

FAQ's ON VERIFICATION AND ANALYSIS OF EVIDENCES OF ASSESSMENT

Q.1 How were the schools selected for sending the Evidences of Assessment for Term-II, 2012-13?

6816 schools were selected for sending the evidences of assessments for Term-II, 2012-13, falling under the three categories:

- (a) The schools which were not selected for sending evidences for Term I.
- (b) The selected schools which did not send their evidences to the designated nodal centres/ regional offices for Term-I.
- (c) The schools which scored less than 20 during first term analysis work.

A notification regarding the list of schools selected for sending the Evidences of Assessments for Term-II has been uploaded on the CBSE academic website: http://cbseacademic.in/web_material/Notifications/2013/15_NOTIFICATION.pdf

The list also specifies the Subject (English, Hindi, Mathematics, Science or Social Science), Class (IX or X) and the Nodal Centre/Details of the City Coordinator where the school sent the evidences.

Q.2 What instructions are to be followed for sending the evidences?

The schools are requested to refer to Circular No. Acad-18 dated 20/2/2013 for detailed information on how to send evidences of assessments to their respective Nodal centre. The Checklist given on Pg. No. 6 – 10 (Annexure-II of Circular No. Acad-18) may be used for sending desired information in Packet 4 (Pg. No. 12 of Circular No. Acad-18). Also schools may refer to Circular No. Acad-17 dated 18/2/2013 on Follow-up action on Analysis of Evidences of Assessment for Term-I, 2012-13.

Q.3 What has prompted the Board to ask for evidences of Co-scholastic assessment?

1. Co-Scholastic is an important area of assessing students' personality development and need to be given equal importance by the schools. However, the practice by many schools has been to neglect this area and inflate marks/grades so as to seek benefit from the up-gradation policy in the Scholastic areas advocated by the Board.

This has prompted the Board to ask for Evidences of Assessments in Co-Scholastic areas also along with the Scholastic assessment.

2. So far as the **reflection of Co-Scholastic grades in the Report Card** is concerned, it is submitted that assessment being continuous in nature should begin right from the beginning of the session. In Circular No. 82, schools have been asked to include this in the Report Card of the Term-I also. This is being done as the parents must also be aware about the performance and progress of their child in the Co-Scholastic Areas and Co-Scholastic Activities right from the beginning. Also the Board has received feedback from parents about being unaware of the Co-Scholastic grades till the end of the year and in such cases, malpractices creep in as they also lead to upscaling.

Moreover, our data analysis has thrown up a list of schools where only impressionistic grades are being given without any activities being done or evidences being recorded.

For Term-I, schools generally have their own computer print outs and the prescribed report card format (given in the CCE Manual) is used only for the final term of Class IX/X. Therefore, the schools can easily include Co-Scholastic Assessment of Term-I also in the report card. Though the grades obtained by the students in Term-I will not be reflected in the final Report Card but will definitely be taken into account at the time of arriving at grades for the final assessment.

3. **Regarding giving grades on Life Skills for the Analysis of Evidences of Assessments**, the overall grade scored by the student in all the three areas of Life Skills is to be included.

For example, if a student scores:

	Total Points (out of 50)	Average Grade Point (out of 5)
Thinking Skills	45	4.5
Emotional Skills	40	4.0
Social Skills	42	4.2
Total		12.7
Average Grade Point		$12.7/3 = 4.23$
Grade		A

Similar procedure should be followed in all the other Co-Scholastic Areas.

Q.4 What evidences are required to be send for Co-Scholastic Assessment?

The evidences of Co-Scholastic Assessment are to be sent for those students who have been selected for sending the evidences of Formative and Summative Assessments. Schools may send write-ups, photographs, anecdotal records, charts, poems, CDs of the performance of students. Write-up may include the following:

1. Details of various activities being used for imparting Life Skills, Work Education, Values Education, etc.
2. Proforma of the selected students
3. Assessment rubrics being used.

Q.5 What is a student's portfolio?

The Portfolio of a student can include:

- Photographs of students work of art, his participation in debates/discussions/Visual & Performing Arts, etc.
- Paintings and other examples of artistic endeavour as evidence of a learner's abilities, thoughts and attitudes
- Audio-Video Recordings
- Self-Assessment Sheets as evidence of a learner's self-evaluation
- Peer Assessment Sheets as evidences of social Life Skills projects and peer related behaviour.

For further details you may kindly refer to Teacher's manual on CCE.

Q.6 My school has less than 15 students in Class IX/X. How should I select/arrange the students for sending the Evidences of Assessment?

In case there are less than 15 students in IX/X of your school, you may send the evidences of all the students to CBSE .

Q.7 My school is shortlisted for sending Evidences of Assessment of subject Hindi but we have Punjabi/Malayalam subject instead of Hindi. Please guide us regarding this.

Evidences of Assessment are being collected in five subjects: Hindi, English, Mathematics, Science and Social Science. If any school does not have Hindi as a subject, then the school may send evidences in English and should intimate the same to the RO/respective nodal centre. In case of any further clarifications, an email may be sent to sugandh.cbse@live.com.

Q.8 My school has not received any Feedback Report regarding assessment of class IX-X Term I April-Sep 2012.

All the Feedback Reports have been dispatched to the schools whose evidences have been analysed for Term-I, 2012-13. There is a possibility that either the evidences sent by you have not been received by the Regional Office/Nodal Centre or they have been received late and hence not analysed. There is also a possibility that due to wrong address, the feedback report might not been received at your end.

It is therefore required that in case your school has been selected for sending the evidences for Term-II, you may send the evidences to the respective Nodal Centre as mentioned in the list of schools being uploaded on the website.

In order to avoid such discrepancies, arrangements are being made to provide the schools with an online facility where the schools can check their status whether their Evidences have been received and moderated at the nodal centre or not.

Q.9 My school has been asked to send evidences of Class-X but ours is a newly affiliated school and has students only upto IX for the current session. What should we do?

The school may send the evidences for Class-IX in the same subject as communicated to you and a letter regarding the same may be given to the respective Regional Office/Nodal Centre.

Q.10 My school has some students opting for Scheme-1 and some opting for Scheme-2 in Class-X in Summative Assessment - II. Please guide us on how to categorize the top, middle and bottom level of achievements.

The evidences of Formative and Co-Scholastic assessments will not get affected by the school opting for Scheme 1 or Scheme 2 in Class X. Regarding Summative Assessment -II; you should send evidences pertaining to the students who have opted for Scheme 1.

Q.11 On the basis of the analysis of evidences of assessment what are some of the best practices adopted by a school ?

We have observed some of the Best Practices being adopted by certain schools such as:

- Designated senior teachers as subject Coordinators
- Issue of Academic Circulars to Teachers on:
 - Salient features of CCE
 - Development of Academic Schedule and adherence to it.
 - Development of Assessment formats specifying kind of activity for each FA.
 - Write-ups and formats for Co- Scholastic assessment, Diagnosing deficient areas of learning of students, taking remediation measures, Record keeping.
- Issue of Examination Circulars on conduct of Formative Assessment, Summative Assessment, Evaluation of answer sheets,
- Regular Workshops for teachers on Life Skills Education, Problem Solving Assessment, Leadership Skills, Students Counseling, Career Counseling, Class Room Management, Development of High Order Questions, Values based education and assessment, Enhancing students' performance through greater involvement, motivation, Assessment of Long Answer Questions, Multidisciplinary Projects etc.
- Preparing evidences of assessments as required by the Board.