



CBSE NEP Webinar Series 2021-22

Assessment Reforms with special reference to
CBSE scheme for 2021-22

Date: 6th Aug 2021



Mandate of NEP 2020

Vision



Ensuring that the primary purpose of assessment is to promote learning and development of students.



Focus on regular formative assessment for learning rather than summative assessment that encourages today's 'coaching culture'.



Shift from testing rote memorization skills to competency based and testing higher order skills such as analysis, critical thinking and conceptual clarity.



Enabling assessment to help the school system to continuously revisit teaching learning processes to optimize learning and development of all students.

Specific Recommendations - NEP 2020



Continuation of Board Exams for Grades 10 and 12.



Board exams to be redesigned with a view to reduce academic stress and pressure



Board exams to test primarily core capacities/competencies rather than content memorization



Focus on holistic learning/development rather than narrow bands of content /material



Assessments in CBSE

Reforming Assessment/ Examination Practices for the Changing Context

- In the year 2019-20, the Board strengthened the year-end examination by increasing proportion of objective type of questions, providing candidates an opportunity to exercise more choice of questions, reducing subjective questions, add the inclusion of case based question.
- In the year 2020-21 saw the inclusion of new formats of questions in class XII also
- In the year 2021-22, the Board further increased the proportion of competency based questions to 30% in class X and 20% in class XII

Academic Session 2020-21

- Almost all CBSE schools functioned in a virtual mode for most part of the academic session of 2020-21.
- Cancellation of Board examinations for the year 2021
- This, in turn, also necessitated deliberations over alternative ways to look at the learning objectives as well as the conduct of the Board Examinations for the academic session 2021-22 in case the situation remains unfeasible.

Consultative Process

- ❑ CBSE stakeholder consultations with schools
- ❑ CBSE survey (2020 and 2021)
- All pointed to major challenges of differential availability of electronic gadgets, connectivity, limited effectiveness of online teaching and other socio-economic problems.
- In view of the above and in line with the Board's continued focus on assessing stipulated learning outcomes by making the examinations competencies and core concepts based, student-centric, transparent, technology-driven, and having advance provision of alternatives for different future scenarios, a special scheme has been implemented for the Academic Session for Class X and Class XII 2021-22 vide Circular No: Acad-51/2021 dated 5th July 2021

General Guidelines: AY 2021-22

- Academic session divided into **2 Terms** with approximately 50% syllabus in each term
Term I and II examinations
- Term I would be MCQ based 90 minutes paper and Term II a 120 minutes paper with questions of different formats
- The syllabus for the Board examination 2021-22 rationalized similar to that of the last academic session.
- Guidelines to make Internal Assessment/ Practical/ Project work more credible and valid.

Circular No Acad 51/ 2021 dated 5th july 2021

General Guidelines for test design - Term 1

- Core competencies that are basic and fundamental to a given subject to be tested in the paper.
- Only such content/ competencies to be assessed that can be justifiably tested through a written MCQ test.
- MCQs would be framed based on quality parameters (e.g. clear and unambiguous item stem, plausible distractors, high quality and relevant stimulus and items devoid of any bias).

Specific Guidelines for test design - Term 1

- Exam Duration to be 90 minutes
- 20-25% additional questions to be given in each section, for learners to exercise their choice
- The choices offered in the paper not internal choices and to be provided at the section level. That implies that each section starts on a fresh page with clearly stated statements regarding the choices students have in the section.
- 20% case-based questions to be incorporated for class X and 10% for class XII (in languages, as per the design mentioned in the curriculum)

Assessment Framework

I. Science, Math and Social Science

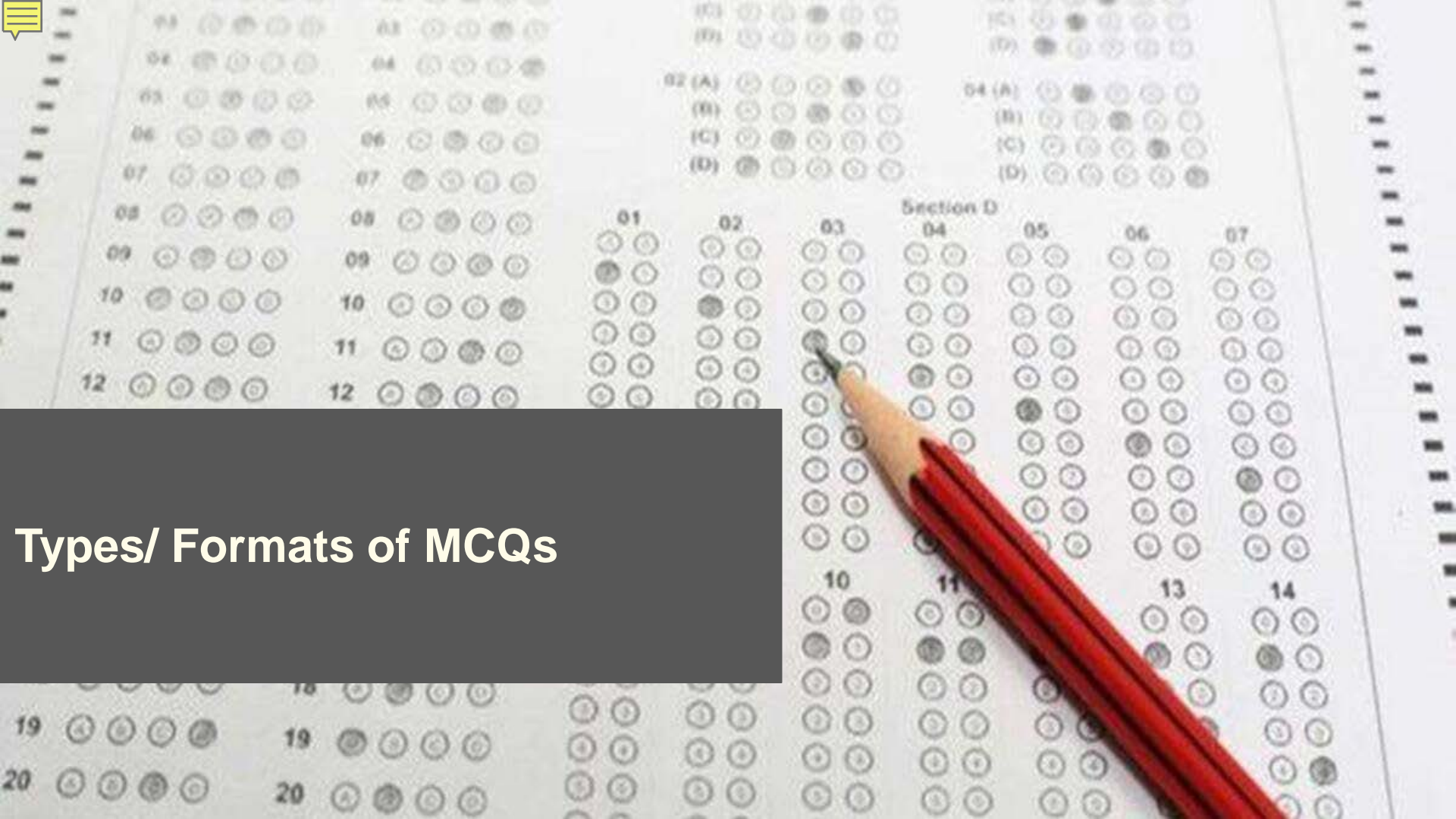
Cognitive Domains	Assessment objective	Thinking process	Weightage
Knowing	Demonstrate knowledge and understanding of scientific/mathematical/social science facts, ideas, techniques, laws and procedures.	<ul style="list-style-type: none">Recall/ recognizeDescribeProvide examples Identifies Lists/sequences	50% Easy-30% Medium-10% Difficult- 10%
Applying	Apply knowledge and understanding of scientific/mathematical/social science facts, ideas, techniques, laws and procedures to classroom and real-world situations.	<ul style="list-style-type: none">Compare/ Contrast/ ClassifyRelateUse ModelsInterpret InformationExplain	30% Easy-10% Medium-10% Difficult-10%
Reasoning	Analyze and evaluate scientific/mathematical/historical, geographical, political or economic information and ideas to interpret patterns and relationships and make judgements to draw conclusions.	<ul style="list-style-type: none">AnalyseSynthesizeFormulate Questions/ Hypothesize/ PredictDesign investigationsDraw conclusionsGeneralize	20% Easy-0% Medium-10% Difficult-10%

II. Languages

Cognitive level Content domain	Access & Retrieve	Integrate & Interpret	Reflect & Evaluate
Assessment Objectives	Ability to locate information from a given textual material/recall key events, happening from literary texts, rules of grammar and writing	ability to demonstrate comprehension of unseen passages, understanding of literary texts and application of principles of grammar and writing	ability to infer, reflect and evaluate unseen passages, literary texts, point out errors in communication etc.
Reading: Unseen passage			
Reading: Literature Textbooks			
Grammar			
Total	50% Easy-30% Medium-10% Difficult- 10%	30% Easy-10% Medium-10% Difficult-10%	20% Easy-0% Medium-10% Difficult-10%



Types/ Formats of MCQs



Term I- MCQ based pen-paper Examination



All MCQ would have 4 options



No negative marking

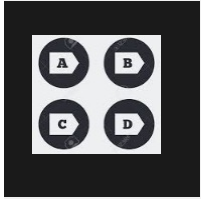


- *Option/ choices*
- *But within sections*



Evaluation of the first attempted number of questions

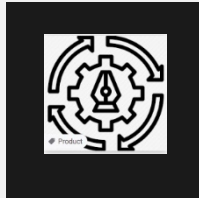
Possible Types of MCQ



Simple MCQ



Complex MCQ



Assertion-Reasoning



I. **Simple Multiple choice item with one item stem and 4 options**

Example 1:

Which of the following would cause acid rain to be acidic?

- A** Smoke
- B** Dust particles
- C** Lead compounds
- D** Sulphur dioxide



I. **Simple Multiple choice item with one item stem and 4 options**

Example 2:

A pendulum consists of a sphere hanging from a string. What will happen to the period of the pendulum if the mass of the sphere is doubled? (Assume that the effects of air friction and the mass of the string are negligible, and that the sphere traces an arc of 20° in a plane as it swings.)

- A. It will increase.
- B. It will decrease
- C. It will remain unchanged.
- D. More information is needed to determine what will happen.



I. **Simple Multiple choice item with one item stem and 4 options**

Example 3:

Which of the following best describe the main function of the alveoli in the lungs?

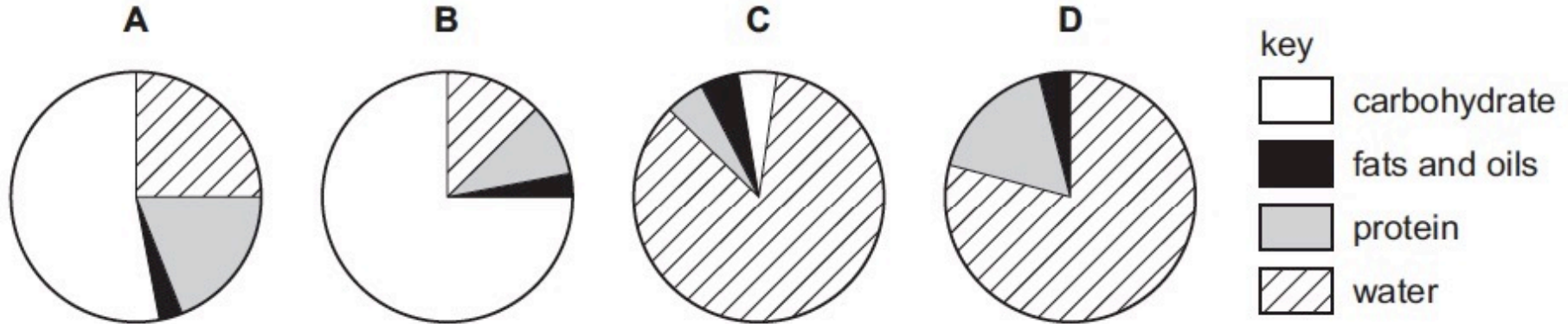
- A** To provide a large surface area for gaseous exchange
- B** To provide an adequate supply of mucus
- C** To ensure that the lungs do not collapse
- D** To make the lungs elastic

Science

Example 4

12 The pie charts show the composition of 100 g of four different foods.

Which food provides the most energy?





II. Complex Multiple choice items with one or more of the given formats

Complex MCQs may again be of various formats

A. Multiple Selection type

Example 5:

Which of the following is a characteristic of a virus?

- i. It can cause disease.
- ii. It can reproduce by itself.
- iii. It is composed of large living cells.
- iv. It lives in plant and animal cells.

Choose the correct answer from the options given below.

- A. i and ii only
- B. ii and iii only
- C. i and iv only**
- D. i, ii and iii

B. Sequencing/ordering type

Example 6:

Which of the following route is taken by a pollen tube after pollination of the flower?

- A Ovule → style → stigma
- B Style → ovule → stigma
- C Stigma → style → ovule
- D Stigma → filament → ovule

C. Assertion/reasoning type or True/False type

Example 7:

Given below are two statements labeled as Assertion (A) and reason (R)

Assertion (A): Appendix is a vestigial organ in human body

Reason (R): It does not participate in digestion

Select the most appropriate answer from the options given below:

1. Both A and R are true and R is the correct explanation of A.
2. Both A and R are true but R is not the correct explanation of A.
3. A is true but R is false.
4. A is false but R is true.

Case based multiple choice questions with one context and linked items based on the case/context

Thank You

Why Guidelines for Internal Assessment?

- Give specifics and details of components of Internal Assessment/ Project etc
- Clear guidelines of what can be done, when and how
- Structure, flow, schedule, sample activities and suggestive rubrics and details of term-wise assessment are delineated
- Make IA more reliable and valid.

A

Guidelines for Subjects with Project Work of 20 marks

(Sociology, History, Legal Studies, Political Science,
Economics, Business Studies, Accountancy)



One Project to be done
throughout the session, as
per the existing scheme



Initiate action, Deep probe,
reflection on the skills acquired
during class 11 and 12

Apply theoretical constructs
and arguments to the world
around you

Take up an independent and
extended piece of work



follow up aspects in which
learners have interest

develop communication
skills to argue logically

Teacher's Role

The teacher plays a critical role in developing thinking skills of the learners.
A teacher should:



01

Map learning outcomes to be achieved through the project and share the same with learners

(http://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf)

02

Help each learner select the topic after detailed discussions and deliberations of the topic

03

Play the role of a facilitator to support and monitor the project work of the learner through periodic discussions



04

Guide the research work in terms of sources for the relevant data

05

Ensure that students understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same

06

Ensure that the students are able to derive a conclusion from the content, cite the limitations faced during the research and give appropriate references used in doing the research work



07

Educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work

08

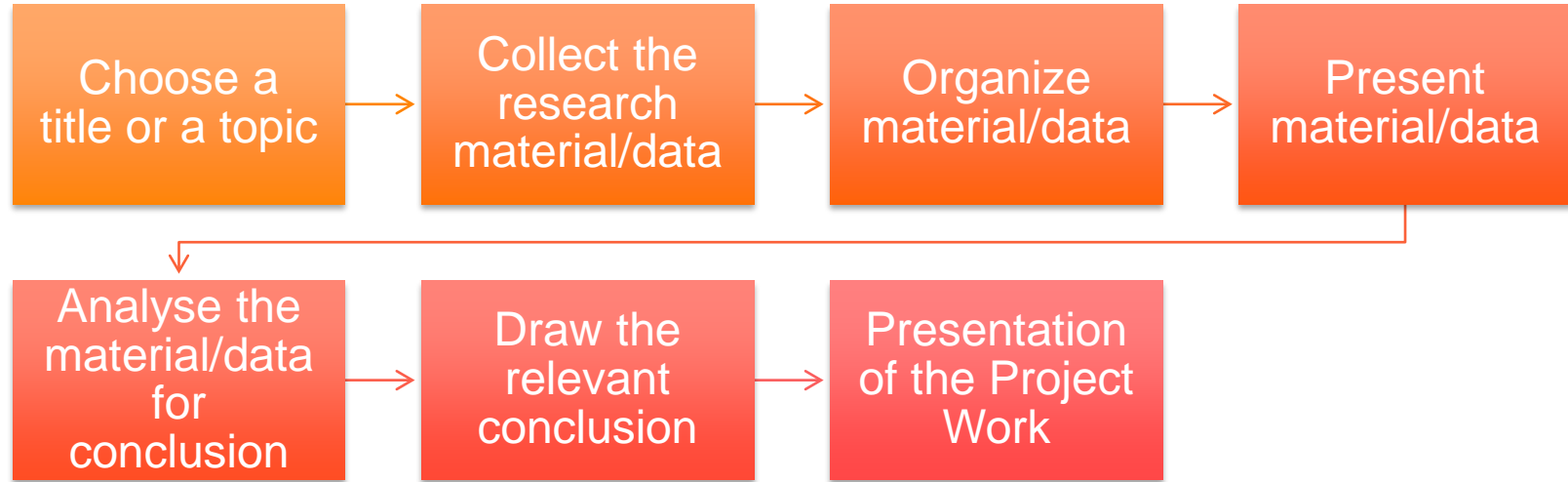
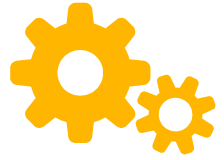
Prepare the learner for the presentation of the project work

09

Arrange a presentation of the project file

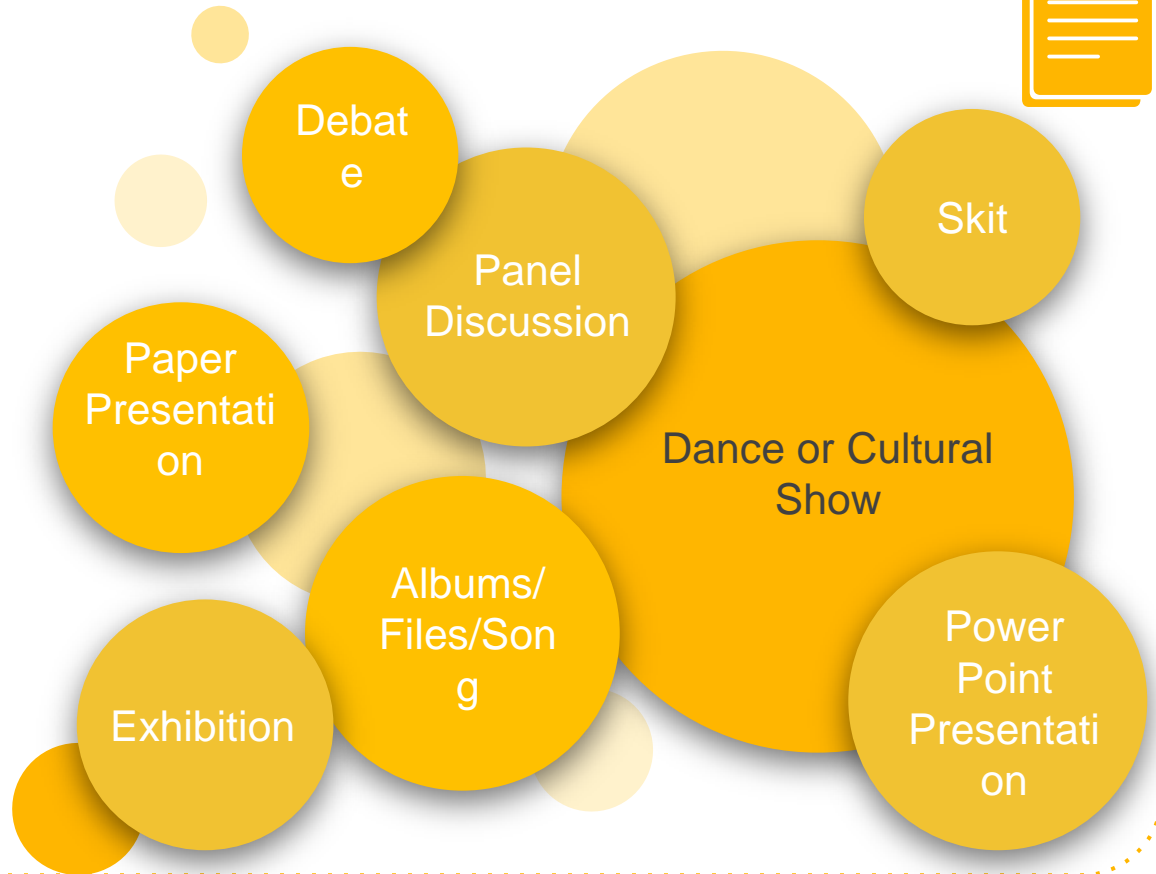
Steps involved in the conduct of the Project

Students may work upon the following lines as a suggested:



Presentation of Project Work

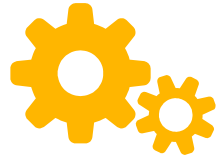
Any of these activities which are suitable can be performed as per the choice of the student. Visually impaired/differently-abled candidates can also take up any of these activities suitably.



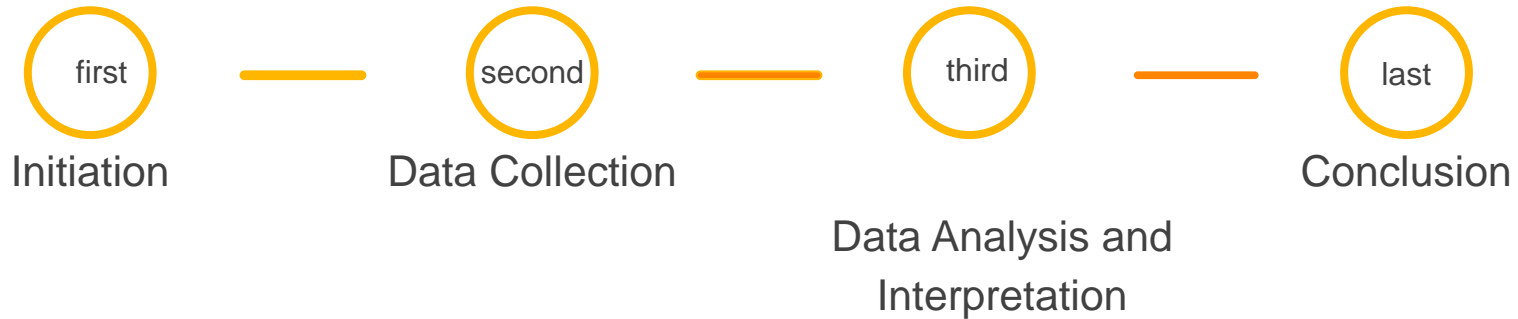
EXPECTED CHECKLIST FOR THE PROJECT WORK

- | | |
|---|--|
| ✓ | Introduction of topic/title |
| ✓ | Identifying the causes, events, consequences and/or remedies |
| ✓ | Various stakeholders and effect on each of them |
| ✓ | Advantages and disadvantages of situations or issues identified |
| ✓ | Short-term and long-term implications of strategies suggested in the course of research |
| ✓ | Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file |
| ✓ | Presentation and writing that is succinct and coherent in project file |
| ✓ | Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc. |

Term Wise Assessment of the Project Work



Project work has broadly the following phases:



- The aspects of the project work to be covered by students can be assessed during the two terms.
- 20 marks assigned for Project Work can be divided into two terms in the following manner:



Term I: Project Work:10 Marks

Month	Periodic Work	Assessment Rubrics	Marks
1-3 July- September	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and Objective of the Study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Key Words, Methodology, Questionnaire, Data Collection.	5
4-5 October- November	Planning and organisation: forming an action plan, feasibility or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
	Mid-term Assessment by internal examiner		



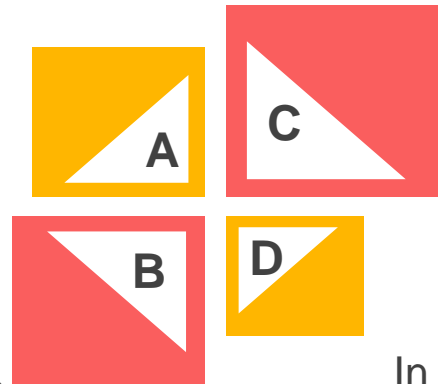
Term II: Project Work:10 Marks

Month	Periodic Work	Assessment Rubrics	Marks
6-7 December- January	Content/data analysis and interpretation.	Content analysis and its relevance in the current scenario.	5
	Conclusion, Limitations, Suggestions, Bibliography, Annexures and Overall Presentation of the project.	Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	
8 January/ February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	5
Total			10

Viva Voce



At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.



Questions should be asked from the Research Work/ Project File of the learner.

The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.

In case of any doubt, authenticity should be checked and verified.

B

Guidelines for Assessment in Listening and Speaking Skills (ALS)



- ALS must be seen as an integrated component of **all four language skills** rather than a compartment of two.
- Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, **emphasis** will be given to **speaking and listening**, since reading and writing are already being assessed in the written exam.



LISTENING SKILLS

- The focus is to use the assessment of Listening Skills for improving learners' competency to listen for basic interpersonal, instructional and academic purposes.

SPEAKING SKILLS

- Assessment of speaking skills must be made an important component of the overall assessment, using this assessment as learning.

Guidelines for Assessment in Listening and Speaking Skills (ALS)

Classes IX-X

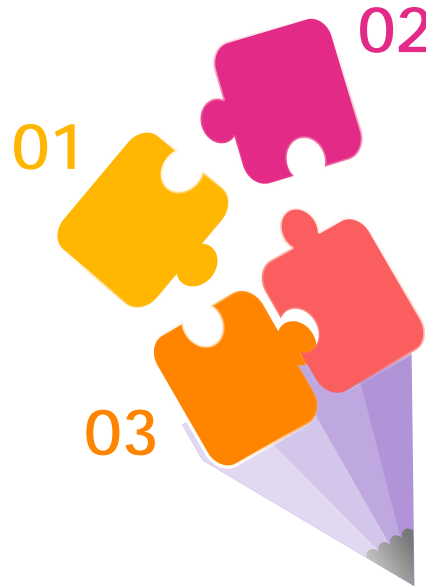


- It is recommended that listening and speaking skills should be regularly practiced.
- Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used.
- Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details.



ACTIVITIES for listening and speaking available at www.cbseacademic.in

NCERT book 'Interactions' available at the link:
<https://ncert.nic.in/pdf/publication/otherpublications/Interactions.pdf>

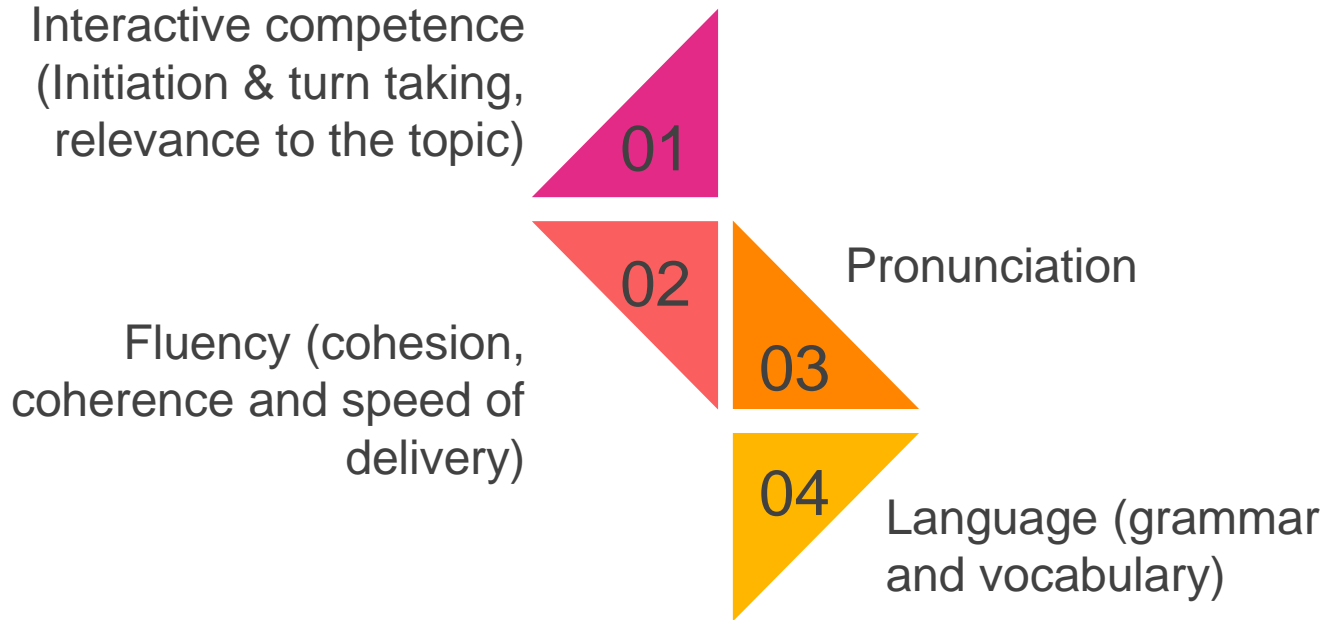


Subject teachers should also refer to books prescribed in the syllabus.

01
02
03
04 plan own activities and create their own material



Parameters for Assessment



Guidelines for Assessment in Listening and Speaking Skills (ALS)

Classes X1-XII



TOTAL MARKS: 20

TERM 1- 10 MARKS

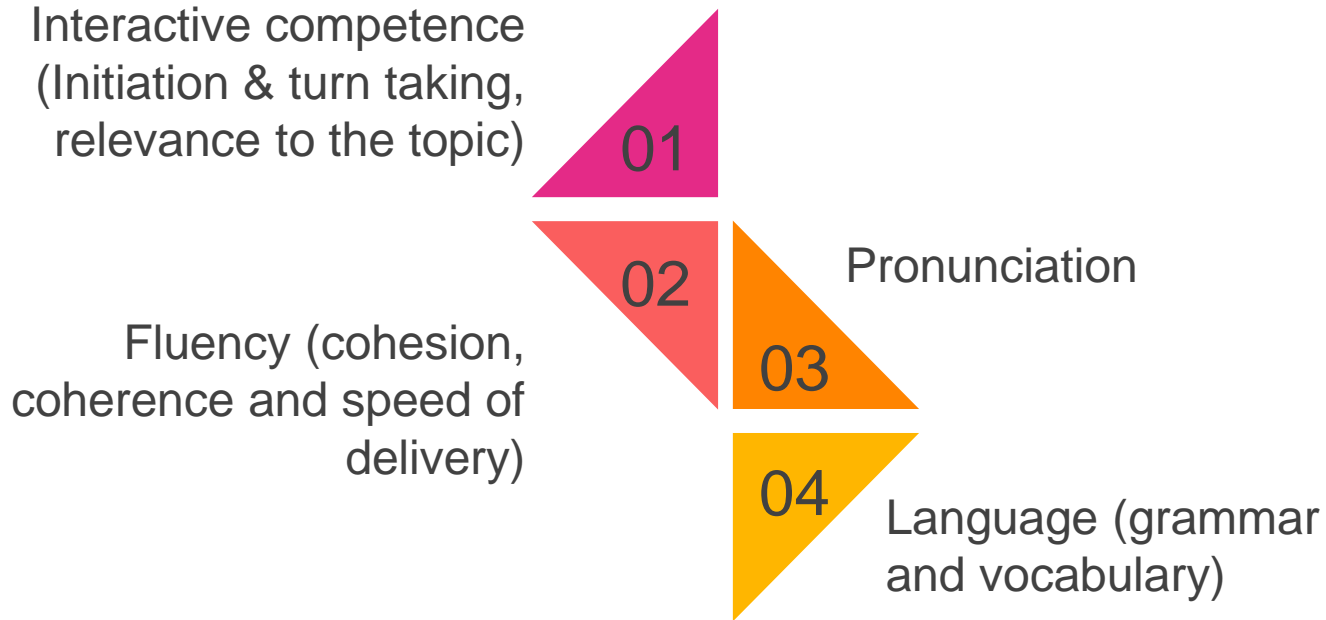
Assessment of Listening and Speaking Skills as per the details below:

ACTIVITIES:

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.



Parameters for Assessment





Schedule

- The practice of listening and speaking skills should be done throughout the academic year.
- The final term I assessment of the skills is to be done as per the convenience and schedule of the school.

C

Project Work + Viva Voce

Term II: 10 Marks



TERM II: 10 MARKS – PROJECT WORK + VIVA-VOCE

- Out of ten marks allotted for the term, 5 marks will be allotted for the project report/script /essay etc. and 5 for the viva.
- **The Project will be ONE small project work to be covered in the Term II. However, the planning for the project by students in consultation with the teachers can begin early.**

SCHEDULE

- suggestive timeline given in these guidelines for the planning, preparation and viva-voce of ALS based projects.
- The final assessment of the skills may be done on the basis of parameters suggested
- May adopt/ modify these parameters according to their school specific requirements.



Suggestions for Project Work:

- The Project can be **inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.**
- Such topics may be taken up that provide students with opportunities for listening and speaking.



- **Interview-Based research: Example:**

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic : “ Evolving food tastes in my neighbourhood” or “Corona pandemic and the fallout on families.” Read the available literature.
- The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.
- The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He / She will then take a viva on the research project. The project can be done in individually or in pairs/ groups

- Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:
 - Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
 - What are the elements that need to be part of the script?
 - Will the video/audio have an interview with one or more guests?
 - Would they prefer to improvise while chatting with guests, or work from a script?
 - What would be the duration?
 - How would they present the script/report to the teacher, e.g. Can it be in the form of a narrative?



INSTRUCTIONS FOR THE TEACHERS:

- Properly orient students about the Project work, as per the present Guidelines.
- Facilitate the students in the selection of theme and topic.
- Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment.



PARAMETERS FOR OVERALL ASSESSMENT

- PRONUNCIATION
- VOCABULARY
- ACCURACY
- COMMUNICATION
- INTERACTION
- FLUENCY



PARAMETERS FOR OVERALL ASSESSMENT

- Assessing the **communication skills** of the students means looking at more than just the language. Look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.
- During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
- It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.
- Teachers need to observe how students answer the questions that are posed to them: *Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation?*
- These elements of **interaction** are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.



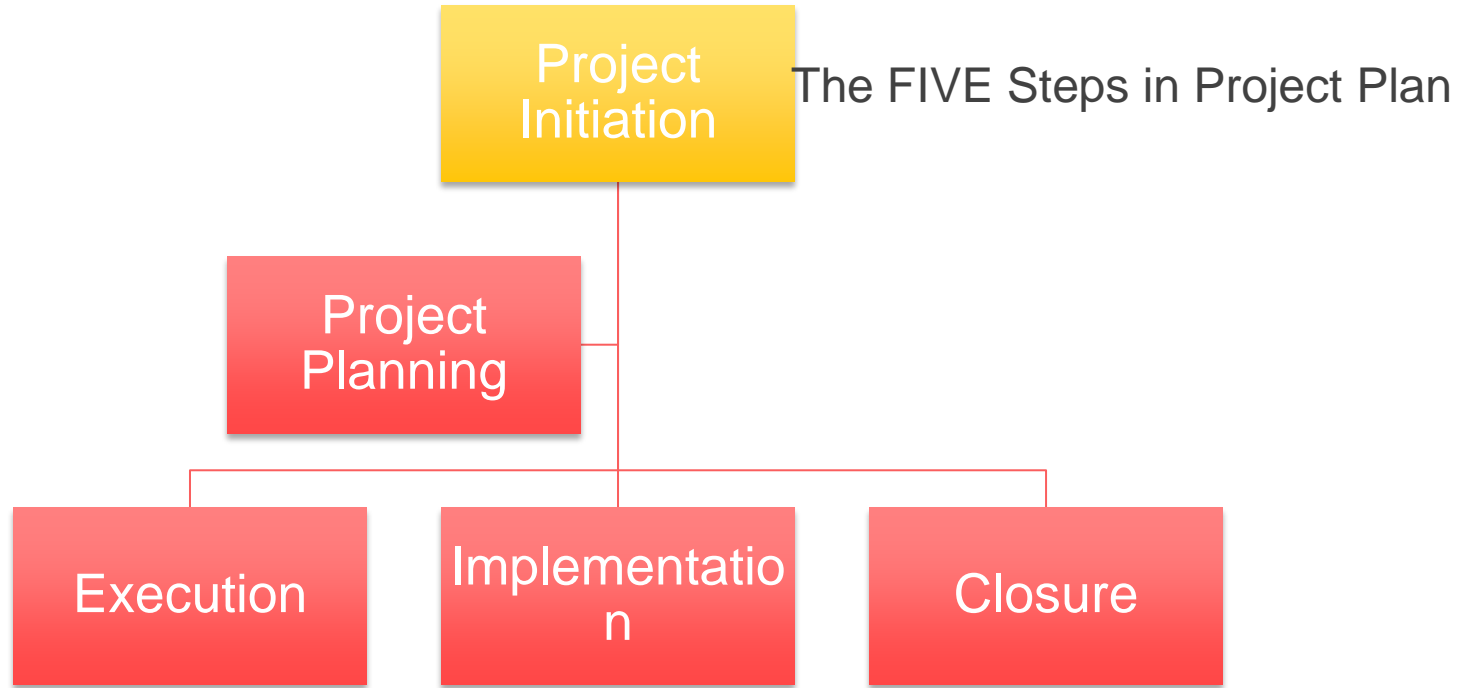
- Teachers must also remember that some **students may excel in one area and struggle in another**. Helping the students understand these issues will enable them to become effective speakers in future.
- **Finally**, teachers must remember that a proper evaluation of the students will take into consideration **more than just one oral interview on the final ASL** project. Teachers must take note of a student's progress throughout the academic year.



The following points must be kept for consideration while assessing the project portfolios

- Quality of content of the project
- Accuracy of information
- Adherence to the specified timeline
- Content in respect of (spellings, grammar ,punctuation)
- Clarity of thoughts and ideas
- Creativity
- Contributions by group members
- Knowledge and experience gained

Suggestive Timeline



Month	Objectives
<p>Planning and Research for the Project Work</p> <p>Preferably till November-December</p>	<ul style="list-style-type: none"> ● Orientation of students ● Students choose a project ● selection of team members and develop project- plan. ● Group meets (preferably online) and reports to the team leader about the progress: shortfalls and successes are detailed. ● Team leader apprises teacher-mentor. ● working individually or in pairs also update the teachers. ● A logical, deliverable and practical plan is drafted by the team/ pair/individual. ● Goals/objectives are clearly defined for all. ● Work is delegated to team members by the team leader. Students wishing to work alone develop their own plan of Action. ● Detailed project schedules are shared with the teacher.

Month	Objectives
December-January	<ul style="list-style-type: none"> ● Suggestions and improvements are shared by the teacher, wherever necessary. ● Group members coordinate and keep communication channels open for interaction. ● Gaps (if any) are filled with the right skill sets by the Team Leader/ individual student.
	<ul style="list-style-type: none"> ● The final draft of the project portfolio/ report is prepared and submitted for evaluation.
January-February	<ul style="list-style-type: none"> ● Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.
February-March Or as per the timelines given by the Board	<ul style="list-style-type: none"> ● Marks are uploaded on the CBSE website.

Sample Rubric for ALS Project Work

(For Theatre/Role Play/Oral
presentation/Interview/Podcast)

CATEGORY
TIME LIMIT
CONTENT/SCRIPT/ QUESTIONNAIRE
CREATIVITY
PREPAREDNESS
CLARITY OF SPEECH

USE OF PROPS (Theatre/Role Play)
EXPRESSION/ BODY LANGUAGE
PORTFOLIO- PRESENTATION

THANK YOU