



FAQs

on
*Continuous and
Comprehensive Evaluation*

Class IX & X



**Central Board of
Secondary Education**

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Frequently Asked Questions
on
Continuous and Comprehensive Evaluation (CCE)

A. CCE Scheme

1. Does CCE mean frequent tests and assignments?

The term continuous in CCE refers to periodicity and regularity in assessment. It does not mean that tests and assignments have to be conducted or given frequently. On the contrary, the scheme of CCE discourages mechanical testing. It envisages employment of variety of tools and techniques for assessment in informal and formal settings which are more interesting, relevant and meaningful and involve learners for greater participation and learning.

2. How would CCE help in reducing stress of students?

CCE helps in reducing stress of students by –

- Identifying learning progress of students at regular time intervals on small portions of content.
- Employing a variety of remedial measures of teaching based on learning needs and potential of different students.
- Desisting from using negative comments on the learner's performance.
- Encouraging learning through employment of a variety of teaching aids and techniques.
- Involving learners actively in the learning process.
- Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.

3. Is it all right for my child to spend more time on dance, music and doing project work than actually reading his textbooks?

Holistic education demands development of all aspects of individual's personality including cognitive, affective and psychomotor domains. It is unfortunate that not much attention and emphasis is given to the development of interests, hobbies and

passions of learners. Focusing on excellence in academics alone undoubtedly results in lop-sided development of personality. It is thus essential that due importance be given to participation in co-curricular activities like music/ dance, art, dramatics and other areas of ones interests. This is likely to make life more fulfilling and enjoying.

4. Is it necessary to mention ailments that my child is suffering on the CCE report card?

Healthy body is essential for the healthy growth of mind. Hence the schools are expected to get their students examined by qualified doctors twice in a session (July and January). In addition to this general information, physical disabilities and diseases such as defective vision, maintenance of teeth, deafness, long absence due to illness etc. should also be noted. The schools are being advised to bring any major observation to the notice of parents for proper medication and care of the child.

5. There are usually forty students in a section. Will it be possible for a single teacher to assess all the students meaningfully and objectively in a given time frame particularly in co - scholastic areas?

The Board has developed detailed guidelines for assessment in co-scholastic areas. Tools and techniques for assessment in these areas have been included in these guidelines. Besides, the Board is organizing series of training programmes in different parts of the country to familiarize teachers in related matters. However schools and teachers themselves also will have to design strategies to meet the emerging challenges. It has been suggested that assessment in co- scholastic areas may be done by a team of teachers in order to minimize subjectivity.

6. If a teacher has to maintain exhaustive records, how many number of teachers per class are required for this purpose?

Overall records will be maintained by the class teacher and subject wise records will be maintained by respective subject teachers as per past practice. However, all other teachers will be associated with assessment in scholastic and particularly in co-scholastic areas. A detailed strategy for keeping such records systematically will have to be worked out by individual schools. Some guidelines are given in Teachers'

Manual.

7. The concept of Board being made optional still not clear?

It is suggested to go through the recent circular no. 39 and 40 issued by the Board in this regard. These circulars explain the proposed examination reforms very clearly and include the details of the new scheme and the meaning of making Board's examination optional. The circulars are also available on CBSE website www.cbse.nic.in.

8. When there are so many co-curricular activities to be done during the year, will the existing syllabus in different subjects be reduced?

Not presently or immediately. The matter may be considered after the implementation of the scheme and getting feedback from the system.

B. Academics

1. How would CCE help in improvement of student's performance?

CCE helps in improving student's performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.

2. Different schools follow different academic sessions. Will CCE allow enough flexibility to schools to plan their own academic sessions?

The scheme of continuous and comprehensive evaluation has inbuilt flexibility for schools to plan their own academic schedules as per specified guidelines on CCE. However, the schools may have to make slight modifications in existing schools.

3. It is observed that sometimes the projects are bought from the market and submitted for assessment. Is there any check on such unfair practices?

“What I hear, I forget.

“What I see, I remember

“What I do, I understand” - Kung Fu Tzu (Confucius)

The purpose of Project Work is to enable the learners to apply and extend classroom learning to life outside the school. The Board is proposing and promoting group project work. Every individual is required to contribute to the completion of the project and may be awarded marks/ grades in proportion to their contribution. However it is essential that in order to make project work meaningful and learning-oriented, the identification and selection of project work may be done with utmost care. Sufficient required guidance may be provided to the group or individual for carrying out the project effectively. Suitable timeframe may also be decided in advance for its completion. The subject teacher may ensure and certify that the project has been completed by the group or the individual as desired. Preferring group projects over individual projects will also promote social skills and lessen teacher's correction work load.

4. With Class X Board examinations made optional, should I still buy more reference books for my child in Mathematics and Science and practice books in English? Should I hire tutors for him?

Making Class X Board Examination optional in no way means dilution of emphasis on Academics. In classes IX and X, the Board has prescribed NCERT/ CBSE textbooks in various subjects. Besides these textbooks, the teachers also assign various kinds of assignments to students which require consulting additional materials given in reference books, articles, and internet websites etc. It is suggested to encourage your child to inculcate the habit of self learning with understanding. Selection of additional learning material has to be done very carefully.

5. Will CCE help my child to choose subjects of his choice in class XI?

The CBSE plans to offer an aptitude test for classes IX and X from 2010. The first test will be available by February 2010. By the time a student reaches Class XI, he /she would have undertaken the aptitude test twice once at the end of class IX and then at the end of class X. This together with academic performance and CCE would help students/ parents and teachers to judge their level of understanding in each subject and help them choose subjects for class XI. The schools have been advised to follow multi pronged approach for assigning subjects. Aptitude test, scholastic performance, co-scholastic achievements, all need to be given weight age. Students

of the same school will be given preference over the students coming from any other school for admission in class XI.

6. Different schools have varying academic standards. How will the Board be able to maintain parity of standards among its affiliated schools in urban and rural areas, or schools located in metro cities and those located in remote or backward parts of the country when school based assessment in Class x is introduced?

In order to maintain parity of standards among its affiliated schools, the Board has initiated following steps:

- a. Developing Question Banks in different subjects. These will be made available to all schools. Every school will be required to generate its own Question Paper selecting questions from the given question bank. This will be ensuring parity of standards.
- b. Conducting intensive mass training programmes for Principals and teachers of its affiliated schools all across the country.
- c. Developing and making available CCE guidelines and subject specific guidelines for schools.

7. Will CCE help my child to get through competitive tests after Class XII?

Scheme of CCE is expected to help the child make informed choice of subjects in class XI based on his aptitude, interests, liking, and academic performance. With CCE aiming at all round development of the child's personality it is expected that a student will be able to take up competitive examinations in right earnest. It may be clearly understood that introduction of CCE does not mean less emphasis on academic attainment. Students will still be required to do well in studies. However due to acquisition of additional life skills, like thinking and emotional skills, they are expected to meet different life situations with greater maturity.

8. (a) When will the syllabus for Class IX summative and formative test be sent to the schools?

(b) Is CBSE going to specify the period limit for each co-scholastic area?

- (a) The syllabus for class IX for summative assessment for the ongoing session will be made available to schools through CBSE website within a week's time. There is no

separate syllabus for formative assessment. It has to be suitably decided by individual schools dividing the prescribed syllabus into parts as per convenience.

- (b) The schools will be required to decide the time needed for carrying out different activities related to co-scholastic areas as per the requirements of the report card and CCE card. Many of these co-curricular activities are already being carried out in majority of schools.

9. Will the Continuous and Comprehensive Evaluation card help me to get through Competitive examination after class XII?

Please understand clearly that participation in co-curricular activities and developing essential life – skills does not mean that you have not to put in your best for attainment in academics. In order to perform better in various competitive examination after class XII, one is required to have sound understanding and foundation of basic concepts learnt in class IX and X. Acquisition of life- skills like communication skills, thinking skills, social skills and emotional skills will certainly enhance your understanding and performance in competitive examination as well as in later life.

C. Examination

- 1. Usually while appearing for the Board examinations, the students get a feel that they are doing something big. They get serious in preparing for the Boards, in solving sample question papers, or reading more books for reference. Will that seriousness remain if Class X Board examinations are made optional and CCE is introduced?**

The Board has brought out subject specific detailed guidelines on formative and summative evaluation which will engage a student through out the academic session doing variety of meaningful, creative and relevant learning activities. The schools will be required to use question banks prepared by the Board for Summative Assessment. It will certainly include questions on testing of higher mental abilities of learners. This would necessitate using reference materials and making thorough preparations and getting immediate feedback on his performance through self-assessment or by peers and teachers.

2. If formative assessment helps teachers to identify learning difficulties of students then why should it form part of the student's evaluation when learning is still in formative stage?

The National Policy on Education (1986) emphasizes that at school level, evaluation should be formative or developmental in nature. At this stage, the child is in formative stage of learning. She/ he wants to discuss and clarify many doubts for better conceptual clarity. Unless we assess learner's efforts, performance, attitudes to learning and abilities to apply what is learned in every day situations, we may not be able to help him/ her in improving his/her learning. Hence through formative assessment, causes of poor performance are diagnosed using diagnostic tests and promptly remediated by giving interventions followed by retesting.

3. Will my child get CCE certificate even if he does not clear the examinations?

All those regular students of the Board's affiliated schools who have undergone a course of study in the 9th and 10th classes shall be issued this certificate with effect from March 2011 examination.

**4. How much marks should a child score for being promoted to next higher class?
Is there any provision for compartmental examination?**

A student will be declared having passed in Class IX/ X, if he/ she get a grade higher than E1 in all the subjects of scholastic area. Existing provisions for improvement and compartment will continue to be followed.

5. When will a student be filling up self-awareness section in the CCE report card?

This is the only section in CCE certificate that has to be filled in by a student towards the end of academic session of Class X. However, it is very important that a student realizes his goals and strengths right from the beginning. The teachers will be helping the students to understand the meaning and importance of this section. Ample opportunities are provided to him for realization of goals and understanding of self.

6. What does percentile rank depict in the CCE card?

Students' achievement on scholastic aspects can be measured in terms of three levels:

- With reference to current status of his progress by identifying learning gaps and improving performance through remediation.

- With reference to the expected levels of learning.
- With reference to his current status vis-à-vis peer groups (percentile rank).

A percentile rank identifies the percentage of students/ peer group that a student score has surpassed. For example a student has a test score of 66 and a percentile rank of 70 in his class. That means that a score of 66 is higher than 70% of the students in one's class.

7. Students scoring 71, 75 or 79 marks will be awarded the same grade. Is it justified? In what ways are grades better than marks?

Awarding of grades has number of advantages over awarding of numerical marks. It considerably reduces inter and intra examiner variability in marking. It also takes care of imperfection of tools used for assessment. Statistical research in assessment techniques indicates that there is a possibility of variation of scores awarded to individuals to the extent of 5% to 15%. Putting students of similar potential in same ability bands (grades) automatically takes care of all these abbreviations in assessment techniques. Lastly, it will reduce undesired and unsound comparison of small difference of marks.

8. For senior secondary schools, will the CBSE provide question papers for internal assessment in classes X and XI?

The scheme of internal assessment in Mathematics, Science and Social science is being reshaped into formative assessment form. The detailed guidelines are being made available to schools shortly. There is no such provision for internal assessment in class XI.

9. Are we going to handover the answer scripts of summative exam to the child?

Schools are advised to show the answer sheet to the students for their benefit and satisfaction. However, they may take it back for maintaining a record for sometime.

10. I guess there are going to be no marks in decimals i.e. 90.2, 90.6. etc. Where do we put such students? A core group must be formed to handle the CCE practical problems and someone must be easily accessible?

It is advisable not to award marks in decimals so that such technical problems in awarding grades do not arise. In case such a situation arises, usual accepted norms of rounding of the decimals may be applied i.e. counting upto 0.49 as 0 and from 0.5 to 0.99 as 1 will be allowed.

Your suggestion in forming a core group to handle tricky and technical matters is quite good. A small core group has already been formed which is working on all matters related to CCE. The Board is also providing helpline to sort out queries and clarifications related to different aspects of effective implementation of the new scheme.

11. Alongwith Formative and Summative evaluation, due importance is to be accorded to diagnostic evaluation too?

Formative assessment itself leads to identifying and diagnosing the areas of learning difficulties of students and providing remedial interventions.

12. Percentile rank reflected in the CCE report card. Is it at the school level?

Yes, it is at the school level. Provision is also being made to provide percentile rank in the Board examination, on demand.

13. Some aspects of descriptive indicators for co-scholastic areas?

The descriptive indicators for assessment in co-scholastic areas have been included in Teacher's Manual which is being made available to all the schools.

14. Can the school make proficiency test compulsory for all the students? Do they need to pay extra for that?

It is advised that the parents should be made aware of having full faith in the quality and standard in school based assessment. There is no need of school making the proficiency test compulsory for the students.

15. The beauty of formative assessment is that it creates a scope for the learner to improve- that is basically the point of change?

It is a good observation. Formative Assessment is also meant for identifying areas of learning difficulty of students, providing remedial interventions resulting in the improvement in learning.

16. How to bridge the gap between school and Board pattern of marking of answer sheets?

The marking of answer sheets in Board examination is done in a systematic manner using a well design marking scheme which indicates the allocation of marks for different value points in an answer. In case of all summative assessments at school level, the marking scheme will be provided by the Board.

17. Attitude towards teachers- the descriptive indicator of assessment for attitudes stating the desired behaviour of the student as ‘most of the time’ ? will that encourage psychofancy or genuine obedience?

Interpersonal relationships and behaviour of a person is an important soft skill which needs to be developed in the students during formative years. A very purpose of keeping the assessment of attitudes and values in the scheme of CCE is to help the students have an integrated and balanced personality. It is desired on the part of school to inculcate a genuine self discipline in the students by creating congenial conditions and conducive environment for the same.

18. Uniform absolute grading for all the subjects does not take care of inter – disciplinary differences, for example – Mathematics and Languages etc.

It is easier to understand by all stakeholders.

19. What if a child falls sick during summative examination? Will he or she be tested again?

Yes, it is mandatory for the students to appear in the summative examination. However, the timings and procedure for re-assessment may be decided at school level.

20. Does summative assessment II include the syllabus for the whole year?

No, the syllabus for summative assessment II include only those topics which have been taught during the term II i.e. the topics taught after summative assessment I.

21. Teachers are generally observed to favour students who perform better in academics. Will it not result in such students getting better grade in co-scholastic areas also without having similar proficiency in the same?

Teachers will be required to mention descriptive indicators and give justification for having given a specific grade to any student. The tools and techniques for assessment in co-scholastic areas require team assessment instead of individual teacher assessing a student. This will minimize the subjectivity. The Board is also organizing training programme for teachers to discuss all related matters.

22. Will the marking of answer sheets at school level be as objective and impartial as in Board's examination?

Your own school teachers have been marking the answer sheets of different examinations throughout your stay in the school. Why to doubt in their ability or integrity in marking of answer sheets in classes IX and X? In case of any doubt, you may ask the school authorities to show the answer sheets and its marking. In fact, it is an additional advantage in school based assessment.

23. When class X examinations going to be school based under CBSE pattern, will my performance or certificate be consider at per with certificate or marks issued by any other Board in the country?

Every school is required to generate a question paper using questions made available by CBSE through a question bank in every subject. The quality and standard of academic level of these assessment tools gets automatically taken care of. Moreover, the certificate issued by the school will be properly authenticated by the Board. Thus , there no reason why the marks or certificate issued by the school will not be considered comparable to similar document issued by any other Board.

D. Implementation

1. During Board examinations, the teachers become serious teaching with more responsibility and accountability? Will that seriousness remain if Class X Board examinations are made optional and CCE is introduced?

With the fear of external examinations, the teachers and students are under constant threat to cover syllabus. As a result many important aspects of learning such as conducting practical and organizing field trips and ways of learning such as reference work, project work and presentations are not fully utilized to the detriment of overall learning.

Now with that pressure removed, the teachers will be able to design a wide range of creative activities for enrichment and extension of learning. They will prepare assignments that would not only help the child in better understanding of concepts but also promote higher levels of learning through logical and critical thinking and problem solving. The Board has also issued subject specific guidelines which will help teachers to design their own academic calendar encompassing all such activities.

2. Do you think our teachers are professionally qualified and specially trained to take up life skills education?

Life Skills Education was introduced by the Board in classes VI to VIII with effect from 2003 in Class VI. It was then extended to next higher classes VII and VIII in the subsequent years. Thus it is not a totally new concept. The Board has now planned series of training programmes for teachers and principals all over the country to help them understand and implement the concept.

3. How to address the student teacher ratio?

Yes, it is one of the challenges to be faced by all of us in relation to providing active learning experiences as well as assessing the students. However, suitable strategies can be designed by discussing the issue in advance at local level and finding out ways and means as to how best the desired objectives can be achieved within the given parameters and constraints. Promotion of group activities can be one of the methods of taking care of large numbers.

4. How to assess the validity and reliability of CCE report card of a new

admission case?

The scheme of Continuous and Comprehensive Evaluation envisages greater autonomy as well as greater responsibility to the schools. It also demands greater objectivity in awarding marks and grades to the students. The Board will be making a question bank available to the schools for generating question paper in every subject. Marking scheme will also be provided by the Board. This will take care of quality and standard. Detailed guidelines are also being made available to schools for assessment in co-scholastic areas. There is no reason why the validity and reliability of CCE report card should be doubted under such conditions.

5. What is the criteria for online examination?

The details for online examination are being worked out and will be made available to schools shortly. It will depend on students choice and availability of infrastructure.

6. If my teacher takes a dislike to me, shall I be able to get good score or grade?

Teachers are well wishers of students. You should have full confidence in your potential and behaviour as well as in the attitude of teachers towards you. Connecting well to your class water as well as your teachers may be given due place in establishing social relationship. There is no reason why any teacher should dislike you. These matters related to objective school based assessment are also being discussed separately during training programme of teacher and Principals.

E. General

1. Will I be continually informed of my child's performance and progress in studies?

Parents are active partners with schools in realizing the true potential of their children. Though formal reporting of students' performance is done twice during an academic session, CCE provides for regular interaction with parents through parents teachers meetings (PTMs) etc.

- 2. In my child's school, teachers select only those students for dance, music and arts competitions who have been participating in such competitions earlier and won prizes giving no chance to new students. My child never gets an opportunity to perform in all such activities. How will my child be ever rated in all those activities?**

As specified in Chapter 3 of the CCE guidelines on 'Assessing Co-Scholastic Areas', the scheme of CCE not only provides necessary feedback on the acquired levels of learning in scholastic areas, but also lays equal emphasis on proficiency of learners in the acquisition of essential life skills, attitudes and values, interests and achievement in various co-curricular activities. The schools have been directed to provide every student with ample opportunities to participate in various co-curricular programmes of their interests organized at various levels i.e. at the levels of section, class, house, school, and inter school, etc.

- 3. In my child's school, the class teacher does not like my child. Will that affect my child's assessment?**

Evaluating on scholastic and co-scholastic aspects is not done by a single teacher but by a team of teachers teaching students based on test scores, participation in different activities, observation findings etc. Hence chances of biased assessment are minimized.

- 4. Will that increase burden on my child to continuously show his performance in tests and activities. Would not that stifle his creativity and urge to be what he wants to be?**

Through a well designed scheme of continuous and comprehensive evaluation, a student will get ample opportunities to improve his/her performance in scholastic and non-scholastic areas and to express his/ her creativity in areas of own interest. By pursuing subjects of his/her choice and applying learning to daily life situations and pursuing hobbies of one's choice, his/her urge to identify and realize ones latent talents will be fulfilled and help him to be his true self.

- 5. What does the Board expect from the parents so that it benefits their children to maximum extent?**

The parents are expected to go through the philosophy of the scheme of CCE and support the teachers in all programmes and activities of the school for balanced personality development of their ward. Parents also need to encourage and motivate their students to take active part in different activities.

- 6. Will there be any counseling sessions for parents also?**

The CBSE has been holding interactive sessions with different stakeholders. The schools have been advised to hold counseling sessions for parents on different aspects of the scheme of CCE. Board has also provided a helpline for clarification on all related matters.

7. Where can the parents report against the school not following CCE in true spirits?

The parents can write to the CBSE's concerned Regional Officer. They can also make use of the online facility available on the Board's website to interact with the Chairman on this matter.

8. CCE card includes variety of co-scholastic areas and activities. It will require significant percentage of school time schedule to organize activities. Will it not result in reduction of time for teaching different subjects?

Schools have already been organizing different activities to promote variety of skills in students within the given school time schedule. With the implementation of the scheme of CCE, they will simply have to redesign the existing models to meet the requirements with greater focus and attention to desired and specific areas.

9. CCE card in class IX not given?

CCE card is a combined card meant for classes IX and X reflecting the performance and achievement of the learner in scholastic and co-scholastic areas. A copy of the Report Card of present class IX class has already been given or being made available. Format of the card is also available on CBSE website.

10. Schools where all the streams are not offered in class XI, like if a school doesn't have humanity stream, how a student wanting to offer these subjects can be helped?

Either the school can offer these additional subjects in class XI, or with the CCE Card the, students can take admission in any other CBSE affiliated school.

11. When a student goes from class IX to X from one region to another region, which regional officer/principal will sign the cards?

Obviously class IX report card will be signed by the first school Principal. Class IX report card is not to be signed by the regional officer. However, class X CCE card will be signed by the regional officer of the region in which the second school is located.

12. The child wants to stay in the same school but still wants to take his online examination? His parents have a transferable job. Which exam will he be taking?

It is advised for him to take school based examination which will be duly authenticated by the Board. Directives will be issued to affiliated schools to accept all such school based assessment certificates for all purposes including admission in another school.

13. Can the students access CBSE website for question bank?

Initially, a question bank in every subject is being designed and made available to schools only for generating the question paper for summative assessment in March 2010 class IX exam.

14. In a Formative assessment in the form of paper-pencil test, the students are to be given their answer sheets after marking. Should these answer sheets indicate marks or grades?

Since the teachers will be using different tools and techniques for Formative assessment, it is advisable to award marks on the answer sheets initially. The marks given in the assessment through different techniques can be added and converted into grades. It may not be so easy to award grades for different assessments and calculate the average grade.

15. Will the Board be providing stationery for class IX report cards?

Not for class IX. The Board has designed the sample report card which is being made available to all the schools for use at their end. It is also available on CBSE website.



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