



**DEPARTMENT OF SCHOOL EDUCATION**

**CONTINUOUS AND COMPREHENSIVE EVALUATION**

**FAQ**

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# CONTINUOUS AND COMPREHENSIVE EVALUATION

## FAQ

### 1. What is continuous and comprehensive evaluation?

Continuous and comprehensive evaluation is the assessment of the learner in scholastic and co-scholastic areas while teaching-learning process take place.

### 2. What are subjects assessed under scholastic areas?

Language, English, Mathematics, Science, Social science and Physical education are the subjects assessed under continuous and comprehensive evaluation.

### 3. What are the subjects assessed under co-scholastic areas?

Life-skills, Attitudes and Values, Wellness, Yoga and Holistic exercises and co-curricular activities.

### 4. What are categories of assessment under continuous and comprehensive evaluation?

In CCE there are two categories of assessments. They are: Formative Assessment (FA) and Summative Assessment (SA)

### 5. What is formative assessment?

Formative assessment is the assessment done during the course of learning in the classroom and extended learning environment by the teacher continuously. This assessment is of two types: Formative assessment (a) and Formative assessment (b). It facilitates remedial learning.

### 6. At what stage, Remedial Teaching is to be done?

Remedial Teaching is to be done when:

- 1) The learner perform low achievement in Formative Assessment.
- 2) The learners find difficult to understand the concept.
- 3) To explain the concept.
- 4) To stable the learning process.

### 7. What is Formative Assessment (a) - (FA(a))?

Formative Assessment (a) - i.e. FA (a) is a measure of the learner's active participation.

FA(a) is to bring out the innate skills, to know their personality, learners involvement in learning process, their interest, involvement, participation, perseverance, regularity are to be observed and assessed.

### **8. What is Formative Assessment (b) - (FA(b))?**

Formative Assessment (b) - i.e. FA(b) is the assessment of students achievement in a specified lesson or unit through oral/slip test or simple written test.

### **9. How much marks are to be given for Formative Assessment (a) (FA(a)) and Formative Assessment (b) (FA(b))?**

For FA(a), in each subject, four activities of 10 marks are to be assessed and the best two activities are to be taken and recorded for 20 marks. Likewise, FA (b) also in each subject, four slip tests of 10 marks are to be conducted and assessed and the best two tests are to be taken and recorded for 20 marks. ( $2 \times 10 = 20$  and  $2 \times 10 = 20$  ( $20 + 20 = 40$ ))

### **10. What is Summative Assessment?**

Summative Assessment (SA) is the assessment of learner's scholastic attainment at the end of each term. This assessment is based on a blue-print comprising of knowledge, understanding, comprehension, application, analyses, evaluation and creativity.

## **FORMATIVE ASSESSMENT - FA (a)**

### **11. How many FA(a) activities are to be conducted in one term?**

Atleast four activities are to be given. Best two activities out of four are to be taken for assessment.

### **12. How should be the Formative Assessment (a) ( FA(a)) activities?**

Formative Assessment (a) activities should be related to the content of the lesson, encourages learner's individual talent, facilitate and bring out the innate potentials and the most important is to stabilize the learning among the learner.

### **13. FA(a) activities can be designed based on the following criteria?**

- content nature of the lesson
- strength of the students (number)
- students' interest and involvement
- completion within the scheduled time
- low-cost and cost free, local specific and relevance to the to the day-to-day life.

### **14. At what stage, Formative Assessment (a) is to be carried out?**

Formative Assessment (a) is to be carried out at Learning stage, Reinforcement stage and Evaluation stage. But FA(a) activities are to be relevant for 10 marks, related to content, facilitate and bring out innate potentials of the learner.

**15. What is the time duration for an Activity?**

The time duration for an activity depends on the nature of the activity. But, 5-15 minutes can be allotted for an activity.

**16. Flexible time-frame can be allotted for:**

1. Assignments
2. Projects
3. Homework
4. News collection
5. Field trip
6. Seminar

**16. How can we motivate the students' interest to do the activities?**

Activities are to be given by observing learner's skills, interest, involvement and experience. Learners would be doing the activities interestingly if the teacher gives freedom for learners to choose and design the activities. Teacher should not enforce the students to do the uninterested activities.

**17. How many FA(a) activities can be given for a lesson?**

Teachers can design as many activities as wanted, but these activities are to be designed on the basis of content of the lesson, to stability of learning to speed of doing activities to teachers' critical thinking.

**18. Do we have to record all the activities of Formative Assessment?**

Record only four activities. If teacher wishes, it can be recorded all the activities.

**19. Are FA(a) activities to be given only while teaching the lesson?**

Yes.

**20. Should FA(a) activities be related to the content of the lessons?**

Yes. FA (a) activities are to be based on the content. But according to students ability and related to the day-to-day life.

**21. Are Formative activities FA(a) to be uniform for all the students?**

Not necessary. Individual activity, Pair activity, group activity, whole classroom activity.

**22. Are the activities of FA(a) only oral or written?**

We can design in both ways.

**23. Can we use FA(a) activities to assess their previous knowledge questions?**

We need not. Verbal questions can be used to test their previous knowledge of the lesson.

**24. Do the comprehensive questions come under FA(a) assessment?**

Yes. Because, we have to test the comprehensive ability of the learner. It is one of the cognitive skill assessment.

**25. Do the Mind-map, summarization activities comes under FA (a)?**

Yes. We can use Mind-map under FA(a) if those activities involved critical thinking skills and innate potentialities.

**26. Can we use Information Communication Technology (ICT) for Formative Assessment (a) activities?**

Yes. It can induce the learning interest of the learner.

**27. How many Projects are to be given for each subject in each term?**

One Project for one subject in each term is to be given. We should not burden the children by giving many projects for all the subjects. Projects should not be expensive for the children. It is important that project should be learners friendly, learner have to do use local specific materials to do the projects for any reason projects should be bought from the market and submitted. Projects are to be given that the students have to do on their own, but not by their parents.

**28. How can we assess all the basic skills of the language (Listening, Speaking, Reading and Writing)?**

The basic skills of the language can be assessed by making children listen to language pieces, creating situations to speak, providing opportunities to read extensively and encouraging them to write on their own.

**29. What kind of activities can be given for the students who do not know to read or write?**

We can find very few students of this type in each class. Prime importance is to be given for reading and writing. Their reading and writing skills are to be improved by giving special attention to those students. After expertise reading and writing skills only, they have to given other activities. There is no use of such activities for the students' even if it is given. Other activities apart from reading and writing can be given.

**30. Do we have to give FA(a) activities everyday?**

Not necessary. But teacher has to assigning the activities. They are content, hot spot, concept clarity and learning experience.

**31. If we are not able to give FA(a) activities, can we leave the lesson without FA(a) assessment?**

All lessons are based on concepts. So, we cannot leave the lesson without FA(a) activities.

**32. If we have 4 FA9a) activities for a term, are there any chance of omitting any of lessons, as we have one activity for each term?**

We cannot omit. Because, whenever there is learning process followed by an assessment process also.

**33. If a student get absented for school, at the time of FA(a) allotment, does he have to do the same FA(a) activity what others have done?**

Not necessary. He can be given another activity.

**34. Can the students be sent outside the school to do FA(a) activities like field trip and Project?**

Yes, we can. But, concerned teacher has to go along with the students with the permission of the Head-master.

**35. Is it true that, one gets many answers for FA(a) ?**

Yes. FA(a) has many answers, because it is a learning activity.

### **FORMATIVE ASSESSMENT (b) - FA(b)**

**36. Do the FA(b) activities be given every day?**

Not necessary. When teaching the lesson and through small test to find out the learning achievement of the learners.

**37. How many FA(b) activities be given for each term?**

Minimum of four small slip tests are to be given to assess the learning achievement for each term.

**38. In what stages FA(b) are to be given?**

After completing a unit or a portion or a concept FA(b) are to be given.

**39. Do the FA(b) activities be given only at the end of the teaching the lesson?**

It can be done before teaching the whole lesson. At the end of one concept or one unit FA(b) can be carried out.

**40. Do all the questions be from the same lesson?**

Yes. Taught lesson, single concept, objective questions, questions related to topic to begin the lesson, questions related to short answer or small answer can be asked. For Primary children questions for answer in 25 words and for upper primary children questions for answer in 50 words can be given.

**41. Does the FA(b) consist only objective type questions?**

For Primary classes FA(b) of objective type and for upper primary classes along with objective questions, short answer and small answer question can be given.

**42. Do we need to have only written test for FA(b)?**

Oral or written evaluation for Primary classes, written evaluation for upper primary classes would be easy for assessment.

**43. Is oral assessment be used in FA(b)?**

Yes. For std I and II oral assessment is the best.

**44. How many questions be asked in FA(b)?**

Questions can be asked for 10 marks.

**45. Should we have same FA(b) questions for all the students?**

Yes. This assessment should be simple test for 10 marks with flexibility in timing.

**46. How to improve the low achievers of FA(b)?**

Remedial Teaching has to be undertaken. Again FA(b) test for learning achievement is to be given and measured.

## SCHOLASTIC ASSESSMENT

**47. Do we have to assess Physical Education, also as we assess other subjects like Tamil, English, Mathematics, Science and Social Science?**

No. On the basis of observations made in Physical fitness, special qualities of sports person, following the rules of sports. Efforts of students in sports, special skills of athletic activities and special sports skills. It is to be assessed by giving grades as we do for co-scholastic activities.

**48. On what basis grades are given for student in Physical Education?**

If students fulfill all the five indicators of grade, Grade-A can be given. If four are fulfilled B, for 3 C, for 2 D and for 1 E grade can be given.

**49. Is the Physical Education included in the time-table? If so, how many periods per week?**

Yes. Two periods for a week. For Primary classes *Odi Villaiyaadu pappaa*, for upper primary two period for a week.

## CO-CURRICULAR ACTIVITIES

**50. Name the life-skills to be developed among students?**

Following life-skills to be developed.

1. Self-awareness
2. Assertion and Refusal skill
3. Rational Thinking skill
4. Communication skill
5. Team work

**51. What is refusal skill?**

Any skill that is used to refuse or say 'NO' to action boldly is called refusal skill. It can be used when individuals freedom, belief and harassment of physical and mental health.

**52. How to assess refusal skill?**

- a) Refusing any activity which is not acceptable at any time firmly.
- b) When an individual is not changing ones own concepts for the sake of others without proper reason.
- c) Wrong usage of words and activity with wrong attitude can be refused assertively.

So in these ways, refusal skills can be assessed by observation on how students face and refuse unsuitable environment assertively.



**53. What are attitudes and values for Primary class students?**

- a) National and State symbols are to be valued and duly respected.
- b) Civilized and cultured behavior of the students.
- c) Protection of school and social belongings.
- d) Affection and compassion towards all living things.
- e) Protection and security at any situation adhering the Traffic rules.

**54. How are respects for the values of National State Symbols to be assessed?**

- To know what are the National and State symbols
- To understand their speciality and importance
- To participate in the National festival
- To sing prayer song and National Anthem with happiness
- To express the feeling of an Indian

Teachers have to observe and assess whether the students practice and observe the above.

**55. How to assess courteousness?**

Teacher has to assess the students by observing.

- Amicable with all and unharmed
- Respecting all with humbleness
- Amicable with fellow students and help them in need
- Adhering values in the classroom and outside
- Speak and behave courteously even at the time of provocation

Teacher has to take intensive efforts to mould the students of more value based and humanized than mere mark scorer.

**56. How to assess the character of upholding constitutional ideas?**

Upholding constitutional ideals can be assessed by observing the following points among the students.

- a) Importance of knowing one's own basic rights and responsibilities.
- b) Knowing the children's special rights
- c) Staying alert and avoids divisive influences related to caste, gender, religion and language
- d) Attempting to foster peace in harmony in his surroundings

**57. How to assess the quality of respecting school/community property?**

- a) Quality of defacing or damaging furniture, school gadgets or walls in school
- b) Not damaging or defacing, buses, notice board, road symbols, common places, common properties of Bus stand, Railway station, Banks, Post offices, Toilets etc.
- c) Using the electrical gadgets whenever it is necessary
- d) Attempting to stop acts of vandalism by others
- e) Participate with crew of safeguarding common properties

Identify the students who damage the school and common properties, and make to realize and mend them with appropriate behavior. Teacher has to take initiatives to adhere the appropriate qualities and then assess them.

**58. How to assess the effects of environmental values?**

- a) By identifying the students usage of safe and appropriate eco-friendly environmental things.
- b) Make them to realize and refrain from the things that are unsuitable to the environment.
- c) By teaching about the pollutants of environments and make them to adhere precautionary measures.
- d) Proper usage of environmental resources
- e) Awareness on reuse, recycle
- f) To know the importance of safeguarding earth
- g) Awareness of the harmful effects of pollution
- h) Take part in initiatives taken by school for upkeep of environment
- i) Take initiatives to spread the message of safeguarding environment among public

The above qualities have to be observed on the students and assessed.

**59. How to assess pursuit of excellence?**

On the basis of following behavioural pursuits, teacher can assess the students. They are:

- 1) To have clear and viable goal setting
- 2) Aware of one's own strengths and weaknesses
- 3) Attitude to work with perseverance
- 4) Effectively overcoming the hindrance and obstacles

**60. How to assess compliance of safety and traffic rules?**

Teachers' responsibility is to make the students aware of the compliance of safety and traffic rules through lessons and adhere the same in their everyday life. Compliance of safety traffic rules can be inculcated through field trip, First aid, projects and assignments make the students to realize these values while doing the above activities.

Teacher has to observe the students whether they are adopting safety and traffic rules while crossing the road, school incidents.

**61. How to inculcate value education among students?**

Plenty of opportunities are there in subjects like languages, social science to reach value education. Teacher has to enhance positive attitude, values, pleasing characters and good behavior through lessons. Take efforts to utilize the opportunities to enhance the feeling of values while teaching.

**62. Who has to teach wellness and yoga?**

For Primary classes, class teacher has to teach wellness, yoga and holistic exercises. For upper primary classes, Physical Education Teacher has to take this subject. In the absence of Physical Education teacher, the teacher who has right attitude towards wellness, yoga and holistic exercise can handle this.

**64. Who has to teach yoga classes in school?**

Physical Education Teacher (P.E.T.) or Teacher who practices yoga with interest can take the yoga classes in school.

**65. Name the co-curricular activities for students?**

- a) Folk arts
- b) Indigenous games
- c) Club activities

**66. How many co-curricular activities student has to do?**

Though student has involved in many co-curricular activity any one best activity can be taken for assessment.

**67. On what basis co-curricular activities be assessed?**

The following components can be in mind while assessing the co-curricular activities of the students.

- 1) Interest
- 2) Initiation
- 3) Perseverance
- 4) Involvement

5) Regularity

**68. Who has to assess the co-curricular activities?**

Class Teacher has to assess the co-curricular activities. But class teacher can consult with co-teachers and assess the students.

**69. When to assess the co-curricular activities?**

Teacher has to assess the co-curricular activities throughout the them by observing each and everything.

**70. Does the interest of the students in co-curricular activities be the same all the time?**

No. But, if students are involved in interesting activity, interest persist till they finish them.

## **DIFFERENTLY ABLED CHILDREN ASSESSMENT**

**71. How to assess FA(a) and FA(b) for differently abled children?**

Activities should be according to the ability of the differently abled children. Assess the students by observing their interest, likingness, necessity and attitude. Activities of normal children should not be given.

**72. How to make the differently abled children participate in Physical Education?**

We can make them participate in-out door games and exercises that they can do according to their physical and mental ability. Prime importance is to be given for the games they play with interest. We should not force them to play games.

**73. What is the meaning of General/Alternate in Physical Education Grade sheet?**

General is normal student and Alternate is differently abled children.

**74. Is it compulsory to give marks for FA(a) only according to the indicators given in the general guidelines for CCE?**

Yes. Marks for FA(a) are to be given based on the students initiative, participation, regularity creativity based on the descriptors given thereon.

**75. Is it true that only exceptionally talented children alone can score more marks/grades in FA(a)?**

No. Every student can score more marks/grades in FA(a) based on their skills shown during the activities.

**76. Is it right to award marks for all activities if the student has any special skills?**

No. If a student has any special skill in singing or drawing, marks can be awarded only related to these skills. For all other activities marks should be awarded according to general guidelines.

**77. How is it right to give the same marks for all students in a group?**

Yes. Since the assessment is made as group anybody belongs to a group is eligible to get the same marks.

**78. How to assess the student who does not show interest in FA(a) activities?**

Activities are important for learning. So, it is the responsibility of the teacher to design activities so that everyone can participate in it.

**79. As the FA(a) descriptors are too long to write in the Grade Register need more space to write the descriptors in the grade register. Moreover writing these descriptors consumes more time. Is there any other method to avoid this?**

Teachers should keep in the mind of the descriptors and award the marks, on the basis of the marks record the grades in the register.

**80. Can you compile all the descriptors for all the subject and be given?**

General module and Teachers manuals are given to schools. By seeing these, teacher can either take notes from the manuals or photocopy.

**81. How to assess co-scholastic activities?**

Co-Scholastic activities can be assessed by observing the other activities of the students, from co-teachers and from other subject teachers.

**82. When to give Grades for co-scholastic activities?**

At the end of each term, grades should be given by observing the students co-scholastic activities.

**83. Can we give more marks for scholastic activities, if a student excels in co-scholastic activities?**

This type of grading may change the attitude of the students. So, extra or more marks should not be given. If a student excels in co-scholastic activities, teacher has to take necessary steps to excel in scholastic area also by motivation, creating interest and realization.

**84. How to assess the students who does not show interest in scholastic activities but excels in co-scholastic activities?**

Teacher has to make the students to realize and aware of scholastic activities. If a teacher gives scholastic activity in a way that kindles interest, motivation and low-cost, then definitely student would be doing the scholastic activity.

**85. How to calculate the total grade in co-scholastic, if a student gets grade 'A' in 1<sup>st</sup> Term, grade 'B' in 2<sup>nd</sup> Term and grade 'B' in 3<sup>rd</sup> Term?**

Teacher has to add all 3 terms points and find the average.

Example:

Term 1 = A = 5 points

Term 2 = B = 4 points

Term 3 = B = 4 points

Total of three Terms = 5 + 4 + 4 = 13 points

Average =  $13/3 = 4.33$

So, Total grade or Final grade is 'B'.

**86. How to fill up I can, I did Record? Who has to take care of this record?**

This Record is to be filled up by students. Teacher has to check and write the symbols. For 2<sup>nd</sup> Term onwards it is attached with the text-book. So, it is not necessary to take care of this record. For Class I and II this record is to be filled up by the teacher.

From Class I to IV, this record is to be filled as we fill in the Simplified Activity Based Learning ( SABL ).

**87. Whether a teacher has to record the relevant symbols while evaluating FA(b)?**

Not necessary. A teacher has to record the relevant marks for four slip test and assess the best two for final evaluation.

**88. Whether student cumulative Record would be given ones in a year?**

Yes. Every year student cumulative record would be given for each grade every student. It is designed to fill up grades for all three terms in this record.

**89. Whether a poor student can get his photo for cumulative record?**

Yes, he can. If a student is not in a position to get his photo the head-master has arrange to get his photo either from the Government fund or through Puravalar Scheme or through an NGO.

**90. Is it possible to identify the blood group for all kinds of students?**

Yes, it is possible. Head-master can arrange for a medical camp in his school and find out the blood group of each student.

**91. Whether the evaluation forms will be supplied?**

At present everyone can download the necessary forms from the website [www.tnscert.org](http://www.tnscert.org).

**92. Whether the parents and students are to be informed about this new CCE method?**

Yes, they have to be informed. Tamilnadu Government has conducted many awareness programme on CCE in schools. If any school has not conducted this programme the head-master or correspondent must take necessary steps to conduct the awareness programme immediately.

**93. If a student secures 'E2' grade in Summative Assessment what we have to do?**

In the present context of CCE since assessment is made continuous all students will secure more than 'D' grade.

## **CLASSROOM MANAGEMENT**

**94. How to implement Formative Assessment in heavy more number of students?**

Whole class activities centre given, like dictation, debate, seminars, reading, drawing, speaking. These activities many be given in groups.

**95. How to assess the students in multigrade teaching situation?**

Teachers can combine concepts or topics which are co-related with the lessons and assess them.

**96. What is the time allotted for a period in CCE?**

Teachers can follow the present system suitable to the present environment.

**97. How to write the lesson plan for CCE?**

Lesson plans can be written based on the present system. But, while writing the lesson plan the teacher has to plan and give scope for implementing FA(a) and FA(b)

**98. Can Simplified Activity Based Learning (SABL), Active Learning Method (ALM) and Simplified Active Learning Method (SALM) be followed or not?**

All the above said methods are methodologies of learning. But, CCE is one of the evaluation strategies. CCE may be adopted in all methodologies.

**99. If a teacher is on long leave like Medical Leave or Maternity Leave, how to assess their class students?**

The head-master himself can handle the class, or the head-master can make alternative arrangements like substituting a teacher or appointing a teacher through Parent Teacher Association (PTA).