

ENGLISH



Revised
**FORMATIVE
ASSESSMENT**

Manual for Teachers

CLASS IX

Language and Literature



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India

नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....





Revised

FORMATIVE ASSESSMENT

Manual for Teachers

ENGLISH COURSE

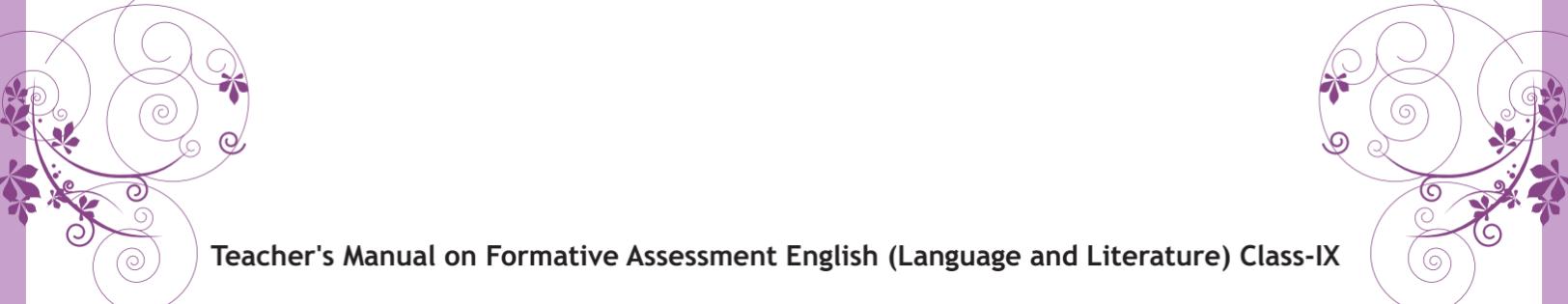
Language and Literature

CLASS IX



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India



Teacher's Manual on Formative Assessment English (Language and Literature) Class-IX

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹ [प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक 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 कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

और ² [राष्ट्र की एकता और अखंडता]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद् द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक 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 पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[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 the² [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;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)



Preface

Formative Assessment emphasizes the fact that students are also the decision makers, a perspective all-important, but ignored in our past assessment legacy. Conventional assessment tends to increase the frequency of assessment in order to ensure students' mastery of the perceived standards, while on the other hand assessment for learning focuses on day-to-day development in learning as students scale up the curricular scaffolding, leading up to desirable standards. It tells teachers if and when students are acquiring the fundamentals of knowledge, interpretation and skills. In short, student success does not rest merely on testing more frequently, on what teachers and principals do with the results, or on how efficiently the data is managed, although these things can contribute to student success.

By introducing Continuous and Comprehensive Evaluation (CCE) at the secondary level in all its affiliated schools, CBSE has conveyed the message that assessment must take into account all the aspects of the personality development of the learner and since learning is a continuous process, assessment also has to be continuous. CCE fundamentally shifts the focus from testing to learning by perceiving assessment as an integral part of the overall framework of teaching and learning. It follows from this that when incorporated into classroom practice, assessment tends to lose its individual identity and gets subsumed into the instructional process. Such a conceptualization necessitates a greater thrust on formative assessment. It brings us to the vital need of strengthening formative assessment because our overall aim is to facilitate learning by improving the teaching-learning process on the basis of information gathered from assessment.

There has been a general lack of conceptual clarity with regard to the formative assessment practices among stakeholders as a result of which, many apparently formative assessment tools and procedures have, in effect, been summative in nature, i.e., exercises to gauge, at a particular point in time, student learning relative to content standards. Many teachers find it a challenge to develop effective formative assessment tools; they also experience some difficulties in integrating them with classroom instruction. In order to provide conceptual clarity in this regard and to place some illustrative examples of formative assessment tasks in the hands of the teachers, the Board had published a series of Manuals for classes IX and X in all the major subjects, to help teachers understand and carry out formative assessment in classrooms.

We feel that as we are growing in our understanding and implementation of the CCE in a more effective manner with each passing year, the teaching-learning material provided to the teachers must be looked into again. A comprehensive feedback was taken by the Board from teachers in all the schools affiliated to the Board on Formative Assessment Manuals for Teachers regarding the quality. The observations and suggestions received after the publication of the first edition and the opinion of experts in the field have also been taken into account. All the manuals have undergone a deep scrutiny for errors and nearly every chapter in every manual reflects improvement.

The revised manuals offer new and practical ideas and strategies for formative assessment to guide the teachers in planning effective tasks that may be carried out in their classrooms. The tasks provided are varied and cater to both large and small classes. The actual time taken to complete an activity in the classroom within the stipulated time has also been given considerable attention. The teachers will benefit from the clear explanations and examples that can guide them in developing their own formative assessment tasks. The assessment criteria given at the end of every activity, can be modified by the teacher as per the requirement of her class.

Teachers must use different modes of assessment whenever appropriate, for a comprehensive understanding of student learning in various aspects. Feedback can then be provided to students and teachers to form the basis of



decisions as to what to do to improve learning and teaching. Students therefore partner with their teacher to continuously monitor their current level of attainment in relation to agreed-upon expectations, so that they can set goals for learning and thus play a role in managing their own progress. Students play a special role in communicating evidence of learning to one another, to their teacher, and to their families, and they do so not just after the learning has been completed but all along the journey to success. In short, during the learning, students are inside the assessment process, watching themselves grow, feeling in control of their success, and believing that continued success is within reach if they keep trying.

The varied repertoire of purposeful techniques and activities given in the manual weaves assessment through the process of instruction and learning and I hope that teachers will be able to transform the suggestions and ideas given into practical and purposeful actions that will make teaching and learning more effective in their classrooms. The purpose of the revised manuals is to provide teachers with guidance and requisite techniques to prepare their own materials, thereby adding value to their curriculum transaction.

This revised document has been prepared by teachers and I place on the record appreciation of the Board for their effort. I also appreciate all the academic officers associated with the revision of the manuals.

I sincerely hope that with the availability of rich materials, teachers will be able to integrate assessment with learning in a more effective ways. Suggestions for further improvement of the manuals are always welcome.

R. K. Chaturvedi, IAS
Chairman, CBSE



Acknowledgements

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School Based Assessment

A Theoretical Perspective

The National Curriculum Framework 2005 emphasizes the practice of assessment as an integral part of the learning process that has the capacity to benefit both the learners as well as the educational system, by giving credible feedback. It also acknowledges that the ongoing assessment procedures and practices cater to a very narrow set of faculties that learners possess. The picture of the learners' abilities provided by such assessment practices is largely incomplete, and their use impedes the further growth of learners.

The vision behind introducing the **Continuous and Comprehensive system of Evaluation (CCE)** was to provide feedback to the learners about their abilities at frequent intervals in order to aid their learning and development. By strengthening and upgrading the design of assessment practices used in schools, the much needed paradigm shift in approach to teaching and learning can be brought about, which would eventually lead us to improvement in the quality of education. With this in mind, the internationally accepted **Modern Assessment Theory and Practice** was introduced as the guiding light in bringing about a shift in how learners need to be assessed in schools throughout the country.

Modern Assessment Theory in the CCE

The **Modern Assessment Theory** is directly aligned with the spirit of CCE as it situates the learner at the heart of the learning process and enables teachers to practice efficient assessment and management techniques. At the core is the *developmental continuum* that explicates the path of growth for learners for every subject. With the help of authentic and concrete *evidences*, the teachers formulate their *professional judgment* about the learner and draw *interpretations* in order to locate every child on the developmental continuum. The assessment tasks and grading scales must be so designed that they enable the learners to exhibit the appropriate abilities in consonance with the learning objectives. For this to be a reality, learners must be informed of the capacities they are to develop so they can navigate through the developmental continuum with a purpose. Teachers must communicate the learning objectives to the learners in simple and easy to understand language to keep them informed of the path that must be followed to attain levels of mastery over concepts and skills. The backbone of the theory is hence formed by the *framework* that operates as the core of the teaching learning practices, and, the *developmental continuum* that defines the standards of student performance. The theoretical nuances are easily executed in practice when the image of the learner is attempted to be built upon.



Modern Assessment Theory and Formative Assessments

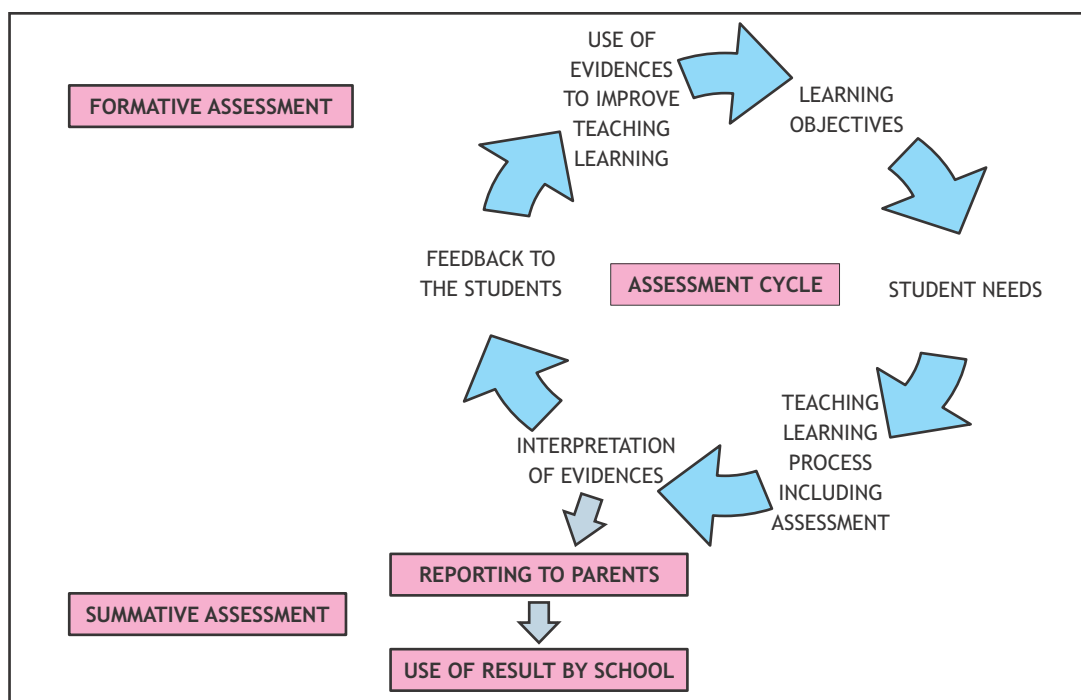
Formative assessment practices provide considerable scope for mapping the learner's academic and non-academic progress along the developmental continuum. The Developmental Continuum can be visualized as a stairway; each step leading the child to higher realms of knowledge, understanding and performance. Each child's performance corresponding to what he or she knows and can do, can be located along the developmental continuum. Through it, the child's progression and development can be comprehensively mapped and can be positioned not in discrete categories- as has been done for a long time in the history of assessment and testing, but in continuity and quick succession, along a continuum that would embody a learner's growth and development during the academic session.

Understanding Formative and Summative Assessments

The paradigm of school based assessments makes assessment an integral part of the teaching learning process that guides the learning process and stimulates further learning.

The mode in which the assessment is conducted in the classrooms may range from being *unstructured* such as teacher-student, student-students conversations, to a *highly structured* kind such as paper-pencil tests or performance tasks.

For unstructured or slightly structured assessment tasks, students and/or their peers could be the sources of evidence when they share their knowledge during the task. For such tasks self assessment or peer assessment can be undertaken to give feedback to the learners about their standards of achievements.





As evident from the above cycle, any assessment can be used as formative or summative. It depends on the purpose of the assessment and difference in the way of reporting. ***The evidences gathered by the assessments that do not form the base for further learning are not really formative assessments.*** Hence, it must be noted that **if, and only if** teachers incorporate their insights and feedback for the students in further learning processes in the classroom, only then can that assessment be termed a 'formative assessment'. Departing from the above said principle would yet again render an assessment as a 'summative assessment', since it would **not** have contributed in further teaching input by the teacher based on learner performance and would have terminated the learning cycle for the child.

Linking Assessments to Cognitive Levels of the Learners

Teachers are aware of the learning objectives that the students need to achieve as a result of the teaching learning process. We then proceed to design lesson plans, activities and teaching methods which revolve around the concept of the cognitive levels of learning, of which Bloom's six levels of cognitive learning are the most familiar.

The six levels of Bloom's taxonomy of cognitive learning are:

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

While our teaching learning process is based on this taxonomy, assessments also need to be linked to the cognitive levels. For example:

Remembering (Multiple Choice)

1. Particles of a liquid-
 - (a) are most ordered
 - (b) move randomly
 - (c) have large intermolecular spaces
 - (d) can slip and slide over each other

Applying (Multiple choice)

1. With reference to Hooper, the author says, "*Everything was going for him*". What does it imply?
 - (a) He had everything that a man aspires for
 - (b) People admired him
 - (c) He did what he wanted
 - (d) He was playing games



Analysis

1. How was Private Quelch's knowledge exposed even further as the Sergeant's classes went on?

Evaluation and Creation

1. Do you agree with Harold's parents decision of hiding from him the fact that his father was a boxer? Why / Why not?
2. Democracy is seen to be good in principle, but felt, to be not so good in practice. Justify the statement with suitable arguments.

Guidelines for Writing Multiple Choice Questions

Multiple choice questions are a form of assessment in which the question instructs the respondent to choose one of the responses as the correct answer from a list of alternatives that are provided. Multiple choice questions are being increasingly used by schools as one of the assessment tools for measuring students' learning achievement.

Advantages of MCQ's

Multiple choice questions provide a level of versatility since they are adaptable for various levels of learning outcomes including simple recall of knowledge, analysis of phenomena, application of principles, interpreting cause and effect relationships, etc. They have a higher validity since more questions can be given to the student and therefore greater coverage of the syllabus can be done. Multiple choice questions have an increased reliability because of the objectivity that is involved in marking; and also facilitate increased efficiency as papers can be easily checked and marked.

Parts of an MCQ

Multiple choice questions consist of a question or a stem, distractors (or the incorrect options) and the key, i.e., the answer. The stem, in a multiple choice item, can be in the form of a direct question, or in a sentence completion format or in the form of a picture or diagram. For example:

- | | | |
|--|---|-------------|
| Q1. A tin foil of length a and breadth b is rolled to make a cylinder. | } | STEM |
| What will be the volume of the cylinder? | | |
| a) $ab^2/4\pi$ | } | DISTRACTORS |
| b) $4\pi a^2b$ | | |
| c) πa^2b^2 | | |
| d) $a^2b/4\pi$ | | |
| | | KEY - D |



There are several guidelines for effectively developing **good quality multiple-choice questions**:

The question should be aligned with the learning objective.

A multiple choice question should focus on an important concept.

It may cover more than one concept when a higher cognitive level has to be tested.

The language should be simple, clear and unambiguous.

Answer options should be plausible and similar in context, ideas and focus.

Ensure that answer options do not overlap with each other.

- ◆ Use "all of the above" and "none of the above" sparingly.
- ◆ The stem and answer options should be framed in positive terms.
- ◆ The answer options should not have opposites.

Modern Assessment Theory and Performance Standards

In the Modern Assessment Theory, marks and grades are NOT the determining factors to assess the learners. It is descriptive standards that aid in positioning a child along the developmental continuum and define the achievement standards for every learner. It must be borne in mind that a student is not compared with a group, but is assessed through descriptors which are both extensive and intensive in nature; those which support the image that is constructed of a child. While building the image of any student, teachers need to be extremely reflective with regard to the factors that reinforce the formed image. Teachers need to persistently collect evidences and thereafter locate the student along the developmental continuum. It must be noted that an image once formed is NOT the final image. Since learning is a process, thereby the image formation is a process too! At no point must a teacher stop adding the evidences that consistently support and build the image of the student.

In modern assessment, we refer the student's performance to predetermined standards. 'Curriculum Standards' are the knowledge, skills, and understanding expected to be gained by the student as a result of studying a course, while 'Performance Standards' are defined as how well the student has achieved the curriculum or content standard. The higher the level of the performance standard, the further the learner is along the developmental continuum.

Depending on the purpose of assessment and the learning objectives, a range of assessment methods, not just MCQ's, should be used to generate a reliable and valid estimate of the students learning. For eg., forms such as short answer questions, essay questions (used affectively to assess higher order cognitive skills), performance assessments (used for role play, recitation, conducting a science experiment etc.), etc., can be used to extract knowledge about the learners' mastery over knowledge and skills.



Rubrics and Modern Assessment Theory

Teachers need to develop marking rubrics which are aligned to the performance standards. Only then can marks actually have meaning. The rubrics are a guide for teachers to locate the student along the developmental continuum. Only then would higher marks reflect higher cognitive skills.

Students and parents should be made aware of the marking criteria, because only then, can they actually see why the response was worth the marks it earned. They can also see what level the student has to climb to, in order to get extra marks. In this way, the learner too can share the responsibility of his growth and improvement.

An example of **marking rubrics created for assessment** tasks for Physics is provided below:

Learning Outcomes:

Students should be able to use appropriate terminology and reporting styles to communicate information and understanding in Physics.

Students should be able to assess the impacts of applications of Physics on society and environment.

Assessment task- essay item

Discuss the effects of the development of **electrical generators** on society and environment. (6 marks)

Criteria	Marks
Demonstrates a thorough understanding of the effects of generators on society and the environment by discussing a positive and a negative aspect of at least one societal effect and at least one environmental effect.	5–6
Either Provides at least one positive impact on both society and the environment, indicating a thorough understanding of the issues. or Provides at least one negative impact on both society and the environment, indicating a thorough understanding of the issues. or Provides positive and negative aspects of at least one societal effect and at least one environmental effect, indicating a sound understanding of the issues.	3–4



States one impact each on societal issue and environmental issues. or Indicates a sound understanding of a societal issue. or Indicates a sound understanding of an environmental issue.	2
States either one aspect of a societal issue or one aspect of an environmental issue.	1

While making a professional judgment on how many marks to allot, only two factors should be kept in mind:

- 1) Performance of the student
- 2) Criteria listed in the marking rubric

By making the rubrics transparent and the criteria explicit, any subjectivity or bias is eliminated. Well developed marking rubrics can be used to not only provide valuable feedback to the teacher, but also to make students aware about what it is that they have to do to improve or move along the developmental continuum.

Realizing the Potential of Assessment

The world over, school boards, universities, international testing agencies, question-writing companies, etc. follow the basic principles of the Modern Assessment Theory. Essentially, the aim of the Modern Assessment Theory is to enable the learners to develop knowledge about their own progress so they channelize their efforts towards becoming proficient in every domain of learning. Teachers on their part are indispensable constructors of a truly educated child, and the theory presents the teacher with concepts that have a strong psychological base, and tools that are structurally sound and in consonance with the curriculum that is executed in schools. School-based assessment needs to engage in assessment practices that are directed towards benefitting the learner, instead of just 'marking' the level of achievement. The Ministry of Human Resources and Development's initiative towards the same is the CCE, which needs to be backed up with tools and techniques that are in congruence with its vision.



Formative Assessment

An Overview

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 student's 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.

What is Formative Assessment?

Formative assessment is defined as *"information communicated to the learner that is intended to modify his or her thinking or behaviour for the purpose of improving learning"* (Shute, 2008, pg. 154). It is part of a feedback process in which a learner is able to evaluate his/her response in light of the information received, and make adjustments. It can be used to:

- (a) identify gaps in knowledge.
- (b) help novice learners to identify important information.
- (c) correct procedural errors or misconceptions.

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.

'... provides feedback which leads to students recognizing the (learning) gap and closing it ... it is forward looking ...' (Harlen, 1998)

'... includes both feedback and self-monitoring.' (Sadler, 1989)

'... is used essentially to get a feed back into the teaching and learning process.' (Tunstall and Gipps, 1996)

Formative Assessment is characterized thus:

- is diagnostic and remedial
- provides for effective feedback
- provides a platform for the active involvement of students in their own learning
- enables teachers to adjust teaching, taking into account 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 receive the feedback
- helps students to support their peer group and vice-versa

Why Provide Formative Assessment?

"...Formative assessment is critically important for student learning. Without informative feedback on what they do, students will have relatively little by which to chart their development." (source: Yorke 2003)

- Enhances motivation to learn
- Helps students identify gaps in knowledge
- Fosters self-study
- Clarifies desired outcomes
- Diagnoses specific misunderstandings

In summary, formative assessment allows students to make adjustment to what and how they are learning. Feedback can also be used to make immediate adjustments to what and how they are taught.

Comprehensive evaluation would necessitate the use of a variety of tools and techniques. This will be so because both different and specific areas of learner's growth can be evaluated through certain special techniques.

Formative Assessment

- is part of the learning process.
- improves learning.
- enhances intrinsic student motivation.
- improves teaching.



Formative Assessment is feedback!

'Learning without feedback is like learning archery in a darkened room' Cross, 1998

1. Clarifies what good performance is
2. Facilitates self-assessment (reflection) in learning
3. Delivers high quality information to students about their learning
4. Encourages teacher and peer dialogue about learning
5. Encourages positive motivational beliefs and self-esteem
6. Provides opportunities to close the gap between current and desired performance
7. Provides information to teachers to improve teaching

Formative Assessment Scheme

Focus on Formative Assessment



Share the learning outcomes
and assessment expectations with students



Use clearly defined criteria



Use examples and exemplars



Give specific feedback
(which will help)



Incorporate Students' Self Assessment



Students keep a record of their progress



Teachers keep records of students' progress



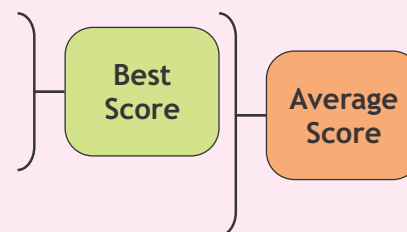
Specific Recommendations for Formative Assessment:

In order to fulfill the objectives of Formative Assessment and to enable students to improve performance, teachers need to use a variety of assessment tools during the course of their teaching. It is mandatory that the teachers use at least three to four assessment tools during each term. Teachers may use one written assessment, and two activities (one group and one individual) in one formative assessment. The home work and class assignments will not be counted towards arriving at grades. In order to promote cooperative learning, one out of the two activities should be a group activity. The teachers should assign one group project during each term to their students which may be multi-disciplinary.

Components of a Formative Assessment

Each formative assessment can include:

1. **One individual activity**
(worksheet, debate etc.)
2. **One group activity** (projects, role plays,
group discussion, surveys etc.)
3. **Written assessment**



Activities to include to one group activity per assessment quiz, debate, projects, theatre etc.

One Multi-disciplinary/inter-disciplinary group project to be assigned to students during each term.

For assessment purposes the best score of one individual activity and one group activity to be taken.

The final FA to be calculated as the average of the best score (one individual activity or a group activity) and the score of the written assessment

Formative assessment can be carried through using multiple modes of assessment such as assignments, quizzes, debates, group discussions, projects etc. It must be clearly communicated to all teachers handling various subjects that projects and assignments must be done as group activities within the class and school time only. Each subject must have only one paper pencil test under formative assessment. The other modes of assessment must be a part of classroom interactive activities.

List of suggestive activities for different subjects. This list is not exhaustive but give an idea of the possible variety.



Languages

Oral and listening - these could be listening comprehension, prepared speech, conversation or dialogue

Written assignments - short and long answer questions, creative writing, reports, newspaper articles, diary entries, poetry etc.

Speeches - debates, oratory, recitation, extempore etc.

Research projects - information gathering, deductive reasoning

Analysis and synthesis and a presentation using a variety of forms including the use of Information and Communication Technology (ICT)

Pair work/group work

Peer assessment

It is suggested in languages at least a few assessments should be used for assessing conversation skills.

Mathematics

Problem solving, Multiple choice questions (MCQs)

Data handling and analysis

Investigative projects

Math Lab activities

Models, including origami etc.

Research projects and presentations

Group projects

Peer assessment

Presentations including the use of Information and Communication Technology (ICT)

It is suggested for Mathematics that at least a few Formative Assessment tasks should be based on the Mathematics Lab Activities .

Sciences

Written assignments, Multiple Choice Questions (MCQs)

Experimental work which may involve one or more of setting experiments, making observations, handling data, making deductions, working safely etc.

Planning or designing experiments to collect data or to investigate properties, laws, phenomena etc.



Language and Literature

FORMATIVE ASSESSMENT

Research work which could be investigative or information gathering and deducing

Group work - research or experimental

Contextual research projects

Peer assessment

Presentations including the use of Information and Communication Technology (ICT)

Science quizzes

Seminar

Symposium

Field trips

Class responses

Model making

It is suggested for Science, at least some formative assessments should be based on experiments and hands-on activities.

Social Sciences

Written assignments- short and long answers

Commentaries

Source-based analysis

Projects-investigative, informative, deductive and analytical

Research

Group work - projects and presentations

Models and charts

Presentations including the use of Information and Communication Technology (ICT)

Using authentic sources and primary texts

Open-book tests

Secondary sources

Comparison and contrast

It is suggested in Social Sciences that at least some assessment should be based on projects which are done in groups as in-class activities under the direct supervision of the teacher.



A system of education and examination that teaches members of disadvantaged group the requisite problem-solving and analytical skills needed by the job market is vital. Memorizing and regurgitating textbooks is not a skill needed by the job market. An exam system that encourages this type of 'learning' snuffs out creativity. To teach skills and create excellence, is the way- perhaps the only sustainable way - toward real equity'.

Examination Reform; NCF 2005- NCERT

Myths about Formative Assessment

1. "Formative assessment doesn't count."

It can! While formative assessment doesn't *have* to be graded, teachers have the option to include formative assessment as a part of the grade, which students accumulate toward their final grade in a unit or course.

2. "Formative assessment has no impact on student learning or achievement."

It does! Studies show that strengthening formative assessment produces significant learning gains. As well, formative assessment can enhance lifelong learning skills by helping students to self-regulate their learning. (*Black and William, 1998; Nicol and McFarlane-Dick, 2006*)

3. "Formative Assessment takes up more of teaching time and effort"

It doesn't have to! Formative assessment techniques are often just good teaching techniques. For example, included are: preparing planned question and answer sessions, gauging student responses through a set of indicators, or providing online modules and self-study quizzes linked to in-class sessions.

4. "Formative Assessment = Multiple Choice Tests"

Indeed, MCQ items can form the bases for formative assessment. However, providing students with the opportunity to self-correct and self-study is an important element of formative assessment. So "taking up the test" is as essential as participating in the test.

5. "Students won't 'buy into' formative assessment."

Motivation to learn actually increases when students see the gap between what they thought they knew and what they actually know. Therefore, feedback from formative testing can improve learning (providing the testing is not too frequent). (*Iverson et al, 1994, Bangert-Downes et al, 1991 in Rushton, 2005*).

6. "More the Formative Assessment, better is the learning"

Just a few formative assessments with the correct tools and techniques will help the child to improve his / her performance.



7. "Every formative assessment needs to be documented and recorded"

It is not essential, formative assessment may only be for helping the students improve.

Why use different methods?

1. Learning in different subject areas and aspects of development is to be assessed.
2. Learners may respond better to one method as compared to another.
3. Each method contributes in its own way to teacher's understanding of learner's learning.

In order to help students improve their performance levels, the schools shall diagnose their learning difficulties through formative tests right from the beginning of the academic year and bring it to the notice of parents at appropriate intervals of time. They will recommend suitable remedial steps to enhance their learning capability. Similarly, gifted children should be provided with further reinforcements by giving them additional assignments, enrichment material and mentoring. Due provision should be made in the class timetable for mentoring and to address different kinds of learners. Teachers also need to incorporate strategies for dealing with differently abled students in their class.

The formative assessment should normally be made on recorded evidences based on **anecdotal records** to be maintained by the class teacher or the subject teacher.

It is advisable to communicate levels of attainment to the students and parents during the course of the academic year, so that with their cooperation remedial measures are taken in time for enhancing the performance of the students. **The overall assessment should be followed by descriptive remarks from the class teacher about the positive and significant achievements, avoiding negative assessment even by implication.**

It implies:

1. sharing learning goals with students
2. involving students in self assessment
3. providing feedback which leads to students recognising weakness and taking corrective/remedial steps
4. being confident that every student can improve



What is Formative Assessment?

Sample Task:

Subject: Social Science

Class: VIII

Topic: Women, Caste and Reform

Task: Dramatization

Time Required:

Discussion and script writing: 2 periods;

Presentation: 1 period

Procedure:

1. Students are divided into groups. They discuss and prepare a short skit on any of the social ills prevalent in the Indian society at different periods of time.
2. The social ills may include sati, child marriage, female infanticide, denial of education to women and gender disparity.
3. Each group prepares a small skit and performs it. Each student is then asked to speak some dialogue.
4. After the presentation, students engage in discussion.

Learning Outcomes:

The students will be able to

- gain an insight into the social evils prevalent in India at different periods of time.
- reflect on social evils and verbalize their feelings.

Skills:

To develop in the students the ability to

- write scripts
- deliver dialogues
- act
- work in teams



Assessment Criteria:

The performance of the groups will be assessed on the basis of content, dialogue-delivery and clarity of concept.

Follow up:

The presentations could be discussed by the class. Wherever the concept is not clear, the teacher could encourage students to ask questions. The teacher could also revisit any part of the lesson that has not been clearly understood by the students.

Is this a formative or summative assessment task?

It has the following features:

The main objective is to enable the learners to gain an understanding of the concept of social evils perpetrated against the girl child and women in India at different periods of time.

A part of the teaching-learning on the topic of women, caste and reform.

Involves students in group interaction and presentation.

After completion, the teacher gives feedback for improvement. Also, if needed, the lesson may be reviewed.

Assessment is done on the basis of well-defined criteria.

Done in the classroom as part of the lesson.

The main purpose is not to measure the knowledge of the learners. Provides conceptual clarity to the learners through experiential learning.

Encourages further learning.

These attributes are at the heart of **Formative Assessment**.

Let us examine a question given in a test:

What are the different social evils prevalent in Indian society at different times? How have they affected girl children and women? Write your answer in about 200 words.

This is a typical question that figures in a Summative Assessment or examination. Here, the main aim is to measure the **extent of knowledge of the learners in the lesson assumed**. The answers of the learners will be marked or graded on the basis of value points and a marking scheme. The information collected by the teacher may not be used to diagnose the problems faced by learners or for remediation since the test is usually conducted after completing the unit or lesson.



However, if a short quiz or test is conducted on the topic when the lesson is in progress to **ascertain the learning gaps for the purpose of providing further help to learners**, it will be formative in nature.

So, by and large the way in which a tool is used, i.e. for enhancing learning or for ascertaining and measuring the extent of learning, decides whether it is for formative or summative purpose.

What is NOT Formative Assessment?

It is seen that under the guise of continuous evaluation schools conduct a series of 'tests'. There are tests for almost every day of the week or every month of the academic session. The argument put forth is that it is only by conducting frequent tests that continuous assessment can be ensured. However, such practices can hardly be called formative assessments because they are not integrated with the teaching-learning process nor is the information collected by the teachers from such tests effectively and systematically used for improving the teaching learning process.

Case Study

Students of Class IX are given the following project in Science:

Project on Communicable Diseases

Collect information about communicable diseases by referring to books and journals and surfing the internet.

Present the information in a folder with illustrations, pictures and photographs.

The folders should be submitted for evaluation within 15 days.

The folders will be evaluated on the following criteria:

Content, neatness of presentation and illustration

Students complete the task individually and submit the folders by the deadline. The teacher grades the work of the students as per the assessment criteria.

Questions:

Is it a good formative task?

How are the students helped by the teacher and peer groups in doing the task?

What are the objectives of the project?

- To assess the student's ability to collect information and present it?

or

- To enable the students to deepen their learning?



If the purpose is to help the learners acquire a deeper understanding of the topic of the project, then the project should be organized differently.

The teacher should discuss the project with the learners.

They explore ways in which information could be gathered, understood and adapted.

Provide scope for group work so that learners study the topic collaboratively and help and support each other.

The teacher should monitor the entire process at regular intervals, giving feedback for correction, modification and refinement.

Besides submitting a folder, the learners are also required to make a presentation to the class or take a *viva voce*.

Assessment is done by involving the learners in peer assessment.

The information gathered by the teacher and the learners is used to improve and further the teaching-learning process.

One major concern with regard to such projects and assignments is that the teacher has very little scope to ensure that they are done by the students themselves. It is now common knowledge that projects and assignments can be 'bought' from shops. Instances of parents doing the projects are also not uncommon. Furthermore, downloading information from the internet also leads to very little learning.

Hence, to use projects and assignments as effective tools of formative assessment, the teacher should take certain precautions:

Ensure that the learners do the task in the school itself under the direct supervision of the teacher.

Discuss the project with the learners and monitor their progress at every stage.

Involve them in the assessment process through self and peer assessment.

Give descriptive feedback as an instructional strategy to move students forward in their learning.

Help students link their classroom learning with the task and their experience.

Follow it up with activities like revisiting some of the concepts, explanations etc.

What does the Manual contain?

After the introduction of CCE in schools affiliated to CBSE in class IX during 2009-10, the Board found it necessary to provide a holistic picture of CCE to all the stakeholders, particularly the teachers. Hence, a Teacher's Manual on Continuous and Comprehensive Evaluation for Classes IX and X were brought out.



Apart from giving detailed information about the scheme of CCE, fundamentals of assessment of co-scholastic and scholastic areas, dimensions of school-based assessment and tools and techniques of evaluation for formative and summative purposes have also been included in the manual.

As a sequel to this publication, the Board decided to bring out a series of manuals to provide exemplar and illustrative materials on Formative Assessment in Languages, Mathematics, Science and Social Science for classes IX and X. The board has received comments and suggestions on the FA manuals from the stakeholders since their publication and hence decided to revise them. A comprehensive feedback on each and every activity/task was collected from the teachers of the schools affiliated to the Board and this revised edition is a result of that feedback.

We aim to strengthen the formative assessment and provide the teachers, detailed guidelines and support material for formative assessment through the manuals.

Objectives of the Manual on Formative Assessment

1. To clarify the concept of formative assessment within the broad framework of CCE.
2. To integrate formative assessments (FA 1, FA 2, FA 3 & FA 4) with the materials prescribed and classroom procedures.
3. To help teachers and learners use formative assessment for enhancing the teaching-learning process.
4. To provide a rich source of formative assessment tasks for the units/ lessons in Languages, Mathematics, Sciences and Social Sciences for classes IX and X.
5. To help teachers use the formative assessment tasks given in the manuals for generating further tasks on their own.
6. To enable teachers to gain conceptual clarity with regard to formative assessments.
7. To motivate teachers to build their capacity to add value to materials and methods.
8. To help teachers plan and manage time effectively.
9. To provide guidelines to schools to record formative assessments in a systematic manner.
10. To provide scope for teacher development in the area of assessment as well as for consultations and enrichment.
11. To initiate a healthy and meaningful interaction between different stakeholders on CCE and the place of formative assessment in this scheme.
12. To make the teaching - learning process enjoyable for both the teachers and the learners.



How is the Manual used?

This manual contains a number of formative assessment tasks for classes IX and X in all the main scholastic subjects. Teachers can use them in a planned manner not only to assess learning but also to enhance the effectiveness of their own teaching. Some suggestions for the effective use of formative tasks are given below:

a) Planning

At the beginning of the academic session teachers of the same subject may consult each other and draw out a plan of formative assessment for the entire session. A suggested annual planner is given for each subject in the manual. The annual plan drawn up by each school should include the following details:

- The number of formative tasks to be used for FA 1, FA 2, FA 3 and FA 4. (The number of tasks should not be less than the minimum suggested)
- The identified tasks from the manual (teachers are, however, free to add their own tasks to the ones given in the manual)
- While deciding/choosing the tasks, care should be taken to select a variety so that knowledge and skills are covered comprehensively and there is no scope for monotony to set in. For example, in languages, the different skills like reading, writing, speaking and listening and language areas like literature and grammar have to be covered in formative assessment. The plan could distribute tasks over the four formative assignments in such a way that all these aspects are assessed at least twice or thrice in a session. Similarly, the tasks may be chosen in other subjects in such a way that they assess different skills and competencies using a variety of modes of assessment.

b) Classroom Strategies

Since the tasks are to be integrated with classroom instruction, teachers have to embed them in their lesson plans. Task specification as given in the manual may be used by teachers in the following manner:

Learning Outcomes:

Identifying the learning outcomes for each task helps teachers and learners in developing a focus. They are also meant to be kept in mind at the time of assessment.

Procedure:

A task may need some preparations on the part of the teacher. These are included under



'Procedure'. The different steps to be followed, precautions to be taken and suggestions for collecting information are also provided under this heading.

Assessment Criteria

In order to make the assessment objective and systematic, specific criteria have been provided for each task. It is essential that the teachers put up these criteria or read them out to the class before commencing a task. Learners should know on what basis they will be assessed. It will also give them task clarity. The scores obtained by students in each of the tasks conducted must be recorded. The record of assessment should also be maintained. Wherever a written product emerges, it may be made part of the student portfolio.

Feedback/Follow up

This is a crucial stage in formative assessment. The performance of students gives valuable information about their understanding, conceptual clarity, problems faced and gaps in learning. Based on this information, teachers could give feedback and undertake follow up activities for remediation and enrichment. The information will also enable teachers to modify their practices for enhanced effectiveness of learning.

Challenges

Teachers may face certain challenges in integrating formative assessment with teaching. This may be due to:

- Large class size.
- Scarcity of time.
- Constraints imposed by logistics.
- Strategy to assess group/pair tasks.

With the help of proper planning, these challenges could be overcome.

Suggestions:

Large Class Size

Choose tasks that involve group work and pair work.

Tasks that require written answers from the learners could be peer assessed.

Answers to MCQs and other objective type questions could be marked by students themselves by exchanging their work sheets as the teacher calls out the answers.

All the students in a class need not be assessed in one period. It means that the tasks may be distributed among groups of students so that the teacher is able to assess them in different



periods. The implication is that in large classrooms all the students need not be assessed in all the tasks/activities. By planning the tasks/activities carefully, all the skills can however be covered by rotating them among groups of students.

It follows from this that all the students need not be involved in the same task at a time. In order to cater to multiple intelligence, teachers could adopt a flexible approach with regard to assigning tasks to students. For instance, students good at written work may be given tasks different from those good at practical work.

While framing the time table, some double periods could be provided in each subject. Tasks involving debates, presentations, group discussions, dramatization, role plays etc could be conducted during the double periods.

Time Management

Since the number of teaching periods for each subject is pre-determined, teachers may feel that conducting formative assessment tasks within the allotted periods may prove to be difficult. However, it is to be borne in mind that formative assessment is to be built into the teaching-learning process and it only represents a change in the methods to be adopted for curriculum transaction. By reducing explanations and frontal teaching, adequate time could be found for tasks and activities.

Some other suggestions are:

- Proper planning will result in efficient time management.

- Complete the preparations for each task well before the class begins so that there is no wastage of time.

- Use self and peer assessment strategically.

- Train learners in the initial part of the term to collaborate with each other and the teacher. Over a period of time, they will be able to maintain efficiency and a brisk pace.

- It is essential that the scoring sheet with names of students is prepared at the beginning of the academic session as per the annual plan. Columns for FA 1, FA 2, FA 3 and FA 4 may be provided along with details of the tasks selected for each assessment and the maximum marks so that recording of scores does not take too much time.

- Train the students in maintaining their portfolios. A folder may be maintained for every subject in which the best written products could be filed by each student. When students are helped to take responsibility for record keeping, it will ease some burden on the teachers besides leading to better time management.



Logistics

Photocopying of worksheets may not be feasible in all schools. Teachers have to adopt a few strategies to overcome this problem.

Suggestions:

Only elaborate worksheets and those with diagrams and pictures need to be photocopied.

Wherever possible, the worksheet may be put up on the blackboard.

If technology is accessible, worksheets could be projected with the help of an LCD projector.

MCQ's and objective type questions could be read out and students may be instructed to write only the answers on a sheet of paper.

Instructions for pair work, group work and whole class work could be read out once or twice.

Share with the Principal and school administration the requirement of photocopies in advance so that the school makes adequate arrangements.

Always use both sides of the sheet of paper for photocopying. It may mean that more than one task is photocopied on a single sheet. After the students complete one task the sheets may be collected and redistributed for the next task.

Whenever possible, worksheets could be shared by two or more students.

Train the students to observe economy in the use of paper / worksheet.

Strategy to assess group/pair tasks

Initially teachers may find it a little difficult to assess group/ pair tasks because the product is usually from more than one student.

Some suggestions to help the teachers in this regard:

Wherever possible group and pair tasks could be broken down into smaller areas and each member of the group could be assigned an area.

Where the above is not feasible, the contribution of each student to the group work has to be observed and monitored.

Usually after group discussion a presentation is to be made by each group. Care may be taken to rotate the presentation among all the students so that over a period of time all are given an opportunity to present the group's views.

Group tasks may be assessed for the entire group/pair. It means that members of each group may get the same mark/grade. However, in pair tasks, it is easier to assess the performance individually.



Since formative assessment is informal, group tasks may be assessed on broad parameters such as participation, contribution and effectiveness of each member of the group.

It is necessary that the teacher monitors group tasks properly to ensure that every student is participating and no student dominates.

This document emphasises teacher-preparedness, planning and co-ordination. It is suggested that at the time of preparing an annual plan, the Principal interacts with each subject committee and helps the teachers prepare a plan of action, ensuring that assessment is integrated with the teaching-learning process.

It may be necessary to prepare detailed lesson plans for each unit/ lesson besides the overall plan for the first and second term. While the lesson plan should essentially be an innovative tool evolved by each teacher depending on the concepts to be taught, the needs of the learners and other socio-cultural factors, it is perhaps advisable to include certain broad areas in the lesson plan to make it reflect the integration of continuous and comprehensive evaluation. While these broad areas, along with the format of the lesson plan could be decided by each school, the following components could be included to ensure holistic planning:

Content/topic/lesson.

Concepts/skills.

Instructional objectives.

Levels - entry, process, integration, exit.

Tools of assessment with specific questions.

Remediation.

It is also suggested that the formative tasks may be assessed for ten marks or multiples of ten to facilitate easy calculation of weightage. Similarly, self evaluation by students could be encouraged by integrating ICT and developing student self-access tools. While it provides ample scope for learner autonomy, it also reduces the burden on the teachers. Finally, a word about **projects**. This document specifies that projects should, as far as possible, be done in the school itself. But certain projects that call for extensive research and work involving hands and using different materials, may be difficult to be carried out within school hours. Since the main concern is about the genuineness and credibility of the work submitted for assessment by the students, if adequate care is taken by the teacher in monitoring the project work, students may be allowed to do some part of it outside school. By making the projects realistic and simple, teachers can ensure authenticity of their work.



Formative Assessment

Important Notes:

It is recommended that teachers choose the formative tasks and number of tasks per unit or chapter judiciously so as to cover a variety of skills and learning objectives.

It is not necessary that all the tasks suggested for each chapter/unit be conducted in class and nor is it necessary for all tasks/activities to be assessed or marked. However, students should be aware of the activities/tasks which will be considered for assessment.

Activities should be built into the teaching-learning process and be a seamless part of the classroom process.

The Formative Assessments should be based on both the Literature Reader and Language skills (MCB/ Workbook).

The Formative tasks should take into account the four skills-listening, speaking, reading and writing.

The marks for each task may be decided by the teachers; however, the weightage for each formative assessment should be calculated for 10%.

All activities related to formative assessment such as language games, quizzes, projects, role plays, script writing etc. must be done as 'in class' and 'in school' activities, supervised by the teacher.

Formative assessment of grammar may also be carried out in an integrated manner, along with the skills of reading, writing, speaking and listening.

The Portfolio can include:

Photographs: Provide an insight into the child's emotional, social and psychological aspects of development.

Paintings and other examples of artistic endeavour: Provide evidence of a learner's abilities, thoughts and attitudes.

Audio-visual Recordings: Specific situation or over a time span to cover important processes and aspects that can be recorded and analysed later.

Self-assessment Sheets: Portfolio to provide evidence of the learner's self-evaluation.

Peer assessment Sheets: Excellent for assessing team and group based activities, social projects and peer-related behaviour can be incorporated into the learner's portfolio, to provide evidence of the learner's Life skills.

Parent assessment Sheets: Can be incorporated into the learner's Portfolio to provide evidence of evaluation done by the parent.

For more information on, portfolio, please refer to the CCE Manual.