

**SCHEME
OF
COMPREHENSIVE
SCHOOL - BASED EVALUATION**

NIEPA DC



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**CENTRAL BOARD OF SECONDARY EDUCATION
DELHI**

COMPREHENSIVE SCHOOL BASED EVALUATION

1. Testing in Education

It is axiomatic that whatever is tested is learnt better. But in order to get the maximum benefit out of testing or evaluation, it must satisfy two basic characteristics. Firstly, that it should be continuous in nature and secondly, that it should be comprehensive to cover all aspects of learning.

The traditional system of examination is basically one time assessment. It certifies the levels of achievement only at a given point of time and, therefore, cannot be said to be a valid measure of human growth. Not only that, but it takes into account, in a very limited way, the growth in the intellectual domain alone. A cursory view of the human personality will reveal that a human being registers growth simultaneously in all its aspects i.e. Physical (containing general physique & health); intellectual growth, concerning thinking, encoding of knowledge, expressing and interacting; growth on emotional plane, giving him a unique combination of certain personal qualities which endure him in life and other social qualities which impart him a pattern of interacting with the rest of the world. These areas can be broken up into finer details depending on the overall purposes that one intends to impart to the total educational process. If taken up into, from the point of view of an individual, these could be physical development, intellectual development, emotional development, aesthetic development etc. which can further be broken up into still finer details e.g. body parameters, state of health, appreciation for beauty, sense of cleanliness, adaptability, sharpness of perceptions, quick grasp, politeness, considerate outlook etc. There can be hundreds of such special features related to human personality. If viewed from the stand-point of human society these could be denoted as survival skills, professional skills, social skills etc.

Obviously public examinations, as they exist now, are able to touch only a fringe of the human growth. They are mainly concerned with the cognitive development (related to intellectual growth). If carefully analysed even this objective is only partially met. Most of the public examinations are not able to go beyond testing of information or some understanding of the subject matter, much less the spirit of the discipline.

From this, it may be erroneous to gather that nothing useful is happening in the educational transaction. There are a large number of schools which are providing a very wide array of different types of experiences in non-scholastic areas. What these exposures lack are :

- i) that they are not properly structured according to the stage of development;
- ii) that they are not consciously related to different aspects of growth;
- iii) that they are not subjected to proper testing mechanism for feed back.

It is now universally recognised that teaching and testing are mutually inter-related. While teaching lays down a broad pattern for testing, depending on its purposes, testing works as a source of motivation and as a tool of measuring the adequacy of growth. In some situations, particularly where public examinations have been assigned a pre-dominant role, it also works as a major constraint. Anything which is tested through public examinations is deemed as a significant educational activity and the rest are trivialised.

To break away from this constraining influence of public examination the CBSE in recent years has taken a major step in allowing sufficient freedom to schools to move towards reaching their maximum potential. Some of the crucial areas such as Work Education, Art Education, Physical and Health Education and General Studies were left to the care of the schools. They were given freedom not only to chalk out the programmes and courses in these areas but also to assess the progress internally based on their own designs.

This area needs to be further expanded and given a proper structure so that things may happen more consciously and with a greater sense of purpose.

Any good evaluation system should have the following characteristics :-

1.1 Purposive

As may be evident from the foregoing discussion, every educational activity has to be purposeful and likewise the testing also has to be oriented to the defined purposes which could be designated in the form of growth areas in different segments or as instructional objectives.

1.2 Comprehensive

It is difficult to assess growth in different segments through a single technique or process. Therefore, any evaluation scheme has to be comprehensive in its scope. It may cover on the one hand all the aspects of human growth while on the other, it should devise appropriate tools to assess the growth in specific areas in a reliable and valid manner.

1.3 Continuous

- Since the growth is continuous, one time assessment cannot give a reliable picture of human performance. Further, the purpose is to obtain feed back on a regular basis in order to ascertain the degree and nature of growth, therefore, evaluation has to be a regular and continuous feature. It is for this reason that the teaching and testing have to go hand in hand.

1.4 School-based

For continuous assessment, the mechanism devised by public examination cannot by any stretch of imagination be more adept and suitable than the appraisal made by the teacher who is intimately concerned with the growth of the pupils. The closeness or inter relationship between the teacher and the taught can be provided only if the larger segments of students' growth are assigned to internal assessment.

The Scheme

The proposed scheme of Comprehensive School based Evaluation will take into account the pupil's achievements in four aspects, namely :

- Health status
- Scholastic areas
- Co-scholastic areas
- Personal and Social qualities
- Proficiency in Co-curricular activities
- Interests & Attitudes

PURPOSE OF THE SCHEME :

- a) To elevate the position of the affiliated schools to that of a participatory status along with the CBSE in the matter of the evaluation of achievement and proficiency levels of the students they teach.
- b) To make a determined bid to bring those values of personality within the purview of evaluation, which though important for life, are not covered by Board examinations and its certificates.
- c) To authorise the affiliated schools to issue a *Co-scholastic Certificate on completion of ten years schooling*.

- d) To provide to the institutions of higher education as also the prospective employers a more comprehensive idea about the diverse qualities, inclinations and potentials of an individual student.

SALIENT FEATURES OF THE SCHEME :

- a) The scheme provides for an independent certificate to be issued by affiliated schools on a common format approved by the Board.

The certificate issued by the Board in respect of its External examination, will indicate through a footnote that a Certificate of School Based Evaluation is also being issued and should also be taken cognisance of in judging personality traits of the student concerned and his competencies.

The Certificate of School-Based Evaluation will only indicate the positive points about a student and not any negative one.

- b) The scheme provides for built-in flexibility for being introduced in all the schools and operated by all the teachers.
- c) The scheme is an improvement over the current practices and only envisages to make school-based evaluation a little more methodical.
- d) The scheme will not mean any significant increase in the work-load of the students or the teachers.
- e) The scheme is just another version of the usual certificate issued by the school with the only difference that the approval of the Board will now enable it to assume a more prominent public image.
- f) The above certificate issued by the school under the guidance of the Board will cover :
- Academic achievement
 - Health status
 - Personal and Social qualities and attitudes
 - Interests
 - Proficiency in co-curricular activities
 - Other common details.
- g) Except for the numerical presentation of evaluation of aspects related to academic achievement and health status, the rest will be presented in terms of GRADES on a five point scale (ABCDE) judged as per the grade points defined on the relevant rating scale.
- h) Only few of the activities mentioned have to be compulsorily evaluated in respect of all students. Others will be evaluated only if evidences are available.
- i) The time tables of the schools will provide time for offering the activities to the students without compromise.
- j) The scheme will cover all students of class VI to class X of all affiliated schools.

EVALUATION IN DIFFERENT FACETS

ACADEMIC ACHIEVEMENT

Academic achievement levels in respect of different subjects covered by the Examination conducted by the school will be presented in terms of percentage of marks.

The evaluation would also include practical work, assignments, project work etc.

PERSONAL AND SOCIAL QUALITIES

The assessment has to be done in terms of grades on a five point scale as per the explanation of the grades in the rating scales.

All the students have to be assessed on only the first four of the personal and social qualities listed. On the rest of them, they are to be evaluated only when evidences are available.

Compulsory

Regularity
Punctuality
Discipline
Habits of cleanliness

Optional

Initiative
Co-operation
Sense of responsibility
Emotional stability
Leadership qualities
Spirit of Social Service
Diligence

ATTITUDES

Towards Teachers
Towards Schoolmates
Towards School Programmes

INTERESTS

Interests of students could be in a variety of areas of which extra reading has to be evaluated in respect of all students. They will in addition be required to select only one of the activities from any of the following areas for purposes of evaluation under the scheme of school based evaluation.

LITERARY & SCIENTIFIC ACTIVITIES

Extra Reading
Debate/Elocution
Creative Writing
Subject Clubs

CULTURAL ACTIVITIES

Drawing & Painting
Drama
Music

Dance

Sculpture.

Artistic Embroidery

A school may offer one or more of these activities and a student will be required to select only one from among them for being evaluated for school-based evaluation. A student may, however, pursue more activities if the school has facility but he will be rated only on the one selected.

Assessment will again be once in a term in terms of grades on a five point scale, as per the explanation of different grades or the rating scales.

OUTDOOR ACTIVITIES

Every school will be required to compulsorily offer facilities for participation in Games and Sports and all students will be evaluated on any one of the games/sports offered by the school.

In addition a student will be allowed a choice of any one of the following activities provided by the School.

Gymnastics

Yoga .

Swimming

Scouting and guides

Community Service

Gardening

Craft

First Aid

The rating will again be in terms of grades on a five point scale on the basis of the explanation of grades on the rating scales.

GRADING STUDENTS

By and large, the five grades will be representative of the following descriptive levels of performance:

A Excellent

B Very Good

C Good

D Average

E Below Average

It may be mentioned that even though E grade is provided, the schools may avoid giving any student a grading of 'E' on any of the activities. In case, however a student is unable to perform well on a selected activity, he/she may be encouraged to switch over to another.

CERTIFICATE OF SCHOOL-BASED EVALUATION

1. Name of the School : _____

2. Full Address : _____

Tel. _____

Fax _____

3. Affiliation Number : _____

ABOUT THE SCHOOL

(A brief description regarding the type of school, the physical & social surroundings it is working in, the type of population it is catering to and the present total enrolment)

PART I : EVALUATION BY THE SCHOOL

A. CURRICULUM VITAE

1. Name of Pupil : _____
2. Date of Birth : _____
3. Admission No. : _____
4. Father's Name : _____
5. Mother's Name : _____
6. Permanent Address : _____

7. Registration No. of the Board (in Class IX) : _____

PART II : HEALTH STATUS

S. No.	FIRST ASSESSMENT DATE			FINAL ASSESSMENT DATE		
	HEIGHT	WEIGHT	CHEST EXP.	HEIGHT	WEIGHT	CHEST EXP.
01.						
02.						

PART III : ACADEMIC PERFORMANCE OF THE STUDENT**A :**

S. No.	SUBJECT OF CURRICULUM	1st Mid Term	1st Quarter	2nd Mid Term	2nd Quarter	3rd Mid Term	3rd Quarter	Overall Assessment/ Grade
01.	LANGUAGE I							
02.	LANGUAGE II							
03.	MATHEMATICS							
04.	SCIENCE							
05.	SOCIAL STUDIES							
06.	ADDITIONAL OPTIONAL SUBJECT							

B :

S.NO.	ACTIVITY	FIRST ASSESSMENT (GRADE)	FINAL ASSESSMENT (GRADE)
01.	WORK EXPERIENCE		
02.	ART EDUCATION		
03.	HEALTH EDUCATION		

PART IV : PERSONAL & SOCIAL QUALITIES

S.NO.	ASPECT	FIRST ASSESSMENT (GRADE)	FINAL ASSESSMENT (GRADE)
01.	REGULARITY		
02.	PUNCTUALITY		
03.	DISCIPLINE		
04.	CLEANLINESS		
05.			
06.			
07.			

PART V : ATTITUDES & VALUES

S.NO.	ASPECT	FIRST ASSESSMENT (GRADE)	FINAL ASSESSMENT (GRADE)
01.	TOWARDS TEACHERS		
02.	TOWARDS SCHOOLMATES		
03.	TOWARDS SCHOOL PROGRAMMES		
04.			
05.			

PART VI : CO-CURRICULAR ACTIVITIES

A : LITERARY & SCIENTIFIC ACTIVITIES

S.NO.	ACTIVITY	FIRST ASSESSMENT (GRADE)	FINAL ASSESSMENT (GRADE)
01.	EXTRA READING		
02.	CREATIVE WRITING		
03.	PUBLIC SPEAKING ELOCUTION / DEBATE		
04.	SUBJECT CLUBS		
05.			
06.			

B : CULTURAL ACTIVITIES

S.NO.	ASPECT	FIRST ASSESSMENT (GRADE)	FINAL ASSESSMENT (GRADE)
01.	MUSIC		
02.	DANCE		
03.	DRAMATICS		
04.	DRAWING & PAINTING		
05.			
06.			
07.			

PART VII : OUTDOOR ACTIVITIES

S.NO.	ACTIVITY	FIRST ASSESSMENT (GRADE)	FINAL ASSESSMENT (GRADE)
01.	GAMES		
02.	SPORTS		
03.	PHYSICAL EDUCATION		
04.			
05.			
06.			

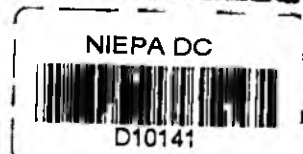
PART VIII : ATTENDANCE

TERMS	NO. OF WORKING DAYS	NO. OF DAYS ATTENDED	PERCENTAGE ATTENDANCE
I			
II			
TOTAL			

Teacher's Remarks :

LIBRARY & DOCUMENTATION CENT.
 National Institute of Educational
 Planning and Administration.
 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 DOC, No D-10141
 Date 21-05-99

Class Teacher's Signature



Principal's Signature

