UNIT 9 ASSESSMENT IN SOCIAL SCIENCES

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INTRODUCTION

In unit 7, you have learnt about various methods of teaching social science. All these methods seek to make the teaching-learning of social science activity-based, participatory and joyful; and help learners to understand social issues better. To make the process of teaching-learning-social science still better, you are required to select and use various learning resources. Some of the resources are available in child’s environment, whereas some need to be developed or purchased from the market. Now-a-days, students, with the help of internet technology, get learning materials including texts, pictures and videos easily from different websites. The need, importance and development of the frequently used learning resources in social science teaching, e.g. maps, globe, timelines, have been discussed at length in the previous unit. The main purpose of using varying instructional strategies and/or learning resources, particularly, in social science teaching is to enhance learning. But how a teacher of social science ensures that student learning has taken place. He/She asks students questions during the course of teaching gives home assignments, conducts various types of examination like quizzes, unit-tests and term-end tests, etc. Based on these activities, he/she carries out assessment and evaluation. In this unit we will discuss assessment and evaluation in social science. Think about the methods or approaches you use to assess students’ learning of social sciences. Do they help you to get a complete picture of child’s learning? Do they enhance child’s learning? Can you think of some alternative methods of evaluation? What are the defects in the method(s) you follow? These are some of the pertinent questions which will be discussed in this unit.

LEARNING OBJECTIVES

After going through this unit, you should be able to:

• explain the methods of evaluation being followed for social science subjects at upper primary level;
• list the strengths and weakness of the methods of evaluation being followed in social sciences;
• use some new methods of evaluation in social sciences that enhance students’ learning;
• appreciate Continuous and Comprehensive Evaluation (CCE) approach in social science;
• assess students’ learning in social sciences on continuous basis;
• identify the merits of grading system over marking system; and
• use grading system in assessment of students’ learning, particularly in social science;

9.2 ASSESSMENT IN SOCIAL SCIENCES – BASICS

When we meet someone for the first time, we engage in some form of evaluation. Some of the descriptions, we might apply to people we meet, include: funny, intelligent, arrogant, witty, rude, etc. As teachers we meet new student each year and form impression about them from our interactions and/ or observations. These impressions are forms of assessment of characteristics we observe or determine from our interactions. In order to find out how children are doing in schools, teachers spend a lot of time in assessing children. But many of them do not give importance to what they do (interact or observe) on a daily basis informally. Examinations, particularly the board examinations, negatively influence all the activities of school, including evaluation and teaching learning process. In the Indian education system, the term evaluation is associated with examination, stress and anxiety. Before we learn about the purpose of a good assessment system, and assessment practices we need to adopt so as to enhance students’ learning in different subject areas, let us think about our current practices of assessment of learning in social science subjects.

ACTIVITY-1

1. State the major purposes with which you assess children’s learning.
2. What do you look for when you assess your children’s learning of social sciences?
3. State the periodicity you follow (e.g. daily, weekly, monthly, bi-monthly, annually) in assessment of children’s learning.
4. Name the tools and techniques or strategies you adopt for assessing children’s learning in social science subjects.

Your response to the above items is mostly related to the following aspects of assessment:

• Why should children be assessed?
Assessment in Social Sciences

- What should be assessed?
- When should assessment be done?
- How should assessment be done?
- How can assessment information be used?

Before we discuss about the current policies of and shift in practices of assessment, let us look at a situation you might have experienced several times.

Scenario: What does Marks Indicate?

In a school, 40 children of class VIII who appeared half yearly examination, scored between 20 and 95, out of 100, in social science. Majority scored between 50 and 60. Hari, who stood first obtained 95 marks whereas Gita who stood second scored 91. Gita’s mother managed to learn about the marks obtained by Hari in different subjects and compared with that of her daughter in the progress card. She found that Gita has scored higher marks in rest of the subjects and in aggregate as well. Gita’s total marks in this examination remained highest in the class. Despite all these, her mother did not express her satisfaction with the performance of Gita, the reason being she scored less in social science, particularly than Hari, who happened to remain in second position in last many examinations. She warned Gita to see that Hari never exceeds in any subject in the annual examination. Interestingly, the class teacher compared the marks of the two students and threw a comment on Gita’s marks saying “A drop of Kerosene in a bucket of water”. Gita’s classmates reacted to her marks in comparison to that of Hari in similar manner.

Many a times you must have come across the situation like this. The situation obviously indicates that this type of evaluation causes feeling of insecurity, stress, anxiety and humiliation in children as in Gita’s case, even though she has scored more than 90% of marks. It brings out what the child does not know or cannot rather than what the child knows or can do. It also focuses on assessing the content knowledge acquired by rote memorization. Most of the time it leads to comparison and unhealthy competitions among children; and in some cases it leads to suicide even for one mark that determines position / division or pass / fail. Think about the situation and try to answer the questions as follows:

ACTIVITY-2

1. What should we really assess?
2. Should we assess what the child does not know or cannot do?
3. Are there other ways of assessing children besides exams?
4. Is reporting in terms of marks enough?
5. Should we encourage children to compete with each other for marks?
9.2.1 WHY SHOULD CHILDREN BE ASSESSED?

The purpose of assessment is to improve teaching learning process and ultimately to judge the extent to which the capabilities of learners have been developed. This does not mean that tests and examinations will have to be conducted frequently. Well-designed assessment and regular reporting provide learners with feedback and encourage them to learn further. They also serve to inform parents about the quality of learning and progress of their wards. This is not a means of encouraging competition among learners. The popular notion that evaluation should identify the needs of remediation is misleading. The term remediation needs to be restricted to learners having problem with literacy / reading or numeracy (NCERT, 2005, p.72).

Since you are concerned about children’s learning; and the purpose of assessment is to improve and gauge their learning, you must be aware of some of the reasons as to why assessment of children be made.

ACTIVITY-3

1. Explain the reasons / purposes with which you assess your children in social science.

Here are some of the important purposes of assessment:

- To find out what learning and change take place in the child over a period of time.
- To identify the individual needs and requirements.
- To plan teaching-learning process in a more suitable way.
- To help the child understand about what s/he knows or can do.
- To find out the extent to which the objectives of the syllabi have been achieved.
- To improve teaching learning process.
- To communicate the children’s progress in the subject to parents.
- To do away with the fear of assessment among children.
- To encourage and support children to learn together.

The purpose of assessment is not to:

- encourage children to compete with each other for marks.
- identify what the child does not know or cannot do.
label children as slow learners, or bright students or ‘problem children’.

identify children who need remediation.

diagnose learning difficulties and problem areas.

help children to score more marks in exams.

encourage children to get position (first/second) in exams.

9.2.2 WHAT SHOULD BE ASSESSED?

Education is concerned with preparing children for a meaningful and productive life, and therefore, is concerned with the all-round development of the child—physical, social, emotional, cognitive and moral. The school should support and encourage all-round or holistic development of children. We need to ask ourselves – what aspects of children’s learning should be assessed? What is that we are looking for when we assess children? Seen from this perspective, all aspects need to be assessed rather than only academic achievement. Unfortunately, the current processes of evaluation, which assess a very limited range of abilities, do not provide a complete picture of an individual’s abilities or progress. It is, therefore, important that assessment be undertaken for all the activities that the child participates in both inside and outside the school/classroom.

Think of the subject social science and suggest as to which activities of the learners should come under the purview of assessment in the subject. The following activity would be of help to refine your thinking and process of evaluation in social science.

**ACTIVITY-4**

State activities of the children both inside and outside the school or classroom that should be taken into account in the assessment of learning in social sciences at elementary stage.

Suggested below are some activities of children that need to be taken into consideration in the context of assessment:

- Children’s learning in subject areas.
- Children’s skills, interests, attitudes and motivation.
- Children’s participation in social activities.
- Children’s responses to different situations and or opportunities both in and out of school.
- Children’s participation in co-curricular activities.
9.2.3 WHEN SHOULD ASSESSMENT BE DONE?

One of the critical questions raised by most of us as to when or how often should we assess a child’s learning. While many teachers are of opinion that assessment of learning outcomes should go along with the teaching–learning process in a continuous manner, some resist it saying that continuous assessment reduce learning time and, therefore, is a waste of time. Think about these two views. The following activity would refine your thinking.

**ACTIVITY-5**

1. Which of the following views on assessment do you prefer? (i) or (ii) or both? Justify your views.
   
   i. Assessment of learning outcomes in subject areas should go along with the teaching learning process in a continuous manner.
   
   ii. Assessment of learning outcomes in subject areas should occur once (annually) or twice a year (half-yearly).

There are many reasons to prefer the former view on assessment of learning outcomes. A good evaluation can become an integral part of the learning process and benefit both learners themselves and teachers by giving feedback. It is obvious that teachers use to observe the progress of their children regularly on informal basis. These informal observations no doubt, have immense implications for improving teaching–learning process and thereby children’s learning. There is, however, need for some periodicity in evaluation to help teachers reflect upon the information collected about learners. Thus, assessment should be on daily basis as well as periodic.

**Assessment may be on:**

1. **Daily basis:** Interacting with the children and continuously assessing them both in situations inside and outside the classroom.
2. **Periodic:** Once in every 3 to 4 months, teachers may check and reflect.

*Source: NCERT, 2008, p.7*

Continuous assessment implies maintaining a profile for each child. This is required to reflect upon, derive feedback, plan and implement measures so as to enhance children’s learning. Thus, continuous assessment implies a cycle of learning and assessment.

9.2.4 HOW SHOULD ASSESSMENT BE DONE?

You are already aware that the process of assessment is cyclic and continuous. It implies that assessment is an integral part of teaching learning process - begins...
and ends with teaching learning process. You are also aware that assessment follows certain steps and process. Let us discuss those steps:

**9.2.4.1 COLLECTING INFORMATION ABOUT CHILDREN**

Assessment is any systematic procedure for collecting information that can be used to make inferences about the characteristics of people or objects (AERA et al., 1999; Reported in Reynolds et al. 2009, p.3). In the context of collection of information about children’s learning and progress, two things are important – first, to collect information from a variety of sources, and secondly, to use different methods or tools and techniques. Before we discuss on these two issues respond to the following activity based on your experiences:

<table>
<thead>
<tr>
<th>ACTIVITY-6</th>
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</thead>
</table>

Name the sources from which you get / collect information about your children’s learning and progress; and the method (s) or tools and techniques you use against each.

<table>
<thead>
<tr>
<th>Sources of Information</th>
<th>Methods/Tools and Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td></td>
</tr>
</tbody>
</table>

It has been observed in most schools that the teacher is the primary source of information. The other important sources include:

- Children themselves
- Parents
- Child’s friends / Peers/ Classmates
- Community Members
- Principal/ Headmaster
- School records (attendance register etc.)

The next question that arises is how is information to be collected from different sources. What is observed across all schools is that the most commonly used methods are: class tests, assignments, paper–pencil tests, written and oral tests, questions on pictures, discussion with students. It should be remembered that no single tool/ technique or method can provide all the required information about a child’s learning and / or progress. They can be used in different times depending on what is being assessed.
9.2.4.2 RECORDING OF INFORMATION

The most common form of recording of information is through the use of report cards. Most report cards in schools across the country carry information in the form of marks or grades obtained by children in tests/exams. Such report cards fail to provide a complete picture of the child’s learning and progress. The scope needs to be widened. Recording needs to include records of observations and comments on children’s performance on assignments, ratings of what children do and how they behave and anecdotes or incidents of children’s behavior towards others.

**Effective Recording**

- Recording the observations immediately in a diary
- Assessing the child’s work during an activity
- Writing descriptive statements of a child’s work
- Preparing a child’s profile
- Keeping sample of a child’s work in a portfolio
- Making note of important changes,
- Clarifying doubts of the child while recording

9.2.4.3 INTERPRETATION OF GATHERED INFORMATION

Once the information has been recorded, the next step is interpretation of gathered information. It helps to understand and draw conclusions about the child—where the child is and what needs to be done to help the child. This requires daily analysis and review of records as well as provides reflection of collected information.

It is very important that information which is collected should not stop with collection of information/evidences. You need to carry this further with brief qualitative remarks. It is often seen that a child’s response is marked with “O” or “X” or “A” or “B” etc. It is necessary to go beyond marking or grading. It means that marks or grades should be explained further. This will help in understanding why the child has done whatever s/he has attempted to do. This type of assessment data would enrich teaching learning practices and the child’s learning.

Look at the portion of certificate of Continuous and Comprehensive Evaluation (CCE) issued to Akash, a student of DM school, Bhubaneswar (Odisha), who appeared Secondary School exam, 2011. The certificate uses descriptive indicators of learning against each grade.
Scenario: Certificate of CCE of Akash for Class IX

Note: Is it that Certificate of CCE includes only the subject areas as mentioned. Does it not include the students achievement in scholastic areas – language, mathematics, science, social science etc. Please examine.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Descriptive Indicators</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Experience, Art Education and Physical Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Experience</td>
<td>Is collaborative, plans and adheres to timelines, is motivated and helpful and has a positive attitude</td>
<td>A</td>
</tr>
<tr>
<td>Art Education</td>
<td>Is creative and original with good observation. Displays willingness to correlate art with real life and appreciate works of artists.</td>
<td>A</td>
</tr>
<tr>
<td>Physical and Health Education/ Games</td>
<td>Displays understanding of physical fitness, awareness of rules of safety, knowledge of different sports and rules of games and self-discipline. Participates in physical and health education programme and is motivated.</td>
<td>A+</td>
</tr>
<tr>
<td><strong>Life Skill</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>Is imaginative, can identify a problem as well as generate new ideas and can take a decision.</td>
<td>A</td>
</tr>
<tr>
<td>Social Skills</td>
<td>Is empathetic, gets along well with others, listen actively and communicates with appropriate intonation and body language.</td>
<td>A</td>
</tr>
<tr>
<td>Emotional Skills</td>
<td>Is able to identify strengths and overcome weaknesses, can identify causes of stress and use multi-faceted strategies to deal with it. Can express emotions positively.</td>
<td>A+</td>
</tr>
<tr>
<td><strong>Attitudes and Values</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>Shows respect and courtesy at all times inside the classroom, respects and follows class teacher and school rules and has a positive attitude.</td>
<td>A</td>
</tr>
<tr>
<td>School –mates</td>
<td>Shares a healthy rapport with peers, interacts effectively with classmates, contributes original ideas and respects the ideas of others in a group and is helpful</td>
<td></td>
</tr>
<tr>
<td>School Programmes</td>
<td>Is a regular participant in most school programmes. Is responsible and demonstrates a healthy school spirit</td>
<td>A</td>
</tr>
</tbody>
</table>
Notes

Assessment in Social Sciences

Environment
Is environmentally aware, sensitive and responsible. Participates in environment related activities at school, community levels and cares for animals, plants and other human beings.

Value –System
Follows rules, possess honesty and self-respect, is polite, courteous, kind, helpful and responsible, respects diversity and the opposite sex and displays a positive attitude and spirit of citizenship.

Co-Scholastic Activities

Literary and Creative Skills
Reads widely and appreciates written and spoken texts, expresses ideas and opinions clearly and collaborates with peers.

Scientific and ICT Skills
Participates in scientific activities at school and inter-school levels, displays good experimental skills and scientific temperament and is a keen observer.

Physical and Health Education

Sports / Indigenous Sports (Kho-Kho etc.)
Displays talent in an identified sport. Possess endurance, strength and speed, is agile and flexible with good hand-eye co-ordination, and demonstrate sportsmanship. Has represented school.

NCC/NSS
Shows interest in community service, displays leadership skills with a sense of responsibility and discipline, works well in a group and discharge tasks assigned. Has attended camps.

Go through the certificate of Akash and respond to the following items:

ACTIVITY-7

i. If the certificate of CCE of Akash contained only grades (not descriptive indicators) would it give us a good idea of his performance? Justify your response.

ii. What do you know about participation of Akash in Co-scholastic activities?
Check Your Progress-1

1. Explain the purposes of assessment in social sciences at elementary level.
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

2. Explain, in brief, the major steps of assessment.
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

9.3 CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE): BACKGROUND

Conventional schooling has been heavily criticized on grounds that it favours rote learning and reaps limited cognitive growth of children sideling the socio-personal qualities. Examinations take children further from life than from books. Learners’ assessment largely focuses on achievement in core subject areas only ignoring other aspects of children’s life, e.g. social, emotional, physical, personal. Report cards display more the weaknesses of children than their strengths. Children’s poor performance is attributed to their cognitive capacities but not to the schooling process and / or assessment approaches. Thus, the conventional examination practices were less supportive to all round development of a child’s personality.

Think of the strategies of assessment of children’s learning and progress followed in your school and respond to the following activity.

ACTIVITY-8

1. Explain the process you follow in the assessment of learning and progress of your children in social sciences.

2. State the strengths and weaknesses of the process of assessment of learning and progress of children followed in your school.

You will agree that each child is different from the other in many respects. We want every child to grow to his/her ability and be an influential stakeholder in the socio-economic and political progress of nation. For this, the schooling and assessment practices need to be child friendly and development supportive. Efforts have been made in our country since long to revamp the schooling process,
particular assessment process, so as to enhance and strengthen children’s learning. Let us have a glance at some of the major initiatives: recommendations, policies, frameworks and Acts etc.

1. The Education Commission (1964-66) pointed out that evaluation is a continuous process and forms an integral part of the total system of education, and is intimately related to educational objectives. Hence, techniques of evaluation should be valid, reliable, objective and practical and should follow varieties of techniques while assessing learners.

2. National Policy on Education (1986) envisages the need for Continuous and Comprehensive Evaluation (CCE) at all stages of school education that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.

3. Programme of Action (1992) also reiterated the concept of CCE and called for preparation of a National Examination Reform Framework to serve as a set of guidelines to the examining bodies which would give the freedom to innovate and adopt the framework to suit the specific situation.


5. RTE Act (2009) has made the use of CCE mandatory till elementary stage of education. Section 29 (1) states that curriculum and evaluation procedure shall make the child free from fear, trauma and anxiety by adopting CCE; and section 3 (1) highlights that no child shall be required to pass any Board examination till completion of elementary education. Hence, need to have a functional CCE scheme for schools.

9.3.1 CONCEPT OF CCE

Continuous and Comprehensive Evaluation refers to a process of evaluation which is school based and aims at all round development of the student. The term consists of three key words. The word “Continuous” refers to watching children’s learning and progress regularly at short intervals as frequently as possible, throughout the academic session to identify their current standing, strengths and requirement of additional inputs and/or interventions to further expand their boundaries of learning, development and progress. The word “Comprehensive” means evaluation has to cover curricular subjects, curricular activities, socio-personal qualities, and work and art education etc. It involves both quantitative and qualitative information gathered from various sources such as school records, peers, parents, teachers and self through then use of varieties of tools and techniques, e.g. observation, interviews, documentary analysis. The word “Evaluation” is the process that deals with the collection of information regarding the changes
that occur in the child’s behavior; interpretation of these information; judgment regarding the progress of the child; and decision with regard to his promotion to the next class.

9.3.2 OBJECTIVES OF CCE

The following are the main objectives of CCE:

- To make evaluation an integral part of teaching learning process
- To use evaluation as a tool of children’s learning and progress
- To encourage self learning as well as self-evaluation
- To make sound judgment and decisions regarding learners’ growth, learning process, learning pace and learning activities
- To do away with examination related anxiety, fear, trauma, stress or phobia from learners.
- To perpetuate school-based evaluation
- To discourage external examination

Think in the backdrop of above discussions and do the following activity:

ACTIVITY-9

Give your opinion (for or against) about CCE with justification.

9.3.3 AREAS OF LEARNER ASSESSMENT

The scheme of CCE shall cover four areas of student progress in all elementary classes:

i. Curricular areas
ii. Other curricular areas
iii. Curricular activities
iv. Socio-Personal qualities

9.3.3.1 EVALUATION IN CURRICULAR AREAS

Curricular areas include all the school subjects taught in the elementary classes such as Language, Mathematics, General Science and Social Studies. Evaluation in these areas has to be continuous from the beginning of the academic
session. The school should decide the periodicity of assessment, preferably monthly, terminal (3 to 4 months) and annual assessment. Each assessment should cover the portion covered within that period. Portion covered in one assessment shall not be repeated in subsequent assessments. The purpose of these periodic assessments should be to reflect on the learning and / or progress. Therefore, these assessments should not be in the form of written test/exam only. Teachers should appropriately select a variety of tools and techniques for the purpose, including oral test, projects, assignments, class tasks, preparation of models and reports etc. Besides periodic assessments, assessments should be on daily basis while teaching-learning process goes on in a classroom or outside. This is “on teaching or while-learning” assessments. For this purpose, oral tests, individual/group work/ task and observation can be used by the teachers.

**ACTIVITY-10**

1. State the periodicity followed in your school in assessing learning/progress in curricular areas.

2. Name the tools and techniques you use in assessment of learning/progress in curricular areas-periodic and daily basis.

**9.3.3.2 EVALUATION IN OTHER CURRICULAR AREAS**

Keeping in view the nature of subject and teaching learning process and practices, subjects like art education, health and physical education and work experience are placed under a separate category, namely other curricular areas. These subjects provide more practical experience and skill than theoretical knowledge.

The learning and progress of students in these areas should be assessed mostly through observations in many occasions inside and outside classrooms, e.g. doing project work in group, performing tasks in classroom, interacting in a group while learning collaboratively.

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Whether adequate resources available</th>
<th>Whether parents support</th>
<th>Difficulties if any</th>
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<tbody>
<tr>
<td>1</td>
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<td>5</td>
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Suggested below are some curricular activities for different classes at the elementary stage:
1. Curricular activities for classes 1 and 2
   i. Language skills (Recitation with action, Narration of events, Storytelling and Drawing)
   ii. Nature of observation
   iii. Games and Sports
   iv. Other Skills
2. Curricular activities for classes 6 to 8
   i. Language related skills (Reading/Recitation, Storytelling and Speech)
   ii. Scientific Skills
   iii. Games and Sports
   iv. Others (School cabinet, Mina Manch, Cultural activities, Mono action, Dance, Song, Drawing etc.)

Each school shall select multiple activities under each category so that each student gets opportunities for participation as per his/her interest and suitability. A student’s performance shall be assessed by the teacher through observation by award of grades.

The concerned teacher through his/her everyday informal and formal observation of student’s participation and performance on the curricular activities shall regularly record important informative clues which would later facilitate evaluation of students progress. Events/situations, where a child shall demonstrate his caliber can be identified by teachers in the context of the school.

To facilitate grading of student’s participation and performance by teachers, there shall be well defined descriptors showing the degree of participation and performance for each grade label.

9.3.3.4 EVALUATION OF SOCIO-PERSONAL QUALITIES (SPQ)

You observe many socio-personal qualities in your children such as cleanliness, punctuality, cooperation, respect, responsibility, leadership, emotional stability, honesty, appreciation etc. These qualities are nurtured and developed under the influence of peers, teachers, home environment and school environment; and are manifested in contexts inside or outside the school premises. All such traits contribute to a student’s personality. You should recognize and appreciate these qualities and keep regular notes of noteworthy events, situations and activities which are indicative of these qualities. Basing upon such notes, you should award grades (A, B, or C etc.) to label students behavior for a particular period. The school should decide periodicity of assessment, preferably three to four times, in an academic session:
An Outline of the Scheme of CCE Covering SPQ

<table>
<thead>
<tr>
<th>Particular Area</th>
<th>Tools and Technique</th>
<th>Periodicity</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleanliness</td>
<td>Observation</td>
<td>Day-to-day</td>
<td>Direct grading, once in every</td>
</tr>
<tr>
<td>Truthfulness</td>
<td>Interview</td>
<td>Observation by the teachers</td>
<td>3-4 months</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Checklist</td>
<td>Three to four periodic assessments</td>
<td></td>
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<tr>
<td>Regularity</td>
<td>Profile</td>
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<tr>
<td>Discipline</td>
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<tr>
<td>Punctuality</td>
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<td></td>
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<tr>
<td>Initiative</td>
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<tr>
<td>Emotional Stability</td>
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<td></td>
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<tr>
<td>Environmental Awareness</td>
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<tr>
<td>Love for physical labour</td>
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<td></td>
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<tr>
<td>Respect towards superiors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Responsibility</td>
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<tr>
<td>Leadership</td>
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<td></td>
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<tr>
<td>Honesty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check Your Progress-2

1. Explain the concept of Continuous and Comprehensive Evaluation (CCE).

...................................................................................................................
...................................................................................................................
...................................................................................................................

9.4 METHODS OF ASSESSMENT

There is a widespread belief that social sciences merely transmit information. It is book centred and is required to be memorized for examinations. The contents of these textbooks are considered to be unconnected to daily realities. Further, social science is viewed as providing unnecessary details about the past. There is a perception that job options are less to students specializing in social sciences. All these beliefs produce the impression that the subject is redundant.

The situation narrated above raises many questions relating to the objectives, teaching-learning process and assessment in social sciences: What does it mean to learn social science? What kind of classroom interactions can enhance learning in a social science classroom? What are the objectives of teaching social
sciences? What kinds of indicators help us to see if these objectives are being achieved and to assess the learning of every child?

**Objectives of Teaching Social Studies / Science**

The position paper of National Focus Group on Teaching of Social Sciences states the following objectives of teaching Social Studies / Sciences at Primary and upper Primary stages:

**Primary Stage**

- To develop in the child skills of observation, identification, and classification.
- To develop in the child a holistic understanding of the environment with emphasis on the interrelationship of the natural and the social environments
- To sensitize the child to social issues and develop in him/her a respect for difference and diversity.

**Upper Primary Stage**

- To develop an understanding about the earth as the habitat of humankind and other forms of life.
- To initiate the learner into a study of her/his own region, state, and country in the global context.
- To initiate the learner into a study of India’s past with reference to other parts of the world.
- To introduce the learner to the functioning and dynamics of social and political institutions and processes of the country.


**ACTIVITY-11**

Study the objectives of teaching social studies / sciences at elementary stage and identify the abilities that need to be developed in children at this stage.

i

ii

iii

iv
The following discussions will help you to learn details of these abilities:

### 9.4.1 INDICATORS OF ASSESSMENT

We want children to learn social sciences by developing different kinds of skills, conceptual knowledge, feelings and sensitiveness. We can draw a broad list of indicators for assessment which can help you to plan your learning tasks. Each indicator consists of abilities that need to be developed in children. At elementary stage we should help their abilities to develop along the following indicators:

**Indicators vis-à-vis Abilities for Assessing Learning Indicators**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Indicators</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observation and Recording</td>
<td>Reporting, narrating and drawing; picture-reading, making pictures, tables and maps</td>
</tr>
<tr>
<td>2</td>
<td>Discussion</td>
<td>Listening, talking, expressing opinions, finding out from others</td>
</tr>
<tr>
<td>3</td>
<td>Expression</td>
<td>Drawing, body movements, creative writing, sculpting etc.</td>
</tr>
<tr>
<td>4</td>
<td>Explanation</td>
<td>Reasoning, making logical connections</td>
</tr>
<tr>
<td>5</td>
<td>Classification</td>
<td>Categorizing, grouping, contrasting and comparing</td>
</tr>
<tr>
<td>6</td>
<td>Questioning</td>
<td>Expressing curiosity, critical thinking, developing questions</td>
</tr>
<tr>
<td>7</td>
<td>Analysis</td>
<td>Predicting, making hypotheses and inferences</td>
</tr>
<tr>
<td>8</td>
<td>Experimentation</td>
<td>Improvising, making things and doing experiments</td>
</tr>
<tr>
<td>9</td>
<td>Concerns for Justice and Equality</td>
<td>Sensitivity towards the disadvantaged or differently abled, showing concern for environment</td>
</tr>
<tr>
<td>10</td>
<td>Cooperation</td>
<td>Taking responsibility and initiative, sharing and working together</td>
</tr>
</tbody>
</table>

### 9.4.2 ALTERNATIVE ASSESSMENT

Our current practices of evaluation of pupils learning usually employ teacher made and standardized tests using multiple choice or other objective type items. These evaluation practices are too used in measuring complex problem solving skills, divergent thinking, collaborative efforts among students and communication skills. Though these practices were challenged almost two decades ago, we still continue to follow the same in our educational institutions. It is high time to think of introducing alternative assessment in our educational institutions.

Alternative assessment procedures are based upon constructivist principles of knowledge construction. Fundamental focus of such procedures lies on learner’s ability for creative expression and proficiency in real life task and activities.
Assessment in social science does not have to be limited to only paper and pencil test. Assessment can be done through drama, picture reading tasks, projects, experiments, children’s drawing and even dialogues with children.

**9.4.2.1 ASSESSING THROUGH CREATIVE WRITING, ACTING AND DANCING**

When children are given a chance for creative expression—either through acting, drawing or creative writing, do they learn more effectively. It also makes it positive for us to assess their original ideas.

Let us take the theme environmental pollution and see how assessment can be done in three ways:

**A: Conventional Questions**
- Name three human activities that cause water pollution.

**B: Drawing**
- Draw picture showing how water gets polluted.

**C: Creative Writing Exercise**
- Describe how water of your village pond gets polluted and suggest how to prevent it.

**9.4.2.2 PICTURE READING TASKS FOR ASSESSMENT**

Many kinds of questions can be framed using pictures and photographs to give children to express their ability to observe, make connections and interpret. For example, present the paintings of different temple of our country categorizing them as painting A, painting B, painting C, ask the students to observe and to answer the following questions:

1. Describe the people’s love for art and music.
2. Can you guess the number of days/months/years devoted to construct temple in painting C?
3. Describe the life style (for example food habit, dress pattern) of people from painting A.

**9.4.2.3 CHILDREN’S DRAWING**

Children can express themselves much more freely and deeply through drawings. It gives an opportunity to the children for personal interpretation and imagination. Children enjoy drawing. It is also a pleasurable way of asking them about their understanding about a concept or idea. Each child’s drawing is different and distinct. Drawing is not only an enjoyable activity for children but a very
effective learning opportunity for teachers. As we all see here, drawings help teachers in assessing children’s concepts, ideas, thinking and personal feelings, which they may not to express in words. Look at the example follows:

**Example: Draw a picture of a village pond.**

This drawing exercise may give us many insights into children’s thinking about how water in villages gets polluted and different pollutants etc. As an assessment exercise this becomes an important guide for further learning.

### 9.4.2.4 FIELD VISIT

Visits are meant not only for an enjoyable outing but can offer several opportunities for teachers to assess what children are learning all along- before going out, during the visit, and also after returning. Young children learn much more through observing and finding out for themselves. For instance, a visit to a nearby cottage industry to see and record the raw materials used, number of people engaged, marketing potentials, daily/monthly income of workers etc. help the children learn better than listening to teacher in the class.

### 9.4.2.5 PORTFOLIO ASSESSMENT

Portfolio refers to a purposeful collection of student work that tells the story of a student’s efforts, progress, or achievements in a given area over a period of time. It is more than a folder stuffed with student papers, video tapes, progress reports, or related materials. Portfolio should contain not only the best work but all kinds of work to show the growth and progress of the child over the entire school year. Such a collection shows to teachers and parents what the child has accomplished and is a record of the actual work done. The actual work done by a child over the year can be collected in a portfolio. For example, you can maintain a portfolio for each of your students by pasting pockets on the classroom walls and asking children to put their following types of works, from time to time, in their respective pockets:

- Written materials- worksheets, creative writings, tests, reports of out-of classroom activities etc.
- Various drawings-plants, flowers, animals etc.
- Craft work like paper folding and paper cutting.
- Greeting cards prepared by children.
- Letters to the child from others.
- List of story books read by the child.
- Collection of leaves, textiles etc.
Diary paragraphs written by children in a fearless way.

Samples of child’s self assessment sheets.

Thus, portfolio is a collection rather than a single piece of work. As the school year progresses, the collection in the portfolio increases. At the end of every term the teacher looks at each child’s portfolio to assess her progress and gives specific and useful feedback to parents. The portfolio often helps parents to know more about their own children, about abilities and interests they may not have observed at home, and helps them discuss with the teacher the children’s performance, progress and growth.

9.4.2.6 RUBRICS FOR PERFORMANCE-BASED ASSESSMENT

A rubric is a scoring tool created by experts, teacher, or both teacher and students for assessment of student’s performance in any area, including curricular subjects, curricular activities, and socio-personal qualities. It is a set of criteria and standards related to learning objectives that is used to assess students’ performance/assignments. Rubrics allow for standardized evaluation according to specified criteria, making grading simpler and more transparent. It is a scoring guide that seeks to evaluate a student’s performance based on the sum of a full range of criteria rather than a single numerical score. A rubric is a working guide for students and teachers, usually handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged. Rubrics can be analytic or holistic, and they can be created for any content area including math, science, history, writing, drama, art, music, etc. It is a formative type of assessment because it becomes an ongoing part of the whole teaching and learning process. Students themselves are involved in the assessment process through both peer and self-assessment. As students become familiar with rubrics, they can assist their teachers in the rubric design process.

Rubric to Assess a Project Report Prepared by Students

<table>
<thead>
<tr>
<th>Category</th>
<th>4=Excellent</th>
<th>3=Very Good</th>
<th>2=Satisfactory</th>
<th>1=Need Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information is properly organized with well-connected paragraphs and sub-headings</td>
<td>Information is organized with well-connected paragraphs</td>
<td>Information is organized, but paragraphs are not well-connected</td>
<td>The Information appears to be disorganized</td>
</tr>
<tr>
<td><strong>Amount of Information</strong></td>
<td>All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed and most questions answered with 1 sentence about each.</td>
<td>One or more topics were not addressed.</td>
</tr>
</tbody>
</table>
Rubrics improve student’s end products and, therefore, increase learning. When teachers evaluate papers or projects, they know what makes a good final product and why. When students receive rubrics beforehand, they understand how they will be evaluated and can prepare accordingly. Rubrics offer several advantages:

**Advantages of Rubrics**

- Improve student performance by clearly showing the students how their work will be evaluated and what is expected.
- Help students become better judges of the quality of their own work.
- Allow assessment to be more objective and consistent.
- Force the teacher to clarify his/her criteria in specific terms.
- Reduce the amount of time teachers spend evaluating student work.
• Promote student awareness about the criteria to use in assessing peer performance.
• Provide useful feedback to teacher regarding the effectiveness of the instruction.
• Provide students with more informative feedback about their strengths and areas in need of improvement.
• Are easy to use and easy to explain.

9.5 GRADING VS. MARKING SYSTEM

While assessing students’ achievement we are invariably interested in three things: (i) How students are progressing with reference to themselves; (ii) How students are progressing with reference to their peer groups; and (ii) How students are progressing with reference to criteria set out by their teachers in terms of expected levels of attainment. Currently, this is being carried out by way of awarding numerical marks on a 101-point scale (e.g. 0, 1, 2 ….100) that suffers from a lot of shortcomings.

One of the drawbacks in the present marking system of 101-point scale that runs from 0-100 is the absence of both absolute zero and 100. The zero that is artificially created for the convenience of the users does not represent the nothingness of an attribute, nor does the score of 100 signify the perfection in achievement. This results in variations in spread of scores in different subject areas. This limitation neither allows the comparison of scores from test to test nor from subject to subject.

This shortcoming can be overcome if students are placed in ability bands that represent ranges of scores. These ability bands may vary according to the number of categories one wishes to employ for the classification of students. Each ability range may be designated with an alphabetical symbol (letter) which is called a grade. Several committees and commissions in the past, even prior to NPE-POA, 1992, have recommended the use of grades in place of marks.

It is because of the superiority of the grading system over the conventional marking system that several premier institutions of higher learning in India have adopted it successfully. At the school level the Indian Council of School Certificate Examination (ICSE) has been using grading for a number of years. The Central Board of Secondary Education (CBSE) tried to introduce the grading system but had to revert back to marking system in the wake of adverse public opinion and resistance from the University system. Now the CBSE as well as ICSE indicate both grades and marks in their marks sheets and system of declaring pass and fail continues in all the Boards.
**ACTIVITY-12**

1. Name the areas of students’ learning you assess by grading.

2. State the problem(s), if any, you face in assessing the performance of your students through grading.

3. Explain, from your experience, the benefits/advantages of grading over marking.

### 9.5.1 USE OF GRADES

In the context of evaluation, grading is essentially a method of using a set of symbols, e.g. A, B, C, D, E that ought to be clearly defined and uniformly understood by students, teachers, parents and all the concerned. Marks are also a type of grades on a very big 101-point scale. A properly introduced grading system may not only provide for the comparison of students’ performance, but also indicate the quality of performance.

### 9.5.2 METHODS OF ASSIGNING GRADES

Grading may be carried out in a variety of ways: (i) direct grading and indirect grading; (ii) absolute grading and relative grading.

**Direct Grading**

In direct grading, the performance of learner is assessed in qualitative terms and expressed in terms of letter grades (such as A, B, C, D, ………). This method can profitably be used for the assessment of curricular subjects, curricular activities and social and personal qualities.

**Indirect Grading**

In indirect grading, the performance of the learner is first assessed in terms of marks and subsequently transformed into letter grades using absolute or relative grading procedure.

**Absolute Grading**

Absolute grading involves direct conversion of marks into grades irrespective of the distribution of marks in a subject. It is just like categorizing the students into five categories as follows:

<table>
<thead>
<tr>
<th>Range of marks</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% and above</td>
<td>A</td>
</tr>
<tr>
<td>60% to 74%</td>
<td>B</td>
</tr>
<tr>
<td>45% to 59%</td>
<td>C</td>
</tr>
<tr>
<td>33% to 44%</td>
<td>D</td>
</tr>
<tr>
<td>Below 33%</td>
<td>E</td>
</tr>
</tbody>
</table>
In absolute grading system, the distribution of grades is not predetermined. If all pupils demonstrate a high level of performance all will receive high grades. If some pupils demonstrate low level of performances they will receive low grades.

**Relative Grading**

Relative grading is known as grade on the curve. The curve refers to normal probability curve. It is also known as ‘norm referenced grading’. The assignment of relative grades is essentially a matter of ranking the pupils in order of overall achievement and assigning letter grade (e.g. A, B, C, D, E). The proportion of As, Bs, Cs, Ds and Es to be used must be determined prior to letter grades are assigned. Grading on the normal curve that has been widely used in the past results in an equal percentage of As and Es; and Bs and Ds. For example, if the students will be divided into five categories, the distribution of grade wise cases would be as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Interval (sigma distances)</th>
<th>No. of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1.5 to 0.0</td>
<td>7%</td>
</tr>
<tr>
<td>B</td>
<td>0.5 to 1.5</td>
<td>24%</td>
</tr>
<tr>
<td>C</td>
<td>-0.5 to 0.5</td>
<td>38%</td>
</tr>
<tr>
<td>D</td>
<td>-1.5 to -0.5</td>
<td>24%</td>
</tr>
<tr>
<td>E</td>
<td>-0.0 to -1.50</td>
<td>7%</td>
</tr>
</tbody>
</table>

Grading on the basis of normal curve seems to be irrational and inappropriate for classroom groups (e.g. too small groups to yield normal distribution). The most sensible approach, therefore, is to set guidelines for the approximate distribution of marks by the teachers. The distribution should be flexible to allow for variation in caliber of pupils from one course to another and from one time to another in the same course. Ranges rather than fixed percentages of pupils who should receive each letter grade need to be indicated as follows:

A = 10 to 20 Percentage of Pupils  
B = 20 to 30 Percentage of Pupils  
C = 30 to 40 Percentage of Pupils  
D = 40 to 50 Percentage of Pupils  
E = 50 to 60 Percentage of Pupils

There is no scientific basis of determining these ranges. The decision must be made by the institution taking into account the institution’s philosophy, ability and progress, inability of learners in different subjects.
9.5.3 COMPARISON OF OVERALL PERFORMANCE: GRADE POINT AVERAGE

Relative grading system allows comparison of students’ performance both within the subject and across the subjects. But if we want to compare the overall performance of the students in different subjects, we need to find out a Grade Point Average (GPA) by combining the grades awarded in different subjects. However, for computing the GPA, the grades in all the subjects must be based on relative grading method.

<table>
<thead>
<tr>
<th>Students</th>
<th>Grades in Different Subjects</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>A   C  B  B  C</td>
<td>3.8</td>
</tr>
<tr>
<td>Y</td>
<td>C   B  A  A  B</td>
<td>4.2</td>
</tr>
</tbody>
</table>

GPA of X = \[
\frac{5 + 3 + 4 + 4 + 3}{5} = \frac{19}{5} = 3.8
\]

GPA of Y = \[
\frac{3 + 4 + 5 + 5 + 4}{5} = \frac{21}{5} = 4.2
\]

On the basis of GPA, it may be inferred that the performance of ‘Y’ is better than that of ‘X’.

9.5.4 GUIDELINES FOR EFFECTIVE GRADING

In the context of the grading system, careful implementation of the following measures will lead to awarding of grades with high degree of reliability and validity:

i. Describe your grading procedures to pupils at the beginning of instruction.

ii. Make clear to pupils that the course grade will be based on achievement only.

iii. Explain how other elements (effort, work habits, personal-social characteristics) will be reported.

iv. Relate the grading procedures to the intended learning outcomes (i.e. instructional objectives)

v. Obtain valid evidence (e.g. tests, reports, ratings) as a basis for assigning grades.

vi. Take precautions to prevent cheating on tests, reports, and other types of evaluation.

vii. Return and review all test results (and other evaluation data) as soon as possible.
viii. Properly weigh the various types of achievement included in the grade.
ix. Do not lower an achievement grade for weak effort or misbehavior.
x. Be fair, avoid bias, and when in doubt (as with a borderline score) review the evidence. If still in doubt, assign the higher grade.

*(Gronlund and Linn, 1990, p.443)*

**Benefits of Grading**

- It will minimize misclassification of students on the basis of unreliable marks.
- It will eliminate unhealthy cut-throat competition among high achievers.
- It will be a great relief to low achievers when the system of declaring pass/fail is abolished.
- It will provide a chance to improve upon his/her grade in any subject over a period of time without carrying a stigma of fail.
- Students will stop committing suicides or running away from homes on failing in examinations.
- The nation will be benefited by sharing human and natural resources by not failing candidates that may be to the extent of 50% or more.

*(NCERT, 2000, pp.35-36)*

**Check Your Progress-3**

1. List the student works that can be taken into account for portfolio assessment.

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</table>

2. What are the advantages of Rubrics?

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<td></td>
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</tbody>
</table>
9.6 LET US SUM UP

In the Indian education system, the term evaluation is associated with examination, stress and anxiety. It brings out what the child does not know or cannot do rather than what the child knows or can do. It also focuses on assessing the content knowledge acquired by rote memorization. Most of the time it leads to comparison and unhealthy competitions among children; and, in some cases, it leads to suicide even for one mark that determines position / division or pass / fail.

The basic purpose of assessment is to improve teaching learning process and ultimately to gauge the extent to which the capabilities of learners have been developed. Well-designed assessment and regular reporting provide learners with feedback and encourage them to learn further. They also serve to inform parents about the quality of learning and progress of their wards. This is not a means of encouraging competition among learners. A good assessment can become an integral part of the learning process and benefit both the learners themselves and the teachers by giving feedback. It is obvious that teachers use to observe the progress of their children regularly on informal basis. These informal observations, no doubt, have immense implications for improving teaching-learning process and thereby children’s learning. There is, however, need for some assessment in evaluation to help teachers reflect upon the information collected about learners. Thus, assessment should be on daily basis as well as periodic.

One of the critical questions raised by most of us as to when or how often should we assess a child’s learning. While many teachers are of the opinion that assessment of learning outcomes should go along with the teaching-learning process in a continuous manner, some resist it saying that continuous assessment reduces learning time and, therefore, is a waste of time. Continuous and Comprehensive Evaluation (CCE) refers to a process of evaluation which is school based and aims at all round development of the student.

There is a widespread belief that social sciences merely transmit information. It is book centered and is required to be memorized for examinations. The contents of these textbooks are considered to be unconnected to daily realities. This is mostly due to the facts that our current practices of evaluation of pupils learning, particularly in social science, usually employ teacher made and standardized tests using multiple choice or other objective type items. These evaluation practices are too used in measuring complex problem solving skills, divergent thinking, collaborative efforts among students and communication skills. Though these practices were challenged almost two decades ago, we still continue to follow the same in our educational institutions. It is high time to think of introducing alternative methods of assessment in our educational institutions. These practices, e.g. creative writing, acting and dancing, portfolio assessment, field visit, picture reading tasks, rubrics for performance based assessment, not only take
into account the social realities, but also make the evaluation exercises activity based, participatory and joyful.

Alternative assessment procedures are based upon constructivist principles of knowledge construction. Fundamental focus of such procedures lies on learner’s ability for creative expression and proficiency in real life task and activities. Assessment in social science, therefore, does not have to be limited to only paper and pencil test. Assessment can be done through a variety of methods such as drama, picture reading tasks, projects and experiments, portfolio, rubrics, children’s drawing and even dialogues with children.

### 9.7 ANSWERS TO CHECK YOUR PROGRESS

**Check your Progress-1**

3. **Explain the purposes of assessment in social sciences at elementary level.**

   **Ans.** The overall purpose of assessment is to improve teaching learning process and ultimately to gauge the extent to which the capabilities of learners have been developed. The specific purposes of assessment, however, are to:
   - find out what learning and changes takes place in the child over a period of time.
   - identify the individual needs and requirements
   - plan teaching –learning process in a more suitable way.
   - help the child understand about what s/he knows or can do.
   - find out the extent to which the objectives of the syllabi have been achieved
   - improve teaching learning process
   - communicate the children’s progress in the subject to parents
   - do away with the fear of assessment among children
   - encourage and support children to learn together

4. **Explain, in brief, the major steps of assessment.**

   **Ans.** The process of assessment is cyclic and continuous. It implies that assessment is an integral part of teaching learning process- begins and ends with teaching learning process. It follows three basic steps:
(i) **Collecting information about children**

Assessment is any systematic procedure for collecting information that can be used to make inferences about children. In the context of collection of information about children’s learning and progress, two things are important – first, to collect information from a variety of sources, and secondly, to use different methods or tools and techniques.

(ii) **Recording of Information**

Recording include records of observations and comments on children’s performance on assignments, ratings of what children do and how they behave and anecdotes or incidents of children’s behavior towards others.

(iii) **Interpretation of Gathered Information**

Once the information has been recorded, the next step is interpretation of gathered information. It helps to understand and draw conclusions about the child—where the child is and what needs to be done to help the child. This requires daily analysis and review of records.

**Check your Progress-2**

1. **Describe the concept of Continuous and Comprehensive Evaluation (CCE).**

**Ans.** Continuous and Comprehensive Evaluation (CCE) refers to a process of evaluation which is school based and aims at all round development of the student. The term consists of three key words: “Continuous” refers to watching children’s learning and progress regularly at short intervals as frequently as possible, throughout the academic session. The word “Comprehensive” means evaluation has to cover curricular subjects, curricular activities, socio-personal qualities, and work and art education etc. The word “Evaluation” is the process that deals with the collection of information regarding the changes that occur in the child’s behaviour; interpretation of these information; judgment regarding the progress of the child; and decision with regard to his promotion to the next class.

**Check your Progress-3**

3. **List the student works that can be taken into account for portfolio assessment.**

**Ans.** Portfolio refers to a purposeful collection of student work that tells the story of a student’s efforts, progress, or achievements in a given area over a period of time. As the school year progresses, the collection in the portfolio increases. The following types of works done by the students can be collected in a portfolio:
Notes

4. **What are the advantages of Rubrics?**

_Ans._ A rubric is a scoring tool created for assessment of student’s performance in any area, including curricular subjects, curricular activities, and social and personal qualities. It is handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged.

Rubrics are helpful to both teacher and students. They improve student’s end products and, therefore, increase learning. When students receive rubrics beforehand, they understand how they will be evaluated and can prepare accordingly. When teachers evaluate papers or projects, they know what makes a good final product and why. Rubrics offer several advantages as follows:

- Improve student performance by clearly showing the students how their work will be evaluated and what is expected.
- Help students become better judges of the quality of their own work.
- Allow assessment to be more objective and consistent.
- Force the teacher to clarify his/her criteria in specific terms.
- Reduce the amount of time teachers spend evaluating student work.
- Promote student awareness about the criteria to use in assessing peer performance.
- Provide useful feedback to teacher regarding the effectiveness of the instruction.
• Provide students with more informative feedback about their strengths and areas in need of improvement.
• Are easy to use and easy to explain.

9.8 SUGGESTED READINGS AND REFERENCES


9.9 UNIT-END EXERCISES

1. List the demerits of the present system of student evaluation at elementary level.

2. Describe the advantages and disadvantages of marking and grading system.

3. Narrate the concept and purposes of assessment.

4. Describe the current practices evaluation of socio-personal qualities in schools.

5. What is rubric? Describe its usefulness to students and teacher.