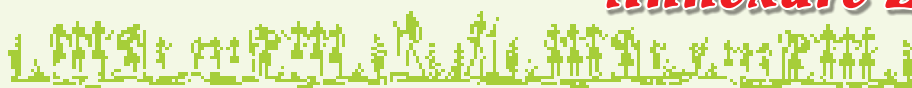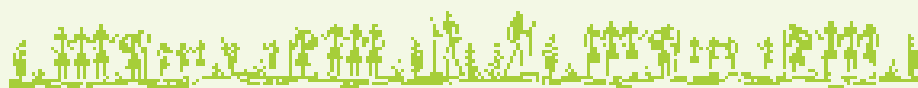## OUTLINE OF CCE FOR CLASSES IX-X
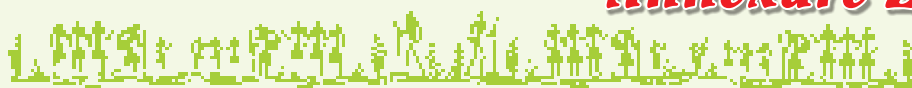
Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
1. Observation Information can be gathered about children in 'natural' settings. Some are about learners in the course of teaching. Others based on planned and purposeful observation of students on activites/tasks.	• Various aspects of personality development can be assessed through observations. • Can be used to assess individuals as well as groups. • Assessments can be made during varying time periods. • Evidence of child's performance/know ledge is based on an 'on-the-spot record. • Over time, detailed observations of behaviour as well as interests,challenges, -patterns/trends emerge which allow teachers to create a comprehensive picture/view of the child.	• Avoid arriving at inferences/interpr- tations or jumping to conclusions. Important to take down more than what is actually seen. • Dependent on the skill of the observer which determines 'what' is observed. • Requires sensitivity and unobtrusiveness in the way the observation is done. Observations to be made over a period of time, across different activities and settings.	• Recording details that not only describe the actions but reveal how a child feels about what she/ is doing, details on he how she/he something as well as when she/he does it, the quality of her/his interrelation- ship with people and materials, and what he/ she says etc. • Noting comments about the child's behaviour in parentheses based on which processes can be inferred at a later point of time.

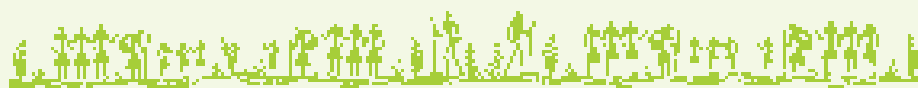| Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
2. Checklists A systematic way of recording specific behaviour/action helps focus attention on particular aspects.	• Quick and easy to implement. Provides specific information about specific objectives. • Can point towards a trend of how and when skills have been acquires by the child as well as a group of children.	• Limited information, onle indicating presence of a skill. Does not indicate child's response to different situations or provide specific examples of responses. Does not provide information about context. • Can at times become unwieldy because of the number of specific items. • If developed by others, may not be suitable for the objectives that you as teachers have in mind, or for the groups, you wish to use it with.	• Add a 'comments' column to add value to the information in the checklist marking • Use this tool in conjuction with other methods of assessments.
3. Assignments Theme based tasks to be completed as class work add/or homework. Can be open ended or	• Provides students an opportunity to search for information, construct their own ideas, and articulate the same ideas	• Not too much homework or class work should be given which is currently the normal practice.	• Going beyond collection of assignments by following it up with analysis, discussion and

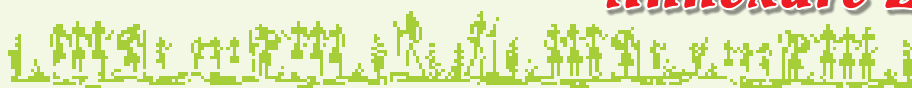| Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
structured. Some could be based on contexts outside textbooks.	through spoken, written and/or visual expressions. • Helps assess a wide range of objectives and content of learning. • Provides students an opportunity to relate and synthesize within and outside school learning.	Assignments should be such that they can be managed by students on their own. • Should not become the only method of assessment.	reflection. • Creativity of students is promoted. • Encouraging students to go beyond textbooks. • Group work is to be encouraged. Can become part of the portfolio.
4. Portfolio Collection of student's work over a period of time. It could be day-to-day work or selection of the learner's best piece of work.	• Provide a cumulative record. In the process, a picture of how a skill or knowledge area develops emerges. • Enables the student to demonstrate to others, his/her learning and progress. • The child becomes an active participant in learning and assessment.	• Selecting work to be put into the portfolio should have a specific reason. • Not all papers/items of work are to be included. This will become unmanageable.	• Student participation in selection portfolio contents is to be encouraged, as well as criteria for selection the contents. • Continuous updating of the portfolio as the child grows. • Careful structuring of

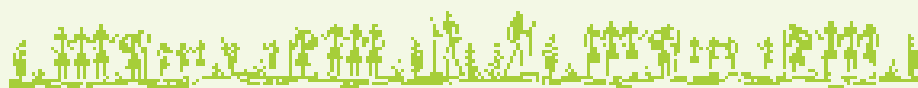| Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
			portfolio material accompanied by a reflective account. • Clear labeling and numbering of content for easy reference
5. Projects These are undertaken over a period of time and generally involve collection and analysis of data. Projects are useful in theme-based learning..	• Provide opportunities to explore, work with one's hands, observe, collect data, analyze, organize and interpret data and draw generalizations. • Provides an opportunity to work in groups and in real life situations. • Helps develop a positive attitude towards group work, sharing and learning from each other.	• The nature and difficulty level of the projects should be such that students can do it by themselves. • Materials to be used for the project should be available in the school, neighborhood or home setting. These should not put a financial burden on the parents. • Each school could go in for a Resource Centre, which would have locally available materials.	• Project topics should be decided/ chosen, planned and conducted by students largely with the teacher acting as a guide. • Encouragement should be given to group projects. These will enable students to work together, share experiences and learn from each other. Projects keep giving

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
			students an opportunity to explore, investigate and work in groups. Children can be encouraged for judicious use of materials and keep them back after use.
6. Rating Scales These can be used to record the quality of a students' work and then judge the quality against specified criteria.Holistic rating scales require a single, overall assessment of a piece of work.	• Various aspects of development can be assessed. • Can be used to assess individuals as well as groups. • Assessments can be made during varying time periods and in different environment settings. • Evidence of the child's performance/knowledge is based on 'on-the-spot' record. • Over time, detailed observations of behaviour as well as interests, challenges, patterns/trends emerge which allow teachers to have a comprehensive	• Avoid inferences/interpretations of giving judgements. Concentrate on taking down what is seen. • The skill of the observer may determine what is observed. • Be sensitive and unobtrusive in the way the observation is done. This does not necessarily mean being at a distance. • Make the observations over a period of time, and across different activities and settings.	• Record details that not only describe the actions but reveal how a child 'feels' about what she/he is doing. • Also suggest corrective measures. • Comments can be noted in 'parentheses' based on which processes can be inferred at a later point of time.

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
	picture/view of the child.		
7. Anecdotes and Cumulative Records Provides observational narrative records of significant incidents in a child's life.	• Provides a wealth of information across different developmental areas. • Facilitates taking of notes on the child's social, emotional development , choices, interests and relationships etc. • Identifies strengths and weaknesses and assesses children's progress over time.	• A single anecdote does not give conclusive information. • Only 'problematic' situations may be noticed. It would be better to describe incidents rather than making statements of judgement. • Selecting amongst the many interesting classroom events and not including all. • Avoiding general comments.	• Preparing and collecting anecdotes over a period of time about sustained interests and critical things that are happening in their life. Helps to understand the child's behaviour/ responses to different classroom situations. • Collecting a cross section of anecdotes (from different children) indicates groups' thinking and feeling. • Recording as soon as possible after the event so that rich, accurate and significant details can be included for later interpretations.

Types of Assessment tools/techniques	Advantages	Caution for teachers	Suggestions for implementation
8.Photographs Provides documentation of a child's experiences, while they are doing tasks/work, they could also be of finished products, project models etc.	• Provided accurate recall of events. • Provides an insight into children's ways of thinking and interacting. • Facilitates sharing of information with families. • Provides an insight into the child's emotional, social and psychological aspects of development.	• The aesthetic quality may not be critical. • Avoid making the child self-conscious in front of the camera by your comments or suggestions.	• The picture composition should include important details of the experience, process of product being photographed. • Choosing where photographs need to supplement other tools. • Using photographs to discuss with children about themselves at a later time.
9. Audio-Video Recordings Specific situation or over a time span to cover important processes/aspects can be recorded, and analyzed later.	• Both allow language and the way it used to be 'captured' with accuracy. • Movement and sound add to the understanding of the events taking place. • Helps to understand student's explanations that indicate different ways of thinking.	• Analysis is time consuming, • Children may occasionally be 'performing' for the camera. • Expensive as it requires technical expertise.	• Careful selections of what to record of subsequently analyze is necessary. • Giving children time to ger familiar and feet at ease with the equipment is a good idea.
10. Quiz, Games and Activities Could also be taken to assess children from time to time.			

Source : NCERT