

A curriculum constitutes a comprehensive teaching–learning programme comprising overall aims, syllabus, materials, methods of teaching and assessments. It provides a framework of knowledge and capabilities appropriate to a particular level. Since ‘learning’ is a continuous process, ‘assessment’, which is an integral part of learning, also has to be continuous.

Continuous and Comprehensive Evaluation (CCE) refers to a system of evaluation that covers all aspects of students’ development. It is a curricular initiative, attempting to shift the emphasis from testing to holistic learning.

The major focus of CCE is on the continuous growth of a student to ensure intellectual, emotional, physical, cultural and social development. Therefore, the evaluation is not merely limited to the assessment of a student’s scholastic attainments. CCE uses assessment as a means of motivating learners. It provides information for effective feedback and follow-up work to improve upon the learning in the classroom and to present a comprehensive picture of a student’s profile—including both the scholastic and non-scholastic areas of personality development.

Primary Classes

In the primary classes, learning should be as informal and interesting as possible, allowing adequate time and scope for holistic development of the student in a stress-free environment. The focus should be on identifying the student’s aptitude and talent and empowering him/her with relevant inputs.

The achievement record for these classes is designed keeping in view the competency requirements of the students. The CCE tasks should be spread across the year and at least three assessments should be made during the year.

The Board recommends a five-point scale for indicating achievements.

Reporting Students’ Achievement

While reporting students’ achievements in different areas, indirect grading on an absolute scale with five points may be used. The grades will stand for the following distribution of marks:

A*	Outstanding	90–100%
A	Excellent	75–89%
B	Very Good	56–74%

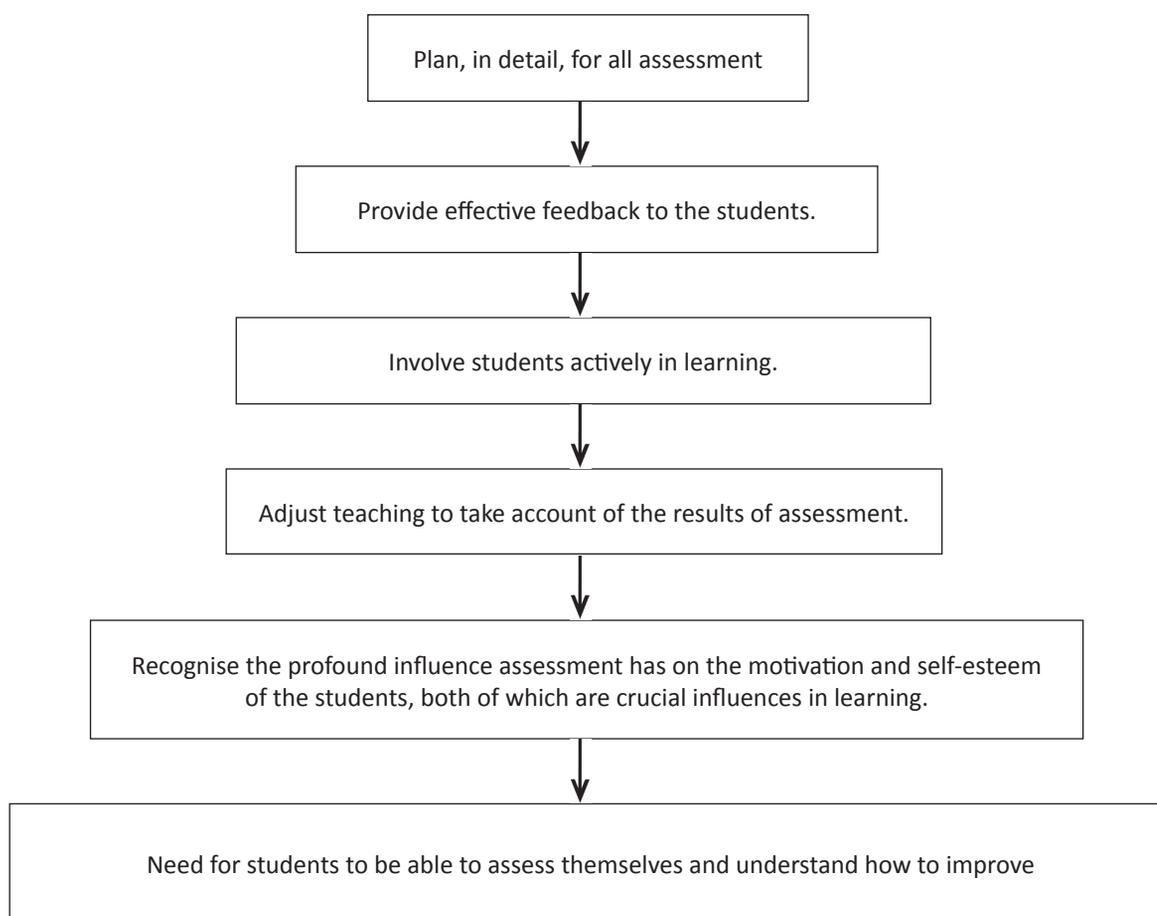
C	Good	35–55%
D	Scope for Improvement	Below 35%

The grade of the student can be computed in the achievement card based on the percentage indicator in the above category. Certain remarks can be made in scholastic and co-scholastic areas as well as the achievement level of the child. These remarks will help the parents and the child to provide learning skills in that area by devoting more learning efforts.

Grading Scale

CCE is a useful method for students' achievement through continuous diagnosis, guidance, encouragement and appreciation. It requires coordinated and concerted efforts on the part of principals, teachers and parents for the all-round personality development of the child.

Formative assessment is a tool used by the teacher to continuously monitor student progress in a supportive and non-threatening environment. The key factors involved in formative assessment are—



In order to fulfill the objectives of Formative Assessment (FA) and to enable students to improve performance, teachers need to use a variety of assessment tools during the course of their teaching. **It is mandatory that teachers use at least 3 to 4 different assessment tools during the term for Formative Assessment.** The list below will give some idea of the variety possible in the Mathematics classroom.

Mathematics

Tools and techniques that can be used to assess students for mathematics at this level could include

- Maths Lab Activities
- Data handling and Analysis

- Investigative projects
- Peer assessment
- Models including origami etc.
- Group projects
- Research projects and presentations
- Multiple choice questions (MCQ)
- Presentations including the use of Information Technology (IT)

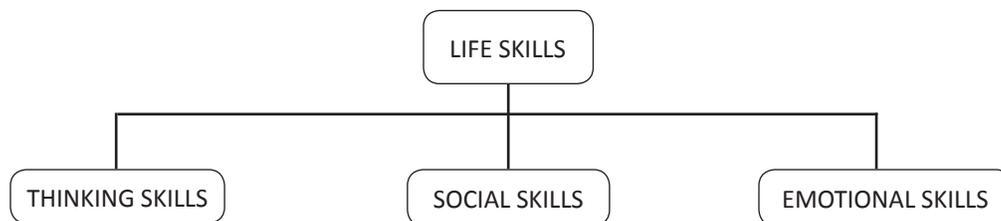
It is suggested, for mathematics, that at least some formative assessment tasks should be based on Maths Lab Activities.

It is advised that within each term, schools use the written test only once for assessing the students' performance under formative assessment.

For more recommendations and information on formative assessment, log on to:

http://www.cbse.nic.in/cce/cce-manual/chapter_3.pdf.

In CCE, development of co-scholastic aspects of the personality, such as Life Skills, Attitudes and Values, participation and achievement in co-curricular activities as well as Health and Physical Education, need to be considered alongside the scholastic aspect. This is to ensure that the curriculum is truly comprehensive. Life Skills are abilities that will help students to be successful in living a productive life. Learning and practising Life Skills help students to improve their personal and social qualities such as self-esteem, compassion, respect, confidence etc. The Life Skills may be segregated into three core groups as shown here.



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|-----------------------|-------------------------------|------------------------------|
| • Self awareness | • Interpersonal relationships | • Managing feelings/emotions |
| • Problem-solving | • Decision-making | • Communication skills |
| • Dealing with stress | • Creative thinking | • Empathy |

For more information on Life Skills and its methods of assessment, log on to:

http://www.cbse.nic.in/cce/cce-manual/chapter_4.pdf.

Evaluation thus becomes an integral part built into the teaching-learning process and it becomes continuous like both teaching and learning. Continuous and Comprehensive Evaluation (CCE) will help lead to diagnosis, remediation and enhancement of learning.

Sample Assessment Record

Student Name: K Varun

Class: I

Semester 1

	Formative Assessment (FA) 1							Formative Assessment (FA) 2							Summative Assessment (SA) 1	Total 10% + 10% + 30%	Percentage
	Task 1	Task 2	Task 3	Task 4	Task 5	Total	10% of total	Task 1	Task 2	Task 3	Task 4	Task 5	Total	10% of total	23/30	7 + 7.2 + 23 = 37.2/50	74.4%
	8	6	6	8	7	35	7/10 (7%)	8	8	7	6	7	36	7.2/10 (7.2%)			
Total 10 marks	10	10	10	10	10	50		10	10	10	10	10	50				

Semester 2

	Formative Assessment (FA) 3							Formative Assessment (FA) 4							Summative Assessment (SA) 2	Total 10% + 10% + 30%	Percentage
	Task 1	Task 2	Task 3	Task 4	Task 5	Total	10% of total	Task 1	Task 2	Task 3	Task 4	Task 5	Total	10% of total	25/30	7 + 6.6 + 25 = 38.6/50	77.2%
	8	8	5	7	7	35	7/10 (7%)	8	7	6	6	6	33	7.6/10 (6.6%)			
Total 10 marks	10	10	10	10	10	50		10	10	10	10	10	50				