

Chapter 2



School Based Continuous & Comprehensive Evaluation in CBSE

What is Assessment of Learning?

Assessment of learning involves working with the range of available evidence that enables staff and the wider assessment community to check on pupils' progress and use this information in a number of ways

Characteristics of Assessment of Learning

- happens after the learning takes place
- information is gathered by the teacher
- information is usually transformed into marks or grades
- comparison with the performance of others
- looks back on past learning

Criteria for good assessment of learning

- they are valid (based on sound criteria)
- they are reliable (accuracy of assessment and practice)
- and they are comparable (they stand up when compared to judgments in other departments or schools).

Purpose of Assessment of Learning

- The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to content standards.

School based Evaluation is held at school level unlike external examination conducted by the Boards of School Education. This is done by the teachers according to the schedule developed by the school and guidelines given by the Board. Though this evaluation has been done at school level all along, certain shortcomings have crept into this system. These shortcomings can be attributed to various factors. The basic factor is the misconception of teachers regarding the place of evaluation and its importance in the educational process. The other factor has been the imitation of the practice of external examination which is generally held at the end of the session.

In the School Based System of evaluation, the focus on the purpose of assessment has changed. Now, it includes readiness testing, screening of development, evaluation of performance in cognitive, affective and psychomotor domains more frequently, systematically and effectively.





School Based Evaluation has following characteristics:

- It is broader, more comprehensive and continuous than traditional system.
- Aims primarily to help learners for systematic learning and development.
- Takes care of the needs of the learner as responsible citizens of the future.
- Is more transparent, futuristic and provides more scope for association among learners , teachers and parents.

In other words, School Based Evaluation is **child-centred**, **school-centred** and **multidimensional** evaluation. Hence, in its true spirit, it triggers an all round development of the learner. It encourages all kinds of learning in life both inside the school as well as outside it. It is child-centred as it attempts to consider the learner as a unique entity for its individual pattern of development. It builds on individual child's abilities, progress and development in achieving already set goals and objectives of education as an individual and not just his/her position in relation to other learners.

It also provides opportunities to teachers to know the following about their learners :

- What they learn?
- How they learn?
- What type of difficulties limitations they face in realising together?
- What do the children think?
- What do the children feel?
- What are their interests and dispositions?

Further, this evaluation helps a learner to use his/her potential in a better manner and also provides insight to the teachers to discover the methods which may be helpful to the individual learner in resolving his/her problems and difficulties.

Besides being *child-centred*, this evaluation is *school-centred* as well. It means that no outside agency interferes in this evaluation process. It is entirely school based and done by the teacher. The teacher is trusted and given full responsibility of evaluating students with the brief that the teacher knows best about his/her students.

School Based Evaluation is *multidimensional*. Its multidimensional nature is reflected in recognizing and taking care of learners' social, emotional, physical, intellectual and other areas of development which are interrelated and cannot be considered in isolation. It also calls for the use of multiple techniques and tools of evaluation.

Need of Strengthening School Based Evaluation

In fact external examinations started dominating the scene of evaluation in schools and the whole teaching process began to be geared towards the public examination. The shortcomings of the external examinations percolated down to home examination also.



Shortcoming of traditional External Examination

- It is a one shot examination at the end of a year at the terminal stage of schooling.
- It mainly evaluates only the scholastic aspects of learning of the students.
- It does not evaluate all the abilities of the children. On the basis of marks obtained in written examination the students are declared pass or fail and further classified into predetermined divisions.
- Pass and fail system causes frustration and is inhumane because the failed candidates come to feel that they are good for nothing
- Co-scholastic areas are almost totally ignored and have no place in the currently prevalent scheme of education and evaluation.
- The practice of testing of untaught content also reflects poor learning achievement.
- Only limited techniques of evaluation without potential for judging a student are being used.
- The aim of evaluation is to improve learner's quality which is not served by external examination.
- The current practice of awarding marks suffers from many discrepancies due to variety of errors.
- The varied ranges of obtained scores of students in different subjects create the problem in declaring reliable results.
- Analysis and interpretation of test results is not done in a scientific way.

School Based Continuous and Comprehensive Evaluation system should be established to :

- reduce stress on children
- make evaluation comprehensive and regular
- provide space for the teacher for creative teaching
- provide a tool of diagnosis and remediation
- produce learners with greater skills

Position Paper on Aims of Education - NCF 2005, NCERT

Implementing School Based Assessment would mean:

- Elimination of chance element and subjectivity (as far as possible), de-emphasis of memorization, encouraging Comprehensive evaluation incorporating both scholastic and co-scholastic aspects of learners development.
- Continuous evaluation spread over the total span of the instructional time as an integral built-in aspect of the total teaching-learning process.





- Functional and meaningful declaration of results for effective use by teachers, students, parents and the society.
- Wider uses of test results for purposes not merely of the assessment of levels of pupils' achievements and proficiencies, but mainly for its improvement, through diagnosis and remedial/enrichment programmes.
- Improvements in the mechanics of conducting examinations for realizing a number of other allied purposes
- Introduction of concomitant changes in instructional materials and methodology.
- Introduction of the semester system from the secondary stage onwards.
- The use of grades in place of marks in determining and declaring the level of pupil performance and proficiency.

The above goals are relevant for both external examination and evaluation in schools

There are two kinds of assessment - Formative and Summative

Some definitions of both the terms based on research are reproduced below :

Formative

- *'... often means no more than that the assessment is carried out frequently and is planned at the same time as teaching.'* (Black and Wiliam, 1999)
- *'... provides feedback which leads to students recognizing the (learning) gap and closing it ... it is forward looking ...'* (Harlen, 1998)
- *'... includes both feedback and self-monitoring.'* (Sadler, 1989)
- *'... is used essentially to feed back into the teaching and learning process.'* (Tunstall and Gipps, 1996)

Summative

- *'...assessment (that) has increasingly been used to sum up learning...'* (Black and Wiliam, 1999)
- *'... looks at past achievements ... adds procedures or tests to existing work ... involves only marking and feedback grades to student ... is separated from teaching ... is carried out at intervals when achievement has to be summarized and reported.'* (Harlen, 1998)

Features of Summative Assessment

- Assessment of learning
- Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned.
- Summative assessment methods are the most traditional way of evaluating student work.
- *"Good summative assessments--tests and other graded evaluations--must be demonstrably reliable, valid, and free of bias"* (Angelo and Cross, 1993).