



KENDRIYA VIDYALAYA SANGATHAN

**ZONAL INSTITUTE OF EDUCATION AND TRAINING ,
MYSORE**

3 Day Workshop on Material Production for CCE Training Manual for School Level Mentors

26th September to 28th September 2012

REPORT & CCE PACKAGE For The Vidyalaya Level CCE Mentors (Secondary)

पाठ्यक्रम एवं स्थल निदेशक

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FOREWORD

The scheme of continuous Comprehensive Evaluation was first introduced in the year 2009-10 by the Central Board of Secondary Education, New Delhi for Classes IX and X. Subsequently Kendriya Vidyalaya Sangathan extended the application of the scheme from Class III to VIII in all Kendriya Vidyalayas across the country and necessary guidelines and instructions have been issued in this regard from time to time. Though the scheme has been under implementation for the past four years, teachers come across many difficulties in the practical application of the scheme especially in the area of Formative Assessment, particularly related to FA2 and FA4 in which several new and varied areas of assessment have been included and it is stressed that criteria-based evaluation of the students' performance is to be made. In other words, where earlier the teacher simply conducted one paper and pencil test, now he/she is expected to make assessment in a minimum of four areas in a very objective manner clearly specifying the rubrics. He/she should also maintain proper written records of those assessments, which are not conducted simultaneously for all students but by staggering them to so many days and weeks, as only a few students can be assessed in a period of say 35 or 40 minutes as assessment is to be taken up along with teaching.

The instructions and guidelines for CCE are so vast and different from subject to subject that a few teachers do not fully comprehend them and generally there is none in the school who can guide and support such teachers in CCE whenever needed. Though it is desirable that the awareness of the teachers about CCE is raised through training programmes, their number is so huge that it will take at least 2 or 3 years to train all teachers. Therefore an alternative system has to be evolved that the teachers get the required support and guidance in their own places. Accordingly, it was decided to introduce the CCE Mentor System in each K.V under which each school will have at least two Mentors – one from Primary Section and another from Secondary Section. Further, since it is the Examination Department in a school setting whose function is to organize and manage the tests and examinations, CCE with its Formative and Summative Assessment falls within the purview of the Examination Department. It being so, the CCE Mentoring Role is better shouldered by them.

Therefore it is envisaged to impart CCE Mentor Training to one member each from the Primary and Secondary Examination Departments of every K.V separately so that after the training they are able to function effectively as CCE Mentors in their Vidyalaya to monitor proper implementation of CCE by all teachers as well as to extend guidance and support to them as and when needed.

During the 3-day Material Production Workshop on CCE at KVS, ZIET Mysore held from 26th to 28th September 2012 the participants worked rigorously to collect and consolidate the CCE guidelines available from various sources and prepare the CCE Mentor Training Package which will be useful as a Handbook for reference and guidance for the Mentors as well as the Faculty Members of all five ZIETs of KVS who will be taking up the Training Programmes, for Mentors covering all Vidyalayas of the Regions under their jurisdiction.

We feel greatly indebted to Dr. Dinesh Kumar, Additional Commissioner, KVS and Dr. Sachikant, Joint Commissioner(Trg.), KVS for entrusting us with the responsibility of organizing the 3-day Material Production Workshop for CCE Mentor Training at KVS, ZIET Mysore. The Workshop participants from all five ZIETs of KVS as well as the associated teachers and HMs from KVS Bangalore Region deserve all words of appreciation. But for the wholehearted and dedicated efforts by all participants the objectives of the Workshop could not have been so fully met. This Manual in your hands is the product of the combined work of the efficient team of participants.

S. SELVARAJ
DIRECTOR

A NOTE TO THE DIRECTOR (ZIET)/ DEPUTY COMMISSIONER(RO)

During the First Meeting of the Directors of ZIETs with Dr. Dinesh Kumar, Additional Commissioner (Acad. &Admn.) and Dr. Sachikant, Joint Commissioner(Trg.), KVS held at ZIET Bhubaneswar on 7th September 2012, the issue of imparting training to teachers on Continuous Comprehensive Scheme was deliberated upon and the consensus emerged that one member from the Primary and another member from the Secondary Examination Departments of every Kendriya Vidyalaya should be trained as CCE Mentors in all aspects of CCE so that they can effectively monitor the proper implementation of CCE scheme in their Vidyalaya as well as extend their guidance and support to the teachers whenever they have any doubts or problems in CCE implementation. Such an arrangement will dispense with the necessity to organize subject-wise CCE training programmes by ZIETs/ROs.

Consequently, a 3-day Material Production Workshop was organized at KVS, ZIET Mysore from 26th to 28th Sept. 2012 which was attended by a selected group of Faculty Members of ZIETs and a few associated HMs and teachers from KVS Bangalore Region. As a result of the combined efforts of the participants, the CCE Package for School Level Mentors was prepared and the Action Plan for organizing the training courses by ZIETs was drafted.

As per Action Plan, the Directors of ZIETs may invite the participants from the Regions attached to their respective ZIET. As the CCE Mentors, after training, are expected to effectively monitor the implementation of CCE in the school as a whole, as well as to guide and clarify the doubts of teachers, competent members of the Examination Departments with good communication and ICT skills may be sponsored to attend the 2-day CCE Mentor Training Programme. After the training, the CCE Mentors may conduct subject-wise CCE Awareness programme (for 1 – 2 hours) in their respective school. Further they will monitor and ensure proper and effective implementation of CCE in their Vidyalaya.

Therefore, the CCE Mentor Training Programme may be given PRIORITY to cover all Kendriya Vidyalayas by the end of December 2012.

**S. SELVARAJ
DIRECTOR
KVS ZIET MYSORE**

LIST OF PARTICIPANTS WITH CONTACT DETAILS

LIST OF PARTICIPANTS

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ZONAL INSTITUTE OF EDUCATION AND TRAINING , MYSORE

Material Production Workshop for CCE Manual for School Level Mentors

26th to 28th Sep. 2012

Date	Session-I	Session-II	Session-III & Session-IV 2 - 5.30 PM	
26.09.12	9.30 am 10.15 am Inauguration		Working with teachers of KV Mysore in subject-wise groups for: (1) Preparation of Class-wise, Subject-wise Action Plan for Formative Assessment including identification of the Areas for assessment and Criteria for evaluation. (2) Discussion on problems and issues concerning implementation of CCE in subject-wise groups of: (1) PGTs/TGTs (2) PRTs (3)Co-Scholastic Teachers	
	10.15 a.m. to 1 pm (Group Work) Consolidation of CCE guidelines (subject-wise) for Class VI to X and Primary Classes			
	Session-I 9- 11 AM	Session-II 11.30 AM- 1 PM	Session-III 2 - 3.30 PM	Session-IV 4- 5.30 PM
27.09.12	Presentation of Group Work Reports of Day-1	CCE Software	Records and Formats for various classes and subjects (Group Work)	Evaluation of Co-scholastic areas : Indicators – Formats – Who to do it ? (Group Work)
28.09.12	Presentation of Group Work Reports of Day-2	Compilation of Training Manual.	Draft of Time Table for 3-day Workshops for CCE Mentors (separately for Primary level& Secondary level) (in ZIET-wise groups)	Draft of Action Plan for Region-wise Workshops for CCE Mentors (Primary & Secondary) (in ZIET-wise groups)
				VALEDICTION

Morning Tea- 11-11.30 a.m.Lunch - 1-2 p.m.Evening Tea - 3.30 – 4 p.m.

DIRECTOR

PART 2

3 Day Workshop on Material Production for CCE Training Manual for School Level Mentors

- 1. Timetable for 2 Day Workshop**
- 2. Region –wise Workshop Schedules**
- 3. CCE Package**

ABOUT THE CCE PACKAGE

The package has the following modules:

Scholastic Areas- English, Hindi, Maths, Science, Social Science

Each scholastic area has the following aspects:

- General Information on CCE
- KVS Split of Syllabus
- Activities for each Unit/ Lesson/chapter
- Action Plan for FA2 and FA4
- Areas of Assessment
- Criteria for Assessment
- Formats
- Latest changes in exam pattern for Classes IX & X

Co-Scholastic Areas- Life Skills, Values and Attitudes, Work Education, Performing Arts, Physical and Health Education

- General Information
- Areas of Assessment
- Criteria for Assessment
- Formats

CBSE – FAQs on Class X

SOURCES

CBSE GUIDELINES ON CCE - www.cbse.nic.in

KVS Guidelines on CCE-

KVS Split up of Syllabus

([www. Kvsangathan.nic.in](http://www.Kvsangathan.nic.in))

ZONAL INSTITUTE OF EDUCATION AND TRAINING

TIME TABLE FOR 02 DAY WORKSHOP FOR VIDYALAYA LEVEL MENTORS ON CCE

PRIMARY

TIME	DAY- 1	DAY-2
9-10 am	Registration & Inauguration	Prayer
10-11 am	Introduction to CCE Scheme in Primary Classes	Techniques of Evaluation and the formats for documentation- Co- Scholastic Areas Presentation by Participants
11-11:30 am	TEA BREAK	
11.30- 12 noon	Subject wise Group Discussion of modules	11.30 – 1 PM
12 Noon - 1 pm	Tools and Techniques of Evaluation and the formats for documentation- English Presentation by Participants	Presentation of CCE Software and practice
1-2 pm	LUNCH BREAK	
2-3 pm	Tools and Techniques of Evaluation and the formats for documentation- Hindi Presentation by Participants	Practice Session CCE Software
3-4 pm	Tools and Techniques of Evaluation and the formats for documentation- Mathematics Presentation by Participants	Proposed Action Plan at Vidyalaya level- A brainstorming session Discussion of the CCE Mentors Checklist
4- 4:30 pm	TEA BREAK	
4:30- 5:30 pm	Tools and Techniques of Evaluation and the formats for documentation- Environmental Studies Presentation by Participants	Plenary Session Valedictory Function

DIRECTOR

SECONDARY CLASSES

	09.00 TO 10.00 A.M.	10.00 A.M. TO 11.30 A.M.		12.00 P.M. TO 01.30 P.M.		02.30 TO 03.30 P.M.		04.00 P.M. TO 05.30 P.M
Day I	Inauguration & Introduction of aims and objectives	Module on Languages for classes VI to VIII	TEA BREAK	Module on Mathematics and Science for classes VI to VIII	LUNCH BREAK	Module on Social Science for classes VI to VIII	TEA BREAK	Session on CCE software
	09.00 TO 10.00 A.M.	10.00 A.M. TO 11.30 A.M.		12.00 P.M. TO 01.30 P.M.		02.30 TO 03.30 P.M.		04.00 P.M. TO 05.30 P.M
DAY II	Module on Languages for classes IX to X	Module on Mathematics and Science for classes IX & X		Module on Social Science for classes IX & X		Session on co-scholastic areas		Plenary Session & Valedictory

ZIET- WISE TENTATIVE SCHEDULES FOR 2 DAY WORK SHOP FOR SCHOOL LEVEL MENTORS FOR CCE

ZIET MUMBAI TENTATIVE SCHEDULE : WORKSHOP FOR CCE MENTORS
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S.NO.	Dates	Region	TEACHERS HANDLING
1	11.10.2012 to 12.10.2012	MUMBAI	SECONDARY
2	16.10.2012 to 17.10.2012	MUMBAI	PRIMARY
3	01.11.2012 TO 02.11.2012	AHMEDABAD	SECONDARY
4	05.11.2012 TO 06.11.2012	AHMEDABAD	PRIMARY
5	08.11.2012 TO 09.11.2012	JAIPUR	SECONDARY
6	19.11.2012 TO 20.11.2012	JAIPUR	PRIMARY
7	22.11.2012 TO 23.11.2012	PATNA	SECONDARY
8	26.11.2012 TO 27.11.2012	PATNA	PRIMARY
9	29.11.2012 TO 30.11.2012	RAIPUR	SECONDARY
10	03.12.2012 to 04.12.2012	RAIPUR	PRIMARY

NOTE:

1. THE PARTICIPANTS SELECTED SHOULD BE FROM THE EXAMINATION DEPARTMENT WITH GOOD COMMUNICATION SKILLS AS WELL AS KNOWLEDGE IN HANDLING COMPUTERS

2. THE PARTICIPANTS ARE TO BRING THE MARKS OF FA1 , FA2 AND SA1 TO HAVE HANDS ON EXPERIENCE AT CCE SOFTWARE

KVS ZIET CHANDIGARH

TENTATIVE SCHEDULE FOR TWO DAY WORKSHOP ON MONITORING CCE ACTIVITIES

S.No.	Dates	Region	Teachers
	11.10.12 – 12.10.12	Chandigarh	Primary
	16.10.12 – 17.10.12	Chandigarh	Secondary
	01.11.12-02.11.12	Jammu	Primary
	05.11.12 – 06.11.12	Jammu	Secondary
	08.11.12 – 09.11.12	Delhi	Primary
	19.11.12 – 20.11.12	Delhi	Secondary
	22.11.12 – 23.11.12	Dehradun	Primary
	26.11.12 – 27.11.12	Dehradun	Secondary
	29.11.12 – 30.11.12	Jaipur	Primary
	03.12. 12-04.12.12	Jaipur	Secondary

TENTATIVE CALENDER FOR 2 DAY CCE WORKSHOP FOR SCHOOL LEVEL MENTORS(FOR PRIMARY AND SECONDARY CLASSES) TO BE CONDUCTED BY ZIET BHUBANESWAR FOR 2012 – 13

Sl no	Dates	Primary/ Secondary	Regions
1	1 st and 2 nd Nov	primary	Bhubaneswar
2	5 th and 6 th Nov	Secondary	Bhubaneswar
3	19 th and 20 th Nov	Primary	Kolkata and Guwahati
4	21 st and 22 nd Nov	Secondary	Kolkata and Guwahati
5	3 rd and 4 th Dec	Primary	Tansukiya and Silchar
6	5 th and 6 th Dec	Secondary	Tansukiya and Silchar
7	17 th and 18 th Dec	Primary	Ranchi
8	19 th and 20 th	Secondary	Ranchi

ZIET Gwalior				
2 Day Training Workshop For CCE Mentors				
Tentative Schedule				
Dates		Region	Cat	No. of Participants
From	To			
11-Oct-12	12-Oct-12	JABALPUR	Primary	Maximum 40 in each workshop
16-Oct-12	17-Oct-12		Secondary	
1-Nov-12	2-Nov-12	VARANASI	Primary	
5-Nov-12	6-Nov-12		Secondary	
8-Nov-12	9-Nov-12	BHOPAL	Primary	
19-Nov-12	20-Nov-12		Secondary	
22-Nov-12	23-Nov-12	LUCKNOW	Primary	
26-Nov-12	27-Nov-12		Secondary	
29-Nov-12	30-Nov-12	AGRA	Primary	
3-Dec-12	4-Dec-12		Secondary	

CALENDER FOR CCE PROGRAMME AT ZIET MYSORE

S.NO	PRIMARY	SECONDARY	REGION
1	5.11.2012-6.11.2012 MONDAY-TUESDAY	8.11.2012-9.11.2012 THURSDAY-FRIDAY	BANGALORE
2	15.11.2012-16.11.2012 THURSDAY-FRIDAY	19.11.2012-20.11.2012 MONDAY -TUESDAY	CHENNAI
3	26.11.2012-27.11.2012 MONDAY-TUESDAY	22.11.2012-23.11.2012 THURSDAY-FRIDAY	HYDERABAD
4	29.11.2012-30.11.2012 THURSDAY-FRIDAY	10.12.2012-11.12.2012 MONDAY-TUESDAY	ERNAKULUM

NOTE:

1. THE PARTICIPANTS SELECTED SHOULD BE FROM THE EXAMINATION DEPARTMENT WITH GOOD COMMUNICATION SKILLS AS WELL AS KNOWLEDGE IN HANDLING COMPUTERS

2. THE PARTICIPANTS ARE TO BRING THE MARKS OF FA1 , FA2 AND SA1 TO HAVE HANDS ON EXPERIENCE AT CCE SOFTWARE

**SUBJECT WISE MATERIALS ON CCE
ENGLISH
CLASSES VI TO VIII**

1. General Information about Formative Assessment in English

FORMATIVE AND SUMMATIVE ASSESSMENT

Evaluation of Scholastic Aspect in classes VI to VIII

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

Term	Type of Assessment	Percentage of weightage in academic session	Term wise Weightage	Total
FIRST (April- Sept)	Formative Assessment 1	10	Formative Assessment 1+2= 20	Formative Assessment 1+2+3+4= 40
	Formative Assessment 2	10		
	Summative Assessment 1	30	Summative Assessment 1 = 30	
SECOND (Oct- March)	Formative Assessment 3	10	Formative Assessment 3+4= 20	Summative Assessment 1+2= 60
	Formative Assessment 4	10		
	Summative Assessment 2	30	Summative Assessment 2 = 30	Total= 100

FORMATIVE ASSESSMENT: Within the class and school time only each subject must have only one Pen-Paper Test under formative assessment. The other modes of assessment must be a part of classroom interactive activities. **Pen- Paper Test** subject wise will be part of the **Formative Assessment 1 in the first term and Formative Assessment 3 in the second term. Formative Assessment 1 and 3** in the form of Pen- Paper Test is likely to be held in the **last week of July** and the **second week of December** in each academic session. The marks secured by children out of 40 in the FA 1 and FA 3 will be finally reduced to 10 respectively.

NOTE: A teacher needs to use a series of diagnostic tools like Class test (Written as well as Oral), Surprise Test, Class Responses, Minute Paper (Short descriptions are made by children which give the teacher immediate feedback. It can be done at the end of the class for understanding the effectiveness of teaching-learning process.) etc. during the course of instruction in order to take diagnostic measures for effective learning of children and enable them to write FA 1 and FA 3 with great ease and confidence. Even, the teacher needs to use the feedback of FA 1 and FA3 to take remedial measures to improve the performance of bloomers (slow learners) in SA 1 and SA 3 respectively so that the bloomers could get minimum 'D' grade in all the subjects.

SUMMATIVE ASSESSMENT: Summative Assessment 1 is likely to be held in the 2nd week of September and Summative Assessment 2 in the 2nd week of March in each academic session. The marks secured by children out of 60 in SA 1 and SA 2 will be finally reduced to 30 respectively.

GradingScale

Assessment of Scholastic attainments Part 1 will be reported twice in a year in one academic session.

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
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.

Note: All assessment with regard to the academic status of the students shall be done in marks and the assessment will be given in grades. Co-Scholastic attainments 2 (A, B, C and D) and 3 (A, B) will be done on 5-point Scale as shown in the table below. It will be done once in an academic session.

Grade	Grade Points
A	4.1-5.0
B	3.1-4.0
C	2.1-3.0
D	1.1-2.0
E	0-1.0

Minimum qualifying grade in Co-Scholastic Domain is D.

Note: As per the directives of RTE, no child will be detained till class VIII.

Formative Assessment 2 and 4 (Classes VI to VIII)

The scheme of Formative Assessment 2 and 4 subject wise from classes VI to VIII may be followed as given below:

LANGUAGES :(English)

Months	Areas of Activities
April-May	Listening comprehension, Conversations or dialogue or Prepared speech on given topics related to lessons, Written assignments (Short/Long question answers, Creative writing etc.), Oral Quizzes, Pair Work/Group Work etc.
July-August	Reading Comprehension, Written assignments (Short/Long question answers, Reports, Newspaper Articles, Diary entries, Poetry etc.), Research Projects in groups i.e. information gathering, deductive reasoning, analysis, synthesis and inference) and Presentation, Group Discussion etc.
November-December	Listening Comprehension, Presentations using a variety of forms including the use of Information Technology (IT) involving conversation with peers and the teacher, Oral Quizzes, Written assignments (Short/Long Question answers, Creative writing etc.), Group Discussion etc.
January-February	Reading Comprehension, Written assignments (Short/Long question answers, Reports, Newspaper articles, Diary entries, Poetry etc.), Investigative Projects in groups i.e. information gathering, deductive reasoning, analysis, synthesis and inference) and Presentation, Peer assessment etc

NOTE: *Three activities i.e. written assignments, Listening comprehension and Conversations/Dialogues or prepared speeches will be common under the scheme of FA 2 and FA 4. In addition, a teacher is free to carry out minimum one meaningful activity out of the suggested list of areas. Finally, the marks secured by children out of four or more activities under FA 2 and FA 4 need to be reduced to 10 respectively.*

Tools and Techniques

Tool is a device to perform a task. Technique is a way of doing something in a systematic way. It implies orderly logical arrangement, usually in steps. In educational parlance tools and techniques are the procedures and devices through which the assessment of the students is made. For example, while observation is a technique, observation schedule is a tool. A list of T & T (indicative not exhaustive) is given below. They need to be appropriately used in line with the needs of content, context and pedagogy of each subject area. They are not in the order of importance.

1. Written Tests
2. Oral assessment
3. Practical work
4. Narrative reports
5. Assignment
6. Self-assessment
7. Peer-assessment
8. Group-assessment
9. Portfolio assessment
10. Project work assessment
11. Authentic assessment
12. Performance assessment
13. Observation schedules
14. Anecdotal record
15. Rating scale
16. Checklist
17. Interview schedules
18. Experiment reports
19. Reflective Prompts
20. Journal Writing

Why projects for language learning?

Language learning involves learners getting engaged with the language. We know that exposure to language through visual / print and oral medium is essential. This is what the textbook, other print and audio materials, and the teacher's language attempt to do. This exposure is alone not sufficient. We need to give opportunities to children to work with language. Children should read, think about the ideas of the text, understand the meaning of the words, associate them with ideas and other words, notice the form of the structures, etc. while being exposed to the language and working with language on their own. This engagement with language makes them internalize meaning of words and structures. In addition to textbook activities, project work could be used as an effective strategy to promote collaborative ways of language learning where learners in groups work together to do an activity or a task for some period. When learners work together on a particular idea / topic, they collect information, ideas, observe language being used, use language in real life situations, exchange views and debate on ideas, write the ideas into a report, edit their writing and produce the report in a suitable form. Projects can be an instrument in realizing this aim. Projects can be designed to be carried out by a group of learners on topics/ themes. This helps in achieving learners constructing ideas and make critical judgments to arrive at a decision / conclusion. More importantly learners use language in contexts.

2. Designing and Managing Projects

There are many ways learners can be initiated to carry out projects. The major aim of the activities / tasks learners do should enable them read books, newspapers, listen to radio, watch TV, consult websites, talk to people, observe events and proceedings, interpret and report. This clearly indicates that the learners work with language i.e. use language for meaningful real life purposes. If the meaning of learning is 'meaning making' the purpose is achieved in full while doing projects. This only gives clues that learners should do the project in groups on their own independently, not ask their parents do or buy readymade products available in the market. They may seek information or some help from parents or elders as they do with their teachers. It would be of much benefit to learners, if projects are planned of interdisciplinary nature. Since all learning is language learning, project work of interdisciplinary nature will promote better understanding of the subject (say social science, science, etc) as well as promote language learning. This also promotes language across curriculum (LAC) perspective for meaningful language learning. Teachers of various subjects will have to come together to plan projects of interdisciplinary nature. The textbooks developed by NCERT as a follow up to NCF-2005 include short and long term projects which are directly linked to the themes of the texts / lessons. A project can be carried out in many ways. Following steps could be followed

- **Selecting and briefing:** Projects can be initiated when learners and teachers decide on a topic. It is better to encourage students to bring their own ideas and have a whole class discussion to allot topics to each group or teacher may offer a list of possible topics. Sometimes whole class projects can also be thought of.
- **Planning and language generation:** Having chosen a topic for the project, learners now work together to decide upon how to proceed and what kind of language needs to be used. Teacher has to direct this very carefully and here is where the learners need guidance and support. Some of the initial discussions may take place in the classroom paving way for activities in and outside the school. The work can also be divided among learners.

- **Collection of data /information / details:** Learners gather required data / information from a number of sources. They can consult encyclopaedia, read books, interview people, collect pictures and illustrations, record audio / video, visit internet, watch TV, etc. They can write their field notes to remember and organise the data collected.
- **Planning, writing the draft and editing:** Having collected the required data / information and ideas, it is time now to plan and organise the data and interpret them to write the draft. Since most of the projects in language(s) will be of written report or written creative work like play, songs, essays, chapterisation could also be planned. It is also possible to have projects in which learners work together to script and enact a play or direct and enact a play. Editing is important part of writing the report. Learners should be made aware of process approach involved in writing a good piece of work, which involves various stages.
- **The result and presentation:** The goal of the whole project has been aiming is reached when the learners working together produce a report or do an activity as intended. The final product may be written report, a play, collection of songs or enacting a play or a big role play, writing posters, etc. Learners are now asked to submit to the teacher and present it to the whole class or to the whole school during assembly or special occasions (in case of play, songs, etc.)
- **Follow Up:** Teacher with the group carried out the project can think of possible follow up activities that would enable students to use language in contexts. For example, a project given in the list at the end is about class newspaper. This could be explored as a continuous feature and some other group could try the next issue of the newspaper / magazine. Teacher should take care as the project should not hamper the other learning activities of students.

3. Teacher's role

Teacher is the facilitator throughout the life time of the project. S/he is a catalyst and makes him /herself available whenever the learners need-helping, prompting, clarifying and delimiting. Consultations with the teacher concerned or other subject teachers (if needed) are of immense support for learners to accomplish the task. Teacher along with students in the initial classroom discussions develop a schedule of activities for each group and number of meeting / consultation that they can have with the teacher while doing the project. It is not difficult for the teacher (to some extent) to know about each student and his / her area of interest and how s/he could do things. Teachers should be able to suggest activities (i.e. projects) that would suit to the interest of particular group of learners.

Short term project

1. Designing a brochure for tourist about your town/village.

Level:Secondary

Age:14–16years

Time:One/Two week(s)

General Aim: To produce a brochure for tourist and visitors to our town/village

Language Aims:

- i. To develop four language skills and strategic competences by using interviewing techniques, collection data/information about people, places and economic indicators;
- ii. To learn to use appropriate vocabulary and structures specific to idea (a brochure);
- iii. To learn to write in a poster from the collected information.

The Process: Teacher has a brain storming discussion with the group about the idea / theme and asks learners to chalk out a plan of action for the project. Learners plan and allocate work to each member of the group and collect required information. They work together to design the brochure based on the collected data. The collected information from various sources-interviews, photos of monuments, facts and figures

about the village, etc. will now be scrutinized and shaped into a poster / brochure to present it to a visitor attractively. The brochure is made by the group using colorful ink, crayons, etc and the same is presented to the class.

Long term project -

2. Class Newspaper

Level:Secondary & Senior Secondary

Age:14-17years

Time: Two/Three month (Flexible)

Aims: To produce a class /school newspaper for the village/town.

Language learning: To develop all four skills by using various techniques, methods like interviews, writing news, etc.

The Process: Students are briefed about the aim of the project and the possible outcome. They discuss the plan and decide on the various activities and contents of a news paper by analysing available news papers. Students allocate work among themselves and decide who takes interviews, who reports events like festivals, accidents, etc. who writes the draft news items, who editing and final

writing by hand or printing (using computer), etc. They work on for some time to collect data and develop the newspaper within the given time frame. Then the newspaper is published with illustration, pictures, etc. Possible follow up activities can also be thought of.

4. Assessing / Evaluating Project Work

Projects can be stated as the best part of the assessment process of Continuous Comprehensive Evaluation (CCE). We need to take care that each learner in the group takes active part in the work and contributes for the successful completion of the task. It is also very important that each learner is engaged with language (use the language in various ways) while doing the project. Teacher may keep a check list or a chart to record what has been happening (who does what and how) during the project. Asking each learner in the group to maintain a diary of their work plan, how the information / data was collected and interpreted, the problems faced and the way the report / the final product was brought out, etc. could be of use for the teacher in assessing individual contribution in the group. This is one part of the assessment. Teacher has to observe and record how each student in the group and each group as a whole make progress in carrying out the project. A checklist or portfolio may be developed to record the progress made by each student and each group. The check or portfolio may have descriptors rather than blind marks (numbers) or grades. The descriptors could be developed together by students and the teacher or by the teacher based on the diary or field notes of the students. It would help to have specific guidelines (developed by teachers themselves) for assessing the project work as part of the Continuous Comprehensive Evaluation (CCE).

Descriptors for assessing the projects may go like this. *(Descriptors are not given in all the columns because teachers need to evolve descriptors depending on the context and nature of projects)*

Criteria for assessing the performance	Selection	Collection Data	Compilation / Interpretation	Reporting and Presentation	Collaboration in the Group
A	Suggested the idea or provides an alternative idea		Ideas elaborated coherently with clarity		The group worked together well There was cooperation
B	Supported the idea and provides more evidence				
C	Shown interest in carrying forward the idea generated.				
D	Remained passive or non receptive to ideas.				

AREAS OF ASSESSMENT AND EXPECTED LEARNING OUTCOMES

Listening with examples

Speaking with examples

Reading with examples

Writing with examples

Learning Outcomes

1. Listening

The learners will

- ◇ listen to a wide range of oral texts, summarize, record and respond to them.
- ◇ be able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations.
- ◇ listen to and share ideas , viewpoints and reflect an understanding of concepts .
- ◇ initiate ideas and continue communication in response to listening to a text.
- ◇ exhibit comprehension of oral texts by recording main or supporting ideas.
- ◇ listen critically for specific information.
- ◇ follow instructions and directions.
- ◇ distinguish between facts and opinions.
- ◇ make inferences and judgements.

2. Speaking

The learners will

- ◇ be able to communicate confidently and effectively in spoken language in a wide range of situations.
- ◇ speak confidently in public and participate appropriately and effectively with others in a conversation.
- ◇ exhibit skills of making oral presentations.
- ◇ be able to prepare, organize and deliver an engaging oral presentation.
- ◇ identify and use appropriate vocabulary.
- ◇ use the appropriate tone, posture, gestures, pause and maintain eye contact while speaking.

3. Reading

The learners will

- ◇ read a variety of print texts including drama, poetry, fiction and non-fiction.
- ◇ seek meaning in reading using a variety of strategies such as prior knowledge, inferring, predicting and confirming.

- ◇ become accomplished and active readers who appreciate ambiguity and complexity.
- ◇ be able to articulate their own interpretations with an awareness and curiosity for other perspectives.
- ◇ be able to read fluently and view the given text for information and enjoyment.
- ◇ respond critically to the aesthetic, cultural and emotional values in texts.
- ◇ ask questions and make predictions.
- ◇ skim the reading text to identify main ideas by reading titles, introductions and topic sentences.
- ◇ scan texts for specific supporting details.
- ◇ identify rhetorical devices ,figures of speech and explain them.
- ◇ infer meaning of the ideas presented and of difficult /unfamiliar vocabulary from the context by using word attack skills.
- ◇ summarize main and supporting ideas in the form of notes/points and make connections between them.
- ◇ recognize the socio-political and cultural background of texts.
- ◇ deduce the meaning of graphic texts.
- ◇ evaluate ideas and information.

4. Writing

The learners will

- ◇ be able to write different kinds of factual and imaginative texts for a wide range of purposes.
- ◇ demonstrate planning skills for writing for a specific purpose, audience and context.
- ◇ write in the appropriate style and format.
- ◇ locate, access, select, organize and integrate relevant data from various sources.
- ◇ interpret information presented in one form and transcribe it into written form.
- ◇ develop coherent ideas and organize them into main and supporting ideas.
- ◇ use a variety of sentence types and sentences of different lengths and structures appropriately.
- ◇ present the written output coherently using a suitable introduction, logical progression and conclusion.
- ◇ reflect on, analyse and evaluate own work and check it for spelling, stylistic or content - related errors.
- ◇ prepare a final draft by proof-reading and editing.
- ◇ present the final product in an appropriate style, free of grammatical and syntactical errors.

LISTENING ACTIVITIES

Objectives

To enable the students to

- ◇ process utterances spoken at different speeds
- ◇ be aware of cohesive devices used in speech
- ◇ distinguish between literal and implied meaning
- ◇ use different strategies to decipher meanings

Procedure

- ◇ The teacher can select a passage from the collection given in this book.
- ◇ The corresponding worksheet for the selected passage is to be photocopied in accordance with the class strength.
- ◇ On the day of the listening activity, the teacher can first inform students about what they are going to listen to. e.g. she may say *"Today you are going to listen to a passage about Mob-Fury. As you listen to the passage, complete the following sentences by ticking the correct option."*
- ◇ The teacher can read the passage once.
- ◇ Thereafter, she can distribute the worksheets to the students.
- ◇ She can then read out the passage again.
- ◇ Students can be instructed to complete the worksheet while listening to the passage.
- ◇ If required, the passage can be read a third time by the teacher.
- ◇ Once the students complete the worksheet, they can be asked to exchange it with their partner. The teacher can read aloud the answers and peer correction can be done.

LISTENING PASSAGE 1

You will listen to a passage on Mob Fury. As you listen, complete the worksheet by choosing the correct options.

Mob Fury

The crowd surged forward through the narrow streets of Paris. There was a clatter of shutters being closed hastily by trembling hands - the citizens of Paris knew that once the fury of the people was excited there was no telling what they might do. They came to an old house which had a workshop on the ground floor. A head popped out of the door to see what it was all about. "Get him! Get Thimonier! Smash his devilish machines!" yelled the crowd.

They found the workshop without its owner. M. Thimonier had escaped by the back door. Now the fury of the demonstrators turned against the machines that were standing in the shop, ready to be delivered to buyers. They were systematically broken up and destroyed- dozens of them.

SPEAKING

Assessment Scale For Spoken English

Based on the Test of Spoken English Band Descriptors for Overall Features
(ETS, 2001b: 30)

0	No effective communication: no evidence of ability to perform task	Extreme speaker effort is evident; speaker may repeat prompt, give up on task, or be silent.		Attempts to perform task, and in failure	Only isolated words or phrases intelligible, even with much listener effort.	Function cannot be identified
1	Communication generally not effective: task generally performed poorly.	Speaker responds with much effort; provides limited speech sample and often runs out of time. Repair strategies excessive, very distracting, and ineffective		Difficult to tell if task is fully performed because of linguistic weaknesses	Function can be identified	Much listener effort required.
2	Communication somewhat effective: task performed somewhat competently.	Speaker responds with effort; sometimes provides limited speech sample and sometimes runs out of time	Sometimes excessive, distracting, and ineffective repair strategies used	Linguistic weaknesses (e.g. vocabulary and/or grammar)	Adequate content	Some listener effort required
3	Communication generally effective: task performed competently.	Speaker volunteers information, sometimes with effort; usually does not run out of time.	Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting	Expressions sometimes awkward	Generally strong content	Little listener effort required
4	Communication almost always effective: task performed very competently.	Speaker volunteers information freely, with little or no effort and may go beyond the task by using additional appropriate functions.	Native-like repair strategies	Sophisticated expressions.	Very strong content.	Almost no listener effort required

Note:

- ◇ The first column gives the numerical index of the five bands.
- ◇ The second column describes the overall effectiveness of communication in English.
- ◇ This can be identified by ascertaining the indicators in the other columns for each of the five bands.

Speaking Activities

Objectives

To provide opportunities to students

- ◇ to use language effectively
- ◇ to develop confidence in spoken skills
- ◇ to express their ideas/opinions coherently
- ◇ to understand and produce basic pronunciation patterns
- ◇ to understand and report the main ideas in short listening tasks
- ◇ to present information/instructions about defined topics to others in a clear, organized way
- ◇ to participate constructively in complete conversations in different circumstances
- ◇ to participate constructively in group discussion
- ◇ to give clear oral presentations in front of the class
- ◇ to demonstrate understandable pronunciation

Note:

The speaking activities have been categorized under the following heads so as to provide a variety of tasks that can be taken in the class. However, the list is not exhaustive and further topics, pictures, prompts can be used by the teacher.

1. Descriptions
2. Picture Description Prompts
3. Story Prompts
4. Speaking Prompts
5. Role Play
6. Enacting Advertisements
7. Just -a-Minute
8. Group Discussions
9. Turncoat
10. Speech

READING



Reading Tasks

Objectives

- ✦ To enable the learners to read independently.
- ✦ To develop the skill to scan for specific information.
- ✦ To test the students' ability to comprehend.

Task

- ✦ Individual work - Reading Comprehension

Procedure

- ✦ The teacher will distribute a printout / copy of the worksheet to every student.
- ✦ Students are instructed to complete the task in 15 minutes.
- ✦ Then the students exchange the completed worksheets.
- ✦ The teacher reads out the correct answers and students mark the worksheets.
- ✦ 1 mark to be awarded for each correct answer.

	Relevance and adequacy of content	Compositional organisation	Cohesion	Adequacy of vocabulary for purpose	Grammar	Punctuation	Spelling
2	For the most part answers the tasks set, though there may be some gaps or redundant information.	Some organisational skills in evidence, but not adequately controlled.	For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.	Some grammatical inaccuracies.	Some inaccuracies in punctuation.	Some inaccuracies in spelling.
3	Relevant and adequate answer to the task set.	Overall shape and internal pattern clear. Organisational skills adequately controlled.	Satisfactory use of cohesion resulting in effective communication.	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/ or circumlocution.	Almost no grammatical inaccuracies.	Almost no inaccuracies in punctuation.	Almost no inaccuracies in spelling.

GRAMMAR

Grammar Tasks

Procedure

- ◇ The teacher can select the exercise corresponding to the grammar item being discussed in class.
- ◇ The exercise can be dictated /written on the blackboard for the students to take down.
- ◇ The teacher can explain the rubric of the exercise.
- ◇ The answer can be called out for peer correction.
- ◇ The teacher can develop more exercises on similar lines.

TASK ONE

Objectives

- ◇ To enable the learners to work on an integrated grammar exercise.
- ◇ To develop the ability of the students to correct errors in a given piece.

Task

- ◇ Error-correction

Edit the Notice given below by choosing the appropriate option from the list given:

**GOVERNMENT MODEL SCHOOL
CHANDIGARH**

October 10, 2010 **NOTICE**

LITERACY CLASSES FOR UNDERPRIVILEGED STUDENTS

The Social Service Club of the school (a) are launching a Cleanliness Drive to clean the surroundings near the school in a fortnight from 19th March. The activities for the Drive (b) included (c) to cleaning the area and starting an awareness campaign through talks and skits etc. Students of senior wing who wish (d) to participates in the drive may give their names to the undersigned during Break today in Room No. 102. For details contact

Shubha Das
Head Girl

- | | | | | |
|-----|----------------------|--------------------|----------------------|--------------------------|
| (a) | (i) have launched | (ii) is launching | (iii) is launched | (iv) have been launching |
| (b) | (i) would include | (ii) are including | (iii) including | (iv) will include |
| (c) | (i) cleaning | (ii) were cleaned | (iii) are cleaning | (iv) to clean |
| (d) | (i) in participating | (ii) participating | (iii) to participate | (iv) are participated |

Formative Assessment in the following suggested areas:

(a) **Home assignments / Class assignments**

Due weightage to be given to:

- Regularity
- Neatness
- Presentation
- Correctness

(b) **Class response may include:**

- Oral Questioning
- Quiz
- Worksheets

(c) **Seminar**

S. No.	Assessment Method	Areas of Assessment
1	<u>Oral Questioning</u> Oral Questions to assess the understanding of the topic	Listening Skills Clarity of expression Clarity of concepts Communication Skills
2	<u>Quiz</u> The class is divided into groups and questions pertaining to the topic are asked to assess the students of a group.	Thinking Skills Alertness Time management Application of Knowledge Reasoning Skills Art of Quizzing
3	<u>Worksheets</u> Use of worksheets to assess the students in the class	Comprehension Regularity Application of Knowledge Attentiveness

A topic may be divided among eight to ten students, who, in turn, need to research/study and 'present' it to all students.

Areas of Assessment

- ❖ Ability to research on the topic
- ❖ Acquisition of content knowledge
- ❖ Public Speaking
- ❖ Verbal Expression
- ❖ Leadership quality
- ❖ **Symposium**
- ❖ ICT Skills

Students can be asked to 'present' papers on the topic of their choice.

Areas of Assessment

- ❖ Depth of the content
- ❖ Presentation of the content
- ❖ Use of Audio – visual aids
- ❖ Expression
- ❖ Comprehension of the topic

(d) **Group Discussion**

A group of ten students can be given a topic to discuss.

- Students to choose their group leader, a moderator and a recorder
- Their roles to be clarified
- The topic to be thrown open for discussion

Group leader to ensure all students participate in the group discussion

Moderator to ensure that there is no cross talk and no two students speak together and all listen to one speaker patiently

Recorder to record the observation made by all students in the group including his/her own

Area of Assessment

- | | | |
|------------------------------|-----------------------------|------------------------|
| ❖ Courage to put forth views | ❖ Knowledge of content | ❖ Communication skills |
| ❖ Team work | ❖ Appropriate body language | ❖ Listening skills |
| ❖ Respect to peer | | |

(e)Group Activity

I. Projects

The students may be asked to do the investigatory/ experimental projects

- **Investigatory Projects include**
 - Collection of data
 - Analysis & Interpretation of data
 - Observation
 - Conclusion and Inference

Areas of Assessment

- | | |
|---|---|
| ❖ Inquisitiveness | ❖ Comprehension & understanding (viva-voce) |
| ❖ Observation skills | ❖ Computing skills |
| ❖ Thinking skills (logical, rationale) | ❖ Drawing conclusion |
| ❖ Analytical | |
| ❖ Application of Knowledge | |

- **Experimental Projects Include:**
 - Identifying problem
 - Making hypothesis
 - Testing
 - Observation
 - Analysis & Interpretation
 - Conclusion & Inference
 - Making a theory

Areas of Assessment

- ❖ Inquisitiveness
- ❖ Observation skills
- ❖ Thinking skills
- ❖ Analytical
- ❖ Application of Knowledge
- ❖ Comprehension & understanding (viva-voce)
- ❖ Computing skills
- ❖ Drawing conclusion
- ❖ Experimental Skills

II. Action Plan

Students of a class to be divided into 5-6 groups to make an action plan

Action Plan includes identifying a problem and making a plan to find a solution.

The students to

- Identify a problem
- Study the causes of the problem
- Interact with people (stake holder) associated with the problem
- **Categorize the problem in terms of**
 - Magnitude
 - Effect on people
 - Impact on community
- **Make a plan to find the solution of the problem. The plan to include:**
 - Meeting people
 - Counseling the people
 - Listing people/ authorities who can help find solutions
 - Seeking appointments with the authorities to discuss the problem and seek their help
- **A follow up action on the solution of the problem**

The work to be divided among the students or all work in a group as a unit. Assessment may be done group-wise or student-wise.

Areas of Assessment

- ❖ Identification of a problem
- ❖ Concern for the community
- ❖ Team work
- ❖ Analysis of the problem
- ❖ Strategy planned by the students
- ❖ Self confidence
- ❖ Speaking skills
- ❖ Follow up action to see concern for people/environment

III. Survey – Collecting information on a relevant topic of study in a group

Assessment may be done group-wise or student-wise.

Areas of Assessment

- ❖ Inquisitiveness
- ❖ Conversational skills
- ❖ Public relations
- ❖ ICT skills
- ❖ Data collection
- ❖ Analytical skills

(i) Debate: Sample observation criteria

Each observation can be assigned a score out of five.

Sl.No.	Descriptors	Score out of 5
1	Depth of knowledge of the content	
2	Strength of the argument to convince	
3	Fluency, diction and pronunciation	
4	Ability to contradict a given point of view	
5	Ability to take criticism positively	
6	Respectful to the opponent	
7	Body language while arguing	

(ii) Group Discussion: Sample observation criteria

Each observation can be assigned a score out of five

Sl.No.	Descriptors	Score out of 5
1	Contributes to the discussion	
2	Knowledgeable about the subject of discussion	
3	Involves others in the discussion	
4	Demonstrates leadership skills	
5	Accepts criticism positively	
6	Contributes creative ideas	
7	Carefully listens to others	

**SPLIT UP OF SYLLABUS FOR FORMATIVE ASSESSEMENT, SUGGESTED ACTIVITIES,
FORMATS AND RECORDS.**

Kendriya Vidyalaya Sangathan

Class : VI English: C. C. E. Calendar for the Year 2012-13

I - TERM (April to September)

Topics/Lessons/Units to be Covered	Mode of Assessment	Competencies / Skills / Concepts to be Tested	Suggested Value Points (Areas)	
Who Did Patrick's Home work? (Prose) A House, A Home (Poem) A Tale of Two Birds (Suppl.Rdr.)	<ul style="list-style-type: none"> ●One Minute Speech- on My Self / Home Work / My Friend etc. ●Dictation ●Hand Writing etc. 	Listening , Speaking Reading , Writing	Pronunciation Handwriting Spelling Fluency etc.	
How the Dog Found Himself a New Master ! (Prose) The Kite (Poem) Taro's Reward (Prose) The Friendly Mongoose (Suppl.Rdr.)	<ul style="list-style-type: none"> ●Comprehension Check ● Construction of a Story ●Narration ●Notice Writing (Lost) etc. 	Listening , Speaking Reading , Writing	Vocabulary Grammar Notice Format Confidence etc.	
The Quarrel (Poem) An Indian - American Woman in Space – Kalpana Chawla (Prose) The Shepherd's Treasure (Suppl.Rdr) The Old Clock Shop (Suppl.Rdr.) Revision	<ul style="list-style-type: none"> ●Diary Entry ●Paragraph on a National- Festival , ● Recitation ●Notice Writing (Found) etc. 	Listening , Speaking Reading , Writing	Content- Knowledge Pronunciation Vocabulary etc.	
Reading 20 Writing 20 Grammar 15 Literature 25 80				FA I = 10 FA II = 10 SA I = 20 Total = 40

SECOND TERM

Topics/Lessons/ Units to be Covered	Mode of Assessment	Competencies / Skills / Concepts to be Tested	Suggested Value Points (Areas)	
Beauty (Poem) A Different Kind of School (Prose) Where Do All the Teachers Go (Poem)	<ul style="list-style-type: none"> ● Comprehension Check ● Bio Sketch of a Scientist / Writer / Sports Personality / National Hero etc. ● Letter Writing (Formal) etc. 	<ul style="list-style-type: none"> ● Comprehension Check ● Bio Sketch of a Scientist / Writer / Sports Personality / National Hero etc. ● Letter Writing (Formal) etc. 	Content of the Lesson , Letter Format etc.	
Who I Am ? (Prose) The Wonderful Words (Poem) Tansen (Suppl.Rdr.)	<ul style="list-style-type: none"> ● Speech on My School ● Narration ● Editing etc. 	Listening Speaking Reading Writing	Fluency , Pronunciation , Grammar etc.	
The Monkey and the Crocodile (Suppl.Rdr.)	<ul style="list-style-type: none"> ● Paragraph on 'Aim of My Life' ● Arranging Jumbled words Dramatisation etc. 	Listening , Speaking Reading , Writing	Creativity in Expression. Grammar , Fluency etc.	
Fair Play (Prose) Vocation (Poem) The Wonder Called Sleep(Suppl.Rdr.)	<ul style="list-style-type: none"> ● Extempore on simple topics suggested by the students. Recitation , etc. 	Listening , Speaking Reading , Writing	Content Confidence Vocabulary Fluency etc	
A Game of Chance (Prose) Desert Animals (Prose) A Pact with the Sun (Suppl.Rdr.)	<ul style="list-style-type: none"> ● Reading Comprehension (CIEFL Reading Cards / News Paper / an Unseen Passage etc.) ● Paragraph on My Favourite Animal / Desert / Place . etc. 	Listening , Speaking Reading , Writing	Knowledge Vocabulary Spelling Grammar etc.	
What if (Poem) What Happened to the Reptiles ? (Suppl.Rdr.)	<ul style="list-style-type: none"> ● Recitation , ● Narration , ● Paragraph on Importance of Trees 	Listening , Speaking Reading , Writing	Pronunciation Expression Presentation etc.	
The Banyan Tree (Prose) A Strange Wrestling Match (Suppl.Rdr.)	<ul style="list-style-type: none"> ● Declamation ● Book Review 	Listening , Speaking Reading , Writing	Pronunciation Expression etc.	
Reading 20 Writing 20 Grammar 15 Citation 25 80				FA III = 10 FA IV = 10 SA II = 40 Total = 60

Sample Plan of Activity for Formative Assessment FA 2			
Sl.No.	Lesson	Area of Assessment	Activity
01	Who Did Patrick's Home	Speaking	Group wise Debate: Should Homework be Abolished?
02	How the Dog Found Himself a New Master	Listening Comprehension	Listen to the audio script of any Panchatantra Story and fill in the handout exercise
03	Who Did Patrick's Home/ How the Dog Found Himself a New Master	Writing	Dialogue Construction: Dialogue bwn Patrick & Elf/between the Dog and his master, the Dog and different animals he meet.
04	An Indian American Woman: Kalpana Chawla	Reading Comprehension	Any text on Kalpana Chawla with MCQs
05	Poems (3)	Recitation	Any poem of choice

Sample Plan of Activity for Formative Assessment FA 4			
Sl.No.	Lesson	Area of Assessment	Activity
01	A Different Kind of School Where do all the Teachers Go?	Speaking	Role Play of various events in the school(in the story) Interviewing Teachers
02	Who Am I ?	Listening	Listen to descriptions & identify persons/ draw objects
03	Fair Play	Reading Comprehension/ Speaking	Any related story/Dramatisation of various situations in the story
04	Game of Chance	Writing	Describe Your Visit to a Fair/Unforgettable incident in your life/Make another ending to the story.
05	Desert Animals/The Banyan Tree	Group Project	Information about Desert and desert animals- Scrap Book/ PPT/ Collect details about any one tree and present it in the class.

NOTE : These activities are only suggestive. Any other activities to diagnose and improve the LSRW skills of the students may be integrated and please keep internal variety in activities and proper feedback and follow up should be undertaken after the assessments. Activities related to testing Grammar and vocabulary also may be included.

FORMATS & RECORDS

KENDRIYA VIDYALAYA

FORMATIVE ASSESSMENT(FA 2) /4 Year_____

CLASS: _____ SECTION: _____

Area of Assessment : **Listening/ Speaking/Reading /Writing/Project etc.**

Name of Activity : _____ Date of Activity: _____

Topic : _____

Sl. No	Name of Student	Criteria of Assessment				Total 20	Remarks
			
		5	5	5	5		

A Brief Description of the Activity: (What, how conducted, participation of students etc.)

Signature of the Assessor :

Name of the Assessor :

Record of Evidence: Evidence of Assessment should be maintained properly for verification. Specimens of the worksheet, handouts, assignment sheets, etc may / sample assessment materials to be kept. If the evidence of the activities conducted cannot be maintained, a brief write up on the activity giving details about the process and outcome of conducting the activity should be kept. Such activities may be Photographed, video graphed etc.

CLASS VII

CCE CALENDAR OF ACTIVITIES 2012-13

CLASS VII (Seven) ENGLISH

<i>Unit/Lesson/Topics to be covered</i>	<i>Mode of Assessment</i>	<i>Skills</i>	<i>Suggested value points</i>
*Prose: The Three Questions Poem: The Squirrel *Supp: The Tiny Teacher	<ul style="list-style-type: none"> • Comprehension check • Quiz (Ants) • Recitation • Diary Entry • Narration 	Reading Compeering Listening Speaking writing	Understanding Pronunciation Fluency Confidence Format Expression
*Prose: The Gift of Chappals Poem: The Rebel *Supp: Bringing up Kari *Supp: The Desert	<ul style="list-style-type: none"> • Comprehension Check • Informal Letter • Anecdote (looking after an animal or needy without elder's knowledge. • 	Reading Writing Creative Thinking Skill Speaking	Understanding Fluency Accuracy Content Presentation
*Prose: Gopal & the Hilsa Fish Poem: The Shed *Supp: The Cop & the Anthem & Golu Grows a nose. Reading 20 Writing 20 Grammar 15 Literature 25	<ul style="list-style-type: none"> • Comprehension • Dramatization • Spellings • Diary Entry • Comic Creation 	Understanding Vocabulary Speaking Acting Drawing Writing	Expression Presentation Confidence Content
REVISION			FA I 10 FA II 10 SA I 20 TOTAL 40

Topics	Mode of Assessment	Skills	Value Points (areas)
*Prose: The Ashes that made Trees Bloom Poem: Chivvy	❖ Comprehension check ❖ Outline story construction The Woodcutter& the Axe ❖ Recitation	Understanding Writing Speaking	
*Prose: Quality Poem: Trees *Supp :I want something in a cage	❖ Reading Paragraph/Slogan writing on Trees ❖ Speech on Freedom is Life	Understanding Creative skills Speaking	Confidence Expression Content Fluency Presentation
*Prose: Expert Detectives Poem: The Mystery of the Talking Fan. *Supp: Chandini	❖ Comprehension check ❖ Project on Sherlock Holmes	Understanding Skill Writing Analytical	Comprehension Content Presentation
*Prose: The Invention of Vita -Wonk Poem: Dad & The Cat &The Tree *Supp: The Bear Story	❖ Comprehension ❖ Paragraph Writing on Wonders of Science ❖ Recitation ❖ Discuss –Shoot animals with a Camera-,not a gun.	Reading Writing Speaking Listening	Content Pronunciation accuracy
*Prose: Fire: Friend and Foe *Prose: A Bicycle in Good Repair Poem: Meadow Surprises *Supp : A Tiger in the House	❖ Comprehension ❖ Fire Safety Measures Speech ❖ Article Writing –SAVE TIGERS	Understanding Speaking Writing Creativity	Confidence Accuracy fluency
*Prose: The Story of Cricket I & II Supp: An Alien Hand *Poem : Garden Snake Reading 20 Writing 20 Grammar 15 Literature 25	<ul style="list-style-type: none"> • Bio sketch of a favourite cricketer • Findings about Planet Mars.(Mini Project) • Cricket quiz 	Writing Investigating Compeering	Expression Presentation Confidence FA III 10 FA IV 10 SA II 40 TOTAL 60
Revision			

NOTE: In addition to consolidating the items learnt earlier, the following will be introduced and recycled through the Upper Primary Stage (Classes VI, VII and VIII) through the lessons given in the Main Text Books.

- *Determiners * Passivisation * Linking Words * Adjectives (Comparative and Superlative Forms)*
- **Adverbs (Place and Type), *Modal Auxillaries * Tense Forms * Word Order in Sentence Types*
- ** Clauses * Reported Speech*

Sample Plan of Activity for Formative Assessment FA 2			
Sl.No.	Lesson	Area of Assessment	Activity
01	Quality	Speaking	Group Debate: Advertisement Affects Children Badly: Role Play of various events in the school(in the story)Interviewing Teachers
02	Expert Detective	Listening	Listen to a Detective story/ Kidnapping of Preeti Duggal (Class X)/ Commentary and answering questions in worksheets.
03	The Invention of Vita Vonk	Reading Comprehension/ Speaking	Any reading material on inventions/discoveries to improve comprehension skills. MCQs
04	Bicycle in Good Repair	Writing	Write a page in your diary on the day your bicycle was damaged by the boy. Write your argument for /against 'cloning'
05	Fire Friend and Foe	Group Project	Dramatise administering first aid at various eventualities./ PPT/Scrap book on Disaster and management/ PPT of your favourites cricketers with details about their achievement to be presented in class(PA/IA)

Sample Plan of Activity for Formative Assessment FA4			
01	Three Questions, Gift of Chappals	Speaking	Role Play: the role of the King, hermit and the bearded man/ Debate on the Hermit's decision/ Dramatisation/ narration GA/ IA/PA- Dramatisation of the story.
02	The ashes that made trees boom	Listening Comprehension	Listen to the audio script of any Story and fill in the handout exercise
03	Gopal and the Hilsa Fish Poems	Writing	Making comic strip/ Rewriting the story with another ending/CreativeWriting Poem/story on animals/birds/Message writing/Paragrah writing
04	Bringing up Kari, Desert	Reading Comprehension	Any related text with MCQs/ short answer questions
05	Project: Collecting data and acquiring knowledge.	ICT	Make a PPT OR a Health Book giving information about monsoon diseases, symptoms, cure , prevention Group Work/

NOTE : These activities are **only suggestive**. Any other activities to diagnose and improve the LSRW skills of the students may be integrated and please keep internal variety in activities and proper feedback and follow up should be undertaken after the assessment. Activities related to testing Grammar and vocabulary also may be included.

KENDRIYA VIDYALAYA SANGATHAN
CCE CALENDAR FOR 2012-13
CLASS VIII ENGLISH

TERM I(April-September)

TOPICS/LESSONS to be covered	SUGGESTED MODES OF ASSESSMENT	SKILLS	SUGGESTED VALUE POINTS (Areas)
1. The Best Christmas Present in the World. 2. The Ant and the Cricket 3. How the Camel got its Hump	<ul style="list-style-type: none"> • Comprehension check • Debate: Wars are a good way to end conflicts? • Dialogue construction • Diary entry • Story construction • Informal letter 	Reading Word attack Speaking Listening Writing	<ul style="list-style-type: none"> • Pronunciation • Diction • Expression • Creativity/Originality • Accuracy • Fluency
1. The Tsunami 2. Geography Lesson 3. Glimpses of the Past 4. Children at Work 5. The Selfish Giant	<ul style="list-style-type: none"> • Comprehension check • PROJECT: There is an imminent threat of floods due to heavy rains. Collect information on the precautions to be taken and the rehabilitation measures for the flood affected. • Learn and sing the patriotic song sung by Lata Mangeshkar • Quiz • Comic creation • Picture reading • Speech(Child Labour) 	Reading Life skills Musical Compeering Drawing Imagination Oratory	<ul style="list-style-type: none"> • Content • Confidence • Pronunciation • Diction • Creativity
1. Macavity; The Mystery Cat 2. Bepin Choudhury's Lapse Of Memory 3. The Treasure Within	Comprehension check <ul style="list-style-type: none"> • Recitation • Article writing(A friend in need is a friend indeed) • Diary Entry • E-mail 	Reading Memorization Speaking Writing	<ul style="list-style-type: none"> • Pronunciation • Diction • Expression • Creativity/Originality • Accuracy • Fluency
			FA I 10 FA II 10 SA I 20 TOTAL 40

Term-2 (October-March)			
1. The Last Bargain 2. Princess September	<ul style="list-style-type: none"> • Comprehension check 	Reading	Comprehension
1 The Summit Within 2. The School Boy 3. The Fight	<ul style="list-style-type: none"> • Comprehension check • Dictation • Paragraph writing on ‘A visit to a hill or any beautiful place. • Dramatization • Profile writing on any mountaineer 	Reading Spellings Writing Acting	<ul style="list-style-type: none"> • Expression • Creativity/Originality • Accuracy • Fluency • Dialogue delivery • Expression •
1 This is Jody’s Fawn 2. A Visit to Cambridge 3. The duck and the Kangaroo 4. The Open Window	<ul style="list-style-type: none"> • Comprehension check • Group Discussion ‘How will you convince your elders to allow you to keep pets at home?’ • Build up a conversation between the duck and the kangaroo 	Reading Communication skills Leadership Writing	<ul style="list-style-type: none"> • Lively • Fruitful • creativity
1 When I set out for Lyonness 2. Jalebies	<ul style="list-style-type: none"> • Comprehension check • Extempore • Book Review 	Reading Speaking Analytical	<ul style="list-style-type: none"> • Comprehension • Pronunciation • Diction • Expression • Views
1 A Short Monsoon Diary 2. On the Grasshopper and Cricket 3. The Comet-1	<ul style="list-style-type: none"> • Comprehension check • Diary Entry • Role Play • Class Discussion (How Science has been Useful to us) 	Writing Acting Oral Skills	<ul style="list-style-type: none"> • Format • Coherence • Expression • Confidence
1. The Comet-2 2. The Great Stone Face 1 & 2	<ul style="list-style-type: none"> • Debate on any contemporary issue • Narration 	Oral Skills	<ul style="list-style-type: none"> • Presentation • Content
REVISION			FA III 10 FA IV 10 SA II 40 TOTAL 60

Sample Plan of Activity for Formative Assessment FA 2			
Sl.No.	Lesson	Area of Assessment	Activity
01	The Best Christmas Present The Ant and the Cricket	Speaking	Group Work:Role Play/ Dramatisation of the story/ Imagine the old woman's husband comes back alive. Enact the situation/ Debate: War is not a solution to settle conflicts: Integrated activity,/ Role play- ant and the cricket/ Elocution.
02	Glimpses of the Past	Listening Comprehension	Listen to the audio script of any historical event and collect information in the given hand out.
03	The ant and the cricket/Bipin Choudhary's Lapse of Memory	Writing	Dialogue construction/ What do you learn from the story which you would apply in your life? Paragraph writing/ News paper report/ magazine report/ You are the man who played trick on Bipin . Write an email/diary entry to him apologizing your action.
04		Reading Comprehension	Any related text with MCQs/ short answer questions
05	Project: Collecting data and acquiring The selfish Giant Acquiring knowledge. Tsunami/ Natural disasters	ICT	Make a PPT on natural calamity and disaster management. Write script and Dramatise the story Survey the your school building and premises, chalk out a project for disaster management

Sample Plan of Activity for Formative Assessment FA 4			
Sl.No.	Lesson	Area of Assessment	Activity
01	The Summit Within	Writing : Profile /Description	Writing a profile of Mr . Ahluwalia. Write your experience of climbing a mountain/ tree/ any adventure
02	The Great Stone Face	Listening Comprehension	Listen to the audio script of any Story / event and fill in the handout exercise
03	1This is Jody's Fawn	Speaking	Debate:/Talk/ Whole Class Discussion/ Keeping Pets is against Animal Right/ Do you think that it is right to kill animals to save human lives?
04	Duck and the Kangaroo	Reading Comprehension	Recitation/Role reading/Reading comprehension exercise.
05	Visit to Camebridge:Project: Collecting data and acquiring knowledge.	ICT	Make a PPT The Word Famous disable people and their contributions with special reference to Stephen Hawking,

NOTE : These activities are only suggestive. Any other activities to diagnose and improve the LSRW skills of the students may be integrated and please keep internal variety in activities and proper feedback and follow up should be undertaken after the assessment. Activities related to testing Grammar and vocabulary also may be included.

COMMUNICATIVE ENGLISH CLASS IX

Syllabus for Terms

S.No. Text Books	First Term (April - September)			Second Term (October - March)		
	FA 1 10	FA2 10	SA I 30	FA3 10	FA4 10	SA II 30
Literature Reader						
PROSE						
1. How I Taught My Grandmother to Read	✓		✓			
2. A Dog Named Duke		✓	✓			
3. The Man Who Knew too Much				✓		✓
4. Keeping it from Harold				✓		✓
5. Best Seller					✓	✓
POETRY						
1. The Brook	✓		✓			
2. The Road Not Taken	✓		✓			
3. The Solitary Reaper		✓	✓			
4. Lord Ullin's Daughter		✓	✓			
5. The Seven Ages				✓		✓
6. Oh, I Wish I'd Looked After Me Teeth				✓		✓
7. Song of the Rain					✓	✓
DRAMA						
1. Villa for Sale		✓	✓			
2. The Bishop's Candlesticks					✓	✓
Main Course Book						
1. People	✓		✓			
2. Adventure	✓		✓			
3. Environment		✓	✓			
4. The Class IX Radio and Video Show		✓	✓			
5. Mystery				✓		✓
6. Children					✓	✓
7. Sports and Games					✓	✓

WORK BOOK* - Suggested Break-up of Units for the Purpose of Classroom Teaching only- NOT FOR TESTING (see the note below)

Term I

1. Verb Forms
2. Determiners
3. Future Time Reference
4. Modals

Term II

5. Connectors
6. The Passive
7. Reported Speech
8. Prepositions

***NOTE ON WORKBOOK**

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. **Since grammar and usage is not to be tested discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will be tested recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Note:

1. Formative Assessment is **assessment 'for' learning**. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.

Sample Plan of Activity for Formative (Only Suggestive)			Assessment FA 2
Sl.No.	Lesson	Area of Assessment	Activity
01	MCB People	Listening	Listening to audio on description of people and identify/ fill in the hand outs
02	Extract from Dr.AbdulKalam's Biography	Reading Comprehension	Reading the passage and answering questions MCQs
03	How I taught my Grandmother	Narration	Reading and narrating any other story by Mrs. Sudha Murthy. Dialogue construction/ What do you learn from the story which you would apply in your life? Paragraph writing/ Newspaper report/ magazine report/ You are the man who played trick on Bipiin . Write an email/diary entry to him apologizing your action.
04	How I taught my Grandmother	Speaking	Meet the Author- Interview/ Press conference/Panel discussion etc.
05	MCB ENVIRONMENT Project: Collecting data and acquiring PPT ON CARNON FOORT PRINT –Gathering data and Acquiring knowledge.	Writing	Survey the cause of near extinction of Yaks in Ladak region and write a report on your finding about their future. Group Work: Each group takes up one problem each , research into and present the conclusions: PPT/ Scrap Book HW & CW

Sample Plan of Activity for Formative Assessment FA4

(Only Suggestive)

Sl.No.	Lesson	Area of Assessment	Activity
01	MCB Mystery	Speaking	Extempore,/JAM of If I were Invisible
02	Mystery Song of the rain	Writing	Story Writing: Write a mystery story with the help of the input provided ., HW & Class Work Creative Writing- Poem
03	OH! I wish I 'd looked after me teeth	Listening	Listen to any personal experience (Audio) and fill in the hand out.
04	Song of the rain	Reading Comprehension	Read a the given poem and answer the MCQs .Recitation
05	One of the suggested books for Reading project	Reading Project	Select a part of the book and Dramatise the theme. Book Review

NOTE : These activities are **only suggestive**. Any other activities to diagnose and improve the LSRW skills of the students may be integrated and please keep internal variety in activities and proper feedback and follow up should be undertaken after the assessment. Activities related to testing Grammar and vocabulary also may be included.

CLASS ENGLISH COMMUNICATIVE CLASS X

Syllabus for Terms

S.No. Text Books	First Term (April - September)			Second Term (October - March)		
	FA 1 10	FA2 10	SA I 30	FA3 10	FA4 10	SA II 30
Literature Reader						
PROSE						
1. Two Gentlemen of Verona	✓		✓			
2. Mrs Packletide's Tiger	✓		✓			
3. The Letter		✓	✓			
4. A Shady Plot				✓		✓
5. Patol Babu, Film Star				✓		✓
6. Virtually True					✓	✓
POETRY						
1. The Frog and the Nightingale	✓		✓			
2. Mirror	✓		✓			
3. Not Marble, nor the Gilded Monuments		✓	✓			
4. Ozymandias				✓		✓
5. The Rime of the Ancient Mariner				✓		✓
6. Snake					✓	✓

DRAMA						
1. The Dear Departed	✓		✓			
2. Julius Caesar				✓		✓
Main Course Book						
1. Health and Medicine	✓		✓			
2. Education		✓	✓			
3. Science		✓	✓			
4. Environment				✓		✓
5. Travel and Tourism				✓		✓
6. National Integration				✓		✓

WORK BOOK* - Suggested Break-up of Units for the Purpose of Classroom Teaching only - NOT FOR TESTING (see the note below).

Term I

1. Determiners
2. Tenses
3. Subject-Verb Agreement
4. Non-Finites
5. Relatives
6. Connectors
7. Conditionals

Term II

8. Comparison
9. Avoiding Repetition
10. Nominalisation
11. Modals
12. Active and Passive
13. Reported Speech
14. Prepositions

* NOTE ON WORKBOOK

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. Since grammar and usage is not to be tested discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units. Grammar will be tested recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Note:

1. Formative Assessment is assessment 'for' learning. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.

CLASS X ENGLISH COMMUNICATIVE

Sample Plan of Activity for Formative Assessment FA 2 (Only Suggestive)			
Sl.No.	Lesson	Area of Assessment	Activity
01	Two Gentlemen of Verona The Dear Departed	Speaking	Debate/ Discussion/Extempore etc. Are the two boys gentlemen? Enact the hospital scene/ If you were in the position of the boys, how would you respond to the situation? Dramatisation
02		Listening Comprehension	Listen to the audio script of Advertisements/ Announcements/ Professional lectures, identifying their profession etc. Filling Hand outs
03	The Letter	Writing	Letter, email, article about the theme of the story. Poster against neglecting elders, Letter to the Editor Maintenance Act
04		Reading Comprehension	Any related text with MCQs/ short answer questions
05	Health and Medicine Project: Collecting data and acquiring knowledge. The Letter	Writing/ICT Investigatory Project	Make a PPT modern food habits and health issues and present in the class Visit a nearby old age home, find out the conditions and happenings in the lives of the old people and write and report on the present social attitude towards the elderly

Sample Plan of Activity for Formative Assessment FA4(Only Suggestive)			
Sl.No.	Lesson	Area of Assessment	Activity
01	MCB National Integration	Writing	Write an article on “Need of National Integration to face the threat of divisive forces acting against in India”
02		Listening Comprehension	Listen to a song on patriotism and complete the worksheets with relevant pieces of information
04		Reading Comprehension	Read an unseen passage and answer the questions given in hand out.
05	Travel & Tourism/ Reading Project	Writing/ICT Speaking	Make a tourist brochure about a the major tourist attractions in your city/state The characters of the story meet in a talk show.

NOTE : These activities are only suggestive. Any other activities to diagnose and improve the LSRW skills of the students may be integrated and please keep internal variety in activities and proper feedback and follow up should be undertaken after the assessment. Activities related to testing Grammar and vocabulary also may be included.

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CCE TRAINING MODULE CLASSES: VI to X SUB: MATHEMATICS

MODULE COMPILATION BY -M.GOVINDU, P.G.T(Maths)ZIET, MYSORE-570 011

CONTENTS

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| ii) | General information |
| iii) | Details of CCE Report Book for Classes VI, VII and VIII |
| iv) | Proposed Evaluation Scheme for Scholastic Subjects |
| v) | Grading Scale for Scholastic Subjects |
| vi) | Specific Recommendations for Formative Assessment In mathematics. |
| vii) | Class wise Action plan for implementation of cce in Mathematics. |
| | • CLASS VI to X CCE Calendar |
| | (a) TERM:I (April – September) |
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| | (c) CRITERIA FOR ASSESSING VARIOUS ACTIVITIES |
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CCE TRAINING MODULE FOR CLASSES VI TO X

SUB: MATHEMATICS

Aim: To Provide comprehensive Guidelines for effective implementation of C.C.E in Kendriya Vidyalayas.

OBJECTIVES:

- To give comprehensive information to CCE Mentor about effective implementation of CCE in the subject Mathematics.
- To provide guidelines for effective implementation of CCE by Mathematics Teachers.
- To provide Class wise action plan for formative assessment activities.
- Give an idea about evaluation of activities for formative assessment in maths
- To give a Model format of record to be maintained by the subject teacher.

General Information:

School Based Continuous &Continuous &Comprehensive Evaluation:

Aim of School Based CCE:

- Elimination of chance element and subjectivity (as far as possible), de-emphasis on memorization, encouraging comprehensive evaluation incorporating both Scholastic and Co-Scholastic aspects of learners Development
- Continuous evaluation spread over the total span of the instructional time as an integral built-in aspect of the total teaching-learning process
- Functional and meaningful declaration of results for effective use by teachers, students, parents and the society
- Wider uses of test results for purposes not merely of the assessment of levels of pupils' achievements and proficiencies, but mainly for their improvement, thorough diagnosis and remedial/enrichment programmes
- Improvement in the mechanics of conducting examinations for realizing a number of other allied purposes
- Introduction of concomitant changes in instructional materials and methodology
- Introduction of the semester system
- The use of grades in place of marks in determining and declaring the level of pupil performance and proficiency.

Characteristicsof School Based Evaluation:

School Based Evaluation has the following characteristics

- Is broader, more comprehensive and continuous than traditional system
- Aims primarily to help learners for systematic learning and development
- Takes care of the needs of the learner as responsible citizens of the future
- Is more transparent, futuristic and provides more scope for association among learners, teachers and parents

School based evaluation provides opportunities to teachers to know the following about their learners :

- What they learn?
- How they learn?
- What type of difficulties / limitations they face in working in tandem?
- What do the children think?
- What do the children feel?
- What are their interests and dispositions?

The focus has shifted to developing a deep learning environment. There is a paradigm shift in the pedagogy and competencies from 'controlling' to 'enriching' to 'empowering' schools.

Details of CCE Report Book for Classes VI, VII and VIII(Part-I)

Part 1 consists of the evaluation of Scholastic Areas.

Part 1: Scholastic Areas:

- There will be two terms. The *First Term* will be from *April –September* and the *Second Term* from *October-March* of the subsequent year.
- Each term will have *two Formative* and *one Summative Assessment*.
- Assessment will be indicated in Grades.
- The Grading Scale for the Scholastic Areas is a *Nine Point Grading Scale*.
- Overall grade of Formative Assessments over the two terms (FA1+FA2+FA3+FA4) and the overall grade of Summative Assessment (SA1+SA2) must be given.
- The total of the two grades which comprises (Formative and Summative) needs to be given in the relevant column.

Proposed Evaluation Scheme for Scholastic Subjects:

- Focus on Formative Assessment
- Share the learning outcomes and assessment expectations with students
- Use clearly defined criteria
- Use examples and exemplars
- Give specific feedback
- (which will help to)
- Incorporate students Self-Assessment
- Students keep a record of their progress
- Teachers keep records of students' progress

The reason why we use different methods:

- Learning in different subject areas and aspects of development is to be assessed
- Learners may respond better to one method as compared to another
- Each method contributes in its own way to teachers understanding of learner's learning performance of the students

The overall assessment should be followed by the descriptive remarks by the class teacher the positive and significant achievements, avoiding negative assessment even by implication.

It implies:

- Sharing learning goals with students
- Involving students in self-assessment
- Providing feedback which leads to students recognizing and taking next steps
- Being confident that, every student can improve.

Evaluation of Scholastic aspect:

Part 1: Scholastic Areas:

Evaluation of Academic Subjects in Classes VI to X (**Six assessments are proposed**):

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

Term	Type of Assessment	Percentage of weightage in academic session	Termwise Weightage	Total
FIRST TERM (April-Sept)	Formative Assessment 1	10	Formative Assessment 1+2 = 20	Formative Assessment 1+2+3+4= 40
	Formative Assessment 2	10		
	Summative Assessment 1	30	Summative Assessment 1 = 30	Summative Assessment 1+2= 60
SECOND TERM (Oct-March)	Formative Assessment 3	10	Formative Assessment 3+4 = 20	Total= 100
	Formative Assessment 4	10		
	Summative Assessment 2	30	Summative Assessment 2 = 30	

FORMATIVE ASSESSMENT: Within the class and school time only each subject must have only one Pen-Paper Test under formative assessment. The other modes of assessment must be a part of classroom interactive activities. **Pen- Paper Test** subject wise will be part of the **Formative Assessment 1 in the first term** and **Formative Assessment 3 in the second term**. **Formative Assessment 1 and 3** in the form of Pen- Paper Test is likely to be held in the **last week of July** and the **second week of December** in each academic session. The marks secured by children out of 40 in the FA1 and FA3 will be finally reduced to 10 respectively.

NOTE: A teacher needs to use a series of diagnostic tools like Class test (Written as well as Oral), Surprise Test, Class Responses, Minute Paper (Short descriptions are made by children which give the teacher immediate feedback. It can be done at the end of the class for understanding the effectiveness of teaching-learning process.) etc. during the course of instruction in order to take diagnostic measures for effective learning of children and enable them to write FA 1 and FA 3 with great ease and confidence. Even, the teacher needs to use the feedback of FA 1 and FA3 to take remedial measures to improve the performance of bloomers (slow learners) in SA 1 and SA 3 respectively so that the bloomers could get minimum `D` grade in all the subjects.

SUMMATIVE ASSESSMENT: Summative Assessment 1 is likely to be held in the 2nd week of September and Summative Assessment 2 in the 2nd week of March in each academic session. The marks secured by children out of 60 in SA 1 and SA 2 will be finally reduced to 30 respectively.

Grading Scale:

- Assessment of Scholastic attainments Part 1 will be reported *twice in a year*.
- The *nine point grading scale* for measuring *Scholastic achievements* is given below:

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

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

Specific Recommendations for Formative Assessment In Mathematics

- Problem solving, Multiple choice questions (MCQ)
- Data handling and analysis
- Investigative projects
- Math Lab activities
- Models including origami etc.
- Research projects and presentations
- Group projects
- Peer assessment
- Presentations including the use of Information Technology (IT)
- It is suggested for Mathematics at least some formative assessment tasks should be based on Maths Lab Activities.

Action plan for implementation of cce in Mathematics

The scheme of Formative Assessment 2 and 4 subject wise from classes VI to VIII may be followed as given below:

April-May

Multiple Choice Questions (MCQ), Maths Lab. Activities, Written Assignments (Classwork and Homework), Peer Assessment

July-August

Data handling and Analysis, Investigative Projects in groups and Presentation, Written Assignment (Classwork and Home work), Maths Lab. Activities, Problem Solving etc.

November-December

Models including Origami, Research Projects and Presentation, Written Assignments (Classwork and Homework), Maths lab.Activities, etc.

January-February

Field activities and Reporting, Written Assignment (Classwork and Homework), Presentation using a variety of forms including the use of Information Technology (IT), MCQ etc.

***NOTE:**Three activities i.e. Written assignments, Group Projects and Maths Lab. Activities will be common under the scheme of FA 2 and FA 4. In addition, a teacher is free to carry out minimum one meaningful activity out of the suggested list of areas. Finally, the marks secured by children out of four or more activities under FA 2 and FA 4 need to be reduced to 10 respectively.*

CCE Calendar

TIPS FOR PREPARING ASSIGNMENTS AND ACTIVITIES

- ❖ Prepare assignment on a topic which assesses a verity of skills (problems solving, graphical analysis, substituting correctly)
- ❖ While making the assignment identify the key areas where the students need help
- ❖ Explain these to the students using examples and showing exemplar work
- ❖ Give another assignment to the students while re-assessing the identified skills
- ❖ Allow the student the opportunity to improve on the work done

PROPOSED SCHEDULE FOR ADDITIONAL ACTIVITIES

MONTH	PROPOSED ACTIVITIES
APRIL – MAY	Group project - Data handling and analysis
JULY – AUG	Group projects – problem solving, Maths Lab activities
NOV – DEC	Problem Solving , Online testing using IT
JAN – GEB	Problem solving – in groups , Maths Lab Activities

CRITERIA FOR ASSESSING VARIOUS ACTIVITIES

NAME OF THE ACTIVITY	CRITERIA FOR ASSESSMENT (OUT OF 10)
PROBLEM SOLVING, MCQ	Based on the correct answers
DATA HANDLING AND ANALYSIS	<ul style="list-style-type: none"> ✓ Collection of data – 03 marks ✓ Representation of data – 03 marks ✓ Interpretation of data – 03 marks ✓ Timely submission – 01 mark
INVESTIGATIVE PROJECTS	<ul style="list-style-type: none"> ✓ Neatness in presentation – 02 marks ✓ Understanding the concept – 03 marks ✓ Clarity of the concept – 03 marks ✓ Timely submission – 02 marks
MATHS LAB ACTIVITIES	<ul style="list-style-type: none"> ✓ Active participation – 03 marks ✓ Presentation – 02 marks ✓ Accuracy and inference – 02 marks ✓ Viva – 02 marks ✓ Completion of activity in time – 01 mark
MODELS	<ul style="list-style-type: none"> ✓ Finishing – 03 marks ✓ Description of the model – 03 marks ✓ Viva – 02 marks ✓ Timely submission – 02 marks
GROUP PROJECTS	<ul style="list-style-type: none"> ✓ Active participation – 03 marks ✓ Individual contribution – 03 marks ✓ Viva – 02 marks ✓ Team work – 01 mark ✓ Timely submission – 01 mark
PEER ASSIGNMENT	<ul style="list-style-type: none"> ✓ Active participation – 03 marks ✓ Individual contribution – 03 marks ✓ Viva – 02 marks ✓ Team work – 01 mark ✓ Timely submission – 01 mark
PRESENTATION USING IT	<ul style="list-style-type: none"> ✓ Selection of presentation set up – 02 marks ✓ Content relevance – 04 marks ✓ Clarity in presentation – 02 marks ✓ Timely submission – 02 marks

- Note:**
- i) The above is only suggestive for a normal class
 - ii) Teacher can change the above criteria to suite their students level
 - iii) Teacher has to provide the objectives , method and evaluation criteria of the activity, to the students before conducting the activity.
 - iv) Three activities i.e. Written assignments, Group Projects and Maths Lab.

Activities will be common under the scheme of FA 2 and FA 4. In addition, a teacher is free to carry out minimum one meaningful activity out of the suggested list of areas. Finally, the marks secured by children out of four or more activities under FA 2 and FA 4 need to be reduced to 10 respectively.

CLASS-VI**TERM:I (April – September)**

TOPICS TO BE COVERED	MODE OF ASSESSMENT	COMPETENCY/S KILLS/CONCEPTS TO BE ASSESSED	SUGGESTED VALUE POINTS
Ch.1: Knowing Our Numbers Ch.2: Whole Numbers	Quiz/group activity	Participation, Concepts of number system	Time management, Application of content Knowledge Reasoning skill, Accuracy
Ch.3: Playing with numbers Portion for FA1 Ch.1,Ch.2 & Ch.3	Number game, Group activity	Accuracy, concentration , Concept of factors, multiples, prime & co prime numbers Written test based on knowledge, reasoning, application and skill	Creativity, Knowledge, applications of content
Ch.6: Integers Ch4 Basic Geometrical ideas	Activity based assessment, Quiz Project	Correctness, knowledge, Application Skill, Neatness Correctness	Critical thinking Decision making Problem solving Knowledge Originality Concept Presentation Relevance
Revision		Written test based on knowledge, reasoning, application and skill	FA I 10 FA II 10 SA I 30 TOTAL 50

TERM II (October – March)

TOPICS TO BE COVERED	MODE OF ASSESSMENT	COMPETENCY/ SKILLS/CONCEPTS TO BE ASSESSED	SUGGESTED VALUE POINTS
Ch.9: Data handling	Assignments, Project	Correctness Interpretation, Drawing Conclusion	Originality , Regularity- Neatness
Ch.11: Algebra	Activity , puzzle	Identification, Computation, Concept of like and unlike terms	Alertness, Knowledge Application Originality of approach Relevant Content
Ch.12: Ratio & Proportions Ch 7 Fractions Portion for FA3 Ch.11, Ch.12 & Ch.7	C/W & H/W Note book assessment	Neatness Correctness Written test based on knowledge, reasoning, application and skill	Regularity Originality
Ch.8: Decimals Ch.5: Understanding elementary shapes	Puzzles Lab Activity Paper cutting activity	Concept of Decimals Identification of proper shapes Experimental verification	Originality Creativity Application of concept Presentation Visualization
Ch.13: Symmetry Ch.14: Practical Geometry	Paper folding activity Inked string pattern	Content knowledge Presentation	Application of knowledge, skill, art of doing activity
Ch.10: Mensuration	Field work., perimeter , area of given shape	Measuring skills, Content knowledge	Originality Creativity observation
Revision on chapters covered from October to March		Written test based on knowledge, reasoning, application and skill	FA III 10 FA IV 10 SA II 30 TOTAL 50

A MODEL ACTIVITY WITH CRITERIA FOR EVALUATION

TOPOC : KNOWING OUR NUMBERS

TITLE: ESTIMATION OF MONTHLY HOUSEHOLD EXPENDITURE

OBJECTIVES

To make the students understand

- a) Sum and difference of numbers
- b) Application of numbers in day to day life

IMPLEMENTATION

- Every student is asked to collect the monthly expenses of their houses under the following heads:
 - a) Grocery
 - b) Electricity bill
 - c) School fees
 - d) Transport charges
 - e) Expenditure on milk
 - f) House rent
 - g) Telephone bill
 - h) Cable charges
 - i) Medical bill
 - j) Miscellaneous (entertainment, gifts and others)
- The above data to be converted into ones, tens, hundreds and thousands
- The data are to be added and rounded off to thousands
- Estimate the savings in thousands

PRACTICAL UTILITY OF THE PROJECT

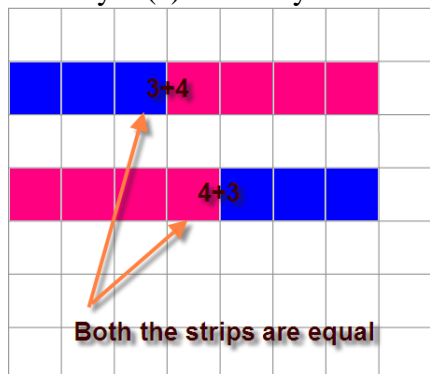
- a) Concept of approximation in real life situations is known to the students
- b) Organizing, implementing, budgeting skills are inculcated

EVALUATION

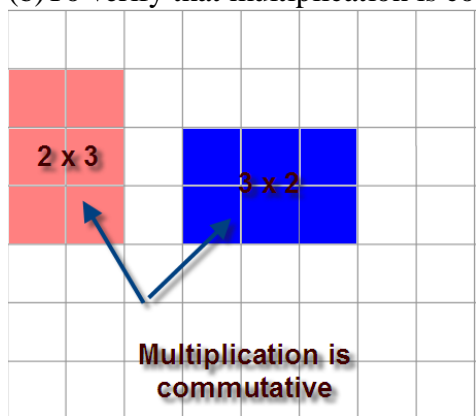
- ✓ Collection of information / data – 2 marks
- ✓ Clarity in calculation– 5 marks
- ✓ Presentation – 2 mark

SAMPLE ACTIVITIES
CLASS – 6

Activity 1:(a) To verify that addition is commutative for whole numbers, by paper cutting and pasting.

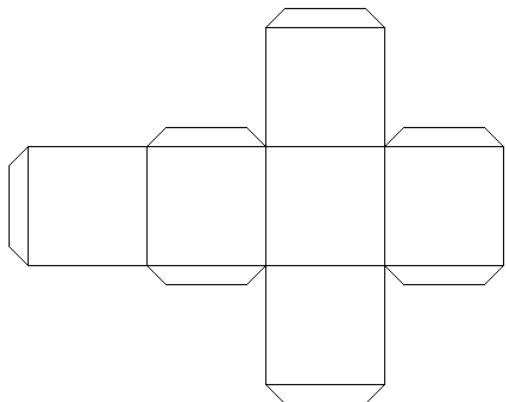


(b) To verify that multiplication is commutative for whole numbers by paper cutting and pasting.

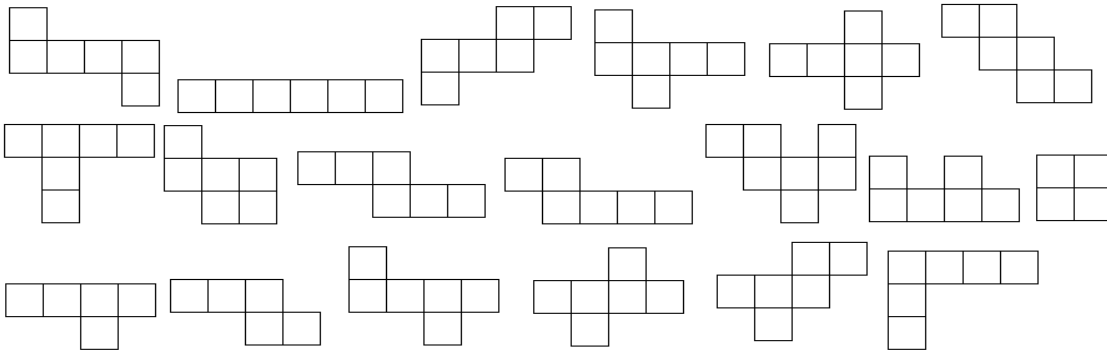


Activity 2: To find prime numbers from 1 to 100 by Eratosthenes Sieve's method.

Activity 3: (a) To make a cube using the given net and count the number of faces, vertices and edges.



3 (b) To check which of the given nets can be folded to get a cube.



Activity 4: To find the HCF of two given numbers by paper cutting and pasting.

Activity 5: To find the LCM of two given numbers by using number grid.

Activity 6:

(i) Make a line segment of length 5 cm on a paper and do the following by paper folding.

Make a perpendicular line from a point on a given line.

Make two intersecting lines.

Make two parallel lines.

(ii) Do the following by paper folding using a circular cut-out.

Make a chord

Make the diameter

Shade minor and major segment Make a sector of a circle.

(iii) Represent the following by paper folding

Straight angle

Right angle

Acute angle

Obtuse angle

Reflex angle

(iv) Make a protractor by paper folding.

Activity 7: To classify the triangles on the basis of sides and angles from the given set of triangles.

Activity 8: To make the following shapes using a pair of set squares.

i) Square (ii) rectangle (iii) parallelogram (iv) Rhombus

(v) Trapezium

Activity 9: To represent decimal numbers 0.25, 0.5, 0.75, 0.68 etc on a 10x10 grid by shading.

Activity 10: To determine the number of lines of symmetry of following shapes by paper folding.

(a)

equilateral triangle

(b) isosceles triangle

(c) square

(d) rectangle

(e) rhombus

CLASS-VII**Term- I (April to September)**

UNIT/LESSON/TO PIC TO BE COVERED	MODE OF ASSESSMEN T	COMPETENCIES/SKILLS/CONC EPTS TO BE ASSESSED	SUGGESTED VALUE POINTS
Ch. 1: Integers Ch. 5: Lines and angles	Drawing Activity , quiz and puzzles	Drawing skill, Reasoning skill and Application skill	Neatness, logical reasoning, accuracy.
Lines and Angles continued...	Notebook assessment	CW/HW maintenance	Regularity Presentation Neatness Index/date, correctness
Ch.2: Fractions & Decimals Ch.3: Data handling	Paper cutting and pasting activity Lab activity	Geometrical interpretation Analytical skill Written Test based on knowledge, reasoning and application based problems	Appropriate interpretation Observation, collection of data Calculation concept Interpretation Conclusion
Ch.4: Simple equations Ch.6: Triangles and its properties	Puzzle Project	Analytical Skill Interpretation, Drawing conclusion	Logical and rational thinking Originality, Creativity, Understanding of concept, Presentation, Relevance
Ch.10: Practical geometry Revision	Activity	Drawing Skill Individual written Test based on knowledge, reasoning , application and skill	Concept Neatness Accuracy FA I 10 FA II 10 SA I 30 TOTAL 50

Term- II (October to March)

UNIT/LESSON/TOPIC TO BE COVERED	MODE OF ASSESSMENT	COMPETENCIES/SKILLS/CONCEPTS TO BE ASSESSED	SUGGESTED VALUE POINTS
Ch.9: Rational Numbers Ch.7: Congruence of triangles	Viva/quiz Paper cutting and pasting activity	Participation, Concept of rational numbers Experimental verification, participation	Knowledge, reasoning, applications skills, reasoning Accuracy and precision skill
Ch.7: Congruence of triangles Ch.8: Comparison of quantities	Notebook assessment	CW/HW maintenance Written Test based on knowledge, reasoning , application and skills	Regularity Presentation Neatness Index/date, correctness
Ch.12: Algebraic expressions	Worksheet/ Open book assignment	Reasoning skill, Application skill	Reasoning Interpretation Application
Ch.15: Visualizing solid shapes	Visualizing 3D shapes and drawing, Model making	Drawing skill, Creative thinking, skill of perception	Creativity Visualization Interpretation Presentation
Ch. 13: Exponents & powers	Puzzles	Reasoning skill	Reasoning Content knowledge
Ch.11: Perimeter & Area Ch.14: Symmetry	Project, field work Identification and drawing/ PowerPoint presentation	Measuring skill, Application of formulae. Visualizing , reasoning skill	Creativity Originality Presentation, Content relevance Interpretation
Revision		Written Test based on knowledge, reasoning , application and skills	FA III 10 FA IV 10 SA II 30 TOTAL 50

A MODEL ACTIVITY WITH CRITERIA FOR EVALUATION

TOPIC : DATA HANDLING

TOPIC: REPRESENTATION OF DATA

OBJECTIVES:

To make the students aware of the representation of data

IMPLEMENTATION

- The students are asked to collect the marks obtained by them in FA1 and SA1 in all subjects
- The students are asked to represent the data in the form of table
- The students are asked to represent the data in the form of bar graph using different colors for FA1 and SA1

PRACTICAL UTILITY

By the activity the students learn

- The idea of representation of data in tabular form
- The idea of representation of data through bar diagram

MODE OF EVALUATION

- ✓ Representation of data in tabular form – 03 marks
- ✓ Representation of data in bar graph – 05 marks
- ✓ Timely submission of project – 02 marks

SAMPLE ACTIVITIES CLASS – VII

Activity 1: To represent the following products of decimal numbers on a square by drawing horizontal/ vertical lines and shading

$$0.3 \times 0.7$$

$$0.5 \times 0.5$$

Activity 2: To compare the marks obtained in all the subjects by a student in the first and second term examination by drawing a bar graph using paper cutting and pasting.

Activity 3: (a) Identify the conditions under which given pair of angles are complimentary.

(b) Identify the conditions under which given pair of angles are supplementary.

Activity 4: To verify that if two lines intersect at a point, then each pair of vertically opposite angles are equal by paper cutting and pasting.

Activity 5: To verify that if two parallel lines are cut by a transversal, then

Each pair of corresponding angles are equal

Each pair of alternate interior angles are equal

Each pair of interior angles on the same side of transversal are supplementary by paper cutting and pasting.

Activity 6: (a) To get a median of a triangle from any vertex, by paper folding.

To verify that in a triangle, medians pass through a common point, by paper folding.

To get an altitude of a triangle from any vertex, by paper folding.

To verify that in a triangle altitudes pass through a common point, by paper folding.

(Note: - Teacher may take different types of triangles classified on the basis of sides and angles)

Activity 7: (a) To verify that the sum of all interior angles of a triangle is 180° by paper cutting and pasting.

To verify that an exterior angle of a triangle is equal to the sum of the two interior opposite angles by paper cutting and pasting.

Activity 8: To verify that a triangle can be drawn only if the sum of lengths of any two sides is greater than the third side, using broom sticks.

Set 1: 5 cm, 7 cm, 11 cm

Set 2: 5 cm, 7 cm, 14 cm

Activity 9: To verify Pythagoras theorem using a squared paper by shading the squares.

Activity 10: (a) To draw a cube with an edge 5 cm long on an isometric dot paper.

Also draw its oblique sketch.

(b) To draw a cuboid of dimension 7 cm, 4 cm and 2 cm on an isometric dot paper. Also draw its oblique sketch.

CLASS-VIII

Term-I (APRIL TO SEPTEMBER)

UNIT/LESSONS/ TOPICS TO BE COVERED	MODE OF ASSESSMENT	COMPETENCIES/SKILLS/ CONCEPTS TO BE ASSESSED	SUGGESTED VALUE POINTS
*Rational Numbers * Linear Equations	Worksheet/Openbook assignment – application based Quiz, Oral Test	Individual Activity Sums based on application of concept, reasoning skills and interpretation of word problems	a) Application of concept b) Reasoning Skills c) Conversion of word problems into mathematical form d) Time management e) Neatness
* Linear Equations (continued).	Viva/Puzzle	Reasoning Skills Numerical Skills	Correctness of the answer a) Knowledge b) Reasoning c) Accuracy & precision d) Time management
*: Understanding Quadrilaterals * Practical Geometry	Paper cutting activity	Verification of properties Written test based on knowledge, reasoning and application based sums	Application of concepts.
* Squares and Square Roots * Cubes and Cube Roots	Pattern formation	REASONING CREATIVITY	a) Identification b) Comparison c) Calculation d) Interpretation d) Conclusion
REVISION			FA I 10 FA II 10 SA I 30 TOTAL 50

Term-II (OCTOBER TO MARCH)

UNIT/LESSONS/ TOPICS TO BE COVERED	MODE OF ASSESSMENT	COMPETENCIES/SKILLS/ CONCEPTS TO BE ASSESSED	SUGGESTED VALUE POINTS
* Data Handling	Note book assessment	C.W/H.W maintenance Written Test based on knowledge, reasoning , application and skill	a) Index/Date b) Heading/Topic c) Regularity d) Neatness e) Drawing skills
* Comparing Quantities	Computation & comparison	Analysis Accuracy	a) Acquisition of content knowledge b) Logical reasoning
* Algebraic Expressions *Visualising Solid Shapes	Paper cutting & pasting Lab activity test	Verification of identities Verification Written test based on knowledge, reasoning and application based problems	a) Concept b) Skills c)Presentation c)Observations Correct Response MCQs 1m×5Qs = 5 2m×4Qs = 8 3m×5Qs = 15 4m×3Qs = <u>12</u> 40
			FA III 10 FA IV 10 SA II 30 TOTAL 50

A MODEL ACTIVITY WITH CRITERIA FOR EVALUATION

TOPIC : PRACTICAL GEOMETRY

TITLE : CONSTRUCTION OF QUADRILATERALS

OBJECTIVES

To make the students aware of

- a) Construction of quadrilateral
- b) Checking the properties of quadrilateral
- c) Writing the steps of construction

ACTION PLAN

- a) The class is divided into two groups
- b) The first group is asked to construct the following quadrilateral
 - i) When four sides and one diagonal are given
 - ii) When two adjacent sides and three angles are given
- c) The third group is asked to construct the following quadrilaterals
 - i) When three sides and two diagonals are given
 - ii) When three sides and two included angles are given
- d) The students of each group has to complete the construction and bring to the class for the activity
- e) The drawings are interchanged between the groups
- f) Now the students are asked to write the measurement of the sides, angles and write the properties of the quadrilateral they got.
- g) The students are asked to write the steps of constructions also.

LEARNING OUTCOME

- a) The students acquire the skill of construction of quadrilateral
- b) The students acquire the knowledge of identifying the parts of the quadrilateral
- c) The students acquire the skill of writing the steps of construction.

MODE OF EVALUATION

- ✓ Neat construction of the quadrilateral – 06 marks
- ✓ For correct identification of the parts of the quadrilateral – 02 marks
- ✓ For writing the steps of construction – 02 marks

Sample Activities

CLASS – 8

Activity 1: Fold a paper 8 times in any way. Unfold and locate various convex and Concave polygons.

Activity 2: To verify that the sum of interior angles of a quadrilateral is 360° by paper cutting and pasting.

Activity 3: To verify that the sum of measures of the exterior angles of any polygon is 360° by papercutting and pasting.

(Note: Verify the result for a triangle, quadrilateral, pentagon and hexagon)

Activity 4: To make the following by paper folding and cutting

a kite

a rhombus

Activity 5: To verify that

Diagonals of a rectangle are of equal length

Diagonals of a square are of equal length

Investigate the results for a rhombus and a parallelogram using stretched threads.

Activity 6: (Group Activity)

Do a survey of your class and collect the data from all students of your class who spent more than 4 hours in watching TV. Represent the collected data, in the form of a histogram by paper cutting and pasting.

Write how much you spent during a day in the following headings

- i) school ii) homework iii) play iv) sleep v) watching TV vi) others

Represent the information in a Pie chart.

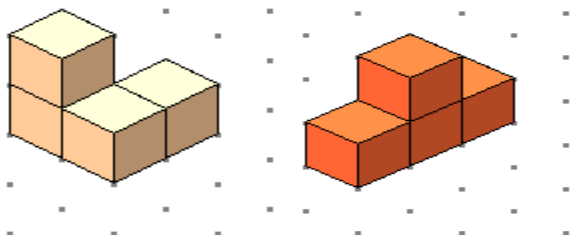
Activity 7: To observe the following number patterns and generate it up to next three steps

$$1^2 = 1$$
$$11^2 = 121$$
$$111^2 = 12321$$

$$1+3 = 4 = 2^2$$
$$1+3+5 = 9 = 3^2$$
$$1+3+5+7 = 16 = 4^2$$

(Note: Teacher may take any other such number patterns)

Activity 8: Draw front view, top view and side view of the following shapes made by unit cubes.



Activity 9: To make cubes and cuboids of given dimensions using unit cubes and to calculate volume of each.

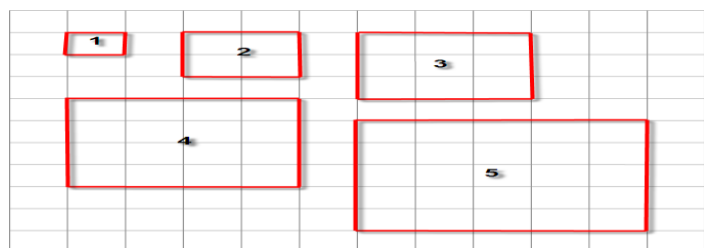
$$4 \times 3 \times 2$$

$$3 \times 3 \times 3$$

Activity 10: To explore the relationship between

Length (in cm) and perimeter (in cm)

Length (in cm) and area (in cm^2) of 5 squares of different dimensions drawn on a squared paper.



Length of a side (L)	Square 1	Square 2	Square 3	Square 4	Square 5
Perimeter (P)					
Area (A)					
P/L					
A/L					

CLASS-IX

The First term CCE Activities

Course Structure

Class IX

First Term Marks : 90

UNIT	Unit Name	Weightage of Marks
I	NUMBER SYSTEM	17
II	ALGEBRA	25
III	GEOMETRY	37
IV	CO-ORDINATE GEOMETRY	06
V	MENSURATION	05
	TOTAL THEORY	90

UNIT I : NUMBER SYSTEMS

1. REAL NUMBERS (18) Periods

UNIT II : ALGEBRA

1. POLYNOMIALS(23) Periods

UNIT III : GEOMETRY

1. INTRODUCTION TO EUCLID'S GEOMETRY(4) Periods
2. LINES AND ANGLES(10) Periods
3. TRIANGLES(20) Periods

UNIT IV : COORDINATE GEOMETRY

1. COORDINATE GEOMETRY(9) Periods

UNIT V : MENSURATION

1. AREAS (4) Periods

The suggested topic wise activities CCE Activities (FIRST term)

NOTE: (a separate file is sent by mail and also in CD form)

The Second term CCE Activities
Course Structure
Class IX

Second Term Marks : 90

UNIT	Unit Name	Weightage of Marks
I	ALGEBRA	16
II	GEOMETRY (Contd.)	38
III	MENSURATION (Contd.)	18
IV	STATISTICS AND PROBABILITY	18
	TOTAL THEORY	90

UNIT II : ALGEBRA (Contd.)

1. LINEAR EQUATIONS IN TWO VARIABLES (14) Periods

UNIT III : GEOMETRY (Contd.)

1. QUADRILATERALS (10) Periods 2. AREAS(4) Periods

3. CIRCLES(15) Periods

4. CONSTRUCTIONS(10) Periods

UNIT V : MENSURATION (Contd.)

1. SURFACE AREAS AND VOLUMES (12) Periods

UNIT VI : STATISTICS AND PROBABILITY

1. STATISTICS (13) Periods

2. PROBABILITY (12) Periods

The suggested topic wise activities CCE Activities (SECOND term)

NOTE: (a separate file is sent by mail and also in CD form)

CLASS-X

Course Structure
Class X

First Term Marks : 90

UNIT	Unit Name	Weightage of Marks
I	NUMBER SYSTEM	11
II	ALGEBRA	23
III	GEOMETRY	17
IV	TRIGONOMETRY	22
V	STATISTICS	17
	TOTAL THEORY	90

UNIT I : NUMBER SYSTEMS

1. REAL NUMBERS (15) Periods

UNIT II : ALGEBRA

1. POLYNOMIALS (7) Periods

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES (15) Periods

UNIT III : GEOMETRY

1. TRIANGLES (15) Periods

UNIT IV : TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY (10) Periods

2. TRIGONOMETRIC IDENTITIES (15) Periods

UNIT VII : STATISTICS AND PROBABILITY

1. STATISTICS (18) Periods

The suggested topic wise activities CCE Activities (FIRST term)**NOTE: (a separate file is sent by mail and also in CD form)****Course Structure
Class X****Second Term Marks : 90**

UNIT	Unit Name	Weightage of Marks
II	ALGEBRA (Contd.)	23
III	GEOMETRY (Contd.)	17
IV	TRIGONOMETRY (Contd.)	08
V	PROBABILITY	08
VI	. COORDINATE GEOMETRY	11
VII	MENSURATION	23
	TOTAL THEORY	90

UNIT II : ALGEBRA (Contd.)

3. QUADRATIC EQUATIONS (15) Periods

4. ARITHMETIC PROGRESSIONS (8) Periods

UNIT III : GEOMETRY (Contd.)

2. CIRCLES(8) Periods

3. CONSTRUCTIONS (8) Periods

UNIT IV : TRIGONOMETRY

3. HEIGHTS AND DISTANCES (8) Periods

UNIT V : STATISTICS AND PROBABILITY

2. PROBABILITY (10) Periods

UNIT VI : COORDINATE GEOMETRY

1. LINES (In two-dimensions) (14) Periods

UNIT VII : MENSURATION

1. AREAS RELATED TO CIRCLES (12) Periods

2. SURFACE AREAS AND VOLUMES (12) Periods

The suggested topic wise activities CCE Activities (SECOND term)**NOTE: (a separate file is sent by mail and also in CD form)****RECOMMENDED BOOKS**

1. Mathematics - Textbook for class IX - NCERT Publication

2. Mathematics - Textbook for class X - NCERT Publication

3. Guidelines for Mathematics laboratory in schools, class IX - CBSE Publication
4. Guidelines for Mathematics laboratory in schools, class X - CBSE Publication
5. A hand book for designing mathematics laboratory in schools - NCERT Publication
6. Laboratory manual - Mathematics, secondary stage - NCERT Publication.

Teachers CCE Record Formats PROVIDED SOFT COPY IN CD

**Overall Framework of Formative Assessment in Classes IX&X-
Scholastic Areas**

Scholastic Part 1(A)

Evaluation of Academic Subjects in Class IX & Class X.

Six assessments are proposed. These are valid for most Schools, however they can be varied or adapted with written communication to the Board.

Type of assessment	Percentage of weightage in academic session	Month	Term wise weightage
FIRST TERM			
Formative Assessment-1	10%	April-May	FA1+2=20%
Formative Assessment-2	10%	July-August	
Summative Assessment-1	20%	September	SA1=20%
SECOND TERM			
Formative Assessment-3	10%	October-November	FA3+4=20%
Formative Assessment-4	10%	January-February	
Summative Assessment-2	40%	March	SA2=40%

Total Formative Assessments=FA1+FA2+FA3+FA4=40% Summative Assessments=SA1+SA2=60%

The following points have to be noted by teachers and students (For Classes IX&X).

- There are two formative assessments each in the first and second term.
- Each Formative Assessment is again divided into smaller assessments (class assignments, quiz, projects, written tests) which can carry different marks.
- Each formative assessment has a weightage of 10% which can be arrived at by taking an average of all tasks or the best three or four.
- The total weightage of all the four formative assessments is 40%.
- The time-frame, split up of syllabus as per the four formative assessments, and the minimum number of suggested tasks for each formative assessment have been given in the annual planner for each subject. The annual planner is only suggestive and schools can adapt it as per their needs.

Formative Assessment and Classroom Teaching

The formative assessment tasks have been designed keeping the following principles in mind:

- Formative assessment is an integral part of classroom practices. So they have been related to the syllabus to be transacted.
- The tasks generally specify the following:
 - Unit/Lesson
 - When to conduct the task.
 - Approximate time required for each task.
 - Objectives of the task.
 - Task specifications.
 - Procedure for conducting the task including preparation, if any.
 - Criteria for assessment
 - Feedback and follow-up.

Teachers, however, have the freedom to make minor modifications in the overall design of the task to suit their requirements.

The most important aspect to be kept in mind is that these tasks are meant to be integrated with the teaching-learning process, i.e. while teaching a unit/ lesson (and NOT after). Also the follow up in terms of providing further help to clear doubts, remove problems faced by learners and make modifications in teaching methods and strategies has to be given utmost importance. Hence FA tasks will figure in the teaching plans developed by teachers.

Split up of Syllabi

To facilitate smooth implementation of CCE, CBSE has already provided split-up of syllabi for all the subjects term-wise. This manual has further sub-divided the syllabi reflecting the name and number of units/lessons covered for FA1,FA2,SA1,FA3,FA4 and SA2. Though the weightage for each of the four Formative Assessments is 10%, the number of units/lessons may vary for each of these depending on the time available in the annual academic calendar. Teachers are advised to study the suggested annual calendar at the beginning of the academic session and collaboratively design their own annual plan making any minor modifications they feel necessary to suit their specific needs. However it is necessary that the overall scheme is retained to ensure that continuous and comprehensive evaluation is carried out in its true spirit.

SUMMATIVE AND FORMATIVE ASSESSMENTS

In the first term the weightage given to formative assessment (FA1+FA2) is 20%.

The weightage given to SA1 is 20%. Schools should assess the students in the entire syllabus meant for the first term in SA1. What it means is that there may be one or two units that are transacted after FA2. These units will be included for assessment in SA1. Similarly, in the second term, the rest of the syllabus will be assessed in SA2. It implies that teachers need not be unduly concerned about assessment of the units/ lessons that are taught after conducting FA 4. These units/ lessons along with the others meant for second term will be covered by SA2 for 40%. It is also to be noted that if any unit/lesson has not been formatively assessed due to time constraint, It will be assessed summatively at the end of each term.

Procedure for Formative Assessments

- The suggested split up of syllabi will be followed by teachers for formative assessment.
- The minimum number of formative assessment tasks as suggested in the annual plan have to be conducted. However, teachers can give more than the minimum number of tasks depending on the need and time available.
- The performance of students in each task will be assessed on the basis of assessment criteria given.
- The total of marks obtained by each student in the formative tasks will be calculated and reduced to 10 marks. For instance, if three tasks of 5 marks each have been given for FA1 and a student obtains 3, 3 and 2 in these tasks, the total obtained by the student will be 8 out of 15. The weightage for 10 will be $(8 \div 15) \times 10 = 5.33 = 5$ = Grade C2 (The total will be rounded off to the next whole number if the decimal is 0.5 or more. If less, it will be ignored). Similarly the mark will be calculated for FA2, FA3 and FA4 and the total will yield the marks in formative assessment out of 40% marks for the whole academic session.

Record Keeping

It is absolutely essential that teachers maintain a clear record of the formative assessments conducted because they will be verified by CBSE from time to time. The following points have to be kept in mind while recording FA.

Individual report book as suggested by CBSE has to be maintained in addition to student report form.

A separate consolidated marks register must be maintained reflecting the following for each student.

Tools of Formative Assessment (quiz, MCQs, debate, group discussion, creative writing, presentation etc.) must be recorded.

Maximum marks, marks obtained and weightage for 10 marks for each of the four formative assessments must be maintained.

Cumulative total in FA must be calculated and recorded.

Schools may devise a suitable format for the marks register. Many schools are computerising the entire process of recording the assessments. While evolving such a programme, care may be taken to ensure that all the relevant particulars are included in the programme.

Recorded evidence of Student performance and teacher/self/peer assessment has to be collated and maintained so that queries of parents may be answered based on such evidence. In this context the importance of student portfolio gains significance. It is suggested that every student maintain a portfolio consisting of the best of their written work in each subject. These should include the work submitted as draft as well as the edited and improved versions to demonstrate the progression of learning over a period of time. Teacher will find it convenient to open individual student portfolio folders at the beginning of an academic session, discussing with students the importance of and the procedure for maintaining the portfolios.

- It is to be noted that the assessment has to be reflected in the report book only as grades.

The grades will be on the 9 point grading scale as given below:

91-100	A1
81- 90	A2
71- 80	B1
61- 70	B2
51- 60	C1
41- 50	C2
33- 40	D
21- 32	E1
00- 20	E2

- The marks in the consolidated marks register will be calculated to arrive at the weightages for different Fas & SAs and the equivalent grades will be entered in the Report Book. What it means is that the assessment to each task in FA and each SA test will be carried out in terms of marks which will be entered in the consolidated Marks Register. Grades to be entered in the Report Book once in each term will be calculated accordingly from the consolidated Marks Register.
- Apart from the above records, schools will also maintain a Results Register for each section which could be consolidated for primary and secondary classes at the end of the academic session.

Task Types Appropriate for Formative Assessment

The Teacher's Manual on CCE throws much light on the types of assessment tools available to the teacher. It also mentions that all the tools are not appropriate for formative assessment. In this manual an attempt has been made to clarify what is NOT formative assessment. Since the purposes of formative and summative assessments differ, the tools have to be chosen carefully. However, as a general rule, the following will help teachers in making a decision in this regard:

- Formal Paper Pencil tests are not always suitable for formative assessment because schools tend to make use of them more for summative rather than for formative purpose.

Science • By combining formative and summative assessments all the aspects of a learner's personality development can be comprehensively covered.

Some of the Precautions that can be taken

- a) Give realistic projects and assignments.
 - b) It is not enough if we make the project or assignment simple and realistic. In order to ensure that further learning has taken place and that the students are able to link new knowledge with what they have learnt in the class, the teacher could interview each student on the project. The interview, if conducted imaginatively, could be very brief but at the same time give proof of the student's own research and presentation.
 - c) Make projects a group activity so that it can be done in the classroom itself. Groups will decide, with the teacher's help, what projects they will work on, division of the project into smaller units, allotment of smaller units among members etc. It means that project work should be discussed in the class to make it work.
 - d) Fix a time frame and interact with groups to see where they are at different stages, what they are doing and whether they need any help. This will instill seriousness of purpose, besides motivating the students to take up their work with keen interest.
5. As pointed out earlier, the formative and summative tools are determined by the purpose for which they are used.
 - a. If the purpose is to formally ascertain at a given point in time what students know and do not know, then it is summative.

b. If the purpose is to informally get information regarding how the course is going, how learning can be improved during the course itself, what are the challenges faced by individual learners and how the teacher should address them, then it is formative.

So it is the purpose of the tools that usually determines whether it is for formative or summative assessment. Having said this, we can still make an attempt to identify assessment tools that are more suitable for formative assessment than for summative assessment. Since summative assessment is formal and is usually a paper-pen test, what cannot be assessed by such means can be assessed only through formative assessment tools.

Suggested Tools for Formative Assessment

- Experiments
- Information gathering and deducing
- Presentations on science concepts/experiments
- Investigations for stated problems
- MCQs and Science Quiz
- Simple and interesting assignments
- Group assignments and projects
- Model Making
- Science symposium/seminar.
- Preparation of various compounds/salts
- Explanation of different natural phenomenon using scientific principles.

It is suggested that for science, at least one out of four formative assessments in the year are experiments.

The formative assessment tasks suggested in this document are meant to be integrated with the teaching-learning process. The response of students to every task needs to be analysed carefully and areas of learning difficulty may be identified. Follow up action in terms of further academic inputs and remediation deserves to be given utmost attention.

The format of tasks included in this document specify the following:

- Chapter/unit
- Assessment tool/technique
- Objectives of the task
- Approximate time
- Procedure for conducting the task
- Assessment parameters/criteria for assessment
- Student worksheet
- Feedback and remedial follow-up.

Thus, there is sufficient emphasis on pedagogical aspects of teaching learning process. The teacher has to be very clear about the purpose/objective of every task, the procedure, the criteria for assessment and the follow-up action resulting in enhanced learning as well as effective teaching methodology.

The following key dimensions of this material deserve special attention:

- The included tasks are suggestive in nature and may be modified or adapted for actual use.
- Though an effort has been made to cover all the chapters included in the prescribed NCERT textbook, the materials is neither exhaustive nor complete. Many more similar or different tasks may be designed by the subject teachers to cater to local specific requirements.
- It is not essential that only the tasks included in this document are to be used for different formative assessments. The teachers have complete autonomy to design their own tasks. However, the overall purpose of formative assessment should not be lost sight of.
- The document includes variety of technique and tasks for carrying our assessment. Any of these tasks may be used by the teacher depending upon the nature of the unit, desired learning outcomes, availability of time, class-size and availability of resources.
- Special care may be taken that the students are not burdened due to over assessment in the form of frequent formative assessments. A single formative assessment may include only minimum but sufficient number of meaningful tasks.
- The main objective of formative assessment is to diagnose the areas of learning difficulties and provide necessary remediation for enhanced learning. Feedback to the teacher as well as learner may be given utmost focus and attention.

Class IX Chapter wise works sheet is embedded in the form of PDF document given in CD

Class IX Practicals and the method of conducting practical test are given in the embedded form given in CD

Class IX Science Model question is also attached in the embedded format given in PDF

SCIENCE SUGGESTED EVALUATION CRITERIA

For classes IX to X depending on the activity

I	COLLECTION OF PICTURES	TYPE OF ASSIGNMENT	MARKS
	Correctness		3
	Relevance to the topic		2
	Creativity and presentation	Individual	2
	Scientific idea behind the collection and understanding of the child		3
		Total	10
II	Collection of samples/data	Individual	3
	Relevance to the topic		2
	Presentation		2
	Understanding ability		3
		Total	10
III	Herbarium	individual	
	Correctness		3
	Presentation		2
	Relation to the Topic /relevance		2

	Scientific reasoning		3
		Total	10
IV	Symposium	Individual	
	Presentation		3
	Content		2
	Interaction		2
	Areas covered		3
		Total	10
V	Debate	Group activity	
	Content		3
	Presentation		2
	Correctness of the format of debate		2
	Scientific reasoning and skill		3
		Total	10
VI	Quiz		
	Evaluated as per the number of rounds and the marks allotted	Group activity	10
		Total	10
VII	Self composed items	Individual activity	
	Originality		3
	Scientific content		3
	Correctness		2
	Presentation		2
		Total	10
VIII	Group Discussion	Group activity	
	Content based relevance		3
	Extent of participation		2
	Areas covered		2
	Conclusion		3
		Total	10
IX	Survey	Individual/group activity	
	Methodology		3
	Collection of data		3
	Inference drawn		2
	Interpretation		2
		Total	10
X	Data analysis	Individual/group activity	
	Correctness		3
	Reasoning		2
	Interpretation		2
	Inference		3
		Total	10
XI	Experiments/activities	Individual/group activity	

	Correct set up		3
	Correct handling		2
	Observation		2
	Interpretation & inference		3
		Total	10
XII	Field trips	Group activity	
	Participation		3
	Observation		3
	Scientific thought		2
	Conclusion		2
		Total	10
XIII	Visits		
	Purpose and relevance	Group work	3
	Areas covered		2
	Observation / scientific		2
	Reporting and presentation		3
		Total	10
XIV	Role Play /Drama	Group work	2
	Relevance		3
	Scientific thought and its extent		3
	Presentation		2
		Total	10
XV	Story telling	Individual activity	
	Relevance		3
	Scientific thought		3
	Presentation		2
	Concluding message		2
		Total	10

Format for record is also given in Excel format(embedded) in CD.

Class X

MONTHWISE SPLIT-UP SYLLABUS OF SCIENCE

CLASS X

FIRST TERM : APRIL – SEPT		MARKS 80
UNITS		MARKS
1. Chemical Substances, Chemical Reaction, Acids, Bases & Salts, Metals and Non-Metals		29
2. World of Living, Life Process, Control and Co-ordination in Animals and Plants		19
3. Effects of Current, Magnetic Effects of Currents		26
4. Natural Resources, Sources of Energy		06
TOTAL		80
MONTH	NAME OF THE CHAPTERS/ UNITS	CHAPTER NO.
APRIL - JUNE	1. Chemical Reaction and Equations	1
	2. Life Processes	6
	3. Electricity	12
JULY	1. Acids, Bases & Salts	2
	2. Control & Co-ordination	7
	3. Magnetic Effects of Currents	13
AUGUST	1. Metals and Non Metals	3
	2. Sources of Energy	14
	3. Magnetic Effects of Current (Contd.)	
SEPTEMBER	1. Metals & Non Metals (Contd.)	
	2. Sources of Energy (Contd.)	
	3. Revision for I Term	
	4. SUMMATIVE I	

SECOND TERM : OCTOBER – MARCH SECOND TERM		MARKS 80
UNITS		MARKS
1. Chemical Substances – Carbon Compounds, Periodic Classification of Elements		21
2. World of Living – How do organisms Reproduce, Heredity and Evolution		27
3. Natural Phenomena		26
4. Natural Resources – Conservation of Natural Resources, The Regional Environment, Our Environment		06
		80
MONTH	NAME OF THE CHAPTERS/ UNITS	CHAPTER NO.
OCTOBER	1. Carbon and its Compounds	4
	2. How do organisms Reproduce?	8
	3. Light- Reflection & Refraction	10
NOVEMBER	1. Carbon and its Compounds (Contd.)	
	2. Heridity and Evolution	9
	3. Light- Reflection & Refraction (Contd.)	10
DECEMBER	4. Carbon and its Compounds (Contd.)	
	5. Our Environment	15
	6. Human Eye and Colourful World	11
JANUARY	7. Periodic Classification of Elements	5
	8. Management of Natural Resources	16
	Human Eye and Colourful World (Contd.)	
FEBRUARY	9. Periodic Classification of Elements (Contd.)	
	10. Management of Natural Resources (Contd.)	
	11. Revision for II Term	
	12. SUMMATIVE II	

Chapter wise activities are given in the embedded format in PDF document in the given CD. Practical details with MCQ on practical based theory are given in the embedded format in PDF document (Given in CD).

SCIENCE VI - X

Evaluation of Scholastic Aspect in classes VI to VIII

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

Term	Type of Assessment	Percentage of weightage in academic session	Term wise Weightage	Total
FIRST TERM (April-Sept)	Formative Assessment 1	10	Formative Assessment 1+2 = 20	Formative Assessment 1+2+3+4= 40
	Formative Assessment 2	10		
	Summative Assessment 1	30	Summative Assessment 1 = 30	
SECOND TERM (Oct-March)	Formative Assessment 3	10	Formative Assessment 3+4 = 20	Total= 100
	Formative Assessment 4	10		
	Summative Assessment 2	30	Summative Assessment 2 = 30	

FORMATIVE ASSESSMENT: Within the class and school time only each subject must have only one Pen-Paper Test under formative assessment. The other modes of assessment must be a part of classroom interactive activities. **Pen- Paper Test** subject wise will be part of the **Formative Assessment 1 in the first term and Formative Assessment 3 in the second term. Formative Assessment 1 and 3** in the form of Pen- Paper Test is likely to be held in the **last week of July** and the **second week of December** in each academic session. The marks secured by children out of 40 in the FA 1 and FA 3 will be finally reduced to 10 respectively.

NOTE: A teacher needs to use a series of diagnostic tools like *Class test (Written as well as Oral), Surprise Test, Class Responses, Minute Paper (Short descriptions are made by children which give the teacher immediate feedback. It can be done at the end of the class for understanding the effectiveness of teaching-learning process.) etc. during the course of instruction in order to take diagnostic measures for effective learning of children and enable them to write FA 1 and FA 3 with great ease and confidence. Even, the teacher needs to use the feedback of FA 1 and FA3 to take remedial measures to improve the performance of bloomers (slow learners) in SA 1 and SA 3 respectively so that the bloomers could get minimum 'D' grade in all the subjects.*

SUMMATIVE ASSESSMENT: Summative Assessment 1 is likely to be held in the 2nd week of September and Summative Assessment 2 in the 2nd week of March in each academic session. The marks secured by children out of 60 in SA 1 and SA 2 will be finally reduced to 30 respectively.

GradingScale

Assessment of Scholastic attainments Part I will be reported twice in a year in one academic session.

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
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.

Note: All assessm	Grade Points
A	4.1-5.0
B	3.1-4.0
C	2.1-3.0
D	1.1-2.0
E	0-1.0

Minimum qualifying grade in Co-Scholastic Domain is D.

Note: As per the directives of RTE, no child will be detained till class VIII.

Sciences

- Written assignments, MCQ
- Experimental work which may involve one or more of setting experiments, making observations, handling data, making deductions, working safely
- Planning or designing experiments to collect data or to investigate properties, laws, phenomena etc.
- Research work which could be investigative or information gathering and deducing Groupwork-research or experimental Contextual research projects, Peer assessment
- Presentations including the use of Information Technology (IT)
- Science Quiz
- Seminar
- Symposium
- Field Tour
- Class Response
- Model Making

It is suggested that for Science at least some formative assessments in the year are experiments and hands-on activities.

SCIENCE

April-May

Written Assignments (Classwork & Homework), MCQ, Planning or designing experiments to collect data or to investigate properties, law, phenomenon etc.

July-August

Written Assignments (Classwork & Homework), Science Quiz, Seminar, Peer Assessment, Class Response etc., Field Tour and Reporting, Model making etc.

November-December

Written Assignments (Classwork & Homework), Presentation including the use of Information Technology (IT), Experimental work involving one or more of setting experiments, making observations, handling data, making deductions, working safely etc., Science Quiz , Peer Assessment etc.

January-February

Written Assignments (Classwork & Homework), Research work which could be investigative or information gathering and deducing, Symposium, Class Response, MCQ etc.

NOTE: Three activities i.e. Written assignments, Group Projects (Based on experiment, investigation, research etc.) and MCQ will be common under the scheme of FA 2 and FA 4. In addition, a teacher is free to carry out minimum one meaningful activity out of the suggested list of areas. Finally, the marks secured by children out of four or more activities under FA 2 and FA 4 need to be reduced to 10 respectively.

Formative Assessment in the following suggested areas:

(e) Home assignments / Class assignments

Due weightage to be given to:

- Regularity
- Neatness
- Presentation
- Correctness

(f) Class response may include:

- Oral Questioning
- Quiz
- Worksheets

S. No.	Assessment Method	Areas of Assessment
1	<u>Oral Questioning</u> Oral Questions to assess the understanding of the topic	Listening Skills Clarity if expression Clarity of concepts Communication Skills
2	<u>Quiz</u> The class is divided into groups and questions pertaining to the topic are asked to assess the students of a group.	Thinking Skills Alertness Time management Application of Knowledge Reasoning Skills Art of Quizzing
3	<u>Worksheets</u> Use of worksheets to assess the students in the class	Comprehension Regularity Application of Knowledge Attentiveness

(g) Seminar

A topic may be divided among eight to ten students, who, in turn, need to research/study and 'present' it to all students.

Areas of Assessment

- ❖ Ability to research on the topic
- ❖ Acquisition of content knowledge
- ❖ Public Speaking
- ❖ Verbal Expression
- ❖ ICT Skills
- ❖ Leadership quality

(g) Symposium

Students can be asked to 'present' papers on the topic of their choice.

Areas of Assessment

- ❖ Depth of the content
- ❖ Presentation of the content
- ❖ Use of Audio – visual aids
- ❖ Expression
- ❖ Comprehension of the topic

(h) Group Discussion

A group of ten students can be given a topic to discuss.

- Students to choose their group leader, a moderator and a recorder
- Their roles to be clarified
- The topic to be thrown open for discussion

Group leader to ensure all students participate in the group discussion

Moderator to ensure that there is no cross talk and no two students speak together and all listen to one speaker patiently

Recorder to record the observation made by all students in the group including his/her own

Area of Assessment

- ❖ Courage to put forth views
- ❖ Team work
- ❖ Respect to peer
- ❖ Knowledge of content
- ❖ Appropriate body language
- ❖ Communication skills
- ❖ Listening skills

(i) Group Activity

IV. Projects

The students may be asked to do the investigatory/ experimental projects

• Investigatory Projects include

- Collection of data
- Analysis & Interpretation of data
- Observation
- Conclusion and Inference

Areas of Assessment

- ❖ Inquisitiveness
- ❖ Observation skills
- ❖ Thinking skills (logical, rationale)
- ❖ Analytical
- ❖ Application of Knowledge
- ❖ Comprehension & understanding (viva-voce)
- ❖ Computing skills
- ❖ Drawing conclusion

Experimental Projects Include:

- Identifying problem
- Making hypothesis
- Testing
- Observation
- Analysis & Interpretation
- Conclusion & Inference
- Making a theory

Areas of Assessment

- ❖ Inquisitiveness
- ❖ Observation skills
- ❖ Thinking skills
- ❖ Analytical
- ❖ Application of Knowledge
- ❖ Comprehension & understanding (viva-voce)
- ❖ Computing skills
- ❖ Drawing conclusion
- ❖ Experimental Skills

V. Action Plan

Students of a class to be divided into 5-6 groups to make an action plan

Action Plan includes identifying a problem and making a plan to find a solution.

The students to

- Identify a problem
- Study the causes of the problem
- Interact with people (stake holder) associated with the problem
- Categorize the problem in terms of
 - Magnitude
 - Effect on people
 - Impact on community
- Make a plan to find the solution of the problem. The plan to include:
 - Meeting people
 - Counseling the people
 - Listing people/ authorities who can help find solutions
 - Seeking appointments with the authorities to discuss the problem and seek their help
- A follow up action on the solution of the problem

The work to be divided among the students or all work in a group as a unit. Assessment may be done group-wise or student-wise.

Areas of Assessment

- ❖ Identification of a problem
- ❖ Concern for the community
- ❖ Team work
- ❖ Analysis of the problem
- ❖ Strategy planned by the students
- ❖ Self confidence
- ❖ Speaking skills
- ❖ Follow up action to see concern for people/environment

VI. Survey – Collecting information on a relevant topic of study in a group

Assessment may be done group-wise or student-wise.

Areas of Assessment

- ❖ Inquisitiveness
- ❖ Conversational skills
- ❖ Public relations
- ❖ ICT skills
- ❖ Data collection
- ❖ Analytical skills

Classwise split up syllabus and activities are given for classes VI to VIII in the word document.

In addition to it separate activities in science for Class VIII has been given in the embedded PDF document given by CBSE.(Available in CD)

Evaluation criteria for Classes VI to VIII

SUGGESTED EVALUATION CRITERIA For classes VI to VIII depending on the activity

I	COLLECTION OF PICTURES	TYPE OF ASSIGNMENT	MARKS
	Correctness		3
	Relevance to the topic		2
	Creativity and presentation	Individual	2
	Scientific idea behind the collection and understanding of the child		3
		Total	10
II	Collection of samples/data	Individual	3
	Relevance to the topic		2
	Presentation		2
	Understanding ability		3
		Total	10
III	Herbarium	individual	
	Correctness		3
	Presentation		2
	Relation to the Topic /relevance		2
	Scientific reasoning		3
		Total	10
IV	Symposium	Individual	
	Presentation		3
	Content		2
	Interaction		2
	Areas covered		3
		Total	10
V	Debate	Group activity	
	Content		3
	Presentation		2
	Correctness of the format of debate		2
	Scientific reasoning and skill		3
		Total	10
VI	Quiz		

	Evaluated as per the number of rounds and the marks allotted	Group activity	10
		Total	10
VII	Self composed items	Individual activity	
	Originality		3
	Scientific content		3
	Correctness		2
	Presentation		2
		Total	10
VIII	Group Discussion	Group activity	
	Content based relevance		3
	Extent of participation		2
	Areas covered		2
	Conclusion		3
		Total	10
IX	Survey	Individual/group activity	
	Methodology		3
	Collection of data		3
	Inference drawn		2
	Interpretation		2
		Total	10
X	Data analysis	Individual/group activity	
	Correctness		3
	Reasoning		2
	Interpretation		2
	Inference		3
		Total	10
XI	Experiments/activities	Individual/group activity	
	Correct set up		3
	Correct handling		2
	Observation		2
	Interpretation & inference		3
		Total	10
XII	Field trips	Group activity	
	Participation		3
	Observation		3
	Scientific thought		2
	Conclusion		2
		Total	10
XIII	Visits		
	Purpose and relevance	Group work	3
	Areas covered		2

	Observation / scientific		2
	Reporting and presentation		3
		Total	10
XIV	Role Play /Drama	Group work	2
	Relevance		3
	Scientific thought and its extent		3
	Presentation		2
		Total	10
XV	Story telling	Individual activity	
	Relevance		3
	Scientific thought		3
	Presentation		2
	Concluding message		2
		Total	10

COMMON PROBLEMS FACED BY TEACHERS IN ADOPTING CCE	SUGGESTED REMEDIES
Most of the time activities are being done by parents	Cross check can be done by asking questions
Since the class strength is 40 and above conducting activities are found difficult	Can be divided into small groups to perform activity
Some students show poor response in doing activities	for bloomers small activities which are given in the text book can be done
It has been found many times that students answer orally but failed to reproduce on paper when writing	More writing practice can be given to those students
Some students don't submit on time-(assignment and Projects) in all subjects thinking that they will get through anyhow	Counseling can be done for both students and his parent

Overall Framework of Formative Assessment in Classes IX&X-Scholastic Areas

Scholastic Part 1(A)

Evaluation of Academic Subjects in Class IX & Class X.

Six assessments are proposed. These are valid for most schools, however they can be varied or adapted with written communication to the Board.

Type of assessment	Percentage of weightage in academic session	Month	Term wise weightage
FIRST TERM			
Formative Assessment-1	10%	April-May	FA1+2=20%
Formative Assessment-2	10%	July-August	
Summative Assessment-1	20%	September	SA1=20%
SECOND TERM			
Formative Assessment-3	10%	October-November	FA3+4=20%
Formative Assessment-4	10%	January-February	
Summative Assessment-2	40%	March	SA2=40%

Total Formative Assessments=FA1+FA2+FA3+FA4=40% Summative Assessments=SA1+SA2=60%

The following points have to be noted by teachers and students (For Classes IX&X).

- There are two formative assessments each in the first and second term.
- Each Formative Assessment is again divided into smaller assessments (class assignments, quiz, projects, written tests) which can carry different marks.
- Each formative assessment has a weightage of 10% which can be arrived at by taking an average of all tasks or the best three or four.
- The total weightage of all the four formative assessments is 40%.
- The time-frame, split up of syllabus as per the four formative assessments, and the minimum number of suggested tasks for each formative assessment have been given in the annual planner for each subject. The annual planner is only suggestive and schools can adapt it as per their needs.

Formative Assessment and Classroom Teaching

The formative assessment tasks have been designed keeping the following principles in mind:

- Formative assessment is an integral part of classroom practices .So they have been related to the syllabus to be transacted.
- The tasks generally specify the following:
 - Unit/Lesson
 - When to conduct the task.
 - Approximate time required for each task.
 - Objectives of the task.
 - Task specifications.
 - Procedure for conducting the task including preparation, if any.
 - Criteria for assessment
 - Feedback and follow-up.

Teachers, however, have the freedom to make minor modifications in the overall design Of the task to suit their requirements.

The most important aspect to be kept in mind is that these tasks are meant to be integrated with the teaching-learning process, i.e. while teaching a unit/ lesson (and NOT after).Also the follow up in terms of providing further help to clear doubts, remove problems faced by learners and make modifications in teaching methods and strategies has to be given utmost importance .Hence FA tasks will figure in the teaching plans developed by teachers.

Split-up of Syllabi

To facilitate smooth implementation of CCE, CBSE has already provided split-up of syllabi for all the subjects term-wise. This manual has further sub-divided the syllabi reflecting the name and number of units/lessons covered for FA1,FA2,SA1,FA3,FA4 and SA2.Though the weightage for each of the four FormativeAssessmentsis10%,the number of units/lessons may vary for each of these depending on the time available in the annual academic calendar. Teachers are advised to study the suggested annual calendar at the beginning of the academic session and collaboratively design their own annual plan making any minor modifications they feel necessary to suit their specific needs. However it is necessary that the overall scheme is retained to ensure that continuousandcomprehensiveevaluationiscarriedoutinitstruespirit.

Summative and Formative Assessments

In the first term the weightage given to formative assessment (FA1+FA2) is 20%.

The weightage given to SA1 is 20%. Schools should assess the students in the entire syllabus meant for the first term in SA1. What it means is that there may be one or two units that are transacted after FA2. These units will be included for assessment in SA1. Similarly, in the second term, the rest of the syllabus will be assessed in SA2. It implies that teachers need not be unduly concerned about assessment of the units/ lessons that are taught after conducting FA 4. These units/ lessons along with the others meant for second term will be covered by SA2 for 40%. It is also to be noted that if any unit/lesson has not been formatively assessed due to time constraint, it will be assessed summatively at the end of each term.

Procedure for Formative Assessments

- The suggested split up of syllabi will be followed by teachers for formative assessment.
- The minimum number of formative assessment tasks as suggested in the annual plan have to be conducted. However, teachers can give more than the minimum number of tasks depending on the need and time available.
- The performance of students in each task will be assessed on the basis of assessment criteria given.
- The total of marks obtained by each student in the formative tasks will be calculated and reduced to 10 marks. For instance, if three tasks of 5 marks each have been given for FA1 and a student obtains 3, 3 and 2 in these tasks, the total obtained by the student will be 8 out of 15. The weightage for 10 will be $(8 \div 15) \times 10 = 5.33 = 5$ = Grade C2 (The total will be rounded off to the next whole number if the decimal is 0.5 or more. If less, it will be ignored). Similarly the mark will be calculated for FA2, FA3 and FA4 and the total will yield the marks in formative assessment out of 40% marks for the whole academic session.

Record Keeping

It is absolutely essential that teachers maintain a clear record of the formative assessments conducted because they will be verified by CBSE from time to time. The following points have to be kept in mind while recording FA.

- Individual report book as suggested by CBSE has to be maintained in addition to student report form.
- A separate consolidated marks register must be maintained reflecting the following for each student.
 - Tools of Formative Assessment (quiz, MCQs, debate, group discussion, creative writing, presentation etc) must be recorded.
 - Maximum marks, marks obtained and weightage for 10 marks for each of the four formative assessments must be maintained.
 - Cumulative total in FA must be calculated and recorded.

Schools may devise a suitable format for the marks register. Many schools are computerising the entire process of recording the assessments. While evolving such a programme, care may be taken to ensure that all the relevant particulars are included in the programme.

- Recorded evidence of student performance and teacher/self/peer assessment has to be collated and maintained so that queries of parents may be answered based on such evidence. In this context the importance of student portfolio gains significance. It is suggested that every student maintain a portfolio consisting of the best of their written work in each subject. These should include the work submitted as draft as well as the edited and improved versions to demonstrate the progression of learning over a period of Teacher will find it convenient to open individual student portfolio folders at the beginning of an academic session, discussing with students the importance of and the procedure for maintaining the portfolios.

- It is to be noted that the assessment has to be reflected in the report book only as grades. The grades will be on the 9 point grading scale as given below:

91-100	A1
81- 90	A2
71- 80	B1
61- 70	B2
51- 60	C1
41- 50	C2
33- 40	D
21- 32	E1
00- 20	E2

- The marks in the consolidated marks register will be calculated to arrive at the weightages for different Fas &SAs and the equivalent grades will be entered in the Report Book. What it means is that the assessment to each task in FA and each SA test will be carried out in terms of marks which will be entered in the consolidated Marks Register. Grades to be entered in the Report Book once in each term will be calculated accordingly from the consolidated Marks Register.

- Apart from the above records, schools will also maintain a Results Register for each section which could be consolidated for primary and secondary classes at the end of the academic session.

Task Types Appropriate for Formative Assessment

The Teacher's Manual on CCE throws much light on the types of assessment tools available to the teacher. It also mentions that all the tools are not appropriate for formative assessment. In this manual an attempt has been made to clarify what is NOT formative assessment. Since the purposes of formative and summative assessments differ, the tools have to be chosen carefully. However, as a general rule, the following will help teachers in making a decision in this regard:

- Formal Paper Pencil tests are not always suitable for formative assessment because schools tend to make use of them more for summative rather than for formative purpose.

Science• By combining formative and summative assessments all the aspects of a learner's personality development can be comprehensively covered.

Some of the Precautions that can be taken

a) Give realistic projects and assignments.

b) It is not enough if we make the project or assignment simple and realistic. In order to ensure that further learning has taken place and that the students are able to link new knowledge with what they have learnt in the class, the teacher could interview each student on the project. The interview, if conducted imaginatively, could be very brief but at the same time give proof of the student's own research and presentation.

c) Make projects a group activity so that it can be done in the classroom itself. Groups will decide, with the teacher's help, what projects they will work on, division of the project into smaller units, allotment of smaller units among members etc. It means that project work should be discussed in the class to make it work.

d) Fix a time frame and interact with groups to see where they are at different stages, what they are doing and whether they need any help. This will instill seriousness of purpose, besides motivating the students to take up their work with keen interest.

5. As pointed out earlier, the formative and summative tools are determined by the purpose for which they are used.

a. If the purpose is to formally ascertain at a given point in time what students know and do not know, then it is summative.

b. If the purpose is to informally get information regarding how the course is going, how learning can be improved during the course itself, what are the challenges faced by individual learners and how the teacher should address them, then it is formative.

So it is the purpose of the tools that usually determines whether it is for formative or summative assessment. Having said this, we can still make an attempt to identify assessment tools that are more suitable for formative assessment than for summative assessment. Since summative assessment is formal and is usually a paper-pen test, what cannot be assessed by such means can be assessed only through formative assessment tools.

Suggested Tools for Formative Assessment

- Experiments
- Information gathering and deducing
- Presentations on science concepts/experiments
- Investigations for stated problems
- MCQs and Science Quiz
- Simple and interesting assignments
- Group assignments and projects
- Model Making
- Science symposium/seminar.
- Preparation of various compounds/salts
- explanation of different natural phenomenon using scientific principles.
- It is suggested that for science, at least one out of four formative assessments in the year are experiments.

The formative assessment tasks suggested in this document are meant to be integrated with the teaching-learning process. The response of students to every task needs to be analysed carefully and areas of learning difficulty may be identified. Follow up action in terms of further academic inputs and remediation deserves to be given utmost attention.

The format of tasks included in this document specify the wing:

- Chapter/unit
- Assessment tool/technique
- Objectives of the task
- Approximate time
- Procedure for conducting the task
- Assessment parameters/criteria for assessment
- Student worksheet
- Feedback and remedial follow-up.

Thus, there is sufficient emphasis on pedagogical aspects of teaching learning process. The teacher has to be very clear about the purpose/objective of every task ,the procedure ,the criteria for assessment and the follow-up action resulting in enhanced learning as well as effective teaching methodology.

The following key dimensions of this material deserve special attention:

- The included tasks are suggestive in nature and may be modified or adapted for actual use.
- Though an effort has been made to cover all the chapters included in the prescribed NCERT textbook, the materials is neither exhaustive nor complete. Many more similar or different tasks may be designed by the subject teachers to cater to local specific requirements.
- It is not essential that only the tasks included in this document are to be used for different formative assessments. The teachers have complete autonomy to design their own tasks. However, the overall purpose of formative assessment should not be lost sight of .
- The document includes variety of technique and tasks for carrying our assessment. Any of these tasks may be used by the teacher depending upon the nature of the unit, desired learning outcomes, availability of time, class-size and availability of resources.
- Special care may be taken that the students are not burdened due to over assessment in the form of frequent formative assessments. A single formative assessment may include only minimum but sufficient number of meaningful tasks.
- The main objective of formative assessment is to diagnose the areas of learning difficulties and provide necessary remediation for enhanced learning. Feedback to the teacher as well as learner may be given utmost focus and attention.

Class IX Chapter wise works sheet is embedded in the form of PDF document given in CD

Class IX Practicals and the method of conducting practical test are given in the embedded form given in CD

Class IX Science Model question is also attached in the embedded format given in PDF

SCIENCE SUGGESTED EVALUATION CRITERIA

For classes IX to X depending on the activity

I	COLLECTION OF PICTURES	TYPE OF ASSIGNMENT	MARKS
	Correctness		3
	Relevance to the topic		2
	Creativity and presentation	Individual	2
	Scientific idea behind the collection and understanding of the child		3
		Total	10
II	Collection of samples/data	Individual	3
	Relevance to the topic		2
	Presentation		2
	Understanding ability		3
		Total	10
III	Herbarium	individual	
	Correctness		3
	Presentation		2
	Relation to the Topic /relevance		2
	Scientific reasoning		3
		Total	10
IV	Symposium	Individual	

	Presentation		3
	Content		2
	Interaction		2
	Areas covered		3
		Total	10
V	Debate	Group activity	
	Content		3
	Presentation		2
	Correctness of the format of debate		2
	Scientific reasoning and skill		3
		Total	10
VI	Quiz		
	Evaluated as per the number of rounds and the marks allotted	Group activity	10
		Total	10
VII	Self composed items	Individual activity	
	Originality		3
	Scientific content		3
	Correctness		2
	Presentation		2
		Total	10
VIII	Group Discussion	Group activity	
	Content based relevance		3
	Extent of participation		2
	Areas covered		2
	Conclusion		3
		Total	10
IX	Survey	Individual/group activity	
	Methodology		3
	Collection of data		3
	Inference drawn		2
	Interpretation		2
		Total	10
X	Data analysis	Individual/group activity	
	Correctness		3
	Reasoning		2
	Interpretation		2

	Inference		3
		Total	10
XI	Experiments/activities	Individual/group activity	
	Correct set up		3
	Correct handling		2
	Observation		2
	Interpretation & inference		3
		Total	10
XII	Field trips	Group activity	
	Participation		3
	Observation		3
	Scientific thought		2
	Conclusion		2
		Total	10
XIII	Visits		
	Purpose and relevance	Group work	3
	Areas covered		2
	Observation / scientific		2
	Reporting and presentation		3
		Total	10
XIV	Role Play /Drama	Group work	2
	Relevance		3
	Scientific thought and its extent		3
	Presentation		2
		Total	10
XV	Story telling	Individual activity	
	Relevance		3
	Scientific thought		3
	Presentation		2
	Concluding message		2
		Total	10

Format for record is also given in Excel format(embedded) in CD.

Class X

MONTHWISE SPLIT-UP SYLLABUS OF SCIENCE

CLASS X

FIRST TERM : APRIL – SEPT' FIRST TERM		MARKS 80
UNITS		MARKS
1. Chemical Substances, Chemical Reaction, Acids, Bases & Salts, Metals and Non-Metals		29
2. World of Living, Life Process, Control and Co-ordination in Animals and Plants		19
3. Effects of Current, Magnetic Effects of Currents		26
4. Natural Resources, Sources of Energy		06
TOTAL		80
MONTH	NAME OF THE CHAPTERS/ UNITS	CHAPTER NO.
APRIL - JUNE	4. Chemical Reaction and Equations	1
	5. Life Processes	6
	6. Electricity	12
JULY	4. Acids, Bases & Salts	2
	5. Control & Co-ordination	7
	6. Magnetic Effects of Currents	13
AUGUST	4. Metals and Non Metals	3
	5. Sources of Energy	14
	6. Magnetic Effects of Current (Contd.)	
SEPTEMBER	1. Metals & Non Metals (Contd.)	
	2. Sources of Energy (Contd.)	

	3. Revision for I Term	
	4. SUMMATIVE I	
SECOND TERM : OCTOBER – MARCH SECOND TERM		MARKS 80
UNITS		MARKS
1. Chemical Substances – Carbon Compounds, Periodic Classification of Elements		21
2. World of Living – How do organisms Reproduce, Heredity and Evolution		27
3. Natural Phenomena		26
4. Natural Resources – Conservation of Natural Resources, The Regional Environment, Our Environment		06
		80
MONTH	NAME OF THE CHAPTERS/ UNITS	CHAPTER NO.
OCTOBER	4. Carbon and its Compounds	4
	5. How do organisms Reproduce?	8
	6. Light- Reflection & Refraction	10
NOVEMBER	1. Carbon and its Compounds (Contd.)	
	2. Heridity and Evolution	9
	3. Light- Reflection & Refraction (Contd.)	10
DECEMBER	4. Carbon and its Compounds (Contd.)	
	5. Our Environment	15
	6. Human Eye and Colourful World	11
JANUARY	7. Periodic Classification of Elements	5
	8. Management of Natural Resources	16
	9. Human Eye and Colourful World (Contd.)	

FEBRUARY	10.	Periodic Classification of Elements (Contd.)	
	11.	Management of Natural Resources (Contd.)	
	12.	Revision for II Term	
	13.	SUMMATIVE II	

Chapter wise activities are given in the embedded format in PDF document in the given CD.

Practical details with MCQ on practical based theory are given in the embedded format in PDF document (Given in CD).

SOCIAL SCIENCE VI - VIII

Evaluation of Scholastic Aspect in classes VI to VIII

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

Term	Type of Assessment	Percentage weightage of academic session	Term wise Weightage	Total
FIRST TERM (April-Sept)	Formative Assessment 1	10	Formative Assessment 1+2 = 20	Formative Assessment 1+2+3+4= 40 Summative Assessment 1+2= 60 Total= 100
	Formative Assessment 2	10		
	Summative Assessment 1	30	Summative Assessment 1 = 30	
SECOND TERM (Oct-March)	Formative Assessment 3	10	Formative Assessment 3+4 = 20	
	Formative Assessment 4	10		
	Summative Assessment 2	30	Summative Assessment 2 = 30	

FORMATIVE ASSESSMENT: Within the class and school time only each subject must have only one Pen-Paper Test under formative assessment. The other modes of assessment must be a part of classroom interactive activities. **Pen- Paper Test** subject wise will be part of the **Formative Assessment 1 in the first term** and **Formative Assessment 3 in the second term.** **Formative Assessment 1 and 3** in the form of Pen- Paper Test is likely to be held in the **last week of July** and the **second week of December** in each academic session. The marks secured by children out of 40 in the FA1 and FA3 will be finally reduced to 10 respectively.

NOTE: A teacher needs to use a series of diagnostic tools like Class test (Written as well as Oral), Surprise Test, Class Responses, Minute Paper (Short descriptions are made by children which give the teacher immediate feedback. It can be done at the end of the class for understanding the effectiveness of teaching-learning process.) etc. during the course of instruction in order to take diagnostic measures for effective learning of children and enable them to write FA 1 and FA 3 with great ease and confidence. Even, the teacher needs to use the feedback of FA 1 and FA3 to take remedial measures to improve the performance of bloomers (slow learners) in SA 1 and SA 3 respectively so that the bloomers could get minimum 'D' grade in all the subjects.

SUMMATIVE ASSESSMENT: Summative Assessment 1 is likely to be held in the 2nd week of September and Summative Assessment 2 in the 2nd week of March in each academic session. The marks secured by children out of 60 in SA 1 and SA 2 will be finally reduced to 30 respectively.

Grading Scale

Assessment of Scholastic attainments Part I will be reported twice in a year in one academic session.

The nine-point grading scale for measuring Scholastic achievements is given below:

Grade	Marks Range	Grad
A1	91-100	1
A2	81-90	9
B1	71-80	8
B2	61-70	7
C1	51-60	6
C2	41-50	5
D	33-40	4
E1	21-32	3
E2	00-20	2

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

Note: All assessment with regard to the academic status of the students shall be done in marks and the assessment will be given in grades. Co-Scholastic attainments 2 (A, B, C and D) and 3 (A, B) will be done on 5-point Scales as shown in the table below. It will be done once in an academic session.

Grade	Grade Poi
A	4.1-5.0
B	3.1-4.0
C	2.1-3.0
D	1.1-2.0
E	0-1.0

Minimum qualifying grade in Co-Scholastic Domain is D.

Note: As per the directives of RTE, no child will be detained till class VIII.

Formative Assessment 2 and 4 (Classes VI to VIII)

The following suggested activities may be taken up by the teachers during the process of instruction to assess the expected level of learning in Social Sciences

- Written assignments - short and long answers
- Commentaries
- Source-based analysis
- Projects - investigative, informative, deductive and analytical

- Research
- Groupwork- projects and presentations
- Models and charts
- Presentations, including the use of Information Technology (IT)
- Using authentic sources and primary texts
- Open book tests
- Secondary sources
- Comparison and contrast

It is suggested in Social Science that at least some assessments should be based on projects which are done in groups as in-class activities under the direct supervision of the teacher.

The scheme of Formative Assessment 2 and 4 subject wise from classes VI to VIII may be followed as given below:

SOCIAL SCIENCE

April-May

Written Assignments (Classwork & Homework)-Short and Long answers, Comparison and Contrast, Open book Tests, Group Discussion, Secondary Sources etc.

July-August

Written Assignments (Classwork & Homework)-Short and long answers, Projects in groups (Investigative, informative, deductive and analytical), Source-based Analysis, Survey and Reporting, Presentations including the use of Information Technology (IT) etc.

November-December

Written Assignments (Classwork & Homework)-Short and long answers, Models and Charts, Secondary Sources etc., Research, Field Trip and Reporting, Commentaries (collection of series of continuous comments on an event) etc.

January-February

Written Assignments (Classwork & Homework)-Short and long answers, Projects (Investigative, informative, deductive and analytical), Group Discussion, Open Book Tests, Presentations including the use of Information Technology etc.

NOTE: Three activities i.e. Written assignments, Group Projects (Investigative, informative, deductive and analytical etc.) and Presentations will be common under the scheme of FA 2 and FA 4. In addition, a teacher is free to carry out minimum one meaningful activity out of the suggested list of areas. Finally, the marks secured by children out of four or more activities under FA 2 and FA 4 need to be reduced to 10 respectively.

Formative Assessment in the following suggested areas:

(j) Home assignments / Class assignments

Due weightage to be given to:

- Regularity
- Neatness
- Correctness
- Presentation

(k) **Class response may include:**

- Oral Questioning
- Quiz
- Worksheets

S. No.	Assessment Method	Areas of Assessment
1	<u>Oral Questioning</u> Oral Questions to assess the understanding of the topic	Listening Skills Clarity of expression Clarity of concepts Communication Skills
2	<u>Quiz</u> The class is divided into groups and questions pertaining to the topic are asked to assess the students of a group.	Thinking Skills Alertness Time management Application of Knowledge Reasoning Skills Art of Quizzing
3	<u>Worksheets</u> Use of worksheets to assess the students in the class	Comprehension Regularity Application of Knowledge Attentiveness

(l) **Seminar**

A topic may be divided among eight to ten students, who, in turn, need to research/study and 'present' it to all students.

Areas of Assessment

- ❖ Ability to research on the topic
- ❖ Acquisition of content knowledge
- ❖ Public Speaking
- ❖ Verbal Expression
- ❖ ICT Skills
- ❖ Leadership quality

(m) **Symposium**

Students can be asked to 'present' papers on the topic of their choice.

Areas of Assessment

- ❖ Depth of the content
- ❖ Presentation of the content
- ❖ Use of Audio – visual aids
- ❖ Expression
- ❖ Comprehension of the topic

(n) **Group Discussion**

A group of ten students can be given a topic to discuss.

- Students to choose their group leader, a moderator and a recorder
- Their roles to be clarified

- The topic to be thrown open for discussion

Group leader to ensure all students participate in the group discussion

Moderator to ensure that there is no cross talk and no two students speak together and all listen to one speaker patiently

Recorder to record the observation made by all students in the group including his/her own

Area of Assessment

- | | |
|-----------------------------|----------------------------|
| ❖Courage to put forth views | ❖Appropriate body language |
| ❖Team work | ❖Communication skills |
| ❖Respect to peer | ❖ Listening skills |
| ❖Knowledge of content | |

(o)**Group Activity**

VII.Projects

The students may be asked to do the investigatory/ experimental projects

•Investigatory Projects include

- Collection of data
- Analysis & Interpretation of data
- Observation
- Conclusion and Inference

Areas of Assessment

- | | |
|---|---|
| ❖Inquisitiveness | ❖Application of Knowledge |
| ❖Observation skills | ❖Comprehension & understanding
(viva-voce) |
| ❖Thinking skills (logical,
rationale) | ❖Computing skills |
| ❖Analytical | ❖Drawing conclusion |

•Experimental Projects Include:

- | | |
|----------------------|----------------------------|
| ▪Identifying problem | ▪Observation |
| ▪Making hypothesis | ▪Analysis & Interpretation |
| ▪Testing | ▪Conclusion & Inference |
| ▪Making a theory | |

Areas of Assessment

- | | |
|---------------------------|---|
| ❖Inquisitiveness | ❖Comprehension & understanding
(viva-voce) |
| ❖Observation skills | ❖Computing skills |
| ❖Thinking skills | ❖Drawing conclusion |
| ❖Analytical | ❖Experimental Skills |
| ❖Application of Knowledge | |

VIII. Action Plan

Students of a class to be divided into 5-6 groups to make an action plan

Action Plan includes identifying a problem and making a plan to find a solution.

The students to

- Identify a problem
- Study the causes of the problem
- Interact with people (stake holder) associated with the problem
- Categorize the problem in terms of
 - Magnitude
 - Effect on people
 - Impact on community
- Make a plan to find the solution of the problem. The plan to include:
 - Meeting people
 - Counseling the people
 - Listing people/ authorities who can help find solutions
 - Seeking appointments with the authorities to discuss the problem and seek their help
- A follow up action on the solution of the problem

The work to be divided among the students or all work in a group as a unit. Assessment may be done group-wise or student-wise.

Areas of Assessment

- | | |
|-----------------------------------|---|
| ❖Identification of a problem | ❖Self confidence |
| ❖Concern for the community | ❖Speaking skills |
| ❖Team work | ❖Follow up action to see concern for people/environment |
| ❖Analysis of the problem | |
| ❖Strategy planned by the students | |

IX. Survey – Collecting information on a relevant topic of study in a group

Assessment may be done group-wise or student-wise.

Areas of Assessment

- ❖Inquisitiveness
- ❖Conversational skills
- ❖Public relations
- ❖ICT skills
- ❖Data collection
- ❖Analytical skills

SOCIAL SCIENCE IX& X

CONTINUOUS AND COMPREHENSIVE ASSESSMENT AND EVALUATION IN SOCIAL SCIENCE

In social science the CCE has opened a truly alternative way to assess and evaluate learning by children. This process also encourages the continuous review of the learning process and develops regular working and study habits among student. This would help in developing the attitude to enjoy the process of acquiring knowledge without consciously being aware of it. This approach is more participative with teachers sharing with the children how they are to be evaluated and support the process and give feed back to the parents.

Until recently social science was viewed as providing unnecessary details about the past. It was also felt that the examination paper rewards the memorization of these superfluous facts with the children's conceptual understanding being largely ignored. This view has been changed with the introduction of CCE.

Studying SOCIAL SCIENCE enables the children to

1. Understand the society in which they live
2. Learn how society is structured, managed, and governed
3. Know the forces which are transforming the society in different ways
4. Appreciate the values enshrined in the Indian Constitution such as justice, liberty, equality and fraternity and the unity and integrity of the nation
5. The building of a socialist, secular and democratic society.
6. Grow up as active, responsible, and reflective members of society
7. Learn to respect differences of opinion ,lifestyle, and cultural practices.
8. Question and examine received ideas, institutions and practices.
9. Know their roots and learn to appreciate it
10. Accept the need to protect and conserve environment
11. Develop good human values and the spirit of tolerance and appreciate the role of india in today's world

To ensure that these processes are attained during the process of learning, a mechanism to evaluate has been evolved. In CCE it is proposed that the evaluation can only be useful if teaching is done in a more organized, planned and activity based manner. The development of assignments , quizzes, tests and activities must be so organized that it will

1. Assist students to explore their interests and aptitudes in order to choose appropriate university courses and /or careers
2. Encourage them to explore higher levels of knowledge in different disciplines
3. Promote problem solving abilities and creative thinking in the citizens of tomorrow
4. Introduce the students to different ways of collecting and processing data and information in specific disciplines, and help them arrive at conclusion, and to generate new insights and knowledge in the process.

To do this it is important that equal teaching time and marks be allocated to the various components in the social science like facts, dates, events, laws, locations, trends and patterns and theories. It is also important that right balance to be maintained in the distribution of themes among among the different disciplines, and wherever possible interrelationships should be indicated.

The giving of marks and grades to be planned using a rubric of criteria which are to be known to the student and the parents so that there is no ambiguity about the meaning of the scores. The teacher alone is not the sole evaluator as there are inputs by the learner also and ample opportunity to improve the quality of the work.

Assessment is a very important component of any learning process and it should not test only the memory but also understanding and application skill of a student and the exercise should be such that are interesting for students. The Proposal shown here is the allocation of marks to the different units of the syllabus in Social Science 2012-13 on wards

Class X

Time : 3 Hours		Marks : 90	
UNIT		TERM I	TERM 2
1	India and the Contemporary World - II	23	23
2	India - Resources and their Development	23	23
3	Democratic Politics II	22	22
4	Understanding Economic Development - II	22	22
5	Disaster Management-only through project work and assignments.	-	-
TOTAL		90	90

List of possible ways to create Assignments to assess different aspects of learning and faculties of the mind.

<ul style="list-style-type: none"> ● Materials and methods plan ● Mathematical problem ● Multimedia or slide presentation ● Multiple-choice test ● Narrative ● News or Feature story ● Notes on reading ● Oral report ● Outline ● Personal letter ● Plan for conducting a project 	<ul style="list-style-type: none"> ● Poem, play, choreography ● Question ● Review of book, play, exhibit ● Review of literature ● Rough draft or free writing (writer writes "Start" (a thesis statement and outline or list of ideas for developing) ● Statement of assumptions ● Summary or precis ● Word problem
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For project guidelines, the teachers should also refer to the Circular No. 18 dated 21/07/2006.

<ul style="list-style-type: none"> ● Abstract ● Advertisement ● Annotated bibliography ● Biography or autobiography ● Brochure, poster ● Case analysis ● Chart, graph, visual aid ● Cognitive map, web or diagram ● Debate ● Definition ● Description of a process ● Diagram, table, chart 	<ul style="list-style-type: none"> ● Dialogue ● Diary of a real or fictional historic character ● Essay exam ● Fill in the blank test ● Flowchart ● Group discussion ● Instructional Manual ● Inventory ● Laboratory or field notes ● Letter to the editor ● Matching test
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Some care to be taken which doing such assessment as that the teacher is now much more responsible and accountable for the reliability of the evaluation. Heads of institutions have to set up a system of checks and measures so that there is no exploitation of the children for the sake of marks. These checks and balances need to be set up before the assessment is set up and all teachers concerned with the child 's learning must be involved. The head of the institution and academic coordinators would be directly accountable for ensuring that the proposal has a fair trial. Since there are five subjects it is important that the assessments are spaced at times which would not make them too frequent or too hard for the learners

ASSIGNMENTS - THEIR CHARACTERISTICS AND TYPES

Clarity about the use of the different techniques of evaluation is invaluable as it clearly defines the usage. The following words are given so that there is no ambiguity about the expectations in the work assigned.

Information words ask you to demonstrate what you know about the subject, such as who, what, when, where, how, and why.

define-give the subject's meaning (according to someone or something). Sometimes you have to give more than one view on the subject's meaning

explain-give reasons why or examples of how something happened

illustrate-give descriptive examples of the subject and show how each is connected with the subject

Summarize-briefly list the important ideas you learned about the subject

trace-outline how something has changed or developed from an earlier time to its current form

research-gather material from outside sources about the subject, often with the implication or requirement that you will analyze what you have found

Relation words ask you to demonstrate how things are connected.

Compare-show how two or more things are similar (and, sometimes, different)

contrast-show how two or more things are dissimilar

apply-use details that you've been given to demonstrate how an idea, theory, or concept works in a particular situation

Cause-show how one event or series of events made something else happen

relate-show or describe the connections between things

Interpretation words ask you to defend ideas of your own about the subject.

principles, definitions, or concepts from class or research and use them in your interpretation.

assess-summarize your opinion of the subject and measure it against something

prove, justify-give reasons or examples to demonstrate how or why something is the truth

evaluate, respond-state your opinion of the subject as good, bad, or some combination of the two, with examples and reasons

support-give reasons or evidence for something you believe (be sure to state clearly what it is that you believe)

synthesize -put two or more things together that have not been put together in class or in your readings before; do not just summarize one and then the other and say that they are similar or different-you must provide a reason for putting them together that runs all the way through the paper

analyze-determine how individual parts create or relate to the whole, figure out how something works, what it might mean, or why it is important

argue-take a side and defend it with evidence against the other side

These verbs are used here in the illustrative sample assignments :

1. Identify opposing viewpoints on a controversial social issue of the reasons to separate Telengana and to keep it united with Andhra Pradesh and document how the viewpoints vary of

A.Those who live in Telengana

B.Those who live in Coastal Andhra

C.Those who live in Rayalaseema

D.The government

E.The farmers and artisans and factory workers

F.The planters and rich farmers and industrialists

2. Look at the newspaper articles about this important event or issue from several newspapers. Compare how the issue is covered in different newspapers and try to explain discrepancies.

3. Look at the different paintings given in the textbook , make a chart to show its time period or style. Explain the artwork from different angles, like theme, reflection of the reality at that period, possible art styles, and materials.

4. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

5. When giving an assignment it is important that the student is guided regarding what is to be done and what are the ways to do so.

6. In case of a heat stroke, show through a mock show how you will provide first aid to the victim. In case of an electrocution what must be done to the victim to rescue and give him relief? Express through a mock show or provide instructions to your classmates.

8. In case of a fire in a school/residential building what should be the plans for rescue. Write a manual to make readily available plans and also demonstrate the same.
9. In a train accident find out how the rescue team operates. Write details about their plans and surviving skills.
10. How would you find out about the safety from fire in your local market or shopping street? Who would you ask, and what would you find out? Do a survey and make an Information chart.

11. What are the issues involved in the development of a global market?

The question asks you to do two things : first to describe the development of the global market, and second to describe its main effects.

In your first paragraph you will need to set the scene by describing briefly what the global market is, you should include some comment on the process of globalization, and some reference to the changes that it has brought about in trade between areas of the world.

Then spend some time describing the effects of the global market before coming to a conclusion in which you sum up what you have said.

TEST QUESTIONS

Questions are commonly used in tests and these are more specific, related to thinking skills and facts, and can be responded to in a short time. The marks too are specified and the response is evaluated only on the aspects identified in the marking scheme. This needs to be mentioned as there is often a confusion whether spelling of terms and names in Social sciences needs to be marked in a social science answer. Well, yes, if the test is a formative test and it is intended that test takers should improve in spelling. This criteria may be dropped in a summative test if there is seen an improvement in spelling. This holds true for good writing, correct grammar and stating of examples etc. Essentially a social science teacher sees language development as a major area of social science expression and writing.

Some questions here illustrate the range that questions can cover in thinking abilities

Knowledge based

1. How does a tornado occur?
2. What is the difference between conventional and non conventional energy resources ?
3. Explain the concept of separation of powers.

Opinion based

4. How does a society benefit by educated and healthy people?
5. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

Fact and inference

6. Minerals are easily identified by colour , but it is not always possible to make a correct identification. Why?

Understand and reason

7. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Multiple choice question formats can also be used effectively in formative evaluation.

It is futile to have just 5 or 6 questions in a test which also has other forms of questions. Multiple choice type are most effective to evaluate all levels of thinking. However there are many stages of review and improvement before they can be used. There is really no point in using badly made multiple choice questions when better free response questions can be framed.

Some examples of multiple choice questions are given below:

1. The English philosopher John Locke argued that life, liberty, and property are

A natural rights that should be protected by government.

B political rights to be granted as determined by law.

C economic rights earned in a capitalistic system.

D social rights guaranteed by the ruling class.

Projects, Exhibitions, Presentations, Debates and Group Discussions.

The other methods of assessment are those that can be classified as projects, exhibitions, presentations, debates and group discussions. It is suggested here that the group discussions and debates be a follow on after the assignments so that the ideas are well articulated.

The worth of these ways of collecting and processing information cannot be denied.

It provides space for children to gain in confidence, learn to be succinct and make any topic interesting and relevant to the world they live in.

A well-conducted debate facilitates the development of critical thinking, a paramount goal of education at any level. It stimulates student interest in investigating controversial contemporary issues and assists in greater mastery and retention of the subject material.

It fosters appreciation of the complexity of public problems and tolerance of differences in the ways to go about solving them. The educational debate can improve oral and written speech composition and delivery. It provides opportunities for cooperative learning, class participation, and development of leadership potential

Whether it be a debate, an exhibition or a presentation it is important that evaluation includes

the following aspects

1. **Selection of an issue** :Its relevance, the context whether social, political, or humanitarian, the purpose whether for information, awareness building or problemsolving. For example Child labour in modern India - could be a topic that is to be taken. It could be an issue that has relevance in that particular school or community. Even if a child is not affected directly all children see child labour around them. It is possible to encourage children to arrive at an understanding specifically with reference to the state policy and the issue of wages, etc.

2. **Break the issue into parts.** Once the learner has chosen the project there will have to be inputs given for the learner to delve further into. The issue needs to be broken into smaller parts for example the laws regarding child labour in the State, the conditions of work being done, some surveys and photographs of the life of the children in the shops, factories or as self employed persons, the role of Non governmental organisations, the role of the State, etc.

3 **A list of relevant vocabulary words associated with the issue needs to be given** so that the terms are not used loosely for example child rights, the meaning of abuse of children the word juvenile and its social and legal meaning etc.

Pick readings , articles, photographs that will be accessible and also challenging

is entirely up to the teacher and this should be done carefully keeping in view the child's capacity to read, and comprehend.

Have a culminating activity. There should be something that students do with their information about the event. This could be writing an informative or persuasive essay, working on a group presentation or project, engaging in roundtable discussions or

debates, or any other ending activity. Perhaps students could write letters to the editor of a newspaper stating their position on an issue, or write responses to an editorial that they read, agreeing or disagreeing with the author.

When presenting a debate or making a presentation it is important that the learner

Answers the Other Side's Arguments

Make own Arguments Seem Important

Use Evidence to Support one's ideas

In History for example a group discussion could be on the "The Declaration of Rights of Man and Citizen was historic not only for France but also for the entire world."

Pre-discussion preparation:

Teachers are to give the topic to the students a week in advance.

Children read from the textbook and collect additional information on various related aspect.

Discussion should be conducted under the following points :

- 1.The background.
- 2.Nature of the Declaration.
- 3.Its impact on the polity, economy and society of France.
- 4.Its impact on other countries with special reference to India.

Learning Outcome :The student will be able to :

- 1.Comprehend the nature of the Declaration
- 2.Analyse its impact on France and other countries
- 3.Identify similarities between the Declaration of Rights and the Fundamental Rights in the Indian Constitution.

In Geography there could be a debate on "Ownership of forest areas are best left with forest dwellers".

This would be possible after a study of the textbook in Political Science, History, Geography, and newspaper articles on the condition of forest area dwellers today, mining development and its fall out, wild life conservation and related issues.

Exhibitions

Exhibitions ask students to demonstrate what they know by presenting the products of their work and defending the results of their learning.

Exhibitions often combine several components, such as a research paper, portfolio, design product (a model, graphic, or dance), and an oral presentation.

The best exhibitions are given before an audience of teachers, parents, classmates and/or community members, who examine and ask questions about the student's work and process. Knowing that their work will be publicly critiqued is a strong motivator.

Preparing students for exhibitions requires teachers to focus on research, analytical and communication skills in the context of the content they are covering.

The result is that students gain not only subject knowledge, but also the tools and self-confidence to demonstrate their knowledge in an authentic way. Below is an evaluation rubric for exhibitions and or a poster exhibition or a power point computer presentations. The exhibition emphasized, illustrated, or gave examples of, all of the major points in the written paper.

The exhibition demonstrated a depth of research on the student's topic and/or characteristics of learning other than reading and writing skills

Give examples: The exhibition was visually appealing to the audience and enhanced the content of the report. The exhibition demonstrated creativity and original thinking on the part of the student.

Power Point Presentation

The student used consistent formatting for titles and body copy on all slides in the PowerPoint presentation or displays made. Title and body text size were clearly readable to the audience, and the use of font styles was not distracting to the presentation itself.

The student used color appropriately in the PowerPoint presentation so that text was easily readable (dark background/light text; light background/dark text) and graphic elements were coordinated into the color scheme. Graphic elements, transitions, and sounds were used appropriately and were not distracting to the content of the PowerPoint presentation.

His/ her PowerPoint presentation was free of spelling and grammatical errors, with creative and appropriate use of language and narrative style. In the assessment techniques the project has an important place as it is given by every student

PROJECT WORK ASSESSMENT

The design of the project has to follow

1. The same criteria as that of the debate.
2. The completion of the project is not the only aim but the process that s/he follows is very important.
3. When the children submit less than standard work, in such a situation the teacher may provide feedback and allow the student to submit again and show the child alternative ways to organize the work
4. It would be wrong to think that the project marks are a way to upgrade the poor score that the child already has in the tests etc.
5. This is not entirely a correct view while it is merit that the project must be judged on some very clear standards as listed here.
6. It is also imperative that adults and teachers convey that they expect nothing but good work but all effort must be put to help a child too to achieve the standards.

The following table provides a rubric for Evaluation of a Project Work.

	Analysis	Disciplinary Concepts	Elaborated Written Communication
Excellent Work	Substantial evidence of analysis. Most of your work includes analysis. At least three statements indicate that you have successfully generalized, interpreted, tested, or synthesized specific information.	You have used social science concepts to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information. The use of ideas illustrates exemplary understanding.	You have provided substantial and accurate elaboration for two or more important statements. The details, qualifications, and nuances are expressed within an overall coherent framework intended for the reader, and relevant to the topic. The response is so rich as to be worthy of display as an outstanding example of writing in social science.

Meets Expectations	Moderate evidence of analysis. A central portion of your work contains analysis. At least two statements indicate you have successfully generalized, interpreted, tested, or synthesized specific information.	You have used social science concepts to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information. The use of ideas is somewhat limited and/or shows some flaws in understanding.	You have provided some elaboration for two or three important statements OR provided substantial elaboration for one statement. In either case, the details, qualifications, and nuances are expressed within an overall coherent framework intended for the reader, and relevant to the topic, and without major inaccuracies.
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	Analysis	Disciplinary Concepts	Elaborated Written Communication
Approaching The standards set	Some evidence of analysis. A small, but not central portion of your work includes analysis. At least one statement shows you have successfully generalized, interpreted, tested, or synthesized specific information.	You have included social science concepts, but their use is significantly limited and/or shows significant flaws in understanding	You have provided reasonably accurate elaboration for at least one important topic.

Unacceptable work , needs to be redone	No evidence of analysis. Almost all statements consist of recording or reporting specific information, without evidence of you organizing it or reflecting on it; OR virtually all analysis offered is unsuccessful or in error	Your work includes virtually no social studies concepts, or the use of any that are included shows almost no understanding.	You provide virtually no information or provide only disjointed details. OR, you provide discrete claims, broad generalizations, slogans, or conclusions, but none are elaborated.
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1. Teachers must understand the importance of the whole system and the need to be ethical and integrated as evaluators.
2. Each step and stage of the assessment process is followed carefully The evaluation report is now based on a wider sample of work and hence would be more reliable.
3. Its validity will be the fairness of the report about the child's capability and pace of progress.

Integrating the different assessment techniques to evaluate the learner

1. The most important part of having so much evidence of the child's learning through assignments, unit tests, projects, debates, exhibitions, is that developing some of the qualities of inquiry, investigation, reasoning and organizing can be verified.
2. The continuous evaluation (unit tests, assignments, and other formative techniques of assessment) would provide a basis for organizing the remedial inputs.

Assessing Co-Scholastic Areas

Evaluation deals with the collection of evidences regarding changes which occur in the learner's behaviour during the teaching learning process. Based on these evidences, interpretation and judgement, the progress of the learner is arrived at and decisions taken. Thus evaluation involves four main sub processes i.e. *gathering information, interpretation of information, making judgements and taking decisions*.

The extent of a child's learning needs to be comprehensive. We need a curriculum in which creativity, innovativeness and development of the whole being mark the growth of learners in addition to learning in the cognitive domain. Development of co-scholastic aspects of the personality such as *Life Skills, Attitudes and Values*, participation and achievement in Co-Curricular activities as well as *Health and Physical Education* need to be considered.

It is always desirable that while assigning grades in co-scholastic activities a team of two teachers including the class teacher should get together. A Record Keeping form has been given in Chapter 5.

Assessment in co-scholastic areas needs to be done systematically and methodologically.

It may include the following steps:

1. Identifying qualities.
2. Specifying behaviors/indicators of the concerned area/skill
3. Collection of evidence in respect of behavior/indicators through observation and other techniques.
4. Recording of the evidences.
5. Analysis of the recorded evidences.
6. Reporting or awarding grades. The analysis of records raised as a result of periodic observation is done to validate the attainment of the quality resulting into growth in the co-scholastic areas. The grades and descriptive indicators are assigned on the basis of the degree of attainment of a particular skill/behavior outcome.

Life Skills

Part 2 of the CCE card refers to Life Skills and Assessment of *Attitudes and Values*.

LIFE SKILLS are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are abilities that facilitate the physical, mental and emotional well-being of individuals (WHO)

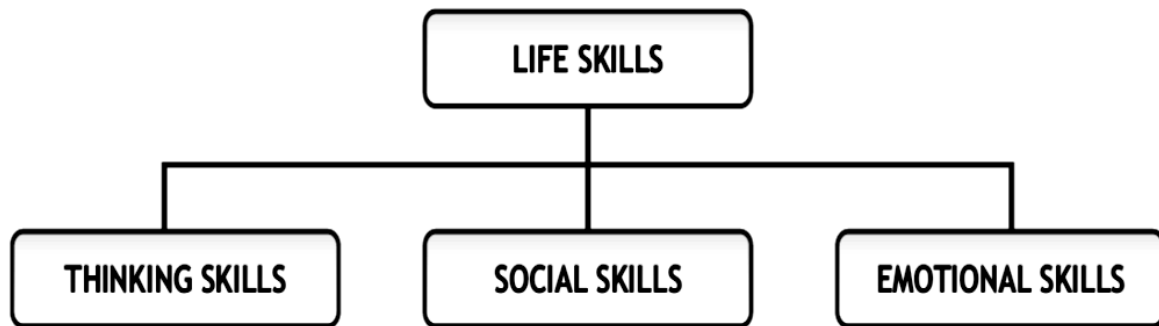
'Adaptive' means that a person is flexible in approach and is able to adjust to different circumstances.

'Positive behaviour' implies that a person is forward looking and finds a ray of hope, solution and opportunities even in difficult situations.

Life Skills are abilities that will help students to be successful in living a productive life. Learning and practising Life Skills help students to improve their personal and social qualities such as self esteem, compassion, respect, confidence etc.

What are the main components of Life Skills?

These ten Life Skills can be further segregated into three core groups as depicted below:



- | | | |
|-----------------------|-------------------------------|------------------------------|
| • Self Awareness | • Interpersonal relationships | • Managing Feelings/emotions |
| • Problem Solving | • Decision Making | • Communication Skills |
| • Dealing with Stress | • Creative Thinking | • Empathy |

Thinking Skills

These include decision-making, problem-solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions on others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

Social Skills

These include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category are negotiation/refusal skills and assertiveness skills that directly affect one's ability to manage conflict. Empathy, which is the ability to listen and understand other's needs, is also a key interpersonal skill. Team work and the ability to cooperate include expressing respect for those around us.

Emotional Skills

These refer to skills which help one to increase the internal locus of control, so that the individual believes that she/he can affect change and make a difference in the world.

The indicators of assessment of different skills under each core group are given below :

Skills Achievement	Aspects of Evaluation
<p>Life Skills</p> <p>Thinking Skills</p> <ul style="list-style-type: none"> • <i>Self Awareness,</i> • <i>Problem Solving,</i> • <i>Decision Making,</i> • <i>Critical Thinking,</i> • <i>Creative Thinking.</i> <p>Social Skills</p> <ul style="list-style-type: none"> • <i>Interpersonal relationships,</i> • <i>Effective Communication,</i> • <i>Empathy</i> <p>Emotional skills</p> <ul style="list-style-type: none"> • <i>Managing Feelings/ emotions,</i> • <i>Dealing with stress.</i> 	<p>Tools and Techniques of Evaluation</p> <ul style="list-style-type: none"> • Checklists • Observation • Anecdotal Record • Portfolios <p>Assessment to be done basically on three parameters with the help of Indicators of Assessment and Checklists</p> <ul style="list-style-type: none"> • Participation • Interest • Motivation <p>Indicators of Assessment</p> <p>Skill areas & Indicators of assessment</p> <p>Thinking skills Students demonstrates the ability to:</p> <ul style="list-style-type: none"> • be original, flexible and imaginative • raise questions, identify and analyze problems • implement a well- thought our decision and take responsibility • generate new ideas with fluency • elaborate/build on new ideas

Skills Achievement	Aspects of Evaluation										
	<p>Social Skills Students demonstrates the ability to :</p> <ul style="list-style-type: none"> • identify, verbalize and respond effectively to others' emotions in an empathetic manner • get along well with others • take criticism positively • listen actively • communicate using appropriate words, intonation and body language <p>Emotional Skills Students demonstrates the ability to :</p> <ul style="list-style-type: none"> • identify one's own strengths and weaknesses • be comfortable with one's own self and overcome weaknesses for positive self-concept • identify causes and effects of stress on oneself • develop and use multi-faceted strategies to deal with stress • ability to express and respond to emotions with an awareness of the consequences. <p>Grading Scale : The five-point grading scale is given below</p> <table border="0"> <tr> <td><i>Most</i> indicators in a skill</td> <td>A*</td> </tr> <tr> <td><i>Many</i> indicators in a skill</td> <td>A</td> </tr> <tr> <td><i>Some</i> indicators in a skill</td> <td>B</td> </tr> <tr> <td><i>Few</i> indicators in a skill</td> <td>C</td> </tr> <tr> <td><i>Very few</i> indicators in a skill</td> <td>D</td> </tr> </table>	<i>Most</i> indicators in a skill	A*	<i>Many</i> indicators in a skill	A	<i>Some</i> indicators in a skill	B	<i>Few</i> indicators in a skill	C	<i>Very few</i> indicators in a skill	D
<i>Most</i> indicators in a skill	A*										
<i>Many</i> indicators in a skill	A										
<i>Some</i> indicators in a skill	B										
<i>Few</i> indicators in a skill	C										
<i>Very few</i> indicators in a skill	D										

"Analytical thinking, critical-thinking, lateral thinking and problem solving are required in most occupations today"

Examination Reforms, NCF-2005, NCERT

Checklists for Life Skills

Life Skills can also be assessed by using appropriate checklists. Some checklists for assessing *Thinking-Skills*, *Social-Skills* and *Emotional Skills* are given below:

THINKING SKILLS - A CHECKLIST

- Does the student show creativity during class activities? Does she/he accept the challenge enthusiastically?
- Does he/she try to give new ideas or concepts and try to go beyond conditioned setups?
- Does he/she ask questions related to the set task?
- Does he/she create doubts by asking irrelevant things away from the task?
- Does he/she try to help others or motivate others during group activity?
- Does he/she try to volunteer for special assignments?
- Does he/she try different ways of doing a single activity?
- Does he/she like to think out of the box?
- Does he/she try to apply knowledge or skills in new situations?
- Does he/she think about all the possible options before starting a task?

SOCIAL SKILLS - A CHECKLIST

- Does he/she show patience during a group task for slow learners to complete their task?
- Does he/she try to help a classmate who is feeling low or who's unable to cope up the given work?
- Does he/she appreciate the ideas and qualities of others?
- Does he/she feel comfortable sharing his ideas with others?
- Does the child always like to be appreciated?
- Does he/she come and ask how to correct the mistakes the teacher pointed out in his work?
- Does the student maintain a comfortable level of eye contact?
- Does the student interrupt to tell his own stories/give his opinion/offers unasked advice?
- Does he/she try to break rules setup for the task by using rude language?
- Does he/she try to exhibit negative behavior and upset others?

EMOTIONAL SKILLS -A CHECKLIST

- During an activity/competition does the child often say, 'I'll never win, I'm just not a lucky person?'
- Does he/she choose an activity/task according to his ability during a group work?
- Does he/she scream at the classmates when he is angry or disturbed?
- Does he/she try to do the task again, if declared unsuccessful in the first attempt?
- Does he/she try to improve weaker areas by putting in regular practice?
- Does he/she try to take help of teacher/partner under difficult situations?
- Does he/she try to get secluded when under stress?
- Does he/she try to take up some healthy activity like reading, gardening or playing during stressful time?
- Does he/she become argumentative during discussions?
- Does he/she show disrespect to the system or discipline of the class/school?

Suggested Descriptive Indicators for Life Skills

Given below are examples of students who have been given grades and the descriptive indicators that a teacher might give them.

If *Rehan* gets an 'A+', *Reena* an 'A', *Rohan* a 'B+', *Leena* a 'B' and *Vijay* a 'C' in *Thinking Skills*, a teacher may use the following statements as Descriptive Indicators.

Name	Descriptive Indicators	Overall Grade & Why
Rehan	Rehan is <i>original, flexible, raises questions, takes responsibility, is fluent and builds</i> on new ideas. She has contributed to the school magazine.	A+ (Reflects Most Indicators)
Reena	Reena is <i>imaginative, can identify a problem</i> as well as <i>generate new ideas, she can take a decision</i> . She is also a part of the choir.	A (Reflects Many Indicators)
Rohan	Rohan is good as his thinking skills are reflected in his ability to be <i>flexible, raise questions and implement well thought out decisions</i> .	B+ (Reflects Some Indicators)
Leena	Leena is <i>imaginative, generates new ideas and builds</i> on them which is reflected in her ability to lead her group.	B (Reflects Few Indicators)
Vijay	Vijay <i>has ideas but needs to express them better and work on his fluency.</i>	C (Reflects Very Indicators)

Given below are *Indicators of Assessments for Attitudes and Values* as well as the corresponding rating scales. These can be used for writing the Descriptive Indicators.

Co-Scholastic areas

Part-2B Attitudes and Values

<i>ATTITUDES</i>	Techniques of Evaluation
<ul style="list-style-type: none"> • Towards Teachers • Towards school mates • Towards schools/ public property • Environment 	<ul style="list-style-type: none"> • Observation in day to day situation. <p>Tools of evaluation :</p> <ul style="list-style-type: none"> • Anecdotal Record Forms (recorded in register) • Three point grading scales for each item will all points defined. <p>Periodicity of Evaluation</p> <ul style="list-style-type: none"> • Continuous observations to be recorded in the Anecdotal Record Forms. • Consolidation of observations twice in an academic session for certification and reporting by a team of two teachers, one should be class teacher. • Coverage • All students to be rated on all items.

Attitudes And Values	Indicators of Assessment	Grading Scale A*, A, B
Towards teachers	<ul style="list-style-type: none"> • Shows respect and courtesy at all times inside and outside the classroom • Demonstrates attitudes that are positive and conducive to learning • Takes criticism in the right spirit • Respects and follows class teacher and school rules 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a Skill-B</p>
Towards school	<ul style="list-style-type: none"> • Shares a healthy rapport with peers/ mates • Is able to interact effectively with classmates • Is able to express/contribute ideas and opinions in a group • Is receptive to ideas and opinions of others in a group • Respects and is sensitive to differences among peers in - ability, religious beliefs, gender, culture etc. • Is kind and helpful • Is able to inspire members of the class or peer group 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a Skill-B</p>
Towards School Programmes	<ul style="list-style-type: none"> • Is punctual and regular in attending school programmes • Participates and volunteers often for school programmes • Delivers a job assigned effectively and responsibly • Displays a healthy school spirit • Displays leadership skills • Inspires others to participate in school programmes 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a Skill-B</p>

Attitudes And Values	Indicators of Assessment	Grading Scale A*, A, B
Towards Environment	<ul style="list-style-type: none"> • Respects school property • Aware of / sensitive to the threats posed to nature by mankind, shows responsibility towards the environment, is environmentally sensitive • Participates in school driven activities relating to care for the environment • Participates in community driven activities relating to care for the environment • Takes the initiative and plans activities directed towards the betterment of the environment • Cares for others, respect life, respect Mother Earth, love for one's own country. 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a Skill-B</p>

A student as a person is a composite individual replete with core values. It is these universal values that need to be strengthened within the school system and outside by teachers, parent and the community. These need to be carefully observed by the teacher and recorded for example whether a student is kind only to a friend or extends it to the other student in the corridor or other common spaces or the community

Attitudes And Values	Indicators of Assessment	Grading Scale A*, A, B
Value Systems	<ul style="list-style-type: none"> • Understands the need for rules and follows them • Honest and ethical exhibits Integrity • Has Self - respect • Polite, courteous to everyone • Exhibits leadership • Respects diversity (<i>culture, opinions, beliefs, abilities</i>), respects the opposite sex 	<p><i>Most</i> indicators in a Skill-A*</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a Skill-B</p>

Attitudes And Values	Indicators of Assessment	Grading Scale A*, A, B
	<ul style="list-style-type: none"> • Shows a kind , helpful and responsible behavior/attitude • Displays commitment and an open mind • Works efficiently, respects time, <i>his/ her own and others'</i> • Displays a positive attitude towards peers, adults and community; seeks and provides solutions. • Is a responsible member of the community, displays spirit of citizenship, is conscious of his responsibility towards the community specially the underprivileged members • Peace loving; Strives for conflict management in all stressful situations • Ability to find happiness within oneself 	

Examples

Given below are example statements or descriptive indicators incase of three students for attitudes towards teachers. These are merely suggestive and meant as an example only.

If the student displays most of the above mentioned characteristics then he/she should be awarded an A+. if they display many characteristics then they should be awarded an A. Any student with some/few characteristics should be awarded a B.

If *Sanya gets an A+*, *Sunil gets an A* and *Sandhya gets a B* in Attitudes towards teachers', this is what the profiles will look like.

"Attitudes are the
mind's paint brush"



Name	Descriptive Indicators	Overall Grade & Why
Sanya	<ul style="list-style-type: none"> Sanya <i>shows respect and courtesy to her teachers</i> at all times. She <i>demonstrates attitudes that are positive</i> and <i>takes criticism very well</i>, <i>reflects on them</i> and <i>attempts to make relevant changes.</i> 	A+ (Reflects <i>Most</i> Indicators)
Sunil	<ul style="list-style-type: none"> Sunil shows <i>respect and courtesy</i> to his teachers and follows all rules. He displays <i>a positive attitude</i> most of the time. 	A (Reflects <i>Many</i> Indicators)
Sandhya	<ul style="list-style-type: none"> Sandhya <i>follows all school rules</i> and shows respect for the teachers most of the time. 	B (Reflects <i>Some</i> Indicators)

One of the major objectives of school education is to prepare a student for life. This really means that a student must grow in several dimensions as they move from primary to secondary school. They should know how to take informed decisions as young adolescents about to step into a world. They need to develop and grow in their ability to interact with their peer-group, society and the community. They need to develop the ability to cope with change and flexibility to adopt a rapidly changing environment. Participation in *Creative, Scientific, Aesthetic skills, Performing arts, Eco Club and Health and Wellness Clubs* helps them to develop holistically. CCE Scheme at Classes IX & X proposes that every learner should be assessed for at least four activities, compulsorily two from Part 3(A) : and two from Part 3(B). The teacher needs to provide documentary evidence in case of the Co-Scholastic areas chosen by the student.

PART-3 CO-SCHOLASTIC AREAS

Participation and Achievement	Techniques and Tools of Evaluation
Literary & Creative Skills <ul style="list-style-type: none"> Debate Declamation Creative Writing Recitation Drawing Poster - Making 	Observation over a period of time Anecdotal Record Forms (recorded in register) Three point grading scales for each item will all points defined. Periodicity of Evaluation Continuous observations to be recorded in the Anecdotal Record Forms. Consolidation of observations twice in an academic session for

Participation and Achievement	Techniques and Tools of Evaluation
<ul style="list-style-type: none"> • Slogan Writing • On-the-Spot Painting • Theatre <p>Scientific Skills</p> <ul style="list-style-type: none"> • Science Club • Projects • Maths Club • Science Quiz • Science Exhibition • Olympiads <p>Aesthetic Skills</p> <ul style="list-style-type: none"> • Music Vocal • Instrumental • Dance • Drama • Craft • Sculpture • Puppetry • Folk Art forms 	<p>certification and reporting by a team of teachers, in addition to the class teacher.</p> <p>Coverage</p> <p>Every student will be required to choose any two activities from different Areas.</p>

Skill Area	Indicators of Assessment	Rating Scale A*, A, B
<p>Literary & Creative Skills</p>	<ul style="list-style-type: none"> • Participates actively in literary and creative creative skills activities at school/ inter school/state/ national /international levels 	<p><i>Most</i> indicators in a Skill-A+</p>
	<ul style="list-style-type: none"> • Takes the initiative to plan and drive various literary events like debates, recitation, book clubs etc. 	<p><i>Many</i> indicators in a skill-A</p>

Skill Area	Indicators of Assessment	Rating Scale A*, A, B
	<ul style="list-style-type: none"> • Is a member of the student council/school prefect etc. and helps/organize events in that capacity • Reads and shows a high degree of awareness • Is able to appreciate well written/spoken pieces in all genres (prose, poetry, plays) and all languages • Is able to explain why they enjoy a particular piece • Is able to express ideas/opinions creatively in different forms • Displays originality of ideas and opinions • Shows good collaborative skills and is able to work effectively in a group • Is able to inspire others and involve a large part of the school/ community in different events 	<p><i>Some</i> indicators in a Skill-B</p>
<p>Scientific skills</p>	<ul style="list-style-type: none"> • Participates actively in scientific activities at school/ inter-school/state/ national /international levels • Takes the initiative to plan and drive various science related events like quizzes, seminars, model-making etc. • Is a member of the student council/ school prefect etc. and helps organize events in that capacity • Reads, shows a high degree of awareness and is well informed • Is a keen observer and makes mature deductions 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>

Skill Area	Indicators of Assessment	Rating Scale A*, A, B
	<ul style="list-style-type: none"> • Displays good experimental skills and a practical knowledge of various everyday phenomena • Is able to apply Science in everyday context (<i>Eg; setting the stage lights for the school play</i>) • Shows good collaborative skills and is able to work effectively in a group • Is able to inspire others and involve a large part of the school/ community in different events • Displays a scientific temperament 	
Aesthetic Skills and Performing Arts	<ul style="list-style-type: none"> • Participates actively in activities that involve arts (<i>visual and performing</i>) at school/ inter school/ state/ national /international levels • Takes the initiative to plan and drive various creative events like plays, art competitions, mural painting, dances, music festivals etc. • Is a member of the student council/school prefect etc. and helps organize events in that capacity • Reads and shows a high degree of awareness • Is able to appreciate well written/spoken pieces in all genres (<i>prose, poetry, plays</i>) and all languages • Is able to explain why he/she enjoys a particular piece • Shows a keen interest and an aptitude towards a particular art form. • Is able to apply skills to performances/ art forms 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>

Skill Area	Indicators of Assessment	Rating Scale A*, A, B
	<ul style="list-style-type: none"> • Displays creative expression and a good presentation 	
Clubs (<i>Eco, Health and Wellness and others</i>)	<ul style="list-style-type: none"> • Participates actively in activities that involve clubs at school/ inter school/state/ national/ international levels, is an enthusiastic member of the Club • Takes the initiative to plan and drive various creative events like festivals, environment week, fund raisers, seminars, quizzes etc. • Is a member of the student council/school prefect etc. and helps organize events in that capacity • Reads and shows a high degree of awareness • Displays originality of ideas and the ability to see them through • Delivers assigned job effectively • Is able to inspire others of the school and the community to join 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>

Part-3 (B) Health and Physical Education

Participation and Achievement	Techniques and Tools of Evaluation
<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Sports/ Indigenous sports (Kho-Kho etc.) • NCC / NSS • Scouting and Guiding • Swimming • Gymnastics • Yoga • First Aid • Gardening/Shramdaan 	<p>Observation over a period of time</p> <p>Tools of evaluation :</p> <ul style="list-style-type: none"> • Anecdotal Record Forms (recorded in register) • <i>Three point grading scales</i> for each item will all points defined <p>Periodicity of Evaluation</p> <ul style="list-style-type: none"> • Continuous observations to be recorded in the Anecdotal Record Forms. • Consolidation of observations twice in an academic session for certification and reporting by a team of two teachers, one should be class teacher. • Coverage • All Students

Part 3 B	Descriptive Indicators	Grading scales A*, A, B
<p>Sports/indigenous games/Swimming/ Gymnastics</p>	<ul style="list-style-type: none"> • Displays an innate talent in an identified sport. • Demonstrates Endurance (<i>is able to perform a skill for a long period of time</i>) • Displays Strength (<i>ability to produce force</i>) • Is able to use his/her power to advantage (<i>ability to produce strength in the shortest possible time</i>). • Is able to move quickly (Speed) • Is agile and is able to change direction quickly during the game/match. 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>

Part 3 B	Descriptive Indicators	Grading scales A*, A, B
	<ul style="list-style-type: none"> • Shows Flexibility, Yoga, Gymnastics etc. • Demonstrates Nerve and is able to overcome fear Eg; Diving • Displays durability: <i>(The ability to withstand physical exercise over a long period of time. Eg; coaching for Soccer etc.)</i> • Shows good hand-eye coordination: <i>the ability to react quickly to sensory perception. (Eg; catching or fielding in cricket, passing or receiving in football, hockey.)</i> • Demonstrates an analytic aptitude: the ability to evaluate and react appropriately to strategic situations especially as a captain or key member in a team. • Demonstrates sportsmanship • Displays a healthy team spirit • Discipline on and off the field • Punctuality and regularity for practice etc. 	
NCC/NSS/Scouting and Guiding	<ul style="list-style-type: none"> • Shows an inclination to serve people less fortunate • Shows a keen involvement in the activity undertaken • Discharges tasks assigned effectively • Shows initiative in trying new ways to improve activities or add new ones • Displays leadership skills • Displays a high level of responsibility • Is an inspiration or is able to inspire other members of the school/community 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>

Part 3 B	Descriptive Indicators	Grading scales A*, A, B
	<ul style="list-style-type: none"> • Works well and effectively in groups • Demonstrates independence in thought and action • Is able to develop a good rapport with peers, supervisors and other adults 	
Swimming	<ul style="list-style-type: none"> • All characteristics as listed in sports above • Has undergone training/coaching • Has represented house/school/state/nation in swimming • Enjoys swimming • Is familiar with free style/back/butterfly/breast strokes /displaying a high/competitive level of skill • Is a skilled diver/able to dive • Follows all safety norms while swimming 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>
Gymnastics	<ul style="list-style-type: none"> • All characteristics as listed in sports above • Is undergoing / has undergone coaching in gymnastics • Has represented house/school/state/nation in Gymnastics • Is familiar with/displays high levels of skills in the sub disciplines of gymnastics (<i>floor exercises, parallel bars, roman rings</i>) etc. 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>
Yoga	<ul style="list-style-type: none"> • All skills as listed for sports above • Shows keenness and interest • Is able to relax completely during exercises 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>

Part 3 B	Descriptive Indicators	Grading scales A*, A, B
	<ul style="list-style-type: none"> • Sits comfortably in the correct steady, straight posture • Is able to regulate breathing/breathe correctly <p style="margin-left: 40px;"><i>In meditative Yoga (is able to let go of stream of thoughts, cultivate and apply helpful thoughts)</i></p> <ul style="list-style-type: none"> • Is able to remain undisturbed for a while • Allows all Yoga skills to work together 	
First aid	<ul style="list-style-type: none"> • Has undergone basic/higher level training • Shows an interest and an aptitude to administer First aid • Shows patience and the tenacity to handle difficult/unpleasant situations • Show commitment to her/his work • Has worked for a hospital as volunteer 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>
Gardening	<ul style="list-style-type: none"> • Shows keenness and interest in Gardening • Is aware of types of plants and the time of the year during which they are planted/ grow/flower • Is able to look after plants well • Understands the use of fertilizers/other chemicals in plant growth • Enjoys the activity • Is able to inspire others to join • Appreciates a good garden 	<p><i>Most</i> indicators in a Skill-A+</p> <p><i>Many</i> indicators in a skill-A</p> <p><i>Some</i> indicators in a skill- B</p>

FREQUENTLY ASKED QUESTIONS

(Source: CBSE)

Summative Assessment II for Class X Frequently Asked Questions (FAQs)

Q1 Who is eligible to appear for school conducted SA-II?

Ans Students of Senior Secondary Schools who do not wish to move out of the CBSE system.

Q2 Who is eligible to appear in the Board conducted SA-II?

Ans i. All the students of Secondary Schools; and
ii. Students of Senior Secondary Schools, if they wish to move out of the CBSE system.

Q3 If I intend to change my school after Class X but do not want to change the CBSE Board, do I need to sit for the Board conducted SA-II?

Ans If you are a student of a Secondary School, then you need to sit for Board conducted SA-II; if you are a student of a Senior Secondary School, then you need to sit for the School conducted SA-II only.

Q4 Will the certificates of those students who appear in School conducted SA-II and Board conducted SA-II be different?

Ans No, the certificate being issued by the Board to all the students passing out of the CBSE affiliated schools whether they have appeared in School conducted SA-II or Board conducted SA-II will be the same.

Q5 Will the syllabus for Board conducted SA-II cover the entire year (first and second term) and that for school conducted SA-II be for the second term only?

Ans No, the syllabus for both types of SA-II will be the same and it will be the one prescribed by the Board for the Second term only. This is available on the CBSE Website (www.cbse.nic.in).

Q6 Will the method of assessment between the Board conducted SA-II and School conducted SA-II will be different?

Ans No, both types of Answer Books will be assessed based on the Marking Scheme prepared by the Board. The assessment under Board Conducted SA-II will be done by the school teachers from outside the school, while that under School Conducted SA-II will be done by the school teachers of the same school.

Q7 If I have taken School conducted SA-II and I am transferred to a place where there are no CBSE affiliated school, will other Boards admit me in Class XI?

Ans As the certificate at the end of Class is going to be issued by the CBSE there should not be any problem for you in getting admission in Class XI, as there is equivalence between Class X of different Boards.

Q8 If I sit for Board conducted SA-II, will my certificate show Grades for only SA-II obtained by me and not Grades given to me by the School under CCE throughout the year?

Ans No, Board conducted SA-II will only be one part of the overall statement of assessment to be issued by the Board. The certificate will show the overall Grades obtained by you in Summative and Formative Assessments (SA and FA). SA consists of both the Summative Assessments and FA consists of all the four Formative Assessments.

Q9 How will a School know whether I am leaving the CBSE system or not? (Student Query)

Ans Schools are asking the Parents to give in writing about their intention to continue in the CBSE system or otherwise.

Q10 If I give in writing that I am leaving the CBSE system and after the end of Class X results I do not go outside the CBSE system or want to stay in the same school, will I be forced by the school to leave the CBSE system or my school?

Ans You are expected to make a conscious decision before giving in writing about your intention of going out of CBSE system. But having given in writing that you are going to leave the CBSE system, you may probably forego your priority in admission in Class XI in the same school. However, such cases would be dealt with on merit by the school as they have autonomy to decide and the CBSE has never micro managed schools as per past practice.

Q11 Some of the schools are liberal in giving marks while some of them are not. Will I not suffer on account of strict marking by my school?

Ans No student would suffer because of strict marking or benefit from lenient marking as the Marking Scheme for all Question Papers in all major subjects would be provided by the Board and teachers would be directed to adhere to the Marking Scheme in each subject. However, to avoid any such apprehension the Board is contemplating to undertake moderation of marks based on marks distribution of the students in the school as well as random verification by the CBSE of the assessment done by the school.

Q12 If I have given an Option that I will be appearing in Board conducted SA-II but afterwards, say, in 22nd Dec., 2010, I want to change my option to school conducted SA-II, and vice-versa, will I be eligible to do that?

Ans The Board expects you to make a conscious decision. However, for this year the Board will permit change of such options. All such requests, duly forwarded by the school, must be received in the Board's concerned Regional Office latest by 15th December, 2010.

