

## ASSESSMENT IN HISTORY

History as one of the most important disciplines in Arts education constitutes the acquisition and understanding of historical knowledge in depth. Assessment of students' learning should therefore help them to acquire the skills of enquiry of historical evidences and explore the understanding through multidisciplinary approach. In the 21<sup>st</sup> century, assessment should be valid, reliable and fair, fulfilling the following purposes:

- motivate student learning for real life/contemporary life,
- help teachers plan teaching lessons,
- measure progress and for promotion,
- assess specific learning outcomes and
- provide feedback to teachers and learners.

The following types of assessment determines student learning:

### 1. **Continuous Formative Assessment:**

Continuous Formative Assessment (CFA) occurs as learners are in the process of learning. Here the learners are in a process of making meaning of their previous learnt ideas and concepts connecting it to the new ones. It provides immediate feedback to the learners and to the teachers to reflect on their teaching.

A very interactive class discussion, varied classroom activities gives a picture of student learning and understanding on the spot.

### 2. **Continuous Summative Assessment:**

Continuous Summative Assessment (CSA) occurs throughout a larger period. Unlike CFA, feedback to the learner is not immediate but quick with tools like regular tests, project works and assignments. CSA provides feedback to the teachers to plan upcoming lesson/activity.

### 3. **Summative Assessment:**

Summative Assessment (SA) occurs at the end of larger learning. Feedback to the learner is usually limited with less opportunity for immediate improvement. This determines the outcome achieved by the learners. Term end assessments are the best tools of SA, which provides information of learners' achievement to parents and the school. SA determines students' promotion.

## ASSESSMENT MATRIX

Types of Assessment	1. Continuous Formative Assessment (CFA)			2. Continuous Summative Assessment (CSA)			3. Summative Assessment (SA)	
Definition	It is the continuous process of assessing students learning and provide immediate feedback. This assessment is not graded but used as feedback for improvement.			It is a process of assessing throughout a larger period. Feedback to the learner is not immediate but quick.			It is assessing at the end of larger learning period.	
Domains	Cognitive	Affective	Psychomotor	Cognitive	Affective	Psychomotor	Cognitive, Affective & Psychomotor	
Techniques	Interactive classroom activities Quiz & debate, self & peer assessment, class presentation, homework, class work, immediate interaction with students.	Observation of student's conduct, group work, field trip, excursion, self & peer assessment, immediate Interaction with students.	Immediate interaction with students, class work, home work, exhibition, case studies	Homework (HW) and class tests	Lesson Diary or History Museum	Project Proposal (class XI)  Project work/PW (class XII)	Term Test I	Term Test II
Weighting XI				5%	5%	10%	30%	50%
Weighting XII				PW (term I 5% + term II 5%)*			45%	45%
Tools	Q& A, Observational individual records.			Rubrics			Written Examination	
Assessment (class xii)	School based			School based and external			External	
Frequency	Daily (throughout the teaching/learning process)			At least once per Unit/Chapter.			Term end	
The project proposal and project work will be assessed at the end of each term of two years' course period.								
* For internal assessment in class XII, weighting for PW, HW and summative assessment could be adapted to suit school need.								

## ASSESSMENT TECHNIQUES AND TOOLS

### 1. PROJECT WORK (PW)

Students are required to write a Project Work on topics related to local or community history using the techniques of oral history. This assignment is in fulfillment of the learning objectives laid in the first strand, Historiography.

#### **OBJECTIVES:**

Through the PW, students should:

- develop skills of data collection and investigation of resources,
- comprehend, analyze and evaluate historical evidences,
- comprehend the limitations of historical evidence,
- use 21<sup>st</sup> century learning skills,
- develop skills of inquiry and research,
- interpret data using various techniques,
- develop skills of interaction and exploration,
- construct appropriate linkage between the findings and the contemporary life,
- comprehend the context through multidisciplinary approach,
- explore the techniques of oral history and
- write a local/community history.

#### **GUIDELINES:**

1. Students should select topics related to local or community history.
2. Teachers will validate the topics chosen.
3. The teacher will facilitate and closely guide the process of the PW.
4. Students with special needs may be given extra guidance and support if necessary.
5. School should provide official correspondence to facilitate smooth data collection.
6. The PW should be completed in two years course time, individually.
7. In class XI, students are required to complete the project proposal.
8. The preparation of research questions should also be completed by the end of class XI term.
9. The research question should be evaluated in class XI term end and used for data collection during winter break.
10. The Project Proposal (PP) will be assessed by the concerned teacher at the end of each term in class XI.
11. In class XII, students will write a Project Work (PW) using the collected data.

12. The PW will be assessed by the concerned teacher at the end of each term in class XII.
13. Students will be assessed out of 5 marks in each term(class XI & XII), (Total:20 marks)
14. At the end of class XII term, both PP and PW should be submitted for validation by an external examiner.
15. PP will be referred for adherence while assessing the PW.
16. The PW should be presented in the form of write up in 2000 to 2500 words in class XII.
17. The write up should include at least three illustrations.
18. The PW should be backed up with appendices including few transcriptions of the interview and sample question, for record.
19. It should be typed in *Times New Roman, 12 font size*.
20. Use the appropriate score card (Ref: page 6 & 8) for each student's PP or PW.

#### PROJECT PROPOSAL ASSESSMENT CRITERIA

Score	Problem statement	Background (central theme)	Project title	Methodology		Ethical Consideration	Data Analysis
				Data Collection	Research question		
	2	1	1	2	2	1	1

**Award a maximum of 10 marks using the following rubric:**

<b>Dimension → Element ↓</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total Marks</b>
<b>Problem Statement</b>	The problem statement is clearly stated, provides direction for the paper and is well linked to the project title.	The problem statement provides direction for the paper and well linked to the project title.	The problem statement is slightly clear with some direction for the paper and vaguely linked to the project title.	The problem statement lacks direction and has vague link to project title.	<b>2</b>
<b>Background</b>	Shows clear evidence of background information sought, which is reasonable and well linked with the problem questions.	Shows slight evidence of background search, which is reasonable and linked with the problem questions.	Shows evidence of background search, which is not reasonable and slightly linked with the problem questions.	Shows no evidence of background search, but some assumption related to the topic.	<b>1</b>
<b>Project Title</b>	The title is well generated from a broad topic and made specific to closely link to the problem statement.	The title shows some focus on specific issue and links to the problem statement.	The title is specific and bears some link to the problem statement.	The title is broad and has some link to the problem statement.	<b>1</b>
<b>Data Collection</b>	Data collection plan clearly shows the procedures, tools and strategies required in oral history interviews. It has set of criteria for selection of participant(s).	Data collection plans has tools and strategies for oral history sighted. It has a few criteria for selection of participant(s).	Data collection tools and strategies for oral history not clear but mentioned. It has poor criteria for selection of participant(s).	Data collection procedure for oral History is incomplete and shows no criteria for selection of participant(s).	<b>2</b>
<b>Research Question</b>	The questions are insightful, ethical and clearly stated and avoid duplication of the information sought. The questions are also properly sequenced.	The questions are clear, ethical with some evidence of duplication of the information sought. The questions are also loosely sequenced.	The questions are vague with some duplication of the information sought and the questions are also poorly sequenced.	The questions are incomplete and does not promise the information sought and the questions are also not sequenced.	<b>2</b>
<b>Ethical Consideration</b>	Shows clear plan for ethical consideration cited for, advance necessary approvals from all relevant agencies/individuals and due ethical regard for the respondent/participant.	Shows plan for ethical consideration cited for, advance necessary approvals some relevant agencies/individuals and ethical regard for the respondent/participant cited.	Ethical consideration for, advance necessary approvals from few relevant agencies/individuals cited but no ethical regard for the respondent/participant mentioned.	Shows vague plan for ethical consideration.	<b>1</b>
<b>Data Analysis</b>	Plan for data transcription is clearly cited and use of colour coding techniques to generate themes.	Plan for data transcription is mentioned and use of coding techniques to generate themes.	Plan for data transcription is clearly mentioned with poor colour coding techniques to generate themes.	Shows vague plan for data transcription.	<b>1</b>

## Student Score Card for Project Proposal

Name: .....

Class XI

<b>Dimension → Element ↓</b>	<b>Total Marks</b>	<b>Weighting (Total marks/ max dimension, i.e 4)</b>	<b>Award (Dimension scored * weighting)</b>
<b>Problem Statement</b>	<b>2</b>	<b>0.5</b>	<b>Eg: 3* 0.5 = 1.5 marks</b>
<b>Background</b>	<b>1</b>	<b>0.25</b>	<b>Eg: 2* 0.25 = 0.5 mark</b>
<b>Project Title</b>	<b>1</b>	<b>0.25</b>	
<b>Data Collection</b>	<b>2</b>	<b>0.5</b>	
<b>Research Question</b>	<b>2</b>	<b>0.5</b>	
<b>Ethical Consideration</b>	<b>1</b>	<b>0.25</b>	
<b>Data Analysis</b>	<b>1</b>	<b>0.25</b>	
<b>Total</b>	<b>10</b>		<b>*</b>

\*Please total up the marks scored in 'Award' column to get the final score of the candidate.

## PROJECT WORK ASSESSMENT CRITERIA

	Introduction	Significance of the study	Data analysis and interpretation	Methodology	Recommendation and Conclusion	Resources and documentation
Score	1	1	4	2	1	1

Dimension Element → ↓	4	3	2	1	Total Marks
Introduction	A clear background to the topic chosen is stated. The problem and proposed solution is stated too. The introduction should not be unnecessarily lengthy.	A clear background to the topic chosen is stated with the problem in a desirable length.	The background to the topic chosen is stated in a desirable length	A lengthy introduction vaguely mentions the background of the chosen topic.	<b>1</b>
Significance of the study	Significance of the research clearly cited covering areas from academic learning to local and national/international history.	Significance of the research cited showing linkage to covering areas from academic learning and local or national history.	Significance of the research covers only academic or national or international history.	Significance of the research only covers vague areas with slight importance mentioned.	<b>1</b>
Data analysis and interpretation	The data is interpreted clearly using appropriate technique with accurate portrayal of the respondent/participant's story that clearly connects to the problem statement. The write up is backed up with at least three illustrations. Data is well transcribed with no alteration and loss of information.	The data is interpreted using appropriate technique and appears to portray the respondent/participant's story that connects well to the problem statement. The write up is backed up with at least two illustrations.  Data is transcribed with some alteration of information.	The data is interpreted partially with weak portrayal of the respondent/participant's story that connects to the problem statement. The write up is backed up with at least one illustration. Data transcription is weak with partial	The data interpretation is incomplete and unclear. participant's story is interpreted but has limited connection to the problem statement. Data is transcribed with apparent loss of major information.	<b>4</b>

			information altered.		
Methodology	The write up shows close adherence to the project proposal. All the components of the proposal are well addressed.  Extensive use of oral history techniques is evident.	The write up shows adherence to the project proposal. Some of the components of the proposal are not addressed.  Oral history techniques are moderately used.	The write up shows partial adherence to the project proposal. Most of the components of the proposal are unattended and oral history techniques are vague.	The write up has weak adherence to the project proposal. Most of the proposed plans are altered.  No evidence of oral history techniques.	<b>2</b>
Recommendation and Conclusion	The research has clear focus on the resolution to the problem statement and at least three recommendations cited.	The research arrives on the resolution to the problem statement and at least two recommendations cited.	The research has some focus on the resolution to the problem statement and one recommendation is cited.	The findings lack proper winding up of the project work.	<b>1</b>
Resources and documentation	The write up shows extensive use of variety of information sources well cited in APA format.	The write up shows several use of variety of information sources and cited in a APA format.	The write up shows little variety of information sources cited in a bibliography.	Information sources are limited and weakly cited in a bibliography.	<b>1</b>

### Student Score Card for Project Work

Name: .....

Index No:..... (Class XII)

Dimension → Element ↓	Total Marks	Weighting (Total marks/ dimension (4))	Award (Dimension scored * weighting)
Introduction	<b>1</b>	<b>0.25</b>	<b>Eg: 3 * 0.25 = 1.5</b>
Significance of the study	<b>1</b>	<b>0.25</b>	<b>Eg: 2* 0.25 = 0.5</b>
Data analysis and interpretation	<b>4</b>	<b>1</b>	
Methodology	<b>2</b>	<b>0.5</b>	
Recommendation and Conclusion	<b>1</b>	<b>0.25</b>	
Resources and documentation	<b>1</b>	<b>0.25</b>	
<b>Total</b>	<b>10</b>		*

\*Please total up the marks scored in 'Award' column to get the final score of the candidate.



## 2. History Museum

Students are required to create a museum with collection of artifacts and other objects of artistic, cultural and historical importance. This assignment is in fulfilment of the learning objectives across different strands to gain contextual learning through exhibition and conservation. Though the assignment is a class/stream project, the exhibit should be individually contributed and evaluated internally at class XI level.

The school should choose between **History Museum and Lesson Diary** and maintain uniformity of choice across streams for a particular year's course.

### **OBJECTIVES:**

Through the Museum, students should:

- comprehend the skills of preserving the past.
- analyze and evaluate historical evidences,
- develop inquiry and problem skills,
- foster the significance of historical evidences,
- derive inspiration to learn from historical evidences,
- display the richness of history.
- Comprehend the context through new approach and
- derive meaning from the past to connect to the present.

### **GUIDELINES:**

- Teacher will provide a broad theme for the choice of exhibit.
- Students will be required to gather information on the exhibit.
- Teacher will provide support and guidance for the display.
- Students will be required to submit a write up on the exhibit.
- Should be evaluated using standard rubric.

### HISTORY MUSEUM ASSESSMENT CRITERIA (sample)

Thematic presentation	Historical Information	Creativity and presentation	Write up	Resources	Total Score
4	4	4	4	4	20
At the end of term, the final score should be converted to 5 %.					

### HISTORY MUSEUM ASSESSMENT RUBRIC (sample)

Score	4	3	2	1
<b>Thematic Presentation</b>	Student has presented a high quality exhibit that accurately depicts the theme. Great care and attention given to details.	Student has presented a quality exhibit that depicts the theme. Care and attention given to details.	Student has presented an exhibit that slightly depicts the theme. Care and attention given to details.	Student has presented a poor quality exhibit that makes it difficult to link with the theme.
<b>Historical / Cultural Information</b>	Student provides more than five historical information regarding their chosen exhibit.	Student provides less than four historical information regarding their exhibit.	Student provides two historical information regarding their exhibit.	Student provides one or vague historical information for the exhibit.
<b>Creativity of thought and presentation</b>	Exhibit is creatively given meaning and presented in organized manner and style.	Exhibit is given some new meaning. Presented in organized manner and style.	Good attempt is made to give meaning. Presented in organized manner.	Exhibit is not given new meaning but presented in organized manner.
<b>Write up</b>	Student provides elaborate description and illustrations in well-structured format.	The exhibit is elaborately described with few illustrations in structured format.	The write up does not provide elaborate description and is presented in weak structured format.	The write up lacks proper description and doesn't follow structural format.
<b>Resources</b>	The write up shows extensive use of variety of information sources well cited in a bibliography.	The write up shows several use of variety of information sources well cited in a bibliography.	The write up shows little variety of information sources cited in a bibliography.	Information sources are limited and weakly cited in a bibliography.

### **3. Lesson Diary**

Students are required to maintain a Lesson Diary on a historical figure that appeals to them in the course of studying History in class XI.

Any historical figure from Bhutan or World History may be chosen. This assignment is in fulfilment of the learning objectives across different strands to analyze the contextual learning to develop favorable attitudes for their historical contributions. The assignment should be completed individually and evaluated internally at class XI level.

The school should choose between **History Museum and Lesson Diary** and maintain uniformity of choice across streams for a particular year's course.

#### **OBJECTIVES:**

Through the Lesson Diary on historical figure, students should:

- develop social relationship,
- appreciate cultural differences,
- draw inspiration from their lives
- relate contextual learning to real life situation,
- develop favorable attitudes for their achievements,
- analyze and evaluate the contributions of historic figures,
- analyze and evaluate historical evidences,
- develop inquiry and problem skills and
- foster the significance of historical evidences,

#### **GUIDELINES:**

- Students may choose any historic figure learned in the class.
- Students will be required to gather information on the chosen personality.
- Write key achievements or events related to the personality.
- Justify how the personality appealed to them.
- Illustrations/pictures should be used.
- Teacher will provide support and guidance for the materials and write up.
- Should be assessed using standard rubric.

### LESSON DIARY ASSESSMENT CRITERIA (sample)

Contextual Concept	Historical Information	Presentation	Write up	Resources	Total Score
4	4	4	4	4	20
At the end of term, the final score should be converted to 5 marks.					

### Lesson Diary on Historical Figure ASSESSMENT RUBRIC (sample)

Score	4	3	2	1
<b>Contextual Concept</b>	The choice of historical figure is context based that depicts the students clear understanding of the related concept.	The choice of historical figure is context based that depicts the students partial understanding of the related concept.	The choice of historical figure is partially contextual that depicts students' some understanding of the related concept.	The choice of historical figure appears to be related to the context and does not depict any clear understanding of the concept.
<b>Historical Information</b>	Student provides more than five historical information regarding their chosen historical figure.	Student provides less than four historical information on the figure.	Student provides two historical information on the historical figure.	Student provides one or vague historical information on the chosen figure.
<b>Presentation</b>	The write up is presented with great analytical thought in cohesive manner.	The write up is presented with partial analytical thought in cohesive manner.	The write up is presented as in the context in cohesive manner.	The write up lacks cohesive presentation with no new ideas explored on the context.
<b>Write up</b>	Student provides elaborate description with three illustrations in well-structured format free of lexical and grammatical errors.	Student provides elaborate description and illustrations in well-structured format free of lexical and grammatical errors.	The write up does not provide elaborate description and is presented in weak structured format.	The write up lacks proper description and doesn't follow structural format.
<b>Resources</b>	The write up shows extensive use of variety of information sources well cited in a bibliography.	The write up shows several use of variety of information sources well cited in a bibliography.	The write up shows little variety of information sources cited in a bibliography.	Information sources are limited and weakly cited in a bibliography.

## HISTORY (CHAPTERWISE WEIGHTING FOR PART I AND II)

### Class XI

Section	Chapter	Instructional Hours per unit	Weighting	30% Part I $\frac{W}{100} \times 30$	Total Marks for part I	70% Part II	Total Marks for part II	$\frac{\text{Weighting (W)}}{100} \times 70$
Section A Bhutan Civics	1. Society, State and Nation	6	5%	1.5 (1)	4	3.5 (4)	10	$\frac{5}{100} \times 70 = 3.5(4)$
	2. Forms of Government	7	5%	1.5 (1)		3.5 (3)		
	3. Constitution	7	5%	1.5 (2)		3.5 (3)		
Section B Bhutan History	1. Cultural Heritage	15	10%	3 (3)	8	07(8)	20	$\frac{10}{100} \times 70 = 7(8)$
	2. Emergence of Drukpa Kagyud	20	15%	4.5 (5)		10.5(12)		
Section C World History	Strand 1: Historiography	30	20%	6 (6)	18	14 (13)	40	$\frac{25}{100} \times 70 = 17.5(17)$
	Strand 2: Evolving Civilization	20	15%	4.5 (5)		10.5 (10)		
	Strand 3: Governance and Peace	20	15%	4.5 (4)		10.5 (10)		
	Strand 4: Identity, Spirituality and Culture	10	10%	3 (3)		7 (7)		
	<b>Total</b>			<b>100</b>		<b>30</b>		

## HISTORY (CHAPTERWISE WEIGHTING FOR PART I AND II)

### Class XII

Section	Chapter	Instructional Hours per unit	Weighting	30% Part I $\frac{W}{100} \times 30$	Total Marks for part I	70% Part II	Total marks for part II	Calculation $\frac{\text{Weighting (W)}}{100} \times 70$
Section A Bhutan Civics	The Role of Monarch in D C M	6	4%	1.2 (1)	4	2.8 (2)	10	$\frac{4}{100} \times 70 = 2.8(2)$
	The P M and CoM	7	4%	1.2 (1)		2.8 (3)		
	The Directive Principles of S P	6	4%	1.2 (1)		2.8 (3)		
	Civil Service in D C M	6	3%	0.9 (1)		2.1 (2)		
Section B Bhutan History	Emergence of a Nation State	13	10%	3 (3)	8	7 (8)	20	$\frac{10}{100} \times 70 = 7(8)$
	Emergence of Modern Bhutan	13	10%	3 (3)		7 (8)		
	Gross National Happiness	9	5%	1.5 (2)		3.5 (4)		
Section C World History	Strand 1: Historiography	25	20%	6 (6)	18	14 (13)	40	$\frac{25}{100} \times 70 = 17.5(17)$
	Strand 2: Evolving Civilization	20	15%	4.5 (5)		10.5 (10)		
	Strand 3: Governance and Peace	20	15%	4.5 (4)		10.5 (10)		
	Strand 4: Identity, Spirituality and Culture	15	10%	3 (3)		7 (7)		
	<b>Total</b>		<b>100</b>			<b>30</b>		

## QUESTION PATTERN

<b>PART I OBJECTIVE TYPE ITEMS</b> Answer all questions		
<b>Question Type</b>	<b>TOTAL Marks</b>	<b>Remarks</b>
<b>MCQ</b>	<b>30 marks</b> <b>(no fixed number of MCQ, T/F, FiB or SAQ, its flexible)</b>	Each question type should have evenly distributed questions from Bhutan Civics, Bhutan and World History. The number of questions under each objective type question may vary each time it is set.  The objective question type to be used may vary from, all types to some of the question type.  Follow the prescribed weighting for unit/chapter/strand.
<b>TRUE-FALSE/EDITING</b>		
<b>SENTENCE COMPLETION(FiB)</b>		
<b>SHORT ANSWER QUESTION</b>		

## PART II (ERQ)

<b>Section</b>	<b>Questions set worth</b>	<b>Remarks</b>
Section A BHUTAN CIVICS (BC)	10 marks	As setting of one question for 10 marks may not be feasible for all concepts, item sub-division under each question may be created with each sub question not less <b>than 4 or 5 marks (wherever possible)</b> Examples: <span style="float: right;">OR</span> Q 1a 4 marks <span style="float: right;">Q 1a 5 marks</span> Q 1b 6 marks <span style="float: right;">Q 1b 5 marks</span>
Section B BHUTAN HISTORY (BH)	20 Marks	
Section C WORLD HISTORY(WH)	40 Marks	

**There is no choice in both Part I and Part II questions, all questions are compulsory.**