



# Continuous and Comprehensive Evaluation

## Manual for Teachers

### Classes IX & X

**Revised edition w. e. f.**

*Session: 2011-2012 for Class IX*

*Session: 2012-2013 for Class X*



**CENTRAL BOARD OF SECONDARY EDUCATION**

Continuous and Comprehensive Evaluation

Manual for Teachers on School Based Assessment Classes IX & X

Price: Rs.

**First Edition 2009 © CBSE, India**

Copies:

**Revised Edition 2010 © CBSE, India**



Continuous and Comprehensive Evaluation

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Continuous and Comprehensive Evaluation

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## भारत का संविधान

हम, भारत के लोग, भारत को (सम्पूर्ण प्रभुत्व संपन्न समाजवादी पंथनिरपेक्ष लोकतांत्रात्मक गणराज्य) बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,  
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,  
प्रतिष्ठा और अवसर की समता

प्राप्त करने के लिए, तथा उन सब में, व्यक्ति की गरिमा और (राष्ट्र की एकता और अखण्डता) सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई. को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मर्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), “प्रभुत्व लोकतांत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

### भाग 4 क मूल कर्तव्य

51 क. मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझें और उसका परीक्षण करें;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करें तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करें;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखें और हिंसा से दूर रहें;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करें जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू लें।

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

**JUSTICE** social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the [unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

# THE CONSTITUTION OF INDIA

## Chapter IV A Fundamental Duties

### ARTICLE 51A

**Fundamental Duties – It shall be the duty of every citizen of India –**

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.



कपिल सिबल  
KAPIL SIBAL



मानव संसाधन विकास मंत्री  
भारत सरकार  
नई दिल्ली  
MINISTER OF  
HUMAN RESOURCE DEVELOPMENT  
GOVERNMENT OF INDIA  
NEW DELHI-110 115

### MESSAGE

It gives me immense pleasure to know that the Central Board of Secondary Education (CBSE) has implemented the scheme of Continuous and Comprehensive Evaluation (CCE) in Class IX from the academic session 2009-2010 in all schools affiliated to it. Such a scheme was recommended by many National Commissions on education in the past and its implementation in schools has been long overdue.

It gives me greater delight to learn that the Board is now revising certain features of the CCE Scheme taking into account the feedback received from various sectors and stakeholders. The '*Revised Teachers' Manual for Classes IX-X*' to be used for Classes IX and X in 2011-2013 therefore fulfils a desirable need felt by teachers and practitioners of CCE.

The efforts of Central Board of Secondary Education is highly commendable in bringing out this document. I am sure that the schools will endeavour to undertake related activities and implement the scheme sincerely at secondary level.

  
(KAPIL SIBAL)



Continuous and Comprehensive Evaluation



डा. डी. पुरादेश्वरी  
Dr. D. PURANDESWARI



राज्य मंत्री  
मानव संसाधन विकास  
भारत सरकार  
नई दिल्ली-110 115  
MINISTER OF STATE FOR  
HUMAN RESOURCE DEVELOPMENT  
GOVERNMENT OF INDIA  
NEW DELHI-110 115

MESSAGE

I am pleased to know that Central Board of Secondary Education is coming out with a revised resource book titled *Teacher's Manual on Continuous and Comprehensive Evaluation* for the teachers of secondary schools. I have been informed that the Revised Manual has incorporated feedback from teachers, students and educators.

The Revised Manual is intended to upgrade the educational process by providing guidance to and resources for school administrators, school teachers and other staff members on the development and implementation of a coordinated approach to teaching learning process in the school. It presents up-to-date, practical information and recommendations for developing individual school programs suited to their local environment and context.

The Revised Manual offers a conceptual as well as practical introduction to Continuous and Comprehensive Evaluation and assessment of learning in multiple domains. It covers topics such as assessment of co-scholastic areas, tools and techniques of evaluation and emphasizes the nature and techniques of formative evaluation in a detailed fashion, making it a useful guide for practitioners.

It highlights the importance of sound professional judgment and offers ways for teachers to develop their professional competence, discusses the formats of progress card and certificate of school based assessment and provides reader friendly checklists to underscore key points.

The development of the CCE Manual exemplifies the commitment of the Central Board of Secondary Education to ensure that all schools affiliated to it have a holistic learning environment. I congratulate the Central Board of Secondary Education for bringing out such a comprehensive document and extend my best wishes to the teachers who will benefit in implementing the initiatives of the Board.

(DR.D.PURANDESWARI)





अंशु वैश्य  
सचिव  
ANSHU VAISH  
SECRETARY



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### MESSAGE

I am happy to learn that the Central Board of Secondary Education (CBSE) is bringing out a *Revised Teachers' Manual on Continuous and Comprehensive Evaluation (CCE)* to be implemented as part of School Based Assessment for Classes IX and X (2011-2013) on the basis of feedback received from all stakeholders.

The recent reform agenda of the Ministry of Human Resource Development included gradual phasing out of the Board Examination at the end of Class X w.e.f. 2011 in schools at Senior Secondary Level, replacing marks with grades and introducing School Based Assessment and CCE in Classes IX and X.

It is in this context that Continuous and Comprehensive Evaluation as a part of School Based Assessment becomes one of the most important measures aimed at holistic development of learners. A pressing concern of CBSE has been the development of life skills such as creative and critical thinking, effective communication skills and the ability to collaborate with others in a team.

Inculcation of positive attitudes, a sense of responsibility and social consciousness as citizens of the country need to form an important part of learning in the adolescent years. It is the teacher who is closest to the learner and the most equipped to assess her in both scholastic and co-scholastic domains, and the present document will assist her in doing this.

I hope the teachers of schools affiliated to CBSE will find the *'Revised Teachers' Manual on Continuous and Comprehensive Evaluation'* a useful tool, which will equip them to deal with the changes in the wake of examination reforms and implementation of CCE as part of School Based Assessment.

(Anshu Vaish)





S.C. Khuntia  
Joint Secretary (SE)  
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GOVERNMENT OF INDIA  
MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF SCHOOL EDUCATION & LITERACY  
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### MESSAGE

The Central Board of Secondary Education brought in the scheme of Continuous and Comprehensive Evaluation (CCE) as a part of its Examination Reforms Programme and School Based Assessment in 2009.

I am happy to learn that the Board has now brought out a '*Revised Teachers' Manual for Classes IX-X*' (2011-2013) on the basis of feedback received from both formal and informal quarters involving a broad spectrum of stakeholders.

Continuous and Comprehensive Evaluation is concerned with the holistic assessment of a learner which includes both scholastic and co-scholastic areas of learner's growth with particular reference to attributes such as Life Skills, attitudes and values with co-curricular activities like sports, games, physical activity, fine arts and performing arts as important ingredients.

The present document contains detailed guidelines on the methodology of school based assessment of scholastic and co-scholastic areas and methodology and tools of evaluation. An attempt has been made to make assessment of co-scholastic areas more objective through use of descriptors.

CBSE will continue to conduct training programmes for principals and teachers of all schools affiliated to CBSE in order to ensure adherence to objectives and norms. It is hoped that the teachers, parents, principals and educational administrators will be fully involved in this collaborative venture to make it a success.

It would be a matter of great satisfaction if teachers use the Revised Manual for the purpose of comprehensive assessment of students on a continuous basis throughout the year. It is my earnest hope that all the schools will take necessary steps to strengthen the CCE scheme and create a good model for overall improvement of quality of secondary education in the country.



Continuous and Comprehensive Evaluation

*S.C. Khuntia*  
18/11/2016  
(S C KHUNTIA)





# Preface

## Revised Manual for Teachers



The Revised Manual for Teachers is an outcome of long deliberations among academicians, teachers, educators, principals and even students. This has been further crafted in an effort to make it simpler and easier to understand, for teachers, parents and the educators.

Assessment is a form of communication and should be seen as an integral part of learning and teaching. Assessment can be diagnostic, formative and summative. Assessment for learning can be recognised as central to classroom practice. Teachers need to be sensitive and empathetic as all assessments have an emotional impact and can contribute to learner motivation. Formative Assessment helps in creating reflective learners and reflective teachers. The judgements that teachers make need to be based on effective criteria or standard, through information collected in a variety of ways.

The overall goal of assessment is to improve student learning. Assessment provides students, parents and teachers with valid information concerning student progress. Assessment requires the gathering of evidence of student performance over a period of time to measure learning and understanding. Evidence of learning could take the form of dialogue, journals, written work, portfolios and tests along with many other learning tasks.

We use the general term *assessment* to refer to all those activities undertaken by teachers and by their students in assessing themselves, that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes *Formative Assessment* when the evidence is actually used to adapt the teaching to meet student needs. Formative as well as Summative Assessment needs to be **valid** in that it tests a relevant skill or ability and **reliable** so that the same result is achieved if the assessment is repeated.

The present Manual for teachers includes detailed information about the scheme of Continuous and Comprehensive Evaluation, fundamentals of assessment in co-scholastic areas, essential dimensions of School based assessment, tools and techniques of evaluation in scholastic and co-scholastic domains, the proposed School Based Assessment Report Book and detailed guidelines for effective implementation of the scheme in schools. Care has been taken to include the essential theoretical framework as well as desired implementation procedures.

The CCE Certificate of School Based Assessment should be seen as a positive interpretation of the profile dynamics of the learner. It is necessary to discuss the salient features of CCE Scheme with the teachers and convince them that







assessing children is not a separate activity nor is it an extra burden which requires additional effort or time. It needs to be woven into the teaching learning process as an integral part. The three areas of Work Experience, Art Education and Health and Physical Education have now been shifted from the Scholastic to the Co-Scholastic domain. Moreover all activities under the Co-Scholastic Areas will be assessed on a five point scale. The Value Education framework has been revised and the values are largely drawn from the Constitution of India.

I hope that schools will follow the CCE Scheme of School Based Assessment in the right spirit with academic integrity which will support better learning and enable the school to achieve one of the objectives of making learning more enjoyable by all students.

The Board is currently involved in sending question papers for Summative Assessments to ensure quality and standardization. However gradually teachers must develop their own skills in crafting better test items so that the quality of testing improves. Schools must, whenever possible encourage teachers to attend training programmes run by the Board to build their teaching and testing skills.

I also hope that parents will appreciate the need for holistic assessment and encourage their children to develop skills in all areas. Schools should also engage in a dialogue with parents to bring home to them the context and the meaning of the Continuous and Comprehensive Evaluation so that they are active partners in realizing the potential of their children.

I would like to thank Prof. Gabrielle Matters, Principal Research Fellow, Australian Council for Educational Research (ACER) and Head, ACER, Brisbane, Australia for giving her valuable feedback on this document.

The tireless efforts of Prof. Marmar Mukhopadhyay, Former Director, NUEPA, New Delhi for his expert guidance in conceptualizing the scheme and finalizing the document along with Dr. Sadhana Parashar, Head (Innovation & Research) and Dr. Indu Khetarpal, Principal, Salwan Public School, Gurgaon needs to be appreciated.

I hope this Revised edition of Manual for Teachers is useful for everybody involved in teaching and learning in Secondary classes.

**Vineet Joshi**

Chairman

Central Board of Secondary Education  
Delhi

# Foreword

In this publication, *Continuous and Comprehensive Evaluation Manual for Teachers*, the Central Board of Secondary Education (CBSE) provides teachers with rich and meaningful information about putting into practice an evaluation (assessment) model that is *continuous* in that assessment occurs over a period of time rather than on a single occasion and *comprehensive* in that it incorporates scholastic and non-scholastic aspects of learning. As well, this model places teacher judgment at the heart of the assessment process.

As others have argued, teacher judgments can be important evidence of student achievement. But teachers need to develop principled ways of incorporating those judgments into the evidentiary record on which to base their formative and summative inferences about student achievement levels. The *Manual for Teachers* describes how to do this. The manual also refers to a monitoring process for grades awarded.

The features of good assessment tasks are many and varied, but some are enduring: The task must be based on the curriculum, students must know what is expected, students must recognise the task as worthwhile and relevant, and the task must be capable of eliciting optimal performance from students.

Comprehensive assessment values both process and product, includes academic outcomes, social outcomes, and generic skills. It covers a wide range of discipline-specific knowledge dimensions (declarative, conditional and procedural); generic skills such as analysing and deducing that are used in working with ideas, information, artefacts and texts; and skills related to the personal, interpersonal and ethical dimensions of human life.

School-based formative assessment, incorporating features of continuous assessment, is common to many assessment regimes. A major tendency in such systems is for teachers to use external tests as models for their own assessment, undermining its formative role, or to relegate formative assessment to assessment of attitudes and behaviour only, thus seriously devaluing higher-order thinking. The change in emphasis from assessment that is dominated by external summative testing to assessment where classroom teachers have not only a formative assessment role but also a summative assessment role can be linked to a shift towards assessment tasks which emulate the kind of process-based higher-order tasks thought to represent good practice.



Continuous assessment is a balance between the undesirable extremes of incessant (e.g. daily) and quantum (e.g. annual) assessment.

In implementing a program of continuous assessment, teachers need to provide sufficient but not an excess of formative assessments to allow students to develop response techniques for the range of assessment instruments and conditions that will be applied. When scheduling assessment tasks teachers need to be aware of the stage and rate of development of students to help ensure that there has been adequate time for students to learn sufficient subject content, so that assessment of understanding and application is grounded in that knowledge.

While continuous assessment makes demands on teachers, it also allows teachers the flexibility to meet them. By spreading assessment decisions over both time and tasks, not only is the evidence used to support judgments increased, so too are the opportunities for reflection on those judgments. Teachers can divide assessment into suitably timed and sized parts in such a way that the time allowed is less likely to be a covert criterion of assessment quality. Furthermore, the time frame involved in continuous assessment is an important aspect of putting together student records and providing time for teachers to reflect on the assessment and its outcomes. Continuous assessment also provides, in a way that terminal evaluation cannot, both motivation and opportunities for students to reflect on their work, develop strategies for improvement, and demonstrate improvement before the final (summative) assessment is made.

Nevertheless, the difficulties involved for teachers in meeting the challenges posed by continuous assessment should not be understated. Experiences elsewhere show that continuous assessment makes time-management demands on teachers and students, it can lead to over-assessment, and it can create tensions between the formative and summative purposes of assessment.

This manual includes some useful ideas on changing assessment practices. The various forms of formative assessment suggested in the manual seem capable of assessing a greater range, at least, of curriculum learning than do external examinations. Various distinctions are made in the manual as internal versus external, formative versus summative, and authentic versus objective. It should be remembered, however, that the combination “internal/formative/authentic” is possible but not a necessary alignment of these distinctions. In





other words, you can have internal assessment that is summative, and you can have internal assessment that is objective. But of course internal assessment is more likely to be authentic than external examinations not only because the assessment is occurring as close as possible to the learning but also because of the range of assessment instruments available.

Assessment tasks can be long or short, not necessarily written, done in a controlled assessment space or not, completed in a specified time or not, by students working individually or in groups, with or without certain levels of teacher assistance, and so on. Student work may be an artifact, performance, oral presentation, computer program, extended writing, project work, rich task, fieldwork, practical work or other demonstration of mastery.

Some personal attributes contribute to academic performance for example, a dedication to study can be acknowledged and recorded as an observed attribute in a student; it should also lead to the student doing well in academic assessment. The academic assessment, however, should focus on actual achievement, rather than the personal attributes that contributed to it. In various educational systems the relative value attached to attributes and achievement may vary, but it is important not to get them confused with each other. Concerns are often expressed or at least implied that judgments about personal attributes in an education context are biased. To the extent that such assessment is based on teachers' personal observations of students from day to day, it is inevitable that some assessment will be affected by teachers allowing personal preference influence their judgments but this should not undermine the desirable validity of teacher judgments based on solid evidence.

Writing a manual for teachers in an era of assessment reform is a balancing act. The authors must balance being too prescriptive and not being sufficiently helpful. They must provide information that is technically sound in educational measurement terms and also practical for teachers at the "coal face". This manual meets all those requirements and so I commend it to all teachers associated with the CBSE's assessment reform. I wish them well in their endeavours in continuous and comprehensive assessment. This reform is in fact a genuine exercise that requires teachers to change their practices from examination preparation to more authentic on-going assessment. If teachers do the kind of things the reform is calling for, the change will be long-lasting, leading successfully to the kind of outcomes that were intended.



The research on time-lags for achievement of change should be noted. It takes about three years in an elementary school and (depending on size) about six years in a secondary school to see the effects of a reform. I look forward to being able to note the positive effects of this particular reform in India in the years to come.

**Gabrielle Matters**

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## The Right of Children to Free and Compulsory Education Act, 2009

No. 35 of 2009

The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (l), shall take into consideration the following, namely: -

- (a) conformity with the values enshrined in the Constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical and mental abilities to the fullest extent;
- (e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
- (f) medium of instructions shall, as far as practicable, be in child's mother tongue;
- (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

[Chapter No. V, Part 29 clause (2)]



Continuous and Comprehensive Evaluation





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