

Teacher's Ability in Continuous and Comprehensive Evaluation System

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Abstract: *The main purpose of CCE is quality education. That means continuous and comprehensive evaluation aims at the development of the child's intellectual, physical and mental abilities through various experiences gained in and outside the classroom. Evaluation is to be in such a way it should assess over-all performance of a child. It should be child-friendly and teacher-friendly. A teacher's role is very importance in Continuous Comprehensive Evaluation system. For that it is important to equip teachers with required skills and ability of evaluation well with the teaching-learning process.*

Keywords: Evaluation, Assessment, Continuous and comprehensive evaluation, teacher ability

1. Introduction

The goal of a country's education should be to create physically, mentally and intellectually strong students who can build a strong nation. It should also create entrepreneurs, scientists, innovators, artists, great thinkers and writers who lay the foundation for knowledge based economy rather than a low quality service provider nation.

In today's competitive world, assessment of students' achievement is changing because in-depth knowledge, critical and divergent thinking, decision making and positive approach are the need of the hour to survive successfully. The students need to acquire and constantly upgrade their knowledge as per needs of their working place. The process of schooling has to change to keep in pace with the skill requirements of the country.

To acquire such knowledge and skills, a positive change should be brought in public examination systems. In our system of examination, rote memory plays a major role. This is the biggest flaw in our system. Innovative assessment techniques that encourage skills such as creativity, research, problem solving, decision making, critical analysis must implemented at school and class room level. We therefore need to redefine the role of assessment in improving education.

2. Continuous and Comprehensive Evaluation

CCE is to provide valid and reliable measures of pupil growth and it should act as a powerful instrument for improving teaching-learning process. CCE, if effectively implemented lead school improvement. The term 'Continuous' implies pupil evaluation spread over the entire span of educational endeavour.

The term 'Comprehensive' implies that besides scholastic aspects, pupil evaluation needs to cover the non-scholastic aspects of personality which include interests, attitudes, personal and social qualities, proficiency in co-curricular activities, health of the pupil, etc. In technical terms, it means not only the cognitive but also the affective and psycho-motor domains of pupil growth should be covered in the evaluation.

The term 'Evaluation' is different from the term 'measurement', which is quantitative in nature. Evaluation is qualitative as well as quantitative. It aims at improving the level of achievement and proficiency through diagnosis and remediation and uses unconventional tools such as rating scales, check lists, inventories, observation schedules, etc., besides test.

Besides NPE, the National Curriculum Framework (NCF) 1988 recommended for interactive methodology in schools which involves continuous dialogue between teacher and pupils (group discussion, investigation, problem solving, etc.). It could provide conducive environment that could develop abstract cognitive skills.

Assessment is defined as the process of obtaining information that is used to make educational decisions about students, to give feedback to the students about his or her progress, strengths and weaknesses, to judge instructional effectiveness and curricular adequacy, and to inform policy. The various assessment techniques include but are not limited to, formal, informal observation, qualitative analysis of pupil performance and products, paper-pencil tests, oral questioning and analysis of student records. Thus assessment is the process of gathering information from a variety of sources that accurately reflect how well a student is achieving the curricular expectations in a subject. Assessment therefore needs to be used as a means of gathering evidences to meet the requirements of evaluation.

3. Teacher ability for Student Assessment

Teacher's ability for student assessment in class rooms are described in terms of the following assessment paradigms

3.1 Assessment ability prior to instruction

The main purpose of class room instruction is to help students achieve a set of intended learning goals. These goals should typically include desired changes in the intellectual, emotional and physical spheres. When class room instruction is viewed in this light, assessment becomes an integral part of the teaching learning process. At this phase, the teacher must be competent in placement assessment, that is to determine student performance at the

beginning of instruction. This assessment is concerned with the student's entry performance and typically focuses on the questions such as the following (a) Does the child possess the knowledge and skills needed to be begin the planned instruction? To what extent has the child already developed the understanding and skills that are the goals of the planned instruction? To what extent do the students interests, work habits and personality characteristics indicate that the one mode of instruction might be better than the other. ? To answer these questions require a variety of tasks and techniques like pretest on course objectives, record of past achievement, testing entry behaviour, and observational technique can be utilized. Based on the assessment gathered the teacher decides the goals of instruction. Well stated outcomes make clear the types of student performance that the teacher is willing to accept as evidence that instruction has been successful.

3.2 Assessment ability during Instruction

Relevant instruction takes place when course content and teaching methods are integrated into planned instructional activities designed to help students to achieve the intended learning outcome. During this instructional phase, assessment provides a means of monitoring learning progress and diagnosing learning difficulties. Thus, periodic assessment during instruction provides a type of feed back, enabling the designing of corrective procedures that aid in continuously adapting instruction to group and individual needs. That means assessment for learning and assessment as learning takes place during instruction. Assessment for learning involves increased levels of student autonomy. There is more emphasis towards giving of useful advice to the student and less emphasis on the giving of marks and the grading function. The teacher designs learning experiences and assessment with feed back to the students and assesses what has been learnt. Assessment as learning is more connected with diagnostic assessment and can be constructed with more of an emphasis on informing learning. Assessment as learning generates opportunities for self assessment and peer assessment. Students took an increased responsibility to generate quality information about their learning and that of others. The main feature of this type of assessment is that the teacher and learner co-construct learning and assessment. Assessment for learning and assessment as learning activities should be deeply embedded in teaching and learning and be the source of interactive feed back allowing students to adjust, rethink and re-learn. So the assessment competency required for teacher during instruction is to monitor the learning progress of the child based on the objectives, immediate feed back, diagnosis and remediation.

3.3 Assessment ability after appropriate instructional treatment

After providing appropriate instructional strategies, teacher collects evidence to judge what extent learning has been achieved. This is known as assessment of learning. Assessment of learning refers to strategies designed to confirm what students know to demonstrate, whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make

decisions about student's future programme or placements. It is designed to provide evidence of achievement to parents, other educators the students themselves and someone outside the group. Teachers have the responsibility of enabling the student to learn accurately and fairly, based on evidence obtained from a variety of contexts and applications. Effective assessment of learning requires that the teacher must be competent in the following aspects:

- Rationale for understanding a particular assessment of learning at a particular point of time.
- Clear descriptions of the intended learning
- Processes that make it possible for students to demonstrate their competence and skill
- A range of alternative mechanisms for assessing the same outcome.
- Transparent approaches to recording and interpretation of results
- Description of the assessment process before and during instruction to understand each student progress and to inform future instructional planning.
- Evaluating the effectiveness of instruction and curriculum
- Communicating strengths and weaknesses based on the assessments results to students, parents and guardians.

Teacher ability In Assessment of Students in the Continuous and Comprehensive Evaluation System

- 1) Teacher must have a thorough knowledge of the concept and objectives of continuous and comprehensive evaluation. Continuous and Comprehensive Evaluation (CCE) refers to a system of School based evaluation of students that covers all aspects of student's development.

The „Continuous“ aspect of CCE takes care of „continual“ and periodicity of evaluation. Continual means assessment of students in the beginning of instructions. (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation. Periodicity means assessment of performance done frequently at the end of unit / term (summative) using criterion – referenced tests and employing multiple techniques of evaluation.

he „comprehensive“ component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in scholastic as well as co-scholastic aspects of the pupils growth.

Scholastic aspect include curricular areas or subject specific areas, whereas co-scholastic aspects include Life skills, attitudes, values and co-curricular activities.

Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit or term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are purposefully remediated by giving interventions followed by retesting.

Assessment in co-scholastic is done using multiple

techniques on the basis of identified criteria, while assessment in life skills, attitudes, values and co-curricular activities is done by using behaviour indicators.

Teachers should be skilled in choosing assessment tasks, method, strategies, tools and techniques appropriate for continuous internal assessment and comprehensive assessment.

Skills in choosing appropriate, useful, administrative, convenient, technically adequate and fair assessment methods are pre requisite to good use of information to support instructional decisions. The teachers will know, each assessment approach they use and its appropriateness for making decisions about their pupils. Assessment options are diverse and include text and curriculum embedded questions, port folios, discussions, quiz programme, role playing, exhibitions, demonstrations, oral test, written test, performance test, practical work, peer and self assessment, group activity, observations, interviews, others opinion, student records, speech, drama criterion referenced test, norm referenced test, diagnostic test and performance task. One of the feature of CCE is performance assessment. Performance assessment provide a basis for teachers to evaluate both the effectiveness of the process or procedure used and the product resulting from performance of a task.

2) For assessing performance task, the important points to be noted are the following:

The teacher must :

- a) Focus on learning outcomes that require complex student performance select or develop tasks that represent both the content and the skills that are central to important learning outcomes.
- b) Minimize the dependence of task performance on skills that are irrelevant to the intended purpose of the assessment task.
- c) Provide the necessary scaffolding for students to be able to understand the task and what is expected.
- d) Construct task directions so that the student's task is clearly indicated. Use indicators for clearly observable and measurable behaviours.
- e) Clearly communicate performance expectations in terms of the scoring rubrics by which the performance will be judged. So the teacher should consider the above mentioned points while choosing performance tasks in and outside the class room.

3) Teachers should be skilled in recording assessment methods and techniques appropriate for instructional decisions. Classroom interactions (inside and outside) provides a wide range of opportunities to make observations of a child's behaviour and learning . Some of the observations are made on daily basis in an informal manner while teaching – learning is going on. Day to day observations are forgotten if not recorded. Still others are planned observations of children on activities given to them. This type of observation is planned with a purpose and is thus more formal in nature. To provide a more complete picture of the

child's learning and progress, the scope needs to be widened. Recording needs to include records of observations and comments on children's performance on assignments, ratings of what children do and how they behave and anecdotes or incidents of children's behavior towards others. For example, the teacher can keep a portfolio as a record of a child's work .

4) The teachers should be skilled in reporting and communicating feed back on assessment. The teacher must routinely report assessment results to students and to parents or guardians. Usually this is done through a report card. Report card should provide a profile of the child's progress over a specified period of time. If the results are not communicated effectively they may be misused or not used. To communicate effectively with others on matters of student assessment, the teacher must be able to use assessment terminology appropriately and must be able to articulate the meaning, limitations and implications of assessment results. On preparing a report the teacher needs to communicate and share the feed back with the child and parents. This aspect is important and needs to be done carefully and in a constructive and positive manner.

5) Teacher should be skilled in developing assessment methods appropriate for instructional decisions. CCE demands teachers to adopt a variety of tools and techniques. Most of the assessment methods and tools are not readily available. Teachers will be skilled in planning the collection of information that facilitates the decisions they will make. They will know and follow appropriate principles for developing and using assessment methods in their teaching, avoiding common pit falls in student assessment. The teacher will be efficient in selecting, developing and the techniques which are appropriate to the intent of the teacher's instruction.

The teacher must be skilled in developing valid pupil grading procedures. In CCE subjects related scholastic areas are interpreted in terms of indirect grading. That means converting marks into grades, usually criterion referenced grading. In the case of non-scholastic area, direct and norm referenced grading are followed

Teachers must have the conceptual and application skills in the grading system that he/ she follows. He/she must be able to devise, implement, and explain a procedure for developing grades composed of mark from various assignments, projects, class activities, quizzes, tests and other assessments that they may use.

4. Conclusion

The main objective of continuous and comprehensive evaluation is quality education. For developing quality education, teachers must be efficient in teaching as well as in assessment practices in and outside the class room. CCE has been fruitful in improving the evaluation skills of the teachers which is very important. The competence expected of them is be able to raise the standard of achievement in pupils by constant feedback, remediation and improvement of classroom instructional strategies based on the evaluation

results. Moreover comprehensive assessment of every aspect of changes in physical, emotional and intellectual spheres must be evaluated. This in turn results in the improvement of quality education. It is important to equip teachers with required skills and competencies of evaluation so that they will be able to integrate evaluation well with the teaching – learning process.

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