



**CONTINUOUS AND COMPREHENSIVE EVALUATION  
GENERAL GUIDELINES**

***PRIMARY CLASSES***

***I-V***

***PREPARED BY***

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# 1. CONTINUOUS AND COMPREHENSIVE EVALUATION

## INTRODUCTION

There have been many initiatives in the Indian Education System with regard to school education. The National Policy on Education, 1986, stresses the following:

- universal access and enrolment,
- universal retention of children up to 14 years of age; and
- a substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

It also states that ‘a child centered and activity-based process of learning should be adopted at the primary stage. As the child grows, the component of cognitive learning will be increased and skills organized through practice.’

In the year 1993, the National Advisory Committee on ‘Learning Without Burden’ opined: “Exams and learning systems that require rote are unlikely to stimulate students, create interest in them to attend, or make them feel that they are learning skills useful to their later life. True learning takes place only in an environment where people feel challenged.”

NCF 2005 envisioned a vastly different system built upon entirely new foundations that would actually make the teacher the primary evaluator of the students. This system discourages one-shot assessment and advocates ‘Continuous and Comprehensive Evaluation.’ It also

recommends other examination reforms to reduce psychological pressure among learners.

### ***The Right of Children to Free and Compulsory Education Act, 2009 recommends the following:***

- (a) Building up child’s knowledge, potentiality and talent;
- (b) Learning through activities, exploration and discovery in a child-friendly and child-centered manner;
- (c) Making the child free from fear, trauma and anxiety and helping the child to express views freely;
- (d) Adoption of Continuous and Comprehensive Evaluation [CCE].

As a meaningful response to the above emerging challenges in the field of school education, the Tamilnadu Government vide its G.O. No: 143 School Education (U2) dated 19.09.2011 decided to introduce Continuous and Comprehensive Evaluation from the academic year 2012-13 for the standards I to VIII initially and for standard IX in 2013-14 and for standard X in the year 2014-15.

### **Continuous and comprehensive evaluation focuses on:**

- ☞ Holistic development of a learner,
- ☞ Assessment in Scholastic and co-scholastic areas on and while learning,
- ☞ Bringing out the strengths and weaknesses of learners and facilitating them to avail opportunities to improve their skills,
- ☞ Providing feedback to the teachers for modifying their teaching strategies wherever necessary.

Therefore the assessment in the school environment should focus on the following:

- ❖ Learning and acquiring desired skills related to different subject areas.
- ❖ Acquiring an appropriate level of achievement in different subject areas.
- ❖ Developing and building individual interests and motivation.
- ❖ Responding appropriately to different situations and opportunities both in the school and in the community.
- ❖ Applying what is learned in a variety of environments, circumstances and situations.
- ❖ Working independently, collaboratively and harmoniously.
- ❖ Being able to analyze and evaluate one's own learning.
- ❖ Being aware of relevant social and environmental issues.
- ❖ Leading a healthy and a productive life.

#### **CCE, therefore, ensures**

- ❖ Not to label the learner as slow, poor, intelligent etc.
- ❖ Not to make comparisons between learners.
- ❖ Not to make negative statements about the learner.

#### **Continuous and Comprehensive Evaluation**

Continuous and Comprehensive Evaluation is the continuous assessment of scholastic and co-scholastic/non scholastic activities of a learner during the course of studies in the schooling process.

#### **SALIENT FEATURES OF CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE):**

- ❖ It is a system of School-Based valuation.
- ❖ 'Continuous' refers to regularity and periodicity in the assessment.
- ❖ 'Comprehensive' refers to holistic assessment of learners' growth and development (both Scholastic & Co – Scholastic aspects).
- ❖ Evaluation includes assessment of the student's attitudes, aptitudes and life skills in addition to scholastic areas.

Thus, CCE includes both **Scholastic** and **Co-Scholastic aspects**.

#### **Scholastic assessment**

- ❖ Refers to evaluation of all academic subjects as spread over the entire period of learning. It includes the learner's knowledge, understanding, analysis and application of content assessed through multiple tools and techniques.
- ❖ It is a non-threatening approach to assessment.
- ❖ Helps in reducing learners' stress by assessing specified portions of the curricular content, at regular intervals.
- ❖ Physical Education is considered as an integral part of scholastic assessment.

**Co-Scholastic Assessment** -addresses the following areas:

1. Life Skills
2. Attitudes & Values
3. Wellness & Holistic Exercise
4. Co-curricular Activities

## METHODS OF ASSESSMENT

Assessment is carried out under the following two categories:

- Formative Assessment (FA)
- Summative Assessment (SA)

### Formative Assessment (FA)

Formative Assessment is the continuous assessment of students' learning in scholastic and co-scholastic activities by the teacher both in the classroom and in the extended learning environment.

This method of assessment

- ❖ Takes place during the course of learning.
- ❖ Provides continuous feedback for teachers & learners to fill in the learning gap.
- ❖ Facilitates and encourages the learner to reflect on his learning experiences.
- ❖ Encourages self assessment and enables improvement.
- ❖ Encourages peer group learning.
- ❖ Facilitates diagnostic and remedial measures.
- ❖ Is flexible with reference to time and space.

**Formative Assessment** is carried out in two different modes namely,

- ❖ **FA (a)- Activity Mode**
- ❖ **FA (b)- Test Mode.**

### Formative Assessment FA (a)

**FA (a)** is a measure of the learner's active participation in a spectrum of learning activities. It can be conducted during the course of learning in each unit. This may also

include group evaluation wherever appropriate. It is assessment based on the teacher's observation / student's participation / presentation / creative expression and other techniques.

### Formative Assessment FA (b)

- ❖ It focuses on the assessment of the learners' written work carried out during specified periods in the course of learning.
- ❖ In classes I and II, apart from simple written work, oral work will also be included.
- ❖ The questions may be of various types, and the format may include puzzles and riddles in written mode.

### Summative Assessment

Summative Assessment (SA) is the assessment of learners' scholastic attainment at the end of each term. This assessment is based on a blue print comprising of knowledge, understanding, comprehension, application, analysis etc.,

- ❖ It is a formal assessment
- ❖ It reflects the achievement of the learner at the end of the Term.
- ❖ It is a blue-print based, written test.
- ❖ It is time-scheduled.

### Comparison of Formative Assessment (a) and (b)

| Formative Assessment (a)  | Formative Assessment (b)  |
|---|---|
| Focuses on assessment of different skills of the learner                          | Focuses on assessment of academic attainments.  |
| Conducted both inside and outside the classroom to improve and reinforce learning | Mostly assessment is done through slip tests and it is a means for diagnosis and feedback.                            |
| Thrust on diverse thinking and learning skills; development of values, attitudes. | Thrust on assessment of specific and comprehensive communication of knowledge, understanding, application and skills. |

#### Some suggestive Activities for FA (a) and FA (b)

##### Formative Assessment (a)

The following are a few examples for FA(a) activities:

Singing, Puppetry, Role Play, Making crafts, Language Games, Story-telling, Creative Writing and other activities involving a play of imagination.

##### Formative Assessment (b)

The following are a few examples for FA(b) activities:

Multiple Choice Questions, True or False, Answer in a word or two, Fill in the blanks, Quote the poem from memory, Questions related to differentiation and classification, Inferencing, Dictation and Very Short

and Short Answer Questions, Puzzles and Riddles, questions related to Graphical representations.

| Formative Assessment     | Summative Assessment            |
|--------------------------|---------------------------------|
| For learning             | On learning                     |
| Both informal and formal | Formal                          |
| Throughout the Term      | At the end of each term         |
| Diagnostic & Remedial    | Reflects scholastic achievement |
| Flexible timing          | Scheduled timing                |

Note:

1. Exhaustive list of class-wise activities for both FA (a) and FA (b) have been provided in the subject manuals.
2. The outcome of FA may be used by teachers for diagnosis and remedial activities.

## 2. SCHEME OF ASSESSMENT

### SCHOLASTIC AREAS

Tamil, English, Mathematics, Science, Social Science, Physical and Health Education come under Scholastic Areas.

Students will be evaluated in these areas both by Formative and Summative Assessments. (FA = 40 marks; SA = 60 marks per term).

### FORMATIVE ASSESSMENTS

For FA (a), in each subject, four activities of 10 marks each are to be assessed, and the best two activities are to be taken and recorded for 20 marks (2 x 10 = 20 marks).

In each subject, four slip tests FA (b) of 10 marks each need to be

conducted and assessed; the best two of them are to be taken and recorded for 20 marks (2 x 10 = 20 marks).

Marks of FA(a) & FA(b) are to be summed up and recorded as out of 40. This process is carried out for each term.

### SUMMATIVE ASSESSMENT

It is conducted at the end of each term. The question paper will comprise of questions, scanning different dimensions of learning as detailed in the Blue Print. Questions will be set for a maximum of 60 marks only. The question paper will have a gradient of difficulty to assess different levels of learning achievement. There will be one SA at the end of each term of the academic year.

### Format of Assessment for Scholastic Areas

| S. No. | Terms  | Duration            | Type of Assessment | Mode of Assessment | Time frame          | Marks   |
|--------|--------|---------------------|--------------------|--------------------|---------------------|---------|
| 1      | Term 1 | June to September   | FA 1               | [*] a & b          | June - September    | 20 + 20 |
|        |        |                     | SA1                | Paper – Pen Test   | September           | 60      |
| 2      | Term 2 | October to December | FA 2               | [*] a & b          | October to December | 20 + 20 |
|        |        |                     | SA 2               | Paper- Pen Test    | December            | 60      |
| 3      | Term 3 | January to April    | FA 3               | [*] a & b          | January - April     | 20 + 20 |
|        |        |                     | SA 3               | Paper – Pen Test   | April               | 60      |

### Physical Education

Physical Education is an integral part of Scholastic Assessment.

The students are to be assessed in physical education based on the following indicators.

1. Physical fitness
2. Initiative and interest

3. Proficiency
4. Following the rules of the game
5. Sportsmanship

### Five Point Grading Scale for Physical Education

| Grade | Grade Point | Explanation for Grade                                   |
|-------|-------------|---|
| A     | 5           | Excellent ( If all the five indicators are exhibited)   |
| B     | 4           | Very Good ( If any four indicators are exhibited)       |
| C     | 3           | Good ( If any three indicators are exhibited)           |
| D     | 2           | Satisfactory ( If any two indicators are exhibited)     |
| E     | 1           | To Be Strengthened ( If any one indicator is exhibited) |

### RECORDING ACTIVITIES AND GRADES

- a) The activities under FA for each unit are to be designed by the teacher based on the examples given in the textbooks and the relevant subject manuals.
- b) Teachers would facilitate the learners to make relevant entries on their performance (in FA) in appropriate format suggested for the same.
- c) The marks awarded for each student under FA activities are to be entered in the Teacher Assessment Record on completion of each of the activities(Annexure - II).
- d) In the case of differently-abled children, the Formative Assessment Record is to be maintained, based on IED recommendations (Refer to the Annexure).
- e) The marks and grades awarded for Formative and Summative Assessments conducted are to be

recorded term wise in the Mark and Grade Register.

- f) In Students' Cumulative Record only the grades for FA and SA are to be entered.

**The following descriptive indicators have been kept in mind for assessing activities under FA (a)**

- ❖ Participation
- ❖ Initiative
- ❖ Involvement
- ❖ Regularity
- ❖ Creative Effort
- Keeping the above in mind, descriptive indicators specific for each of the activities [Table - V] have been given as a frame of reference. They have been provided in order to support the teacher to assess the learner judiciously and to diagnose what she/he could do to enhance the learning experience of the individual child. Each child according to his or her performance in the activity is to be awarded appropriate marks based on descriptors provided.
- In these activities, the teachers may accept multiple responses /ideas / presentations.
- In all such engagements, the child's performance should not be judged as right or wrong.
- The activities may be allotted from the textbook/ subject manuals/ any relevant teaching- learning material sourced by the teacher such as ABL Cards, Enrichment and Remedial materials and materials for differently-abled learners.
- Out of a minimum of **four** activities engaged in by the learner, **two** best activities of the learner may be chosen for marking and grading.

**Recording FA (a) Activities**

Teachers should record the Formative Assessment Activities in the following two records.

**A. Student Activity Record**

Students are to be facilitated to record their completed activities in the Student Activity Record. Using the descriptive indicators, teachers have to record his /her observations in the 'remarks' column (Annexure - 1).

Instead of using the remarks in words, teachers should use the symbols (\*\*\*/\*\*/ \* /√) for

- a. Excellent (\*\*\*)
- b. Good (\*\*)
- c. Adequate (\*)
- d. To be completed (√)

The criteria for recording the performance in the activities are given in the Table - I

**Table - I**

| Marks | Criteria  |
|-------|---|
| 10    | If all the five descriptive indicators are exhibited      |
| 8-9   | If any four descriptive indicators are exhibited          |
| 6-7   | If any three descriptive indicators are exhibited         |
| 5     | If any one or two descriptive indicators are exhibited or |

## B. Teacher Assessment Record

Teachers should record the marks awarded for the activities completed by the students in the Teacher Assessment Record (Annexure -2).

### Table –II DESCRIPTIVE INDICATORS FOR SCHOLASTIC ACTIVITIES FORMATIVE ASSESSMENT -FA (a)

#### DESCRIPTORS: FA (a) & FA (b) ASSESSMENT Table 4.03.

#### SCHOLASTIC ASSESSMENT - AREA, SKILL & DESCRIPTORS

| <b>FA (a)</b>  |  |   |   |  |
|--|--|---|---|--|
| <b>Singing</b>   |  |   |   |  |
| It would be important to facilitate joyful singing rather than focusing on ‘talent’ in holding a tune. Song is also a valuable tool when something has to be memorized.  |  |   |   |  |
| Enthusiastic participation   | Understanding of the content of the song | Appreciation of its meaning                     | Sensitivity to tune   | Sensitivity to rhythm                          |
| <b>Poetry Recitation</b>   |  |   |   |  |
| This is a natural ability that most children have. They could be encouraged to explore it by reciting poems and passages that they like, with appropriate phonetics, tone and rhythm.  |  |   |   |  |
| Enthusiastic recital   | Understanding of the content of the poem | Appreciation of its meaning                     | Appropriate articulation & correct pronunciation of verses            | Sensitivity to rhyme and rhythm                |
| <b>Memory Activities* [not for objective assessment]</b>   |  |   |   |  |
| In FA (a) activities, the choice of what to memorize may be left to children themselves, based on their areas of interest and involvement. This may be used to enhance their capacity to remember, and to deepen meaning in what they learn. |  |   |   |  |
| Ability to recall  | Ability to relate to content/context     | Appreciation of the meaning [where appropriate] | Enthusiasm & Involvement in empowering memory                         | Effort to use memory                           |
| <b>Puppetry</b>  |  |   |   |  |
| While some skills [like holding or manipulating a puppet, or modulating one’s voice] might need to be demonstrated, it would be important for children to do things themselves, and innovate.  |  |   |   |  |
| Deftness [if presented by the student]   | Spontaneous dialogue [where appropriate] | Involvement with the narrative                  | Ability to create characters / innovate with the idea to be presented | Ability to integrate content with presentation |

| <b>Role Play</b>   |   |   |  |  |
|--|---|---|--|--|
| Young children get to understand concepts better when they enact them. Primarily, role play also builds confidence and rapport with others when used skillfully to facilitate learning.  |   |   |  |  |
| Shows enthusiasm to learn the skills related to role play: voice, posture, etc   | Shows involvement with his/her role             | Able to work with others and share attention & responsibility | Interest in connecting learning with the role play | Willingness to work on script / evolve props / backdrop, etc |
| <b>Craft</b>   |   |   |  |  |
| The assessment of craft activity would be differentiated, depending on the natural inclination and ability of each learner. Some may display more dexterity than the others, and others may show interest in connecting craft to what they are learning. |   |   |  |  |
| Dexterity [fine motor skill]   | Systematic Work                                 | Conception & Design [as relevant to the attempt]              | Colour sense                                       | Cleaning up after work                                       |
| <b>Model Making</b>  |   |   |  |  |
| Any effort of the student to apply what he/she has learnt must be encouraged and built upon. At this level, models are assessed for the intention and the effort. Teachers must not further skill at the cost of involvement and interest.               |   |   |  |  |
| Completeness of Model  | Design of Model                                 | Formulating & following Steps                                 | Appropriate link with content                      | Ability to extend learning                                   |
| <b>Scrap Book</b>  |   |   |  |  |
| Children collect many things that interest them – stones, leaves, pictures, etc. They may be encouraged to learn from organizing their collections appropriately, and facilitated to take their interest further.  |   |   |  |  |
| Richness in content  | Effort taken to create                          | Innovative design/presentation of materials                   | Extension of learning                              | Aesthetic effort [colour scheme, composition, etc.]          |
| <b>Games [Subject/Unit – related]</b>  |   |   |  |  |
| Games in this category are played in order to teach concepts/ reinforce learning / check whether intended learning outcomes have been met. Assessment must also be based on how each child played the game,  |   |   |  |  |
| Involvement in the activity  | Effort to better skills related to the activity | Willingness to participate and follow guidelines              | No attempt to dominate or bully other players      | Aware of the learning content in the game                    |
| <b>Listening to Stories</b>  |   |   |  |  |
| Children may be assessed based on the nature of their response to the story. All genuine responses of children need to be accepted, and worked with, if needed.  |   |   |  |  |

|  |  |   |   |  |
|--|--|---|---|--|
| Listens carefully to the narrative   | Does not distract himself or others          | Shows involvement [comments, asks questions, etc]     | Does not attempt to dominate the attention of the teacher | Is able to make inferences and connections                         |
| <b>Telling Stories</b>   |  |   |   |  |
| The assessment of the child should be based on their effort, involvement and the interest shown in communicating with the listeners. Constructive facilitation would boost confidence and the articulation of the learner.                   |  |   |   |  |
| Makes an effort to articulate clearly  | Is cogent in presentation [follows sequence] | Uses appropriate gesture and body language            | Is able to hold the attention of the listeners            | Is able to share his/her perceptions [behavior of characters, etc] |
| <b>Writing Stories</b>   |  |   |   |  |
| The focus is to build upon the child's linguistic, literary and creative potential. Objective criteria like clarity, cogency and error-free writing may be kept in mind, appropriate to age / learning level for remedial work.              |  |   |   |  |
| Attempts to write a complete story [even 2 lines is okay]  | Imaginative and creative                     | Colourful presentation                                | Effort to delineate characters                            | Sincerely conveys his/her purpose/meaning                          |
| <b>Free Drawing</b>  |  |   |   |  |
| It would help to allow the child [particularly in Classes 1 & 2] to freely draw from imagination, without the aid of a given topic or Drawing Sheet. The activity helps develop fine-motor coordination and is also therapeutic.             |  |   |   |  |
| Shows interest and focus – does not get distracted   | Attempts to complete work                    | Reveals originality in conception and design          | Demonstrates aesthetic sense [ use of colour, etc]        | Is careful with materials and puts back after use.                 |
| <b>Illustration</b>  |  |   |   |  |
| Children love to illustrate stories that they write, and to draw their mental pictures of stories they have listened to with interest. Both Free drawing and Illustration may be assessed largely without the support of objective criteria, |  |   |   |  |
| Relevant to the content that is illustrated  | Attempts to complete work                    | Reveals originality in conception and design          | Demonstrates aesthetic sense [ use of colour, etc]        | Is neat in the use of materials and puts back after use            |
| <b>Answering Open* Questions</b>   |  |   |   |  |
| * An 'open' question is one for which many replies are possible. Children often respond genuinely & clearly to open questions. They may be encouraged to speak/write clearly & cogently. This can be used for remedial work.                 |  |   |   |  |
| Answer is relevant to the question asked.  | There is specificity in the reply            | There is cogency in the articulation/written response | There is depth/originality/lateral thinking/ knowledge    | The reply is genuine & sincere                                     |

| <b>Debate [III, IV &amp; V]</b>   |   |   |  |   |
|---|---|---|--|---|
| Debate allows for only participating children to be assessed, but opportunities may be created for individual children in the large group to express and discuss different points of view.                                      |   |   |  |   |
| Clearly and precisely voiced/articulated views  | Listening carefully & responding to others' views | Revealing logical and sequential thinking               | Ability to garner real and relevant facts to support an argument | Ability to hold the focused attention of the listeners    |
| <b>Recording a Visit</b>  |   |   |  |   |
| In this activity, the student learns how to work with a 'formal' presentation format, & records his/her interaction with the 'real' world. Thus both newness and diversity have to be factored into assessment.                 |   |   |  |   |
| Follows the format given for recording  | The expression is clear and focused               | The facts are accurately stated                         | There is attention to detail                                     | There is evidence of involvement and independent thinking |
| <b>Student Presentation – ICT, Chart, Black Board</b>   |   |   |  |   |
| Visuals could include things brought to show the class, pictures, drawings and summary formats. When there is Small Group Work, individual marks have to be given. The nature of team work must be factored in.                 |   |   |  |   |
| Clearly sequenced   | Choice of concepts in relation to task            | Use of visuals* and aesthetics – colour, font-size, etc | Adequate & accurate presentation of fact                         | Well-reasoned inferences                                  |
| <b>Information Gathering</b>  |   |   |  |   |
| Young children have a natural curiosity, and ask questions to investigate and to learn further. They may be taught about various sources like Pictorial Encyclopedias, child-friendly Sites and people they can safely contact. |   |   |  |   |
| Nature of the effort taken  | Choice of information gathered                    | Appropriate use of information                          | Clear acknowledgement of gathered information                    | Presentation of the information                           |
| <b>Dictionary Work [III, IV &amp; V]</b>  |   |   |  |   |
| The mode of assessment would primarily be on the persistence, effort and interest evinced by the child, and not based on the skills alone.  |   |   |  |   |
| Ease with the use of the dictionary   | Ability to find the correct word                  | Understanding of word meaning                           | Ability to use the word in context                               | Demonstrates interest in building vocabulary              |
| <b>Student – evolved experiments (IV &amp; V)</b>   |   |   |  |   |
| Safety in the handling of materials and adequate preparation must be encouraged. These activities need not have the format or time frame of a formal project. This can also be attempted by a group of interested children.     |   |   |  |   |
| Evidence of initiative and interest   | Correctly sequenced methodology                   | Care in handling materials; cleaning up afterwards      | Adequate preparation   | Openness to feedback                                      |

| <b>Interview</b>  |  |  |   |   |
|---|--|--|---|---|
| The assessment of both interviews and case studies has been listed as FA (a) when are not attempted by the student as part of a larger project. They enhance learning and may not directly meet intended learning outcomes.   |  |  |   |   |
| Shows interest in learning from interaction   | Reveals respectful interaction with the interviewee. | Has chosen questions with care         | Presented thoughtfully and with effort  | Willing to receive relevant feedback          |
| <b>Creative Writing</b>   |  |  |   |   |
| Since sharing creative writing makes the child vulnerable, it is important that all feedback is gently and constructively expressed. Care may be taken to empower the child in both latent and displayed skills.  |  |  |   |   |
| Exhibits interest in self-expression  | Shows focus in content                               | Reveals linguistic skill               | Displays effort to communicate          | Takes care to present neatly and well         |
| <b>Reading Library/Supplementary Books</b>  |  |  |   |   |
| The enjoyment that a student gets from reading cannot be objectively assessed. Rather, the challenge for the teacher is to tap this skill in each student and to enhance it. Since reading ability is a vital competency in all learning, it is important to create a draft of interest by providing an incentive and safe access to good books.<br>The teacher could arrange allied activities to encourage individual children to share what they have read with others, and draw or enact if they feel like. Reading Corners are also helpful when children want to read in quiet. |  |  |   |   |
| Displays interest in reading  | Reads books with focus and involvement               | Chooses books regularly                | Is able to discuss what he/she has read | Takes initiative to build on his/her interest |
| <b>Homework</b>   |  |  |   |   |
| The assessment of homework has been categorized as FA (a) because 1. Errors diagnosed from the homework need to be worked at in remedial classes, and not judged for marking and grading; 2. There is vital need that effort be acknowledged constructively and feedback given with specificity.<br>Honest and constructive validation of any work done at home would allay a student's anxieties and pressures and encourage him/her to work more/better.  |  |  |   |   |
| Fulfills requirements & guidelines with reasonable accuracy   | Completes work                                       | Work done shows involvement and effort | Shows understanding of work done        | Neatness in Presentation                      |

Teachers may design their own descriptors/modify the above descriptive indicators for the activities according to their local situations. They may also use the different descriptors detailed in the subject manuals.

### Formative Assessment (b)

The marking and grading of FA(b) activities would be based on the assessment of written work.

A few types of questions/tests for FA (b) are suggested as under:

Right/Wrong, True-false, Yes/No, Matching Type, Matrix Type, Multiple Choice Questions, Choose the correct answer, Fill in the blanks, Completing Railway reservations forms and bank challans etc., Sequencing questions, Dictation, Very Short Answers, Short Answers, Filling Summary Formats / Graphic Organizers, Riddles, Puzzles and Competency-related Drawing.

For differently-abled children, or children who have been recently mainstreamed, other appropriate modes of assessment may be evolved and used.

### Recording FA (b) Activities

As soon as the FA (b) tests are completed in each term, learners are to be facilitated to record the completion of FA (b) in the Student Learning Activity Record (Annexure -1).

The teachers need to meticulously evaluate the answer scripts of learners and award marks to them according to the correctness of the answer. The mark secured by each student for each subject in all the four tests is to be recorded in the Teacher Assessment Record ( Annexure – II).

Out of a minimum of **four** tests conducted for learners, **two** tests that reflect the best performance may be chosen for marking and grading.

The corresponding grade for the marks secured by each student is to be entered in the Student Cumulative

Record. If the mark secured by the students is 5 or less than 5, they need to be given special attention and remedial activities.

### Guidelines for Summative Assessment

- The focus of marking and grading will be on written work.
- This will be a normative pen-and-paper Examination given at the end of each Term.
- The Summative Assessment will be based on the prescribed blueprint.
- The questions for summative assessment may be asked not only from the exercise given at the end of lesson but teachers can also ask questions related to higher order thinking skills.

**Table –III**  
**Term end Grading Table**

| Formative Assessment<br>FA<br>40 |       | Summative Assessment<br>SA<br>60 |       | Total<br>FA+ SA<br>40+60=100 |       |
|----------------------------------|-------|----------------------------------|-------|------------------------------|-------|
| Marks                            | Grade | Marks                            | Grade | Marks                        | Grade |
| 37-40                            | A1    | 55-60                            | A1    | 91-100                       | A1    |
| 33-36                            | A2    | 49-54                            | A2    | 81-90                        | A2    |
| 29-32                            | B1    | 43-48                            | B1    | 71-80                        | B1    |
| 25-28                            | B2    | 37-42                            | B2    | 61-70                        | B2    |
| 21-24                            | C1    | 31-36                            | C1    | 51-60                        | C1    |
| 17-20                            | C2    | 25-30                            | C2    | 41-50                        | C2    |
| 13-16                            | D     | 19-24                            | D     | 33-40                        | D     |
| 9–12                             | E1    | 13-18                            | E1    | 21-32                        | E1    |
| 8 & Below                        | E2    | 12 & Below                       | E2    | 20 & Below                   | E2    |

### 3. CO-SCHOLASTIC AREAS – CRITERIA OF ASSESSMENT

Co – Scholastic Assessment evaluates Life Skills, Attitudes & Values, Wellness & Holistic Exercise & Co-curricular Activities of children. Each child would need to be assessed using criteria provided for each area. The skills which have been enumerated for Life Skills & Attitudes and Values need to be assessed and grades given, using the descriptive indicators that have been provided in Tables –VI.

The frame work for Assessment and Grading of Wellness and Yoga/Holistic Exercise will be given in a separate textbook provided for the purpose.

**Mode of Assessment:** In all these areas **observation** is the main mode of assessment. Teachers should consistently observe the children over the prescribed period of time. The students can be observed during play, while working in groups, in their interactions in class and how each student responds to both varied levels of achievement.

#### a. LIFE SKILLS

Life Skills are abilities that facilitate the physical, mental, and emotional well-being of individuals.

Life skills have been defined as *“the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.”*- World Health Organization (WHO).

Grading for Life Skills Assessment would be on a 5 Point Scale [A,B,C,D,E]. The Grades will be given to the student at the end of each term.

**Life Skills** for learners would include

- ❖ Communication Skills

- ❖ Assertion & Refusal Skills
- ❖ Rational Thinking Skills
- ❖ Self-Awareness and Emotional Management Skills
- ❖ Team Work

Descriptive Indicators for assessing each of the above areas are given in Table VIII.

#### b. ATTITUDE & VALUES

Attitudes and Values are significant inputs in shaping the quality of life of a learner. Some of these values are innate and could be facilitated. A few others are nurtured through experiential inputs so as to help the child to build understanding of their importance.

Grading for Attitude and Values Assessment would be on a 5 Point Scale [A,B,C,D,E]. The Grades will be given to the student at the end of each term.

##### Primary level:

- Respect for the values of National / State Symbols
- Respect for School / Community Property
- Compliance with Safety and Road Rules
- Courteousness
- Compassion for all living creatures

Descriptive Indicators for assessing each of the areas included for assessment are given in Table VIII.

#### c. WELLNESS &YOGA / HOLISTIC EXERCISE

Teachers would need to meticulously follow the schedule of activities listed in the **Wellness & Yoga/Holistic Exercise** textbook supplied to them.

#### d. CO-CURRICULAR ACTIVITIES

Co-curricular activities are prescribed to nurture, develop and assess child’s talents or areas of special interest.

Any one of the following Group Activities may be chosen for assessment, such as

1. Folk Arts / Indigenous games
2. Club Activities

**Folk Arts:**

eg: Karagam, Thappattam, Kummi,  
Kolattam, Koothu, etc.,

**Indigenous games:**

eg: Kho-Kho, Kabadi, etc.,

**Club Activities:**

Literary Skills [Literary club activities]  
Scientific Skills [Science Club activities]  
Social and Environmental skills [Eco Club], Cubs & Bulbuls.

**A learner's notable and exceptional talent/ability/skill must be appreciated, acknowledged and mentioned in the Cumulative Record.**

Skills such as Coir-Making Palmyra products, Bead Work, Toy making, Playing an instrument, Knowledge of herbs and Rangoli etc may be included in this category.

The children are to be assessed in the co-curricular activities based on their initiative, involvement, participation, perseverance and perfection.

**Five Point Grading Scale for Co-scholastic activities****Table IV**

| Grade | Grade Point | Explanation for the Grade                               |
|-------|-------------|---|
| A     | 5           | Excellent ( If all the five indicators are exhibited)   |
| B     | 4           | Very Good ( If any four indicators are exhibited)       |
| C     | 3           | Good ( If any three indicators are exhibited)           |
| D     | 2           | Satisfactory ( If any two indicators are exhibited)     |
| E     | 1           | To Be Strengthened ( If any one indicator is exhibited) |

**Recording Grades in Co-scholastic Areas (Term-wise)**

The learning experiences gained by students in schools should reinforce their

life skills, positive attitude and values, health and co-curricular activities. Hence, the evaluation areas for co-curricular activities are integrated with the learning of all subjects.

Using this opportunity, each subject teacher should evaluate the skills and achievements of students in co-scholastic areas within the classroom.

At the end of each term, each subject teacher should record the grades for each of the co-scholastic activities in his/her assessment record for reference. But, the class teacher is the sole responsible person for awarding the Grade in co-scholastic areas in consultation with the subject teachers. Hence, the subject teachers and class teacher should jointly discuss to arrive at the common grade point for all the co-scholastic activities for each student to enter in the Mark and Grade Register. The head of the institution should ensure smooth organisation of these meetings and award of grades. The average of the grade points secured by each student in three terms in each of co-scholastic area should be calculated and the same should be reckoned as the year-end grade point as per the table given below.

**Table - V**

| Average Grade point | Grade |
|---------------------|-------|
| 4.5-5               | A     |
| 3.5-4.4             | B     |
| 2.5-3.4             | C     |
| 1.5-2.4             | D     |
| 1.0-1.4             | E     |

Similarly, year-end average Grade point and Grades are to be calculated for Physical Education which is included as a Scholastic Area.

**Table - VI**

**CO-SCHOLASTIC ASSESSMENT - AREA, SKILL & DESCRIPTORS**

| <b>1. Life Skills</b>   |  |  |   |   |
|---|--|--|---|---|
| <b>Self Awareness</b>   |  |  |   |   |
| Confident; takes initiative                                     | Accepts and respects oneself                                     | Aware of one's strengths and weaknesses                        | Is resilient and optimistic                                   | Takes independent and informed decisions              |
| <b>Assertion &amp; Refusal Skills</b>                           |  |  |   |   |
| Is able to refrain from undesirable activities despite pressure | Hold's one's own judgment while communicating with others        | Resists verbal and physical abuse                              | Is assertive, yet courteous with peers                        | Careful with strangers; knows when to ask for help    |
| <b>Rational Thinking Skills</b>                                 |  |  |   |   |
| Shows ability to be objective                                   | Thinks logically and sequentially                                | Is resourceful in a crisis                                     | Shows restraint and balance in action                         | Treats failures as stepping stones                    |
| <b>Communication Skills</b>                                     |  |  |   |   |
| Is articulate and focused                                       | Is a good listener   | Shares feelings without blame and accepts feedback             | Is assertive without aggression                               | Uses appropriate body language                        |
| <b>Team Work</b>  |  |  |   |   |
| Is able to work proactively in a team                           | Respects the views of others                                     | Takes initiative   | Takes responsibility  | Takes feedback/Criticism from team members positively |
| <b>2. Attitudes and Values</b>                                  |  |  |   |   |
| <b>Respect for the values of National / State Symbols</b>       |  |  |   |   |
| Is aware of the various National and State symbols              | Understands their meaning and significance                       | Attends the flag hoisting on Independence Day and Republic Day | Sings the National and State Anthem with enthusiasm & decorum | Reflects on what it means to be an Indian             |
| <b>Courteousness</b>  |  |  |   |   |
| Always uses polite expressions appropriately                    | Shows equal respect for everyone in speech and action            | Is amiable and helpful towards schoolmates                     | Displays socially appropriate behavior in class & outside     | Remains polite, even under provocation                |
| <b>Respect for School / Community Property</b>                  |  |  |   |   |
| Does not deface/damage furniture or walls in school             | Does not indulge in acts of violence & Damage Community property | Switches off electrical gadgets when not in use                | Attempts to stop acts of vandalism by others                  | Participates in maintaining common properties         |
| <b>Compliance of Safety and Traffic rules</b>                   |  |  |   |   |
| Aware of and complies with traffic rules                        | Follows safety rules in the playground                           | Does not meddle with electrical switches & appliances          | Careful in handling household appliances                      | Takes adequate precautions with water sources         |
| <b>Compassion for all Living Creatures</b>                      |  |  |   |   |
| Has a cheerful and positive presence                            | Renders help voluntarily to others                               | Takes initiative in protecting plants and trees                | Does not indulge in any form of cruelty to animals            | Shows empathy towards disadvantaged                   |

#### **4. ALTERNATIVE ASSESSMENT FOR CHILDREN WITH SPECIAL NEEDS**

The curriculum prepares the child for life, which involves understanding oneself and relating to the world around in a meaningful and productive manner. It is crucial that children with disabilities participate and learn the curriculum to the extent possible. They have to be provided many opportunities to reach that potential. Limiting children's learning based on a disability should be avoided. Irrespective of disability all children will work on the class curriculum at their own pace.

- An Individualized Educational Programme [IEP] will be drawn up by an appropriate person for every child who is diagnosed with disability.
- An IEP should reflect what, how and how much of the curriculum content the child needs to study.
- The assessment plan will be part of the IEP
- A copy of the document / IEP will be shared with the Class and Subject Teachers.
- The facilities that can be provided for children with special needs are given in the Annexure- 4.
- The teacher has to mention whether the form of assessment is General / Alternate

#### **GUIDELINES FOR ASSESSING CHILDREN WITH SPECIAL NEEDS**

##### **I. Hearing Impairment**

A child with hearing impairment, apart from difficulties in following instructions and paying attention to speaker may have difficulties in the clarity and fluency of speech.

#### **General Guidelines for Assessment:**

- Ensure the child is using the prescribed hearing aid.
- Ensure that the instruction/information required for the assessment is understood by the child. The teacher can use visual cues (facial expression, posture, natural gestures and materials such as objects, pictures or print).
- Ensure that you draw the attention of the child before giving instructions.
- Ensure that the child looks at the speaker. The speaker's face/mouth should be clearly visible to the child.
- Seat the child close to the speaker (distance of 1-2 meters) so that the child receives strong signals and access to speech and reading cues.
- Due to difficulty with listening, speaking and vocabulary, children may require extra time during the assessment.

#### **FA (a)**

##### **Areas requiring support:**

Listening/Speaking Activities

#### **General Guidelines for Assessment:**

- Follow the general guidelines for ensuring good listening.
- While speaking the child could be encouraged to use visuals (facial expression, posture, natural gestures and materials such as objects, pictures or print) to convey ideas with clarity.

#### **FA (b) / SA (Written Component)**

##### **Areas requiring support**

Understanding the language used in the evaluation sheet. e.g. sequencing, MCQ, Alternative answers, short /long answers

### **General Guidelines for Assessment:**

- Modifying the question without changing the objective of the question asked
- Asking the questions either by actions or orally, wherever necessary

## **II. Visual Impairment (blind/low vision)**

Children with visual impairment will also have difficulties with mobility and orienting to space.

### **General Guidelines For Assessment:**

- Ensure that the child is using appropriate visual aids (glasses, magnifying lens, table lamp, reading windows, slant board)
- Use more of verbal communication and speak what is written
- Examinations up to grade five may be taken by totally blind children in Braille script and transcribed into print for necessary evaluation.
- Beyond grade five children can attempt their examination with the help of a scribe or computer
- Proper lighting, adequate magnification and high contrast are the principles on which low vision interventions are based.
- Extra time may be required during evaluations.

### **FA (a)**

#### **Areas requiring support:**

Vision based activities

#### **Guidelines:**

- Supplementary reading materials should be provided in Braille or enlarged font with embossed illustrations.

- Details of verbal instruction should be provided on the materials to be used, the process and general outcome of activity (e.g., craft).
- For children with low vision, markers and sketches which provide better contrast could be provided for drawing
- Textured materials for craft and modeling will give the child a better feedback
- A peer could provide a continuous feedback during the process.

### **FA (b)/SA (Written component)**

**Areas requiring support:**  
Reading/writing activities

#### **Guidelines:**

- Follow the general guidelines
- Assessment materials with enlarged font, high contrast, embossed diagrams and maps may be necessary for children with low vision.
- For children with low vision, paper with high contrast lines and bold squares for arithmetic may be necessary for writing.

## **III. Cerebral Palsy**

Cerebral Palsy a motor disorder could be associated with learning, perception, vision, hearing, speech and communication. Evaluation strategies, to a large extent depend on the needs and strengths of an individual child.

### **General Guidelines for Assessment:**

- Ensure correct position of the child before any activity. Child may require adapted furniture
- Children should be encouraged to use a combination of methods to communicate (body language, gestures, communication charts )

- Non verbal children will require alternate methods to communicate (picture, symbol, letter, word chart)
- Alternates to writing such as (scribes, computer, communication chart) should be provided where needed.
- Aids such as adapted pen/pencil could be provided.
- For children with associated difficulties in hearing, vision or learning refer to the applicable section in this document.

#### **IV. Specific Learning Disability**

The disability can affect the child's ability to read, write, speak or compute math. In addition, children can have difficulty in organizing, prioritizing, sequencing and other higher order skills.

##### **General Guidelines for Assessment:**

- Children may require extra time to complete assessment tasks.
- Tasks may have to be broken into small sequential parts.
- Oral instruction along demonstrations and examples of the end product may be required
- Oral evaluations may provide a better insight into the child's learning than written responses
- Make the child sit next to the teacher so that the teacher is able to observe and help if required. Also encourage child to ask for help when required.

##### **FA (a)**

**Areas requiring support:** Extended language-based activities, reading and writing activities. Debates, Discussions, Writing Stories, Dictionary work, Homework etc.

##### **General Guidelines For Assessment:**

- Preparing the children on the content of the discussion/debate at the start
- Alternate response form like oral responses, audio taping, illustration, making models could be allowed
- Children may be allowed to read books at their reading levels during library or free reading time

##### **FA (b)/ SA (Written Component)**

##### **Areas requiring support:**

Reading, Writing, Spelling, and Math

##### **General Guidelines for Assessment:**

- Children may need an adult to read out instructions
- Children may need a scribe to record oral responses
- Content has to be evaluated ignoring grammar and spelling errors
- Allow students the choice of calculator or oral responses if required
- Provide reference addition and multiplication fact table
- Allow more space for rough work
- Questions requiring long answers may have to be broken into shorter forms

#### **V. Mental Retardation**

Due to difficulties in processing information, children benefit from routine, structured and focused experiential activities. Unstructured, informal and new situations are usually difficult.

##### **General Guidelines For Assessment:**

- Allow time for the child to process and respond to instructions/information
- Wherever required, provide visual support and concrete material to reinforce learning

- While talking use short, familiar, concise sentences and gestures and ask student to repeat instruction to check understanding
- Vary the level of complexity and length of a task to suit the child's abilities.

**FA (a)**

**Areas requiring support:**

Memorizing, Analysis, Multitasking, Synthesis, Poetry, Discussion, Open-ended Questions, Reading Story Books, Mind Mapping.

**General Guidelines For Assessment:**

- Preparation, demonstration and providing examples of expected outcomes may be required
- Keywords, phrases, side headings, guiding questions, specific instructions may be required for open ended activities (e.g., creative writing, mind mapping, open ended questions)
- Homework could be differentiated to suit the child's level. Homework can be given with additional explanation linking it to the lesson.

**FA (b)/ SA (Written Component)**

**Areas requiring support:**

Reading, Writing, Spelling, Math

**Example:** Alternate Type, Matrix, Short/Long Answers

**Guidelines:**

- Children may need an adult to read out instructions
- Children may need a scribe to record oral responses
- Allow students the choice of calculator or oral responses if required

- Provide reference addition and multiplication fact table
- Children may need visual supports (objects, pictures, words, gestures) to support textual and oral instructions
- Questions requiring long answers may have to be broken into shorter forms.

**VI. Autism**

Due to auditory processing difficulties, children with autism may have difficulty in paying attention to and understanding long strings of verbal commands. Since autism is primarily a social communication disorder, children may have difficulties in communicating, initiating and interacting - more so in a group context.

**General Guidelines for Assessment:**

- Children may require extra time to complete tasks
- Different modes of expression such as oral, drawing, typing, pointing to pictures, letters, or words may be allowed

**FA (a)**

**Areas requiring support:**

Group Discussion, Assuming Roles, Understanding a given situation, Turn-taking, Understanding Long Instructions, Sustaining and Completing Tasks **Role** Play, Debate, Mind Mapping, Open-ended Questions

**General Guidelines For Assessment:**

- Children may need visual supports (objects, pictures, words, gestures) to support textual and oral instructions
- May require a peer or adult support to sustain and complete activities

- Giving a model for the end product and providing examples may be necessary
- Keywords, phrases, side headings, guiding questions, specific instructions may be required for open ended activities (e.g., creative writing, mind mapping, open ended questions)
- Children may require preparations and prompts to shift from one activity to another ( or even on part of an activity to another part)
- Alternate modes of expression such as pointing, picking, using picture/letter/word cards or charts should be allowed

**FA (b)/ SA (Written Component)**

**Areas requiring support:**

Understanding instructions, Writing, Having two or more variables in mind, Sustaining and completing tasks, Matrix, Short/Long Answers, Matching Questions

**Guidelines:**

- Children may need an adult to read out instructions and record responses
- Tests can be taken in a space with minimal distractions
- Activities that require long answers could be converted to shorter formats
- When two or more parameters are involved in an activity presenting one parameter at a time would be necessary
- Allow students the choice of calculator or oral responses if required
- Provide reference addition and multiplication fact table

- Grouping similar problems together (all addition problems) and providing one example may be required.

**POSTERS FOR USE IN THE CLASSROOM:**

**General**

- Expect and encourage the students to participate in class by answering questions, giving reports, and volunteering for other verbal activities.
- Give him responsibilities in the form of simple tasks such as carrying messages, distribution of books, etc., to enhance self-esteem.
- Keep oral instructions logical and concise.
- Repeat or re-word complicated directions.
- Use plenty of examples to help the child apply what he/she has learnt.
- Provide and teach memory associations (mnemonic strategies).
- Offer to read written material aloud, when necessary.
- Eliminate background noises.

### **For Children with hearing impairment**

- Get the attention of a student with a hearing impairment before speaking and communicating and always face the student.
- Gently touch a student on the shoulder or on the arm to indicate that you want to talk to him/her.
- Clearly identify who is speaking ask the student to tell you when he/she needs help.
- Encourage students who use crutches or canes to keep them within easy reach and make such a space available.
- When talking to a student who uses a wheelchair for more than a few minutes, sit down or kneel to place yourself at that student's eye level.
- Lower chalkboard or have another smaller board near the child
- ng or asking a question.
- In group situations or discussions which include a student who is speech reading (lip reading) it is very helpful to have students sit in a horseshoe or circle.
- Use role-play to introduce and extend concepts.

### **For Children with autism**

- Children in the autism spectrum can be verbal or non-verbal. Alternative modes of expression such as picking, pointing or use of communication chart can be given.
- Preparing the child for the activity ahead helps him in transition and cooperation.

### **For Children with cognitive impairment**

- Use simple and short, concise sentences and give him enough time to process language will be beneficial.
- Seat the child preferably with peers who can assist him in his activities will help him participate effectively.

### **For Children with motor difficulties**

- Ask the student to tell you when he/she needs help.
- Encourage students who use crutches or canes to keep them within easy reach and make such a space available.
- When talking to a student who uses a wheelchair for more than a few minutes, sit down or kneel to place yourself at that student's eye level.
- Lower chalkboard or have another smaller board near the child

## **5. GENERAL GUIDELINES FOR ABL – INTEGRATION WITH CCE FRAMEWORK**

### **ABL - A Learner-Initiated Gradient**

The ABL framework in Tamil Nadu is a mixed-age, multi-skill approach to curriculum that in its present form gives scope for individual, peer-aided small and large group interaction and learning. The transaction of this curriculum offers the learner scope to construct knowledge in an individuated manner from a range of learning materials [Cards, Art & Craft materials, Supplementary Readers, SLM & Science Kits]. The transparency and effectiveness of the learning framework for a very large group of young learners are probably the ABL method's most valued assets.

### **Incorporating CCE**

The new initiatives of the State to make learning even richer for the child have been integrated into the ABL framework while keeping the core of child-based, child-initiated learning intact. Thus the CCE framework has been incorporated into the already embedded continuous and comprehensive assessment present in the ABL Milestones.

### **The Scope of Work Done**

The linking of text books and cards to facilitate better teaching-learning in the Primary school classrooms and evolving a seamless integration of CCE elements has been effected in the following manner:

**Studying** the new syllabus to identify additions, deletions and modifications needed;

**Analyzing** existing learning gradient, materials and transactions of

the ABL framework in the light of the study;

**Constructing** a learning gradient [Ladder] based on the syllabus, competencies and skills [integrating chapters and Milestone activities wherever possible];

**Identifying and listing** the learning opportunities and activities available in the Textbooks & Ladder and grouping them in a learner-friendly manner, incorporating the scope for CCE (FA [a], FA [b]);

**Integrating** the Learning materials and transactions in both textbook and framework in a holistic manner, incorporating the scope for continuous and comprehensive assessment of the learner ;

**Dovetailing** Summative Assessment [SA] into the Ladder in order to ensure both a learner-initiated gradient and a developmentally appropriate time frame;

**Envisaging** Teacher's role in a manner that will allow for assessment of learning in different contexts and groupings.

### **Notable Points in ABL Card Modification**

- Ladders for Classes I and II and for Classes III and IV have been combined.
- The number of Cards has been dramatically reduced.
- Subject-wise [Not Class-wise] colours have been given to the cards.
- There are 17 common activities [and therefore Logos] across all subjects.
- Logo icons are self-explanatory, and reflect the nature of the activities

[See below, Logos for common activities].

**Tables for Integration**

I. Term-based/Milestone-based division of FA (a) FA (b) activities

| Subject /Class | Term | Chapter /Topic | Milestone | FA (a) | FA (b) |
|----------------|------|----------------|-----------|--------|--------|
|                |      |                |           |        |        |

II. According to syllabus guidelines, Subject-wise parameters (core-learning – I and II/blueprint based-III - VIII) have been evolved, to validate SA card (Victory card) in all subjects.

| Class - Term | Subject - Chapters           | Knowledge         | Understanding     | Application       | Other Skills      |
|--------------|------------------------------|-------------------|-------------------|-------------------|-------------------|
|              | Competencies [Skills tested] | [Mode of Testing] | [Mode of Testing] | [Mode of Testing] | [Mode of Testing] |
|              |                              |                   |                   |                   |                   |

III. Activities in the cards related to co-scholastic areas have been listed –

**1. LIFE SKILLS**

| Life Skills                                  | Subject | Milestone | Card |
|--|---------|-----------|------|
| Communication Skills                         |         |           |      |
| Assertion & Refusal Skills                   |         |           |      |
| Rational Thinking Skills                     |         |           |      |
| Self-Awareness & Emotional Management Skills |         |           |      |
| Team Work                                    |         |           |      |

**2. ATTITUDE & VALUES**

| List   | Subject | Milestone | Card |
|--|---------|-----------|------|
| Respect for the values of the National/State symbols |         |           |      |
| Courteousness  |         |           |      |
| Compassion for all living creatures                  |         |           |      |
| Respect for School/Community Property                |         |           |      |
| Compliance with Safety & Road Rules                  |         |           |      |

**3. CO-CURRICULAR ACTIVITIES**

Art and craft activities not related to the competencies have been selected and would be marked/graded for co-curricular activities.

| Art & Craft Activities | Subject | Milestone | Card |
|------------------------|---------|-----------|------|
|                        |         |           |      |

**IV. Games for Physical Education [Scholastic Area] that are NOT BASED on Subject-Content would be listed for Scholastic Grading.**

## **Guidelines for Effective Implementation**

- Subject-wise Teachers' Manual for the implementation of CCE have been given to each school. The head of the institution and teachers need to be thorough with these manuals and the guidelines therein.
- A Core Resource Group of teachers, BRTEs, DIET Personnel and Regional Experts from various Institutions familiar and supportive of the radical initiatives taken by the State would be formed at District Level and that will take calls for Help and Guidance, meet regularly and periodically, [at least once in a month], discuss issues of contextual relevance to the initiatives taken, produce support materials and encourage initiatives in the schools at the district level.
- Every district would have Block Level Mentors (Resourceful Teacher/Assistant Headmaster) for every ten neighbourhood schools. One Monitor (D.I.E.T Personnel/BRC Personnel/AEEOs) for each CRC; and an Instructional Supervisor for the school (Headmaster or Assistant Headmaster) would be nominated.
- At District level, High Schools and Higher Secondary Schools would tie up with Institutions of Higher Learning with a Consultative Capacity in order to promote Research Skills and build meaningful Learning connections.
- An Interactive Website/IVRS/E Mail facility with a Toll Free Helpline may be established.



**Annexure-2**

**Teacher Assessment Record**

**Subject: Tamil**

**Class: I/II/III/IV/V**

**Term: I/II/III**

| Sl. No | Name of the Student | FA (a) |    |    |    | FA(a) Total 20 | FA(b) |    |    |    | FA(b) Total 20 | FA Total 40 | SA 60 | Total Marks 100 | Grade |
|--------|---------------------|--------|----|----|----|----------------|-------|----|----|----|----------------|-------------|-------|-----------------|-------|
|        |                     | 10     | 10 | 10 | 10 |                | 10    | 10 | 10 | 10 |                |             |       |                 |       |
| 1.     |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 2.     |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 3.     |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 4.     |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 5.     |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 6.     |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 7.     |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 8.     |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 9.     |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 10.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 11.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 12.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 13.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 14.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 15.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 16.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 17.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 18.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 19.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |
| 20.    |                     |        |    |    |    |                |       |    |    |    |                |             |       |                 |       |

Similarly, teacher Assessment records are to be prepared for other subjects by the subject teacher concerned.

**Annexure-3**  
**Teacher Assessment Record**  
**Cumulative Mark and Grade Record -PART-1 (A) SCHOLASTIC AREAS**

Student name:

Standard:

| SUBJECTS       | TERM – I |       |           |       | TERM – II |       |           |       | TERM – III |       |           |       | Overall Total | Overall Grade |
|----------------|----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|-----------|-------|---------------|---------------|
|                | FA 40    | SA 60 | Total 100 | Grade | FA 40     | SA 60 | Total 100 | Grade | FA 40      | SA 60 | Total 100 | Grade |               |               |
| TAMIL          |          |       |           |       |           |       |           |       |            |       |           |       |               |               |
| ENGLISH        |          |       |           |       |           |       |           |       |            |       |           |       |               |               |
| MATHS          |          |       |           |       |           |       |           |       |            |       |           |       |               |               |
| SCIENCE / EVS  |          |       |           |       |           |       |           |       |            |       |           |       |               |               |
| SOCIAL SCIENCE |          |       |           |       |           |       |           |       |            |       |           |       |               |               |

**PART-1(B) - SCHOLASTIC AREA -PHYSICAL EDUCATION**

| TERM – I         |               |                           |   |                                    | TERM – II        |               |                           |   |                                    | TERM - III       |               |                           |   |                                    |
|------------------|---------------|---------------------------|---|------------------------------------|------------------|---------------|---------------------------|---|------------------------------------|------------------|---------------|---------------------------|---|------------------------------------|
| Physical fitness | Sportsmanship | Follows rules of the game | Initiative & Interest in Physical Education | Proficiency in Athletics or Sports | Physical fitness | Sportsmanship | Follows rules of the game | Initiative & Interest in Physical Education | Proficiency in Athletics or Sports | Physical fitness | Sportsmanship | Follows rules of the game | Initiative & Interest in Physical Education | Proficiency in Athletics or Sports |
|                  |               |                           |   |                                    |                  |               |                           |   |                                    |                  |               |                           |   |                                    |
| Grade            |               |                           |   |                                    | Grade            |               |                           |   |                                    | Grade            |               |                           |   |                                    |

Assessment Mode: General / Alternate

(The Mark and Grade Register would also record grades for Co-Scholastic Areas. The Record Format would be the same as that given in the Student Cumulative Record)

**Annexure-4**  
**Alternate Assessment Checklist for**  
**Differently abled children**  
**(Attach to Mark & Grade Register)**

**Part I**

- Communication chart
- Calculator
- Computer
- Visual aids
- Visual adaptations

**Part II**

- Scribe
- Extra time
- Language Exemption

**Part III**

- Alternate question paper
- Alternate content
- Altered curriculum
- Individualized curriculum

**Reason (Please write the reasons for alternate assessment):**

**Note**

**Part 1**

- **Communication Chart:**  
Communication charts may be required by children who are non-verbal and unable to write or type. Communication charts may be any of the following: a) picture chart b) alphabet chart c) word chart (arranged randomly, alphabetically or topic-wise). A scribe will be required

to write down the child's communication.

- **Calculator:** The decision to provide a calculator for exams is taken after the child has had enough time to practice basic arithmetic and the child continues to exhibit difficulties in calculating. Adequate training should be provided to use the calculator.
- **Computer:** A child who is blind, has low vision, or unable to write may be provided with a computer to write exams after adequate training. The answer paper may either be saved on the computer and a printout taken or a scribe may write down the answers as the child types.
- **Visual aids:** A child who is blind or has low vision may require visual aids to write exams. Visual aids include a) Braille equipment b) Taylor frame c) adapted geometry kit d) tactile maps/diagrams e) magnifier f) slant board
- **Visual adaptation:** Adaptations for children with low vision include the following a) question paper in enlarged font b) answer paper with larger space between lines c) high contrast materials

## Part II

- **Scribe:** Scribes are provided for children who are unable to write on their own. Usually any person who knows the language of the exam can scribe with some orientation to the child's specific needs. In some instances, where children have severe communication difficulties a scribe who has worked with the child's communication for some period of time is provided.
- **Extra time:** Any child who requires more time to write an exam should be provided stipulated extra time
- **Language Exemption:** Children who may have difficulty learning more than one language may be provided exemption from learning a second language

## Part III

- **Alternate question paper:** A child who cannot write the answers for the questions stipulated in the regular question paper may be provided an alternate question paper. Alternate question papers could be any one of the following a) question paper with pictures wherever required to facilitate understanding b) question papers with objective type questions and one/two line answers c) question paper with only

objective type questions. Marks allocated for questions should be redistributed.

- **Altered content**

i) **Altered curriculum:** For a child who is unable to learn the entire content a) altering existing materials b) adding on supplementary material c) omitting certain material may be required. The content should be decided at the beginning of the term. The content to be altered is selected from the learning materials of the child's present class curriculum. Supplementary material should complement the class curriculum.

ii) **Individualized curriculum:** Children who are unable to learn the content prescribed for their present class may be provided a different curriculum based on their current performance level. Children will be tested based on their individualized curriculum. The individualized curriculum should be decided at the beginning of a term. In general, an individualized curriculum would be necessary for a subject like mathematics which is hierarchical.

**Annexure -5**  
**Student Cumulative Record**  
**ACADEMIC YEAR: 20 - 20**

**SCHOOL:**

**STUDENT PROFILE**

|                             |                |   |
|-----------------------------|----------------|---|
| <b>Name of the Student:</b> |                | <div style="border: 1px solid black; width: 100%; height: 100%; margin-bottom: 10px;"></div> <b>Student's Recent photograph</b> |
| <b>Gender:</b>              |                |   |
| <b>Class&amp; Section:</b>  |                |   |
| <b>Roll Number:</b>         |                |   |
| <b>Admission Number:</b>    |                |   |
| <b>Date of Birth:</b>       |                |   |
| <b>Father's Name:</b>       |                |   |
| <b>Mother's Name:</b>       |                |   |
| <b>Guardian's Name:</b>     |                |   |
| <b>Residential Address:</b> |                |   |
| <b>Contact Number:</b>      |                |   |
| <b>Health Status:</b>       |                |   |
| <b>Height:</b>              | <b>Weight:</b> | <b>Blood Group:</b>   |

**School Seal**

**STUDENT CUMULATIVE RECORD**

**PART-1 – ACADEMIC PERFORMANCE: SCHOLASTIC AREAS**

| Subject            | Term -1 |     |       | Term -2 |     |       | Term -3 |     |       |
|--------------------|---------|-----|-------|---------|-----|-------|---------|-----|-------|
|                    | FA      | SA  | Total | FA      | SA  | Total | FA      | SA  | Total |
| Tamil              |         |     |       |         |     |       |         |     |       |
| English            |         |     |       |         |     |       |         |     |       |
| Maths              |         |     |       |         |     |       |         |     |       |
| Science            |         |     |       |         |     |       |         |     |       |
| Social Science     |         |     |       |         |     |       |         |     |       |
| Physical Education | ***     | *** |       | ***     | *** |       | ***     | *** |       |

**PART- 2 CO-SCHOLASTIC AREAS**

| Area   | Term 1 | Term 2 | Term 3 |
|--|--------|--------|--------|
| <b>Life Skills</b>                             |        |        |        |
| <b>Attitudes and Values</b>                    |        |        |        |
| <b>Wellness &amp; Yoga / Holistic Exercise</b> |        |        |        |
| <b>Co-Curricular Activities</b>                |        |        |        |

Student’s Exceptional Talent / Ability / Skill, if any

.....  
 .....  
 .....

## YEAR-END GRADE

| <b>Scholastic Subjects</b>      | <b>Grade</b> |
|---------------------------------|--------------|
| TAMIL                           |              |
| ENGLISH                         |              |
| MATHS                           |              |
| SCIENCE /EVS                    |              |
| SOCIAL SCIENCE                  |              |
| PHYSICAL EDUCATION              |              |
|                                 |              |
| <b>Co-scholastic Activities</b> | <b>Grade</b> |
| Life Skills                     |              |
| Attitudes and Values            |              |
| Yoga, Health and Wellness       |              |
| CO-curricular Activities        |              |

| <b>DETAILS</b>                 | <b>TERM - I</b> | <b>TERM - II</b> | <b>TERM - III</b> |
|--------------------------------|-----------------|------------------|-------------------|
| No. of Working Days            |                 |                  |                   |
| Student's attendance           |                 |                  |                   |
| Signature of the Class Teacher |                 |                  |                   |
| Signature of the H.M           |                 |                  |                   |
| Signature of the Parent        |                 |                  |                   |

**RESULT** \_\_\_\_\_

**Students are to be awarded grades according to the following scheme:**

**GRADING SYSTEM**

**Scholastic Areas**

| Scholastic - Grading system 9 point scale FA |       | Scholastic - Grading system 9 point scale SA |       | Scholastic - Grading system 9 point scale FA+ SA |       |
|--|-------|--|-------|--|-------|
| Marks  | Grade | Marks  | Grade | Marks  | Grade |
| 37-40  | A1    | 55-60  | A1    | 91-100   | A1    |
| 33-36  | A2    | 49-54  | A2    | 81-90  | A2    |
| 29-32  | B1    | 43-48  | B1    | 71-80  | B1    |
| 25-28  | B2    | 37-42  | B2    | 61-70  | B2    |
| 21-24  | C1    | 31-36  | C1    | 51-60  | C1    |
| 17-20  | C2    | 25-30  | C2    | 41-50  | C2    |
| 13-16  | D     | 19-24  | D     | 33-40  | D     |
| 9—12   | E1    | 13-18  | E1    | 21-32  | E1    |
| 8 & Below                                    | E2    | 12 & Below                                   | E2    | 20 & Below                                       | E2    |

**Grade and Description for Physical Education and Co-scholastic Activities**

| Grade | Description       |
|-------|-------------------|
| A     | Excellent         |
| B     | Very Good         |
| C     | Good              |
| D     | Satisfactory      |
| E     | Needs Improvement |

### **Abbreviations Used in the CCE Guidelines**

ABL – Activity Based Learning

ALM- Active Learning Method

Assessment – The process of measuring the performance of a learner

Anecdotal Record – A record of the observation of the learner’s performance

CABE- Central Advisory Board of Education – An Advisory body to the Government of India on education

COBSE - Conference of Boards of School Education – An association of all Boards of education in India

Cognition – The process by which brain recognizes, understands and comprehends

Cognitive skills – The skills used by the brain in enabling learning

CBSE - Central Board of Secondary Education – A National body affiliating schools and conducting examinations at the school

CISCE - Council of Indian School Certificate – An organization conducting school examinations at the secondary and senior school level across the country

DTERT – Directorate of Teacher Education, Research and Training

Curriculum– A set of courses, course work and content offered by a school/educational agency for learning

Co-curricular – Processes and activities that supplement and enrich the curriculum

Co-scholastic – Processes and activities that enrich the process of learning and scholarship

Continuous Assessment – Method of assessing the performance of a learner through the entire course of study during an academic session

Comprehensive Assessment –Method of assessing the entire spectrum of competencies and skills of a learner

Diagnostic Evaluation – a testing tool employed to find the strengths, weaknesses, aptitude and attitudes of the learner

Evaluation – the process of measuring the performance of a learner on a given set of norms

EI – Emotional intelligence – a term coined by Daniel Goleman that deals with the ability of a human brain to deal with human emotions and gainfully use them

Formative Assessment –any form of assessment, such as quizzes, tests, essays, projects, interviews, or presentations, in which the goal is to give students feedback about their work while it is in progress, to help students’ correct errors, or to improve the work along the way to the final product.

Holistic Evaluation – A process of evaluation that covers the entire learning content, along with various competencies, skills and aptitudes of the learner

ICT – Information and Communication Technology

Integrated curriculum - Refers to the practice of using a single theme to teach a variety of subjects. It also refers to a interdisciplinary curriculum, which combines several school subjects into one project

Learning objective- A learning objective is a specific statement that describes what the student is to learn, understand, or to be able to do as a result of a lesson or a series of lessons.

MI – Multiple Intelligences – a concept developed by Howard Gardner indicating how different types of intelligences operate in a human brain

NCERT – National Council of Educational Research and Training

NUEPA – National University of Educational Planning and Administration

NPE –National Policy of Education

Physical Education -Activities focused on developing physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, individual and group games, and sports

Pedagogy – The art and science of teaching (Teaching skills)

Periodic Evaluation – The process of evaluation conducted at given intervals of time

RMSA – RashtriyaMadhyamicShikshaAbhiyan

RTE – Right to Education – An Act passed by the Parliament giving the Right of Education to children upto the age of 14

SSA – Sarva Shisha Abhiyan

Scholastic Area – The area of learning that relates to certain specified disciplines in a curriculum

Special Education - Special instruction provided for students with educational or physical disabilities, tailored to each student's needs and learning style.

Team Teaching -A teaching method in which two or more teachers teach the same subjects or theme. The teachers may alternate teaching the entire group or divide the group into sections or classes that rotate between the teachers.

Summative Assessment – A process of assessment conducted towards the end of a course of study to assess the impact of teaching –learning process. (Usually a pen-paper test)