

केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार, के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

CBSE/CM/CCE-notification/2012

November 2, 2012

NOTIFICATION OF CLARIFICATIONS REGARDING IMPLEMENTATION OF SCHOOL BASED ASSESSMENT UNDER CONTINUOUS AND COMPREHENSIVE EVALUATION - FORMATIVE AND SUMMATIVE ASSESSMENTS

The approach of Central Board of Secondary Education has always been inclusive of the views expressed by its important stakeholders in initiatives taken from time to time. The Board gathers systematic information on various issues by interacting with stakeholders through various modes such as meetings, discussions involving core groups, observations and other forms of information gathering exercises such as online/offline surveys and questionnaires. The feedback received from different people provide valuable insights on how people are responding to the changes introduced, what needs to be further strengthened and how the processes can be made more effective etc.

The Board has also been conducting an online survey through its website on School based Assessment under Comprehensive Evaluation (CCE) in addition to above measures. The most common responses received through different modes reflect that *some of the schools and teachers are still indulging in either inappropriate activities or conducting activities in a manner inappropriate for the School Based Assessment Scheme*. It has been noticed quite often that teachers are not yet ready to give up teacher-centered methods they used to follow in earlier system despite the numerous orientation workshops done over the last three years by the Board. Though the Board has already issued guidelines in this regard through its advisory number 58/2010 and advised schools about this issue through advisory number Circular No 1, January 2010, and again Circular No 1, 2011, however, in view of constant feedback in this reference, the Board once again, considers it worthwhile to share some of the observations with all the schools affiliated to it. The appropriate way as proposed by the scheme is also highlighted against each observation:

Observation	What should schools do?
<p>Schools are assigning too many projects in each subject to individual students which most of time compel students to do these projects at home. More clarification about projects is required from the CBSE. The number of projects should be made specific and tangible.</p>	<p>Schools have been requested to follow a cross-curricular approach in case of projects. Artificial subject boundaries impede contextualized learning and deprive students of exploring the interconnectedness of different forms of knowledge. Moreover the transfer of knowledge from one subject to other can most effectively be demonstrated and strengthened through multidisciplinary projects.</p> <p>Theories of social learning form the basis of assigning group projects to students. Students while working in groups learn how to share, compromise and to resolve issues with their peer and teachers.</p> <p>It is therefore once again highlighted that team of teachers may formulate in-school inter-subject projects and rubrics required to assess by incorporating inputs from different subjects. Schools are therefore advised to assign a maximum of 2 comprehensive group projects (One is to be evaluated with SA-I and the other with SA-II) covering each of the five major subjects i.e. English / Hindi, Maths, Science, Social Sciences. The target and rubric of assessments must be shared with the group of students beforehand. Effective monitoring and objective assessment of interdisciplinary group projects must be ensured by all the school.</p>
<p>Schools are still taking irrational number of pen-paper tests, and are assigning indiscriminate</p>	<p>The basic assumption of Formative Assessment is that every child can improve. When children are engaged in activities they feel like participating in the assessment process, watching</p>

<p>assignments, projects, homework.</p>	<p>themselves grow, feeling in control of their success, and believing that continued success is within their reach if they keep trying.</p> <p>It is, therefore, once again highlighted that multiple modes of assessment such as, quizzes, debates, group discussions, cross curricular group projects ,and if need be, only one pen and paper test may be used while doing formative assessments. It must be clearly communicated to all teachers that activities, assignments and Cross Curricular Group Projects must be done in the class and within school duration under the direct supervision of teachers only. The number of pen-paper Formative Assessment must not exceed than one per subject in any case. Other modes of assessment must also be a part of formative assessments and the best of these assessments may be counted towards the grades.</p>
<p>Teachers constantly examining the informal behavior of students in the name of evaluating attitudes and values of students.</p>	<p>Learner and teacher both should work to build a relationship based on mutual trust and respect. Teacher as a senior partner must take lead in establishing a positive environ for the students. As students learn to comply with acceptable behavior through positive reinforcement, teachers should not behave like a moral watchdog. Constant surveillance of students' behavior in threatening ways is highly undesirable in schools and teachers should be advised to refrain from such practices under all circumstances.</p>
<p>The students must be informed about the assessment criteria to</p>	<p>Teachers must also bear in mind that the ultimate success at learning is determined by an emotional reaction of students to the assessment</p>

<p>include more transparency in the marks.</p>	<p>results. When used effectively, assessment results always trigger an optimistic response from within the learner. It may be done by providing students a clear, student- friendly vision of the importance of an activity, its relevance, the process to be followed, the rubrics of assessment and achievement target to be achieved. This may be supplemented by providing the learners a continued access to descriptive feedback, which consists not merely of grades or scores, but most importantly, of focused guidance to the learning target. This will provide preparation time and facilitate the discussions and construction of learning experiences by students.</p>
<p>Teacher made tests are not objective and assessment of skills is rife with subjectivity. Schools need to ensure that all teachers get meaningful training about CCE and the teachers' manuals prepared by CBSE to ensure objective implementation of CCE</p>	<p>All assessments — especially those created by classroom teachers — must be accurate, producing dependable evidence of learning in all contexts at all times.</p> <p>Schools, therefore, must ensure to provide opportunities for the continuous professional development of their teachers. There is a training calendar available at the website of the Board http://cbseacademic.in/ Schools are requested to visit the website for getting their teachers suitably oriented. Apart from orientation, schools must also provide ways and means to them for working in teams for learning from each other's experiences to optimize learning in a stress free but thought provoking environment.</p> <p>The assessment of Co-Curricular skills should be done in as transparent a way as possible. It is once again highlighted that the team of teachers</p>

	should objectively and collectively discuss the performance of students in Life Skills, Co-Curricular Skills, Attitudes and Values. Final grades should be awarded on the basis of recommendation of the team of teachers.
Community and school interface is missing in almost all the schools. Parents are not informed regarding academic changes being introduced.	Collaboration with community is one of the important aims of the scheme of School Based Assessment under Continuous and Comprehensive Evaluation. Positive partnership with parents leads to a higher degree of ownership in parents for the programs conducted by schools. Therefore school are advised to interact with parents on regular basis through various channels such as Parents Teachers Meetings, School Management Committees meetings to establish a positive environment of mutual trust to promote the ultimate wellbeing of student. A dialogue with parents provides crucial information which is needed to find out the actual progress that students have made over time and what they might do to support their children's further learning. This, in addition to helping students, also precludes notion of subjectivity and bias against schools in the minds of parents. Parents can be invited for volunteering in curricular or co-curricular activities. Moreover parents as members of PTA/SMC may be included in the process of taking important decisions about curriculum.

Continuous and Comprehensive Evaluation scheme is based on a broader objective of **equal opportunities for all** and therefore the board solicits cooperation of all the stakeholders to make this constitutional aim a reality. If all sections work collaboratively, CCE would facilitate the development of a culture of diversity, trust and meaningful learning in schools.