

## ASSESSING CO-SCHOLASTIC AREAS IN A CCE COMPLIANT WAY

Assessment is the process of documenting, usually in measurable terms, knowledge and skills of a particular area that the child has been exposed to. Over the years, schools have been successful at designing and executing assessment ways to capture the knowledge and skills in different areas of classroom learning. However, very few tools exist today that capture learning which happens out of the classroom in co-scholastic areas in schools. This becomes important in the context of CBSE guidelines on the need to assess children holistically (life skills, sports & physical education etc.) in a CCE compliant way.

EduSports, in partnership with 70+ schools in 35+ cities has been able to design and execute a methodology that captures the skills learnt by the children in the area of sports and physical well-being.

### CURRENT GAPS IN ASSESSMENTS IN CO-SCHOLASTIC AREAS

When we are looking at tools for assessing co-scholastic areas (like sports) and capturing learning outside the classroom, it is extremely important for the tool to capture the 'think', 'feel', 'interests' of the children - as co-scholastic areas of learning involve a lot of doing and experiencing (vs. scholastic areas - which primarily focus on testing knowledge in an area)

There are four basic assessment paradigms which are to be kept in mind while designing a tool for assessment:

#### **Assessment of Learning**

The 'assessment of learning' is defined as a process whereby someone attempts to describe and quantify the knowledge, attitudes or skills possessed by another. Teacher direction is paramount and the student has little involvement in the design or implementation of the assessment process in these circumstances.

#### **Assessment for Learning**

The 'assessment for learning' involves increased level of student autonomy, but not without teacher guidance and collaboration. The assessment for learning is sometimes seen as being akin to 'formative assessment'. There is more emphasis towards giving useful advice to the student and less emphasis on the giving of marks and the grading function.

#### **Assessment as Learning**

The 'assessment as learning' is perhaps more connected with diagnostic assessment and can be constructed with more of an emphasis on peer learning. Assessment as learning generates opportunities for self assessment and peer assessment. Students take on increased responsibility to generate quality information about their learning and that of others. Assessment for learning and assessment as learning activities should be deeply embedded in teaching and learning and be the source of interactive feedback, allowing students to adjust, re-think and re-learn.

#### **Assessment in Learning**

The 'assessment in learning' places the question at the centre of teaching and learning. It deflects the teaching from its focus on a 'correct answer' to a focus on 'a fertile question'. Through enquiry, students engage in processes that generates feedback about their learning, which come from multiple sources and activities. It contributes to the construction of other learning activities, line of enquiry and the generation of other questions.

Assessment Paradigm	State of Assessment Tools in Scholastic Areas	State of Assessment Tools in Co-Scholastic Areas
Of Learning	Well Developed	Moderately Developed
For Learning	Well Developed	Under Developed

## REVISITING ASSESSMENTS

As Learning	Well Developed	Under Developed
In Learning	Moderately Developed	Under Developed

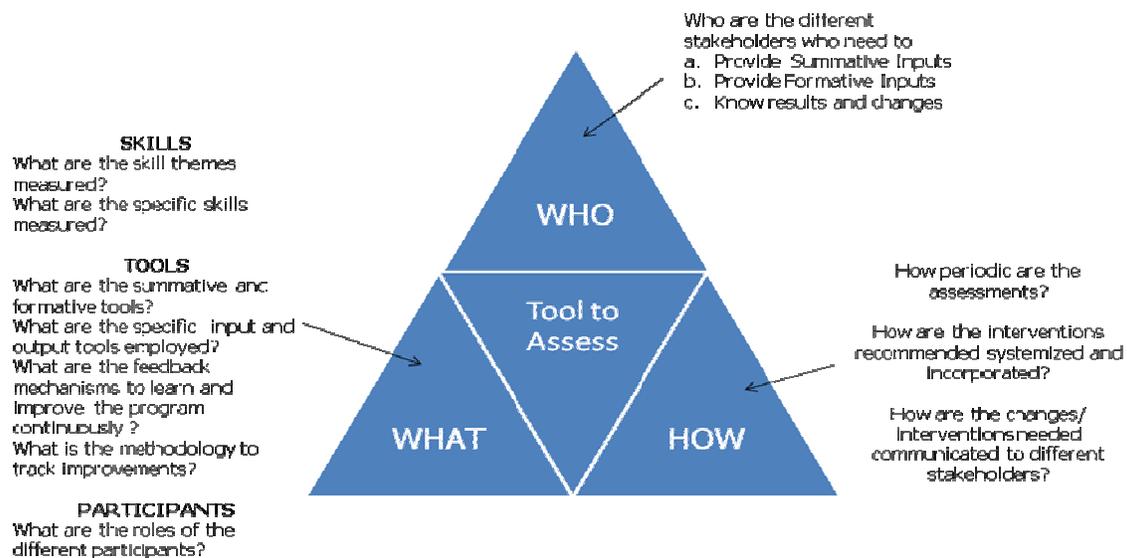
A big reason for these gaps to exist is that the co-scholastic areas (E.g. Health & Physical education, Visual art etc.) in most schools run with very little curriculum/ structure. Hence, for a successful program and an effective learning-teaching process, it is equally important to have a curriculum in place first to cover the co-scholastic areas, have trained resources that are capable of delivering the curriculum than designing assessment tools which are comprehensive.

### EDUSPORTS OUT-OF-CLASSROOM ASSESSMENT FRAMEWORK

Having understood where the major gaps lie, the following sections look at ways to design assessment tools which are formative and capture learning that happens outside of the classroom- mainly across co-scholastic areas.

Formative- Continuous & All Year <b><u>Assessment Of, For, As, In Learning</u></b>		Summative End of The Year- <b><u>Assessment of Learning</u></b>
Inclusive, Age-Appropriate Involves all stakeholders, Comprehensive- Captures knowledge, experiences, skills		
Curriculum	Execution	<b><u>Assessment</u></b>
Scholastic Areas	<b><u>Co-Scholastic Areas</u></b>	
Learning at school- Inside & <b><u>Outside</u></b> of the Classroom		

### EDUSPORTS OUT-OF-CLASSROOM ASSESSMENT FRAMEWORK



## REVISITING ASSESSMENTS

### HEALTHYMINDZ™ FOR ASSESSING HEALTH & PHYSICAL EDUCATION

#### SKILLS & FITNESS

##### Psycho-Motor Skills

Locomotor, Manipulative & Non-Manipulative, Rhythmic Skills

##### Sports Skills

Multi-sport skills

##### Life Skills

Team-work, Leadership

##### Fitness Levels

Endurance, Flexibility, Speed, Strength, Power, BMI

#### TOOLS

##### Testing Tools

Sit-Ups, Medicine Ball Throw, Sit & Reach Tests, 30m/50m/ 4 minute runs etc.

Circuits, skill tests & game-play to assess skills

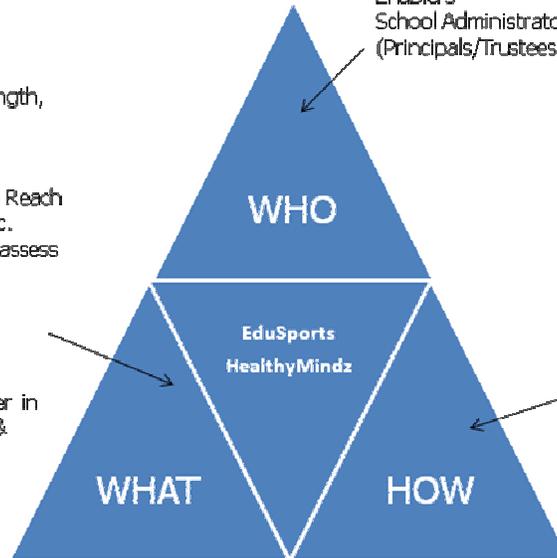
##### Reporting Tools

Report cards

#### PARTICIPANTS

EduSports resource/ trained teacher in school to assess, Interpret scores & incorporate curriculum changes

Children  
Parents  
Teachers & Other Program  
Enablers  
School Administrators  
(Principals/Trustees)



Built into the existing lesson plans as part of the EduSports SOAR curriculum

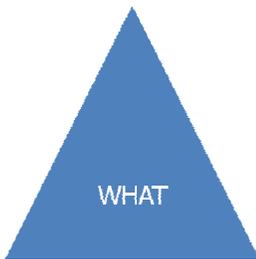
Real-time feedback (via observations) and incorporated on a weekly basis into the lesson plans

Weekly communication on outcomes and skills learnt with school administrators

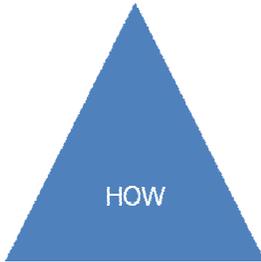
Quarterly reviews with report cards with parents

## REVISITING ASSESSMENTS

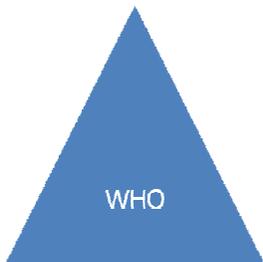
### EDUSPORTS HEALTHYMINDZ™ - PRODUCT FEATURES



Comprehensive & Continuous (CCE Compliant)
Covers basic motor, sports & life skills along with multi-sport skills
Records and reports fitness & skill levels of each child



Inclusive- Covering All Children
Age-Appropriate- 'Right Assessments & Tools for the Right Ages'
Specific & covers the skills that were exposed to as part of the curriculum
Seamlessly integrates into existing school systems and processes

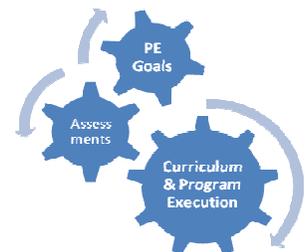


Covers Children, Teachers, School Administrators & Parents
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### CONCLUSIONS

The success that EduSports has achieved in measuring, tracking improvements in sports skills and child health indicates that for any assessment methodology that seeks to measure skills acquired by children in areas outside of classroom across co-scholastic areas to work, the following design principles must be followed:

- i. The methodology must seamlessly integrate into the existing school processes
- ii. The methodology must engage all the stakeholders (teachers/parents) periodically through currently existing forums
- iii. The tools used must be age-appropriate, inclusive and continuously make the trainer and the children aware of improvements
- iv. The methodology must be directly linked to specific learning outcomes which the children have been exposed to



The tool must integrate into existing structured programs and there must be a way for the feedback from the tool must be systemized into the learning process. A stand-alone tool without structured skill learning plans would not work.