
			SA 3	Paper – Pen Test	April	60

Physical Education

Physical Education is an integral part of Scholastic Assessment.

The students are to be assessed in physical education based on the following indicators.

1. Physical fitness
2. Initiative and interest
3. Proficiency
4. Following the rules of the game
5. Sportsmanship

Five Point Grading Scale for Physical Education

Grade	Grade Point	Explanation for Grade
A	5	Excellent (If all the five indicators are exhibited)
B	4	Very Good (If any four indicators are exhibited)
C	3	Good (If any three indicators are exhibited)
D	2	Satisfactory (If any two indicators are exhibited)
E	1	To Be Strengthened (If any one indicator is exhibited)

RECORDING ACTIVITIES AND GRADES

a) The activities under FA for each unit are to be designed by the teacher based on the examples given in the textbooks and the relevant subject manuals.

b) Teachers would facilitate the learners to make relevant entries on their performance (in FA) in appropriate format suggested for the same.

c) The marks awarded for each student under FA activities are to be entered in the Teacher Assessment Record on completion of each of the activities(Annexure - II).

d) In the case of differently-abled children, the Formative Assessment Record is to be maintained, based on IED recommendations (Refer to the Annexure).

e) The marks and grades awarded for Formative and Summative Assessments conducted are to be recorded term wise in the Mark and Grade Register.

f) In Students' Cumulative Record only the grades for FA and SA are to be entered.

The following descriptive indicators have been be kept in mind for assessing activities under FA (a)

❖ Participation
❖ Initiative
❖ Involvement
❖ Regularity
❖ Creative Effort

- Keeping the above in mind, descriptive indicators specific for each of the activities [Table - V] have been given as a frame of reference. They have been provided in order to support the teacher to assess the learner judiciously and to diagnose what she/he could do to enhance the learning experience of the individual child. Each child according to his or her performance in the activity is to be awarded appropriate marks based on descriptors provided.
- In these activities, the teachers may accept multiple responses /ideas / presentations.
- In all such engagements, the child's performance should not be judged as right or wrong.
- The activities may be allotted from the textbook/ subject manuals/ any relevant teaching- learning material sourced by the teacher such as ABL Cards, Enrichment and Remedial materials and materials for differently-abled learners.
- Out of a minimum of **four** activities engaged in by the learner, **two** best activities of the learner may be chosen for marking and grading.

Recording FA (a) Activities

Teachers should record the Formative Assessment Activities in the following two records.

A. Student Activity Record

Students are to be facilitated to record their completed activities in the Student Activity Record. Using the descriptive indicators, teachers have to record his /her observations in the 'remarks' column (Annexure - 1).

Instead of using the remarks in words, teachers should use the symbols (***/**/ * /√) for

a. Excellent (***)
b. Good (**)
c. Adequate (*)
d. To be completed (√)

The criteria for recording the performance in the activities are given in the Table – I

Table – I

Marks	Criteria
10	If all the five descriptive indicators are exhibited
8-9	If any four descriptive indicators are exhibited
6-7	If any three descriptive indicators are exhibited
5	If any one or two descriptive indicators are exhibited or

B. Teacher Assessment Record

Teachers should record the marks awarded for the activities completed by the students in the Teacher Assessment Record (Annexure -2).

Table –II
DESCRIPTIVE INDICATORS FOR SCHOLASTIC ACTIVITIES
FORMATIVE ASSESSMENT -FA (a)

Singing				
It would be important to facilitate joyful singing rather than focusing on 'talent' in holding a tune. Song is also a valuable tool when something has to be memorized.				
Enthusiastic participation	Understanding the content of the song	Appreciation of its meaning	Sensitivity to tune	Sensitivity to rhythm
Poetry Recitation				
This is a natural ability that most children have. They could be encouraged to explore it by reciting poems and passages that they like, with appropriate phonetics, tone and rhythm.				
Enthusiastic recital	Understanding the content of the poem	Appreciation of its meaning	Appropriate articulation & correct pronunciation of verses	Sensitivity to rhyme and rhythm
Memory Activities* [not for objective assessment]				
In FA (a) activities, the choice of what to memorize may be left to children themselves, based on their areas of interest and involvement. This may be used to enhance their capacity to remember, and to deepen meaning in what they learn.				
Ability to recall	Ability to relate to content/context	Appreciation of the meaning [where appropriate]	Enthusiasm & Involvement in empowering memory	Effort to use memory
Puppetry				
While some skills [like holding or manipulating a puppet, or modulating one's voice] might need to be demonstrated, it would be important for children to do things themselves, and innovate.				
Deftness [if presented by the student]	Spontaneous dialogue [where appropriate]	Involvement with the narrative	Ability to create characters / innovate with the idea to be presented	Ability to integrate content with presentation
Role Play				
Young children get to understand concepts better when they enact them. Primarily, role play also builds confidence and rapport with others when used skillfully to facilitate learning.				
Participation	Voice modulation	planning for Role Play	Depth of message	Presentation of Roles

Craft				
The assessment of craft activity would be differentiated, depending on the natural inclination and ability of each learner. Some may display more dexterity than the others, and others may show interest in connecting craft to what they are learning.				
Dexterity [fine motor skill]	Systematic Work	Conception & Design [as relevant to the attempt]	Aesthetic expression	Cleaning up after work

Model Making				
Any effort of the student to apply what he/she has learnt must be encouraged and built upon. At this level, models are assessed for the intention and the effort. Teachers must not further skill at the cost of involvement and interest.				
Completeness of Model	Design of Model	Formulating & following Steps	Appropriate link with content	Ability to extend learning

Scrap Book				
Children collect many things that interest them – stones, leaves, pictures, etc. They may be encouraged to learn from organizing their collections appropriately, and facilitated to take their interest further.				
Richness in content	Effort taken to create	Presentation of materials	Extension of learning	Aesthetic effort [colour scheme, composition, etc.]

Games [Subject/Unit – related]				
Games in this category are played in order to teach concepts/ reinforce learning / check whether intended learning outcomes have been met. Assessment must also be based on how each child played the game,				
Involvement in the activity	Effort to better skills related to the activity	Willingness to participate and follow guidelines	No attempt to dominate or bully other players	Aware of the learning content in the game

Listening to Stories				
Children may be assessed based on the nature of their response to the story. All genuine responses of children need to be accepted, and worked with, if needed.				
Listens carefully to the narrative	Does not distract himself or others	Shows involvement [comments, asks questions, etc]	Does not attempt to dominate the attention of the teacher	Is able to make inferences and connections

Telling Stories				
The assessment of the child should be based on their effort, involvement and the interest shown in communicating with the listeners. Constructive facilitation would boost confidence and the articulation of the learner.				
Makes an effort to articulate clearly	Is cogent in presentation [follows sequence]	Uses appropriate gestures and body language	Is able to hold the attention of the listeners	Is able to share his/her perceptions [behavior of characters, etc]

Writing Stories				
The focus is to build upon the child's linguistic, literary and creative potential. Objective criteria like clarity, cogency and error-free writing may be kept in mind, appropriate to age / learning level for remedial work.				
Attempts to write a complete story [even 2 lined story okay]	Imaginative and creative	Colourful presentation	Effort to delineate characters	Sincerely conveys his/her purpose/meaning

Free –hand Drawing				
It would help to allow the child [particularly in Classes 1 & 2] to freely draw from imagination, without the aid of a given topic or Drawing Sheet. The activity helps develop fine-motor coordination and is also therapeutic.				
Shows interest and focus – does not get distracted	Attempts to complete work	Reveals originality in conception and design	Demonstrates aesthetic sense [use of colour, etc]	Is careful with materials and puts back after use.

Illustration				
Children love to illustrate stories that they write, and to draw their mental pictures of stories they have listened to with interest. Both Free drawing and Illustration may be assessed largely without the support of objective criteria,				
Relevant to the content that is illustrated	Attempts to complete work	Reveals originality in conception and design	Demonstrates aesthetic sense [use of colour, etc]	Is neat in the use of materials and puts back after use

Answering Open ended Questions				
* An 'open ended' question is one for which many replies are possible. Children often respond genuinely & clearly to open questions. They may be encouraged to speak/write clearly & cogently. This can be used for remedial work.				
Answer is relevant to the question asked.	There is specificity in the reply	There is cogency in the articulation/written response	There is depth/originality/lateral thinking/ knowledge	The reply is genuine & sincere

Debate				
Debate allows for only participating children to be assessed, but opportunities may be created for individual children in the large group to express and discuss different points of view.				
Clearly and precisely voiced/articulated views	Listening carefully & responding to others' views	Revealing logical and sequential thinking	Ability to garner real and relevant facts to support an argument	Ability to hold the focused attention of the listeners

Recording a Visit
In this activity, the student learns how to work with a 'formal' presentation format, & records his/her interaction with the 'real' world. Thus both newness and diversity have to be factored into assessment.

collection of notes and models	Sequencing the identified information	Clear expression of idea	There is attention to detail	Recording and submission in an appropriate manner

Student Presentation – ICT, Chart, Black Board

Visuals could include things brought to show the class, pictures, drawings and summary formats. When there is Small Group Work, individual marks have to be given. The nature of team work must be factored in.

Clearly sequenced	Choice of concepts in relation to task	Use of visuals* and aesthetics – colour, font-size, etc	Adequate & accurate presentation of fact	Well-reasoned inferences

Reference, Information Gathering

Young children have a natural curiosity, and ask questions to investigate and to learn further. They may be taught about various sources like Pictorial Encyclopedias, child-friendly Sites and people they can safely contact.

Nature of the effort taken	Collection of information with individuality	Appropriate use of information	Clear acknowledgement of gathered information	Presentation of the information

Dictionary Work

The mode of assessment would primarily be on the persistence, effort and interest evinced by the child, and not based on the skills alone.

Ease with the use of the dictionary	Ability to find the correct word	Understanding of word meaning	Ability to use the word in context	Demonstrates interest in building vocabulary

It helps to build equity in articulation and interaction. This would need to be ascertained by the teacher carefully and sensitively, either through unobtrusive and unbiased observation /interactions with the group

Everybody expresses his/her views	Everybody listens carefully	There is courtesy in exchange of ideas within the group	There is clear and perceived benefits for all the members	There is purpose in the sharing

Mind Mapping

A mind map is a personalised and graphical way to represent linked ideas and concepts. It is most useful in schools when it is used as an entry points to individualise learning of concepts /ideas/ information presented to the students.

Following the guidelines for the mindmapping	Appropriate use of concepts and details presented	Clarity in presentation	Evocative design	Reveals a learning association

Creative Writing

Since sharing creative writing makes the child vulnerable, it is important that all feedback is gently and constructively expressed. Care may be taken to empower the child in both latent and displayed skills.

Exhibits interest in self-expression	Shows focus in content	Reveals linguistic skill	Displays effort to communicate	Takes care to present neatly and well

Reading Library/Supplementary Books

The enjoyment that a student gets from reading cannot be objectively assessed. Rather, the challenge for the teacher is to tap this skill in each student and to enhance it. Since reading ability is a vital competency in all learning, it is important to create a draft of interest by providing an incentive and safe access to good books.

The teacher could arrange allied activities to encourage individual children to share what they have read with others, and draw or enact if they feel like. Reading Corners are also helpful when children want to read silently..

Displays interest in reading	Reads books with focus and involvement	Chooses books regularly	Is able to discuss what he/she has read	Takes initiative to build on his/her interest

Riddles and Puzzles

Riddles and puzzles develop the critical thinking skills of the students.

Shows persistence with solving it	Tries various approaches/alternatives	Shows logical thinking	Reveals sequential thinking	Is able to accept feedback

Problem Solving

The students are to be encouraged to react and solve creatively for the given problematic situations

Shows clear understanding of the problem	Brings a systematic approach	Reveals ability to check for errors and rethink	Shows persistence of effort	Tries a variety of approaches

Drawing

Here, assessment is based on meeting objective parameters, and on the effort taken. Thus, work done related to map work or drawing in biology, or even pictorial representations of functions in Physics may be included.

Fulfills requirements & guidelines with accuracy	Completes work	Is able to attain the competency through the activity	Demonstrates aesthetic sense [use of colour, etc]	Is careful in the use of materials and puts back after use

Homework

The assessment of homework has been categorized as FA (a) because 1. Errors diagnosed from the homework need to be worked at in remedial classes, and not judged for marking and grading; 2. There is vital need that effort be acknowledged constructively and feedback given with specificity.

Honest and constructive validation of any work done at home would allay a student's anxieties and pressures and encourage him/her to work more/better.

Fulfills requirements & guidelines with reasonable accuracy	Completes work	Work done shows involvement and effort	Shows understanding of work done	Neatness in Presentation

Teachers may design their own descriptors/modify the above descriptive indicators for the activities according to their local situations. They may also use the different descriptors detailed in the subject manuals.

Formative Assessment (b)

The marking and grading of FA(b) activities would be based on the assessment of written work.

A few types of questions/tests for FA (b) are suggested as under:

Right/Wrong, True-false, Yes/No, Matching Type, Matrix Type, Multiple Choice Questions, Choose the correct answer, Fill in the blanks, Completing Railway reservations forms and bank challans etc., Sequencing questions, Dictation, Very Short Answers, Short Answers, Filling Summary Formats / Graphic Organizers, Riddles, Puzzles and Competency-related Drawing.

For differently-abled children, or children who have been recently mainstreamed, other appropriate modes of assessment may be evolved and used.

Recording FA (b) Activities

As soon as the FA (b) tests are completed in each term, learners are to be facilitated to record the completion of FA (b) in the Student Learning Activity Record (Annexure -1).

The teachers need to meticulously evaluate the answer scripts of learners and award marks to them according to the correctness of the answer. The mark secured by each student for each subject in all the four tests is to be recorded in the Teacher Assessment Record (Annexure – II).

Out of a minimum of **four** tests conducted for learners, **two** tests that reflect the best performance may be chosen for marking and grading.

The corresponding grade for the marks secured by each student is to be entered in the Student Cumulative Record. If the mark secured by the students is 5 or less than 5, they need to be given special attention and remedial activities.

Guidelines for Summative Assessment

- The focus of marking and grading will be on written work.
- This will be a normative pen-and-paper Examination given at the end of each Term.
- The Summative Assessment will be based on the prescribed blueprint.
- The questions for summative assessment may be asked not only from the exercise given at the end of lesson but teachers can also ask questions related to higher order thinking skills.

Table –III
Term-end Grading Table

Formative Assessment FA 40		Summative Assessment SA 60		Total FA+ SA 40+60=100	
Marks	Grade	Marks	Grade	Marks	Grade
37-40	A1	55-60	A1	91-100	A1
33-36	A2	49-54	A2	81-90	A2
29-32	B1	43-48	B1	71-80	B1
25-28	B2	37-42	B2	61-70	B2
21-24	C1	31-36	C1	51-60	C1
17-20	C2	25-30	C2	41-50	C2
13-16	D	19-24	D	33-40	D
9—12	E1	13-18	E1	21-32	E1
8 & Below	E2	12 & Below	E2	20 & Below	E2

2. CO-SCHOLASTIC AREAS – CRITERIA OF ASSESSMENT

Co – Scholastic Assessment evaluates Life Skills, Attitudes & Values, Wellness & Holistic Exercise & Co-curricular Activities of children. Each child would need to be assessed using criteria provided for each area. The skills which have been enumerated for Life Skills & Attitudes and Values need to be assessed and grades given, using the descriptive indicators that have been provided in Tables –VII and V.

The frame work for Assessment and Grading of Wellness and Yoga/Holistic Exercise will be given in a separate textbook provided for the purpose.

Mode of Assessment: In all these areas **observation** is the main mode of assessment. Teachers should consistently observe the children over the prescribed period of time. The students can be observed during play, while working in groups, in their interactions in class and how each student responds to both varied levels of achievement.

a. LIFE SKILLS

Life Skills are abilities that facilitate the physical, mental, and emotional well-being of individuals.

Life skills have been defined as *"the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life."- World Health Organization (WHO)*.

Grading for Life Skills Assessment would be on a 5 Point Scale [A,B,C,D,E]. The Grades will be given to the student at the end of each term.

Life Skills for learners would include

❖ Communication Skills

❖ Assertion & Refusal Skills

❖ Rational Thinking Skills

❖ Self-Awareness and Emotional Management Skills

❖ Team Work

Descriptive Indicators for assessing each of the above areas are given in Table VIII.

b. ATTITUDE & VALUES

Attitudes and Values are significant inputs in shaping the quality of life of a learner. Some of these values are innate and could be facilitated. A few others are nurtured through experiential inputs so as to help the child to build understanding of their importance.

Grading for Attitude and Values Assessment would be on a 5 Point Scale [A,B,C,D,E]. The Grades will be given to the student at the end of each term.

Upper Primary level:

- Respect for the values of National / State Symbols
- Upholds Constitutional Ideals
- Respect for School / Community Property
- Compliance with Safety and Road Rules
- Appreciation for Diversity of Cultures
- Environmental Values
- Courteousness
- Pursuit of excellence
- Compassion for all living creatures

Descriptive Indicators for assessing each of the areas included for assessment are given in Table VI.

c. WELLNESS &YOGA / HOLISTIC EXERCISE

Teachers would need to meticulously follow the schedule of activities listed in the **Wellness & Yoga/Holistic Exercise** textbook supplied to them.

d. CO-CURRICULAR ACTIVITIES

Co-curricular activities are prescribed to nurture, develop and assess child's talents or areas of special interest.

Any one of the following Group Activities may be chosen for assessment, such as

1. Folk Arts / Indigenous games
2. Club Activities

Folk Arts:
eg: Karagam, Thappattam, Kummi, Kolattam, Koothu, etc.,

Indigenous games:
eg: Kho-Kho, Kabadi, etc.,

Club Activities:
Literary Skills [Literary club activities]
Scientific Skills [Science Club activities]
Social and Environmental skills [Eco Club]
scouts and guides.)

A learner's notable and exceptional talent/ability/skill must be appreciated, acknowledged and mentioned in the Cumulative Record.

Skills such as Coir-Making Palmyra products, Bead Work, Toy making, Playing an instrument, Knowledge of herbs and Rangoli etc may be included in this category.

The children are to be assessed in the co-curricular activities based on their initiative, involvement, participation, perseverance and perfection.

Five Point Grading Scale for Co-scholastic activities

Table IV

Grade	Grade Point	Explanation for the Grade
A	5	Excellent (If all the five indicators are exhibited)
B	4	Very Good (If any four indicators are exhibited)
C	3	Good (If any three indicators are exhibited)
D	2	Satisfactory (If any two indicators are exhibited)
E	1	To Be Strengthened (If any one indicator is exhibited)

Recording Grades in Co-scholastic Areas (Term-wise)

The learning experiences gained by students in schools should reinforce their life skills, positive attitude and values, health and co-curricular activities. Hence, the evaluation areas for co-curricular activities are integrated with the learning of all subjects.

Using this opportunity, each subject teacher should evaluate the skills and achievements of students in co-scholastic areas within the classroom.

At the end of each term, each subject teacher should record the grades for each of the co-scholastic activities in his/her assessment record for reference. But, the class teacher is the sole responsible person for awarding the Grade in co-scholastic areas in consultation with the subject teachers. Hence, the subject teachers and class teacher should jointly

discuss to arrive at the common grade point for all the co-scholastic activities for each student to enter in the Mark and Grade Register. The head of the institution should ensure smooth organisation of these meetings and award of grades. The average of the grade points secured by each student in three terms in each of co-scholastic area should be calculated and the same should be reckoned as the year-end grade point as per the table given below.

Table – V

Average Grade point	Grade
4.5-5	A
3.5-4.4	B
2.5-3.4	C
1.5-2.4	D
1.0-1.4	E

Similarly, year-end average Grade point and Grades are to be calculated for Physical Education which is included as a Scholastic Area.

Table - VI

CO-SCHOLASTIC ASSESSMENT - AREA, SKILL & DESCRIPTORS				
1. Life Skills				
Self Awareness				
Confident; takes initiative	Accepts and respects oneself	Aware of one's strengths and weaknesses	Is resilient and optimistic	Takes independent and informed decisions
Assertion & Refusal Skills				
Is able to refrain from undesirable activities despite pressure	Hold's one's own judgment while communicating with others	Resists verbal and physical abuse	Is assertive, yet courteous with peers	Careful with strangers; knows when to ask for help
Rational Thinking Skills				
Shows ability to be objective	Thinks logically and sequentially	Is resourceful in a crisis	Shows restraint and balance in action	Treats failures as stepping stones
Communication Skills				
Is articulate and focused	Is a good listener	Shares feelings without blame and accepts feedback	Is assertive without aggression	Uses appropriate body language
Team Work				
Is able to work proactively in a team	Respects the views of others	Takes initiative	Takes responsibility	Takes feedback/Criticism from team members positively
2. Attitudes and Values				
Respect for the values of National / State Symbols				
Is aware of the various National and State symbols	Understands their meaning and significance	Attends the flag hoisting on Independence Day and Republic Day	Sings the National and State Anthem with enthusiasm & decorum	Reflects on what it means to be an Indian
Courteousness				
Always uses polite expressions appropriately	Shows equal respect for everyone in speech and action	Is amiable and helpful towards schoolmates	Displays socially appropriate behavior in class & outside	Remains polite, even under provocation
Respect for School / Community Property				
Does not deface/damage furniture or walls in school	Does not indulge in acts of violence & Damage Community property	Switches off electrical gadgets when not in use	Attempts to stop acts of vandalism by others	Participates in maintaining common properties
Compliance of Safety and Traffic rules				
Aware of and complies with traffic rules	Follows safety rules in the playground	Does not meddle with electrical switches & appliances	Careful in handling household appliances	Takes adequate precautions with water sources
Compassion for all Living Creatures				
Has a cheerful and positive presence	Renders help voluntarily to others	Takes initiative in protecting plants and trees	Does not indulge in any form of cruelty to animals	Shows empathy towards disadvantaged
Environmental values				
Aware of the three R's , Reduce ,Reuse and Recycle	Aware of the diversity of life on earth and the need to safeguard it	Aware of the harmful effects of pollution	Takes part in initiatives taken by school for upkeep of environment	Takes initiative to spread environmental messages
Pursuit of Excellence				
Sets viable goals	Is aware of one's strengths and weaknesses	Is passionate and energetic	Overcomes obstacles with tenacity& resilience	Is receptive to feedback and makes an effort to improve
Upholds constitutional ideals				
Is aware of fundamental human rights and duties as stated in the Preamble	Is aware of the special rights of children	Takes initiative to foster a tolerant atmosphere in class	Stays alert and avoids divisive influences related to caste, gender, religion and language	Attempts to foster peace and harmony in his surroundings

4. ALTERNATIVE ASSESSMENT FOR CHILDREN WITH SPECIAL NEEDS

The curriculum prepares the child for life, which involves understanding oneself and relating to the world around in a meaningful and productive manner, It is crucial that children with disabilities participate and learn the curriculum to the extent possible. They have to be provided many opportunities to reach that potential. Limiting children's learning based on a disability should be avoided. Irrespective of disability all children will work on the class curriculum at their own pace.

- An Individualized Educational Programme [IEP] will be drawn up by an appropriate person for every child who is diagnosed with disability.
- An IEP should reflect what, how and how much of the curriculum content the child needs to study.
- The assessment plan will be part of the IEP
- A copy of the document / IEP will be shared with the Class and Subject Teachers.
- The facilities that can be provided for children with special needs are given in the Annexure- 4.
- The teacher has to mention whether the form of assessment is General / Alternate

GUIDELINES FOR ASSESSING CHILDREN WITH SPECIAL NEEDS
I. Hearing Impairment
A child with hearing impairment, apart from difficulties in following instructions and paying attention to speaker may have difficulties in the clarity and fluency of speech.

General Guidelines for Assessment:
- Ensure the child is using the prescribed hearing aid.
- Ensure that the instruction/information required for the assessment is understood by the child. The teacher can use visual cues (facial expression, posture, natural gestures and materials such as objects, pictures or print).
- Ensure that you draw the attention of the child before giving instructions.
- Ensure that the child looks at the speaker. The speaker's face/mouth should be clearly visible to the child.
- Seat the child close to the speaker (distance of 1-2 meters) so that the child receives strong signals and access to speech and reading cues.
- Due to difficulty with listening, speaking and vocabulary, children may require extra time during the assessment.

FA (a)
Areas requiring support:
Listening/Speaking Activities
General Guidelines for Assessment:
- Follow the general guidelines for ensuring good listening.
- While speaking the child could be encouraged to use visuals (facial expression, posture, natural gestures and materials such as objects, pictures or print) to convey ideas with clarity.

FA (b) / SA (Written Component)
Areas requiring support
Understanding the language used in the evaluation sheet. e.g. sequencing, MCQ, Alternative answers, short /long answers

General Guidelines for Assessment:
- Modifying the question without changing the objective of the question asked
- Asking the questions either by actions or orally, wherever necessary

II. Visual Impairment (blind/low vision)

Children with visual impairment will also have difficulties with mobility and orienting to space.

General Guidelines For Assessment:
- Ensure that the child is using appropriate visual aids (glasses, magnifying lens, table lamp, reading windows, slant board)
- Use more of verbal communication and speak what is written
- Examinations up to grade five may be taken by totally blind children in Braille script and transcribed into print for necessary evaluation.
- Beyond grade five children can attempt their examination with the help of a scribe or computer
- Proper lighting, adequate magnification and high contrast are the principles on which low vision interventions are based.
- Extra time may be required during evaluations.

FA (a)
Areas requiring support:
Vision based activities

Guidelines:
- Supplementary reading materials should be provided in Braille or enlarged font with embossed illustrations.

- Details of verbal instruction should be provided on the materials to be used, the process and general outcome of activity (e.g., craft).
- For children with low vision, markers and sketches which provide better contrast could be provided for drawing
- Textured materials for craft and modeling will give the child a better feedback
- A peer could provide a continuous feedback during the process.

FA (b)/SA (Written component)
Areas requiring support:
Reading/writing activities

Guidelines:
- Follow the general guidelines
- Assessment materials with enlarged font, high contract, embossed diagrams and maps may be necessary for children with low vision.
- For children with low vision, paper with high contrast lines and bold squares for arithmetic may be necessary for writing.

III. Cerebral Palsy

Cerebral Palsy a motor disorder could be associated with learning, perception, vision, hearing, speech and communication. Evaluation strategies, to a large extent depend on the needs and strengths of an individual child.

General Guidelines for Assessment:
- Ensure correct position of the child before any activity. Child may require adapted furniture
- Children should be encouraged to use a combination of methods to communicate (body language, gestures, communication charts)

- Non verbal children will require alternate methods to communicate (picture, symbol, letter, word chart)
- Alternates to writing such as (scribes, computer, communication chart) should be provided where needed.
- Aids such as adapted pen/pencil could be provided.
- For children with associated difficulties in hearing, vision or learning refer to the applicable section in this document.

IV. Specific Learning Disability

The disability can affect the child's ability to read, write, speak or compute math. In addition, children can have difficulty in organizing, prioritizing, sequencing and other higher order skills.

General Guidelines for Assessment:

- Children may require extra time to complete assessment tasks.
- Tasks may have to be broken into small sequential parts.
- Oral instruction along demonstrations and examples of the end product may be required
- Oral evaluations may provide a better insight into the child's learning than written responses
- Make the child sit next to the teacher so that the teacher is able to observe and help if required. Also encourage child to ask for help when required.

FA (a)
Areas requiring support: Extended language-based activities, reading and writing activities.
Debates, Discussions, Writing Stories, Dictionary work, Homework etc.

General Guidelines For Assessment:

- Preparing the children on the content of the discussion/debate at the start
- Alternate response form like oral responses, audio taping, illustration, making models could be allowed
- Children may be allowed to read books at their reading levels during library or free reading time

FA (b)/ SA (Written Component)
Areas requiring support:
Reading, Writing, Spelling, and Math

General Guidelines for Assessment:

- Children may need an adult to read out instructions
- Children may need a scribe to record oral responses
- Content has to be evaluated ignoring grammar and spelling errors
- Allow students the choice of calculator or oral responses if required
- Provide reference addition and multiplication fact table
- Allow more space for rough work
- Questions requiring long answers may have to be broken into shorter forms

V. Mental Retardation

Due to difficulties in processing information, children benefit from routine, structured and focused experiential activities. Unstructured, informal and new situations are usually difficult.

General Guidelines For Assessment:

- Allow time for the child to process and respond to instructions/information

- Wherever required, provide visual support and concrete material to reinforce learning
- While talking use short, familiar, concise sentences and gestures and ask student to repeat instruction to check understanding
- Vary the level of complexity and length of a task to suit the child's abilities.

FA (a)
Areas requiring support:
Memorizing, Analysis, Multitasking, Synthesis, Poetry, Discussion, Open-ended Questions, Reading Story Books, Mind Mapping.

General Guidelines For Assessment:
- Preparation, demonstration and providing examples of expected outcomes may be required
- Keywords, phrases, side headings, guiding questions, specific instructions may be required for open ended activities (e.g., creative writing, mind mapping, open ended questions)
- Homework could be differentiated to suit the child's level. Homework can be given with additional explanation linking it to the lesson.

FA (b)/ SA (Written Component)
Areas requiring support:
Reading, Writing, Spelling, Math
Example: Alternate Type, Matrix, Short/Long Answers

Guidelines:
- Children may need an adult to read out instructions
- Children may need a scribe to record oral responses

- Allow students the choice of calculator or oral responses if required
- Provide reference addition and multiplication fact table
- Children may need visual supports (objects, pictures, words, gestures) to support textual and oral instructions
- Questions requiring long answers may have to be broken into shorter forms.

VI. Autism
Due to auditory processing difficulties, children with autism may have difficulty in paying attention to and understanding long strings of verbal commands. Since autism is primarily a social communication disorder, children may have difficulties in communicating, initiating and interacting - more so in a group context.

General Guidelines for Assessment:
- Children may require extra time to complete tasks
- Different modes of expression such as oral, drawing, typing, pointing to pictures, letters, or words may be allowed

FA (a)
Areas requiring support: Group Discussion, Assuming Roles, Understanding a given situation, Turn-taking, Understanding Long Instructions, Sustaining and Completing Tasks **Role** Play, Debate, Mind Mapping, Open-ended Questions

General Guidelines For Assessment:

- Children may need visual supports (objects, pictures, words, gestures) to support textual and oral instructions
- May require a peer or adult support to sustain and complete activities
- Giving a model for the end product and providing examples may be necessary
- Keywords, phrases, side headings, guiding questions, specific instructions may be required for open ended activities (e.g., creative writing, mind mapping, open ended questions)
- Children may require preparations and prompts to shift from one activity to another (or even on part of an activity to another part)
- Alternate modes of expression such as pointing, picking, using picture/letter/word cards or charts should be allowed

FA (b)/ SA (Written Component)

Areas requiring support: Understanding instructions, Writing, Having two or more variables in mind, Sustaining and completing tasks, Matrix, Short/Long Answers, Matching Questions

Guidelines:

- Children may need an adult to read out instructions and record responses
- Tests can be taken in a space with minimal distractions
- Activities that require long answers could be converted to shorter formats
- When two or more parameters are involved in an activity presenting one parameter at a time would be necessary

- Allow students the choice of calculator or oral responses if required
- Provide reference addition and multiplication fact table
- Grouping similar problems together (all addition problems) and providing one example may be required.

POSTERS FOR USE IN THE CLASSROOM:

General

- Expect and encourage the students to participate in class by answering questions, giving reports, and volunteering for other verbal activities.
- Give him responsibilities in the form of simple tasks such as carrying messages, distribution of books, etc., to enhance self-esteem.
- Keep oral instructions logical and concise.
- Repeat or re-word complicated directions.
- Use plenty of examples to help the child apply what he/she has learnt.
- Provide and teach memory associations (mnemonic strategies).
- Offer to read written material aloud, when necessary.
- Eliminate background noises.

For Children with hearing impairment

- Get the attention of a student with a hearing impairment before speaking and communicating and always face the student.
- Gently touch a student on the shoulder or on the arm to indicate that you want to talk to him/her.
- Clearly identify who is speak ask the student to tell you when he/she needs help.
- Encourage students who use crutches or canes to keep them within easy reach and make such a space available.
- When talking to a student who uses a wheelchair for more than a few minutes, sit down or kneel to place yourself at that student's eye level.
- Lower chalkboard or have another smaller board near the child
- ng or asking a question.
- In group situations or discussions which include a student who is speech reading (lip reading) it is very helpful to have students sit in a horseshoe or circle.
- Use role-play to introduce and extend concepts.

For Children with autism

- Children in the autism spectrum can be verbal or non-verbal. Alternative 1modes of expression such as picking, pointing or use of communication chart can be given.
- Preparing the child for the activity ahead helps him in transition and cooperation.

For Children with cognitive impairment

- Use simple and short, concise sentences and give him enough time to process language will be beneficial.
- Seat the child preferably with peers who can assist him in his activities will help him participate effectively.

For Children with motor difficulties

- Ask the student to tell you when he/she needs help.
- Encourage students who use crutches or canes to keep them within easy reach and make such a space available.
- When talking to a student who uses a wheelchair for more than a few minutes, sit down or kneel to place yourself at that student's eye level.
- Lower chalkboard or have another smaller board near the child

3. INTEGRATION OF CCE AND ACTIVE LEARNING FRAMEWORKS

Classes V[S-ALM] and UPPER PRIMARY [ALM]

ALM- A Learner- oriented Pedagogy

ALM intends to prepare students to feel responsible for their learning, to develop awareness, autonomy and initiative. Constructive pedagogy is at the heart of any such attempt to make the learning process child-oriented, flexible and innovative. In ALM the child is active and attentive, ask questions and assimilate knowledge. The teacher plays a facilitating role to create an environment in which self-directed, collaborative and interactive learning can take place.

INCORPORATING CCE

Classroom Assessment has been built into the planning of the classroom, in the Active Learning pedagogic framework for Government Upper Primary Schools. There are many different types of activities provided in the scope of each of the learning steps that can be easily used for CCE [FA [a] and FA [b], and many find a place in the textbooks: They include

- ❖ Suggestions for Scaffolding/ Priming/ Preparation for learning
- ❖ Frames and scope for Associative/Creative Activities,

- ❖ Many Graphic Organizers and summary formats for understanding and consolidation,
- ❖ Activities for Interaction in Small and Large Groups
- ❖ Performance-based Activities that allow for a range of learning outcomes
- ❖ Reinforcement Activities
- ❖ Investigative Activities
- ❖ Ideas for Projects, and Homework

THE SCOPE OF WORK DONE

The linking of text books and Active Learning is not specific to the ALM alone – it has been the major thrust advised by the NCF 2005. As such, to facilitate better teaching-learning in the Upper Primary school classrooms and evolving a seamless integration of CCE elements has been effected in the following manner:

Studying the new syllabus to identify additions, deletions and modifications needed;

Analyzing existing learning gradient, materials and transactions of the ALM framework in the light of the study;

Constructing a learning gradient based on the syllabus, competencies and skills [provided in the Table given below];

Identifying and listing the learning opportunities and activities available in the Textbooks and grouping them in a learner-friendly manner, incorporating the scope for CCE (FA [a], FA [b]);

Integrating the Learning materials and transactions in both textbook and framework in a holistic manner, incorporating the scope for continuous and comprehensive assessment of the learner ;

Evolving a Summative Assessment [SA] into the Ladder in order to ensure both a learner-initiated gradient and a developmentally appropriate time frame;

Envisaging Teacher's rolein a manner that will allow for assessment of learning in different contexts and groupings.

ALM CLASSROOM TRANSACTION AND CCE

Building Block Content – Knowledge-based Questions

- Quiz
- Pass the parcel [random testing of select questions]
- Question Games [of various kinds]
- Oral test
- Slip Test

Tree & Branches Content – Application-oriented, interpretative, & fact-set based questions

- Questions based on 'Doing' activities in the unit [sequence]
- 'Give Reasons for' Questions [organizing to remember]

- Children state soluble and insoluble things in H2O [sand, sugar, etc] - VI

- Children state acidity & basicity of the given 5 solutions [experiment done using litmus paper and indicators] - VII

- Children prove that oxygen is needed for burning, [earlier demonstration using the given materials] and give reasons for the changes. [VIII]

- Visualizing activity, Kinaesthetic activity, Colour-coding, Mnemonics, Summarizing Formats, Graphic Organizers – may be used to reinforce / consolidate Fact-sets/Sequenced or complexly organized content.

Ink Blot [Integrated] content.

- Role Play, Debate etc may be used as Reinforcement Activity.

- Projects, Models and Assignments are co-evolved

For all types of content where appropriate:

- True / False, Fill up the blanks, Match the following, MCQs, etc.,

ALM CLASSROOM TRANSACTION AND CCE

Reading	Associative	Consolidation	Presentation	Reinforcement activity	Writing	HW
Activity Alone /Pair/With Teacher	Individual Work FA [a]	Activity FA [a]: Understanding, [b]: Consolidation	Individual/ Group FA [a]	FA [a]	FA [b]	FA (a); Rem. FA (b)
Dictionary Work, Reading Library and Supplementary books, Atlas Work, Recitation, FA [a]	Mind maps, Sample Sums, Answering open associative questions, Free Drawing /Illustrating, Creative writing	Small GroupWork, Summarizing activities, attempting challenging sums, Student –evolved experiments, etc	ICT, Blackboard, Speaking, Role Play, Puppetry, Solving problems	Games, Debate, Field trip, Model making, Craft activity, Experiment [trial],etc	Filling Graphic Organizers, Summary formats, Quiz, Riddles, Puzzles, Solving problems, Inference/Application-based questions, VSA, SA, Essays, Competency-related drawing [maps, diagrams], Formal Experiments, Objective Questions, matching Questions, Dictation, Segmentation Questions	

Active Learning Principles and ALM

ASSOCIATING; CONSTRUCTING KNOWLEDGE	Mind Mapping & other activity [FA a]	Student Associative Individual Work	Individual	Imaginatively associating with content; Discovering personal focus	To build interest & stimulate attention	Source Books, ICT materials, CDs
STAYING ENGAGED – FA 'Walking the path' : Understanding:[a] Consolidation:[b]	Summarize , Consolidate Present FA [a], [b]	Students; Teacher-Summary Frames, Graphic organizers	Small Group Randomized groups, Presentation	Egalitarian construction of knowledge through social interaction using summary of text - Filling Summary Frames, Graphic organizers FA - b –Presentation in the large Group FA -a	Constructing Knowledge through social interaction; building confidence, Consolidating knowledge	Source Books ICT materials, CDs
REVISITING UNDERSTANDING- APPLICATION	Apply, Reinforce FA [a]	Student[s] Teacher facilitates	Large Group	Strengthening and connecting what has been learnt so far with various activities, exercises and games: clear focus on the learning objective	Revisiting content; application to allied areas	Related CDs, Simple Activities Book ICT materials,
VERIFICATION	Evaluation FA [b]	Student[s] Teacher facilitates	Large Group	Assessment of what has been learnt through various appropriate exercises & games - End of Lesson	Largely Summative Assessment	Source Books, Work Sheets

'PUTTING IT DOWN' - WRITING	Writing & Recall FA [b]	Student	Individual	Homework – period allotted for a few chapters – VI; Answering Questions that aid retrieval and application	Writing practice; Building Exam readiness	Simple Activities Book ICT materials
REMEDIAL WORK	Written FA [b]	Student [Evolved/Facilitated By the Teacher]	Individual	Student is effectively supported in areas of doubt and confusion	Corrective, Strengthening, Meeting requirement	Worksheets
HW & PROJECT	Oral; Written FA [a]	Student [Facilitated by Teacher]	Individual	Part of FA [a} requirement for VI to VIII	Building multiple skills	HW & Project Book available

Name:	Description:	What to do with the data:	Learning Objective
Minute slip	During the last few minutes of the class period, students are asked to answer on a half-sheet of paper: "What is the most important point you learned today?" and, "What point remains least clear to you?". The purpose is to elicit data about students' comprehension of a particular class session.	Review responses and note any useful comments. During introduction of the next class, when linking, emphasize and clarify the issues illuminated by your students' comments.	Conceptual Understanding
Chain Note	Students pass around a folded chit on which the teacher has written one question from the class. At a signal, the chit is opened by a student who spends a moment and responds to the question	Discussing the responses of students can lead to better teaching and learning.	Good to reiterate fact and sequence, and check how much was assimilated

Memory matrix	Students fill in cells of a two-dimensional diagram on the board for which teacher has provided labels. For example, in a history class, tabular summary format can be used - students enter relevant facts in cells to demonstrate their ability to remember and classify key concepts.	All children may be given a chance to fill the answer. Look for patterns among the incorrect responses and decide what might be the cause(s).	Assessing the retrieval of any complexly organized content
Directed paraphrasing	Ask different students to write a "translation" of something they have just learned on the board, [just a line] or orally respond - to assess their ability to comprehend and transfer concepts.	Student responses are categorized according to characteristics that are important. Responses are analyzed aloud both within and across categories,	Deciphering dense content/complex diagram/application-based learning
One-sentence summary	Different students summarize knowledge of a topic by constructing a single sentence that answers the questions "Who does what - to whom, - when, - where, - how, and - why?" The purpose is to require students to select only the defining features of an idea/.	The quality of each summary is evaluated quickly and holistically. To note whether students have identified the essential concepts of the class topic and their interrelationships. Observations are shared with students.	Quick, thumbnail assessment of understanding a connected topic
Test-Model Evaluations	Types of test that that have a significant impact on student performance in the topic are used. A few questions in that model are created. Students are sequentially or randomly tested using these questions	It is possible to clearly assess with this type of test whether the learning focus for Summative testing has been met	Preparedness to meet requirement in a topic
Application cards	After teaching about an important theory, principle, or procedure, students are asked to write down/state at least one real-world application for what they have just learned, to determine how well they can transfer their learning.	Students present, and the teacher categorizes and discusses them according to their area.	Application, lateral thinking, skill building

Student-generated test questions	In small groups, students write test questions for the finished topic, in a format consistent with course exams. This will give students the opportunity to evaluate the course topics, reflect on what they understand, and what good test items are.	Students ask each other these questions, divided into groups.	Builds focus and specificity

Guidelines for Effective Implementation

- Subject-wise Teachers' Manual for the implementation of CCE have been given to each school. The head of the institution and teachers need to be thorough with these manuals and the guidelines therein.

- A Core Resource Group of teachers, BRTEs, DIET Personnel and Regional Experts from various Institutions familiar and supportive of the radical initiatives taken by the State would be formed at District Level and that will take calls for Help and Guidance, meet regularly and periodically, [at least once in a month], discuss issues of contextual relevance to the initiatives taken, produce support materials and encourage initiatives in the schools at the district level.

- Every district would have Block Level Mentors (Resourceful Teacher/Assistant Headmaster) for every ten neighbourhood schools. One Monitor (D.I.E.T Personnel/BRC Personnel/AEEOs) for each CRC; and an Instructional Supervisor for the school (Headmaster or Assistant Headmaster) would be nominated.

- At District level, High Schools and Higher Secondary Schools would tie up with Institutions of Higher Learning with a Consultative Capacity in order to promote Research Skills and build meaningful Learning connections.

- An Interactive Website/IVRS/E Mail facility with a Toll Free Helpline may be established.

FORMATS OF ASSESSMENT

Annexure-1

'I can, I did'

Student Learning Activity Record

S.NO	SUBJECT	DATE	LESSON TOPIC	ACTIVITY	REMARKS

Annexure-2

Teacher Assessment Record

Subject: Tamil   **Class: VI/VII/VIII**   **Term: I/II/III**

Sl. No	Name of the Student	FA (a)				FA(a) Total 20	FA(b)				FA(b) Total 20	FA Total 40	SA 60	Total Marks 100	Grade
		10	10	10	10		10	10	10	10					
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															
16.															
17.															
18.															
19.															
20.															

Similarly, teacher Assessment records are to be prepared for other subjects by the subject teacher concerned.

Annexure-3

Teacher Assessment Record

Cumulative Mark and Grade Record -PART-1 (A) SCHOLASTIC AREAS

Student name: **Standard:**

SUBJECTS	TERM – I				TERM – II				TERM – III				Overall Total	Overall Grade
	FA 40	SA 60	Total 100	Grade	FA 40	SA 60	Total 100	Grade	FA 40	SA 60	Total 100	Grade		
TAMIL														
ENGLISH														
MATHS														
SCIENCE / EVS														
SOCIAL SCIENCE														

PART-1(B) - SCHOLASTIC AREA -PHYSICAL EDUCATION

TERM – I					TERM – II					TERM - III				
Physical fitness	Sportsmanship	Follows rules of the game	Initiative & Interest in Physical Education	Proficiency in Athletics or Sports	Physical fitness	Sportsmanship	Follows rules of the game	Initiative & Interest in Physical Education	Proficiency in Athletics or Sports	Physical fitness	Sportsmanship	Follows rules of the game	Initiative & Interest in Physical Education	Proficiency in Athletics or Sports
Grade					**Grade**					**Grade**				

Assessment Mode: General / Alternate

(The Mark and Grade Register would also record grades for Co-Scholastic Areas. The Record Format would be the same as that given in the Student Cumulative Record)

Annexure-4
Alternate Assessment Checklist for Differently abled children
(Attach to Mark & Grade Register)

Part I
- Communication chart
- Calculator
- Computer
- Visual aids
- Visual adaptations

Part II
- Scribe
- Extra time
- Language Exemption

Part III
- Alternate question paper
- Alternate content
- Altered curriculum
- Individualized curriculum

Reason (Please write the reasons for alternate assessment):

Note

Part 1

- **Communication Chart:** Communication charts may be required by children who are non-verbal and unable to write or type. Communication charts may be any of the following: a) picture chart b) alphabet chart c) word chart (arranged randomly, alphabetically or topic- wise). A scribe will be required to write down the child's communication.

- **Calculator:** The decision to provide a calculator for exams is taken after the child has had enough time to practice basic arithmetic and the child continues to exhibit difficulties in calculating. Adequate training should be provided to use the calculator.

- **Computer:** A child who is blind, has low vision, or unable to write may be provided with a computer to write exams after adequate training. The answer paper may either be saved on the computer and a printout taken or a scribe may write down the answers as the child types.

- **Visual aids:** A child who is blind or has low vision may require visual aids to write exams. Visual aids include a) Braille equipment b) Taylor frame c) adapted geometry kit d) tactile maps/diagrams e)magnifier f) slant board

- **Visual adaptation:** Adaptations for children with low vision include the following a) question paper in enlarged font b) answer paper with larger space between lines c) high contract materials

Part II

- **Scribe:** Scribes are provided for children who are unable to write on their own. Usually any person who knows the language of the exam can scribe with some orientation to the child's specific needs. In some instances, where children have severe communication difficulties a scribe who has worked with the child's communication for some period of time is provided.

- **Extra time:** Any child who requires more time to write an exam should be provided stipulated extra time

- **Language Exemption:** Children who may have difficulty learning more than one language may be provided exemption from learning a second. language

Part III

- **Alternate question paper:** A child who cannot write the answers for the questions stipulated in the regular question paper may be provided an alternate question paper. Alternate question papers could be any one of the following a) question paper with pictures wherever required to facilitate understanding b) question papers with objective type questions and one/two line answers c) question paper with only objective type questions. Marks allocated for questions should be redistributed.

- **Altered content**

  i) Altered curriculum: For a child who is unable to learn the entire content a) altering existing materials b) adding on supplementary material c) omitting certain material may be required. The content should be decided at the beginning of the term. The content to be altered is selected from the learning materials of the child's present class curriculum. Supplementary material should complement the class curriculum.

  ii) **Individualized curriculum:** Children who are unable to learn the content prescribed for their present class may be provided a different curriculum based on their current performance level. Children will be tested based on their individualized curriculum. The individualized curriculum should be decided at the beginning of a term. In general, an individualized curriculum would be necessary for a subject like mathematics which is hierarchical.

Student Cumulative Record

ACADEMIC YEAR: 20   -   20

SCHOOL:

STUDENT PROFILE

Name of the Student:		
Gender:		**Student's Recent photograph**
Class& Section:		
Roll Number:		
Admission Number:		
Date of Birth:		
Father's Name:		
Mother's Name:		
Guardian's Name:		
Residential Address:		
Contact Number:		
Health Status:		
Height:	**Weight:**	**Blood Group:**

School Seal

STUDENT CUMULATIVE RECORD

PART-1 – ACADEMIC PERFORMANCE: SCHOLASTIC AREAS

Subject	Term -1			Term -2			Term -3		
	FA	SA	Total	FA	SA	Total	FA	SA	Total
Tamil									
English									
Maths									
Science									
Social Science									
Physical Education	***	***		***	***		***	***	

PART- 2 CO-SCHOLASTIC AREAS

Area	Term 1	Term 2	Term 3
Life Skills			
Attitudes and Values			
Wellness & Yoga / Holistic Exercise			
Co-Curricular Activities			

Student's Exceptional Talent / Ability / Skill, if any

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………………

YEAR-END GRADE

Scholastic Subjects	Grade
TAMIL	
ENGLISH	
MATHS	
SCIENCE /EVS	
SOCIAL SCIENCE	
PHYSICAL EDUCATION	
Co-scholastic Activities	**Grade**
Life Skills	
Attitudes and Values	
Yoga, Health and Wellness	
C0-curricular Activities	

DETAILS	TERM - I	TERM - II	TERM - III
No. of Working Days			
Student's attendance			
Signature of the Class Teacher			
Signature of the H.M			
Signature of the Parent			

RESULT _____

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

GRADING SYSTEM

Scholastic Areas

Scholastic - Grading system 9 point scale FA		Scholastic - Grading system 9 point scale SA		Scholastic - Grading system 9 point scale FA+ SA	
Marks	Grade	Marks	Grade	Marks	Grade
37-40	A1	55-60	A1	91-100	A1
33-36	A2	49-54	A2	81-90	A2
29-32	B1	43-48	B1	71-80	B1
25-28	B2	37-42	B2	61-70	B2
21-24	C1	31-36	C1	51-60	C1
17-20	C2	25-30	C2	41-50	C2
13-16	D	19-24	D	33-40	D
9—12	E1	13-18	E1	21-32	E1
8 & Below	E2	12 & Below	E2	20 & Below	E2

Grade and Description for Physical Education and Co-scholastic Activities

Grade	Description
A	Excellent
B	Very Good
C	Good
D	Satisfactory
E	Needs Improvement

Abbreviations Used in the CCE Guidelines

ABL – Activity Based Learning

ALM- Active Learning Method

Assessment – The process of measuring the performance of a learner

Anecdotal Record – A record of the observation of the learner's performance

CABE- Central Advisory Board of Education – An Advisory body to the Government of India on education

COBSE - Conference of Boards of School Education – An association of all Boards of education in India

Cognition – The process by which brain recognizes, understands and comprehends

Cognitive skills – The skills used by the brain in enabling learning

CBSE - Central Board of Secondary Education – A National body affiliating schools and conducting examinations at the school

CISCE -   Council of Indian School Certificate – An organization conducting school examinations at the secondary and senior school level across the country

DTERT – Directorate of Teacher Education, Research and Training

Curriculum– A set of courses, course work and content offered by a school/educational agency for learning

Co-curricular – Processes and activities that supplement and enrich the curriculum

Co-scholastic – Processes and activities that enrich the process of learning and scholarship

Continuous Assessment – Method of assessing the performance of a learner through the entire course of study during an academic session

Comprehensive Assessment –Method of assessing the entire spectrum of competencies and skills of a learner

Diagnostic Evaluation – a testing tool employed to find the strengths, weaknesses, aptitude and attitudes of the learner

Evaluation – the process of measuring the performance of a learner on a given set of norms

EI – Emotional intelligence – a term coined by Daniel Goleman that deals with the ability of a human brain to deal with human emotions and gainfully use them

Formative Assessment –any form of assessment, such as quizzes, tests, essays, projects, interviews, or presentations, in which the goal is to give students feedback about their work while it is in progress, to help students' correct errors, or to improve the work along the way to the final product.

Holistic Evaluation – A process of evaluation that covers the entire learning content, along with various competencies, skills and aptitudes of the learner

ICT – Information and Communication Technology

Integrated curriculum - Refers to the practice of using a single theme to teach a variety of subjects. It also refers to a interdisciplinary curriculum, which combines several school subjects into one project

Learning objective- A learning objective is a specific statement that describes what the student is to learn, understand, or to be able to do as a result of a lesson or a series of lessons.

MI – Multiple Intelligences – a concept developed by Howard Gardner indicating how different types of intelligences operate in a human brain

NCERT – National Council of Educational Research and Training

NUEPA – National University of Educational Planning and Administration

NPE –National Policy of Education

Physical Education -Activities focused on developing physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, individual and group games, and sports

Pedagogy – The art and science of teaching (Teaching skills)

Periodic Evaluation – The process of evaluation conducted at given intervals of time

RMSA – RashtriyaMadhyamicShikshaAbhiyan

RTE – Right to Education – An Act passed by the Parliament giving the Right of Education to children upto the age of 14

SSA – Sarva Shisha Abhiyan

Scholastic Area – The area of learning that relates to certain specified disciplines in a curriculum

Special Education - Special instruction provided for students with educational or physical disabilities, tailored to each student's needs and learning style.

Team Teaching -A teaching method in which two or more teachers teach the same subjects or theme. The teachers may alternate teaching the entire group or divide the group into sections or classes that rotate between the teachers.

Summative Assessment – A process of assessment conducted towards the end of a course of study to assess the impact of teaching –learning process. (Usually a pen-paper test)