FREQUENTLY ASKED QUESTIONS (FAQ'S)
ON VERIFICATION AND ANALYSIS OF EVIDENCES OF ASSESSMENT
(TERM-I, 2016-17)

S NO.	QUERY	REPLY
1	**How are the schools selected for sending the Evidences of Assessment for a Term?**	As you know the Board conducts the exercise of collection and analysis of evidences of assessments twice a year, once for each Term. In order to involve all schools in this exercise, the Board randomly selects half of the affiliated schools in each term. In addition to this, the following are also included: a) The selected schools which did not send their evidences to the designated Nodal Centres/ Regional Offices during last term. b) The schools which scored low marks during the previous term analysis work. A notification regarding the list of schools selected for sending the Evidences of Assessments for a Term gets uploaded on the CBSE academic website which 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 evidences are required to be sent.
2	**What instructions are to be followed for sending the evidences?**	The schools are instructed to refer to the Circular regarding detailed information on how to send evidences of assessments to their respective Nodal Centre. Such Circular announcing the sending of evidences for a Term is issued before the end of that Term. A list of schools uploaded subsequently gives detailed information about the subject, class and Nodal Centre for sending evidences. *The schools may also refer to the "Guidelines for schools" uploaded on the Microsite for Evidences of Assessment.*
3	**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 Classes IX/X of your school, you may send the evidences of all the students.
4	**My school is shortlisted for sending Evidences of Assessment of subject Hindi but we have Punjabi/Malayalam subject instead of**	Evidences of Assessments 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 clarification, an email may be sent to singhmcbse@gmail.com

	Hindi. Please guide us regarding this.	
5	**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 by the Regional Office and a letter regarding the same may be sent to the respective Regional Office/Nodal Centre.
6	**Our School is a newly affiliated school and it is not shortlisted for sending Evidences of Assessment. Kindly let us know about the further step.**	For each term, 50% schools are selected for sending Evidences of Assessment. Some low scoring schools and the schools which did not submit their evidences for the previous term may also be asked to submit their evidences for the succeeding term. In general, schools are asked to send their evidences only once during an academic year. In case your name does not appear in the current list of schools, then you will be asked to send your evidences for the next term.
7	**Our School has been assigned Class X to send the evidences for this term. Do we need to send the evidences of OTBA also?**	Only schools which have been assigned Class IX are required to send the evidences of OTBA.(In the Term II only)
8	**How to send evidences of students' attendance?**	As per the circular, you are required to send the photocopies of the attendance register for any two months of Term I, 2016-17 (April/July/August) highlighting the attendance of the selected 15 students and duly filled in Annexure III of the Circular.
9	**My school has not received Feedback Report regarding assessment of the previous term.**	The Board has started online updation system by means of which schools can obtain the updated status of their evidences regarding their receipt, analysis, etc. (http://49.50.70.100/eoa/index.asp). The facility also permits the schools to download their feedback reports for their perusal. So there is no longer any need to wait for their feedback reports.
10	**I have received my feedback report in which two aspects have not been checked and also there is a mistake in totaling. What to do?**	You may email your grievances at singhmcbse@gmail.com.On the Online Updation System, there is a provision to record your complaints or observations regarding the Analysis Work. The feedback report is prepared by the subject evaluator after careful analysis of the evidences and recording the findings. Before the feedback report is ready for uploading, the City Coordinator or the Regional Officer is required to verify the report and sign it. Hence chances are very rare that there be any mistake in recording. However, every effort will be made to send you the corrected feedback report if the inaccuracy or negligence of assessment has been established.
11	**Will the marks scored by a school in a particular Term**	The main purpose of undertaking this analysis exercise is to identify and provide feedback on the strong and deficient areas of assessment practices followed in schools.

	affect its standing among other schools?	Hence the entire purpose is to support the schools in their assessment efforts and not to be judgmental.
12	**We have used a variety of formative tools as prescribed by CBSE but the grading in the Feedback Report appears to be average. How should we improve it?**	While selecting tools of formative assessments for a particular term, ensure balance among written task, individual activity and group activity. The nature of tasks should offer variety in assessments of both the terms.
13	**We are already using 5 tasks in a particular formative assessment. Give us some more suggestions by which we can make our teaching tools more impressive.**	Please refer to the revised CCE manuals which have been uploaded on the Board's website. However, the Board is not in favour of increasing burden on students by assigning more activities per term. The Board expects schools to assign one individual and one group activity and one written assessment during each formative assessment in a term.
14	**How can we improve the level of Formative Assessment tasks?**	By including questions/activities which generate high order thinking process among the students, for example, asking them to interpret, analyse, evaluate, offer suggestions/solutions to a problem, etc.
15	**Please provide guidelines regarding methodology of selecting final grades in Formative Assessment.**	The final grades may be obtained by (i) Selecting the best score of the tasks assigned OR (ii) Selecting the best score/grade of the two activities (one individual and one group) and average it with the written task/unit test.
16	**Is it necessary to conduct project work as a tool in each formative assessment in each subject?**	The Board expects the students to undertake at least one project per term. It is advisable for schools to plan and **assign multi-disciplinary group project** to students as an alternative pedagogy. The target and rubric of assessments must be shared with the group of students beforehand. Effective monitoring and objective assessment of multidisciplinary group projects must be ensured by all the schools.
17	**The Board strongly advocates assignment of multidisciplinary Group projects to its students. How can that be undertaken?**	By assigning multidisciplinary project, the students are able to see the links, connections and extensions with other subjects. It also reduces learning burden on students to do individual projects for more than one subject. In group project, students of different abilities and interests work together on various topics assigned to them. This enhances their understanding and skills as through mutual discussions and interactions, they do the work assigned with greater interest and

willingness. However, such projects require teachers' continued guidance and intervention at regular period to add more meaning and relevance to their cooperated efforts.

Steps for allocation
1. Selecting a heterogeneous group of 4 – 8 children with different abilities
2. Topic selection
3. Time frame given for working on the topic
4. Submission of rough report
5. Suggestion by teachers
6. Checklist of self-assessment submitted
7. Project report submitted

Allocate 1 or ½ mark for each sub head
1. Selection of topic
2. Contents / Body of report
3. Inter disciplinary : No. of subjects covered (½ if more than 2 subjects covered ¼ otherwise)
4. Innovation / Thinking skills
5. Research
6. Social skill / Peer interaction
7. In depth knowledge / Depth of study
8. References
9. Conclusion of report
10. Check list

| 18 | **What has prompted the Board to ask for evidences of Co-scholastic assessment?** | Co-Scholastic is an important area of assessing students' personality development and needs 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. |

| 19 | **What evidences are required to be sent for Co-Scholastic Assessment?** | The evidences of Co-Scholastic Assessment are to be sent for such students who have been selected for sending the evidences of Formative Assessments. Schools may send write-ups, photographs, anecdotal records, charts, poems, CDs of the performance of students in the following format – |

TYPE OF ASSESSMENT	**Life Skills** ☐ **Work Education** ☐ **Visual and Performing Arts** ☐ **Attitudes and Values** ☐ **Co- Curricular Activities** ☐ **Health and Physical Activities** ☐
ACTIVITY CONDUCTED	
DESCRIPTION OF THE ACTIVITY	

		PARAMETERS/ INDICATORS OF ASSESSMENT				
		MODE OF ASSESSMENT (Individual Teacher/ Group of Teachers)				
		STUDENTS' PERFORMANCE	Sl. No. of the Student	Marks/Grade Awarded	Remarks about Achievement	
			1.			
			2.			
			3.			
			4.			
			5.			
			6.			
			7.			
			8.			
			9.			
			10.			
			11.			
			12.			
			13.			
			14.			
			15.			
		NATURE OF EVIDENCE ENCLOSED (Photographs, CD's, etc.				
20	**What are the measures employed to enhance student's performance?**	The evaluation should be subsumed into teaching learning process and should be used for improvement of student's achievement and teaching-learning strategies. 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. It will rather lead to diagnosis, remedial action and enhancement of learning.				
21	**How should the Co-Scholastic aspects be assessed?**	Co-scholastic assessment includes life skills, work education, visual and performing arts, attitudes and values and co-curricular activities. In addition to assigning separate activities for their assessment, the schools may also plan their integration in main school programmes and activities in the following manner: i) The teachers while planning for activities, such as visits, excursions, surveys, sports, Board displays, project work, etc. must integrate assessment of life skills, qualities and aptitude as points of observation. They must develop rubrics for same as indicators of assessment for example, innovative approach to problem solving, willingness to work; etc. Planning for such activities may be made in advance at the beginning of the academic session and students be well informed.				

ii) Co-curricular activities can also be integrated in scholastic activities while designing role plays, skills, etc. for teaching a particular lesson.

iii) Expression and presentation skills can be suggested at the time of making power point presentations at the conclusion of a project by the class culminating in the form of exhibition and classroom presentation.

Planning of co-scholastic activities is done in the beginning of the session so that as per the schedule, each child gets to learn and improve his/her skills in non-academic domains. Each month a planner, specifying activities/attitude and values/ skills to be honed should be circulated.

Tools and Techniques of Assessment

PART 2: Co-Scholastic Areas

2(A) - Life skills and 2(D) - Attitudes and Values
- No specific period is allocated.
- Assessment is on the basis of observation throughout the year and marks are allocated on day to day basis.
- Performance charts may be put up on class bulletin boards.
- Each teacher should have a notebook, the 'Daily student observation diary' to maintain narrative records.
- Anecdotal Records are maintained for each student.
- Portfolios are used to maintain a record of the progress of the child in academic and in co-scholastic areas.
- Parent Teacher Meeting record diaries should be updated after interaction with parents once a month.
- Marks should be allocated on the basis of descriptive indicators.
- Teachers must meet twice a month for maintaining records.

2(B) - Work Education and 2(C) - Visual and Performing Arts
- Regular periods once a week have been allotted.
- Teachers should maintain log books and keep a record of activity done in each class.
- Teachers have a list of indicators for ready reference.
- Theory and practicals are conducted.

PART 3: Co-Scholastic Activities

3A:
1. The teachers must maintain log books and keeping indicators in mind, plan activities that lead to development of skills among the students.
2. To hone **organizational and leadership skills,** each student should be a member of one of the clubs operating in the school, such as:
    - **Heritage Club**: Awareness and conservation of our rich cultural

tangible and intangible heritage by organizing walks, talks, workshops and visit to heritage sights.

- **Eco Club:** Development of sociological awareness about protection of the environment, maintenance of a compost pit in school, environmental data recording and workshops.
- **Disaster Management Club**: Disaster preparedness, regular mock drills, fire, earthquake, terrorist attack, hostage situation etc.
- **G.K. Club**: General Awareness, current affairs.
- **Adolescent Education Programme**: Substance Abuse, Problems of adolescence etc.
- **Health and Wellness Clubs**: Tips to stay healthy and remain physically fit.

3B: Health and Physical Education

Students grow rapidly and to channelize their energy, physical activity is a part of their daily schedule. In addition to daily sports/games in the morning, each student has to select one of the following games:

1. Outdoor and Indoor games like Cricket, Basketball, Hockey, Kho-kho, Carom, Taekwondo etc.

To enhance the inherent capabilities of our students they may be given the option for:-

2. Yoga / Gymnastics / First Aid / Shramdan

22	**What is a student portfolio?**	A portfolio is a purposeful collection of a students' work that exhibits the student's efforts, progress, and achievements in one or more areas of the curriculum. The Portfolio of a student may include: • Photographs of students' work of art, their participation in debates/discussions/Visual & Performing Arts, etc. • Paintings and other examples of artistic endeavour as evidence of their 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 refer to Teacher's manual on CCE.*
23	**There are certain terms such as Teachers' Note and Diary used in the formats of Handouts and feedback reports used last time? What are these? Is there any prescribed format available for them?**	Effective planning is the basis of successful teaching providing a structure and content for both teachers and students to reflect upon and evaluate. Teachers' Notes and Diary helps teachers in finding answers to following: • Nature of students, their levels of learning, depth of learning in the form of learning outcomes. • Topics, Teaching points. • Teaching and learning methods, aids and resources best suited in realization of learning outcomes. • Informal and formal assessments, questioning techniques and feedback. By preparing a lesson plan for each teaching session, the teacher organizes teaching and

assessment activities to ensure student mastery of essential learning outcomes. The teacher's diary comprises of following:

i) Topics:
    a. Teaching points
    b. Depth, extension and refinement of learning required
    c. Inherent concepts, sub-concepts, their hierarchy and interrelationships.

ii) Learning outcomes with content, activity and context/situation.

iii) Teaching aids (auditory, visual and kinaesthetic) appealing to a variety of learning styles.

iv) Introductory and developmental activities in presenting essential facts, concepts, generalizations and principles inherent in the topics to be taught and giving meaningful learning experience to students to understand and internalize them.

v) Assessment Activities
    a. Formative assessment strategies to monitor students' progress in course of learning.
    b. Feedback to students and remedial measures if required.
    c. Summative assessment strategies to ensure mastery of essential learning outcomes.

vi) Closure Activities to sum up learnings from the lesson, its relationships to one's life and to prepare students for next lesson.

Suggested Lesson Plan Template

LESSON PLAN TEMPLATE

Date   : _____   Class & Section   : _____

Lesson Title   : _____

Topics to be covered   : _____

HEADS	DETAILS
Desirable learning outcomes	What students will learn at the end of the lesson? Specify all levels of thinking skills including higher order. e.g. the student will be able to critically analyse the topic taught.
Pedagogy/ Teaching methodology	List the methods which will be used to deliver the lessons i.e. tools/ worksheets / computer / text book page / lab material / charts / black board/ graphs etc. Methodology/Technique used i.e. interactive, contemporary examples, reading/questions/discussions
Activities/ Tasks/ Projects	Mention the activity/task which will be undertaken by the students during the conduct of the lesson. These activities should be interconnected.
Conclusion	Describe the concluding activity that will: • Help student to summarize what they have learnt • Help students anticipate problems and activity of future class

| 24 | **Kindly suggest us what should be a** | An Anecdotal Record is the observed behaviour of a student. It is a record of some significant episode happened in the life of the student that sheds light on the conduct, |

	good way to have a proper anecdotal record?	thinking, skills and capabilities, revealing significant features and characteristics about his/her personality. In order to arrive at a trend or pattern, emphasis is on recording multiple episodes or anecdotes. Every time, a teacher documents an episode or an anecdote, he records the comments too. **Specimen of an Anecdotal Record:**

Specimen of an Anecdotal Record:

Name of the school:	
Name of the student observed:	Class:
Observer:	Date and Place:
Objective Description:	Comments of the Observer:

You may refer to the Teacher's Manual on CCE (http://cbseacademic.in/web_material/cceresources/3_CCE_Manual_Revised_2011.pdf) for further details.

25	**Where can I approach for prompt guidance regarding small queries relating to compilation of evidences, feedback received or implementation of CCE in my school?**	You may refer to your mentor. You may also approach your city coordinator to receive prompt reply to your queries through the online updation system.
26	**How can CCE be effectively implemented in schools?**	**Some suggestions may be considered:** - Apart from the specific subject tasks, marks should also be allotted under miscellaneous heads such as for class presentations/ Inter-House Activities/ Class Activities. - Remedial sessions should be arranged to bridge the learning gaps and adopt corrective measures for the betterment of students. - Students should be provided ample opportunity and space to improve and excel in their performance. - Students should be given opportunity to discuss, think and express themselves in a multiple ways. - Parents must be regularly informed and updated about their ward's performance through Parent Teacher Meetings and special monitoring sessions. - Students should be helped in strengthening their concepts before the exams. - Teachers must identify the areas of weakness and offer remedial suggestions to improve the same. - Special attention should be given to the slow learners. - Parents are informed about their ward's performance through the answer sheets

		shown to them.
27	**What is the criterion used by the Board to select a City Coordinator?**	The Board decentralized the process of analysis of Evidences of Assessments from the session 2012-13 by appointing City Coordinators in all the regions of the Board. These City Coordinators are the principals of CBSE affiliated schools who are either Mentors/Master Trainers and fully trained in CCE. They should also be willing to lend their infrastructure and wholesome support in this challenging endeavour.
28	**Are ASL evidences required to be sent?**	Assessment of Speaking and Listening skills (ASL) is required to be done formally at the term end examinations. However assessment of these skills may also be done under the Formative activities spread over the two terms. A variety of activities to assess all the skills of language may be used for Formative Assessments. In that case, evidences of formative assessment of Speaking and Listening Skills are required to be sent.
29	**Are evidences of SA required to be sent?**	The schools are **not** required to send evidences of summative assessments. The schools are required only to put the marks of SA, of the selected 15 students (whose evidences are to send) in the provided format.
30	**From where can the school get the feedback report?**	After the completion of analysis work of evidences of assessment, the feedback report is prepared and it is uploaded on the Evidence of Assessment microsite on CBSE academic. Every school can download it from the given microsite. If the school faces any problem in downloading the feedback report then a complaint can be sent on the microsite intimating about it.
31	**How many activities can be organized in FAs?**	According to board's norms, in one FA, one pen paper test, one individual activity and one group activity are required to be organized. Activities must be organized in a manner so that these will be helpful in the achievement of learning objectives.
32	**Up to how much time the school has to keep the records of evidences of class IX & X safely.**	The evidences must be preserved at least for three months after the declaration of class X result. The material should destroyed as per guidelines issued by the regional officer after stipulated time under intimation of the regional officer.