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## PARENTAL CIRCULAR

Date : 5<sup>th</sup> July 2011

(classes IX & X)

On the context of the recent examination reforms spurred by CBSE, the scheme of Continuous and Comprehensive Evaluation (CCE) has been implemented.

**CCE** is a system of all-round evaluation of a student in all the aspects of student development. This system has two objectives viz. (i) continuity in evaluation (ii) assessment of broad based learning.

### What is Continuous and Comprehensive Evaluation (CCE) ?

- It is a process to provide holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development.
- This scheme aims at making evaluation an integral part of teaching learning process.
- The scheme focuses on all round development of personality of the learners.
- The scheme also envisages improving the on-going teaching learning processes by diagnosing the learning gaps and offering corrective and enrichment input.
- The CCE scheme brings about a paradigm shift from examination to effective pedagogy.

### What does the term 'Continuous' in CCE mean?

- It focuses on regularity and continuity in assessment.
- The term Continuous means that the assessment is to be completely integrated with the processes of teaching and learning.
- The term also refers to diagnosis of learning gaps and providing remedial measures to enhance levels of learning while providing support to students so that they can develop / improve their skills.

### What does the term 'Comprehensive' in CCE mean?

- It includes assessment of holistic development of the learner including cognitive, affective and psychomotor domains.
- The term also includes use of a variety of tools and techniques for assessment of the learners.

### What do the terms 'Scholastic' and 'Co-scholastic' mean?

- The term scholastic refers to those aspects which are related to intellect or the brain. It includes assessment of learners in curricular subjects, assignments, project work, practical and oral work etc.
- The term co-scholastic refers to those aspects which are related to hand and heart. These include psychomotor skills, Physical Development, life skills, attitude, values, interests and participation in co-curricular activities.

### 1. Scheme of CCE

- a) In general, for the purpose of the CCE, an academic year has been divided into two terms. The first term will be from **April – September**, and the second term from **October – March**.
- b) The CCE is intended to provide holistic profile of the learner through evaluation of both Scholastic and Co-Scholastic areas spread over two terms each during three academic years.

### 2. Evaluation of Scholastic areas:

Each term will have **two Formative assessments** and **one Summative assessment** for evaluation of Scholastic areas. Assessment will be indicated in grades. The Grading Scale for the Scholastic Areas is a Nine Point Grading Scale.

#### 2.1. Formative Assessment:

Formative assessment is a tool used by the teacher to continuously monitor students' progress in a non-threatening and supportive environment. The means of testing can be paper-pencil tests, quizzes, conversations, interviews, oral testing, projects, practical and assignments conducted by the concerned subject teachers.

#### 2.2 Summative Assessment:

The Summative assessment is the terminal assessment of performance at the end of instruction. The Summative assessment will be in the form of a pen-paper test. It will be conducted at the end of each term.

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The Weightage of **Formative Assessment (FA)** and **Summative Assessment (SA)** shall be as follows:

TERM	Type of Assessment	Period	Percentage of weightage in academic session	Term wise weightage	Total
FIRST TERM (April-Sept)	Formative Assessment-1	April-June	10%	Formative Assessment- 1+2=20%	Formative Assessment =40%
	Formative Assessment-2	July & August	10%		
	Summative Assessment-1	September	30%	Summative Assessment- 1=30%	
SECOND TERM (Oct-March)	Formative Assessment-3	Oct.-Nov.	10%	Formative Assessment- 3+4=20%	Summative Assessment =60%
	Formative Assessment-4	Dec.-Jan.	10%		
	Summative Assessment-2	February	30%	Summative Assessment- 2=30%	
					<b>Total 100%</b>

### 3. Evaluation of Co-Scholastic areas:

In addition to the Scholastic areas, a student's performance in co-scholastic areas like Life Skills (Interpersonal Relationships, Effective Communication, Empathy, Dealing with stress etc.); Attitudes & Values (Attitudes towards Teachers, Schoolmates, School programmes and Environment); Work Education; Visual and performing Arts; Co-curricular Activities and Health & Physical Education will also be evaluated. The students will be assessed on a Five Point Grading Scale once a session. There will be no Summative Assessment in GK. However, the assessment of GK will be covered under the co-scholastic aspects like values, environment etc.

### 4. Grading Scale

Assessment of Scholastic areas will be reported twice in a year. The nine point grading scale for measuring scholastic achievements is given below:

Grade	Marks Range	Grade point
A1	91-100	10.0
A2	81-90	9.0
B1	71-80	8.0
B2	61-70	7.0

Grade	Marks Range	Grade point
C1	51-60	6.0
C2	41-50	5.0
D	33-40	4.0
E1	21-32	3.0
E2	00-20	2.0

Minimum qualifying grade in all the subjects under Scholastic Domain is D.

All assessment with regard to the academic status of the students shall be done in marks and the assessment will be given in grades.

Good grades in co-scholastic domain will enable the students to have up-gradation in two subjects in scholastic domain. So encourage your child to show a positive learning attitude inside or outside the class room.

The parents are advised to regularly meet the Class teachers to keep track of their ward especially in co-scholastic areas. The parents will be getting bi-monthly report of their ward in co-scholastic areas.

***“Education must promote and nourish as wide a range of capacities and skills in our children as possible. The gamut of such skills includes the performing arts (music, dance, drama, etc), painting and crafts, and literary abilities. Also, skills as diverse as some children's special capacity to bond with nature – with trees, birds, and animals- need to be nurtured.”***

***- Position Paper on Aims of Education, NCF 2005 NCERT***

***“We will march systematically towards achieving excellence.”***

*R.K. Trivedi*  
05/07/2011  
R. K. Trivedi  
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*Bhabani Nande*  
5.7.11  
Bhabani Nande  
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**NB** – Please mention the blood group of your ward in his/her school diary.