Chapter 2

Literature Review, Theoretical Background and Existing Research

2.0 Introduction

This chapter is mainly divided into four sections. The first section presents a discussion on several connected concepts in the area of language assessment along with different aspects related to teaching and learning. The second section presents the theoretical underpinnings of the study and lays a theoretical and conceptual background for the study. The third section presents a brief on CCE and the fourth section presents an overview of the existing studies that have been conducted in India in this context. The overall objective of this chapter is to present the review of related literature, present a discussion on the theoretical underpinnings along with a discussion on the existing studies done in India in similar context.

2.1 Aim of education

Education aims to make learners responsible, creative and valuable members of the society. To achieve this, learners should be provided with the required environment to analyse and evaluate their own learning. Education should also provide space for the teacher to cater to the requirements of the learners and for the learner to analyse, evaluate, doubt, question and investigate. According to the ‘Teacher Manual’, CBSE (2011):

   Education aims at making children capable of becoming responsible, productive and useful members of a society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in
school. It is in the classroom that learners can analyse and evaluate their experiences, learn to doubt, to question, to investigate and to think independently. The aims of education simultaneously reflect the current needs and aspirations of a society as well as its lasting values and human ideals. At any given time and place it can be called the contemporary and contextual articulations of broad and lasting human aspirations and values (p.1).

The following sections present a discussion on assessment and evaluation. Also, discussions on issues such as assessment and instruction, assessment and learning (with a discussion on improving learning through assessment), evaluation as a powerful tool for policy makers, principles for evaluating language development, the impact of assessment on learners are also made. Besides, a discussion on the guidelines for developing assessment, shifts in assessment practices, formative and summative assessment, feedback and washback are presented later on. Finally, a discussion on assessment and the teacher along with teacher competencies, Code of ethics for International Language Testing Association (ILTA), effective teaching and teacher beliefs is presented.

Each section is supported with arguments made by different experts in the area of language teaching, learning and testing.

2.1.1 Assessment and evaluation

Assessment is an essential part of the teaching-learning process. On one hand, evaluation provides information that can enhance instruction which in turn can improve learning. Evaluation, on the other hand, is also seen as gathering of information in a systematic way for the purpose of making decisions. It is an essential
component of pedagogy and is informative in terms of providing valuable information
to the teacher based on which many pedagogical decisions can be based on. The
following are a few definitions provided by experts in the area:

Assessment is an integral component of the teaching process. Assessment can
and should provide information that both enhances instruction and promotes
learning. In other words, there should be a close reciprocal relationship
between instruction, learning and assessment (Reynolds, Livingston and

Evaluation can be defined as a systematic gathering of information for the
purpose of making decisions (Weiss, 1972, p.22).

We may define evaluation as ‘the process of obtaining information about the
values and effects of educational activities’ (Macdonald, 1979, p. 5).

However, assessment, which is largely measurement of learning, may not by itself be
instrumental in measuring learner’s growth and development. In addition to
encouraging unhealthy competition, it may also lead to a lot of stress and anxiety on
the part of the learner. To reduce this stress on the learner, there is a need for a new
system of assessment that can assist the learner in focussing on learning and
development and create a set-up where learners are placed in the best learning
environment possible.

Taking this line of argument further, it is observed that Shohamy (2001), through his
work, highlights the power of tests in pedagogy and the negative effects of test results
for test takers. McEwen (1995) also emphasises the role of assessment as a powerful
determiner in realising learning goals. It is widely agreed that assessment influences
what is taught and how teaching and learning are delivered. According to McEwen (1995):

What is assessed becomes what is valued, which becomes what is taught (p.42).

Similarly, many other authors have stressed the importance of evaluation in pedagogic practices. According to Alderson and Wall (1993):

Tests can be powerful determiners, both positively and negatively, of what happens in classrooms (p.41).

Drummond (2011), another scholar, who has studied the relationship between assessment and learning, further talks about effective assessment where teachers have to make choices in order to cater to the needs of the learner and help the learner in the process of learning. He states that:

Effective assessment requires educators to make choices in the interests of children that are based on a coherent set of principles, which are themselves an expression of each educator’s core values. As these choices are made, and translated into daily classroom practice, teachers are exercising their responsibility for children’s learning, their right to act in children’s interests, and their power to do so wisely and well (Drummond, 2011, p.155).

From the opinions mentioned above by different authors, it can be said that assessment impacts what the teacher plans to teach. Based on the learner’s performance in assessment, teachers can choose on the methodology best suitable for
the learner and thus cater to the learner’s needs. The next section presents a brief on this aspect of how assessment and instruction are interrelated.

2.1.2 Assessment and instruction

The relationship between assessment and instruction has been construed in numerous ways by many experts. The decisions that teachers make about instruction are mostly based on the learner’s needs and assessment is a very useful tool in determining these needs. Continuous assessment can provide useful insights about the learner, learning patterns and learner problems based on which teachers can modify their instruction. As Dickins (2004), points out:

Teaching involves assessment. In making decisions about lesson content and sequencing, about materials, learning tasks and so forth, teachers have to determine the strengths and weaknesses of the alternatives available to them. They make selections based on their experience, on their understandings of learning, language development and of language proficiency itself, together with what they consider to be most appropriate and in the best interests of those they teach. An understanding of such can be obtained through assessing the learner at regular intervals and thus planning instruction based on the interpretations made from these assessments. (p.249).

Moreover, in order to monitor learner progress, teachers need to constantly observe learners and make judgements about the learner performances and learning outcomes. It is through assessment and the information that these assessments provide that teachers can know the learner better. According to Dickins (2004):
Equally, as part of their professional practice, they are always involved in the observation of their learners, which leads to the development of insights about learner progress and judgments about specific learning outcomes and overall performance (p.249).

Thus Dickins’ (2004) words further reiterate the proposition that assessment and instruction are inherently interwoven into the larger matrix of evaluation and learning. The next section is an attempt to further the discussion and presents a few arguments to establish the relationship between assessment and learning.

2.1.3 Assessment and learning

Assessment and learning have always been mutually integral to each other. However, in the recent years, scholars have given more impetus to this dimension. As Brown (2004) states, assessment is an integral part of the teaching-learning process and it is almost constant in an interactive and communicative curriculum (p.16).

Moreover, arguments on assessments have also affirmed that assessment should support learning and teaching and a clear understanding of assessment is necessary to make predictions about its impact on teaching and learning. As Cameron (2001) points out:

If learning is our central concern, then, in an ideal world, assessment should contribute to the learning process, for both an individual child and for the class. In order to be more in control of the relationship between assessment and learning, teachers need to have a clear understanding of language learning processes and of the socio-cultural context in which they operate. They can then predict the impact of assessment on their teaching and plan accordingly.
If the picture of language learning can be communicated to learners and their parents, then it may also help parents to understand what assessment can tell them and what its limits are (p. 219).

In addition to engaging with the idea of assessments contributing to the learning process where teachers with the help of assessment can make predictions about its impact on the learner, Cameron (2001) further elaborates on the various ways in which assessment can have positive effects which are as follows:

- The process and outcomes of assessment can motivate learners;
- An assessment activity can provide a helpful model of language use;
- An assessment activity, and feedback from it, can support further learning;
- The outcomes of assessment can help teachers plan more effective lessons;
- The outcomes of assessment can inform the evaluation and improvement of courses and programs.

(p. 219).

It is noteworthy to mention here that the dimension of the integral relationship between evaluation and learning, which was discussed under assessment and instruction and assessment and learning formed a core basis of this study. It will be important to see, in the later stages, how this study developed on this line of argument, by specifically focusing on CCE in the Indian context.

The next section moves further into discussing the ways in which assessment can be useful in improving learning.
2.1.4 Improving learning through assessment

Research in the area of assessment and learning has closely looked at ways of improving learning through assessment and a number of studies have been conducted to test the same. By adopting certain measures such as providing positive feedback to the learner, helping the learner devise learning strategies, ensuring collaboration between learners in their learning process, assessment can be seen as a tool for improving learning. Broadfoot (2008), in her summary of the works of Black and William (1998) has focussed on this aspect of teaching and learning. According to her, Black and William (1998) through their research confirm that improving learning through assessment depends on a number of factors such as a) providing effective feedback to the learner so that they realise their responsibilities as a learner and b) adjusting the teaching process to suit the learner’s needs based on the results of assessment. The factors listed by Broadfoot (2008) in this regard are as follows:

- A recognition of the profound influence assessment has on the motivation and self-assessment of pupils both of which are crucial influences on learning
- The creation of classroom culture based on mutual respect
- The active involvement of the pupils in their own learning and in self-assessment
- The provision of effective feedback to pupils which allows them to recognize the next steps and how to take them
- A view of teaching and learning in which feedback is seen as an essential part
- Adjusting teaching to take account of the results of assessment
- Sharing learning with pupils
- The need for pupils to be able to assess themselves and understand how to improve
- Helping students to know how to recognize the standards they are aiming for
- The confidence that every student can improve

From the list it is evident that to provide scope for improvement in learning, there was a need to view the potential role that assessment has to play in this process. Assessment influences the required motivation for learners in improving their own learning and self-assessment in order to recognise their learning goals. The next section presents a discussion on the various principles that were proposed for evaluating language development.

### 2.1.5 Principles for evaluating language development

The overall aim of assessment is to improve learning and provide the teachers the required information about the learner and learner progress. Many studies have been conducted to analyse the ways in which language development can be evaluated. Shohamy (2001) presents the principles for evaluating language development listed out by Wilson (1995) which are as follows:

1. What and how we evaluate must be consistent with what we value about language and language development.
2. Evaluation strategies must evaluate what they set out to evaluate (e.g. to check spelling by having the student select the correct spelling of a word form a list of alternative spelling tells nothing about how the student would spell the same word in a writing situation.

3. The purpose of evaluation is to inform the learners, teachers and parents. It thus must be descriptive.

4. Learning is ongoing, therefore evaluation must be ongoing.

5. Language is learned in use; language use is context related. Language evaluation therefore must occur in authentic contexts.

6. As language use relates to language experience, an externally administered evaluation procedure may evaluate the teaching program more than it evaluates the student’s language competence.

7. Language learning is developmental. It involves experimentation and approximation. Language assessment must reveal the student’s developing understandings.

8. Learning to control the surface features of a language does not necessarily occur at the same rate as learning to control the functions of a language.

9. Student self-evaluation is an important part of the evaluation process.

(Shohamy, 2001, p. 171 as cited in Wilson, 1995, p.3).
The above list of principles put forth by Wilson clearly substantiates the notion that language development and evaluation go hand in hand and also it is when teachers have a clear understanding of the purpose of evaluation that language learning can be aimed at. By taking into consideration such proposed principles of evaluating language development, teachers can help learners develop their learning and assist them in the process of self-evaluation.

It is needless to reassert that learning is an extension of the constructive evaluation practices in the classroom. In the succeeding sections, the significance of this dimension vis-à-vis learners and policy makers is discussed further. The next section presents a brief on the impact of assessment on learners.

2.1.6 Impact of assessment on learners

Assessment impacts the learners in a number of ways such as informing the learner about their own learning, motivating the learner to devise new strategies of learning, building up a positive or negative competition among learners, making learners more score oriented and the like. Assessment can be instrumental and detrimental depending on the manner it is conducted and interpreted. According to Broadfoot (2008):

The motivation to address the impact of current forms of educational assessment is not typically rooted in worries about the suffering that excessive concern with examination results imposes on students themselves (p.45).
Rather, such pressure as there is for change arises from the recognition that society as a whole is now moving into a new era. This is the era of the ‘knowledge society’ and ‘the learning age’ in which young people will need to be prepared to cope with a rapidly changing world (ibid. p.45).

Similarly, Cheng, Wantanabe and Curtis (2004) state that:

In spite of long and well-established place in educational history, the use of tests has, constantly, been subject to criticism. Nevertheless, tests continue to occupy a leading place in the educational policies and practices of a great many countries (p.6).

According to Capel, Leask and Turner (2001):

Although we hope that the provision of constructive feedback helps to motivate pupils, there is evidence to suggest that assessment can have a negative influence on pupils’ self-esteem and motivation. Assessment gives teachers and schools information but, if the balance between formative and summative assessment is not carefully judged, it can discourage some pupils (p.307).

From the above discussions, it can be stated that the manner in which assessment is viewed as being helpful in informing the learners about their own learning, there is a need to establish the fact that assessment influences learners and their learning. The next section focusses on how evaluation can be a useful tool for policy makers.
2.1.7 Evaluation as a powerful tool for policy makers

Evaluation not only serves as a tool for the teachers and learners to know more about the teaching-learning process but also can serve as a powerful tool for policy makers to make decisions based on learning outcomes. The aim of policy makers has been to promote assessment as a tool for addressing many educational concerns.

Kornhaber’s (2004) article argues that assessment is a solution to many educational concerns and it should motivate the learner to perform their best. He further argues that assessment must be used in such a way that it incorporates timely and useful information about learners’ performance. (Kornhaber, 2004, p.45).

It is with the information provided by assessments about learner performance that teachers need to incorporate ways into their teaching that can help meet the learning and teaching objectives. Besides, assessment can be planned in such a way that it can yield the desired learning outcomes. However, a great deal of effort goes into planning for such an assessment.

The next section presents the guidelines that can be helpful in developing assessments that can serve the purpose.

2.1.8 Guidelines for developing assessment

Assessment, to be effective has to be carefully planned and executed by the teachers in the classroom. Teachers need to be skilful in using assessment to its full potential to meet their teaching objectives.

Reynolds, Livingston and Willson (2010) suggests a few guidelines that can be instrumental for teachers to develop their own classroom tests. According to him,
teachers have a responsibility to develop tests that meet professional standards. The guidelines for the development of assessment according to Reynolds, Livingston and Willson (2010) are:

- Clearly specify your educational objectives and develop a table of specifications
- Develop assessment procedures that are appropriate for measuring the specific educational outcomes
- Develop explicit scoring criteria
- Develop clear guidelines for test administration
- Plan accommodations for the test takers with disabilities and other special needs
- Carefully review the assessment prior to administration
- Evaluate the technical properties of assessment (p. 452-453).

From the above list, it can be said that the teacher needs to base their assessment design on certain factors to make sure that assessment constructs space for positive learning outcomes. Also, teachers need to adopt measures and can clearly specify their teaching objectives and develop assessment in such a way that it can contribute to the learner in achieving their learning objectives.

However, Broadfoot (2008) has listed a few dos and don’ts of a new assessment regime while developing assessments for teachers that can be useful in developing and administering classroom assessments. The following is the list of dos that can assist the teacher to develop assessment:
Dos:

- put learning first;
- keep assessment for selection to a minimum;
- recognize the powerful positive potential of assessment as a means of supporting learning;
- ensure teachers of all kinds have high levels of knowledge and understanding regarding assessment;
- train students in the art of assessment so they can become skilled in managing their own learning;
- invest actively in the development of new assessment techniques which are appropriate for twenty-first-century goals;
- recognize the many undesirable side-effects of much contemporary assessment practices;
- elevate fitness for purpose as a key assessment ‘health check’;
- build on the research evidence that exists regarding ‘what works’ rather than custom and practice;
- recognize that learning is as much about feeling as it is about ‘brains’ or intellect and act accordingly.


Along with the list of dos of the new assessment regime that can be helpful for teachers in assessing learning, Broadfoot (2008) has also listed out a few don’ts that need to be taken care which is as follows:
• Don’ts:

• Use student assessment data as an instrument to encourage competition though league tables of institutional performance;

• Do to children, and all those pursuing formal courses of study in education institutions, what you would not like done to you;

• Pursue assessment approaches that are almost exclusively individual when so much of learning is a socially collaborative activity;

• Pretend to be unaware of the rough-and-ready nature of conventional assessment results but rather use this intelligently in conjunction with other sources of insight;

• Waste huge amounts of time and money on educational assessment that does no good and often does a lot of harm. (ibid. p.161-162).

The guidelines suggested by Reynolds, Livingston and Willson (2010) and the dos and don’ts of the new assessment regime suggested by Broadfoot (2008) can be instrumental for the teacher to aim at making the learners meet their learning objectives.

The next section presents a brief on the shifts in the assessment practices.
2.1.9 Shifts in assessment practices

There has been a major shift in the way assessment was viewed and used. Earlier, assessment was more concerned with the measurement of learning, where the whole purpose of assessment was to check learning and to promote the learner to the next level. Assessment in the current times is more than this. It is more of developmental and productive in the sense that it aims at providing multiple outcomes and has the potential to resolve issues related to teaching and learning.

Assessment has evolved in many ways over the years in terms of its structure, purpose and effect. As Broadfoot (2008) states:

To move towards a new set of priorities in the purposes of assessment and enhanced understanding concerning how it may be harnessed properly to support the educational priorities of the twenty-first century, will require a significant change in the contemporary context (p.162).

Similarly, Black and Wiliam (1998) also highlights the shifts in assessment in terms of the shift from focus on learning experience to focus on interactions between assessment and classroom learning which can provide larger scope for improving learning. In his words:

One of the outstanding features of studies of assessment in recent years has been the shift in the focus of attention, towards greater interest in the interactions between assessment and classroom learning and away from concentration on the properties of restricted forms of test which are only weakly linked to the learning experiences of students. This shift has been coupled with many expressions of hope that improvement in classroom
assessment will make a strong contribution to the improvement of learning (Black & Wiliam, 1998, p.1).

Also, Cheng, Wantanabe and Curtis (2004) elaborates that assessment which was merely used as a means of control or for purposes of selection has turned out to be advantageous to exert positive effects in support of innovations in the curriculum. According to Cheng, Wantanabe and Curtis (2004):

Looking back, we can see that examinations have often been used as a means of control, and have been with us for a long time: a thousand years or more. The use of examinations to select for education and employment has also existed for a long time. Examinations were seen by some societies as ways to encourage the development of talent, to upgrade the performance of schools and colleges, and to counter to some degree, nepotism, favouritism, and even outright corruption in the allocation of scarce opportunities. In recent years, however, alongside continuing recognition of the potential for tests to have a negative influence on the curriculum, attention has increasingly been paid to the possibility of turning the apparently powerful effect of tests to advantage, and using it to exert a positive influence in support of curriculum innovation (p.5).

Furthermore, Freeman and Lewis (2005) talks about the different ways in which assessment practices are changing and how assessment has evolved to be in the current times. According to him, the following are a few ways in which assessment is changing:
Shifts in assessment practices:

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<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Implicit assessment</td>
<td>Explicit assessment</td>
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<tr>
<td>Few stakeholders in assessment</td>
<td>Many stakeholders in assessment</td>
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<tr>
<td>Student as passive/reactive</td>
<td>Student is proactive</td>
</tr>
<tr>
<td>Teacher as maker/assessor</td>
<td>Teacher in multifaceted role</td>
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<tr>
<td>Teacher as sole authority</td>
<td>Teacher in negotiation with others</td>
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<tr>
<td>Summative assessment</td>
<td>Coursework</td>
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<tr>
<td>Norm-referenced assessments</td>
<td>Criterion-referenced assessment</td>
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<tr>
<td>Fixed assessment arrangements</td>
<td>Flexible assessment arrangements</td>
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<tr>
<td>Limited range of assessment methods</td>
<td>Variety in assessment method</td>
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<tr>
<td>Assessment only in the educational institution</td>
<td>Assessment in multiple locations</td>
</tr>
<tr>
<td>Assessment of content knowledge</td>
<td>Assessment of skills/capabilities as well as content</td>
</tr>
<tr>
<td>Tutor as audience for students’ work</td>
<td>Multiple audiences for students’ work</td>
</tr>
<tr>
<td>Assessment of the individual student’s performance</td>
<td>Assessment of individual and group performances</td>
</tr>
<tr>
<td>Simple report of assessment results</td>
<td>Complex report of assessment results</td>
</tr>
<tr>
<td>Course assessment</td>
<td>Module/unit assessment</td>
</tr>
<tr>
<td>Assessment limited to one educational stage</td>
<td>Assessment within the perspective of long-life learning</td>
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(Freeman and Lewis, 2005, p.310).
From the above table, it is evident that assessment underwent a major shift in many ways and its impact on teaching and learning is proof of its prospective use for developmental purposes.

In order to examine assessment and its implications for pedagogy, the next section presents a discussion on formative and summative assessments, so that the distinction and the balance of the two can clarify the different roles and uses it has to offer.

### 2.1.10 Formative and summative assessment

Assessment can affect the learner’s motivation to learn and teachers need to be more sensitive towards the potential uses of assessment. Assessment can be formative and summative. Of the two, formative assessment can be helpful for teachers to use reflective practices and thus help the learners identify their own learning patterns.

Scriven (1967, p.43) used the two terms ‘formative’ and ‘summative’ to describe the two divergent roles that evaluation of curriculum might play. He refers to the formative role of evaluation as the ‘on-going improvement of the curriculum’ (p.41) and the summative role of evaluation as the ‘the entire finished curriculum’ (p.42).

Broadfoot (2008) defines summative assessment as the one that takes place for the purpose of measuring achievement. According to him:

> We may define summative assessment as assessment that takes place at particular times when achievement is to be reported, typically, against the same explicit criteria. It is likely to emphasize reliability and often to involve some kind of moderation or quality-assurance procedure. Essentially its
purpose is to sum up the progress of an individual in relation to some given criteria (Broadfoot, 2008, p.110).

Similar to what Broadfoot (2008) mentions about formative assessment, the Organization for Economic Co-operation and Development (OECD, 2005) defines summative assessment as:

Summative assessments are used to measure what students have learned. Formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately (p.21).

On the other hand, coming to formative assessment, Black and William (1998) state that formative assessment is a planned action which aims at learner progress which is used for recognising learning in order to plan the next course of action. It is the information based on which teachers provide feedback to the learners and modify their instruction to meet the learner’s needs. According to them:

By contrast, formative assessment has to be planned as an integral part of teaching and is oriented to supporting progression in learning. It is a process used by teachers and students to recognize and respond to learning in order to enhance it and identify next steps. Another definition suggests that ‘formative assessment refers to all those activities undertaken by teachers and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged’. Such assessment becomes ‘formative assessment when the evidence
is actually used, to adapt teaching to meet students’ learning needs (Black and William, 1998, p.111).

Similar views on formative assessment that were presented by other experts, where this form of assessment was described as a continuous assessment that provides scope for feedback, that was useful for improving teaching or learning, and as an assessment that was a planned process and was helpful for teachers in modifying their instruction. The following are a few definitions that describe formative assessment in these lines:

Formative assessment is a process that takes place continuously during the course of teaching and learning to provide teachers and students with feedback to close the gap between current learning and desired goals (Heritage, 2010, p.28).

Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning (Shepard, 2005, p.9).

Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics (Popham, 2008, p.6).

Formative assessment helps teachers adapt their instruction to meet students’ needs and assists students to determine what learning adjustments they need to make. (National Research Council, 2001, p.38).
The effective use of formative assessment depends on the judgments teachers make about the data and the action they take based on those judgments (Heritage, 2010, p.28).

In addition to the above definitions, in order to further explore the nature and uses of formative assessments, Andrade and Cizek (2010) summarises formative assessment to be characterised by five features. They are:

1) It is a process of several components, not simply a specific test or other assessment;

2) It is used by both teachers and students;

3) It takes place during instruction;

4) It provides feedback to students; and

5) It provides instructional adjustments or correctives.


Andrade and Cizek (2010) not only talks about the features of formative assessment but also makes three fundamental distinctions between summative and formative assessment. In his words:

Summative assessments differ from formative assessments in three important ways. First, summative assessments offer a much more cumulative evaluation of learning. Whereas formative assessments focus on a limited number of learning goals so that students who fall behind at the beginning will not have
difficulty catching up, summative assessments measure the degree to which larger goals or objectives have been attained. In addition, summative assessments typically cover skills or concepts from three or four instructional units and may require an entire class period for students to complete (ibid. p.114-115).

The first distinction put forth by Andrade and Cizek (2010) clearly stated that summative assessment is more of a cumulative evaluation of learning and formative assessment is more of a goal oriented evaluation.

Second, summative assessments differ from formative assessments in their level of generalization. Because of limited assessment time, all of the important elements from each learning unit cannot be included in a single summative assessment. Therefore, summative assessments are usually designed to focus on broad abilities and larger course outcomes rather than on the specific details of each learning unit (ibid. p.115).

The second distinction made by Andrade and Cizek (2010) emphasised the difference in terms of the focus of both summative and formative assessments, i.e. the fact that summative assessment focuses on broader abilities and larger course/programme outcomes whereas, formative assessment focuses on the specific details of each learning unit.

Third summative assessments have a different purpose from formative assessments. In most cases, summative assessments are designed to gather cumulative information on students’ learning so proficiency on particular skills or tasks can be determined and grades or marks assigned. While
formative assessments are used primarily to check students’ learning progress and to pinpoint any learning difficulties they may be experiencing, summative assessments are used primarily for grading and evaluation (ibid. p.115).

The third distinction made by Andrade and Cizek (2010) was that summative and formative assessment also differ in their purpose where the former is more inclined towards gathering and providing information about grades or marks scored by the learners and the latter is more inclined towards diagnosing learning problems and monitoring learner progress. It can be further elaborated that formative assessment distinguishes its nature of assessment by being more informative to the teachers and the learners and also act as a tool that provides scope for diagnosis, washback, feedback and remediation.

2.1.11 Feedback and washback

The two elements which need to be considered while discussing assessment are feedback and washback. As discussed above, formative assessment provides scope for the teacher to give immediate feedback and help the learner identify his/her own learning patterns. Furthermore, the information obtained from formative assessment can be instrumental for teachers to design their next plan of action. They can make necessary changes to their instruction to cater to the learner needs and thus help the learner to progress. This reflective teaching is a result of washback which according to Messick (1996), is:

The extent to which a test influences language teachers and learners to do things they would not necessarily otherwise do that promote or inhibit language learning (p. 241, as cited in Alderson & Wall, 1993, p. 117).
This section first presents a brief on feedback and later discusses washback. With respect to feedback, Freeman (2005) has listed four important characteristics of good feedback. According to Freeman (2005), the four important characteristics of good feedback are as follows:

Feedback –

- Is relevant
- Is informative
- Encourages self-assessment
- Encourage dialogue

(p. 48-49).

Feedback, in addition to being relevant, informative and encouraging, is also the valuable information provided by the teacher about the learner’s performance either orally or in the written form, which is intended to provide the learner the necessary details that can be helpful for them to identify their strengths and weaknesses. In this line of thought, Black and William (1998) state that:

Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other pupils (p.143).

Therefore, feedback plays an important role in informing the learner about their learning and understanding of concepts with the help of which learners can improve their learning.
On the other hand, washback refers to the influence of the information gathered through assessment on teaching. Messick (1996), through his work, has stressed on the role of washback in pedagogy.

Washback is often described as the result of testing that is useful for the teacher in making changes in their lesson plans with the intention of addressing the many issues related to teaching and learning.

The following are a few views on washback as stated by the experts in the area which are rooted in the notion that assessment impacts teaching in terms of modified instruction which is predetermined to cater to the learner needs:

Washback is only one form of testing consequence that needs to be weighed in evaluating validity, and testing consequences are only one aspect of construct validity needing to be addressed (Messick, 1996, p. 1).

What is assessed becomes what is valued, which becomes what is taught (McEwen, 1995, p. 42).

Another viewpoint on washback is achieved by a quick consideration of differences between formative and summative tests. Formative tests, by definition, provide washback in the form of information to the learner on progress toward goals (Brown, 2004, p. 28).

From the above discussion, it is evident that washback is a way in which testing impacts teaching where, based on the information obtained from evaluation, necessary changes can be made in the classroom instruction to address the learner’s problems in learning. However, in the context of this study, the way washback impacts teaching is
discussed at length in the chapter. In this process of providing feedback and conducting washback, it was the teacher who plays a major role.

In order to examine this role of the teacher in a better way, the next section provides a brief on the relationship between assessment and the teacher.

### 2.1.12 Assessment and the teacher

The role of the teacher has undergone a number of changes in the last few decades. The teachers are not only assigned the roles of a facilitator of learning but also are given the role where they are expected to evaluate the learner for their abilities and their weaknesses which are to be diagnosed for remediation. Further, the teacher’s role extends to making the learners appreciate the importance of assessment.

As Douglas (2010) states, teachers can use evaluation not only to assess the learner but also to know more about their own teaching. According to him:

> Teachers might also use tests to evaluate their own teaching and syllabus design. Increasingly, tests are used to evaluate the performance of entire educational programs and schools for purposes of accountability and to decide on appropriate levels of funding (Douglas, 2010, p.17).

Therefore, a teacher can use assessment not just to help the learner but can use the information for washback purposes as well. They can provide feedback and inform the learners about the areas that need attention. Many times, teachers are required to modify or develop materials to suit the learner’s needs and create an atmosphere where learning can happen. Teachers also need to interpret the evidences from assessment and modify teaching based on these evidences to help the learner learn
better. They need to devise new strategies of teaching and assist the learner towards meeting their learning goals. As Heritage (2010) puts it:

However, to successfully close the gap, teachers need the skills to translate their interpretations of formative assessment evidence into pedagogical action matched to the learning needs. The skills involved in matching instruction to the gap interact with pedagogical content knowledge so that teachers are selecting the appropriate strategy according to students’ needs. This means teachers need to decide on the learning experiences that will place appropriate demands on the students, and order them in such a way that each successive element leads the student toward realizing the desired goal (p.131).

Moreover, in order to visualise the role the teachers play and to highlight the relation between the teacher and assessment, the next two sections present a discussion on teacher competencies along with a discussion on Code of Ethics for ILTA that can serve as a guide for good conduct of the teacher.

2.1.13 Teacher competencies

The new age teachers need to possess a few competencies in order to cater to the new age learner. In 1990, the American Federation of Teachers, the National Education Association in collaboration with the National Council on Measurement in Education, developed a document titled *Standards for Teacher Competence in Educational Assessment of Students*. Similarly, a list of competencies was made by Reynolds, Livingston and Willson (2010) which can assure the required standards for teachers in catering to the learner needs. The competencies listed by Reynolds, Livingston and Willson (2010) are as follows:
• Teachers should be proficient in selecting professionally developed assessment procedures appropriate for making instructional decisions
• Teachers should be proficient in developing assessment procedures appropriate for making instructional decisions
• Teachers should be proficient in administering, scoring, and interpreting professionally developed and teacher made assessment procedures
• Teachers should be proficient in using assessment results when making educational decision
• Teachers should be proficient in developing valid grading procedures that incorporate assessment information
• Teachers should be proficient in communicating assessment results
• Teachers should be proficient in recognizing unethical, illegal, and other inappropriate uses of assessment procedures or information (p.22-24).

These competencies listed by Reynolds, Livingston and Willson (2010), emphasise the role teachers can play in bringing out the potential use of assessment to meet the standards required to cater to the learner and their learning needs.

2.1.14 Code of ethics for ILTA

The first Code of ethics for language testing was produced by an organization of professional language testers which is known as International Language Testing Association (ILTA). It is a set of principles which serve as a guide for good
professional conduct. Douglas (2010) presents a comprehensive list of the nine principles set forth by ILTA in order to emphasise the requirements of a teacher as a professional. According to him, these principles outline the teacher’s responsibility to safeguard the fundamental dignity of the learners. The comprehensive list of the nine principles listed by Douglas (2010) are presented in Appendix-I (Refer to Appendix –I).

In addition to the above discussion which highlights the importance of teacher competencies and Code of ethics for ILTA, the next two sections present a brief on effective teaching and teacher beliefs.

2.1.15 Effective teaching

Effective teaching is essential for effective learning. Effective teaching refers to the ways in which the teacher creates an environment where effective learning can happen. It is the process in which the teacher enables learning to happen in the best possible way and adopt methods and devise strategies to help the learner learn better. Capel, Leask and Turner (2001) argue that:

Effective teaching occurs where the learning experience structured by the teacher matches the needs of the learner, i.e. tasks develop the individual pupil’s knowledge, skills, attitudes and/or understanding in such a way that the pupil is applying past knowledge as appropriate and laying the foundation for the next stage for learning. A key feature of effective teaching is balancing the pupils’ chance of success against the level of difficulty required to challenge them. Effective teaching depends on complex interrelationships of a whole range of factors, a major one of which is the teacher’s understanding of the
different ways in which pupils learn, language awareness and also of the curriculum and content (p.12).

Therefore, it can be said that effective teaching depends on the ability of the teachers to ensure suitable learning environment for the learner where they aim at balancing learner achievement to the required level of difficulty. However, Brumfit, Moon and Tongue (1991) assert that teachers of English should acquire a set of skills to provide a rich language learning environment which includes the teacher doing the following:

- Chose an appropriate topic and derive form it a set of learning tasks which pursue subject matter and cognitive objectives appropriate to a given age group.
- Plan these activities in sequence, taking into account both whole class and small group forms of organization and a variety of both language and study skill.
- Analyse the language demands of these activities in terms of discourse, skills, functions, structures, lexis, and pronunciation.
- Analyse the language needs of the pupils using the same kinds of category.
- Match these demands and needs in such a way as to pinpoint what the main language problems of the lesson are going to be.
- Modify activities which may be linguistically too exacting; provide language support where necessary etc.
- Develop an understanding of language processes in talk, listening, reading and writing.
- Develop a wide repertoire of activity types of skills work and match these to specific text types.

(p. 9-12).

In addition to the skills (such as choosing appropriate topics, planning activities, analysing and matching language demands and language needs, and so on) that the teacher has to acquire for effective teaching to happen, Brumfit, Moon and Tongue (1991) also argue that in terms of curriculum, content and learning, teachers should also have a knowledge of the following:

- The role of different determinants of curriculum design such as curricular content, cognitive development, learning skills and language development.
- The relation of English Language Teaching to the rest of the curriculum.

(p. 12-13).

From the above argument it can be said that, effective teaching requires the teacher to be skilful in a number of ways. It was the teacher who can provide the required positive environment for language learning and thus provide scope for effective learning to happen.
2.1.16 Teacher beliefs

Teacher beliefs play an important role in the planning and organization of their lesson plans. It represents the teacher’s understanding of the learner and learning. These beliefs affect the way teachers plan their teaching and the way they respond to the learner’s needs. As Moon (2005) states:

Our beliefs about learning can affect the way we plan our teaching and the way we respond to young learners. If you want to develop your teaching further, you need to become aware of the beliefs which influence your teaching. Development is only possible if you can become aware of these beliefs by trying to articulate them to yourself or to others (p.13).

Therefore, drawing on what Moon (2005) has mentioned, it is implied that it was necessary for teachers to have an awareness of their own beliefs so that they become aware of their own teaching. It was because teacher beliefs influence every stage of instruction i.e. making lesson plans, interacting with the learners, using assessment for purposes of diagnosis and remediation and so on, that teachers not only need to understand but also need to negotiate with themselves about their own beliefs.

The next section presents a discussion on the recommendations, reports and the theoretical underpinnings that have been relevant to the current context of the study.
2.2 Recommendations, reports and theoretical underpinnings

This section presents a brief on various recommendations and reports that focus on shifting assessment into an instrumental tool that can be useful in aiming at effective teaching and effective learning. The following sections present excerpts on evaluation and assessment from the Kothari Commission Report, National Policy on Education (NPE), National Curriculum Framework (NCF), Central Board of Secondary Education (CBSE) and few others which provide ground for discussing the theories that are related to the current study. Theories of language teaching, language learning and language testing such as Constructivism, Zone of Proximal Development (ZPD), Multiple Intelligences (MI) and theory of Test-Based Reform are also discussed under the section ‘theoretical underpinnings’ mentioned in these recommendations and reports.

2.2.1 Kothari Commission report

The discussion on the introduction of CCE dates back to 1960’s when the Kothari Commission report gave its recommendations. It was in this report that the need for an evaluation system that observed all the aspects of learner’s growth was felt necessary because of which internal formative assessment was given due attention. Kothari Commission Report (1966) had observed that:

\[
\text{On the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination (9.81).}
\]
It further elaborates:

This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students' growth that are measured by the external examination and also those personality traits, interests and attitudes which cannot be assessed by it (Kothari Commission, 1966, 9.84).

However, it took years to formulate and introduce a system of evaluation (namely CCE) which could correspond to the original proposition made by the Kothari Commission. CCE was finally introduced in the Indian School system in 2009, giving completely a new significance to and adding emphasis on the terms such as ‘evaluation’ and ‘learning’.

2.2.2 National Policy on Education (NPE)

The recommendations made by Kothari Commission on CCE were accepted by the government of India and have been addressed in the National Policy on Education (NPE, 1986). Continuous comprehensive evaluation first appeared as system of evaluation suitable at the school level in the National Policy of Education (1986). It has stressed on the integration of evaluation along with teaching and learning. Also, it also stressed on introducing the evaluation of scholastic and co-scholastic aspects. The policy statement states that:

Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time should be followed (NPE, 1986. 8.24(iii)).
In 1991, the Government of India brought out the Report of the Committee for Review of NPE (1986) recommendation and put forth the norms for CCE. It also made suggestions to avoid the possible mismanagement of this kind of an evaluation system.

Similarly, in 1992, it was the Ministry of Human Resource Development (MHRD), Government of India that brought out the Report on the Central Advisory Board of Education (CABE) Committee along with the suggestions about the scholastic and co-scholastic aspects under the new evaluation system i.e. CCE.

2.2.3 National Curriculum Framework (NCF)

The next major statement of policy was made in the National Curriculum Framework, (2000) which puts further emphasis on the need for an evaluation that can influence teaching and learning. As stated in NCF (2000), it is mentioned that:

Teaching for successful learning cannot occur without high quality evaluation. Evaluation therefore, needs to be integrated with the process of teaching and learning. The greater the integration the better the outcomes of learning. Hence, evaluation has to be so designed that it can be used as a powerful means of influencing the quality of what teachers teach and what learners learn (p.58).
NCF 2005 also emphasises the fact that learners need to be encouraged to think independently. The ‘Position Paper on Aims of Education’, NCERT (2006) states that:

> Education aims at making children capable of becoming active, responsible, productive, and caring members of the society. Various practices of the community are made familiar to the children by imparting the relevant skills and ideas. Ideally education is supposed to encourage the students to analyse and evaluate their experiences, to doubt, to question, to investigate- in other words, to be inquisitive and to think independently (Position Paper on Aims of Education, NCERT 2006, p.7).

Taking into account what was laid down by Kothari Commission, National Policy of Education and National Curriculum Framework (NCF-1988), it was evident that these recommendations and reports emphasise the Zone of Proximal Development (ZPD) and draw attention to the Constructivist Approach. National Curriculum Framework, (1988), proposed that it was necessary to develop the evaluation system. This led to the initiation of a school based evaluation system i.e. Continuous and Comprehensive Evaluation by the Department of Educational Evaluation and Measurement.

The next section presents a brief on the theory of constructivism which was emphasised in the curriculum policies.
2.2.3.1 Constructivism

National Curriculum Framework (2005), emphasises the Constructivist approach to teaching and learning. It further elaborates that learners on their own are capable of constructing knowledge and teachers are only facilitators rather than transmitters of knowledge. This implies that learning occurs when learners actively participate in making meaning rather than when they are passively receiving information.

Jean Piaget is often referred as the founder of constructivism. Vygotsky (1978) is also referred to as a social constructivist who believed that

learning is something that cannot be forced on children from the outside (p.421).

Similarly, Gardner (1991) states that:

... each child must construct his own forms of knowledge painstakingly over time with each tentative action or hypothesis representing his current attempt to make sense of the world (p.26).

Constructivism, which was born out of theories such as cognitive psychology and social psychology, focusses on meaning being closely connected to experience. MacNaughton (2003) discusses about Southwest Educational Development Laboratory (SEDL) where Hoover (1996) presents two notions about constructed knowledge that a) learners use their existing knowledge and construct new understandings and b) learning is rather active than passive. Also, according to Hoover (1996):
Constructivism’s central idea is that human learning is constructed, that learners build new knowledge upon the foundations of previous learning. This view of learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction, is key (p. 1).

Hoover (1996) also mentions about the important implications Constructivism has for teaching.

….. teaching cannot be viewed as the transmission of knowledge. Rather, teachers act as "guides on the side" who provide students with opportunities to test the adequacy of their current understandings.

….. if learning is based on prior knowledge, then teachers must note that knowledge and provide learning environments that exploit inconsistencies between learners' current understandings and the new experiences before them.

….. if students must apply their current understandings in new situations in order to build new knowledge, then teachers must engage students in learning, bringing students' current understandings to the forefront.

….. if new knowledge is actively built, then time is needed to build it.

(p.1).
From the above discussion put forth by Hoover (1996), it can be said that Constructivism views teaching as being more than the mere transmission of knowledge where teachers need to build on the knowledge that the learner already has and thus provide the learner the required learning environment.

Mac Naughton (2003) has further listed four features which summarise the discussion laid down by various experts on Constructivist theory. According to her, children have the ability to construct their own knowledge and learners need to be actively involved for learning to happen. According to Mac Naughton:

- Children can construct their own meanings
- Active involvement is necessary to learning
- Problem solving and trial and error learning are important to cognitive development
- Internal cognitive structures make learning possible.

(p. 44).

Therefore, according to Constructivism, learners have the ability to construct their own meaning and learning as a process where teachers build on the existing knowledge of the learner and that learning is a more active process. It is when learners are actively involved in the teaching-learning process that actual learning happens.

Along with the Constructivist theory, is the Zone of Proximal Development (ZPD) that was mentioned in Kothari Commission, NPE and NCF. The following section presents a brief on the notion of ZPD.
2.2.3.2 Zone of Proximal Development (ZPD)

Vygotsky’s (1978) Zone of Proximal Development (ZPD) falls within the paradigm of the constructivist theory. The ZPD is the difference between the learner’s ability to perform without the help of an adult and the learner’s performance with help. Instead of measuring what a learner can do alone, according to Vygotsky, intelligence is better measured by determining what the learner can do with the help of an adult. According to Vygotsky (1978), Zone of Proximal Development:

…is the difference between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

…it is important to identify not just what the students have achieved, but what they might achieve, what they are now ready to achieve with the help of an adult in the ZPD.

…the child is an active learner in a world full of other people. Those people play important roles in helping children to learn in a whole range of ways adults mediate the world for children and make it accessible to them.

(p.86).

Therefore, it can be said that ZPD emphasises the learner’s ability to solve problems when they work in groups. This indicates that learners learn better when they are involved in the teaching-learning process. However, Constructivism and ZPD discussed above have a thread of commonality in the sense that they focus on the
actual learning experience of the learner with the help of the teacher. CCE adds a further dimension to this framework as it incorporates continuous evaluation and washback to uplift the learner progress.

2.2.4 Central Board of Secondary Education (CBSE)

Central board of Secondary Education also highlights the importance of education in making children productive members of the society. In the document issued by the CBSE (2011), a historical view of various recommendations and reports have been explicitly stated as part of the teacher manual for CCE. It states that:

Examinations are an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning process and their internalization by learners. Various Commissions and Committees have felt the need for examination reforms. The Hunter Commission (1882), Calcutta University Commission or Sadler Commission (1917-1919), Hartog Committee Report (1929), the Report of Central Advisory Board or Sargeant Plan (1944), Secondary Education Commission or Mudaliar Commission (1952-53) have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation (Teacher Manual, CBSE, 2011, p.3).

From the above statement, it is evident that recommendations and reports such as the Mudaliar Commission (1953), and so on have also stressed on the need for an examination reform where a new system of assessment to determine the positive
effects of assessment on teaching and learning needs to be developed. The next section looks at the other reports that have made similar arguments.

### 2.2.5 Other reports

After introducing CCE in schools, CBSE had a major role to play in successfully implementing CCE and making sure of its acceptance by its stakeholders. The Report of the Task Force mentioned in the Teacher Manual, CBSE (2011) states that:

> In our scheme of things, it is the School Boards which are expected to play the central role in the academic renovation of the school system. In other words, leadership has to come from the Board. Once the Boards get committed to this vital and supplementary system of evaluation and push it vigorously, this innovation will come to be accepted by more and more schools (p.4).

Similarly, the Teacher Manual, CBSE (2011) also states that:

> ...“Learning without Burden”- Report of the National Advisory Committee appointed by the MHRD, Department of Education, government of India has stated that board examination, taken at the end of Class X and XII, have remained rigid, bureaucratic, and essentially uneducative… (ibid. p.4).

Furthermore, the examination reform that was proposed by Kornhaber (2004) also needs a discussion as it presents an argument similar to the ones discussed above. The next section presents a discussion on the Theory of Test-based Reform.
2.2.6 The theory of Test-Based Reform

Kornhaber (2004), proposed the theory of Test-Based Reform where he states that testing is assumed as a favoured method of assessment by policy makers because it is expected to address many educational problems. According to him:

Policy makers have adopted testing as a favoured method of assessment in part because it is believed to constructively address a broad range of educational problems. These include low standards, weak motivation and expectations, and inadequate curriculum and instruction. Such problems do undermine the extent to which students can learn to function in the wider world (Kornhaber, 2004, p.51).

He further asserts that appropriate use of testing as essential to making reasonable inferences about learner performances. He states that:

One of the key recommendations for the appropriate use of testing is that no one test score should serve as the sole basis for making decisions of consequence. In other words, the decision to retain students, assign them to remedial classes, deny students their high school diploma, withhold school funds, or reconstitute a school staff should not be based on the results of a single test. No test is a perfectly reliable indicator of a test taker’s knowledge and skill. Despite a great deal of effort by test developers, all tests are subject to error of measurement (ibid. p.60).
The words of Kornhaber (2004) reassert that a test cannot be a reliable measure of a learner’s knowledge and skill and that the purpose of a test should be more than just being a basis for decision making.

Keeping in view the new age learner, Multiple Intelligences, another theoretical underpinning that needs attention in the current discussion is presented in the next section.

2.2.7 Multiple Intelligences (MI)

Another theory that draws attention to the learning and learner’s cognitive process is the theory of ‘Multiple Intelligences’ which was proposed by Gardner (1983) where the traditional view of intelligence was extended to seven different components. Gardner proposes that there is not one, but a number of intelligences each of which can be applied in different situations at different times. These intelligences are categorised into seven types which are:

- linguistic intelligence
- logical-mathematical intelligence
- Spatial intelligence
- Musical intelligence
- Bodily-kinaesthetic intelligence
- Interpersonal intelligence
- Intrapersonal intelligence

However, Stenberg (1977, 1988) also recorded a new territory in intelligence research by adding creative thinking and manipulative strategies as part of multiple intelligences. Later, Goleman’s (1995) concept of Emotional Quotient (EQ) added a new dimension by highlighting the importance of the emotions in cognitive processing.

The next section presents a discussion on the current evaluation system introduced in all CBSE schools which has been a result of evaluation reforms i.e. Continuous Comprehensive Evaluation (CCE).

2.3 Continuous and Comprehensive Evaluation (CCE)

This section presents a discussion on continuous comprehensive evaluation and highlights on the features of CCE along with a brief on scholastic and co-scholastic assessment. Also, the functions of CCE, objectives of CCE are presented with a brief on evaluation after CCE. Finally, a discussion on the evaluation paradigms put forward by the Central Board of Secondary Education (CBSE) is also presented.

As mentioned earlier, as the overall aim of education is to facilitate learning by improving the teaching-learning process on the basis of information gathered from assessment, which implies that there is a need to strengthen formative assessment. There is a need to involve learners as appraisers of their own learning and as resources to their peers thus laying the ground for self and peer assessment.

Reynolds, Livingston and Willson (2010) points out that, due to many external and internal factors, educational assessment undergoes a lot of changes which are a result of advances in theory and technology. He states that:
The field of educational assessment is dynamic and continuously evolving. There are some aspects of the profession that have been stable for many years. However, many aspects of educational assessment are almost constantly evolving as the result of a number of external and internal factors. Some of these changes are the result of theoretical or technical advances, some reflect philosophical changes within the profession, and some are the result of external societal or political influence (Reynolds, Livingston and Willson (2010), p. 24-25).

Also, according to Broadfoot (2008), to help the learners develop their learning skills, advances in assessment are needed. She states that:

There is a need for a new kind of assessment that can support students in developing their skills as learners and their ability to manage themselves and their careers to best effect. In short, contemporary assessment priorities are:

- Selection
- Certification
- Motivation
- Personal development planning

(Broadfoot, 2008, p.51).
Similarly, Darling – Hammond (1994) argues that there has to be a shift in the assessment practices where assessment could be used for diagnosis and to understand pedagogy. According to them:

There is a need to change the ways in which we use assessment form sorting mechanics to diagnostic supports; from external monitors of performance to locally generated tools for enquiring deeply into teaching and learning; and from purveyors of sanctions for those already undeserved to levers for equalizing source (Darling – Hammond, 1994 as cited in Shohamy, 2001, p. 135).

In accordance with the above arguments presented by Reynolds, Livingston and Willson, Broadfoot and Darling-Hammond, NCF (2005) also stresses on the need for a continuous and comprehensive evaluation for the purposes of reducing stress on children, to make evaluation regular and comprehensive and to provide space for the teacher to diagnose and plan for remediation to produce learners with greater skills. Similarly, The National Policy on Education (1986) along with the National Curriculum Framework (2000) stressed developing learner’s personal and social qualities by accommodating all aspects of learning. Therefore, it can be said that evaluation can be used as a tool to check the performance of the learners in the scholastic and co-scholastic areas. It can also be used to make decisions about the teaching-learning process and thus help the learner in the learning process.

Therefore, the challenge for changing the traditional system of examination and evaluation has evolved as a major focus. By introducing Continuous and Comprehensive Evaluation (CCE) at the secondary level with effect from 2009-2010,
the CBSE clearly stated that since teaching and learning are continuous, assessment has to be continuous.

2.3.1 Features of CCE

Continuous and Comprehensive Evaluation (CCE) is an innovation in classroom evaluation that aims at the overall development of the learner by covering the different aspects of learning. One of the objectives of CCE is to use assessment to improve learning with the help of regular diagnosis and remediation. In this new system, a new method of grading the learners replaced the traditional marking system. CCE aims at using evaluation to diagnose learner problems and thus improve learning.

The term ‘continuous’ refers to the continuity of assessment where there is ample scope for diagnosing learner problems. This continuity in assessment provides space for the teachers to use remedial measures where they can provide appropriate positive feedback to the learners and use suitable teaching strategies to cater to the learner needs.

According to Freeman and Lewis (2005):

Current thinking favours continuous assessment. This is because it generally enables you to take a wider sample of student behaviour, under a range of different conditions. It also helps you to take account of variability in students’ performance. By means of continuous assessment you can also pace students, ensuring that they keep up with the work (p.33).
Continuous assessment can be seen as a way of gathering information about the learner which can be useful for the teacher in planning their instruction. As Ramanathan (2008) clarifies:

For continuous assessment to be a ground reality in schools in India, many factors need to be in place. These include a fresh approach to evaluation that is less stressful and top-heavy so that the focus is on the learning, and not on the testing; in-service training for teachers of all grade levels to increase language skills and testing skills; a system that instils the value of internal assessment in teachers and schools and makes it possible to monitor grade inflation (p.123).

Ramanathan (2008) also reaffirms the notion of using continuous assessment to lower the stress levels of the learners where learners can focus more on learning rather than on performance and scoring marks.

2.3.2 Scholastic and co-scholastic assessment

Scholastic and co-scholastic assessment are conducted formally and informally using different techniques of evaluation. Scholastic assessment includes assessment of subject specific areas and co-scholastic assessment includes assessment of social qualities of the learner along with the learner’s interests, attitudes and values. As mentioned in the Teacher Manual, CBSE (2011):

In order to implement CCE, both Scholastic and Co-Scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers frequently reflect, plan and implement remedial strategies, the child’s ability to retain and articulate what
has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. Weekly, fortnightly, or quarterly reviews (depending on the learning area), that do not openly compare one learner with another are generally recommended to promote and enhance not just learning and retention among children, but their soft skills as well (p.12).

The above discussion made by ‘Teacher Manual’ CBSE (2011) emphasises the holistic assessment of the learner that includes scholastic and co-scholastic assessment. In this new pattern of assessment, along with formative and summative assessment, due importance is given to other skills that include life skills, social skills, emotional skills, creativity, and so on. A glimpse of the pattern in which scholastic and co-scholastic assessments are conducted in CBSE schools is listed in Appendix-II (refer to Appendix II).

In order to further examine CCE, a brief note on the features, objectives and functions of CCE are presented in the sections below.

### 2.3.3 The functions of CCE

CCE helps the teacher to diagnose learner problems and plan for effective teaching. It provides space for immediate feedback to the teacher about what needs to be done. It also helps the learners to know about their own weaknesses and to devise strategies of learning. A brief of the functions of CCE listed in the ‘Teacher Manual’, CBSE (2011) is as follows:

Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain each individual learner’s strengths and weaknesses and their
needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs a discussion again in the whole class or whether a few individuals are in need of remedial instructions. By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self-assessment of how he/she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction where more emphasis is required (p.10-11).


From the functions of CCE as mentioned in the teacher manuals, it is evident that formative assessment can provide the opportunity to analyse learner weaknesses and use washback to help the learners recognise their own weaknesses. This, in turn, can be helpful for teachers to devise effective strategies and plan for remediation and monitor learner progress in a positive learning environment. This means that formative assessment provides space for timely feedback and the active involvement of the learner in their own learning.

The next section presents the objectives that were laid down by CCE.

### 2.3.4 Objectives of CCE

CCE was introduced with a set of objectives to ensure better teaching and learning. These objectives mention the necessary details required to make assessment continuous and comprehensive in nature. According to the ‘Teacher Manual’, CBSE (2011), the objectives of CCE are to:
• help develop cognitive, psychomotor and affective skills
• lay emphasis on thought process and de-emphasize memorization
• make evaluation an integral part of teaching-learning process.
• use evaluation for improvement of students’ achievement and teaching — learning strategies on the basis of regular diagnosis followed by remedial instruction.
• use evaluation as a quality control device to maintain desired standard of performance.
• determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.
• make the process of teaching and learning a learner-cantered activity.

(p.8).

From the above-mentioned objectives, it is clear that CCE favours thought process and attempts at making evaluation an integral component of pedagogy. It also places importance on using assessment as a tool for diagnosis and improving learner performance. However, to envisage the scope of CCE, the next section presents a brief on the status of evaluation after CCE.

2.3.5 Evaluation after CCE

National Curriculum Framework (NCF, 2005) mentions that a lot of demand was placed on the teachers in terms of their time and ability to successfully implement CCE. Teachers can diagnose learner problems and plan remedial instruction only after evaluation takes place. According to NCF 2005:
CCE has frequently been cited as the only meaningful kind of evaluation and it also requires much more careful thinking through about when it is to be employed in a system effectively. Such evaluation places a lot of demand on teachers' time and ability to maintain meticulous records if it is to be meaningfully executed and if it is to have any reliability as an assessment (p.76).

Evaluation has undergone a sea-change after the introduction of CCE which resulted in evaluation becoming productive. It has equipped the teachers in using evaluation for developmental purposes which has made diagnosis of learner problems and remedial instruction possible. Besides, ongoing assessment in the form of formative assessment provides ground for the teachers to devise teaching strategies to cater to the learner needs. This, in turn, has been instrumental to the learner in realising their own learning problems based on which they can devise learning strategies. In a nutshell, it can be said that evaluation is much more meaningful after the introduction of CCE.

The next section presents a brief of the four evaluation paradigms laid down by CCE.

2.3.6 Evaluation paradigms

The Central Board of Secondary Education (2011) has laid down four paradigms of assessment in order to highlight the importance of assessment in the teaching-learning process. These paradigms, which relate assessment and learning, provide a comprehensive awareness of the four different ways in which assessment can impact learning and define the roles of the teacher and the learner within each of the paradigm. The four paradigms of learning i.e. ‘assessment of learning’, ‘assessment
for learning’, ‘assessment as learning’ and ‘assessment in learning’ that were listed out by CBSE (2011) are presented in detail in Appendix-IV (refer to Appendix-IV):

The next section presents a discussion on the existing research in India in the area under discussion.

2.4 Existing research in India

Though there is no existing work that studies the impact of evaluation and diagnosis on teaching with a focus on the usefulness of teacher manuals in developing learning, there are a number of research works available on many similar studies that help to conceptualise the proposed study and administer the methodology designed to conduct the study. However, ample research has been done in the field of English language teaching, language learning and language testing. A brief account of the different perspectives laid out by researchers in the area in India is presented below.

While examining the concepts of CCE and its implementation in schools, Sonawane and Isave (2012) studied the current evaluation system and the practice of CCE in secondary schools by examining the viewpoints presented in the CCE framework. According to them, the framework stressed on minimum level of learning, mastery in competencies, addressing the social and emotional attributes, replacing marks with grades, providing immediate feedback, using tools and techniques for evaluation, using formal and informal assessments, maintaining record of growth and development of individual learner, planning executing assessments, diagnosing learner problems and planning for remedial teaching. The survey concluded that evaluation practices were carried out in schools but not exactly according to viewpoints mentioned in the framework.
Further, the study revealed that the crowded classrooms, along with insufficient training, inadequate infrastructure and increased work-load of teachers act as obstacles to successfully implement CCE.

In their study on the status of co-scholastic activities in the school programme, Bhattacharjee and Sarma (2009) found that co-scholastic activities are not given much importance in the academic schedule. Also, teachers were not provided with adequate training to successfully conduct and evaluate the co-scholastic activities.

Similarly, Rajput, Tewari & Kumar (2003) conducted a study on the development and implementation of school based evaluation scheme which was based on the concept of CCE. Their study revealed that teachers understood the intricacies of CCE, the teachers’ work-load had increased at the beginning of the initiation of this scheme but later came down to an acceptable level. It was also revealed that teachers used a variety of techniques for assessment of learners’ performance and learners learned more about peer and self-assessment techniques. Diagnostic testing and remedial instruction were found useful in improving learners’ performance which improved steadily during co-curricular activities. Moreover, continuous monitoring helped teachers in reinforcing their understanding of various techniques of evaluation.

Their study attempted to test the effectiveness of training on the teachers teaching at the primary level. The aim of their study was to know the impact of training on CCE over the teacher’s evaluation practices. This was done by comparing the evaluation practices of teachers before the training to those of after the training. It also tried to study the impact of CCE on the teacher’s awareness of the new evaluation system and their ability to implement CCE successfully in the classrooms.
The results of their study initially revealed that teachers used conventional evaluation method and CCE was not followed systematically and there was less scope for conducting remedial instruction in the schools. It also revealed that after the teachers were provided training on CCE, the results showed that the teachers used different questioning skills in the classrooms and other evaluation practices such as recording and reporting about the learner and so on.

Likewise, in a similar study that was conducted by Rao and Rao (2001) in Mysore, India, on the effectiveness of CCE on teacher practices, it was mentioned that:

One of the major aims of school education is the all-round development of the child, least attention is paid to the educative process involved and to the assessment of students’ personal development (p.1-2).

With this intention of improving learning through making evaluation continuous and comprehensive, a research project under the District Primary Education programme (DPEP) was conducted with the purpose of training the teachers in CCE and to study the impact of the training programme over the evaluation practices of primary school teachers. Their study was taken up with the following objectives in mind:

- To study the government school teachers’ perception of CCE.
- To study the difference in the perception of male and female government school teachers towards CCE.
- To study the government school teachers’ perception of CCE at primary and secondary level.
- To study the teachers’ perception of CCE with varying educational qualifications.
To study the teachers’ perception of CCE with regard to number of years spent in teaching.

To make suggestions for facilitating smooth execution of CCE in schools.

(ibid. p.3-4).

Their study also revealed that the teachers were not skilled enough to evaluate the learners effectively at regular intervals. The following are the overall findings of their study:

- 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 analysed 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.

(ibid. p.9-10).
The results of their study shows that teachers were unable to successfully execute CCE in crowded classes. It was found that it was not possible for teachers to attend to the individual needs of the learners. Lack of appropriate training was one of the major limitations for the successful execution of CCE. According to them, it was found that teachers faced many financial constraints and a lack of infrastructural facilities made it difficult for teachers to meet the objectives of CCE.

Similarly, Rao (2006) studied the impact of training on CCE where it was highlighted that in many countries formative and developmental assessment is given more importance and learner’s development is given utmost importance above all. She mentions that though CCE is implemented in India, there are numerous misconceptions among its stakeholders. She also indicates that it is only when all the stakeholders appreciate the real essence and purpose of continuous assessment, that, there will be a change in the narrow perspectives and assessment procedures and practices. Also, she stresses that teacher training should be directed towards the positive possibilities of classroom assessment.

Gupta and Grover’s (2016) study presents a detailed analysis of CCE pattern in schools. They also mention the challenges and the impact of CCE in schools. To study this, they have conducted a survey where questionnaires were distributed to the learners of classes IX to XII. Based on the information gathered from the learners, they have presented few implications that can be useful in overcoming challenges faced in implementing CCE which include:
• Lower teacher pupil ratio is one of the reasons behind challenges faced by CCE. For the effective implementation of the scheme, the ratio needs to be increased so that neither students nor teachers are over occupied with the activities of CCE.

• Teachers should also be given sufficient time to make effective lesson plans and for collection and understanding of all requisite source available.

• Library period can be utilized for these activities so that burden of students can be reduced while going home and time can be saved for extra-curricular activities.

• Maximum sources for deducing content for projects and presentation is technology whereas the aim of CCE is to develop the habit among students to refer and value books and articles so that amalgamation of both leads to standout in the crowd in the outside competitive world.

• CCE pattern emphasizes the fact that written test should be transformed into quizzes, oral test, presentation, etc. A balance should thus be maintained between the two rather than increasing the number of activities along with the written tests.

(Gupta & Grover, 2016, p.33).

Saxena and Tyagi (2014) mentioned the merits and demerits of CCE along with the effects on the education system. They presented a brief on the characteristics of evaluation, purpose and functions of evaluation, history of CCE and grading system and suggestions for successful implementation of CCE.
Singh (2014), in his article, presents a critique of a three-day training programme initiated by Distance Education programme – Sarva Siksha Abhiyan (DEP-SSA). Details pertaining to initiating the training programme, a way of orientation and training content are discussed in this article. The outcomes of the training programme were also listed alongside the improvements that can be made in the training programme. The article concludes that it is not possible to achieve the goals behind implementing CCE without providing proper orientation and training to the teachers. Depending on the local needs and settings, new training programmes need to be adopted to enrich the practising teacher.

Also, Freeman and Lewis (2005), states that current thinking favours continuous assessment. Similarly, Ramanathan’s (2008), research further emphasises the factors for continuous assessment to be a ground reality in schools in India.

Furthermore, the works of Cunningsworth and Kusel (1991) highlight on the usefulness of teacher manuals and focus on devising a set of guidelines in designing teacher manuals and also suggest different dimensions that a manual can create for the teacher.

Kumar and Kumar (2015), in their article refer to the awareness of CCE among secondary school teachers. Their study mainly attempts to find out teacher’s awareness about the scheme of CCE. It looks into various other aspects such as a) the problems faced by teachers with regard to the execution of CCE and also b) the suggestions that teachers made for making CCE more effective. The study further revealed that secondary school teachers are not adequately prepared for effectively executing CCE in schools and that the crowded classes, inadequate training, lack of
necessary infrastructure and teaching materials and an increase in work volume are major barriers in smooth execution of CCE.

2.5 Conclusion

This chapter has presented the literature review of the concepts that need an understanding to visualise the study in its totality along with the recommendations and reports that provided a theoretical background for the study. Also, a discussion on CCE in order to highlight the features, functions and objectives of CCE. A discussion on the existing research in India in the area was presented to provide an insight into the works that have been conducted in this area and also to differentiate the current study with the ones that already exist.