

# Continuous & Comprehensive Assessment in DOP

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# CCE vs. CCA

- Continuous and comprehensive Evaluation (CCE) has emerged as a fashionable nomenclature among the educational circles.
- There has been a proliferation of literature exploring the various dimensions of assessment and on the subtleties involved in differentiating assessment from evaluation or testing.
- Sometimes these terms are used synonymously.
- DOP rejects the nomenclature CCE and proposes Continuous and Comprehensive Assessment (CCA) instead.

# Evaluation vs. Assessment

- Evaluation refers to making a judgment concerning the quality of a performance, work product, or use of skills against a set of standards . It is designed to *document the level of achievement that has been attained*. In schools, students receive frequent evaluations in the form of grades on exams, classes, papers, and so on. These are global measures that tell the instructor whether the student has achieved a desired level of performance.
- Assessment, on the other hand, is focused on measuring a performance, work product, or skill in order to offer feedback on strengths and weaknesses and to *provide direction for improving future performance*. Assessments are nonjudgmental and are designed and intended to be used to produce improvement. Students are assessed for gaps in skills, readiness to move to a higher grade level, language difficulties, psychiatric problems, and so on. These assessments help instructors to identify gaps and develop programs to address deficiencies.

# The dilemma in Assessment

- If we equate language learning with a 'bricklaying' process, we can easily test whether the learner has learnt the targeted linguistic components such as vocabulary, structures, and idioms after teaching each component. Since language acquisition is a non-conscious organic process, it will be impossible to assess what the child has acquired at a given point of time. Thus we are facing a different situation.
- As we are facilitating a non-conscious process, it is not easily observable what the child has acquired after experiencing a particular module of classroom transaction. What the learner performs does not directly reveal his inner competence.
- Moreover, we cannot design and execute multilevel learning activities catering to the needs of the different levels of the learners because this kind of selective linguistic input will lead to learning but not to acquisition.

# Putting Assessment into Perspective

- Language learning is a continuous process. Assessment is not an activity distinct from learning.
- Since learning is facilitated through individual responses, pair discussions and group discussions, assessment operates at the individual level, in peers and in groups.
- This will help the learners to compare their strengths and weaknesses and make modifications in their learning.

# Types of Assessment

1. Formative assessment

This can be interpreted as **assessment for learning** and **assessment as learning**.

2. Summative Assessment

This can be interpreted as **assessment of learning**.

A truly professional teacher needs to be patient, innovative and assess his/her pupils' progress in every period in each class and give them proper feedback

3. As a result language acquisition takes place in a smooth, natural and non-conscious manner

# Assessment for learning: Characteristics

- It is conducted by teachers in collaboration with the learners.
- It helps to know where the learners are, where they need to go, how best to get there.
- It is an integral and continuous part of learning.
- It leads to action that supports further learning.
- It is related to learning goals of all kinds.
- It is qualitative in nature.
- It focuses on how the learners learn.
- It recognizes the full range of achievements of all the learners.

# Assessment as Learning: Characteristics

- Think about how best the learners have learnt.
- The learners decide their own objectives.
- They plan the next step in their learning.
- They assess one another's work.
- They are responsible for their own learning.
- They analyze their own knowledge and learning process critically.



# Tools available for assessment

- Inventory of class-wise and discourse-wise performance indicators
- Day-to-day assessment recorded by the teacher after the completion of the classroom transaction (2-column lesson plans (process and assessment))
- Self Assessment done by the learners (Tools for these are included in the textbook)
- Peer assessment tools
- Student portfolios (which contain the discourses written individually)
- Big books (which contain discourses produced in groups through collaboration)
- Feedback given to the learners on their performance
- Feedback collected from parents
- Feedback collected from other teachers
- Student's journal
- Snapshots of learners' performance both inside and outside the classroom
- Worksheets generated through negotiation with the learners in a specific assessment context



# Domains of Assessment

- Listening & Speaking
- Reading Comprehension
- Conventions of writing
- Vocabulary
- Grammatical Awareness
- Creative Expression (Producing Discourses)
  - A. Oral B. Written

There are level-specific indicators for each of these domains

# Recording formative assessment

- Record what children can do and not what they don't know and can't do.
- Should not go for rating as A, B,C or as good performers, slow learners, etc.
- Learners should get useful feedbacks on how they can perform even better.
- Make use of portfolio recording as evidence of children's performance.
- Teacher portfolios can be used.
- Recording should be qualitative.
- Formats should be teacher-friendly, parent friendly and learner-friendly.

# Cont'd

- Think about how best the learners have learnt.
- The learners decide their own objectives.
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# Formative assessment-Tools (SCERT, Telangana)

1. Read and Reflect
2. Written works
3. Project works
4. Slip test

The first three tools will be conducted for 10 marks each. Slip test will be conducted for 20 marks. But for recording marks and awarding grades each tool marks will be consolidated to 5 marks for a total of 20 marks.

# Read and Reflect

- The teacher provides reading materials such as library books, magazines, articles, newspapers etc. to the learners twice in a formative period (there are four formatives in an academic year).
- The learners read the materials and write their reflections in their notebook. (Student maintain a separate notebook for writing reflections, project work and slip test)
- They will also be asked to present their reading experience orally (without looking at the notebook) before the class.

### How well did I understand this unit?

Read and tick (✓) in the appropriate box.

* Indicators	Yes	Somewhat	No
1. I listened to and understood the listening text.			
2. I read and understood the text.			
a) Karate Kitten			
3. I talked about the characters.			
4. I framed meaningful phrases taking words from boxes.			
5. I understood and did the exercises on:			
a) prepositions			
b) combining the sentences using 'when'			
6. I understood and recited the poem, 'Our Kitten'.			
7. I was able to write:			
a) a conversation.			
b) a description.			



## Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
<b>Reading:</b> I read and comprehended the text:			
A: Attitude Is Altitude			
B: Every Success Story Is Also a Story of Great Failures			
C: I will Do It			
<b>Vocabulary:</b> I was able to ....			
▪ identify the adjectives that describe Nick Vujicic.			
▪ pick out the examples from the text that support the attributes to Nick Vujicic.			
▪ identify the words that describe the positive or the negative attitude of a person.			
▪ choose the expressions which are nearest in meaning to the words given.			
▪ fill in the blanks with the words that match with the descriptions.			
▪ choose the most appropriate one word substitutes.			
<b>Grammar:</b> I was able to .....			
▪ identify defining and non-defining relative clauses from the text.			
▪ circle the non-defining relative clauses and put a comma or a hyphen wherever necessary.			
▪ complete the sentences with defining or non-defining relative clauses.			

# The Modular Transaction Process

## **Module 1: Pre-reading**

- Trigger activity : Interaction based on a theme-related video clipping or picture that triggers the perceptual thinking of the learners.
- Capturing key concepts using an appropriate graphical organizer
- Groups enriching the organizer further by incorporating their understanding of the theme
- Making an oral presentation based on the organizer

## **Module 2: Reading**

Individual reading

Collaborative reading

Extrapolating the text with the help of analytical, reflective, inferential questions

## **Module 3: Constructing a discourse**

Individual construction

Random presentation by the individuals

Sharing in groups and refining the work

## **Module 4: Presenting the group product**

Presenting the teacher's version

## **Module 5: Editing the written work**