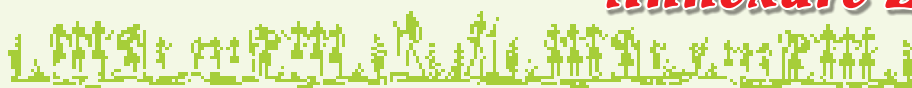




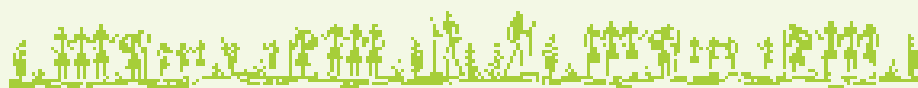
## OUTLINE OF CCE FOR CLASSES IX-X

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
<p><b>1. Observation</b> Information can be gathered about children in 'natural' settings. Some are about learners in the course of teaching. Others based on planned and purposeful observation of students on activities/tasks.</p>	<ul style="list-style-type: none"> <li>• Various aspects of personality development can be assessed through observations.</li> <li>• Can be used to assess individuals as well as groups.</li> <li>• Assessments can be made during varying time periods.</li> <li>• Evidence of child's performance/knowledge is based on an 'on-the-spot record.</li> <li>• Over time, detailed observations of behaviour as well as interests, challenges, -patterns/trends emerge which allow teachers to create a comprehensive picture/view of the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid arriving at inferences/interpretations or jumping to conclusions. Important to take down more than what is actually seen.</li> <li>• Dependent on the skill of the observer which determines 'what' is observed.</li> <li>• Requires sensitivity and unobtrusiveness in the way the observation is done. Observations to be made over a period of time, across different activities and settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Recording details that not only describe the actions but reveal how a child feels about what she/ is doing, details on he how she/he something as well as when she/he does it, the quality of her/his interrelationship with people and materials, and what he/ she says etc.</li> <li>• Noting comments about the child's behaviour in parentheses based on which processes can be inferred at a later point of time.</li> </ul>

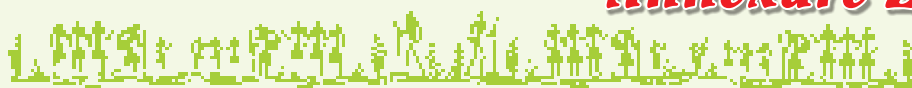


Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
<p><b>2. Checklists</b> A systematic way of recording specific behaviour/action helps focus attention on particular aspects.</p>	<ul style="list-style-type: none"> <li>• Quick and easy to implement. Provides specific information about specific objectives.</li> <li>• Can point towards a trend of how and when skills have been acquired by the child as well as a group of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited information, only indicating presence of a skill. Does not indicate child's response to different situations or provide specific examples of responses. Does not provide information about context.</li> <li>• Can at times become unwieldy because of the number of specific items.</li> <li>• If developed by others, may not be suitable for the objectives that you as teachers have in mind, or for the groups, you wish to use it with.</li> </ul>	<ul style="list-style-type: none"> <li>• Add a 'comments' column to add value to the information in the checklist marking</li> <li>• Use this tool in conjunction with other methods of assessments.</li> </ul>
<p><b>3. Assignments</b> Theme based tasks to be completed as class work add/or homework. Can be open ended or</p>	<ul style="list-style-type: none"> <li>• Provides students an opportunity to search for information, construct their own ideas, and articulate the same ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Not too much homework or class work should be given which is currently the normal practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Going beyond collection of assignments by following it up with analysis, discussion and</li> </ul>



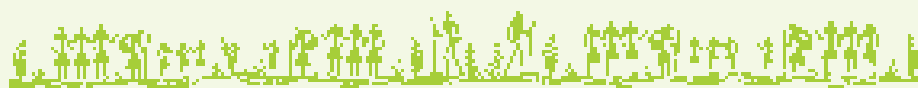


Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
<p>structured. Some could be based on contexts outside textbooks.</p>	<p>through spoken, written and/or visual expressions.</p> <ul style="list-style-type: none"> <li>• Helps assess a wide range of objectives and content of learning.</li> <li>• Provides students an opportunity to relate and synthesize within and outside school learning.</li> </ul>	<p>Assignments should be such that they can be managed by students on their own.</p> <ul style="list-style-type: none"> <li>• Should not become the only method of assessment.</li> </ul>	<p>reflection.</p> <ul style="list-style-type: none"> <li>• Creativity of students is promoted.</li> <li>• Encouraging students to go beyond textbooks.</li> <li>• Group work is to be encouraged. Can become part of the portfolio.</li> </ul>
<p><b>4. Portfolio</b> Collection of student's work over a period of time. It could be day-to-day work or selection of the learner's best piece of work.</p>	<ul style="list-style-type: none"> <li>• Provide a cumulative record. In the process, a picture of how a skill or knowledge area develops emerges.</li> <li>• Enables the student to demonstrate to others, his/her learning and progress.</li> <li>• The child becomes an active participant in learning and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting work to be put into the portfolio should have a specific reason.</li> <li>• Not all papers/items of work are to be included. This will become unmanageable.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation in selection portfolio contents is to be encouraged, as well as criteria for selection the contents.</li> <li>• Continuous updating of the portfolio as the child grows.</li> <li>• Careful structuring of</li> </ul>

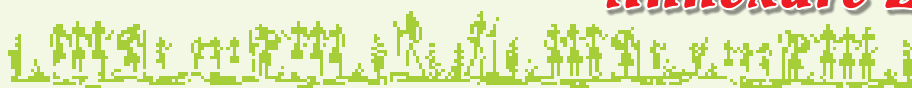


Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
			<p>portfolio material accompanied by a reflective account.</p> <ul style="list-style-type: none"> <li>• Clear labeling and numbering of content for easy reference</li> </ul>
<p><b>5. Projects</b> These are undertaken over a period of time and generally involve collection and analysis of data. Projects are useful in theme-based learning..</p>	<ul style="list-style-type: none"> <li>• Provide opportunities to explore, work with one's hands, observe, collect data, analyze, organize and interpret data and draw generalizations.</li> <li>• Provides an opportunity to work in groups and in real life situations.</li> <li>• Helps develop a positive attitude towards group work, sharing and learning from each other.</li> </ul>	<ul style="list-style-type: none"> <li>• The nature and difficulty level of the projects should be such that students can do it by themselves.</li> <li>• Materials to be used for the project should be available in the school, neighborhood or home setting. These should not put a financial burden on the parents.</li> <li>• Each school could go in for a Resource Centre, which would have locally available materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Project topics should be decided/ chosen, planned and conducted by students largely with the teacher acting as a guide.</li> <li>• Encouragement should be given to group projects. These will enable students to work together, share experiences and learn from each other. Projects keep giving</li> </ul>



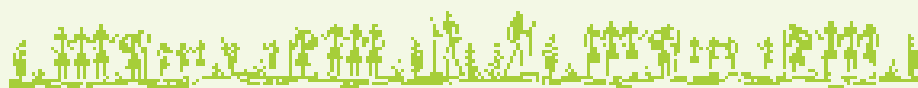


Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
			<p>students an opportunity to explore, investigate and work in groups. Children can be encouraged for judicious use of materials and keep them back after use.</p>
<p><b>6. Rating Scales</b> These can be used to record the quality of a students' work and then judge the quality against specified criteria. Holistic rating scales require a single, overall assessment of a piece of work.</p>	<ul style="list-style-type: none"> <li>• Various aspects of development can be assessed.</li> <li>• Can be used to assess individuals as well as groups.</li> <li>• Assessments can be made during varying time periods and in different environment settings.</li> <li>• Evidence of the child's performance/knowledge is based on 'on-the-spot' record.</li> <li>• Over time, detailed observations of behaviour as well as interests, challenges, patterns/trends emerge which allow teachers to have a comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid inferences/interpretations of giving judgements. Concentrate on taking down what is seen.</li> <li>• The skill of the observer may determine what is observed.</li> <li>• Be sensitive and unobtrusive in the way the observation is done. This does not necessarily mean being at a distance.</li> <li>• Make the observations over a period of time, and across different activities and settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Record details that not only describe the actions but reveal how a child 'feels' about what she/he is doing.</li> <li>• Also suggest corrective measures.</li> <li>• Comments can be noted in 'parentheses' based on which processes can be inferred at a later point of time.</li> </ul>



Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
	picture/view of the child.		
<p><b>7. Anecdotes and Cumulative Records</b> Provides observational narrative records of significant incidents in a child's life.</p>	<ul style="list-style-type: none"> <li>• Provides a wealth of information across different developmental areas.</li> <li>• Facilitates taking of notes on the child's social, emotional development, choices, interests and relationships etc.</li> <li>• Identifies strengths and weaknesses and assesses children's progress over time.</li> </ul>	<ul style="list-style-type: none"> <li>• A single anecdote does not give conclusive information.</li> <li>• Only 'problematic' situations may be noticed. It would be better to describe incidents rather than making statements of judgement.</li> <li>• Selecting amongst the many interesting classroom events and not including all.</li> <li>• Avoiding general comments.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing and collecting anecdotes over a period of time about sustained interests and critical things that are happening in their life. Helps to understand the child's behaviour/ responses to different classroom situations.</li> <li>• Collecting a cross section of anecdotes (from different children) indicates groups' thinking and feeling.</li> <li>• Recording as soon as possible after the event so that rich, accurate and significant details can be included for later interpretations.</li> </ul>





<b>Types of Assessment tools/techniques</b>	<b>Advantages</b>	<b>Caution for teachers</b>	<b>Suggestions for implementation</b>
<p><b>8. Photographs</b> Provides documentation of a child's experiences, while they are doing tasks/work, they could also be of finished products, project models etc.</p>	<ul style="list-style-type: none"> <li>• Provided accurate recall of events.</li> <li>• Provides an insight into children's ways of thinking and interacting.</li> <li>• Facilitates sharing of information with families.</li> <li>• Provides an insight into the child's emotional, social and psychological aspects of development.</li> </ul>	<ul style="list-style-type: none"> <li>• The aesthetic quality may not be critical.</li> <li>• Avoid making the child self-conscious in front of the camera by your comments or suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>• The picture composition should include important details of the experience, process of product being photographed.</li> <li>• Choosing where photographs need to supplement other tools.</li> <li>• Using photographs to discuss with children about themselves at a later time.</li> </ul>
<p><b>9. Audio-Video Recordings</b> Specific situation or over a time span to cover important processes/aspects can be recorded, and analyzed later.</p>	<ul style="list-style-type: none"> <li>• Both allow language and the way it used to be 'captured' with accuracy.</li> <li>• Movement and sound add to the understanding of the events taking place.</li> <li>• Helps to understand student's explanations that indicate different ways of thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is time consuming,</li> <li>• Children may occasionally be 'performing' for the camera.</li> <li>• Expensive as it requires technical expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Careful selections of what to record of subsequently analyze is necessary.</li> <li>• Giving children time to get familiar and feel at ease with the equipment is a good idea.</li> </ul>
<p><b>10. Quiz, Games and Activities</b> Could also be taken to assess children from time to time.</p>			

Source : NCERT