



# Continuous and Comprehensive Evaluation at Different Levels of School Education

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## Abstract:

*Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' growth and development. It is a developmental process of assessment which emphasizes on two-fold objectives. One is continuity in evaluation and another is assessment of broad-based learning and behavioural outcomes. The objectives of the present paper are; to study the concept of continues and comprehensive education in present scenario; to identify continues and comprehensive education at early childhood education, elementary education, secondary and higher secondary education; find out the threats to continues and comprehensive education; to give suggestions for implementing continues and comprehensive education.*

## 1. Introduction

Success in education is determined by the extent to which the learning objectives are realized. The progress towards attainment of objectives must be assessed and evaluated for otherwise, we will not know where we are going. One of the main purposes of evaluation at the school stage is to help the learners improve their achievement in scholastic areas and to develop Life Skills and attitudes with reference to the larger context and canvas of life. In NPE (1986) it has been emphasized that at the school level the evaluation should be formative or developmental in nature because at this stage child is in the formative stage of learning and thus the emphasis should be on improvement of learning. The objectives of the present paper are; to study the concept of continues and comprehensive education (CCE) in present scenario; to identify CCE at early childhood education, elementary education, secondary and higher secondary education; find out the threats to CCE; to give suggestions for implementing CCE.

## 2. Definition and concept

Continuous evaluation means regularity of assessment, frequency of unit testing, diagnosing of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation.

Comprehensive evaluation means both the scholastic and the co-scholastic aspects of the students' growth and development by the application of variety of tools and techniques. The assessment can take many forms but all of them should be as comprehensive and discreet as possible.

Continuous and comprehensive evaluation is a school-based strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. Continuous assessment occurs frequently during the school year and is a part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which

students need review and remediation and which pupils are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement.

### 3. Characteristics of CCE

1. Continuous
2. Informally
3. Periodically
4. Scholastics and co scholastics
5. Formative and summative
6. Diagnostics
7. Effective feedback
8. Motivation and self-esteem
9. Chance to improve
10. Build sociometry
11. Reduce stress
12. Multi dimensional experience

Since education is concerned with the total all-round development of the child, (physical, socio-emotional, intellectual etc.) all aspects of the child's development need to be assessed. At the moment we do not assess the whole child, but only his or her academic achievement in specific areas. We assess learners basically on examination results, we do not assess effort, performance, attitudes to learning, ability to practically apply what is learned in everyday situations, nor do we assess them on how creatively they use techniques or critically evaluate different theories. To make the process more comprehensive in nature, it is important that assessment of the child's learning be done in a whole range of situations and environments both in and out of the classroom. The assessment process also needs to be part of the way of providing information and feedback on the extent to which the school and teachers have been successful in realizing the expected outcomes of education. Learn and acquire desired skills related to different subject areas. Acquire a level of achievement in different subject areas in the requisite measure develop child's individual skills, interests, attitudes, and motivation understand and lead a healthy and a productive life.

### 4. Cooperative enterprise

CCE is cooperative enterprise because it includes pupil, teacher, principal, parent, and community. Pupil is the most important part of this because he/she must play in active role for assessment. Each child has a unique approach to acquiring knowledge, as learning extends beyond the classroom. They can achieve multi dimensional skills through CCE programme.

Principals and teachers are prime motivator for pupil who gives chance and provide facility for whole assessment systems. Teachers maintain a daily anecdotal record of each student and notice behavior patterns and assist him/her in the process of learning.

Parents are active partners with schools in realizing the true potential of their children. They also have full faith in quality and standards for assessment systems. CCE provides for regular interaction with parents through parent's teachers meetings they support the teachers in all programmes and activities of the school for balanced personality development of their ward. They also encourage and motivate their students to take active part in different activity. Community gives platform for achieving the goals of CCE.

### 5. Some empirical studies

Some researches and experiences regarding continuous and comprehensive evolution are as follow. USAID/Malawi and the Malawi Ministry of Education, Science, and Technology (MOEST) worked together toward the goal to improve teaching and learning in grade 3 by using the continuous

assessment model. They asked the USAID-funded Improving Educational Quality (IEQ) II team to develop a model of continuous assessment in the context of teacher development and to conduct a feasibility study in 21 primary schools in the Ntcheu district. The IEQ/Malawi team, based at the Malawi Institute of Education (MIE), wanted to move teachers away from the model of continuous testing, which generally tests fact recall rather than higher order thinking skills, and to center teachers on pedagogical methods that improve their teaching and pupil learning. MIE assessed 122 pupils in the Ntcheu district continuous assessment model and 603 pupils in the Mangochi and Balaka districts that did not participate in the continuous assessment model in March 2002, at the beginning of the school year, and in October 2002, at the end of the school year. Pupils in Ntcheu made larger gains than did pupils in the other districts. For example, pupils in Ntcheu were able to recognize an average of 14 common English words in March and 41 in October compared to an average nine words in February and 22 words in October for pupils in Mangochi and Balaka districts. Likewise, pupils in Ntcheu went from answering an average 43% of beginning math problems correctly to answering an average 63% correctly, an increase of 14 percentage points. During the same time, pupils in Mangochi and Balaka increased their correct math answers by only six percentage points.

Teachers in the Ntcheu district working with the continuous assessment model have transformed their bare classrooms to stimulating learning environments with math manipulative, sentence boards, rainbow charts, and other materials, and in some cases, pupils come to school early to spend time working with the objects. Parental and community involvement in the Ntcheu continuous assessment schools has increased. Nationwide effects of the continuous assessment model may soon be felt as policymakers are currently discussing the possibility of introducing the continuous assessment model into all of Malawi's primary schools through incorporation of continuous assessment into the primary school curriculum and into the teacher training colleges.

Archana Bhattacharjee and Nirmala Sarma have studied status of co-scholastic activities in the school programme of the elementary schools in Assam. A modest attempt was made in this study to see what is the status of co-scholastic activities in the school programme of the elementary schools of Jorhat district of Assam. The sample consisted of 50 elementary school from three educational blocks of the district. Primary data were collected through interview schedules, observations recorded in the investigator's diary, focused group discussions with the respondent teachers of the sample schools and interview with various school functionaries. Secondary data was collected from half-yearly evaluation sheets from different educational blocks. The study revealed that co-scholastic activities have not earned a proper place in the school routine. The teachers did not have any kind of formal training to handle the co scholastic activities. There was also no evaluation of these activities either half yearly or annually. Co scholastic part of the curriculum was totally ignored in the school programme.

Manjula P Rao and Purushottam Rao studied the evaluation practices of primary school teachers in Dharmapuri district of Tamil Nadu. It was found that continuous assessment was not followed systematically. No uniform model of recording the assessment was followed anywhere. The teachers were found to be recording mechanically by simply putting (√) against each student to satisfy the supervising and inspecting authorities. There was no record of the kind of assessment that was planned and carried out to ensure the continuous assessment being implemented. No question paper or the lesson plan having competency-based assessment questions was available. Student' learning difficulties were not identified, and consequently remedial instruction was not provided. The sample progress cards which were analyzed revealed that the students' achievement on the quarterly and mid terms exams were only reported ignoring reporting of continuous assessment of the competencies in various subjects and the assessment of co-scholastic areas.

Scenario of evaluation practices in school's Certain empirical studies conducted at Regional level in schools (Rao Manjula, 1998; 2001; 2002) and other studies reported reveal the following:

- Evaluation practices carried out in schools are still conventional in their nature and purposes.

- Continuous assessment is not followed systematically in those schools where teachers are trained in in-service programmes.
- Competencies are not assessed through planned procedures of evaluation.
- Assessment of wrong things or the same range of things too often is carried out. One does not get a fair and realistic picture of what students have actually mastered.
- Undue reliance on recall is found, rather than enabling the students to transfer and apply what they have learnt to different concepts and problems.
- Formative feedback is not provided. Learning difficulties are not identified.
- The personal and social qualities are totally ignored due to lack of awareness of what to be evaluated and how to evaluate.
- Remedial instruction is not provided.

### 6. Political Economy of Continuous and Comprehensive Evaluation

The National Policy on Education (NPE 1986), which states that "Comprehensive and Continuous Evaluation should incorporate both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time." The NCF 2005 envisions 'a vastly different system built upon entirely new foundations that would make the teacher the primary evaluator of her students. It also recommends that a school-based continuous and comprehensive evaluation system be established in order to (i) reduce stress on children, (ii) make evaluation comprehensive and regular, (iii) provide space for the teacher for creative teaching, (iv) provide a tool for diagnosis and for producing learners with greater skills. The Comprehensive and Continuous Evaluation scheme should be simple, flexible, and implementable in any type of school from the elite one to a school located in rural or tribal areas. Examination Reforms is an important component of NCF to reduce psychological pressure, particularly on children in class X and XII. Continuous and Comprehensive Evaluation in schools is one of the provisions attributed in the Right of Children to Free and Compulsory Education Act 2009. The said act mandates the practice of Comprehensive and Continuous Evaluation. The RTE Act (2009) ensures building up child's knowledge, potential and talent; learning through activities, exploration, and discovery in a child friendly and child-centered manner; making the child free from fear, trauma and anxiety and helping the child to express views freely; comprehensive and continuous evaluation of the child's understanding of knowledge and his or her ability to apply the same.

### 7. Continuous and comprehensive evaluation at different levels of education

The following table describes the continuous and comprehensive evaluation with context to psychological theories at different level of education.

**Table 1: CCE at Different levels of school Education with context to psychological theories**

Level of Education	Piaget' cognitive theory	Kohlberg's stages of moral development	Psychosocial development – Erikson	CCE activity and Evaluation pattern
<b>Early childhood education</b>	Preoperational stage- Ability to form mental images to represent earlier experiences	Pre conventional Reasoning- The ethics of egocentricity. Young children don't	Initiative verses guilt – The development of a sense of initiative	Joyful activity, Non formal evaluation, check list
<b>Primary education</b>	Concrete operational stage- Classifies according to categories and subcategories. Ability to think logically.	comprehend the rules set down by others. The consequences of act determine if it's good or bad.	Industry verses inferiority- Children are not encouraged to develop a	Classroom activity, paper pencil test, diagnostic test, criterion reference test Observation, oral conversation, rating scale,

			sense of industry.	checklist
<b>Upper Primary education</b>				Assignment and project work, diagnostic test, criterion reference test, Observation, oral conversation, rating scale, check list, self and peer evaluation, grading system
<b>Secondary school education</b>	Formal operations- To employ logical thoughts to solve abstract problems. Use retrieved knowledge in combinations in other situation.	Conventional ethics- The ethics of others. Moral decision considering social appropriateness. Looks to codified laws, rules and regulations for making moral decision.	Identity verses role confusion – Confused about identity and role in society. Experiment with new ideas and relationship. Not sure about their attitudes, belief and values	Assignment and project work, diagnostic test, criterion reference test, Semester system, cumulative record card, self appraisal, peer evaluation
<b>Higher secondary school education</b>				Tutorials, criterion reference test Aptitude test, semester system, credit system, grading system

### 8. Early Childhood Education

At this stage, according to Piaget, with advanced language development and imagination, children engage in symbolic and pretend play. It is preoperational stage. At the pre-primary stage the child learns through joyful activities. And, therefore, there must not be any formal evaluation. Even the remedial measures may be made to appear as a part of the learning process without making children conscious of it.

### 9. Primary education stage

The students of Classes I and II are at a formative stage where the pace of learning and personality development are quite fast. Therefore, Evaluation at this stage has formative in nature with adequate emphasis on both continuity and comprehensiveness. Observations and oral techniques should be implemented based on their participation in classroom activities. These processes should workout without any formal instruction to the students.

In Classes III to V, there is a slight shift in evaluation. The children at that time aware when they are being tested. So, the evaluation method is now in formal. Observation and oral techniques should be used; paper and pencil tests should be part of the evaluation. The diagnostic tests can be used for identifying hard spots of learning and organizing remedial measures. Criterion-referenced tests can be used periodically for assessing the acquisition of competencies to the level of mastery. Evaluation of co-scholastic attributes should be carried out continuously using observation and rating scales and reported once in three months. Student portfolios used meticulously prepared for maintaining cumulative record of students' progress both in scholastic and co-scholastic areas. The performance of the students had indicated using three-point absolute grading in respect of scholastic areas and three-point direct grading in respect of co-scholastic attributes.

### **10. Upper Primary education Stage**

Erikson believed that during this stage, children attempted to achieve mastery I whatever they do. Students' evaluation at this stage will undergo some changes in view of their increased maturity level. Apart from the oral and written tests, assignments and project work can also be used for the purpose. Continuous and comprehensive evaluation may also continue with special focus on diagnosis and remediation for weak students and enrichment for the brighter ones. Criterion-referenced tests will be employed periodically for ensuring the acquisition of competencies up to the mastery level in different curricular areas. The evaluation of co-scholastic attributes will be carried out continuously using observation, rating scale and check-lists and will be reported quarterly. Self-evaluation by students and peer evaluation may also form part of the total evaluation procedure. At this stage, the five-point absolute grading will be used for indicating students' achievement level in scholastic areas and the three-point direct grading in co-scholastic areas.

### **11. Secondary school Stage**

One special feature of evaluation at this stage will be that no student will be declared pass or fail. Courses will be modularised for the purpose of organising them into four semesters. The evaluation will be predominantly school-based using the continuous and comprehensive evaluation mode with special emphasis on diagnosis and remediation aiming at ensuring the mastery level. Students' achievement in different subject areas will continue to be assessed periodically by employing criterion-referenced tests. The performance of students will be graded on a nine-point scale using absolute grading. Attributes pertaining to the co-scholastic areas will be assessed through observation, check-lists and rating scales and will be reported using a five-point direct grading. Cumulative record cards for individual students will be maintained indicating their performance assessed through various tests, rating scales etc. The portfolios of individual students will also contain their self-appraisal and peer evaluation besides their cumulative report cards.

The Board of Secondary Education, Assam had introduced it in 1998 in the secondary schools. A circular was sent to all secondary schools, but it was not practiced in real sense. In teacher education curriculum for both elementary and secondary stages of school education, the concept is dealt with only theoretically. The sample teachers of this investigation were found to be unaware of this concept. One major cause of this situation is that no formal training had been imparted to the concerned teachers to handle these activities as a part of the school curriculum.

### **12. Higher Secondary school Stage**

The evaluation processes will be increased in order to prepare students well not only for tertiary education but also for life. The courses will be organised in four semesters but will be based on the credit system. The first three semester examinations will be the responsibility of the school while the fourth semester examination will be conducted by the board. The system so designed will provide for flexibility and thus enable the students to earn credits at their own pace. Tutorials will also be introduced at this stage and given proper place in the final evaluation scheme. Schools will continue to focus on the mastery level learning through criterion-referenced testing whereas the board will focus on norm-referenced testing. The performance of students in school-based examinations will be graded on a nine-point scale using absolute grading and grading by directly converting marks into grades. However, the boards may use nine-point grading on the curve for the purposes of classifying the students in public examination. The assessment of co-scholastic areas will be carried out by the school using five-point direct grading which will be recorded semester wise. The grades for scholastic and co-scholastic areas for the third semester and grades only for co-scholastic areas for the fourth semester will be conveyed by the schools to the boards for the purpose of showing them on to the transcript. The system will provide for opportunities to improve upon the grades to those who wish to do so.

### **13. Threats to continuous and comprehensive evaluation**

CCE requires all teachers be trained and adhere to the same assessment methods. However, the system is liable to suffer from many inconsistencies. Teachers are charged with assessing cognitive abilities as well as health habits, work habits, cleanliness, and cooperation. While a general standard of health habits and cleanliness, for example, may be assumed, the truth is such personal standards can be surprisingly subjective. Training teachers in assessing these values may not provide any more consistent results than standardized testing. CCE is aimed at grooming students academically as well as shaping their attitudes, beliefs, and values. The potential for prejudice against minority groups or sectarian religious groups is a great risk in a system based on teacher-only assessment. Standardized tests allow students whose grades may be negatively influenced by teacher prejudice to prove their capability outside of the classroom.

#### **At student level**

- 1.Extra activity
- 2.Give attention both side scholastic and co scholastic

#### **At teacher level**

- 3.Lack of knowledge and skills
- 4.Lack of facilities and time
- 5.Expectations of the Head teachers and the colleagues to complete the syllabus in time
- 6.The social requirement of information
- 7.External accountability
- 8.In service programmes
- 9.Overburden work
- 10.Favoritism and malpractice

#### **At principal level**

- 11.Lack of guidance from state authority
- 12.Lack of fund
- 13.Lack of physical structure
- 14.Responsible for whole system
- 15.Difficulty for manage coordination

#### **At parents and community level**

- 16.Require more attention for child
- 17.Economical burden
- 18.Time consuming
- 19.Provide facility to child and school

### **14. Implementing continuous and comprehensive evaluation**

CCE requires teachers to spend more time evaluating individual students. While the advantages of this include a broader view of the child's progress and more interaction with the child's parents, it can put additional strain on teachers that negatively influences their ability to assess students. Student conferences are more frequent under this system, requiring teachers to add more hours to their work day. This disadvantage can easily be remedied if parents avail themselves for conferences with the teacher during school hours and if classroom sizes are limited.

- Careful examination of the course, and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance.
- Knowledge and ability to construct assessment tools that are criterion based appropriate for assessing the competencies.
- Careful planning of the competency-based teaching procedures. There should be congruence between teaching and assessment without which assessment would become distorted.
- Comprehensive evaluation of competencies as well as personality traits and attitudes.
- The maintenance of records.

- Requirement of knowledge and skills of evaluation, commitment, and assistance to provide remedial teaching on part of the teacher.
- Improved academic and technical infrastructure
- Human resources / skilled manpower
- Avoid misinterpretation to community, child, and authority
- Moral responsibility
- Balance with syllabus and other activity

## 15. Conclusion

It is a very well-known fact that usually evaluation is done to measure the knowledge and understanding outcomes. The evaluation of skills and higher mental abilities are neglected to a great extent. The evaluation of non- cognitive aspects like attitudes, appreciation, interests, personal and social qualities of students are seldom carried out. The report of Minimum levels of learning and the national curriculum frame work of school education have specified certain personal and social qualities that need to be developed in children. They stress the point that the evaluation should be comprehensive in nature, where in all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed. The comprehensive evaluation should involve the summative assessment of cognitive abilities, as well as the assessment of health habits, work habits, cleanliness, cooperation, and other social and personal qualities through simple and manageable means of tools. The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency, and accountability. Continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. This is required because different specific areas of pupil growth need different types of evaluation through certain techniques. The teacher must select the most appropriate technique for a situation and develop the necessary tools for the same, and decide upon the periodicity and timing of evaluation.

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