

Management of Assessment and Examination w.r.t. to CCE

Formative and Summative Assessment adopted in CCE Scheme:

Formative Assessment

- Formative assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening and supportive environment.
- If used effectively it can improve student performance tremendously while raising the self-esteem of the child and reducing the work load of the teacher.

Some of the main features of Formative assessment are:

- It is diagnostic and remedial.
- Provides effective feedback to students.
- Allows for the active involvement of students in their own learning.
- Enables teachers to adjust teaching to take account of the results of assessment and recognizes the profound influence that assessment has on the motivation and self-esteem of students, both of which are crucial influences in learning.
- It is highly recommended that the school should not restrict the Formative assessment to only a paper-pencil test.
- There are other means of testing such as through quizzes, conversations, interviews, oral testing, visual testing, projects, practicals and assignments.
- Assessments done periodically should be shown to the students/ parents so as to encourage continuous participatory improvement.

Summative Assessment

- Summative Assessment is the terminal assessment of performance at the end of instruction.
- Under the end term Summative assessment, the students will be tested internally based on the following criteria:-
 - Curriculum and Syllabus
 - The Summative assessment will be in the form of a pen-paper test conducted by the schools themselves. It will be conducted at the end of each term.
 - In order to ensure standardisation, and to ensure uniformity, Question Banks in different subjects to generate question papers should be forwarded by the Board to schools.
 - Evaluation of answer scripts should be done by the school Teachers themselves on the basis of the Marking Scheme & scoring key provided by the Board.
 - There should be random verification of the assessment procedures carried on by schools by the Board officials/nominees appointed by the Board.

Continuous and Comprehensive Evaluation (CCE)

The effort of the government was to break away from examinations, which have been largely dominated by paper and pencil assessments.

Some facets of CCE are:

- Assessment should capture all three major goals of education – the psychomotor, cognitive and the affective.
- It does not imply breaking syllabus into smaller bits and testing students weekly through class tests because this is again paper and pencil assessment.
- It does not emphasize formal assessments only, rather assessments or observations are to be made in informal settings like break-time, in the corridor, and in the playfield.
- It goes beyond assessment as only a post-learning experience, rather it emphasizes on assessments to be made during the learning experience.
- It emphasizes on documenting the learner's efforts in learning, and processes of thinking to be captured through assessments.
- Emphasis is also on tailoring instruction according to different learning styles and assessing differentially.
- Differential assessments would mean giving more scope to learners to exhibit their understanding of concepts in a variety of ways like – role play, collecting material and displays, reading and writing tasks, surveys and presentations.
- Assessment to be continuous implies that children need to be assessed throughout the year through a range of tools and techniques.
- CCE tends to make assessment school-based and done by teachers. It does not mean increasing the subjective bias while assessing. Rather it implies that teachers need to corroborate their comments with concrete observations and anecdotes of learning.
- It also shifts the onus of assessing a learner from only the class teacher to be collaboratively done by all the subject teachers. Thus, this process of collaboration increases objectivity and validity instead of generating bias.

What goes behind the implementation of CCE?

- Shared lesson planning
- Reduced teacher pupil ratio
- Sustained reading time
- Understanding pedagogy
- Flexible timetable

Anecdotal records – an important means of evaluating learners

- An anecdotal record means citing specific examples from inside or outside the classroom that can help in unravelling a child's attributes – the cognitive, the affective or the psychomotor.

Below are highlighted some of the facets of anecdotal records.

- Anecdotes ought to describe the context, and capture the child's behaviour.
- They should be recorded "verbatim", without any interpretation by the observer.
- They can be brief or detailed.
- They should state facts (what was observed and not an interpretation of the observation).
- Value-based words that convey assumptions like good, bad, mild, aggressive ought to be completely avoided while recording.
- They can be recorded both inside and outside the classroom.
- These records can unleash a lot of information about the child's learning style, strategies he/she uses.

Question Bank

A Question Bank can be described as:

- A Bank of items (Qs) of known technical value built up for future use.
- It is more or less, a continuous process wherein items are added and also weeded out as out-dated, over a period of time.
- The construction of written papers can then become a matter of judging the suitability of items of known technical value from a bank of items.
- It is absolutely necessary that the banks should be large to be of value.

Uses Of Question Bank

- It allows careful pre-testing of questions from which advance inference could be made available to exam boards.
- It helps to decide retention, improvement or rejection of questions.
- It would help the teacher to compare the performance of his own students with those of the wider population, thus contributing to the overall maintenance of national standards.
- It can influence curriculum development i.e. match the exam to the curriculum that is taught.

- The availability of a large number of questions / items in both (a) Selection Type and (b) Supply Type
- Teachers and examiners will spend very little time in making up class tests and university exams and spend the time saved in analysing responses and improvement of questions / items.
- Teachers and examiners will be continuously involved in creating more and more items for inclusion thus keeping them professionally involved.
- The nature of questions / items being so varied will impose innovative methods of efficient teaching and effective learning.
- Question banks offer to carry out concurrent (at the same time) comparability. It will maintain a standard.
- Question banks, if carefully built, can influence curriculum development .A meaningful way of interpreting syllabus, writing objectives, building valid questions / items are some of the possible gains.
- Teachers will develop scientific skills not only in item writing but also in revalidating them.
- Question banks can help students to predict their grades in the exam reasonably correctly (comparing results with other groups).