

# Continuous and Comprehensive Evaluation

Guidelines

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN ???-??-????-??-?

# Continuous and Comprehensive Evaluation

Section

1

Continuous and Comprehensive Evaluation, commonly known as ‘CCE’ is introduced as school based system of evaluation as per Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), implemented since April 2010. The Act requires that Continuous and Comprehensive Evaluation be implemented for children till the completion of elementary schooling. In view the mandatory requirement under RTE Act, which prohibits any public examination up to Class VIII, it is all the more important for all stakeholders in school education especially teachers understand and use CCE meaningfully to enable each child learn and progress.

## 1.1 POLICY PERSPECTIVE ON CCE: A GLIMPSE

Taking cognizance of the examination reforms by the Indian Education Commission, (1964-66) set up by the Government of India, the National Policy on Education (NPE) -1986 deliberated and considered assessment of performance as an integral part of any process of learning and teaching. It envisaged implementation of Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of teaching learning time emphasizing the use of grades over marks. It also called for streamlining the evaluation at the institutional level and reduces the predominance of external examination. The Programme of Action (POA) 1992 brought out a roadmap for the implementation of NPE-1986 at the school level. All the National Curriculum Frameworks, developed subsequently to this, recommended an evaluation system integral to the teaching learning to avoid any undue pain, anxiety, harassment and humiliation to children for helping them grow as social beings. The National Curriculum Framework (NCF)-2000 envisaged the use of multiple techniques of measurement to reflect the outcomes of learning intervention in terms of grades predominantly as compared to marks in evaluation. The NCF-2005 portraying child as a natural learner emphasized giving space to children to find their voice and opportunities to nurture their curiosity to come up with knowledge as the outcome of their active engagement with the world around. Considering attitudes, emotions and values as the integral part of cognitive development, NCF-2005 recommended an internal school-based system of assessment that could provide information on a child’s overall development in a continuous and comprehensive manner. Continuity is in terms of

during the teaching-learning process that informs teaching and areas that need improvement in learning along with assessment at the end of the term. Comprehensiveness is seen as considering the child's overall development including spheres apart from typical curricular areas.

This system of Continuous and Comprehensive Evaluation was recommended to identify the learning needs, difficulties and conceptual gaps to provide timely and appropriate interventions to reduce the stress and anxiety and enhance learning to help all children progress. It was also intended to reduce rote learning, help teachers reflect, review and improve their teaching and provide all children including those with special needs and those belonging to the marginalized groups with the feedback to improve their learning to bloom their potential fully. However, it needed to be made more credible through various means suiting the context.

## 1.2 THE CONTEXT OF CCE: RIGHT TO EDUCATION

Continuous and Comprehensive Evaluation, recommended by different policy documents including the National Policy on Education 1986 and in the revised Programme of Action 1992, was much talked about in 2010, after being made mandatory as per section 29(2) of the RTE Act. Despite the recommendations of different policy documents from time to time, implementation of continuous and comprehensive evaluation was taken seriously when it became mandatory with the implementation of the RTE Act 2009. While mandating free quality elementary education for all children in the age group of 6-14 years, we are aware that the RTE Act emphasizes on an all-round development of children, building up their knowledge, potentiality and talent with development of physical and mental abilities to the fullest extent through activities discovery and exploration in an environment free from fear, trauma and anxiety using comprehensive and continuous evaluation. To work towards its implementation, the RTE Act prohibits any external examination up to elementary level.

It has been some years since the rolling out of the RTE Act, and since then different CCE schemes formulated by the respective academic authorities of different States and UTs and other bodies that govern the school education are being implemented. However, the researches and field experiences till now inform that different stakeholders face problems while using these CCE schemes which are also not in consonance with the empirically established ethos of assessment which is continuous and comprehensive in nature. Teachers find it cumbersome, as they are largely engaged in compiling the data and keeping the records of children's performance. This not only makes the process of assessment arduous but it also does not serve the purpose

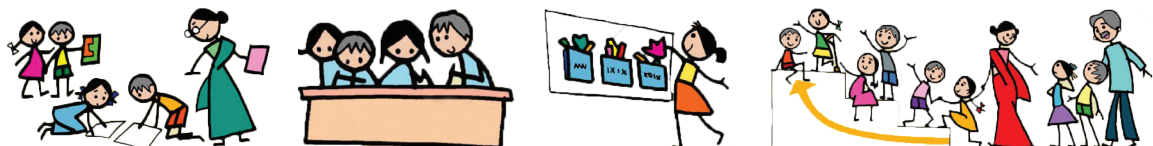


as most of the precious time for teaching learning goes in vain. Children too find it difficult to cope with several tests and assignments that give them anxiety and the fear of others being judgmental about their performance. The unanswered queries and varied interpretations of different aspects of CCE by teachers, students, parents/guardians and other functionaries at different levels lead to its inappropriate implementation that is neither in tune with the policy perspectives and nor in favour of the beneficiaries.

As per its provisions, section 29(2) ensures the right of each child to full time elementary education of satisfactory and equitable quality in a formal school that satisfies certain essential norms and standards. The RTE Act demands that each child should get an opportunity to learn and progress and be supported during this process. CCE can be a potent tool in respecting the intent of the RTE Act by ensuring learning for all children, as assessment during teaching-learning process would help teachers observe child's learning progress, provide timely feedback support to help the child to overcome the learning difficulties. In that case the state of 'failing' and thus detaining any child at the end of a term can be minimized. Therefore, it is crucial to understand and use both teaching learning and assessment in tandem, one complementing the other to arrive at a realistic picture of students' learning and development to help them accomplish the desired goals of education.

Thus, in order to impart quality education and help children develop holistically it is important to know their learning progress in such a manner through CCE so that it helps to;

- find out the change in a child's learning and development over a period of time.
- map these changes through assessment of different curricular areas
- identify the support each child needs to progress individually.
- plan teaching-learning situations to suit their needs to enable them improve their learning.
- to allow children to assess themselves through reflection, seeking ways to regulate and improve learning by himself/herself.
- find out to what extent curricular expectations and learning outcomes have been achieved.
- improve teaching-learning processes in the classroom.
- provide evidence based feedback and communicate children's progress to different stakeholders including parents and guardians and involve them constructively in child's growth, learning and development.
- encourage each child to be confident of learning by doing away with the fear of assessment and providing continuous support to ensure every child's learning and development.



- Keeping in view the primary purpose of learning which is to promote an overall development of children i.e. development of the cognitive, physical and socio-emotional dimensions holistically, the major aspects under CCE that need to be explored are;
  - What is the understanding about CCE?
  - Why Continuous and Comprehensive Evaluation (CCE) is to be undertaken ?
  - What is to be assessed under CCE?
  - How should it be assessed?
  - When should it be assessed?
  - How can assessment information under CCE be used?

Against this backdrop, this document endeavours to answer these questions and provide guidelines that give a research-based perspective of CCE and the process of its implementation at the ground level, in tune with the RTE Act. The content placed under four subsequent sections includes Section 2 dealing with 'Why' and 'What CCE is' and section 3 comprising of 'What needs to be assessed'. Section 4 details out the 'How' aspect of CCE i.e. the process of CCE and its implementation in schools whereas the last Section 5 includes some examples of checklists, rubrics and progress report.



## SECTION 2

### 2.1 CCE: THE RATIONALE

During the last few decades, concerns have been repeatedly raised about the deteriorating quality of elementary education. In a commitment of the nation to provide quality education to every child, Right to Education Act introduced CCE to ensure learning against the expected learning outcomes within the academic year with the required support systems in place.

This required making provisions for appropriate infrastructure, curriculum, trained teachers, pedagogy, assessment, school working days, teaching hours along with empowering teachers and redressal of systemic issues including monitoring. Such provisions of child centered curriculum, teaching learning and assessment in a child friendly environment can ensure quality in education. There are many factors such as school and classroom environment, teacher-pupil ratio, subject specific teachers, classroom processes and practices, assessment procedures and infrastructural aspects that contribute towards it. Each of these being crucial towards quality improvement in education requires a conscious effort on every forum as only the synchronous effect of all can make a tangible difference towards quality attainment.

Early years of schooling being the formative period of development, a child is too young to understand failure and it is unfair to hold him or her accountable for non-performance without putting all other pre requisites in place. Constant motivation and encouragement help children form a balanced personality, whereas, fear and humiliation demotivate and discourage them. It is the responsibility of the system including all stakeholders to ensure the essentials; be it quantitative (schools, classrooms, teachers etc.) or qualitative (curricular materials, classroom environment and processes etc.) measures in place so that each child receives quality elementary education without being harassed, humiliated or labeled. Children face fear and anxiety if assessment (perceived as examination) is conducted in a manner that exposes them to punitive actions of labeling and humiliation.

In this context, CCE was introduced as a mandatory requirement up to elementary stage under the RTE Act with the sole intent of reforming assessment with its prime purpose of improving children's learning to help them progress leading to their overall development. Although efforts during the last few decades helped improve the quantitative aspects; be it the number of schools, classrooms, teachers, enrolment, etc., yet the progress made towards addressing and improving the qualitative aspects has not been satisfactory. This is primarily because adequate attention has not been paid

to the teaching learning and assessment process in classrooms, which could be due to a limited understanding and a traditional perspective of viewing them in isolation.

## 2.2 LEARNING AND ASSESSMENT

Learning and assessment being intertwined cannot be segregated or viewed in isolation from each other; therefore addressing the two in isolation may not serve the purpose. So, before we delve into the process of CCE, it is important to recognize the nature of learning and assessment in order to understand how children learn at the elementary level, as this in turn will determine how they can be assessed during the teaching-learning process. Some important aspects related to learning and assessment are given below.

### 2.2.1 Nature of Learning

- i. **Learning is Continuous:** Children's learning does not take place only in classrooms. It goes on all the time even while they interact in the social settings with their families and community beyond school which does play a significant role in shaping their personality. Therefore, classroom learning needs to be linked to what happens outside the classroom in their real lives as well. Accordingly, the assessment process needs to capture the learning in such situations. Children's experiences and responses to diverse situations can thus, be captured in a variety of ways and assessed.
- ii. **Learning is Spiral:** Learning is not a linear process as children construct their knowledge when they are required to revisit themes/concepts related to earlier classes in the higher classes. This helps to build connections between previous and new learning. Similarly, in everyday learning it is important for the teachers to understand and establish connections among facts already observed or experienced and that they plan to realise among children. For which, they need to assess the existing understanding and accordingly provide further experiences through different acts of learning that are based on the needs and contexts of children. This process may not be uniform for all children as each child has a unique approach to acquiring knowledge and can learn if allowed to do so at her/his own pace and follow her/his own way of learning. It not only applies to children with special needs but is equally important for all learners. So in order to help all children to learn and progress from concrete to abstract and simple to complex, the assessment process needs to provide information on the gaps between existing knowledge and new knowledge to be acquired in order to bridge them timely. Continuous and sharp observations by a reflective teacher during everyday teaching learning, when children are engaged in different learning tasks can provide useful information, to plan, review or modify her teaching learning to enhance the learning among all children.



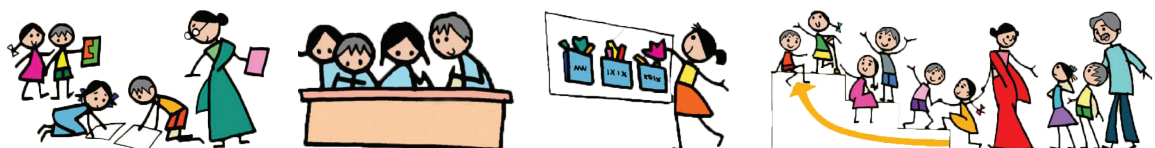
iii. **Holistic Aspect of Learning:** Learning takes place in a holistic manner, as children do not view the world around through boundaries of disciplines, domains or any other compartments. Facilitations to build connections for integration of knowledge through experiences that allow multi- sensory experiential learning emphasising play, exploration, trying out various things and actually doing different activities makes the entire learning process stimulating and joyful for children to learn more. It has been seen that children during elementary stage learn better while interacting with others or informally sharing what they are learning with others and vice versa and learn a great deal by doing and through trial and error. So, encouraging them to experience individual or group learning situations that engage them both in ‘hands on and minds on’ thereby learning constantly from their peers, groups and elders facilitated their holistic learning and development.

Learning being continuous, spiral and holistic directs assessment to take cognizance of these aspects since the two are complementary to each other. So, these aspects are equally relevant to assessment, which can be understood if we carefully look at the nature of assessment.

### 2.2.2 Nature of Assessment

Assessment serves to promote learning by reinforcing the efficacy of teaching learning when teachers can customize their teaching plans through relevant information on students’ interests, abilities and learning progress with constant involvement and inputs from students. It aims to accomplish the goal where children develop the skills and abilities to move on the path of self-learning and awareness. Contemporary research literature highlights three major purposes of assessment, which include ; ‘Assessment for Learning’, ‘Assessment as Learning’ and ‘Assessment of Learning’.

Taking into consideration the overall development (physical, socio-emotional besides the cognitive) of a child as mandated under the RTE Act, it is important that the focus of learning and assessment of children includes different skills, concerns, values, dispositions and sensitivities besides knowledge. The holistic development helps children imbibe all these and the teachers need to assess them continuously to find out their learning needs and gaps. The evidence or information from different sources for the same may be collected using diverse learning situations and monitored to provide regular and timely feedback and plan the teaching learning accordingly (**Assessment for Learning**) to build the capacity of self assessment and self learning among children (**Assessment as Learning**) and help them progress. In addition to this, to provide a sense of accomplishment to children including those with special needs and help them know where they are and decide where they need





to be, there is a need to share their progress at certain intervals (**Assessment of Learning**) with them and their guardians (or other stakeholders who could potentially contribute towards children’s progress) giving a comprehensive picture of their learning and personality. This is possible by mapping their progress through information gathered on their knowledge, comprehension, skills, interests, attitude, motivation etc., in response to various learning situations and opportunities both in and beyond school. All this is possible when the assessment is school based and not an activity conducted externally through board examination or any other such mode. Keeping in view, these three as the essential and important purposes of CCE, following are some vital features pertaining to each of them.

### **ASSESSMENT FOR LEARNING**

It occurs during, rather than after the teaching learning process as it has as its primary focus on the ongoing improvement of learning for all students.

- a. *Assessment is a school-based integral to Teaching Learning:* For long assessment has been considered to be term-end or process end activity believing that pressurizing and exposing children to frequent examination and comparing them with the high achievers incites them to perform better. As a school-based activity integrated with the teaching learning, CCE helps in doing away with examination related fear, anxiety or trauma.
- b. *Multiple Evidence Based:* As no single assessment method is capable of providing complete information about a child’s progress and learning, so it needs to be multiple evidence based to make it free from biases or distortion. This requires tapping different sources to collect information as evidence.
- c. *Assessing learning progress holistically:* It includes assessment of all aspects of students’ personality i.e. knowledge, performance, skills, interests, dispositions, motivation using a range of activities that the child participates in both inside and outside the classroom for making assessment comprehensive.
- d. *Sensitive to individual learning needs:* This requires identifying individual and special needs of all children (including those with special needs and from the marginalized groups ). Teachers may design and use a range of resources and activities suited to the learning needs (learning pace, style, level and other special needs or required accomodations) of children and use the gathered information to address their needs. The teacher responses to the student needs are to be provided sensitively.
- e. *Serves to observe changes in learning progress over time:* Assessment for learning goes along with the teaching-learning process in a continuous



manner. The manner and modalities, however, may vary. Teachers map the students' progress on the processes of learning based on evidence collected using information from individual or group tasks through self or peer assessments. Observations of changes taking place in the children's learning progress are made on a continuous basis that are recorded as per the needs to develop the profiles of children.

- f. *Helps teacher review and modify the teaching learning:* It helps the teacher to probe what a child can or cannot do and explore the reasons behind the learning gaps. After understanding the students, their level of learning and the reason behind gaps, the teacher may adopt or adapt her teaching learning to intertwine this correctional review with the instruction to regulate it to help children progress and improve their learning.
- g. *Addressing Learning Gaps:* After observing the gaps and determining the possible causes, the teacher needs to build logical connections between the existing and the new knowledge. This requires teachers to give children feedback that is specific, timely and clearly stated to scaffold their learning so as to improve it further.

## ASSESSMENT AS LEARNING

CCE may not be seen as the sole responsibility of teachers. It reduces their burden as it places the onus of learning on different stakeholders, thus, making it a collective responsibility of all especially parents, children and teachers in addition to the principal, head teacher and others.

- a. ***Collaborative and Participatory approach:*** The approach involves students as partners in planning, transaction and assessment of the teaching learning process and thus involves both giving and receiving feedback by both students and teachers. It fosters healthy teacher-pupil and pupil-pupil relationships through teacher supported, peer and group learning. It encourages active engagement of students in the process of teaching learning and assessment to enhance learning by providing an opportunity for dialogue and feedback between teacher and student. Involving children by giving more and more opportunities in planning, conducting and evaluating different tasks helps build skills of self and peer assessment among them which in turn, reduces teachers' burden to a large extent. Children facilitate them by taking responsibility of assessing their own work, their peers' work and promote collaborative learning by helping each other learn. Help from parents or guardians can be sought in this process as they can also contribute meaningfully towards the progress of their wards.
- b. ***Helps children seek resources of knowledge:*** Assessment as learning builds capacity of students to absorb new ideas and place them in larger



contexts, evaluate their own and their peers' work against well-defined criteria or learning goals. This helps students build skills for learning in their lives. It also occurs during teaching learning. After identifying their strengths and gaps in learning, children themselves may plan and make efforts to look for the suitable resources to seek further knowledge in order to address the gaps or further move on to enhance their learning. Opportunities for self and peer-assessment and reflection, provided regularly during the process of assessment for learning allows children to reflect, build connections between past and new learning, critique their own work and seek resources for new knowledge and thus take self corrective measures to learn and progress.

- c. **Building Skills of Learning to Learn among children:** Out of the three purposes of assessment, 'Assessment as learning', helps imbibe skills of learning to learn and lifelong learning among children and therefore is the most crucial component of assessment under Continuous and Comprehensive Evaluation. Helping students understand their own learning to develop appropriate strategies for "learning to learn" and seek resources to enhance themselves, fosters child's self-confidence and helps develop abilities for lifelong learning, which is one of the prime goals of education.

Thus, it is obvious that Assessment for learning and Assessment as Learning inform and help primarily the teacher and to some extent other stakeholders (if required) to further support and improve each child's learning.

## ASSESSMENT OF LEARNING

- a. **Criteria Based Comprehensive Assessment:** This is to benchmark students' learning against criteria based on subject specific learning outcomes identified as per the curricular aims and objectives envisaged for each curricular area in the National Curriculum Framework. To provide comprehensive information regarding the extent of student learning vis-à-vis learning outcomes on all aspects of curriculum including performance in different subject areas, skills (academic, interpersonal) interests, dispositions and motivation in a holistic manner without segregating into compartments of scholastic and non-scholastic areas. The criteria (learning outcomes) are based on the syllabi taking into account all-round development of children.
- b. **Multiple Evidence Based Assessment:** To make it credible it needs to be based on evidence collected using multiple ways of assessment such as paper pencil tests, oral tests, performance of tasks, experiments, project work etc. The evidence may be systematically kept or recorded for tapping the change in learning and development of each child against the identified



criteria to arrive at a decision or judgment on extent of student learning with reference to curricular aims and objectives.

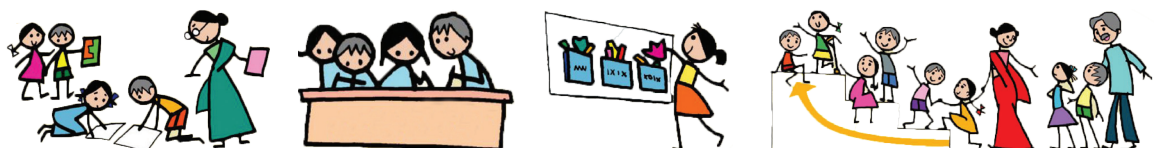
- c. **Reporting without Labeling or Comparison among children:** Evaluation, often is thought as labeling or comparing performance of children against one another through marks, grades or any other means by pointing out their weaknesses, which only humiliates them and lowers their self-esteem. Instead comparing the performance of a child with her/his previous performance, instead of comparing with that of her peers can be used to identify their learning and developmental needs, to provide the required support without any humiliation. This not only enhances learning but also boosts their self confidence.
- d. **Sharing Learning Progress with the stakeholders:** The extent of student learning and its status may be shared with or communicated to different stakeholders; students, parents, other teachers, administrators, school management committee and policy makers in a simple language using simple proformae.

## 2.3 WHAT MEANING CCE CONNOTES

Continuous and Comprehensive Evaluation, is very much integral to the process of teaching learning and against the traditional, practice of an activity completely external to teaching learning i.e. to be carried out separately after the completion of a topic, lesson or a unit, and conducted quarterly, half yearly or annually. Integrating assessment with the teaching-learning process is an essential component of CCE, which requires tapping information on learning and development of children holistically when children are exposed to learning situations that encourage and enhance their overall development. Continuous and Comprehensive Evaluation, has been used in India since last many decades and it involves three terms as evident from its full form. Let us see what each term means.

The 'Continuous' aspect of CCE means continuous observation and support to children during teaching learning employing different tools and in no way it means conducting frequent formal tests. Assessment during the teaching-learning process in the form of continuous assessment, gives clues about children's learning gaps, which the teacher plan to act upon timely to enhance learning. Information about their learning gathered through assessment during teaching learning, helps teachers to determine students' strengths and learning gaps in different curricular areas, which serves to guide teachers in adapting the curriculum and teaching-learning approaches to suit the needs of all children.

'Comprehensive' component of CCE implies getting a sense of 'holistic' development of child's progress i.e. mapping progress in cognitive, physical and



psycho-social aspects of child development holistically, and not in a segregated manner. It is often misconstrued that assessment of personal-social qualities of children such as empathy, cooperation, concern for others, etc., can be assessed only through so called co-curricular or extra curricular areas like art, music, dance, physical education etc., and may be graded on different scales. However, the National Curriculum Framework- 2005 recognises all these as curricular areas and does not discriminate between them and other subjects like math, science and language etc. Hence, the personal social qualities and their assessment, therefore, are neither confined to a particular subject nor does it require allocating a specific time. These are integral to all curricular areas and hence need to be assessed through them in various situations during the teaching learning when children are engaged in different individual or group learning tasks, which can be indoor, outdoor, within or beyond school.

Evaluation is criteria based mapping of learning and developmental aspects of children. Often ‘assessment’ and ‘evaluation’ are used interchangeably but there is a difference in what these imply. Assessment is a process of identifying the learning gaps of children while the teaching learning is going on through gathering and analyzing evidence using various strategies. It also involves reviewing or modifying one’s own teaching learning as per the needs of children to provide timely support. It allows focusing on the change in learning with how and why aspects to understand the gaps and to make judicious interventions without assigning any level or benchmarking. Evaluation focuses on judging the learning progress of learners against established criteria, to benchmark i.e. to what extent the changes have taken place in the learning and development among all children. It has to be based on reliable and valid multiple evidence so as to arrive at authentic interpretations.

Thus, in order to accomplish the curricular aims as envisaged in the National Curriculum Framework and the evaluation procedures under section 29(2) of the RTE Act, the CCE essentially needs to fulfill all three aspects of assessment. An over-emphasis on ‘Assessment of learning’ especially when it is used for labeling children and reporting it to their guardians makes the process tiresome for teachers and students, as both ‘Assessment for learning’ and ‘Assessment as learning’ happen during the process of teaching learning and are not add-ons in any manner.

Thus, in order to accomplish the curricular aims as envisaged in the National Curriculum Framework in tune with the curriculum and evaluation procedures under section 29(2) of the RTE Act, CCE essentially needs to fulfill all three aspects of assessment. An over-emphasis on ‘Assessment of learning’ especially when it is used for labeling children and reporting it to their guardians makes the process tiresome for teachers and students, as both ‘Assessment for learning’ and ‘Assessment as learning’ happen during the process of teaching learning and are not add-ons in any manner.



## SECTION 3

### 3.1 CCE CRITERIA: WHAT IS TO BE ASSESSED?

In order to know what is to be assessed, it requires one to understand, what is it that education aims at; or what children are supposed to learn through school education. Keeping in view the child being central to teaching learning that goes on in classrooms, reflection on the following questions can pave the way or guide the process of assessment that is to be undertaken.

- What should school education develop in children? OR
- What kind of learning and developmental features are envisaged in a child at the end of a particular stage of school education?

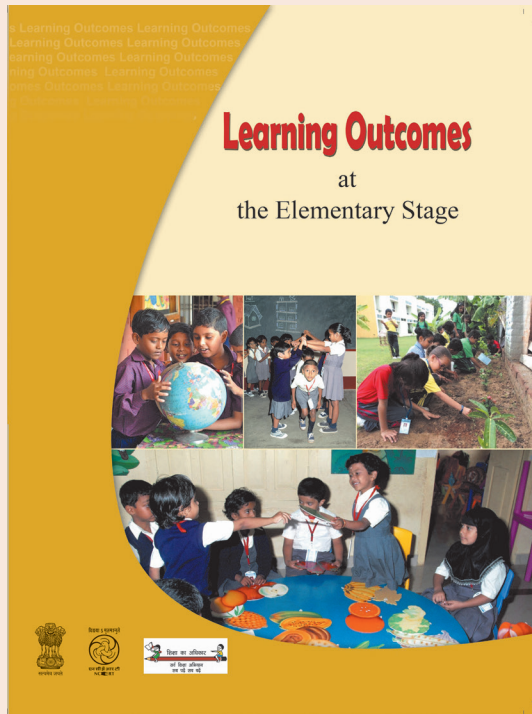
Education is to educate your children to understand the whole of life and not merely segment of life like the physical, emotional, mental, psychological or spiritual; to have not the compartmental, divided outlook but a whole total integrated outlook on life..." to bring out through education a human being who is creative, who is capable, who possesses that intelligence which is not burdened and which is not shaped in any particular direction but is total, who is not belonging to any particular society, caste or religion so that through that education and with that intelligence he arrives at a maturity and, therefore, is capable of making his life, not merely as a technician but as a human being".

- J. Krishnamurti

It is important to know that education does not prepare children only for the world of work but its arena is vast as it aims to make them be; rational, sensitive, contributing, courageous, independent lifelong learners; be equipped with life skills of critical thinking, communication, creativity, mathematical abilities besides having values of care, share, integrity, self-respect etc. All these therefore, need to be intertwined with the curricular expectations under different learning domains outlined in a National Curriculum Framework. Hence, the pedagogy employed to accomplish the desired goals of learning, should be such that it emphasises the processes of learning specific to each curricular area. Creating tasks that focus on the processes of learning to enable each child to acquire these knowledge, skills and dispositions needed to become contributing global citizens, education of a satisfactory quality needs to be provided to all children in schools, hence, making it the responsibility of the system to ensure that all-inclusive opportunities to learn and develop are provided to each child . This raises the demand for setting goals that are clear and measurable for assessment of different aspects of a child's personality

and development covering knowledge, skills and dispositions holistically. Different stakeholders including teachers are not clear about what learning is desired, the criteria against which it could be assessed and how to keep their efforts in the right direction. They cannot address the quality issues of education until they are well informed about the functioning of the educational institutions at the classroom, school, state, national and international levels in terms of learning and performance of children. To help them make rational decisions, appropriate measures of monitoring i.e. the criteria (reflecting holistic development of learners) and assessment procedures, need to be in place and be integrated with the system of education, to enable them track the learning progress of children for timely bridging the learning gaps. Keeping this in view, the NCERT developed a document on 'The Learning Outcomes at Elementary Stage' which specifies stage wise curricular expectations and class wise learning outcomes in each of the subjects along with the suggested pedagogical processes to achieve the respective learning outcomes.

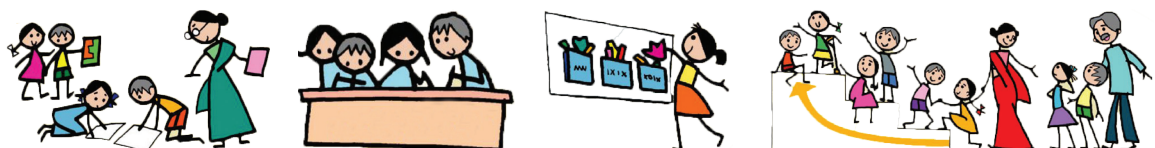
The NPE 1986, revised in 1992 and POA 1992 emphasise that essential levels of learning should be laid down and children's learning should periodically be assessed to keep a track of their progress towards ensuring the achievement of NPE goal that all children should acquire at least the minimum levels of learning. Recognising children's capacity to construct knowledge as natural learners as central to the transaction of the curriculum and the teacher's role to facilitate the learning process, the knowledge gained, thus, is an outcome of their engagement with the world around when they explore, respond, invent, and make meaning of their experiences. This shifted focus to emphasising the process of learning so that the desired levels are attained. It envisaged conceptual understanding as a continuous process i.e. the process of deepening and enriching connections acquiring more layers of dispositions, emotions as an integral



component of cognitive development, making meaning and developing the capacity of abstract thinking, reflection, and work. The overall development of a child through education, enacted now as a fundamental right under the Right to Free and Compulsory Education Act 2009, had been a priority of almost all policy documents and to map children's progress in this direction learning outcomes have been devised for different curricular areas up to the elementary stage. The learning outcomes for each class not only help the teachers to direct their teaching learning in the desired manner but make other stakeholders especially the parents/guardians besides School Management Committee (SMC) members, community and the State functionaries be responsible and alert towards their role for ensuring quality education in the classrooms. So, the learning outcomes defined explicitly can guide and ensure the responsibility and accountability of different stakeholders for the accomplishment of the expectations in different curricular areas.

NCERT (2017); The Learning Outcomes at Elementary Stage: New Delhi

The evaluations at both macro and micro levels are crucial to address the quality issues. Both have their own advantages but CCE being a school based system of evaluation, can help improve the status of education in macro evaluations. This is because it allows mapping learning progress against the subject wise and class wise learning outcomes defined explicitly and taking corrective measures at the grass root level. This will help schools ensure for accomplishment of the curricular expectations envisaged under the National Curriculum Framework.





## SECTION 4

The earlier sections emphasised on building an understanding of the intent, rationale, purpose and criteria of CCE. This section provides a set of clear guidelines to help teachers bridge the gap between theory and practice and use CCE effectively in their classrooms and it highlights the following aspects.

- How should children be assessed through CCE?
- When should CCE be undertaken?
- What would the profile of a child reflecting holistic progress in relation to different subject areas and total personality development?
- How can assessment information under CCE be used effectively?
- How can this profile help different stakeholders including all children?

### 4.1 PROCESS OF CCE

Assessment and teaching learning are complementary to each other, and cannot be segregated or viewed in isolation. Hence, it is important to consider that the process of assessment focuses on understanding how children learn and does not view CCE, only as a scheme of evaluation, portraying quantum of syllabus, frequency of testing, list of tools and giving weightage to different cycles of tests so as to mark, grade, judge and label children. Recognising learning being a continuous process with both horizontal and vertical linkages that require action, reflection and modification in teaching learning by both teachers and students, the cycle (Fig.1) depicts the CCE and its integration with teaching learning and assessment diagrammatically.

CCE requires collecting information from a variety of sources and using different ways of assessment in order to know and understand whether each child is actually learning while going through a variety of experiences, activities and learning tasks. Understanding that every child is unique, learns in his/her own way and that learning is not restricted to schools and textbooks, it becomes essential that child centered teaching learning and assessment strategies are adopted in classrooms. In order to observe the essentials of the three different aspects of CCE as discussed in Section 1, given below are some pointers that need to be followed during teaching learning and assessment under CCE.

Child centered teaching learning and assessment under CCE depends, to a large extent, on the school and classroom environment, which needs to be child friendly and free from any elements that promote fear, anxiety or trauma among children in any manner.

## 4.2 Ensuring Child Friendly environment

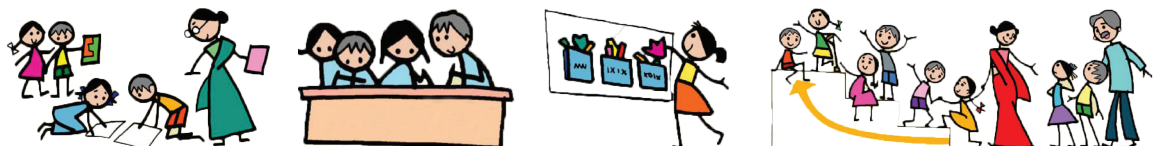
A safe, secure and motivating child friendly school environment that encourages child centered practices of teaching learning can help children learn better.

- It is a fact that every child is capable of learning. It is the responsibility of the adults around especially the teachers to ensure that the child unfolds his/her potential to accomplish the expected learning outcomes for each stage and class as intended and spelt out.
- It is important for teachers to build a healthy rapport with each child so as to ensure his/her participation in different activities. Regular interaction with the child, parents/guardians and gathering information from other teachers about the interests, likes-dislikes and behaviour may help in this process.
- Creating a fear free environment is essential where each child is able to express freely, confide in her teacher and is able to share her likes, dislikes or problems without any hesitation. The teacher should not be judgmental but try addressing the issues, if any, with the involvement of parents, guardians and other teachers.
- For physical or emotional disturbances, if needed, the child may be encouraged to approach counselors or medical practitioners, with the involvement of parents or guardians.
- Recognising the unique abilities of children and their pace of learning, teachers need to be patient to ensure their involvement in different activities so as to help them learn, progress and accomplish the class wise learning outcomes in a timely manner.
- Adequate space, variety of materials, and learning aids are available for children are available including those with special accommodations to suit the needs of all children.
- Timetable is flexible, for the teachers to plan and carry out the activities in a time span more than the duration allocated to a period, if required.
- Teachers may free to change the seating arrangement according to the activity to be organised.

## 4.3 Child Centered Teaching Learning and Assessment

A child friendly environment complements child centered process of teaching learning and assessment. Hence, taking into account these and integrating the aspects mentioned under the three purposes of assessment i.e. assessment for, of and as learning following are some essentials to Continuous and Comprehensive Evaluation implementation.

- Recognise children as a constructors of knowledge. This implies providing opportunities to every child to make sense of new information based on



- Group, Individual or Paired Work?
- Method of Assessment?
- Materials?
- Type of Activity?
- Process?



**Planning and Organisation of Teaching Learning and Assessment**

*Reflection*



**Reporting and Communicating Feedback of Children's Learning and Progress**



**Every child can learn to any extent. Sky is the limit.**

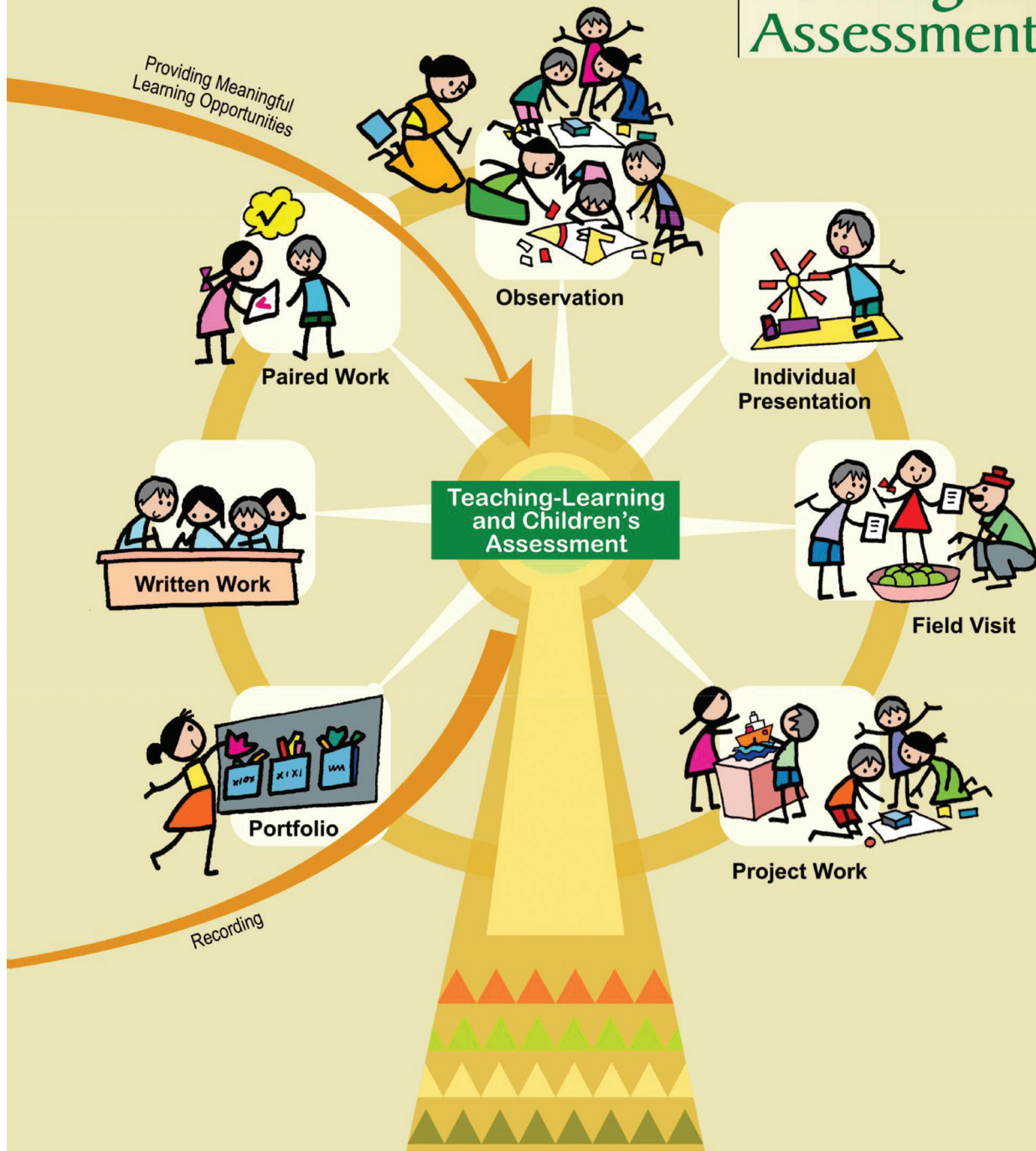
*Deciding with Whom and How to Share the Feedback*



**Recording and Developing Progress Reports**



# Cycle of Learning and Assessment



his/her previous experiences and learning and allow him/her to arrive at his/her own understanding and conclusions.

- Children's previous knowledge and experiences need to be acknowledged and used to develop new learning.
- During teaching learning and assessing children it is important to appreciate the differences amongst them and respect the fact that they will understand and respond in different ways while learning.

With increased impetus towards the rights of the children with disabilities in the light of UN Convention on Right of Persons with Disabilities (UNCRPD) and the recently enacted RPWD 2016 and their education under the RTE Act-2009, it is important to adopt inclusive education approach, wherein all students, irrespective of their abilities and backgrounds are welcomed and their differing learning and assessment needs are met in a meaningful and responsive learning environment. Inclusive classrooms require each child to be recognised with unique learning style and not to be homogenized into any categories such as disabled, backward etc.,

- It needs to be ensured that a child participates actively and engages meaningfully in different activities or tasks.
- Children work both individually and also in groups, discussing, sharing, co-operating and respecting each others' viewpoints.
- It may be recognised that a textbook is only one of the resources of teaching-learning and the teacher needs to contextualize and devise ways as per the needs and contexts of learners.
- Many activities or learning experiences mentioned in the textbooks may also suggest options where different resources that engage children with 'hands on' and 'minds on' may be employed. However, if required teachers may design, develop, and use different resources to help children acquire the concepts, skills, concerns and dispositions spelt out in the syllabi and embedded in different themes and lessons of the textbooks of different curricular areas.
- The teachers may take up the teaching learning theme wise or lesson wise as decided in the beginning of the year i.e. while planning the yearly or the annual plan.

**The schools and the teachers may be given flexibility to decide this at their levels. The respective State/UT or organisation may take this decision.**

- Before initiating the teaching-learning process, a teacher needs to go through the text, or related information carefully in textbooks and identify the expected learning points to frame the learning objectives accordingly. These should be in tune with the learning outcomes and concepts mentioned in the respective syllabi of the respective curricular areas.



The Learning Outcomes act as reference points for teachers, parents, children and others to understand the learning progress and thus provide a framework for monitoring the learning progress of children under CCE.

- Accordingly, the teachers may develop unit plans, which could be theme wise or lesson wise. The unit plans need to include not only the learning tasks, resources but the assessment strategies as well.
- The resources may be those as suggested in the textbooks or the teachers may adopt, adapt or design afresh if required. Their choice needs to be rationalized as per the concepts, children's needs in terms of their abilities and the context besides taking care of the feasibility in terms of the availability, time, cost etc.
- The teacher may initiate the teaching learning for a lesson or a set of concepts in a curricular area as per the unit plan.
- In order to plan different activities for transaction and assessment for a particular lesson, it is required to identify the existing level of children i.e. the gap between desired goals and their current knowledge, understanding, and skills. To gauge out this information both students and teachers need to work together.
- Measures for self assessment and peer assessment in individual or group tasks through various oral or written ways using means like questioning, discussion, drawing, write up, assignment etc., can help discern the information on existing gaps which the teachers need to interpret and communicate to the students suitably.

Opportunities of peer and group learning can be very effectively used by teachers in the multi grade situations, if any.

- This helps children become active participants in the process of assessment irrespective of the procedures by which the assessment information is generated. It also helps the teachers to derive a fair idea of what children in a class know and do not know.
- To enhance their learning, the teacher needs to reflect and plan different learning tasks, which take into account the contexts, and learning needs of all children. Again children's involvement in the planning process; whether it is to brief them about the further discourse or activities or taking/ including their suggestions for conducting different activities is essential.
- It helps as it gives a sense of ownership to children and enhances their participation in learning tasks and eventually promotes the learning of all children in class.
- Teachers may develop a tentative outline and timeframe and also develop day-wise plan to carry out the planned activities.



- All these plans especially the day wise planning cannot be rigid but it needs to be flexible as sometimes, even question(s), response(s) from children may require the teacher to change/modify her teaching learning.
- The learning tasks that offer children opportunities of both ‘hands on’ and ‘minds on’ in individual or group situations in both inside and outside the classroom need to be provided. These tasks must encourage children to observe, explore, question, experience and develop their understanding of various concepts and issues besides acquiring different skills and values identified as per the curricular expectations and learning outcomes under each curricular area.
- Feedback to students needs to be task based and given regularly and while still relevant. It should be specific to the task i.e. while assessing, children during the teaching learning, the teacher may provide feedback, which could be on the spot or after completion of the task so that it does not hinder the process of learning of a child.
- Feedback needs to be given in a manner that motivates the child to continue and enjoy the learning task with the teacher scaffolding the learning process, if needed to further the learning of the child and to help him/her progress towards accomplishment of learning outcomes.

Scaffolding is the support to children to bridge the gap in what they know and what they need to learn while the teaching learning is going on. In this process the teacher, peer(s) or elder(s) help the child to do a task or understand a concept that the child is initially unable to do independently. The process may continue till the child takes responsibility to do it independently.

- A significant aspect of assessment under CCE as discussed earlier is ‘assessment as learning’, and it needs to be effectively employed by the teachers. For this opportunities and space need to be provided to students to monitor their own learning so as to critically assess, reflect and analyze their own work during the teaching learning process. In the process, the students are able to identify their strengths and gaps on their own.
- They may be asked first to identify, if there are any mistakes, and then provided feedback in a manner to bridge the existing gaps.
- Such opportunities need to be provided persistently and students may be encouraged to assess themselves and reflect on their work and that of their peers in individual or group tasks. The teachers need to support the students, if required.
- Teachers may develop and use rubrics with the help of students that can be used by both teachers and students to assess different learning tasks.

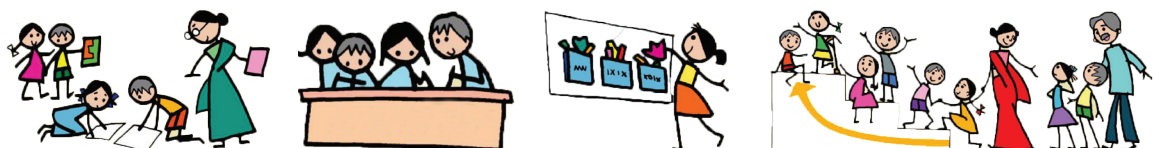


A rubric is a clear set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Rubrics can be used to assess performance of students on the process (of doing something) or the product (the result of student's work). Rubrics are used to evaluate by matching the performance to the description i.e. they are descriptive rather and do not simply 'judge' it with grading, marks or checklists. Effective rubrics have appropriate criteria and well-written descriptions of performance. Some examples are given in Section 4.

- To develop rubrics for different tasks, one needs to decide the criteria which needs to be based on learning outcome(s) that are being assessed in different curricular areas.
- The criteria needs to be explicit, for example, 'neatness' would not be a good criterion because the term 'neat' is not explicit enough.
- When students are given rubrics, these expectations for different tasks need to be clear enough to help students comprehend and use them with ease.
- The process of rubric based self and peer assessment or assessment by the teachers helps students get acquainted better with the task at hand.
- It is not expected that students will be able to assess themselves accurately during early grades. However, it is important that the skills of reflection and critically reviewing one's own work are developed over a period of time. For this opportunities need to be given right from the early stages and the teachers need to be patient in this process.

#### 4.4 Recording and Reporting

- Class wise learning outcomes defined under each curricular area provide the overall framework for monitoring students' progress and give a comprehensive picture of child's learning and development under each curricular area.
- During the process of teaching learning, a teacher needs to continuously observe children while engaged in different learning tasks and need not record the learning progress daily.
- Only specific observations pertaining to children's performance and behaviour which need to be highlighted to facilitate both students and teachers reflect and review their work, may only be noted in a diary or a logbook.
- The observations on learning outcomes depicting Personal Social Qualities (PSQs) may be noted as and when required/noticed.





- Each teacher may devise her own way of recording such information in her diary or logbook and no prescriptive format may be provided for the same.

A logbook can be a notebook or any other record book where adequate space/page(s) is allotted to a child and significant observations about him/her are noted which could be related to the learning progress, personal-social qualities or any other valuable information that needs to be reported to help the child improve on his/her learning.

- To find out whether children are progressing towards the desired goals of learning, teachers need to assess the extent of accomplishment on learning outcomes.
- The extent of progress made by children can be evaluated after completion of chapter(s), theme(s) or unit(s).
- Different learning tasks involving individual or group work using strategies like, experiments, observation, picture reading, field visits, etc., and approaches like inquiry, discussion, projects exploration, activity based etc., that help children to accomplish the learning outcomes provide data for this evaluation.
- Selection of approach(es) and strategies depends on the available resources, kind of information required, against the defined learning outcomes.
- Different teaching learning strategies and approaches target different learning outcomes; one strategy may aim at one or more than one learning outcome.
- The intended learning outcomes are best indicated by performances that students would, make, say, or write but performances themselves are not learning outcomes instead they indicate progress on learning outcomes.
- Rubrics may be developed to assess children's performance and participation in their work.
- Involving students in development of rubrics is important; as this not only makes them aware of the criteria of evaluation but also enables them take ownership of their learning and assessment.
- The extent of involvement will increase with the increasing developmental level of children from early primary to primary and later towards upper primary grades. Nevertheless all children need to be given such opportunities.
- Assessment of Personal Social Qualities against the learning outcomes may be informal based on continuous observation, while children are engaged in different learning tasks.

#### 4.5 Collection of evidence of children's learning progress

The information or the data on children's learning are the evidence which need to be systematically recorded, so that, these may be referred to at any point of time in a year. One way of doing so is creating and maintaining a portfolio.



A Portfolio is a file, folder, pocket, or space allocated for each child where actual work done by a child over a period of time is collected. It may include written material (worksheets, samples of creative writing, test papers, reports of out-of-classroom activities, like a visit to the nearby post office, bank, etc.), drawings, pictures or observations by the teachers, observations from others (Letters to/by the child to/by friends, family members, any other), Craft work (like paper folding, paper cutting, Origami, Greeting cards etc.), Collections (leaves, textiles, stamps, list of books read etc.), recordings of oral activities or presentations and child himself/herself (opinion/feelings of self for others, samples of self-assessment sheets on questions framed by teachers or even by children themselves).

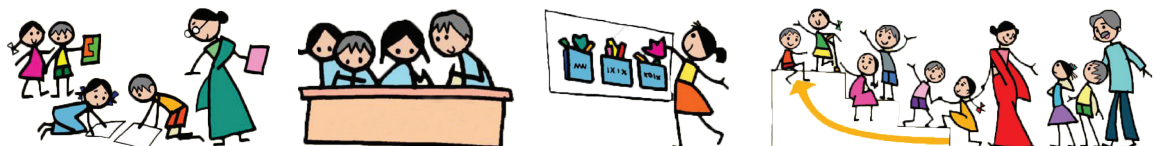
- The tasks accomplished by students in the form of worksheets, projects, assignments, tests, etc. may be added to their portfolios.
- It may be noted that a portfolio is a collection of the work that a child does over a period of time and NOT merely the best work of children.

### EVS - Class III

Learning Outcomes	Suggested Pedagogical Processes	Assessment Strategies	Data Sources
<p>Identify simple observable features of plants, animals, birds and objects, places in immediate surroundings.</p> <p>Group the objects, birds, and animals according to differences or similarities using different senses.</p>	<p>Field visits/pictures/videos for observation of plants, birds, animals, objects, places through different senses, Oral/written expression of observations, pictures, Hands on activities of Art and Craft activities, Role play</p>	<p>Worksheets, Assignments, Project, Creative Activities, Teacher Observations</p>	<p>Project Report, Portfolio, Children's Notebook, Log Book</p>

- It needs to be organised in a manner that reflects the progress of child over a period of time - month, quarter and the entire school year.
- It provides significant evidence of the learning changes in a child to enable teachers provide useful information to different stakeholders especially parents/guardian and children themselves.
- It helps parents or guardians to know more about their child, his abilities and interests they may not have observed at home, and helps them discuss with the teacher the child's performance, progress and growth.

### Section 3



- In order to evaluate progress on some learning outcomes such as those related to Personal Social Qualities and other traits requires reflections on child’s work done over a period of time and therefore, portfolio, logbook and children’s notebook etc., may be helpful. This will not only provide multiple evidence but also allow viewing the progression in learning and development of all children including those with special needs. These reflections could be anecdotal or carefully drawn from different learning experiences and these observations will constitute the data, which will be qualitative descriptions for recording against these specific learning outcomes.

Anecdotal records are short and significant descriptions of performance and behaviour of children in unexpected events, which would not be documented otherwise and are quite useful to observe the personal-social qualities.

- The observations on students may be entered as anecdotal records (on slips, note cards, adhesive labels) to be pasted on a page devoted to each student, or may be noted by the teacher in a logbook or notebook designed for this purpose.

Learning Outcome (s)	Suggested Pedagogical processes	Assessment Strategies	Data Sources
Show sensitivity towards plants, animals, the elderly and differently abled people in day-to-day life.	Children may be encouraged to; <ul style="list-style-type: none"> <li>• undertake group initiatives e.g. indoor/outdoor/local/contemporary activities, games or any other tasks.</li> <li>• carry out projects involving taking care of a plant(s), feeding birds and animals,</li> <li>• share experiences of their relationships with pets, domestic animals, and birds and animals around them.</li> <li>• interacting with, helping elders, and the differently abled around them.</li> </ul>	Worksheets, Project, Teacher observations	Oral/written Report of Experiences or Project, Portfolio, Anecdotal record (Log Book)

- For some other aspects it will be unfair to evaluate the extent of learning when children are still in the process of concept formation or when adequate time and learning experiences are not given. Accordingly, the learning evidence at that point of time may not be used to convey the level of performance and one may refer to the assessment tools administered after certain intervals, which could be at unit/theme/quarter.
- Written tests also constitute valid assessment tools but care needs to be taken for the rational use i.e. if we evaluate through written test then we



need to be sure of the fact that a given set of learning outcomes can best be evaluated through written test mode.

- Qualitative descriptions of students' performance are always helpful, as this will provide insights to children for improvement.

#### 4.6 Preparation of Progress report

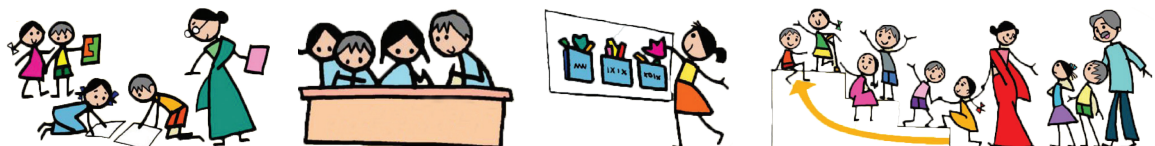
- It may be done quarterly in a year; however, the appropriate authority may take the final decision for the same.
- Based on the evidence i.e. the data collected from multiple sources over a period of time with information recorded systematically, the teachers need to analyse and reflect on it to prepare a profile of children's learning progress which should be criteria-referenced i.e. based on learning outcomes for each curricular area as decided by the curriculum.
- The profile will show the progress on all learning outcomes under different curricular areas for each class and needs to be comprehensive i.e. reflecting progress on knowledge, skills and dispositions holistically.
- Profile of a child against learning outcomes needs to be prepared for stage wise curricular areas recommended by National/State Curriculum Frameworks.

As per NCF-2005, at the primary stage, Art Education, Health and Physical Education are integrated with Language, Mathematics and Environmental Studies, whereas at upper primary stage are dealt as separate curricular areas along with Language, Mathematics, Science, and Social Sciences. Accordingly, the learning progress under CCE will be mapped against the learning outcomes identified or specified for different subjects.

- Each learning outcome may be evaluated for its accomplishment as per the following scale.
  - Needs lot of support to reach expected level
  - Can do better with proper support and feedback
  - As per Expected level or Age appropriate
  - Beyond Expected level

**The scale can be three point, four point or more however it needs to be rationalised as per the developmental level of children.**

- The teachers may tick mark the appropriate level which needs to be supported with qualitative descriptions, which are not only evidence based but also be meaningful, specific and reflect what a child can do and what she/he cannot do with suggestions on how she/he may be helped to improve and overcome the existing gaps, with the support of peer-group, elders, teachers in simple language.



- Progress report of one subject may include some overall remarks, if possible. However, comments such as slow, poor, dull should not be used.
- It should not reflect any comparisons with other children but focus needs to be on comparing the performance of a child with her/his previous performance.
- Since there will be no scores to be included in evaluation, therefore, there is no question of grading or any aggregate score in a curricular area or overall score/grade.
- Separate progress report cards may be maintained for children at a particular stage; i.e. one progress report card for a child at the primary stage with a separate one at the upper primary stage.
- Stage wise report cards can also help trace the learning progression within and across stages.

#### 4.7 SHARING THE PROGRESS REPORT

- The progress of each child needs to be shared regularly with different stakeholders and most importantly with parents/guardians and children themselves.
- It may again be done at least quarterly in a year or even more often if required in some cases.
- Parent-teacher meetings provide this opportunity and hence should be organised regularly (at least quarterly).
- Communication with the parents and children needs to be done carefully in a constructive and positive manner. It needs to be discussed with both children and parents together in a manner so as to know more about the child and hence come up with ways of improvement.
- Teachers should neither compare children's performance with other children nor encourage parents to do so. Knowing that each child is unique, valuable and would grow and develop to his/her full potential if proper learning opportunities are made available, placing a child in any hierarchy against others will restrict his/her self-growth and development. This applies to children with special needs as well.
- Realizing each child is capable, it is important to first believe in each child and, help him/her also believe so and then suggest and make efforts to help every child progress.

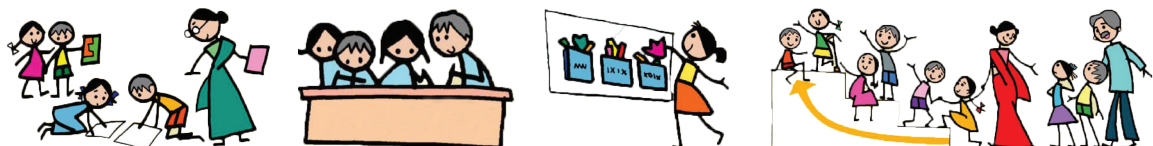
Hence, sharing the progress of development and learning with parents/guardians and children themselves needs to be supplemented with suggestions for the ways and efforts required to be made to bridge the gaps. It not only helps the concerned teacher to review and modify her teaching learning but the progress report of the present and previous classes or of a stage(s) can



help other teachers, who will teach this child in further grades or stages to use it as a database to plan their own approach to the teaching learning.

#### 4.8 POINTS TO REMEMBER

- Assessment under CCE is not only continuous and comprehensive but also non-threatening for all children including those with special needs as it discourages irrational comparison and labeling with no fear of examination.
- It makes children and parents as active participants in learning and development of children.
- Opportunities of self-assessments and peer assessments enable children take charge of their learning and gradually progress towards self-learning.
- Sharing of their learning progress with timely feedback during teaching learning and constructive suggestions during quarterly Parent-Teacher Meetings (PTMs) makes them aware of the extent of accomplishment and be prepared for the further efforts required to be undertaken.
- Rational division of the syllabus to be covered in each quarter may be planned in advance for the yearly academic calendars. Teachers' suggestions and participation towards development of such plans needs to be ensured. If possible, such a planning may be done at the school level.
- Resources and activities may only be suggestive and teachers need to be given freedom to chose or devise new learning aids or strategies.
- Assessment questions, exercises, assignments need to be process based and allow children to think critically and explore. They should not assess rote memory of children.
- The written tests if evaluated using marks or grades need to be supported with qualitative descriptions as marks or grades can help you to decide the learning level but remarks highlight the gaps and the suggestions for improvement.
- The levels assigned for different learning outcomes under different curricular areas provide useful information to the teachers on how many children are lagging behind on the specific learning outcome(s).
- Hence, the data from the quarterly progress reports further provide insights to not just students but also the teachers on how to review their teaching learning to take steps (assessment for learning) for the next quarter.
- A similar analysis of the yearly progress reports can generate the progress of children from a particular class/stage /school.
- Maintaining soft copies of the profiles, if possible, can be very useful.



## 4.9 TEACHER DEVELOPMENT AND SYSTEMIC ISSUES

### 4.9.1 Teacher Development on CCE

Teacher play a vital role in implementation of CCE in classrooms, therefore, professional development of teachers is crucial. Some points that need to be considered for teacher orientation are as follows.

- Professional development of teachers and teacher educators needs to be considered as a continuous and inbuilt part of teacher preparation programmes. This would help teachers to become reflective practitioners and agents of change with a view to improve learning process among children.
- It is essential that a teacher needs to be familiar with a curricular area, its expectations and the learning outcomes.
- For implementing CCE in any curricular area, they also need to understand the nature, pedagogy, and approach of respective subject.. Therefore, the training programmes need to be planned and conducted where both teaching learning and assessment are dealt with holistically.

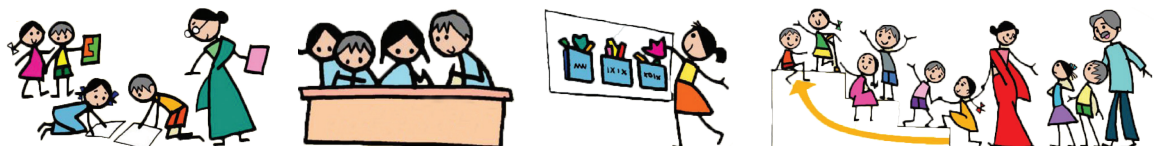
### 4.9.2 Systemic Issues

- Issues related to appropriate teacher-pupil ratio, deployment of subject specific teachers need to be rationalized as per the RTE Act.
- The assessment procedures for children with special needs may include facilitations in tune with their learning needs and accordingly provisions for extra time, special aids, Braille, audio aids, scribe, simplifying and helping the child to comprehend instructions, use of alternative measures like audio-recording of answers, taking support of experts and parents in respective disabilities need to be provided as per the requirement. .
- CCE being a continuous process that goes along with teaching learning depends on dynamic interactions between the child, his/her peers, the teacher and other elders. It has to be school based, as a teacher is the person who plays the major role for children to accomplish the intended curriculum. Thus, teachers need to be given autonomy to chose or design the strategies and resources for both teaching learning and assessment and adapt them to suit the needs and abilities of her students.
- These guidelines not only provide a framework with uniformity on CCE as per the theoretical intent, but include appropriate flexibilities e.g. time table, syllabi or the content for assessment, teaching learning and assessment tools, frequency of assessment, reporting etc., for the schools and teachers to put CCE into practice with ease.



- Such flexibilities are necessary e.g. flexibility in timetable. This would help teachers to try out their ideas in school, which they have learnt in training programmes. This should be done within the total school time.
- The education officials, superiors and inspectors need to respect the teacher's autonomy, making her feel responsible and worthy of taking charge of children's learning. CCE can only work in non-threatening situations, for both the teacher and the children, where the charge of teaching- learning is given to them.
- The administrators need to encourage teachers to concentrate more on teaching learning as assessment can only happen when appropriate enabling conditions ensuring child centered teaching learning are in place.
- Administrators including the head teachers or principals need to be ready to solve any problems that teachers face and for this regular interactions should be there.

The process of CCE demands sharing of responsibility on the part of administrators, parents, teachers and children to implement it as a school based system of evaluation.





## I. EXAMPLES OF SOME RUBRICS AND CHECKLISTS IN DIFFERENT CURRICULAR AREAS

Some examples for evaluating tasks for different subject areas are given below. These may include descriptive details of the work or rated on some scale, which depends on the feasibility of users available time, nature of task, etc., For example, if children will use them then their abilities need to be taken care of while creating and using them.

### 1. CURRICULAR AREA – MATHEMATICS

#### Task – Identification of Basic Shapes

Criteria	Level 1	Level 2	Level 3	Level 4
Identification of shapes	Unable to identify a given shape with the same/similar shapes of the familiar objects(given/existing around)	Identifies a given shape with the same/similar shapes of the familiar objects (given/existing around) after some attempts.	Identifies a given shape with the same/similar shapes of the familiar objects (given/existing around)	Identifies a given shape with the same/similar shapes seen before but are not around.
Naming a shape and the features	Unable to generalize the features of a shape to name it informally or formally	Able to generalize the features of a shape to name it informally after some attempts but not formally.	Able to generalize the features of a shape to name it informally and formally.	Able to generalize the features of a shape to name it informally and formally and cites different examples
Visualisation of shapes from different perspectives	Unable to name or draw a given shape from different perspectives	able to draw but unable to name a given shape from different perspectives	able to draw and name a given shape from different perspectives	able to draw, name and explain a given shape(s) from different perspectives

Imagination/ Creativity	Imitates others to create figures/objects through drawing/art and craft using shapes	Takes clues and attempts to create figures/objects through drawing/art and craft	Creates figures/objects through drawing/art and craft independently	Gives novel ideas and Creates innovative figures/objects through drawing/art and craft
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## 2. CURRICULAR AREA – ENVIRONMENTAL STUDIES AND SOCIAL SCIENCE

### Task – Survey

Criteria	Level I	Level II	Level III	Level IV
Identification of the Problem	problem needs to be provided	Brings some ideas but not related to the issue	Needs some clues or probes to identify issue based problem	Identifies issue based problems by himself/herself
Framing Questions	Frames questions with the help of teacher and peers	Frames questions with the help of peers	Frames new questions on his/her own and finalises with the help of peers/teacher	Frames questions independently
Data Collection	Asks questions with no effort to probe	Asks questions and uses few probes	Asks questions with many probes	Probes deeply and even modifies or frames new questions on the spot
Data Recording	No recording of data	Recording the responses is not organised	Systematically records the collected information	Systematically records presents the information
Drawing Conclusion	Unable to make sense of the information recorded	Makes some sense of the information	Draws appropriate meaning	Makes meaning and explains logically



Reporting	No Coherent Reporting	Prepares report but unsure while presenting	Prepares report and presents with confidence	Prepares comprehensively articulated report and explains logically with confidence
Working together	difficulty in working with others	difficulty in working with others Sometimes	Works patiently in groups	Works patiently in groups and also helps others

### 3. CURRICULAR AREA – ENVIRONMENTAL STUDIES, AND SOCIAL SCIENCE

#### Task – Survey

Criteria	Level I	Level II	Level III	Level IV
Identification of the Problem	problem needs to be provided	Brings some ideas but not related to the issue	Needs some clues or probes to identify issue based problem	Identifies issue based problems by himself/herself
Framing Questions	Frames questions with the help of teacher and peers	Frames questions with the help of peers	Frames new questions on his/her own and finalises with the help of peers/teacher	Frames questions by himself/herself
Data Collection	Asks questions with no effort to probe	Asks questions and uses few probes	Asks questions with many probes	Probes deeply and even modifies or frames new questions on the spot
Data Recording	No recording of data	Recording the responses is not organised	Systematically records the collected information	Systematically records presents the information
Drawing Conclusion	Unable to make sense of the information recorded	Makes some sense of the information	Draws appropriate meaning	Makes meaning and explains logically



Reporting	No Reporting		Prepares report and presents with confidence	Prepares report and explains logically
Working together	difficulty in working with others	difficulty in working with others Sometimes	Works patiently in groups	Works patiently in groups and also helps others

#### 4. CURRICULAR AREA- ART AND CRAFT

##### Task- Creating puppets from waste material

Criteria	Excellent	Good	Satisfactory
Originality of the idea			
Material used			
Aesthetic appeal			

#### 5. CURRICULAR AREA - LANGUAGE

##### Task – Oral description of a Picture

Criteria	Excellent	Good	Satisfactory
Content			
organization			
Fluency			
Pronunciation			
Language/ Vocabulary			

## II. SUGGESTIVE FORMAT FOR REPORTING CHILD'S PROGRESS

<b>Name- Manvi</b>		<b>Class-- III</b>
<b>General Profile – Reflecting on Child's personality, interests, participation etc. in different activities</b>		
<b>Physical Health</b>	<b>Quarter I</b>	<b>Quarter III</b>
Height-----cm Weight -----Kg. Any other (e.g. Eye and Dental Health)		



Days	Quarter 1	Quarter 2	Quarter3
Working Days			
Attendance			

### Subject-wise Details

Subject- Environmental Studies	Quarter I				Quarter II				Quarter III			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Identifies simple features of plants, animals, objects, and places around.												
Groups objects, birds, animals, features, activities according to differences or similarities using different senses.												
Records observations, experiences, information on objects, activities, places visited in different ways and predicts patterns.												
Creates drawings, designs, motifs, models, and slogans, poems, etc.												
Observes rules in games and other collective tasks. Show Sensitivity towards plants, animals, the elderly	In-group situations she mostly dominates others. Manvi planted a curry tree on her birthday and is											



and differently abled people in day-to-day life.	very consciously taking its care. Her sensitivity to the elderly and animals gets reflected in her drawings and oral expressions in class.		
Profile			
Quarter I	Manvi is a keen observer as she identifies and segregates objects based on their features. Her skills of sorting are amazing, as she does not oversee even minutest details. She is quite systematic in recording and logical in analysing the observations to identify the pattern. She is able to relate learning beyond the textbook and school, which is evident from the kind of examples she cites and experiences that she shares in class. However, she needs to be little patient while working in groups and help others when required.		
Quarter II			
Quarter III			

\* Levels of Performance

- Level I Needs Lot of Support
- Level II Able to do with Support
- Level III Age Appropriate
- Level IV Beyond Expected Level

\*\* Stage wise Progress Report Booklets, separately for the primary and upper primary stages may be may be maintained.

