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CLASS X · PHYSICAL ACTIVITY TRAINER (418) · SKILL SUBJECT · CBSE BOARD EXAMINATION 2027

PART B · UNIT 2

Assessment and Evaluation of Students

Unit Booklet · Short Notes · Board-Pattern Questions · Model Answers

Part B · 10 of 40 theory marks | 28 questions with model answers | Geetesh Sir | Taught: Tue 24 Nov

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STUDENT DETAILS

NAME _____

CLASS & SECTION _____

ROLL NO. _____

UNIT FINISHED ON _____

OBJECTIVE SELF-CHECK _____ / 15

1

READ THIS FIRST · SHORT NOTES

Unit Notes

What assessment and evaluation mean, the types (diagnostic, formative, summative), skill and fitness assessment, the tools a facilitator uses, the assessment process, how to prepare a report, and how to give and document feedback.

THIS UNIT IN THE BOARD PAPER

10 / 40

Unit 2 carries **10 marks**. Expect one-mark items on types and tools of assessment, a 2-mark difference (assessment vs evaluation, or formative vs summative) and a 4-mark question on report writing or feedback steps.

SYLLABUS 2026–27 · WHAT CBSE LISTS FOR THIS UNIT

- Meaning of assessment and evaluation
- Diagnostic assessment; skill assessment
- Assessment tools and the assessment process
- Preparing a report: identify information, analyse, conclude and recommend, revise, give feedback
- Steps of documenting feedback and its objectives

HOW THE CBSE SKILL-SUBJECT PAPER IS SET (THEORY 50 MARKS · 2 HOURS)

1 mark
Objective: MCQ, assertion–reason, fill in the blank, true/false, match. Q1 is Part A; Q2–Q5 (answer 5 of 6 in each) are Part B.

2 marks
Short answer in **20–30 words**: two clear points. Part B: answer any 4 of 6 (Q11–Q16).

4 marks
Long answer in **50–80 words**: four points, or 2 + 2. Answer any 3 of 5 (Q17–Q21); often case-based.

Part B = 40
Objective 20 + short 8 + long 12. Part A (Employability Skills) = 10. Practical = 50.

Write in points, start each point with the key word, and stay inside the word limit. Objective answers: write the option letter **and** the answer.

PRACTICAL WORK FOR THIS UNIT

Make a chart on the difference between assessment and evaluation · class discussion on formative and summative assessment · slide presentation on the steps of report preparation and feedback.

1 Measurement, assessment, evaluation

- **Measurement:** giving a **number** to a performance, e.g. 50 m in 8.4 seconds; 12 catches out of 15.
- **Assessment:** the **ongoing** process of collecting information about a child's learning, skills and progress, so that learning can improve.
- **Evaluation:** a **judgement** of how good the performance is against a standard, usually at the end, often as a grade.

Basis	Assessment	Evaluation
Purpose	To improve learning	To judge and grade learning
When	Continuous, during learning	At the end of a unit or term
Focus	Process (how the child is learning)	Product (final result)
Result	Feedback and help	Marks, grade, decision
Example	Coach watches dribbling and corrects it	End-term basketball skill test graded A–E

2 Types of assessment

Type	When	Purpose and example
Diagnostic	**Before** teaching	Find the starting level, strengths and weaknesses, e.g. checking who can already catch a ball
Formative	**During** teaching	Check progress and correct mistakes; "assessment **for** learning", e.g. feedback in each practice
Summative	At the **end**	Final judgement; "assessment **of** learning", e.g. end-term fitness test

Also: **self-assessment** (the child checks own performance) and **peer assessment** (a partner checks).

3 Skill and fitness assessment

Skill assessment checks how well a child performs a movement skill:

- **Process:** is the technique right? (eyes on ball, hands ready, elbows bent) – use a checklist.
- **Product:** what is the result? (number of successful catches, distance thrown).

Fitness component	Simple test
Speed	50 m sprint
Endurance	600 m run / walk
Flexibility	Sit-and-reach
Leg power	Standing broad jump
Agility	Shuttle run
Balance	Flamingo (one-leg) balance
Abdominal strength	Partial curl-ups

4 Assessment tools

Tool	What it is
Observation / anecdotal record	Watching children and noting what is seen
Checklist	List of points marked yes / no (e.g. "steps forward with opposite foot")
Rating scale	Points rated on a scale, e.g. 1 (poor) to 5 (excellent)
Rubric	Criteria with a description of each level of performance
Skill and fitness tests	Standard tasks with scores (time, distance, count)
Questionnaire / interview	Children or parents answer questions
Portfolio	Collection of a child's work, records and photos over time
Video recording	Lets coach and child review technique

5 The assessment process

1. **Decide the purpose** – what is to be assessed and why.
2. **Choose tools and tests** suited to age and skill.
3. **Prepare** – area, equipment, score sheets, safety; warm-up.
4. **Conduct and record** – same instructions for all; write results at once.
5. **Analyse** – compare with norms and with earlier results.
6. **Give feedback and plan** the next lessons.

Good assessment is: valid (tests what it should), reliable (same result if repeated), objective (no bias), safe, simple, age-appropriate and continuous.

6 Preparing an assessment report

Step	What to do
1. Information identification	Collect the needed facts: child's details, tests done, scores, observations
2. Analysis	Arrange the data in tables or graphs; compare with norms and past results; find strengths and weak areas
3. Conclusion and recommendation	Say what the results mean and suggest what to do next (extra practice, a sport to try)
4. Revision	Check facts, figures, spelling and clarity; make it complete and easy to read
5. Feedback	Share the report with the child, parents and school; listen to their views

A report contains: title, child's name and class, date, purpose, tests used, results, interpretation, recommendations, signature.

7 Feedback: objectives and good practice

> **Feedback:** information given to a learner about the performance, so that he or she can improve.

Objectives: show what was done well; point out what to improve and how; motivate and build confidence; guide future practice; keep parents informed; help the teacher improve teaching.

- **Specific:** "Bend your knees when you land", not "Do better".
- **Timely:** soon after the activity.
- **Positive and balanced:** praise → one correction → encouragement (the "sandwich").
- **About the action**, never the person; **two-way** – let the child speak.

8 Steps of documenting feedback

1. Set the **objective** of the feedback.
2. **Collect** information: scores, checklists, observations.
3. **Record** it in the feedback form or register with the date.
4. Write **strengths**, **areas to improve** and an **action plan**.
5. **Share and discuss** with the child or parents; note their response or signature.
6. **Follow up** later and record progress; keep records safe and private.

Key terms

14 terms

Measurement: giving a number to a performance

Assessment: ongoing collection of information to improve learning

Evaluation: judgement of performance against a standard

Diagnostic: before teaching, to find the starting level

Formative: during teaching, assessment for learning

Summative: at the end, assessment of learning

Checklist: yes / no list of points

Rating scale: score on a scale such as 1–5

Rubric: criteria with described levels

Norms: standard scores for an age group

Validity: tests what it is meant to test

Reliability: gives the same result when repeated

Portfolio: collection of a child's work over time

Feedback: information to help a learner improve

Common mistakes and exam tips

AVOID THESE

- Assessment = **process**, continuous, to improve; evaluation = **judgement**, at the end, to grade.
- Diagnostic comes **before** teaching – do not confuse it with summative.
- Name the five report steps in order: identify → analyse → conclude and recommend → revise → feedback.
- Good feedback is **specific** and **timely**; "Good job" alone is not useful feedback.
- A checklist has yes / no; a rating scale has levels such as 1–5.

A

PART A · 1 MARK EACH

Objective Questions

15 questions: MCQs, assertion–reason, fill in the blanks and true/false, like Q2–Q5 of the board paper. Answers in Part E.

ASSERTION–REASON: HOW TO ANSWER

(a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

A1. Assessment done before teaching starts, to find out what children already know, is: [1]

(a) Summative **(b)** Formative **(c)** Diagnostic **(d)** Peer

A2. "Assessment for learning" that happens during lessons is called: [1]

(a) Formative **(b)** Summative **(c)** Diagnostic **(d)** Final

A3. An end-of-term fitness test whose scores go on the report card is an example of: [1]

(a) Diagnostic assessment **(b)** Formative assessment
(c) Summative assessment **(d)** Self-assessment

A4. A tool in which points are marked only "yes" or "no" is a: [1]

(a) Rubric **(b)** Rating scale **(c)** Checklist **(d)** Portfolio

A5. Which test measures flexibility? [1]

(a) 50 m sprint **(b)** Sit-and-reach
(c) Standing broad jump **(d)** 600 m run

A6. A test that gives the same result when repeated under the same conditions is: [1]

(a) Valid **(b)** Reliable **(c)** Objective **(d)** Diagnostic

A7. Arrange the steps of report preparation: [1]
(i) Revision (ii) Analysis (iii) Information identification (iv) Conclusion and recommendation (v) Feedback

(a) (iii), (ii), (iv), (i), (v) **(b)** (ii), (iii), (iv), (v), (i)
(c) (iii), (iv), (ii), (i), (v) **(d)** (i), (ii), (iii), (iv), (v)

A8. Which is the most useful feedback for a child learning to catch? [1]

(a) "Good job!"
(b) "Keep your eyes on the ball and pull it into your chest."
(c) "You are not sporty."
(d) "Try harder."

A9. Which of these is a feature of evaluation rather than assessment? [1]

(a) Continuous **(b)** Process-focused
(c) Gives a final grade **(d)** Aims to improve learning while it happens

A10. A collection of a child's score sheets, photos and records over the year is a: [1]

(a) Rubric **(b)** Portfolio **(c)** Checklist **(d)** Norm

A11. ASSERTION–REASON [1]

Assertion (A): Formative assessment helps children improve during the course.

Reason (R): It gives regular feedback while learning is going on.

(a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

A12. ASSERTION–REASON [1]

Assertion (A): Feedback should be given weeks after the activity.

Reason (R): Good feedback must be specific.

(a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

A13. FILL IN THE BLANK [1]

Giving a number to a performance, such as 8.4 seconds for 50 m, is called _____.

A14. FILL IN THE BLANK [1]

The shuttle run tests _____.

A15. TRUE OR FALSE [1]

A rubric describes what performance looks like at each level.

B — Short Answer Questions

PART B · 2 MARKS EACH

Answer in 20–30 words: two clear points. Model answers in Part E.

B1. Differentiate between assessment and evaluation. MUST DO [2]

B2. Differentiate between formative and summative assessment. MUST DO [2]

B3. What is diagnostic assessment? Give one example. [2]

B4. Name any four assessment tools. [2]

B5. State any two objectives of feedback. [2]

B6. Name one test each for speed, endurance, flexibility and leg power. [2]

C — Long Answer Questions

PART C · 4 MARKS EACH

Answer in 50–80 words: four points, or two points with an example each. Model answers in Part E.

C1. Explain the steps of preparing an assessment report. MUST DO [4]

C2. Describe the steps of documenting feedback. MUST DO [4]

C3. Explain any four tools a facilitator can use to assess children. [4]

C4. Write the steps of the assessment process. [4]

C5. What makes feedback effective? Explain four qualities. [4]

D

PART D · CASE AND COMPETENCY BASED

Case-Based Questions

Read the situation, then answer from it and from the unit. These are the 4-mark board questions that test application.

D1. Case-Based · Fitness week at school [4]

Before starting a 6-week fitness programme for Class V, Coach Neha tests every child on a 50 m sprint, sit-and-reach and a 600 m run. Every week she watches them during practice and gives tips. At the end she repeats the tests and sends a report to parents.

(i) Which type of assessment is the first round of tests? [1]

(ii) Which type is the weekly watching with tips? Which is the final test? [1]

(iii) Write two things the report to parents should contain. [2]

D2. Competency-Based · Arjun's catching [4]

Arjun, 7, drops most balls thrown to him. The facilitator notices that he closes his eyes and holds his arms straight. He has been told "Try harder" many times and now does not want to play.

(i) Which tool would help the facilitator check his catching technique point by point? [1]

(ii) Why is "Try harder" poor feedback? [1]

(iii) Write the feedback you would give Arjun, using the sandwich method. [2]

E

PART E · ANSWERS IN CBSE MARKING-SCHEME STYLE

Answers

Objective key with a reason, then model answers: numbered value points, key word first, the mark for each point in orange, and the word count under each answer. Any other correct, relevant point also earns the mark.

Objective questions – answer key

Part A

Write the option letter **and** the answer, as the marking scheme does.

Q	Answer	Why (one line)
A1	**(c) Diagnostic**	It diagnoses the starting level.
A2	**(a) Formative**	It shapes learning as it happens.
A3	**(c) Summative assessment**	Final judgement.
A4	**(c) Checklist**	Rating scales have levels.
A5	**(b) Sit-and-reach**	Reaching forward from sitting.
A6	**(b) Reliable**	Reliability = consistency.
A7	**(a) (iii), (ii), (iv), (i), (v)**	Identify → analyse → conclude → revise → feedback.
A8	**(b) "Keep your eyes on the ball and pull it into your chest."**	Specific and about the action.
A9	**(c) Gives a final grade**	Evaluation judges and grades.
A10	**(b) Portfolio**	Shows progress over time.
A11	**(a) Both true; R explains A**	R explains A.
A12	**(d) A false, R true**	A is false – feedback should be timely; R is true.
A13	**measurement**	It comes before evaluation.
A14	**agility**	Quick changes of direction.
A15	**True**	It makes scoring fair.

Short answers

Part B · 2 marks

B1. Differentiate between assessment and evaluation. **[2]**

1. **Assessment:** ongoing collection of information to improve learning. 1
2. **Evaluation:** final judgement of performance, often as a grade. 1

17 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1 | MUST DO

B2. Differentiate between formative and summative assessment. **[2]**

1. **Formative:** during learning; gives feedback to improve. 1
2. **Summative:** at the end; judges and grades what was learnt. 1

17 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1 | MUST DO

B3. What is diagnostic assessment? Give one example. [2]

1. **Meaning:** done before teaching to find strengths and weaknesses. 1
2. **Example:** checking which children can already catch a ball. 1

18 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1

B4. Name any four assessment tools. [2]

1. **Tools:** checklist and rating scale; 1
2. **More tools:** rubric and fitness test. 1

11 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | ½ for each tool

B5. State any two objectives of feedback. [2]

1. **Improve:** tells the child what to improve and how. 1
2. **Motivate:** praises effort and builds confidence. 1

15 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | Any two, 1 mark each

B6. Name one test each for speed, endurance, flexibility and leg power. [2]

1. **Speed:** 50 m sprint. ½
2. **Endurance:** 600 m run. ½
3. **Flexibility:** sit-and-reach. ½
4. **Leg power:** standing broad jump. ½

15 words · CBSE asks 20–30 words | Marking: ½ + ½ + ½ + ½ = 2 | 4 × ½ = 2

Long answers

Part C · 4 marks

C1. Explain the steps of preparing an assessment report. [4]

1. **Information identification:** collect the child's details, scores and observations. 1
2. **Analysis:** compare results with norms and past scores. 1
3. **Conclusion and recommendation:** say what results mean and suggest next steps. 1
4. **Revision and feedback:** check the report, then share it with child and parents. 1

41 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | 1 mark each | MUST DO

C2. Describe the steps of documenting feedback. [4]

1. **Objective:** decide what the feedback should achieve. 1
2. **Record:** write scores and observations with the date. 1
3. **Strengths and action plan:** note good points, weak areas and how to improve. 1
4. **Share and follow up:** discuss with the child or parents; check progress later. 1

41 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | 1 mark each | MUST DO

C3. Explain any four tools a facilitator can use to assess children. [4]

1. **Checklist:** yes / no list of skill points. 1
2. **Rating scale:** scores each point from 1 to 5. 1
3. **Fitness tests:** sprint, sit-and-reach and others give scores. 1
4. **Portfolio:** records progress over time. 1

29 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | Any four, 1 mark each

C4. Write the steps of the assessment process. [4]

1. **Purpose and tools:** decide what to assess; choose suitable tests. 1
2. **Prepare:** area, equipment, score sheets, warm-up. 1
3. **Conduct and record:** same instructions for all; write results at once. 1
4. **Analyse and feed back:** compare results and plan next lessons. 1

37 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | 1 mark each

C5. What makes feedback effective? Explain four qualities. [4]

1. **Specific:** names the exact action to change. 1
2. **Timely:** given soon after the activity. 1
3. **Balanced:** praise, one correction, then encouragement. 1
4. **Two-way:** the child can ask and respond. 1

26 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | Any four, 1 mark each

Case-based answers

Part D

D1. Case-Based · Fitness week at school (passage printed in Part D) [4]

(i) Which type of assessment is the first round of tests? [1]

Diagnostic assessment – done before the programme.

(ii) Which type is the weekly watching with tips? Which is the final test? [1]

Weekly: **formative**; final test: **summative**.

(iii) Write two things the report to parents should contain. [2]

(1) The child's **scores before and after**, compared with norms. (2) **Strengths**, areas to improve and **recommendations** for practice at home.

Marking: 1 + 1 + 2 = 4 | 1 + (½ + ½) + 2

D2. Competency-Based · Arjun's catching (passage printed in Part D) [4]

(i) Which tool would help the facilitator check his catching technique point by point? [1]

A **checklist** (or a rating scale).

(ii) Why is "Try harder" poor feedback? [1]

It is **not specific**: it does not tell him what to change.

(iii) Write the feedback you would give Arjun, using the sandwich method. [2]

"You are moving well to the ball – great! **Keep your eyes open on the ball and bend your elbows** with hands ready. Let's try five soft throws; I know you can catch them."

Marking: 1 + 1 + 2 = 4 | 1 + 1 + 2