ASSESSMENT FOR LEARNING
UNIT 4: CONTINUOUS AND COMPREHENSIVE EVALUATION

Aim, objective and characteristics of CCE – Continuous and Comprehensive Evaluation (CCE)– Scholastic area– Co-Scholastic area – functions of continuous and comprehensive evaluation– Recording and reporting: measurement of students' achievements, grading system and type – importance of progress report – Feedback as an essential component of assessment

4.1 AIM, OBJECTIVE AND CHARACTERISTICS OF CCE

History of CCE: **The Kothari Commission Report 1966** had stated that the internal assessment or evaluation conducted by schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students' growth that are measured by the external examination and also those personality traits, interest & attitudes which cannot be assessed by it. **National Policy on Education 1986** had also stated that 'continuous and comprehensive Evaluation should incorporate both scholastic and non-scholastic aspects of evaluation spread over the total span of instructional time. **The National Curriculum Framework- 2005 (NCF-05)** also proposed examination reforms. Its position paper on Aims of Education – NCF 2005, NCERT says that School based CCE system should be established to (i) Reduce stress on children, (ii) Make evaluation comprehensive and regular, (iii) Provide space for the teacher for creative teaching, (iv) Provide a tool of diagnosis and remediation and (v) Produce learners with greater skills. **Right to Education Act RTE – 2009** says that on the 27th August 2009, Government of India adopted a new act <u>Right to Free and Compulsory Education for children between 6-14 years of age</u>. This law came into force for the entire country (except Kashmir) with effect from 1st April 2010. From the year 2010-2011, a scheme of Continuous Comprehensive Evaluation was implemented from Standard I to Standard VIII.

Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of students that covers all aspects of student personality. *Continuous* means that the evaluation of identified aspects of students' growth and development is a continuous process rather than an event. It is built into the total teaching learning process and spread over the entire academic session. *Comprehensive* mean the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development.

(Please check the typed notes for aims and objectives of CCE from Unit 1 in Section 1.4.1)

4.1.1 ADVANTAGES OF CCE

The advantages of CCE are as follows: (i) Elimination of Chance and Subjectivity, (ii) De-emphasis of memorization, (iii) Encouragement of comprehensive evaluation covering scholastic and

co-scholastic aspects, (iv) Continuous evaluation spread over the total span of the instructional time, (v) Functional and meaningful declaration of results for effective use by all, (vi) Wider use of test results for improvement through diagnosis and remedial/enrichment programme, (vii) Improvement in the mechanics of conducting examination, (viii) Introduction of desired changes in instructional material and methodology and (ix) Use of grade in place of marks in determining the level of pupils' performance and proficiency

4.1.2 DISADVANTAGES OF CCE

The disadvantages of CCE are as follows: (i) Demands skilled and competent teachers, (ii) Increased volume of work, (iii) Time consuming, (iv) Demands financial resources, (v) Not possible in huge classes.

4.1.1 CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) – SCHOLASTIC AREA AND CO-SCHOLASTIC AREA

The desirable behavior related to the students' knowledge and understanding in subjects and his ability to apply it in an unfamiliar situation are described as objectives in scholastic domain. The desirable behaviour related to students' attitudes, interests, personal and social qualities and physical health are described as objectives in non-scholastic domain.

The process of assessing the students' progress in achieving objectives related to scholastic and non-scholastic domain is called comprehensive evaluation. It has been observed that the' scholastic elements such as knowledge and understanding of the facts, concepts, principles etc. of a subject and thinking skills are assessed. The non-scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, the scholastic and non-scholastic both should be given equal importance. Simple and manageable means of assessment of non-scholastic aspects of growth must be included in a comprehensive evaluation scheme. By way of an example the outline of a scheme of school evaluation indicating the areas to be evaluated and the proposed corresponding techniques and tools are given below:

DOMAIN	AREAS	TECHNIQUES OF EVALUATION	TOOLS OF EVALUATION
Scholastic	**1. CURRICULAR AREAS** - Knowledge - Understanding - Application of knowledge - Skills etc.	- Written - Oral - Practical	- Question paper - Diagnostic tests -Standardized achievement tests - Assignments - Quizzes
Non-Scholastic	**2. PHYSICAL HEALTH** - Basic understanding about health - Physical fitness	- Medical check up - Observation by the teacher	- Rating Scales - Doctor's own instruments
	3. HABITS - Health habits - Study habits - Work habits	- Observation	- Anecdotal records - Rating Scales - Check-list
	4. INTERESTS - Literary interest - Artistic interest - Scientific interest - Musical interest - Social interest	- Observation	- Anecdotal records - Rating scale - Check-list
	5. ATITUDE - Attitude towards Smiles - Attitude towards Teachers - Attitude towards Classmates - Attitude towards School property	- Observation	- Anecdotal records - Check-list - Rating scale
	6. CHARACIER BUILDING QUALITIES /VALUES - Cleanliness - Truthfulness - Industriousness - Equality - Co-operation	- Observation	- Anecdotal records - Check-list - Rating scale
	7. PARTICPATION IN CO-CURRICULAR ACTIVITIES - Games. Sports. Gymnastics *etc* - Literary and Scientific activities - Cultural. Social and Community Service Activities	-Observation	- Anecdotal records - Check-list - Rating scale

4.1.2 FUNCTIONS OF CONTINUOUS AND COMPREHENSIVE EVALUATION–

(Please check the typed notes for functions of CCE from Unit 1 in Section 1.4.1)

4.2 RECORDING AND REPORTING: MEASUREMENT OF STUDENTS' ACHIEVEMENTS

Recording: Despite the objectivity of scoring short answer tests, certain procedures are indispensable if scoring is to be done with maximum accuracy and efficiency. As soon as possible after the tests have been administered, the answer sheet should be checked and scored, and the scores should be recorded on the permanent records of the school.

Reporting: The assignments, periodical and annual tests are a major basis for assigning their marks. Marks are a measure of the achievement of instructional objectives. The most popular method of reporting marks is the progress report. Progress report contains marks, grades and check-list items. The grade (or marks) describes the level of achievement and the check-list items include performance in non-scholastic areas such as conduct, regularity, interest, attitude and social development.

4.2.1 MEASUREMENT OF STUDENTS' ACHIEVEMENTS - GRADING SYSTEM AND TYPE

In the system of Grading, students are classified into a few ability groups or categories according to their level of achievement in an examination. The achievement is defined in the form of numerical of letter grades, each of which denotes a certain level of performance, generally not in absolute terms but in relation to the performance of the whole group,

There are two approaches to formation of groups that define the grades (a) on the basis of absolute marks (Absolute Grading) and (b) on the basis of relative marks or rank order of marks (Comparative Grading).

Absolute Grading: This approach involves direct conversion of rnarks into grades. Whatever be the distribution of marks in a subject, the marks between two fixed points on 0-100 scale would correspond to a given grade.

Comparative Grading: This involves conversion of marks into grades on the basis of rank order or percentiles. In this case the distribution of marks is taken into consideration while determining the range of marks corresponding to different grades.

4.2.1.1 ADVANTAGES OF GRADING

The following are the advantages of Grading: (i) With the same uniform pattern being adopted for all subjects, grading would provide Achievement Tests better comparability of the results of

different years in the same subject. (ii) Grading is essentially based on rank ordering of students. Studies have shown that agreement among examiners on ranks to be awarded to examinees is much more in this than on absolute marks. Hence grades based on rank order in general, are more reliable. (iii) There is greater comparability among subjects when grades are used. When there is a choice of subjects, students need not avoid the subjects which are considered low scoring. Even with a so called low scoring subject, the proportion of students getting a grade would be nearly the same as in a so called high scoring subject. (iv) Grades in different subjects in an examination provide a meaningful profile of the achievement of a student. Unlike marks, one can easily find out in which subjects the performance is outstanding, good, fair or poor. With marks, one can arrive at such inference only on knowing what the range, average and dispersion are of the marks in the different subjects.

4.3 IMPORTANCE OF PROGRESS REPORT

At present, the schools place a great emphasis on the report of educational progress and marks obtained in various scholastic and non-scholastic activities. The results of evaluation are of great use to students, parents, teachers, administrators and employers in various ways for making educational and vocational decisions for students. The progress report should give a general picture of how a student is doing as well as the adequacy of his learning progress. The report should indicate the student's strengths and weaknesses in learning, his interests and changing pattern of attitudes, values and personal social development.

Importance (Use) of Progress Reports: The uses of Progress Reports are meant with Students, Parents, Teachers, Administrators and Employers.
(i) To Students: The Progress Report showing result of continuous evaluation of all these scholastic and non-scholastic areas are the basis for motivation to students for learning. It helps in improving study-habits and correction of errors. It helps in the selection of major and minor courses of study (Science/Arts/Commerce/ Vocational streams), and to decide whether to terminate or to continue his/her formal education.
(ii) To Parents: A Progress Report presenting a clear picture about the progress of a student in various learning activities is quite a valuable source of information for parents in taking decisions about their child's future educational and/or vocational career. On the basis of results of evaluation reported in the progress report, the parents estimate the probability of success of their child and decide whether to continue or discontinue his/her studies and also about selection of educational or vocational career.
(iii) To Teachers: Reports of evaluation are useful to teachers in identifying the topics/units difficult for most of the student and planning teaching strategies accordingly. Counselors use the present and

past progress reports, along with other information, to help students in developing increased self understanding and to make more realistic educational and vocational career selection.

(iv) To Administrators: A Progress Report serves a number of administrative purposes. It is used for Ranking, Grading and Awarding divisions, determining promotion to higher class in same school and to other educational institutions. Every school and college has limited facilities that they cannot have their own Admission tests. They use marks as the basis for admission to higher study.

(v) By Employers: The school must provide information about students to potential employers of school children. Employers use the marks and other relevant information mentioned in the progress report for selecting the applicant most likely to perform best the service they require. The employers want information about performance in scholastic and non-scholastic areas, mainly participation in co-curricular activities and other aspects of his personality. Thus the reports of evaluation should contain information regarding the students' performance in different scholastic subjects as well as information regarding non-scholastic areas.

4.4 FEEDBACKS AS AN ESSENTIAL COMPONENT OF ASSESSMENT

Feedback is an essential part of education and training programmes. It helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance. Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, 'there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning'. Feedback is not a one-way communication, but a part of the overall dialogue or interaction between teacher and learner.

Learners value feedback highly, and valid feedback is based-on observation deals with observable behaviours and the practical, timely, and concrete. Begin by asking the learner to tell you what he or she feels confident of having done well and what he or she would like to improve. Follow up with your own observations of what was done well, and then outline one or two points that could help the student to improve.

Grounding feedback within an overall approach that emphasizes ongoing reflective practice helps learners to develop the capacity to critically evaluate their own and others' performance, to self-monitor and move towards professional autonomy.