
UNIT 12 CONTINUOUS AND COMPREHENSIVE EVALUATION

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12.1 INTRODUCTION

Evaluation is concerned with all round development of student's personality. Students will be assessed not only in terms of their knowledge about a subject but also their participation in other areas of knowledge. We assess student's achievement basically in two areas: scholastic and co-scholastic. Vigotsky's concept of constructivist approach to learning emphasizes assessment is not mere assessing the achievement of students rather helping them to enhance their learning. The critical role of assessment is not limited only to assessing the achievement of students rather helping them acquire knowledge and experiences and achieve better understanding of subject contents. You have studied the concept of 'assessment for learning' in Unit-1 and 2 in Block-1 of this Course.

Assessment is a continuous process and an integral part of teaching-learning process. Their function of assessment is not only to assess the abilities of the students continuously but also to assess their total personality comprehensively, which includes their abilities in scholastic and co-scholastic areas. For assessment of abilities of students from a holistic perspective,

the system of continuous and comprehensive evaluation (CCE) has been implemented in our school system.

The present Unit focuses on the concept and functions of continuous and comprehensive evaluation. The techniques of assessment used in CCE for assessing scholastic and co-scholastic abilities of students have been discussed in this Unit. The Unit also focuses on the importance of recording and reporting students' progress and performances. The role of students profile and their cumulative record in the process of assessment has also been discussed in this Unit.

12.2 OBJECTIVES

At the end of this Unit, you should be able to :

- explain the concept of continuous and comprehensive evaluation;
- describe the functions of CCE in the process of learning and teaching;
- critically analyse the assessment techniques used in CCE for assessing scholastic and co-scholastic abilities of students;
- discuss the use of progress report, student profile and cumulative record used in CCE;
- highlight the importance of maintaining records of evaluation of individual students;
- prepare different forms of CCE for assessing students' performance; and
- prepare and interpret progress reports of students both in scholastic and co-scholastic areas.

12.3 CONTINUOUS AND COMPREHENSIVE EVALUATION : CONCEPTS AND FUNCTIONS

In Units 1 and 2 of Block-1 of this Course, you have studied the purpose of assessment and evaluation. It is not only to grade and certify the learners but also to improve the teaching-learning process and the learning resources used in the process of teaching and learning. It also helps the students to enrich their understanding and enhance their learning. This is not possible by conducting a single terminal or a few paper-pencil tests. You have studied that the role of assessment is not by to assess the content knowledge or the achievement of students, but also to assess the total personality of students. National Curriculum Framework (NCF, 2005) has clarified that apart from assessing knowledge of the core content areas of the school curriculum, assessing other areas of performances of the students such as : art and craft education, physical and health education, peace education, etc. are equally important. For this, our assessment system should be continuous and comprehensive. In this section, let us understand the concept of continuous and comprehensive evaluation and its functions in the overall assessment processes in the school.

12.3.1 What is Continuous Evaluation?

Continuous refers to regular. It means, to make assessment a regular activity in the teaching-learning process. You might have been acquainted with the traditional system of assessment in the schools. In traditional system of assessment, one or two examinations are conducted in a year to assess the content knowledge of students and on the basis of that, students are awarded marks or grades, which hardly help the students to enhance their knowledge. In the continuous assessment, students' performances are assessed formally or informally. It continues along with teaching. Teacher uses many techniques like observation, interview, self and peer-assessment, group-work, projects, etc. To assess the performance of students. Assessment is integrated in the teaching-learning process and conducted through unit, quarterly, half-yearly and annual tests.

The main objective of continuous assessment is to engage the learners regularly in their studies and help them to understand their progress in learning. The following are the four components of continuous assessment. They are :

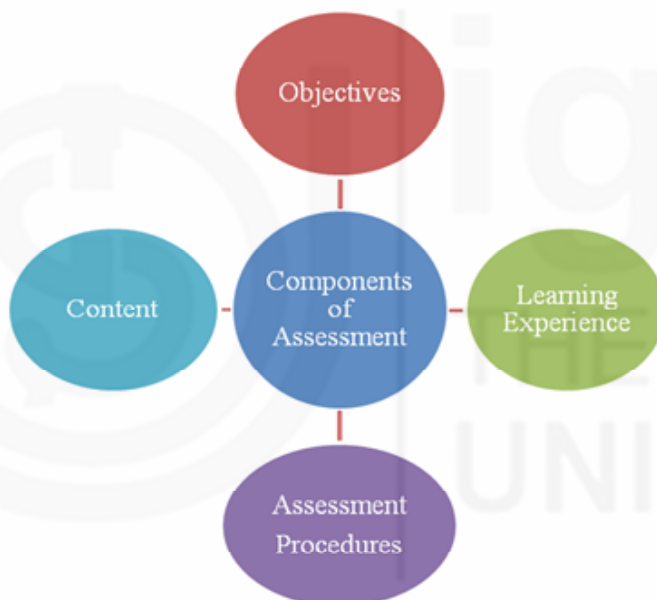


Figure 12.1: Components of Continuous Assessment

The inter-relationships among the four components of assessment that is objectives, content, learning experiences and assessment procedures clearly indicate that one component is dependent on other. In continuous assessment, teacher is concerned with whether the learning objectives have been achieved or not? Whether the students have achieved mastery of the content or not? Whether the students have received required learning experiences or not? And finally, how far the assessment has helped students enhance their learning. These are possible if you integrate assessment with teaching and engage students in various learning activities. It is necessary for the teacher to determine student's status in the beginning of course (placement evaluation), at periodically interval (formative and diagnostic evaluation), and at the end of academic year (summative evaluation).

Continuous assessment is necessary if teacher intends to change teaching strategies in order to improve the learning behavior of students and provide

them meaningful learning experiences. Let us now understand what comprehensive evaluation is.

12.3.2 What is Comprehensive Evaluation?

Comprehensive evaluation takes care of assessment of all round development of student's personality. The purpose of assessment is not only assessing knowledge of students in a core subject that he/she studies but also assessing his/her participation in other areas of knowledge such as art and craft education, health and physical education, peace education, life skills, etc. Broadly, we assess student's development in two areas – scholastic and co-scholastic. Though NCERT considers all the school based activities are scholastic activities, still for your understanding we can say that the activities based on core subjects taught at the schools constitute scholastic areas and other co-curricular activities comprise co-scholastic areas. The term 'scholastic' refers to those aspects which are related to intellectual exercise of the students in curricular subjects. They include assignment, practical, projects, and different types of tests conducted in schools. The components of assessment covered under co-scholastic areas are life skill development of students, their attitudes, self-concept, personality, socio-cultural development, emotional intelligence, and developments in the areas of art, crafts, health, physical education, yoga and peace education, etc. Developments in curricular areas and co-curricular areas constitute holistic development of the students.

Therefore, comprehensive evaluation includes assessment of abilities in both scholastic and co-scholastic areas. A variety of tools and techniques are used for assessing abilities of students in co-scholastic areas. The tools such as interview, observation, rating scale, checklists, attitude scales, etc. are used for comprehensive evaluation of students. In comprehensive evaluation, different abilities of students in scholastic and co-scholastic domains are evaluated by using the following tools and techniques :

Table 12.1 : Tools and techniques used in evaluation of different areas of scholastic and co-scholastic domains

Domain	Areas	Techniques of Evaluation
Scholastic	1. Curricular Areas <ul style="list-style-type: none"> - Knowledge - Understanding - Application - Skills 	<ul style="list-style-type: none"> - Written - Oral - Practical
Co-scholastic	2. Physical health and yoga education <ul style="list-style-type: none"> - Basic understanding about health - Yoga - Physical fitness 	<ul style="list-style-type: none"> - Exercises - Medical check up - Observation by teachers

	3. Habits - Health habits - Study habits - Work habits	- Observation
	4. Interests - Literary interest - Artistic interest - Scientific interest - Musical interest - Social interest	- Observation
	5. Attitudes - Attitude towards studies - Attitude towards teachers - Attitude towards self - Attitude towards peers and friends - Attitude towards schools - Attitude towards society	- Observation
	6. Life skills and values - Self awareness - Effective communication - Critical thinking - Decision making - Coping with emotions - Coping with stress - Empathy - Inter-personal relationships - Creative thinking - Problem solving	- Observation
	7. Participation in other activities - Games and sports - Literary and scientific activities - Cultural, social and community service activities	- Observation

(Source : ES-333, B.Ed., IGNOU, 2010)

12.3.3 Functions of Continuous and Comprehensive Evaluation

In the previous sections, you learnt the concepts of continuous evaluation as well as comprehensive evaluation. Continuous and comprehensive evaluation means carrying out assessment of students abilities continuously through different tests such as unit test, half-yearly test and annual test and these tests would focus on cognitive, affective and psychomotor domains. It includes assessment of abilities of the students in both scholastic and co-scholastic areas. In this section, let us understand the uses and functions of continuous and comprehensive evaluation.

- It helps the teacher to organize effective teaching strategies. Continuous evaluation helps in regular assessment of learners' progress (ability and achievement) with reference to specific scholastic and co scholastic areas.
- Continuous evaluation serves to diagnose weaknesses and helps the teacher ascertain individual learner's strengths and weaknesses.
- It provides immediate feedback to the teacher who can then decide whether a particular unit or concept needs re-teaching in the whole class or whether a few individuals are in need of remedial instruction.
- It helps children know their strengths and weaknesses and motivates them for self-learning.
- It provides the child a realistic self assessment of how he/she studies and also helps him/her enhance his/her learning abilities.
- It motivates children to develop good study habits and directs their activities towards the achievement of desired learning goals.
- It helps a learner to determine the areas of instruction in which more emphasis is required. Continuous and comprehensive evaluation identify areas such as aptitude, interest and self-concept.
- It helps in identifying changes in attitude and value systems of students.
- It helps in making decisions for the future, regarding choice of subjects, courses and careers.
- It provides information /reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting future success of learners.
- In CCE, teachers can use different kinds of tools to test the abilities of learners in scholastic and co-scholastic areas.

Check Your Progress 1

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

1. What is continuous evaluation?

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2. What is comprehensive evaluation?

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3. How does CCE help teachers modify their teaching? Discuss.

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12.4 FORMS OF CCE

In the previous sections, you have learnt about the concept of CCE. In this section, you will learn various forms of CCE used in the assessment of scholastic and co-scholastic abilities of learners. You have studied earlier that scholastic abilities include knowledge, understanding, application, analysis, synthesis, and creativity of learners in the core subjects taught at the school such as Mathematics, Languages, Science, and Social Sciences. Whereas the other areas of knowledge which is an integral part of the school process such as : art and craft education, peace education, life skill education, yoga, health and physical education, etc. are considered as co-scholastic areas of knowledge. Proper integration of scholastic and co-scholastic areas of knowledge in the school curriculum and assessment of students abilities in those areas are a challenges for a teacher. In Table-12.1, you have studied the tools and techniques that we use to assess abilities of students in scholastic and co-scholastic areas of knowledge. In this section, we will focus on the recent CCE practices adopted by Central Board of Secondary Education (CBSE) at the Upper Primary and Secondary stages.

12.4.1 CCE in Scholastic Areas

As notified by CBSE (2017), the subject-wise CCE practices in scholastic areas at the Upper Primary and Secondary levels are presented in the Table 12.2.

Table 12.2 Assessment Structure of Scholastic Activities at the Upper Primary and Secondary Stages.

Subject	Term-I (100 Marks) (1st half of the session) 20 marks Periodic Assessment (PA) + 80 marks for Half Yearly Exam	Term-II (100 Marks) (2nd half of the session) 20 marks Periodic Assessment (PA) + 80 marks for Yearly Exam
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Language-1	PA 20 marks	Half Yearly Exam	PA 20 marks	Yearly Exam
Language-2	<ul style="list-style-type: none"> • Periodic Test 10 marks with syllabus covered till announcement of test dates by school. • Note Book Submission 5 marks at term-end. • Subject Enrichment 5 marks at term-end. 	<ul style="list-style-type: none"> • Written exam for 80 marks with syllabus covered till announcement of Half Yearly exam dates by school. 	<ul style="list-style-type: none"> • Periodic Test 10 marks with syllabus covered till announcement of test dates by school. • Note Book submission 5 marks at term-end. • Subject Enrichment 5 marks at term-end. 	Written exam for 80 marks with syllabus coverage as below: Class VI: 10% of 1st term covering significant topics + entire syllabus of 2nd term. Class VII: 20% of 1st term covering significant topics + entire syllabus of 2nd term. Class VIII: 30% of 1st term covering significant topics + entire syllabus of 2nd term.
Language-3				
Mathematics				
Science				
Social Sciences				
Any other Subject				

(Source : CBSE, 2017)

The pattern of assessment for Class-IX is followed for bringing uniformity in assessment and preparing the report cards. The details as mentioned in the Table 12.2 depicts that students will appear for both periodic assessment and term-end examination in both 1st half and 2nd half of the session. The subject wise weightage to periodic assessment is 20 % (20 Marks) and to term-end examination 80% (80 Marks). The periodic comprises: periodic test (10 Marks), note-book submission (5 Marks) and subject enrichment (5 Marks). Let us now try to understand on periodic test, note-book submission and subject enrichment.

Periodic Test : This is a test covering the syllabus completed till the declaration of the half-yearly or annual examination. Basically, it is a type of pen-paper test. The weightage to the test is 10 Marks.

Note Book Submission : The concept of note book submission is to submit the records of activities that the students perform during the semester. It also includes the portfolios, assignments, files and project work conducted by the students during the semester.

Subject Enrichment Activities : These are subject-specific activities aimed at enhancing the understanding and skills of the students. These activities are to be carried out through out the term, however, they should be evaluated at the term-end. The subject enrichment activities are different from subject to subject. These are purely formative in nature and the aim of keeping such activities is to engage the students in various academic discourses such as participating quizzes and debates, field-trips, subject-based projects, etc. The weightage to subject enrichment activities is of 5% (5 Marks). Activities can be selected from various activities suggested under this head (subject-

wise). As example, for Class-VIII Science, activities can be taken from Science Activity Book, 'Learning by Doing' (CBSE, 2009). As example, the following activities can be undertaken in Science :

- Sound (Lets make music; I can see my sound; How does sound travel?, etc.)
- Stars and the Solar System (Is the moon growing or shrinking?; Making a solar system mobile, etc.)

(Source : http://49.50.70.100/web_material/publication/archive/science_activity_class_viii.pdf retrieved on 05.09.2017)

Accordingly, map or project work may be undertaken for Social Science. The activities in languages may cover the four skills of language learning such as reading, writing listening and speaking. For Mathematics, activities for students of standard seven and eight can be selected from the 'Mathematical Laboratory in Primary and Upper Primary Schools' (suggested by CBSE).

(Source : http://49.50.70.100/web_material/publication/archive/maths_activity_class_3_8_part3.pdf, retrieved on 05.09.2017)

Further the half-yearly and yearly examination is of 80% weightage (80 Marks) which includes the entire curriculum of second term of the session and 10% (for Class-VI), 20% (for Class-VII) and 30% (for Class-VIII) from the first term syllabus of the concerned classes for whom the test is prepared.

Grading scales for scholastic areas at the Upper Primary and Secondary Stages is presented in Table 12.3 :

Table 12.3 : Grading Scales for Scholastic and Co-scholastic Areas

Grading Scale for Scholastic Areas (Classes VI-VIII) (School will award grades as per the following grading scale)		Grading Scale for Scholastic Areas (Class-IX) (School will award grades as per the following grading scale)	
Marks Range	Grade	Marks Range	Grade
91-100	A1	91-100	A1
81-90	A2	81-90	A2
71-80	B1	71-80	B1
61-70	B2	61-70	B2
51-60	C1	51-60	C1
41-50	C2	41-50	C2
33-40	D	33-40	D
32 & below	E (Needs improvement)	32 & below	E (Failed)

12.4.2 CCE in Co-scholastic Areas

For carrying out assessment of students' performance in co-scholastic areas at the Upper Primary and Secondary Stages, and bringing uniformity in reporting the results, CBSE (2017) has mandated assessment in three different co-scholastic areas. They are :

- i. Work Education
- ii. Art Education
- iii. Health and Physical Education

Let us to understand the above three co-scholastic areas and the activities carried out under each area.

(i) Work Education : National Curriculum Framework (NCF, 2005), has recommended work education should be one of the integral part of school curriculum. Advocating work education, NCF (2005) says 'integrating work into school curriculum would require a substantial amount of pedagogical understanding of how it would be integrated with learning and the mechanisms for assessment and evaluation'. The work-centred pedagogy in school should include critical thinking, transfer of learning, creativity, communication skills, aesthetics, work motivation, work ethics or collaborative functioning, and entrepreneurship-cum-social accountability. Under this head certain activities may be conducted linking with the curriculum which is skill-based and resulting in goods and services useful to the community. The following activities can be carried out as a part of work education for the students.

- Clay modeling
- Macramé work
- Best out of waste
- Gift wrapping
- Stuffed toys and doll making
- Sketches
- Cartoons
- Posters
- Diagrams
- Graphs
- Charts
- Flannel Board
- Models
- Specimen
- Scrap books

You can get the details of activities relating to work education from 'Work Education in Schools' (CBSE, 2004).

(*Source* :Work Education in Schools (CBSE, 2004), retrieved from <http://cbse.nic.in/workeducation.pdf>, dated 06.09.2017)

(ii) **Art Education** : Like work education, NCF (2005) also suggested to integrate art education in the formal schooling for making students acquainted with our unique cultural identity in all its diversity and richness. It has also recommended the visual and performing arts to become an important component of learning in the curriculum. Schools can conduct activities relating to visual and performing arts at different stages of school education. The activities can also be properly linked with the core curriculum taught at different stages. The following activities can be practised as co-scholastic activities under art education.

Visual Arts :

- Drawing and Painting
- Collage making
- Print making
- Photography and computer Graphics (wherever possible)
- Rangoli/ Mandna/ Wall painting (state/region specific traditional art forms)
- Sculpture (using locally available materials)
- Clay modelling
- Terracotta
- Carving and relief work
- Papier mache
- Mask making
- Construction (using waste materials)
- Pottery (if possible)

Performing Arts :

- Theatre
- Drama
- Dance
- Music (instrumental and vocal)

(*Source* : Syllabus of Arts Education, NCERT, 2008. Retrieved from http://www.ncert.nic.in/rightside/links/pdf/syllabus/Art_Educationfinal_syllabus.pdf on 06.09.2017)

(iii) Health and Physical Education : Health and physical education is one of the important co-scholastic areas of school curriculum. We know that health is a critical input for the all round development of students. Health and physical education is interrelated with each other. For keeping sound health and mind, there is the need of regular participation in different physical activities. It is only possible, if and when it is integrated in school curriculum. A regular health check up is necessary in the school to know the growth and development of students. They should also be taught about proper sanitation practices including hygienic practice at their home and hygienic and sanitation activities in school. The following activities can be carried out in health and physical education under co-scholastic areas.

- Indigenous games and sports (kho-kho, kabadi, running, jumping, etc.)
- Participation in NCC, NSS, Scouts & Guides.
- Practicing meditation and Yoga.
- Gardening/Shramdan
- Martial art, Gymnastics, etc.
- First aid

(Source : CCE in Secondary Classes, CBSE (2010), retrieved from http://www.cbse.nic.in/cce/cce-manual/chapter_3.pdf on 06.09.2017)

Assessment on the above three areas of co-scholastic abilities is to be done term wise. A 3-point grading scale (A = Outstanding, B = Very Good and C = Fair) is used for evaluating the abilities of the students at the Upper Primary stage and a 5-point grading scale (A-E) is used for Secondary classes. Regularity, sincere participation, output, and teamwork are the generic criteria for grading students' performance in the activities. The evaluation techniques such as observing the performance of students and interviewing them are usually used by teachers to grade them.

Apart from the above, the practice of discipline is also one of the important aspects in continuous and comprehensive evaluation. Let us try to understand the practices of disciplines coming under CCE.

Discipline : Students will also good be assessed on practices of disciplines which comprise regular attendance, sincerity, behaviour, observing social values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. These can be done by the technique of observation by the teacher during teaching in daily lesson and also closely observing them in participating other school-based scholastic and co-scholastic activities. Cumulative record card, attendance register, rating scale, socio-metric techniques, student portfolio can also be used for taking decision on the above. Grading to 'Discipline' will be done term wise on a 3-point grading scale (A= Outstanding, B = Very Good and C = Fair) for the Upper Primary and 5-point grading scale (A-E) is used for Secondary classes.

Check Your Progress 2

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

4. Explain the process of periodic assessment (PA) under the scholastic areas of assessment of the students.

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5. Describe the process of team-end examination under the scholastic areas of assessment of the students.

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6. What aspects of co-scholastic areas are included for assessment of the secondary school students?

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7. Compare the grading system between scholastic and co-scholastic abilities of the students.

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12.5 RECORDING AND REPORTING STUDENTS PERFORMANCE

As like assessing scholastic and co-scholastic abilities of the students, recording their abilities and reporting to the concerned stakeholders are also equally important. In view of this NCF (2005) reported that, *“a good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback. The purpose of assessment is necessarily to improve the teaching-learning process and materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed”* (NCF, 2005, pp.71-72). In view of the above, it has realised that recording and reporting of result and communicating it to the parents in a suitable format which includes both quantitative and qualitative abilities of the students are necessary.

We have discussed in the earlier units (Unit 1 and 2, Block-1 of the same Course) that the purpose of assessment is to help the students to enhance and construct their learning. In view of this, the students should get necessary feedbacks on various aspects of their abilities and accordingly they can get opportunity to enhance. It is possible when, we provide them feedback at the time of performing the activities and also mentioning it in their report card both quantitatively and qualitatively. Therefore, it is a very challenging task before the school management for recording information relating to students assessment and to preserve the records. In this section, we will discuss, how effectively we can record and report the result of the students and communicate it to the persons concerned.

12.5.1 Use of Quantitative and Qualitative Indicators

The performance of the students can be recorded in quantitative and qualitative terms. To get a complete picture of students development in the scholastic and co-scholastic areas at a particular class, we need to get the idea on the strong points and weaknesses of the students in each areas of their learning. The descriptive indicators are qualitative in nature. It specifies the efficiency and skills of the students that they exhibit. Mostly in lower classes, descriptive indicators are communicated to the parents and included in their report cards. That includes abilities in acquiring different language skills; abilities in solving mathematical sums; abilities in citing different examples in understanding social and environmental phenomenon; etc. It is sometime, not possible to include all descriptive indicators in the report card. In the higher classes, grading to co-scholastic ability areas can be reported in the report card on the basis of the indicators assessed and the details descriptions may be discussed with the students and the parents in informal and formal school meetings. Now let us discuss the format of report cards for Upper Primary and Secondary Classes as suggested by CBSE (2017).

Table 12.4 Format of Report Card for Class-IX

Academic Session:

Report Card for Class IX

Roll No. :

Student's Name:

Mother's/Father's/Guardian's Name:

Date of Birth:

Class/Section:

Scholastic Areas	Academic Year (100 marks)					
	Sub. Name	Periodi Test (10)	Note Book (5)	Subject Enrich- ment (5)	Annual Exami- 80)	Marks Obtained (100)
Language-1						
Language-2						
Language-2						
Subject-1						
Subject-2						
Subject-3						
Additional or NSQF Subject*						

*NSQF – National Skill Qualification Framework

Co-Scholastic Areas [on a 5-point (A-E) grading scale]	Grade
Work Education (or Pre-vocational Education)	
Art Education	
Health & Physical Education	

Discipline [on a 5-point (A-E) grading scale]	Grade
Discipline	

Class Teacher's Remarks :

Result :

Date.....
Signature of
Class Teacher

Signature of
Principal

Grading scale for scholastic areas : Grades are awarded on a 8- point grading scale as follows :

Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & below	E (Failed)

(Source: Uniform System of Assessment, CBSE, 2017)

Table-12.4 describes the format of a report card for Class-IX. Reporting in scholastic areas is done both in marking and grading system whereas assessment to co-scholastic areas is done only in grading. Though activity wise space is not given for descriptive indicators, but description about individual students can be given in the space of Class Teacher's Remarks. Now let us understand a format of the report card used for Upper Primary classes (Class VI-VIII).

Table 12.5 Format of Report Card for the Classes: VI-VIII

Academic Session:

Report Card for Classes : VI-VIII

Roll No. :

Student's Name:

Mother's/Father's/Guardian's Name:

Date of Birth:

Class/Section:

Scholastic Areas:	Term-1 (100 Marks)						Term-2 (100 Marks)						
	Subject Name	Per Test (10)	Note Book (5)	Sub Enrichment (5)	Half Yearly Exam (80)	Marks Obtained (100)	Gr	Per Test (10)	Note Book (5)	Sub Enrichment (5)	Yearly Exam (80)	Marks obtained (100)	Gr
Language-1													
Language-2													
Language-3													
Mathematics													
Science													
Soc. Science													
Any other Sub													

Co-Scholastic Areas: Term-1 [on a 3-point (A-C) grading scale]	Grade	Co-Scholastic Areas: Term-2 [on a 3-point (A-C) grading scale]	Grade
Work Education (or Pre-vocational Education)			
Art Education			
Health & Physical Education			

Discipline: Term-1 [on a 3-point (A-C) grading scale]	Grade	Discipline: Term-2 [on a 3-point (A-C) grading scale]	Grade
Discipline		Discipline	

Class Teacher's Remarks :

Promoted to Class :

Date.....
Signature of Class Teacher Signature of Principal

Instructions

Grading scale for scholastic areas : Grades are awarded on a 8- point grading scale as follows :

Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & below	E (Needs improvement)

(Source: Uniform System of Assessment, CBSE, 2017)

Table 12.5 discusses the format of report card for the Classes VI-VIII. As per the uniform system of assessment, students from Class VI-VIII will undergo both periodic assessment (20%) and term-end assessment (80%) for term-1 and term-2 of a class. Assessment of scholastic areas is in 8-point scale. Co-scholastic abilities are assessed in three different areas such as work education, art education, and health and physical education. Assessment grading is done for co-scholastic areas is done in 3-point scales

(A-C). Assessment of scholastic areas whereas only grading is done for co-scholastic areas. The concerned class teachers give descriptive remarks on the performance and abilities of the individual student including their strong points and weaknesses.

Both quantitative (marks) and qualitative (grades) indicators are used in reporting the result of the students at the Secondary and Upper Primary stages. Both quantitative and qualitative indicators are used for reporting results in the scholastic areas whereas only qualitative indicators are used to report results in co-scholastic areas.

12.5.2 Role of Observation and Feedback

Observing the participation of the students in both scholastic and co-scholastic activities conducted in school and providing feedback to them in each activity are constructively help the students for improving their learning. The role of teachers is very much important to observe and understand the individual strengths and weaknesses in subject specific areas as well as other areas of co-scholastic abilities. On the basis of the observation by the teachers, feedbacks are given to the students for their improvement. Teachers are also discuss with the students about the areas/aspects that require improvement. Feedback can also be shared with the parents for better motivation and guidance to the students by the parents. Students feedbacks are also equally help the teachers to redesign their teaching. This also equally helps the entire school system to improve in the teaching-learning process and management of the school system.

Check Your Progress 3

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

8. How does reporting students performance help the students?

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9. What does the aspect of assessment of discipline include?

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12.6 STUDENTS PROFILE

A student's profile gives complete picture of a student. It includes the achievements in scholastic areas of the student as well as his/her performances in various co-scholastic abilities. Developing a student profile helps to provide a deeper understanding of student's unique interests, styles and abilities. For developing a student's profile, various sources can be used to gather data.

They are teacher’s observation, assessment of student achievement and other abilities, portfolios, journals and learning logs, informal and formal classroom testing, learning style inventories, interest inventories, rating scales of student characteristics, previous report cards, information from parents, and psycho-educational testing. (British Columbia, 2006-07). The following five different areas can be considered for developing a student’s profile. They are :

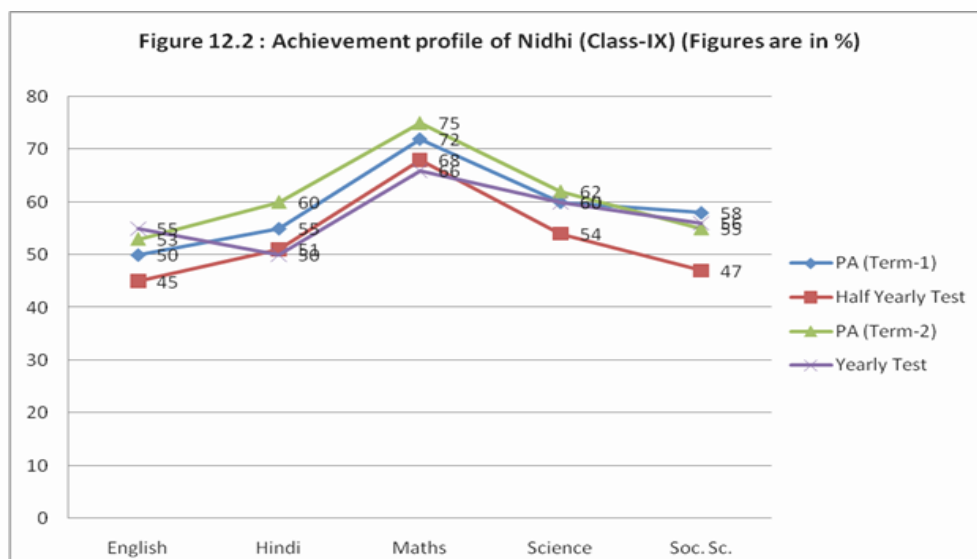
- Academic achievement
- Learning styles and strengths
- Interests
- Special abilities
- Visions and future goals

Let us try to understand developing student’s profile in academic achievement. As example, the percentage of scores of Nidhi in Class-IX of different subjects is presented as follows :

Table 12.6 Achievement scores of Nidhi (figures are in percentage)

Subjects/ Tests	Periodic Assessment (Term-1)	Half Yearly Test	Periodic Assessment (Term-2)	Yearly Test Test
English	50	45	53	55
Hindi	55	51	60	50
Mathematics	72	68	75	66
Science	60	54	62	60
Social Science	58	47	55	56

To show the above achievement scores of Nidhi in a figure will give us better understanding to understand Nidhi’s achievement profile. See the Figure-12.2:



By observing the achievement profile of Nidhi in different tests of various subjects, we can gauge the idea as follows:

- i. In all the tests, Nidhi comparatively did well in Mathematics in relation to other subjects.
- ii. Nidhi's achievement in Hindi and Science is in similar standard.
- iii. Achievement in English and Social Science is similar but less than other subjects.
- iv. Nidhi's scholastic interest area of subject is Mathematics, as she comparatively scored better than other subjects.

Accordingly, students profile can be developed in other co-scholastic areas.

Activity 1

As discussed in Figure-12.2, collect achievement data of different tests in various subjects of at least two students at the secondary stage and prepare their achievement score profile. And also analyse their profile.

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12.7 CUMULATIVE RECORDS

Evaluation based on quantitative measures cannot be considered complete and valid unless the qualitative aspects of student's behaviour are not taken into consideration. This is again important to understand that maintaining a complete record of students including their scholastic achievements and performances in various co-scholastic areas help the entire school system in general and the individual student in particular for using it many purposes. It helps the teachers to get information of the students in various areas, their strong and weak points, likes and dislikes, and special interest areas of the students and accordingly provide them necessary guidance and counselling. A cumulative record of a student includes all the above things come under both the scholastic and co-scholastic activities. Apart from these it also includes the health, family, and personal data of the students. There are many information to be recorded in the cumulative record. They can be categorically in the following headings :

- (i) Personal information
- (ii) Scholastic achievements
- (iii) Physical health
- (iv) Co-scholastic activities
- (v) Habits, interests and attitudes

(i) Personal Information:

Name :

Sex : M/F

Class :

Sec :

Date of Birth :

Date of Admission :

Admission No. :

Date of Leaving the School :

Interest and Hobbies

Differently-abled : Yes/No; If yes, specify it :

Exceptional Achievement(s)/Awards :

Family Background :

Name of the Father :

Occupation of Father :

Name of the Mother :

Occupation of Mother :

Monthly Income of Family :

Education of Parents (Mention highest examination passed) :

Father :

Mother :

Permanent Address

.....

Name of Siblings :

S.N.	Name	Sex	Age	Education	Remarks
1					
2					
3					
4					
5					

(ii) Scholastic Achievements :

Subject	Class-VI		Class-VII		Class-VIII		Class-IX		Class-X		Class-XI		Class-XII	
	Grade/Marks		Grade/Marks		Grade/Marks		Grade/Marks		Grade/Marks		Grade/Marks		Grade/Marks	
	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2
Language-1														
Language-2														
Language-3														
Mathematics														
Science														
Social Science														
NSQF Subject														
Other Subject														
Elective Sub-1														
Elective Sub-2														
Elective Sub-3														
Elective Sub-4														
Initial of the Class Teacher														

Note : T-1 – Term-1(half-yearly test) and T-2 – Term-2 (Yearly or Annual Test)

(iii) Physical Health :

Particulars/ Classes	Class-VI		Class-VII		Class-VIII		Class-IX		Class-X		Class-XI		Class-XII	
	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2
Height in Cms.														
Weight in KG														
Grade of Ht. Wt. Ra\														
Chest (Normal)														
Chest (Expanded)														
Grade of Chest Expansion														
Physical defects if any (Ear, eye, nose, teeth, skin, etc.)														

Name of the serious and chronic diseases														
Blood Group														
Grade of general condition of health														
Follow-up steps taken in the school														
Initial of Parents														
Initial of staff Nurse Initial of Doctor														

(iv) Co-scholastic Activities : (only grade will be assigned)

Particulars/ Classes	Class-VI		Class-VII		Class-VIII		Class-IX		Class-X		Class-XI		Class-XII	
	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2
Work Education														
Art Education														
Health & Education														
Discipline														
Any other														

Note : Grading from Class-VI to VIII is in 3-point scales (A-C) and Grading to Class IX and above in 5-point scale (A-E)

(v) Habits, Interests and Attitudes : (only grade will be assigned)

Particulars/ Classes	Class-VI	Class-VII	Class-VIII	Class-IX	Class-X	Class-XI	Class-XII
Health Habits							
Study Habits							
Study Habits							
Work Habits							
Interests Areas : Literary							
Interests Areas : Artistic							
Interests Areas : Musical							
Interests Areas : Scientific							
Interests Areas : Social Service							
Attitude towards Studies							
Attitude towards Teachers							
Attitude towards Parents							
Attitude towards School Programmes							
Attitude towards school Infrastructure							
Initials of concern In-charges							

(Note : The format of the above cumulative record has been taken from ES-333, Block-3, pp.59-62, IGNOU, 2010 with necessary modifications as per the prevailing CCE practices in Upper Primary and Secondary stages.)

Check Your Progress 4

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

10. What is a cumulative record?

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11. How does cumulative record help the teachers to provide necessary guidance to the students?

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12.8 LETS US SUM UP

According to Gandhiji, education means to bring all round development of child's body, mind and spirit. Gandhiji's concept on education implies child's development both in scholastic and co-scholastic areas. In scholastic areas, it includes the development of mind and the ability to acquire knowledge, develop understanding, analyse and synthesise it, apply the knowledge in practical situations and also critically reflect on various issues. Development of body and spirit which is related to co-scholastic abilities of the students which include physical development, development of senses, work experience, art and culture, life skill and value education and also builds ones character through education.

As assessment is an integrated part of every teaching-learning process, it is therefore important to develop a system of systematic assessment of all aspects of learning. In this Unit, you learnt the process of continuous and comprehensive evaluation practices in the school which includes the abilities of scholastic and co-scholastic areas. You have also learnt the processes of assessing scholastic and co-scholastic abilities of the students, grade it and report to the concerned stakeholders with feedbacks for the improvement of the students. This also equally helps the teachers to re-design their teaching. You have also learnt to use the student's profile as well as cumulative records as tools of assessment used at the school stage.

12.9 REFERENCES AND SUGGESTED READINGS

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12.10 ANSWERS TO CHECK YOUR PROGRESS

1. Continuous evaluation means regularity in the process of evaluation. It includes unit-end tests, monthly, quarterly, half-yearly and even annual examination.
2. Comprehensive evaluation includes evaluation for all round development of the students. It consists scholastic, co-scholastic abilities of the students and it also includes the areas of their special interests.
3. Feedback of students assessment through continuous and comprehensive evaluation helps the teachers to assess their teaching behavior and re-design their teaching.
4. Periodic assessment is classified in three different headings such as : periodic test (10 Marks), note-book submission (5 Marks) and subject enrichment (5 Marks). This a type of internal assessment, which is

conducted by the teacher who teaches the subject. Weightage given to periodic assessment is 20%.

5. Term-end examination conducted at the completion of half of the session. First term-end will be the half-yearly exam and second term-end is yearly exam. Weightage given to term-end exam is 80%.
6. Work education, art education and physical and health education.
7. Grading system in scholastic areas are done in 8-point scales both for Upper Primary and Secondary students where as grading system for co-scholastic areas are done in 5-points (A-E) for secondary students and in 3-points (A-C) for Upper Primary students.
8. Students will get a complete picture of their performances in scholastic and co-scholastic areas. The specific feedback that they receive will help them to modify their learning.
9. Discipline includes assessment in the areas such as attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation, etc.
10. Cumulative records of the students include both the scholastic and co-scholastic abilities of the students. It includes personal information, scholastic achievements, physical health, co-scholastic activities and habits, interests and attitudes of the students. It provides a complete chronological picture of the student in all the above areas.
11. By going through the cumulative record, teacher can get complete information of the students including their personal and academic data. Accordingly, teacher can provide proper guidance and counseling in a separate para.

(Note : The format of the above cumulative record has been taken from ES-333, Block-3, pp.59-62, IGNOU, 2010 with necessary modifications as per the prevailing CCE practices in Upper Primary and Secondary stages.)