

## Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of a student that covers all aspects of a student development. It is a developmental process of student which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other.

The term '*continuous*' is meant to emphasise that evaluation of identified aspects of students '*growth and development*' is a continuous process

rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means *regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students* for their self evaluation.

The second term '*comprehensive*' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development. *Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning*

Knowledge

Understanding

Applying

Analyzing

Evaluating

Creating

Scholastic and Co-Scholastic Assessment

In order to have Continuous and Comprehensive Evaluation, both

Scholastic and Co-Scholastic aspects need to be given due recognition.

Such a holistic assessment requires maintaining an ongoing and

comprehensive profile for each learner that is honest, encouraging and

discreet. While teachers frequently reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. *Weekly, fortnightly, or quarterly* reviews (depending on the learning area), that do not openly compare one learner with another are generally recommended. The objective is to promote and enhance not just learning and retention among children, but their soft skills as well.

### Scholastic Assessment

The objectives of the Scholastic domain are:-

Desirable behaviour related to the learner's knowledge, understanding,

application, evaluation, analysis and the ability to apply it in an unfamiliar situation.

To improve the teaching learning process.

Assessment should be both *Formative* and *Summative*.

Formative and Summative Assessment

Formative Assessment is a tool used by the teacher to continuously monitor student progress in a non threatening, supportive environment.

It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. It involves the students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively, it can improve student

performance tremendously while raising the self esteem of the child and

reducing the work load of the teacher.

Formative Assessment is carried out during a course of instruction for

providing continuous feedback to both the teachers and the learners. It is

also carried out for taking decisions regarding appropriate modifications

in the transactional procedures and learning activities

Features of Formative Assessment

- Is diagnostic and remedial

- Makes provision for effective feedback

- Provides a platform for the active involvement of students in their

own learning

- Enables teachers to adjust teaching to take account of the results

of assessment

- Recognizes the profound influence assessment has on the

motivation and self-esteem of students, both of which are crucial

influences on learning

-Recognizes the need for students to be able to assess themselves

and understand how to improve

-Builds on students' prior knowledge and experience in designing

what is taught

-Incorporates varied learning styles to decide how and what to

teach

-Encourages students to understand the criteria that will be used to

judge their work

-Offers an opportunity to students to improve their work after they

get the feedback

-Helps students to support their peer group and vice-versa

Summative Assessment is carried out at the end of a course of

learning. It measures or '*sums-up*' how much a student has learned from

the course. It is usually a graded test, i.e., it is marked according to a

scale or set of grades. Assessment that is predominantly of summative

nature will not by itself be able to yield a valid measure of the growth

and development of the student. It, at best, certifies the level of achievement

only at a given point of time. The paper pencil tests are basically a onetime

mode of assessment and to exclusively rely on it to decide about the



development of a student is not only unfair but also unscientific.

Overemphasis on examination marks that focus on only scholastic aspects

in turn makes student assume that assessment is different from learning,

resulting in the *'learn and forget'* syndrome. Besides encouraging

unhealthy competition, the overemphasis on Summative Assessment system

also produces enormous stress and anxiety among the learners.

*"Good summative assessments—tests and other graded evaluations—*

*must be demonstrably reliable, valid, and free of bias"* (Angelo and

Cross, 1993).

*...assessment (that) has increasingly been used to sum up learning'*

(Black and Wiliam, 1999)

*'... looks at past achievements ... adds procedures or tests to existing work ... involves only marking and feedback grades to student ... is separated from teaching ... is carried out at intervals when achievement has to be summarized and reported.'* (Harlen, 1998)

## Features of Summative Assessment

### Assessment of learning

Generally taken by students at the end of a unit or semester to

demonstrate the “*sum*” of what they have or have not learned

Summative assessment methods are the most traditional way of

evaluating student work