

The suggested format of a Report Card is given below. It is merely suggestive and not mandatory for schools to print a similar Report Card.

### Guidelines For Filling In The CCE Card

Name of Student	As required in the Certificate
Date of Birth-	In words and numbers  (Twenty Sixth of November Nineteen Ninety Two e.g. 26-11-1992)
Mother's Name	As on Birth /Registration Certificate
Father's Name	
ADMISSION NO.	
BOARD'S REGISTRATION NO.	Provided at the time of filling entries.
SELF AWARENESS	To be filled at the end of 2years after discussion with the student.
MY GOALS	
MY STRENGTHS	
INTERESTS AND HOBBIES	

#### Inside Cover

#### Part - I Academic Performance:

##### Scholastic Areas.

A. Formative Grade = F1 + F2 + F3 + F4 = \_\_\_\_\_ Grade

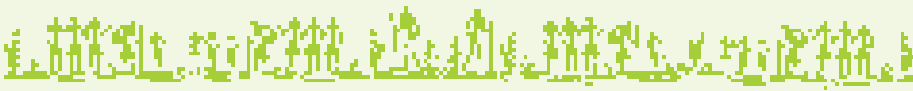
B. Summative Grade = S1 + S2 = \_\_\_\_\_ Grade

Overall Grade -

FA-1 (10%) + FA-2 (10%) + FA-3 (10%) + FA-4 (10%) + SA-1 (20%) + SA-2 (40%)

Percentile Rank - Calculate using

$$\frac{\text{No. of score below } x}{n} \cdot 100 = \text{Percentile Rank}$$



### **PART 1 (A) : Scholastic Areas**

Overall grade of formative Assessments over the two terms (F1+F2+F3+F4) needs to be given and the overall grade of summative Assessment (S1+S2) must be given. A total of the two grades needs to be given in the relevant column. Details of assessment are given in details below.

As far as Scholastic (B) relating to Work Experience, Art Education and Physical and Health Education/ Games is concerned, the Grading Scale and Indicators of Assessment have been given.

### **PART 2: Co- Scholastic Areas**

#### **Part (2A) : Life Skills**

These are to be filled in after a period of observation over one year by the Class Teacher in consultation with the subject teachers. Students will be assessed on all the groups of Life Skills. The guidelines for filling this are given in detail later in the document.

#### **PART 2(B): Attitude and Values**

*Attitude towards Teachers, School Mates, School Programmes and Environment* needs to be assessed on a three point scale after observation over one year. The various tools and techniques to be used as well as the Indicators of Assessment need to be taken into consideration by the teachers. **These will be filled in by the Class Teacher in consultation with all subject teachers.**

#### **PART 3(A) : Co- Curricular Areas**

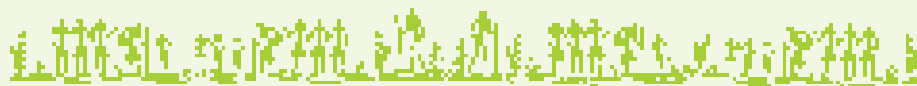
Co-Curricular activities consist of *Literary and Creative Skills, Scientific Skills, Aesthetic Skills and Performing Art and Clubs* which include *Eco-clubs, Health and Wellness Clubs*, etc. A student will be expected to choose *two activities* from these four groups and will be assessed on their level of participation and achievement on a *three point grading scale* by the concerned teachers.

#### **PART 3(B): Health and Physical Education**

Students will be assessed on any two activities that are chosen from within the *eight* different activities grouped under *Health and Physical Education*. The objective is to benefit from Physical fitness activities to maximize health benefits. These will also be assessed on a *three point grading scale*. They will be assessed by teachers involved in various activities in school.

These have to be filled in after a period of observation over one year.

The areas given in the CCE card provide adequate opportunities to the learners for all round development. It has been widely understood that class room transaction in academic subjects alone cannot foster development in all areas or help to develop Life Skills. The development of qualities such as *Self Esteem, Positive Attitude* and *Life*



*Skills of Creative and Critical Thinking, Problem Solving and Decision Making, Managing Stress and Emotions* require development of positive and adaptive behaviors over a period of time. These Life Skills can be integrated into the entire personality of a learner over the ten years of schooling and are essential for fostering personal qualities, nurturing good relationships and developing effective Communication Skills. The developing of good physical health, formation of positive attitude towards others including environment and cultivation of universal values is possible only through learner's involvement in Life Skills and Co-Curricular activities.

### Evaluation of Scholastic aspect:

#### Scholastic Part 1(A)

##### 3.1 Evaluation of Academic Subjects in Class IX.

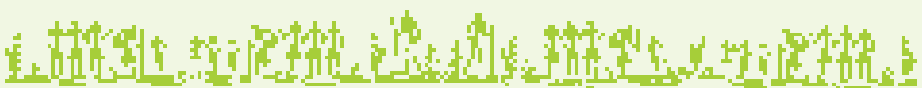
Six assessments are proposed:

Type of assessment	Percentage of weightage in academic session	Month	Term wise weightage
<b>FIRST TERM</b>			
Formative Assessment-1	10%	April-May	FA-1+2=20%
Formative Assessment-2	10%	July-August	
Summative Assessment-1	20%	September	SA- 1=20%
<b>SECOND TERM</b>			
Formative Assessment-3	10%	October-November	FA-3+4=20%
Formative Assessment-4	10%	January-February	
Summative Assessment-2	40%	March	SA-2=40%

Total Formative Assessments= FA-1 + FA-2 + FA-3 +FA-4 = 40%

Summative Assessments = SA-1 + SA-2 = 60%

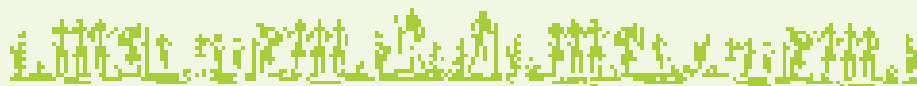




Given below are suggestions for the methods (*tools and techniques*) to be adopted by schools for student evaluation

<b>Academic Achievement</b>	<b>Aspects of Evaluation</b>
<p>Scholastic Part 1(A)</p>	<p><b><i>Tools and Techniques of Evaluation</i></b>            Besides written tests and practical assessments through periodical tests and examinations, special focus may be on-</p> <ul style="list-style-type: none"> <li>• Projects (Group)</li> <li>• Surveys</li> <li>• Observations</li> <li>• Explorations (Discovery method)</li> <li>• Experimentation</li> <li>• Questions- Questioning techniques</li> <li>• Question papers - Assignments</li> <li>• Observation schedules - Anecdotal records</li> <li>• Portfolios</li> </ul> <p style="text-align: right;">} → <b>Formative Assessment</b></p> <p><b><i>Periodicity</i></b>            Continuous process            Consolidation for certification twice in an academic session            Presuming that a session starts in April and ends in March the marks obtained by a student may be reduced to the indicated percentages  <i>Assessments in April, May, July, August, October, November, December January, February are to be Formative in nature and those at the end of September and March Summative.</i></p> <p><b><i>Coverage</i></b>            For all students</p>

In so far as the Formative Assessments are concerned, it is proposed that the schools should conduct their own assessments. Schools should not restrict themselves to paper pencil tests.

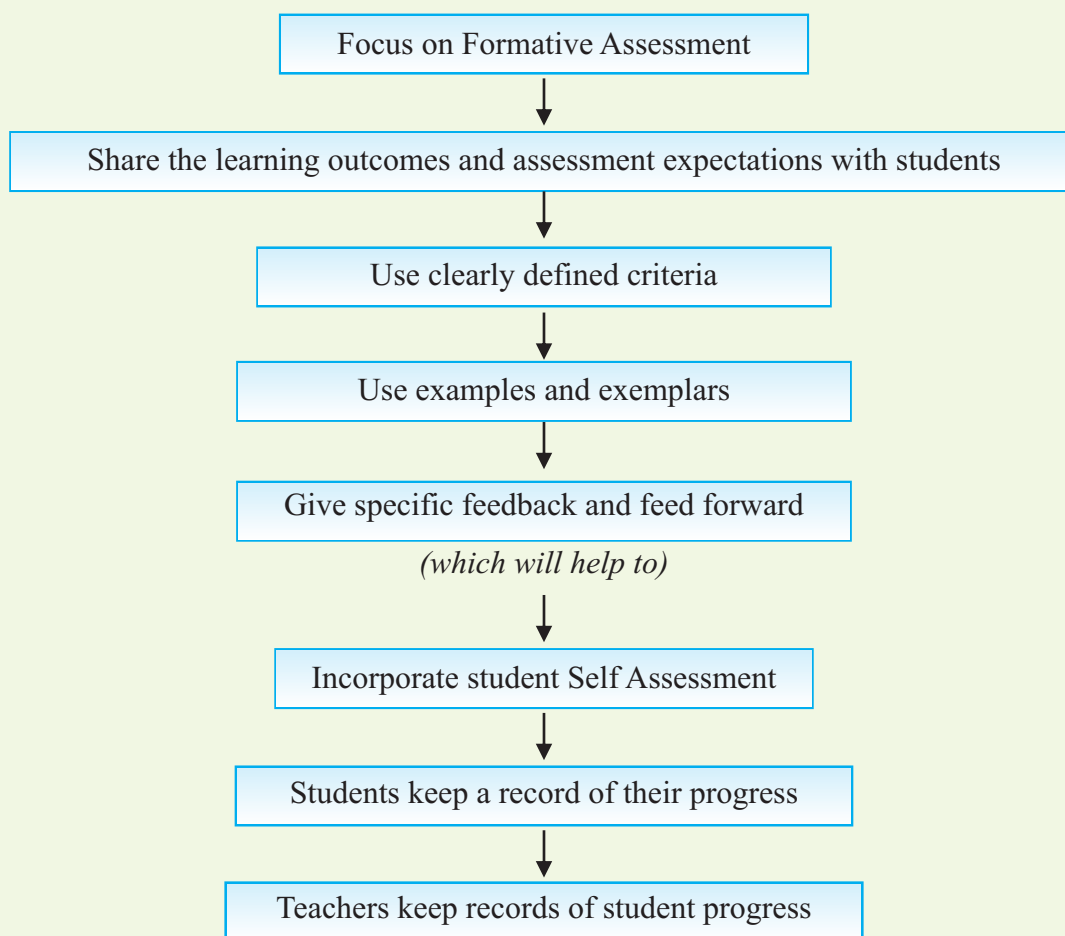


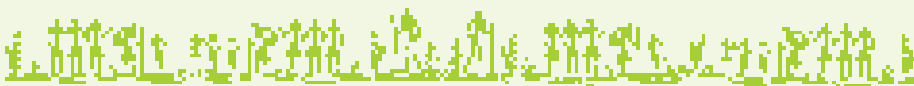
- Assessments will be written as well as oral tests. It could also include projects/activities / quizzes / assignments / class work / home work

All across the schools the most commonly used tools/techniques are those developed by teachers themselves. Among these are **paper-pencil tests/tasks, written and oral tests**, questions on **pictures, simulated activities and discussion with students**. Small class tests are used by most teachers as a quick and easy way of assessing the learning progress of children. As these are generally conducted at the end of a unit/month covering the specified content taught during that period, these are no doubt useful but they need to be used effectively.

Similarly, tests can be formal, informal, written or oral, based on specified content desired to be tested. They are diagnostic in nature as they enable the teacher to identify or reveal the strength and weaknesses of students. A test should not create any fear among students and it should be administered in an informal way.

### Formative Assessment Scheme





### The reason why we use different methods is because of the following:

- Learning in different subject areas and aspects of development is to be assessed.
- Learners may respond better to one method as compared to another.
- Each method contributes in its own way to teacher's understanding of learner's learning.

### Proposed Evaluation Scheme For Scholastic Subjects

- Open to all students of Classes IX and X.
- They will be assessed by CCE in the school itself.
- CCE over one academic year will have two terms. (*April-September and October-March*)
- Each term will have **two formative** and **one summative** assessment.

### Formative Assessment (FA)

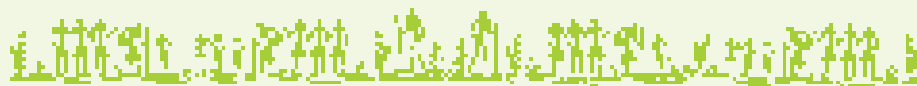
- |                  |                              |                           |
|------------------|------------------------------|---------------------------|
| • Class work     | • Quizzes                    | • Experiments             |
| • Homework       | • Projects (Group/Individual | • Conversation/Interviews |
| • Oral questions | • Assignments/Tests          |                           |

Formative Assessment will be used to assess the teaching learning of the syllabus.

In order to help students improve their performance levels, the schools shall diagnose their learning difficulties through Formative tests right from the beginning of the academic year and bring it to the notice of parents at appropriate intervals of time. They will recommend suitable remedial steps to enhance their learning capability. Similarly especially gifted children should be provided with further reinforcements by giving them additional assignments, enrichment material and mentoring. Due provision be made in the class timetable for mentoring to help both weak and gifted students. The teacher also needs to incorporate strategies for dealing with differently abled students in her class. Two Case Studies for reference have been provided in chapter five.

The formative assessment should normally be made on recorded evidences based on anecdotal records to be maintained by the class teacher or the subject teacher.

It will be advisable to communicate levels of attainment to the students and parents during the course of the academic year, so that with their cooperation remedial measures are taken in time for performance enhancement of students. **The overall assessment should be followed by the descriptive remarks by the class teacher about the positive and significant achievements, avoiding negative assessment even by implications.**



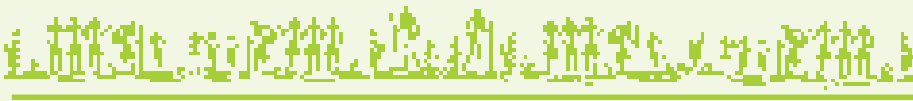
In order to fulfill the objectives of **Formative Assessment** and to enable students to improve performance, teachers need to use a variety of assessment tools during the course of their teaching. It is mandatory that teachers use at least 3 - 4 different assessment tools during the term for Formative Assessment - (FA). This list given below is not exhaustive, it is only to give an idea of the variety possible.

### **Languages**

- **Oral and listening** - these could be listening comprehension, prepared speech, conversation or dialogue.
- **Written assignments** - short, long, question - answers, creative writing, reports, newspaper articles, diary entries, poetry etc.
- **Speeches** - debates, oratory, recitation etc.
- **Research projects which involve** - information gathering, deductive reasoning, analysis and synthesis and a presentation using a variety of forms including the use of the IT.
- **Pair work/group work.**
- **Peer assessment**

### **Mathematics**

- Problem solving, MCQ
- Data handling and analysis
- Investigative projects
- Math lab activities
- Models including origami etc.
- Research projects and presentations
- Group projects
- Peer assignment
- Presentations including the use of IT



### Sciences

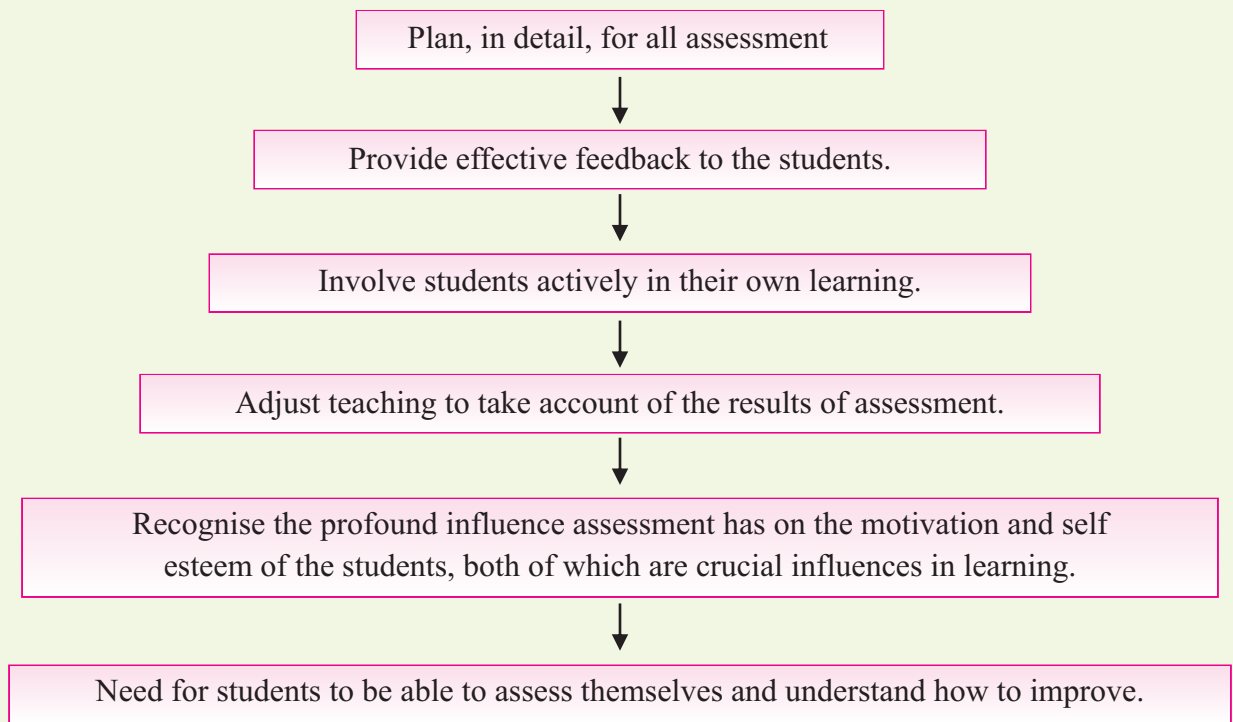
- **Written assignments** - MCQ, Descriptive
- **Experimental work** which may involve *one or more* of setting experiments, making observations, handling data, making deductions, working safely
- **Planning or designing experiments** to collect data or to investigate properties, laws, phenomena etc.
- **Research** which could be investigate or information gathering and deducing
- **Group work** - research or experimental
- **Contextual research projects**
- **Peer assignment**
- **Presentations including the use of IT**
- **Science Quiz**
- **Seminar**
- **Symposium**
- **Field Tour**
- **Class Response**
- **Model Making**

### Social Sciences

- **Written assignments** - short and long answers
- **Commentaries**
- **Source based analysis**
- **Projects** - investigative, informative, deductive, analytical
- **Research**
- **Group work** - projects, presentations
- **Models and charts**
- **Presentations** including the use of IT
- **Using Authentic Sources** and primary texts
- **Open book test**
- **Secondary sources**
- **Comparison and Contrast**



Formative Assessment will aid learning in the class room and have a washback effect on teaching. The key factors involved in Formative Assessment are:



**Practically this means :**

- Sharing learning goals with students.
- Involving students in self assessment.
- Providing feedback which leads to students recognising and taking the next steps.
- Being confident that every student can improve.

Terminal tests would also be a part of evaluation of the achievement of the learners. It must be ensured that term tests are based on learning units taught during that particular term only.

There are a variety of approaches for assessing a learner's attainments and it is advisable not to depend on one particular method for recording information about the learner's progress.





### **Some ways by which teachers can apply Formative Assessment in class**

Use a variety of tools (*oral, projects, presentations*) so that all students, of different abilities and learning styles, can exhibit their understanding

Always share the assessment criteria with the students so that they know exactly what is expected of them

Allow peer and self assessment to enable students to get a better understanding of the expectations

Always give an opportunity to the student to improve on a particular area/skill and a chance to display that improvement

### **Specific Recommendations For Formative Assessment**

Students begin the session in April and it is recommended that Formative Assessment begins in April at the beginning of the new session.

Listed below are a few recommendations for Formative assessment which can be followed by schools. This list gives suggestions month wise for various subjects. It is advised that within each term, schools use the paper pencil test not more than once for assessing student performance under formative Assessment.

It is suggested that for Science at least 1 out of the 4 Formative Assessments in the year are Experiments. For Mathematics at least one out of 4 should be assessing performance in Maths Lab activities. In Social Studies at least 1 out of 4 should be based on projects. In Languages at least 1 out of 4 should be assessing Conversation skills in the form of listening comprehension or conversations. These are merely guidelines. The purpose is to use multiple models of assessment so that the focus on written tests is reduced.

#### **Languages**

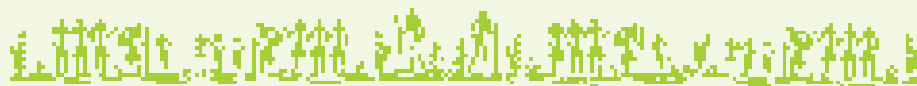
- Give specific feedback on a given piece with examples .Eg; for an essay - punctuation, long sentences, organisation
- Share examples of exemplar work with the student
- Allow student to redraft and improve using the specific feedback

#### **April - May**

Languages - Oral quizzes, listening comprehension, conversations/Dialogues or prepared speeches on given topics.

#### **July - Aug**

Languages -Comprehension, Research projects (could also be cross curricular with Social Sciences).



### **Nov - Dec**

Languages -Creative writing, Presentations involving conversation with peers and the teacher

### **Jan - Feb**

Languages -Creative writing, commentaries on the text

**Note :** There could be a number of Class Tests/Unit Tests with the percentage finally being reduced to the prescribed norm.

### **Science and Mathematics**

- Prepare assignment on a topic which assesses a variety of skills (*problem solving, graphical analysis, substituting correctly*)
- While marking the assignment identify the key areas where the student/s needs help
- Explain these to the student using examples and showing exemplar work
- Give another assignment to the student while re- assessing the identified skills
- Allow the student the opportunity to improve on work done.

### **April - May**

**Mathematics** - Group projects, Data handling and analysis

**Sciences** - Experiments which supplement theory, Research (information gathering and deducing)

### **July - Aug**

**Mathematics** - Group projects - problem solving, Maths Lab activities

**Sciences** - Presentations on a Research, Design / Planning experiments

### **Nov - Dec**

**Mathematics** - Problem solving, Online tests using IT

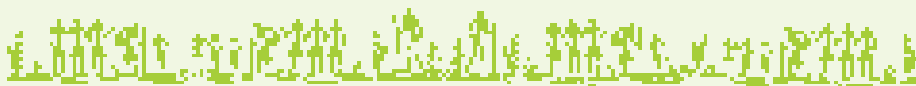
**Sciences** - Investigations in Science for a stated problem, MCQs

### **Jan - Feb**

**Mathematics** - Problem solving - in groups, Math lab activities

**Sciences** - design experiments, Applications (which could be experiments, problems etc.)

**Note :** There could be a number of Class Tests/Unit Tests with the percentage being finally reduced to the prescribed norm.



### **Social Studies**

- Projects - define the problem or aim of project keeping in mind the various skills you would like students to display
- Explain and describe the assessment criteria to the students before they begin the task (*Eg; 2 marks will be for stating the problem, 3 marks for the research and the variety of sources chosen*)
- While marking identify the exact areas which need to be worked upon by the student
- Explain these to the student using examples and showing exemplar work
- Allow students a chance to redraft their work, assignments.

#### **April - May**

**Social Sciences** - Research projects, Group investigations, Reading with a purpose (making notes)

#### **July - Aug**

**Social Sciences** - Presentations on a research topic, MCQs

#### **Nov - Dec**

**Social Sciences** - Charts, Models

#### **Jan - Feb**

**Social Sciences** - Source based analysis

**Note :** There could be a number of Class Tests/Unit Tests with the percentage being finally reduced to the prescribed norm.

### **IMPORTANT NOTE**

The formative assessment grade may not be for one assessment only. It should be an average of work done over a period of time. For example a grade which reflects experiments should be an average for practicals (3-4) attempted over a certain period of time.

### **Implementation of Formative Assessment**

- Learning goals, intentions or outcomes and criteria for achieving these.
- Rich conversations between teachers & students that continually build and go deeper.
- Provision of effective timely feedback to enable students to advance their learning.
- Active involvement of students in their own learning.
- Teachers responding to identified learning needs and strengths by modifying their teaching approach(es).

*Black & Wiliam, 1998*



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