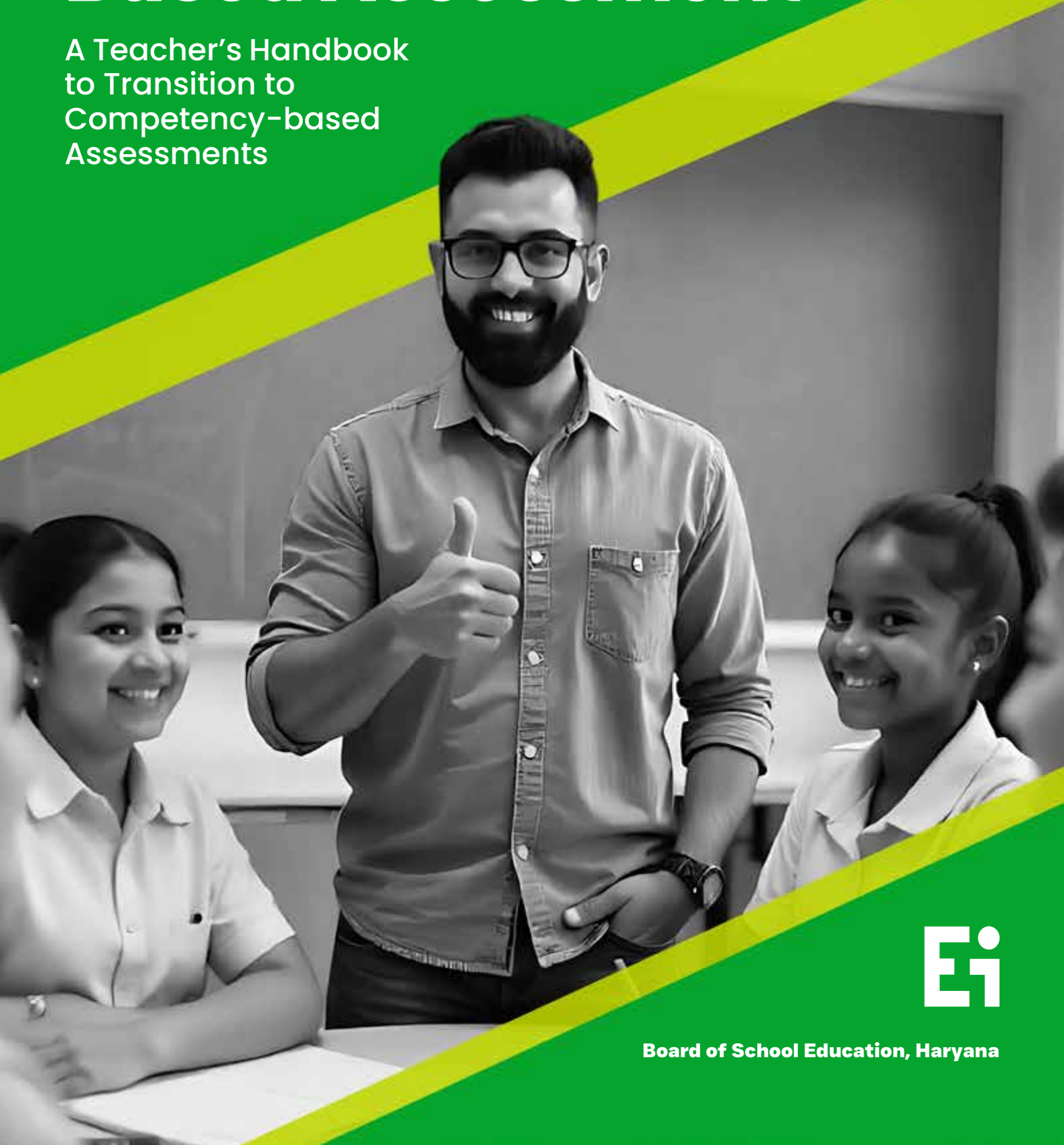
Shift To Competency-Based Assessment

A Teacher's Handbook to Transition to Competency-based Assessments



Board of School Education, Haryana

Foreword

Esteemed Educator

Greetings and warm regards,

In the ever-evolving world of education, we often find ourselves reflecting on the impact we have on the lives of our students. Teaching is more than imparting knowledge, it is about shaping minds, fostering growth, and guiding young people toward their fullest potential. You, as a teacher, understand the depth of this responsibility better than anyone. Every day in the classroom presents an opportunity to nurture the abilities and passions of those who look to us for direction. This guide is designed with your dedication in mind.

We know that crafting meaningful, competency-based assessments is more than just a task. It's a way to ensure that each student truly grasps the knowledge and skills they need, not only for the classroom but for life. Competency-based assessments go beyond measuring what students can memorise; they delve into what students can do, how they think, and how they apply their learning to real-world scenarios. We understand that designing these types of assessments can feel like an added challenge. This guide is to support you in that effort of creating competency-based assessments.

This guide is here to simplify that process, offering you practical tools, examples, and insights to make competency-based assessment easier to implement, without compromising the depth of student learning. Competency-based assessments can not only measure what students have learnt, but also influence how they learn. By focusing on true mastery, you can empower your students to grow with confidence, knowing that they are not just learning for the sake of passing a test, but for building a foundation they will carry with them for years to come. This guide is more than a resource. It is a commitment to supporting you in your journey as an educator. We hope that as you turn the pages, you will feel inspired to explore new ways of assessing your students' learning, and in turn, find greater meaning in the work you do every day. The process may be challenging, but the results are invaluable—for both you and your students. Thank you for the incredible work you do and the care you take in guiding each student toward their future.

Board of School Education, Haryana

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How to use this handbook?

This document serves as a practical resource for teachers transitioning to competency-based assessments, as recommended by NEP 2020. It provides essential tools, strategies, and insights to make the transition smoother and more effective for both teachers and students. Here are key steps for teachers on how to utilize this guide.

1

Understand the need to move to competency-based assessments

Before diving into implementation, it is important to fully understand why the shift from traditional rote-based assessments to competency-based ones is required. Use the first section 'The need to move to competency-based assessments' to understand why this shift is required and how the shift will help students in the coming years.

2

Understanding competency-based questions and how to design them

The section 'Understanding competency-based assessments' provides a background to what competency-based questions are, how to identify them. As you design your assessments, the checklist provided to identify competency-based questions can be handy. The checklist will help in creating questions that not only assess students' knowledge but also reveal any misconceptions they might hold.

3

Helping students see the relevance of this change without making them anxious

The section 'Introducing competency-based questions to students and reducing student anxiety' provides suggestions around how to gradually introduce students to competency-based questions so that they are able to adapt to them without the anxiety that may come along with the change. It also give suggestions around changes that can be done in the teaching-learning process to enable the change. It will help in reducing the student anxiety around competency-based assessments.

4

Addressing parent concerns proactively

The section 'Introducing competency-based questions to parents and reducing parent anxiety' provides suggestions on how to address concerns that parents may have around the effect of competency-based assessments on their children's grades. It will help in reducing parental concerns around competency-based assessments.

By following these steps and using the tools and strategies outlined in this guide, teachers can facilitate a smoother transition to competency-based assessments. The shift is not just about changing how students are tested, but about transforming how they learn, fostering a deeper understanding of core concepts, and preparing them for the challenges of the modern world.

The need to move to competency-based assessments

The importance of testing

Effective learning is inseparably linked to regular evaluation and feedback. A good diagnosis is the first step of a good treatment. Just like a good doctor need to understand what the problem is to be able to give an effective medication, in order to provide better remediation support to a student, one needs to understand what the exact gaps in learning are. Once identified, the support can be customised to the needs of the student. For some students just the fact that the gaps are made visible is enough to trigger the process of learning.

Tests are an important tool to help gauge how much has been learnt, and 'how well' children are doing. They are yardsticks, which also provide valuable feedback about the effectiveness of instructional methods. Assessment should serve a dual purpose of effectively measuring what students have actually understood as well as providing actionable insights and required support to the teachers and students. Data emerging from good assessments can empower teachers to take the necessary action which can overcome the gaps in learning.

Additionally, as stakeholders prioritise high exam scores, improving assessments can positively impact the entire system. Effective assessments can even promote learning, as "teaching to the test" becomes beneficial.

Assessments can serve as a guiding star for the education system. They can significantly influence stakeholder priorities. If created well, assessments can not only fulfil their essential role but also positively impact the education system, workforce, and society.

Beyond memorisation: the limitations of rote learning

Key differences between rote learning and memorisation include -

- **Understanding:** Rote learning lacks understanding, while memorisation often involves comprehension.
- **Application:** Rote learning is limited to recalling specific information, while memorisation can be applied in different contexts.
- **Efficiency:** Memorisation is generally more efficient as it involves active processing of information.

Rote learning and memorisation are often used interchangeably, but they represent distinct cognitive processes. Rote learning involves the mechanical repetition of information without understanding its meaning or context. It is a passive form of learning that relies on memorising facts or sequences verbatim. An example of remembering a phone number or a part of a text or a poem by heart without understanding the meaning of the words.

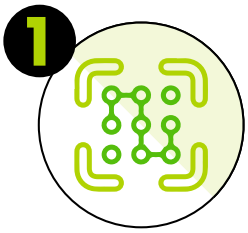
On the other hand, memorisation is the process of storing important information in long-term memory for later retrieval. It often involves understanding the information and connecting it with existing knowledge. An example of memorisation is remembering the names of countries and their capitals while understanding their geographical locations or multiplication tables while knowing how to arrive at the answer as well.

While both rote learning and memorisation involve storing information, memorisation is a more effective and versatile approach that emphasises understanding and application. Over-reliance on rote learning may limit the development of higher-order thinking skills like analysis, problem-solving, and critical thinking.

Rote learning limits students' ability to understand, analyse, and apply knowledge in real-world scenarios. It encourages memorisation without comprehension, as illustrated by the inability to visualise solutions after simply recalling formulas. This method leaves students ill-prepared for modern workplace demands, as they lack critical thinking and analytical skills. The focus on rote learning rather than understanding leads to shallow comprehension of concepts, making it difficult for students to relate classroom learning to practical situations, as evidenced by their struggles with tasks like calculating discounts or interpreting fractions in real life. For some of these reasons, the National Education Policy, 2020, has emphasised the need to move away from a system of rote learning, towards a system which is understanding-based.

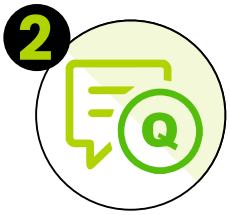
So how are students able to score good marks in the examinations?

Many times because of the way examinations are structured and designed, students manage to score good marks through strategies that often prioritise rote memorisation, pattern recognition, and familiarity with question formats. While these methods may lead to high scores in exams, they do not necessarily reflect a deep understanding of the subject matter. Instead, students often succeed by mastering exam-specific techniques rather than developing critical thinking and problem-solving skills that are essential for real-world applications. Some of the common strategies students end up using involve -



Reliance on pattern recognition and memorisation

One of the primary reasons students are able to score high marks is their ability to recognise patterns in the types of questions that appear in exams. Much of exam preparation involves practicing with past papers or anticipated questions. This approach is often effective in cases, particularly in traditional systems that repeat the same types of questions year after year, albeit with minor changes.



Familiar question formats

Another contributing factor is the predictability of question formats in many examinations. Students are often able to predict the kinds of questions that will appear on their exams based on the format of previous papers. These exams tend to focus on mechanical, fact-based questions rather than those that test the application of knowledge in novel situations.

For example, in the subject of electricity, common questions might ask students to calculate resistance or current using familiar formulas. A question like, “What is the current in a copper wire with a resistance of 2 ohms connected to a 9-volt electrical source?” is straightforward for students who have memorised the relevant formula, but it does not require them to understand the underlying physics of electric circuits. By practicing these familiar problems, students can perform well without developing a deeper understanding of the subject.

Focussed exam preparation

Many students and educators alike focus their efforts on preparing for exams by narrowing their scope to “important” topics that are likely to be tested. This often involves studying specific sections of the syllabus that are known to be frequently examined, while other topics that are deemed less likely to appear on the exam are ignored or given less attention.

This kind of exam-oriented preparation leads to high scores because students are concentrating their efforts on mastering the kinds of questions they are almost certain to face. Teachers and tutors frequently advise students on “high-weightage” topics or share insights on “must-know” areas, reinforcing this strategic approach. As a result, students who follow this focused method can excel in exams, even though their understanding of the subject might be shallow or limited to the most frequently tested concepts.

Assessment reforms in the context of National Education Policy, 2020

The National Education Policy (NEP) of 2020 outlines a vision for transforming education in India, with a particular focus on assessment reforms. This transformation aims to address the long-standing issues in the Indian education system, such as rote learning, surface-level understanding, and exams that fail to test students' true grasp of concepts. The NEP proposes a shift toward more meaningful, competency-based assessments that better prepare students for the future. Some of the key changes the NEP is pushing for in the context of assessment reforms are -

1 Moving away from rote learning

One of the primary goals of the NEP is to move the education system away from a culture of rote learning to assessments that focus on testing. This shift aims to ensure that students learn with understanding as well as develop the critical thinking and problem-solving skills needed to apply their knowledge in real-world contexts.

2 Having assessments that are competency-based

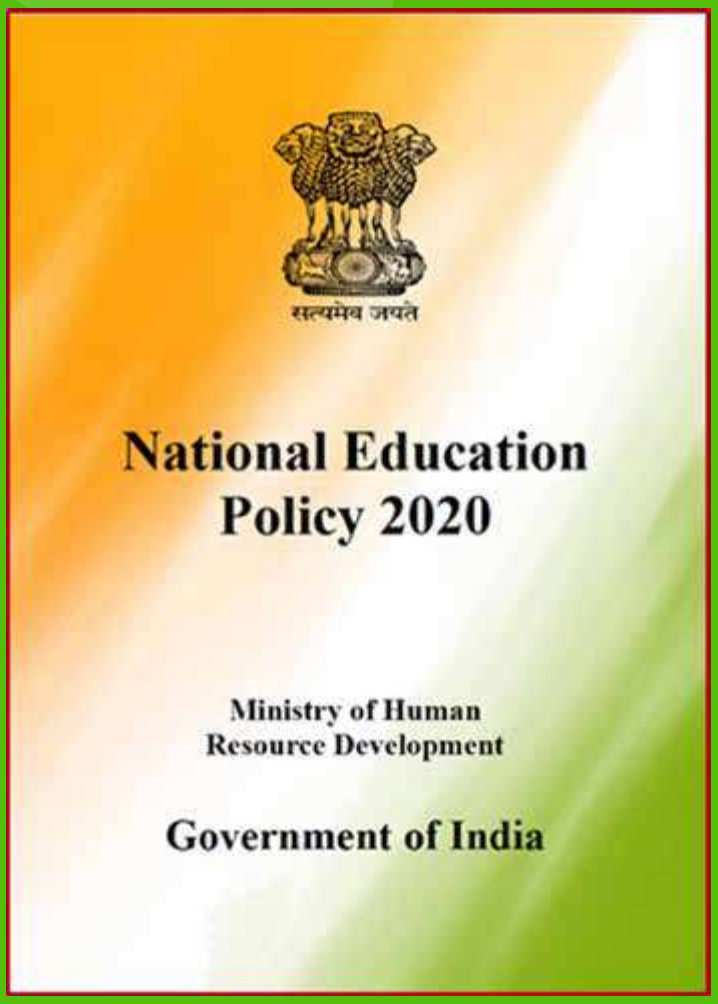
Another critical aspect of the NEP's reform agenda is the introduction of competency-based assessments. These are designed to evaluate students' ability to understand and apply core concepts and skills, as opposed to simply recalling information. The NEP emphasises that assessments should focus on key concepts and core knowledge, not peripheral facts.

3 Reduced focus on high-stakes exams

One of the other important shifts recommended by the NEP is its effort to reduce the high-stakes nature of board exams. Traditionally, board exams have been seen as the ultimate measure of a student's abilities, putting immense pressure on students, parents, and teachers. However, the NEP acknowledges that this system often leads to unhealthy competition and encourages surface-level learning aimed solely at passing exams. Two ways by which this can be achieved is – i) by integrating competency-based questions into exams, the NEP encourages students to engage more deeply with their subjects and promotes the development of higher-order thinking skills and ii) having multiple assessments throughout the year, with school-based exams for classes 3, 5, and 8. These assessments can be designed to monitor students' progress over time, ensuring that learning is continuous and that students are not solely evaluated based on one high-stakes exam. Furthermore, the redesigned progress cards will focus not just on academic outcomes but also on the development of key skills and competencies, giving a more holistic view of a student's abilities.

The NEP's focus on assessment reforms is a critical step toward transforming India's education system. Adopting the NEP recommendations, moving away from rote learning and high-stakes exams and embracing competency-based assessments, unfamiliar contexts, case-based questions, and technology, can lead to a system that fosters real understanding and prepares students for the challenges of the future. The focus on testing conceptual knowledge, higher-order thinking skills, and 21st-century competencies represents a significant departure from traditional methods and aligns with the broader goal of ensuring that students are not just learning facts but are developing the skills they need to thrive in an ever-changing world.

Transforming Assessment for Student Development



The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

The current nature of secondary school exams, including Board exams and entrance exams - and the resulting coaching culture of today - are doing much harm, especially at the secondary school level, replacing valuable time for true learning with excessive exam coaching and preparation. These exams also force students to learn a very narrow band of material in a single stream, rather than allowing the flexibility and choice that will be so important in the education system of the future.

While the Board exams for Grades 10 and 12 will be continued, the existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes. To reverse these harmful effects of the current assessment system, Board exams will be redesigned to encourage holistic development; students will be able to choose many of the subjects in which they take Board exams, depending on their individualized interests. Board exams will also be made 'easier', in the sense that they ***will test primarily core capacities/competencies rather than months of coaching and memorization;*** *any student who has been going to and making a basic effort in a school class will be able to pass and do well in the corresponding subject Board Exam without much additional effort. To further eliminate the 'high stakes' _aspect of Board Exams, all students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.*

- National Education Policy 2020 (emphasis added)

What would a shift to competency-based assessment mean?

While the NEP 2020 talks about competency-based assessments, it gives a broader suggestion as to what these assessments would look like, which in effect would mean moving away from rote learning. Shift to competency-based questions would mean –

1. Fostering conceptual understanding rather than rote learning

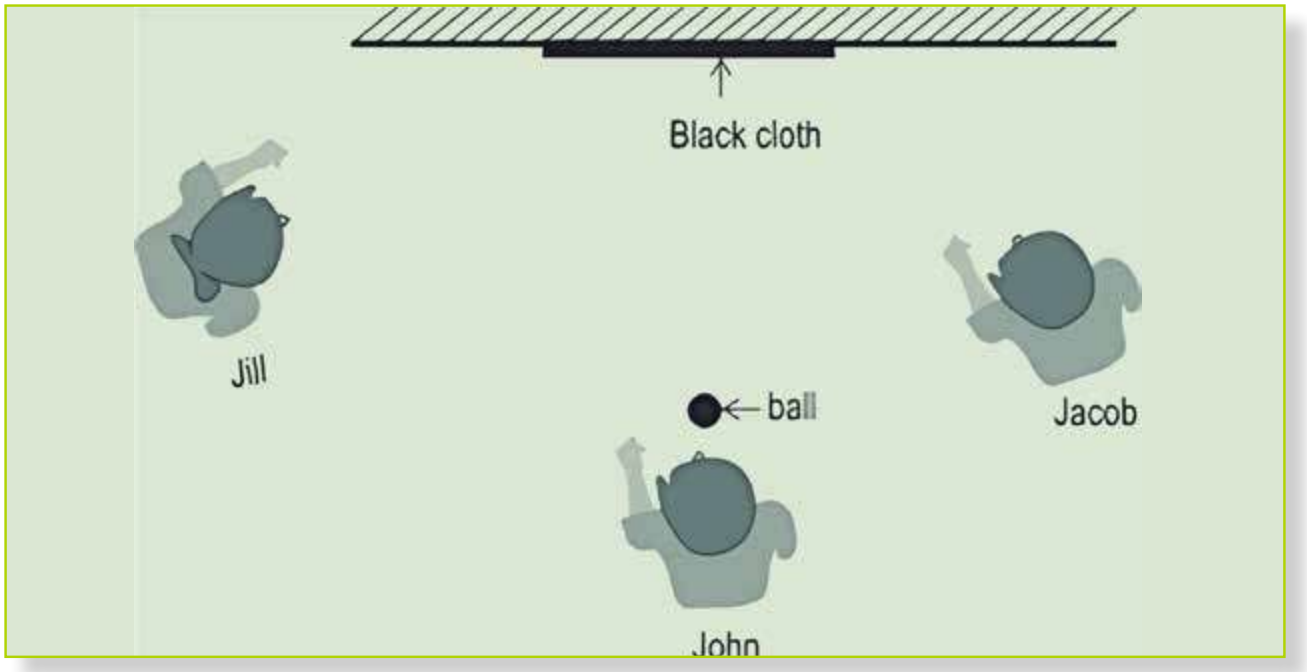
Shift to competency-based assessments would mean having a good representation of questions testing for understanding of concepts than just recall of facts. While such questions can be a good measure of what students have, they can also influence how and what students study and teachers teach. They provide an opportunity to focus on what's really worth learning.

For example, here are two questions. The first question tests whether students know the laws of reflection and can recall them correctly. The second question tests whether students can apply their understanding of the laws of reflection in the given context. Shift to competency-based assessments would mean having a good representation of the second kind of questions.

State the laws of reflection.

vs

James did an experiment with a large plane mirror. He placed a ball in front of the mirror and covered the part of the mirror which was directly in front of the ball with a black cloth. He made his three friends Jill, John and Jacob stand in front of the mirror as shown in the figure.



Who would see the image of the ball? Justify your answer using an illustration.

(Source of the first question: NCERT Class 9 Science Textbook
Source of the second question: Ei ASSET)

2. Adapting to unfamiliar contexts in assessment

Shift to competency-based assessments would mean having questions being asked in an unfamiliar manner instead of taking directly from the textbook/past papers/other sources or copies of them. Such questions can help distinguish rote/ mechanical learning from real learning with understanding.

For example, here are two questions. The first question tests whether students know the definition of peninsula or not, which students can reproduce even without really understanding what peninsula means. The second question tests whether students can identify the characteristic common to the highlighted regions. Instead of just reproducing the definition of peninsula, to answer the question they need to use the understanding of what peninsula means, or how it is different from an archipelago or the kind of topographies the shown regions have. Shift to competency-based assessments would mean having a good representation of the second kind of questions.

Define a peninsula.

vs

Identify the characteristic that is common to all the regions shaded on the following map.

A. They are all peninsulas.

B. They are all archipelagos.

C. They all have similar topography.

D. They are all located in the tropical zone.

(Source of the second question: Class 8, SS, Ei ASSET)

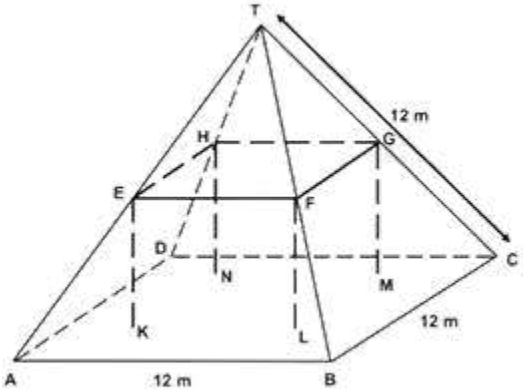
3. Emphasising authentic, real-life contexts

Shift to competency-based assessments would mean having questions using an authentic, real-life, relatable context. Such questions can help in stimulating thinking and developing higher level thinking skills, strategies and habits.

For example, here is a question that uses the real-life context of a pyramid-shaped roof of a house. It describes mathematically what the dimensions of the roofs are. The question expects students to comprehend the given information and apply it to arrive at the answer. The cognitive process used to solve the question is similar to how one applies understanding in practical, real-life situation. Shift to competency-based assessments would mean having a good representation of such questions.

Here you see a photograph of a farmhouse with a roof in the shape of a pyramid.

Below is a student's mathematical model of the farmhouse roof with measurements added. The attic floor, ABCD in the model, is a square. The beams that support the roof are the edges of a block (rectangular prism) EFGHKLMN. E is the middle of AT, F is the middle of BT, G is the middle of CT and H is the middle of DT. All the edges of the pyramid in the model have length 12 m.



1. Calculate the area of the attic floor ABCD.
The area of the attic floor ABCD = _____ m²

2. Calculate the length of EF, one of the horizontal edges of the block.
The length of EF = _____ m

(Source: PISA Mathematics Literacy Items - https://nces.ed.gov/surveys/pisa/pdf/items2_math.pdf)

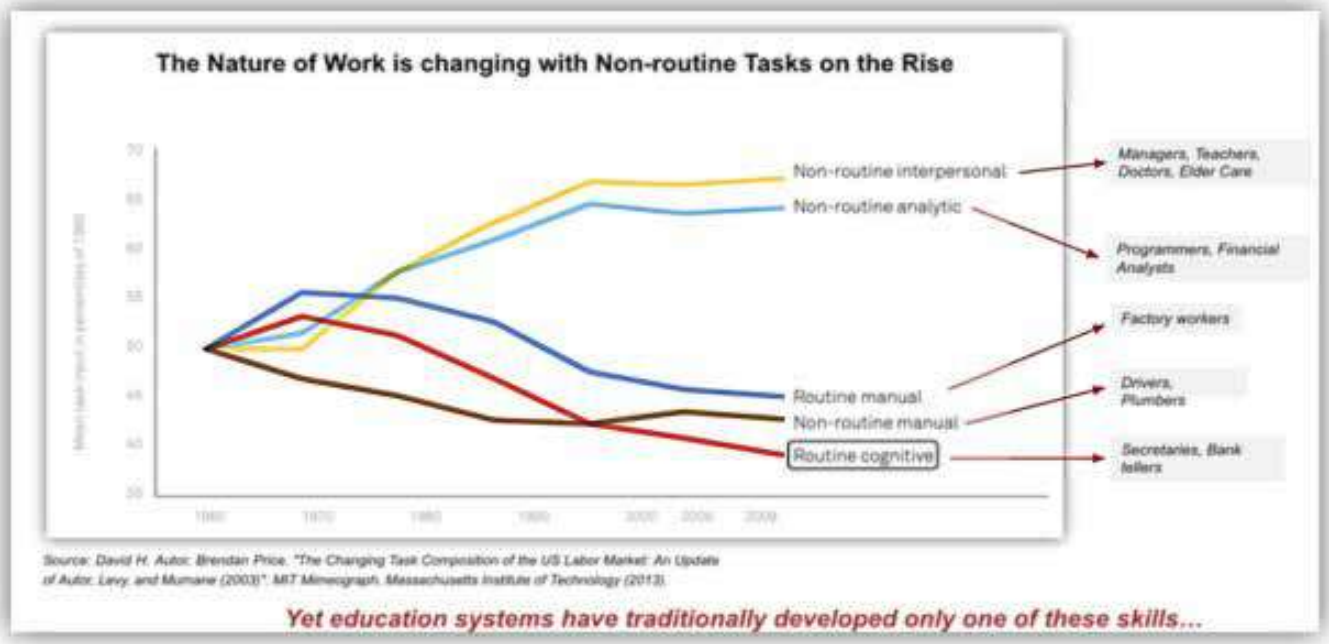
But are these changes around assessments really necessary?

The need for reforms in assessments is critical to ensure that children are well-prepared for the future, particularly as the world undergoes rapid transformations driven by technological advancements. The changes in the global job market and societal expectations demand that education systems evolve to equip students with the skills they need to thrive in the 21st century.

1. The changing nature of work

The traditional education system was designed to prepare students for a different kind of workforce, one dominated by manual tasks. The rise of automation, artificial intelligence (AI), and other technological innovations has dramatically shifted the nature of work. Jobs that were common earlier and employed millions of people across the globe with skills characteristically routine, manual, and repetitive in nature are disappearing, Instead, new jobs are emerging that require employees to demonstrate non-routine interpersonal as well as analytical skills. For example, automation in factories have made many workers unemployed; technology-based tools have reduced the number of people who earlier would be employed in roles of bank teller or a secretary. On the other hand, jobs that require creative problem-solving, critical thinking, and the ability to collaborate with others are becoming more prevalent. Jobs like programmers, financial analysts, prompt engineers and many more are gradually increasing.

The Nature of Work is changing with Non-routine Tasks on the Rise



Source: David H. Autor, Brendan Price. "The Changing Task Composition of the US Labor Market: An Update of Autor, Levy, and Murnane (2003)." MIT Monograph, Massachusetts Institute of Technology (2013).

While this shift opens up new opportunities, it also presents a significant challenge. Many of the individuals displaced by automation do not possess the necessary skills to transition into these emerging roles. For example, while call centre employees may have developed excellent communication and customer service skills, they may not have the technical expertise needed to write computer code or work with AI systems. Without adequate education and training, these individuals—and future generations—risk being left behind in the evolving global economy.

2. Preparing students for the future

Countries around the world are recognising the need for this shift and are taking steps to reform their educational and assessment systems. The use of assessments like the Programme for International Student Assessment (PISA), which check the ability of 15-year olds to to apply concepts in real life situations, measure how well their education systems are preparing students for future challenges. These assessments focus on students' ability to apply their knowledge in real-world scenarios, which is increasingly important in a world where adaptability and lifelong learning are key to success.

3. The importance of 21st-century skills

The term "21st-century skills" refers to a set of competencies that are increasingly recognised as critical for success in the modern world. These include skills such as critical thinking, creativity, collaboration, communication, and digital literacy. These skills required in the workforce are evolving, and students need to be equipped with the tools to navigate these changes.

For example, AI and machine learning are now integral parts of many industries, and the ability to understand and work with these technologies will be crucial for future generations. Additionally, the ability to collaborate across cultural and geographic boundaries is becoming more important as the world becomes more interconnected. Educational systems need to focus on developing these skills to ensure that students are not only able to survive but thrive in a rapidly changing world.

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4. The role of assessments in educational reform

Assessments play a crucial role in shaping educational outcomes. Traditionally, assessments have focused on measuring students' ability to recall information and perform well on standardised tests. However, these types of assessments do not necessarily reflect the skills that students will need in the workforce. As the nature of work continues to evolve, so too must the way we assess students' abilities.

Reforming assessments to focus on 21st-century skills is essential to preparing students for the future. By shifting the focus from memorisation to problem-solving, critical thinking, and creativity, educators can better equip students with the tools they need to succeed in the modern world. Additionally, assessments that focus on real-world applications of knowledge can help students develop the ability to adapt to new challenges and continue learning throughout their lives.

Countries that have successfully implemented educational reforms have also made changes to their assessment systems. For example, Finland, a leader in educational innovation, has shifted away from traditional exams and instead focuses on project-based learning and assessments that measure students' ability to apply their knowledge in practical ways. Similarly, countries like Singapore and Canada have implemented reforms that emphasise critical thinking and creativity in their assessments.

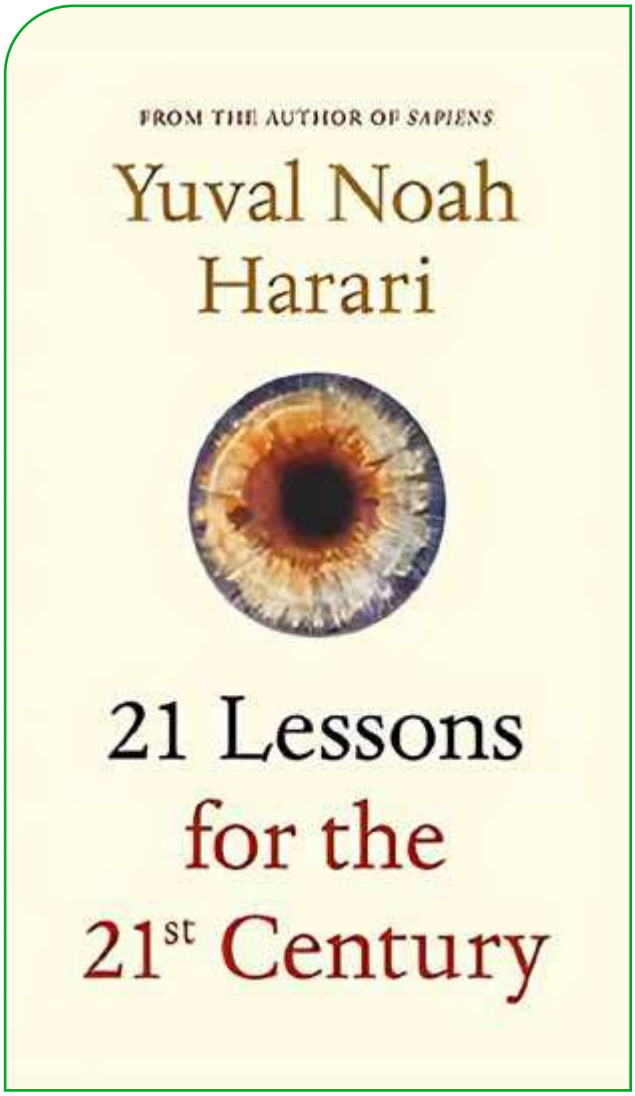
The time to make these changes in assessments is running out. The rapid pace of technological advancements means that the workforce of tomorrow will look very different from the workforce of today. If education systems do not adapt, there is a risk that many students will be left unprepared for the challenges they will face in the future.

This urgency is compounded by the fact that economic inequalities may widen as a result of these changes. Wealth generated by new technologies may be concentrated in a few high-tech hubs, while developing countries may struggle to keep up. Ensuring that all students, regardless of their background, have access to high-quality education that prepares them for the future is essential to preventing these inequalities from growing. Reforms in educational assessments are necessary to ensure that students are equipped with the skills they need to succeed in the rapidly changing world of work. As routine tasks are increasingly automated, the demand for non-routine, analytical, and interpersonal skills will continue to grow. Education systems must adapt to these changes by shifting their focus from memorisation and rote learning to fostering critical thinking, creativity, and collaboration.

By implementing reforms that focus on 21st-century skills and real-world applications of knowledge, educators can better prepare students for the challenges they will face in the future. Furthermore, by reforming assessment systems to measure these skills, countries can ensure that their educational systems are truly future-ready.

Key takeaways

- Competency-based assessments are like a breath of fresh air for learning! Rather than focusing on memorizing facts and formulas, this approach helps students understand, think critically, and apply what they learn.
- It is no longer about cramming for a test; instead, it is about equipping students with skills they'll use in the real world.
- This shift also aligns with the National Education Policy 2020 (NEP), which emphasizes preparing students for future challenges—not just for exams.
- By moving towards competency-based assessments, we are helping students build a foundation of skills they can rely on, like analysing, problem-solving, and thinking creatively.
- Plus, it is a great way to show students that learning isn't just about tests; it is about truly understanding what they're studying.



Today millions of Bangladeshis make a living by producing shirts and selling them to customers in the United States, while people in Bangalore earn their keep in call centres dealing with the complaints of American customers.

Yet with the rise of AI, robots and 3-D printers, cheap unskilled labour would become far less important. Instead of manufacturing a shirt in Dhaka and shipping it all the way to the US, you could buy the shirt's code online from Amazon, and print it in New York. The Zara and Prada stores on Fifth Avenue could be replaced by 3-D printing centres in Brooklyn, and some people might even have a printer at home. Simultaneously, instead of calling customer service in Bangalore to complain about your printer, you could talk with an AI representative in the Google Cloud (whose accent and tone of voice are tailored to your preferences). ***The newly unemployed workers and call centre operators in Dhaka and Bangalore don't have the education necessary to switch to designing fashionable shirts or writing computer code - so how will they survive?***

If AI and 3-D printers indeed take over from the Bangladeshis and Bangalorians, the revenues that previously flowed to South Asia will now fill the coffers of a few tech-giants in California. Instead of economic growth improving conditions all over the world, we might see immense new wealth created in hi-tech hubs such as Silicon Valley, while many developing countries collapse.

Of course, some emerging economies - including India and Bangladesh - might advance fast enough to join the winning team. Given enough time, the children or grandchildren of textile workers and call centre operators might well become the engineers and entrepreneurs who build and own the computers and 3-D printers. But the time to make such a transition is running out."

- Yuval Noah Harari in '21 Lessons for the 21st Century' (emphasis added)

Understanding competency-based questions

Role of good questions in an assessment

Questions are central to any good assessment and the quality of the questions determine the quality of the insights that one can derive based on the data on those questions. A good question is one that challenges and stimulates a child to think deeply and to apply concepts learnt. The ability to ask questions that make students think both at the time of instruction and assessment, is the hallmark of a good teacher. A good question, correctly framed, can help a teacher understand the thought processes of students and how well a child has internalised a concept or mastered a skill.

Questions are very important because of the following reasons.

1. Good questions can influence how students learn – the right kind of questions stimulate thinking.

Let us look at the following two questions.

Both these questions are related to the concept of 'phases of the Moon'. The key difference is that the first one simply checks whether students 'knows' the name names of the phases of the Moon or not whereas the second one checks whether students 'understand' the reason behind seeing the different phases of the Moon. While there is nothing wrong with the first question, what it can do is only check whether students can recall a name correctly or not. Either a student knows it or doesn't. On the other hand, what the second question can do is it can influence the way students learn. Even if the student doesn't know the answer, it may stimulate thinking and trigger a series of thoughts that can help students form a hypothesis around the phenomenon of occurrence of phases of the Moon.

Name the phase of the Moon during which it appears completely round.

vs

Why do we see different phases of the Moon?

2. Good questions can distinguish mechanical learning from real learning, with understanding.

Let us look at the following two questions.

Which of the following is an obtuse angle?

Which angle has the greatest degree measure?

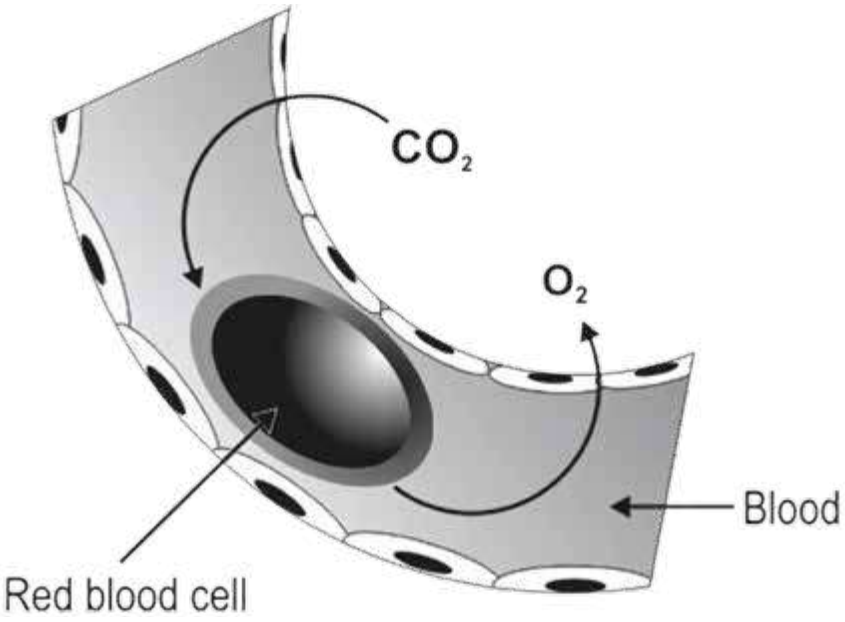
(Source of the second question: Class 6, Maths, Ei ASSET)

Both these questions are related to the concept of 'angles'. The first question tests whether students know what 'obtuse angle' means and can identify the obtuse angle whereas the second question tests whether students understand the concept of angle and can identify the angle of the greatest degree measure. A subtle difference is the way the options are arranged. In the first question, all the angles have a base that is horizontal. Whereas in the second question, the angles are arranged in different orientations and the arm lengths are also different. While one can memorise what obtuse angle is and also given the way options are selected and displayed in the first question, students who can match the term 'obtuse angle' to the correct 'image', they can answer the question even if they don't understand what 'obtuse' means or what 'angle' means. Whereas the second question can be answered only if students understand the what angle means. Data on the second question reveals that many students don't understand what angle means and harbour different misconceptions, for example longer are the arms of an angle, greater is its measure. Only a good question like the second question can distinguish if students have really understood the concept or have rote learnt it.

3. Good questions can trap misconceptions and common errors.

Let us look at the following question.

Given below is a diagrammatic representation of a process taking place in the human body.



In which of these regions/organs could it be occurring?

1 lungs

2 heart

3 brain

A. only in 1

B. only in 2

C. only in 2 and 3

D. in all – 1, 2 and 3

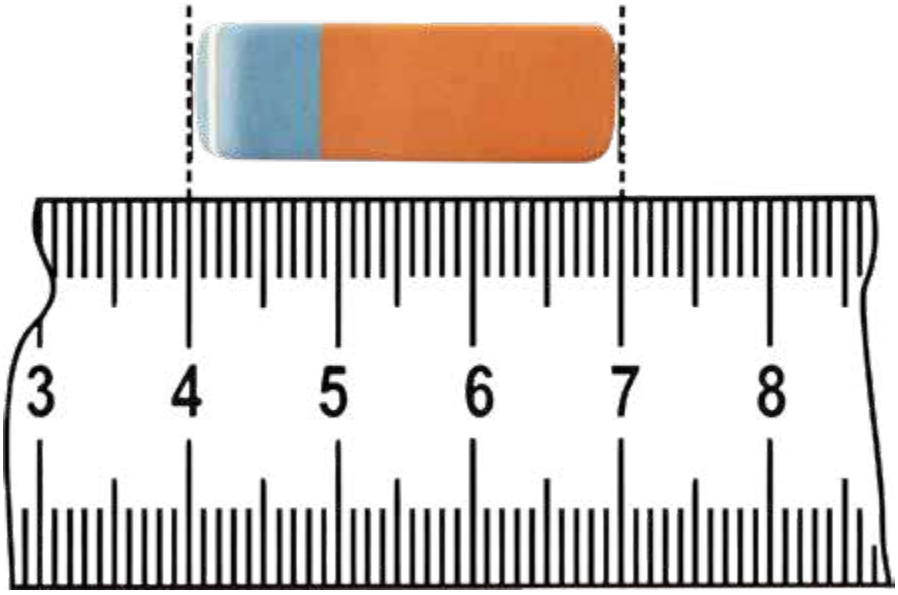
(Source: Class 8, Science, Ei ASSET)

While option D is the correct answer, many students select option A or option B indicating that they have a misconception that the gaseous exchange happens only in certain organs. They don't understand that it happens in all the parts of the body. Depending on the choice of distractors, different misconceptions and ways of thinking can be captured using good questions.

4. Good questions can provide feedback on what students are really learning.

Let us look at the following question.

Sahil used a broken ruler to measure the length of his eraser as shown below.



What is the length of the eraser?

A. 3 cm

B. 4 cm

C. 7 cm

D. (The length cannot be measured by a broken ruler.)

(Source: Class 5, Maths, Ei ASSET)

A question like the one shown above can be a very powerful way to check whether or not students really understand what length is and how to measure it. It is different from a typical textbook question asking to measure length because - i) the object is not starting at 0 and ii) the ruler is shown to be broken. The broken ruler is used intentionally to check if students have a misconception that we cannot measure length with a broken ruler. Many students count individual points (4, 5, 6, 7) instead of the distance between the points (4-5, 5-6, 6-7) and hence arrive at the incorrect answer B, 4 cm. It is by a simple change in asking question like the one shown above that can reveal what students are really learning.

Well-designed assessments test fundamental understanding in an unfamiliar yet simple way and tries to gather insights about how students think. Well-can trigger the thinking process in children and expose them to a fresh and unique way to check their own understanding of key concepts covered in the school curriculum. Good questions designed with diagnosis in mind, can find out whether specific areas of a given subject are adequately understood and also detect misconceptions.

How do identify competency-based questions?

It is important that a paper contains questions such that they test for a student's true understanding of a concept. This can be done through error-free questions that are designed to test the key ideas, that are framed in an unfamiliar manner or use authentic or real-life contexts to test important concepts while avoiding any undesirable traits. In the case of Multiple- Choice Questions (MCQs) these would have good distractors (wrong options) that could capture student misconceptions. These questions can be understood as competency-based questions.

Competency-based questions aim to measure a student's ability to apply their knowledge in practical, real-world situations, promoting a deeper grasp of the subject. They move beyond rote memorisation, encouraging students to engage in thinking skills such as recalling, understanding, applying, and evaluating concepts to arrive at the correct answer.

Here is a checklist that can be used to identifying a competency-based question.

#	Parameter	Present/ Absent
1.	Is this question original and not identical (exactly same) to any question in the textbook or past papers or other external sources?	✓
2.	Is this question error-free?	✓
3.	Is this question testing a key concept?	✓
4.	Is this question framed in an unfamiliar manner?	✓
5.	If the question is based on a context/case, is the case used authentic?	✓
6.	If the question is a Multiple-Choice Question, do they have good wrong options that could capture a student's misunderstanding of a concept?	✓

Here are some examples of questions that are competency-based and that are not.

Example 1

II Both the texts, 'For Anne Gregory' and 'The Sermon at Benares,' grapple with the idea that external attributes are fleeting and subject to decay. Examine the similarities.

1.	Is this question original and not identical (exactly same) to any question in the textbook or past papers or other external sources?	✓
2.	Is this question error-free?	✓
3.	Is this question testing a key concept?	✓
4.	Is this question framed in an unfamiliar manner?	✓
5.	If the question is based on a context/case, is the case used authentic?	NA
6.	If the question is a Multiple-Choice Question, do they have good wrong options that could capture a student's misunderstanding of a concept?	NA

This question is testing a key aspect of literary texts studied in an unfamiliar manner. Based on the above parameters, this can be considered as a competency-based question.

Source: Class 10, English, CBSE SQP 2024-2025[1]

Example 2

(b) What is Lanthanoid contraction?

Source: Class 12, Chemistry, CBSE Board Exam 2024[2]

#	Parameter	Present/ Absent
1.	Is this question original and not identical (exactly same) to any question in the textbook or past papers or other external sources?	✗
2.	Is this question error-free?	✓
3.	Is this question testing a key concept?	✓
4.	Is this question framed in an unfamiliar manner?	✗
5.	If the question is based on a context/case, is the case used authentic?	NA
6.	If the question is a Multiple-Choice Question, do they have good wrong options that could capture a student's misunderstanding of a concept?	NA

This question is identical to a question seen in a textbook. Due to this, the question becomes familiar to the students. Such questions are likely to promote rote learning. Hence it is NOT a competency-based question.

8.7 What is lanthanoid contraction?

Source: NCERT : pg 241, Q8.7

https://images.collegedunia.com/public/image/CBSE_Class_12_Chemistry_Question_Paper_2024_Set_1_56_4_1__05547ee69656c1129aa6f3d65dbc72ce.pdf

Example 3

The world beyond the palace

Just as the Buddha's teachings were compiled by his followers, the teachings of Mahavira were also recorded by his disciples. These were often in the form of stories, which could appeal to ordinary people. Here is one example, from a Prakrit text known as the Uttaradhyayana Sutta, describing how a queen named Kamalavati tried to persuade her husband to renounce the world: If the whole world and all its treasures were yours, you would not be satisfied, nor would all this be able to save you. When you die, O king and leave all things behind, dhamma alone, and nothing else, will save you. As a bird dislikes the cage, so do I dislike (the world). I shall live as a nun without offspring, without desire, without the love of gain, and without hatred...Those who have enjoyed pleasures and renounced them, move about like the wind, and go wherever they please, unchecked like birds in their flight... Leave your large kingdom... abandon what pleases the senses, be without attachment and property, then practise severe penance, being firm of energy...

31.1 Identify the person who persuaded the king to renounce the world.

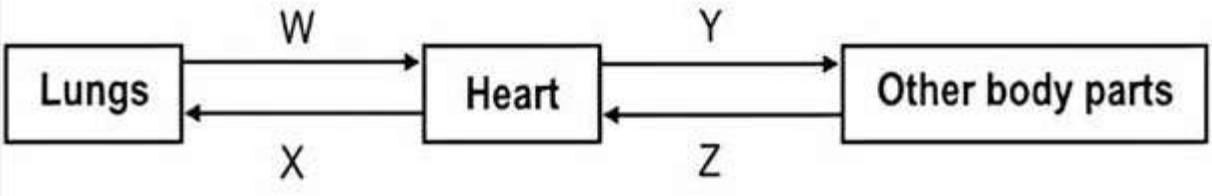
Source: Class 12, History, CBSE SQP 2023

#	Parameter	Present/ Absent
1.	Is this question original and not identical (exactly same) to any question in the textbook or past papers or other external sources?	✓
2.	Is this question error-free?	✓
3.	Is this question testing a key concept?	✗
4.	Is this question framed in an unfamiliar manner?	✗
5.	If the question is based on a context/case, is the case used authentic?	✓
6.	If the question is a Multiple-Choice Question, do they have good wrong options that could capture a student's misunderstanding of a concept?	NA

This question asks students to identify a person who has already been mentioned in the extract. It is testing a trivial detail as this question does not help capture a student's understanding of any key historical concepts. Therefore, **it is NOT a competency-based question.**

Example 4

In the drawing below W, X, Y and Z represent blood vessels.



Which of these blood vessels represent veins?

A. Only Z
B. Only X
C. Only W and Z
D. Only X and Z

Source: Class 10, ASSET, Science 2012

#	Parameter	Present/ Absent
1.	Is this question original and not identical (exactly same) to any question in the textbook or past papers or other external sources?	✓
2.	Is this question error-free?	✓
3.	Is this question testing a key concept?	✓
4.	Is this question framed in an unfamiliar manner?	✓
5.	If the question is based on a context/case, is the case used authentic?	NA
6.	If the question is a Multiple-Choice Question, do they have good wrong options that could capture a student's misunderstanding of a concept?	✓

This question asks students to identify veins from the different labelled parts. It tests a key concept in an unfamiliar manner as students may not have seen this diagram before. Additionally, each of the wrong options, if selected by a student can indicate a misconception that the student has with respect to their understanding of veins and arteries. Therefore, this is a competency-based question.

Key takeaways

- Good questions are powerful tools!
- Instead of simply testing what students remember, competency-based questions help us see what they really understand.
- Think of these questions as little challenges that require students to apply their knowledge, rather than just recall facts.
- A good question might involve a real-world example or a situation that requires students to think critically, allowing teachers to see the students' thought processes.
- These questions can also reveal common misunderstandings that students may have, which gives teachers insight into areas where students might need a bit more guidance.
- And if you are wondering how to create these questions, the guide includes a checklist!
- It is super helpful in ensuring that each question is on target, covering key concepts without falling back on standard textbook wording.

Introducing competency-based questions to students and reducing student anxiety

The shift to competency-based questions, away from traditional exams, represents a significant change in how students are assessed. Understandably, this transition can cause anxiety among students, who may feel unprepared or underprepared for this new type of evaluation. However, with the right strategies, teachers can not only ease this transition but also foster a learning environment where students view competency-based questions as opportunities to grow, rather than obstacles to overcome. This section outlines a detailed plan for how teachers can introduce competency-based questions to students, build their confidence, and reduce anxiety throughout the teaching-learning cycle.

Helping students see the usefulness of competency-based questions

Before delving into how to reduce student anxiety, it's essential to help students see what competency-based questions are and the fact that it is just a term used to test the same concepts in a slightly different way than earlier. Use some of the examples show in this document clarify how the underlying concept is the same, just that what the question is asking is changing.

Few aspects to stress upon when explaining competency-based questions –

the curriculum that will be covered and tested in the examination is not going to change

not all questions in the question paper will change to competency-based questions

the change is going to be gradual, with small percentage of questions changing to competency-based questions in the initial years to more and more questions changing in subsequent years

the change is going to help them as they won't have to remember a lot of information and instead they will be able to just apply what they have understood

Given this fundamental difference, it's no surprise that students may still feel anxious when first encountering these types of questions. They may worry that their previous study habits, which emphasised memorisation and repetition, will not serve them well in this new system. Teachers can play a pivotal role in helping students make this transition smoothly by incorporating competency-based questions gradually into their regular teaching practices and providing the necessary support to reduce anxiety.

Step-by-step introduction of competency-based questions

Introducing competency-based questions gradually is crucial to reducing student anxiety. A step-by-step introduction allows students to become familiar with the format, demands, and expectations of these questions without feeling overwhelmed.

1. Explain the purpose

It is essential to explain to students why competency-based questions are important. Help them understand that these questions are not just about getting the "right" answer but about developing critical skills that will serve them throughout their lives. Relating this to real-world scenarios can make the questions more relatable and reduce the sense of unfamiliarity.

2. Use competency-based questions in day-to-day teaching

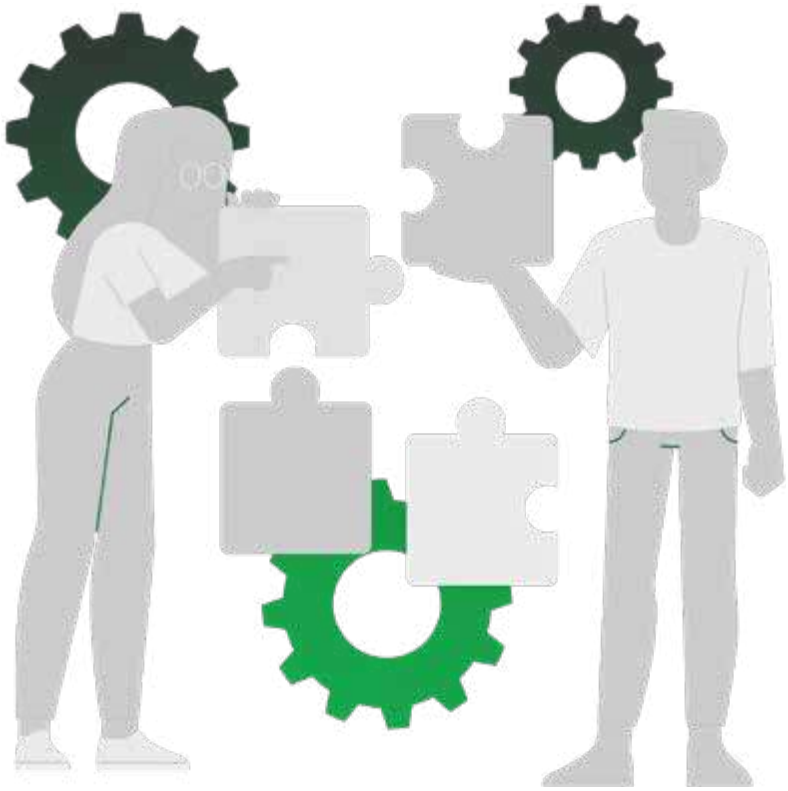
Begin slow by using one competency-based question related to the topic being taught every day. Start by asking students to take 5 minutes to answer the question and also articulate their reasoning around how they arrived at the answer. Have a discussion around the same in the classroom.

Encourage different views to be heard and discussed. Focus should be on having a good discussion around the question and the different thought processes used to answer the question and then guiding students to the correct answer. 2-3 similar questions can then be given as homework as well.

3. Begin with introducing such questions in classroom teaching and homework which are less-pressurising than tests

Start by incorporating competency-based questions into regular classroom activities and low-stakes assessments. For instance, teachers can use such questions in homework assignments, class discussions, or weekly tests.

This allows students to practice answering them without the added pressure of a high-stakes exam. By repeatedly encountering these types of questions, students can build their confidence over time.



4. Use scaffolding techniques

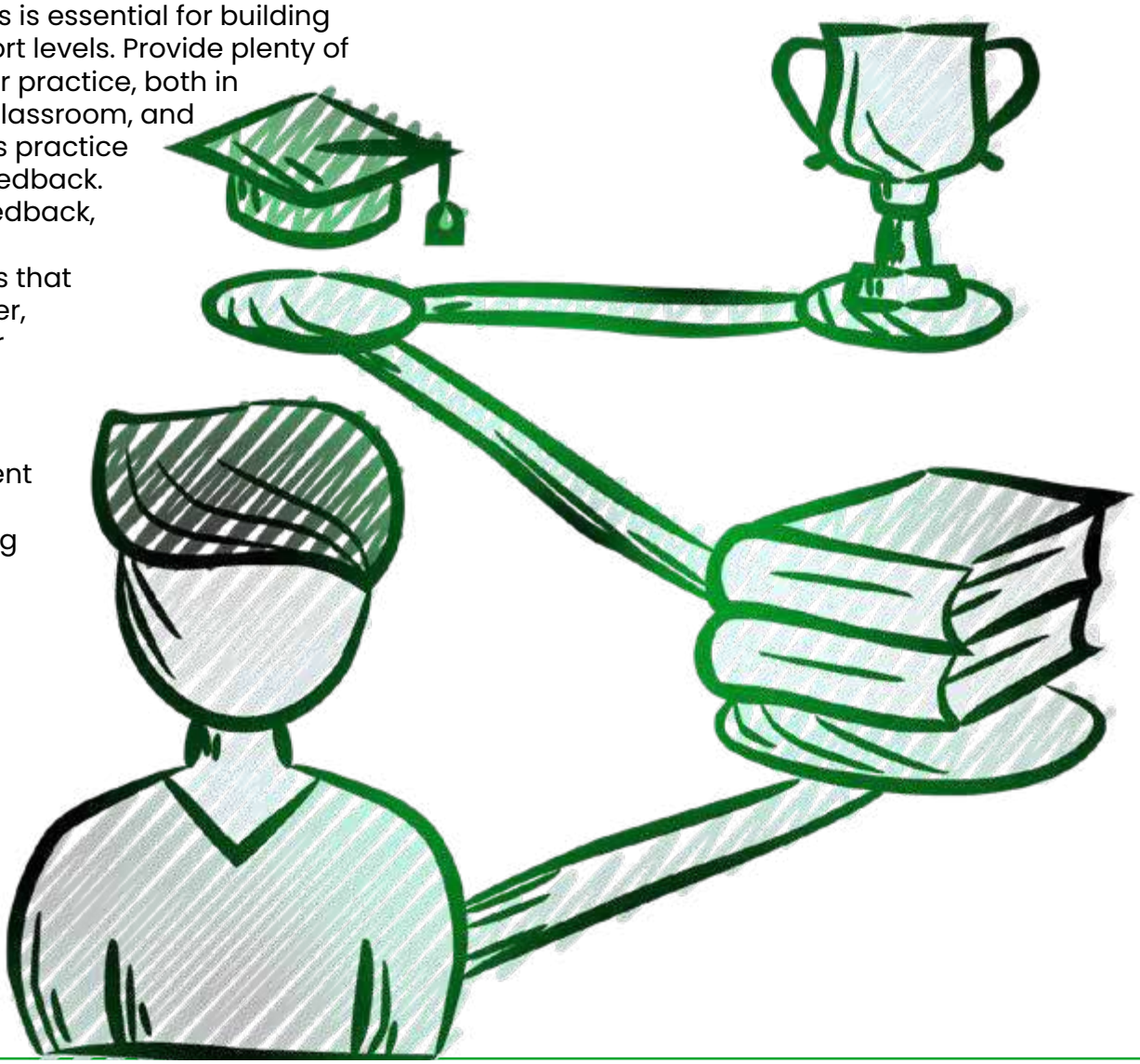
Scaffolding is a teaching strategy that involves breaking down a complex task into smaller, more manageable parts and providing support at each stage. Teachers can scaffold competency-based questions by guiding students through the problem-solving process step by step. For example, in a maths problem, the teacher can first ask students to explain what the question is asking, then identify the relevant formulas or concepts, then encourage them to apply these to the situation, and finally, have them justify their reasoning. Over time, as students become more proficient, the level of support can be gradually reduced.

5. Incorporate peer learning

Peer learning can be an effective way to reduce anxiety about competency-based questions. Organising students into pairs or small groups to work on these questions together fosters collaboration and shared learning. Often, students learn more effectively from their peers, who may explain concepts in simpler, more relatable terms. Working together also helps students feel less isolated in their struggles and encourages them to view these questions as challenges they can tackle as a team.

6. Provide ample practice with feedback

Repeated exposure to competency-based questions is essential for building students' comfort levels. Provide plenty of opportunities for practice, both in and out of the classroom, and accompany this practice with detailed feedback. When giving feedback, emphasise the thought process that led to the answer, not just whether the answer was right or wrong. Highlight areas where the student demonstrated strong reasoning skills, and offer specific suggestions for improvement.



Adjusting the teaching-learning cycle

To truly reduce student anxiety around competency-based assessments, teachers must integrate these questions into the broader teaching-learning cycle. This involves making changes to lesson planning, instruction, classroom culture, and assessment methods.

1. Aligning lessons with competency-based learning objectives

One of the first steps teachers can take is to align their lessons with competency-based learning objectives. Traditional teaching methods often prioritise the delivery of content, with the assumption that students will later memorise and recall this information in assessments. However, when introducing competency-based questions, teachers need to shift their focus to teaching skills like analysis, application, and problem-solving.

Integrate real-world examples:

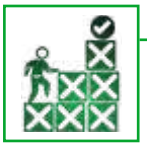
Use real-world examples to illustrate how theoretical concepts apply in everyday life. This helps students see the relevance of what they are learning and reduces the anxiety associated with abstract or seemingly irrelevant knowledge.

Teach for understanding:

Rather than covering as much content as possible, prioritise deep understanding of core concepts. For example, instead of rushing through multiple chapters of a textbook, spend more time on fewer topics, identify the central ideas in those topics that are a must for students to understand, allow students to explore them in greater depth and practice applying their knowledge in different contexts.

2. Shifting classroom culture toward growth and experimentation

A classroom culture that encourages growth and experimentation is critical for reducing anxiety. Students need to feel that it is safe to make mistakes and learn from them. When introducing competency-based questions, teachers should emphasise that the goal is not perfection but improvement.



Celebrate mistakes as learning opportunities:

Normalise making mistakes by celebrating them as opportunities to learn. When students answer competency-based questions incorrectly, use it as a chance to engage in a discussion about how they approached the problem, what they can learn from the mistake, and how they can improve next time.

Encourage risk-taking:

Encourage students to take risks and experiment with different approaches to solving problems. Make it clear that there is often more than one way to arrive at the correct solution and that creative thinking is valued.

3. Using formative assessments as learning tools for competency-based questions

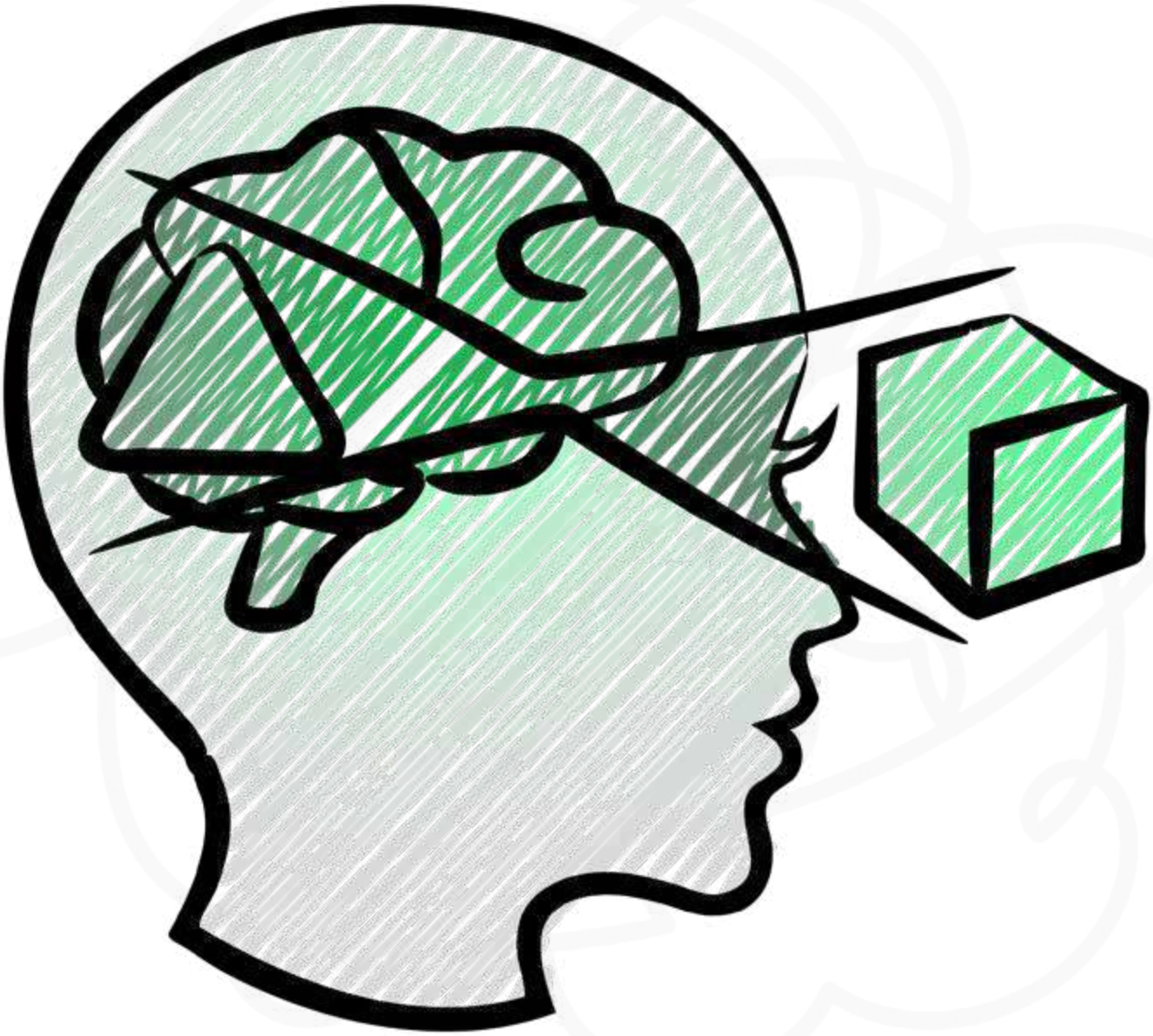
Formative assessments are an essential part of the teaching-learning cycle and play a crucial role in reducing anxiety about competency-based questions. Unlike summative assessments, which evaluate student performance at the end of a learning period, formative assessments provide ongoing feedback that helps students improve as they learn.

Incorporate frequent, low-stakes formative assessments:

Regular formative assessments allow students to practice answering competency-based questions in a low-pressure environment. These assessments can take the form of quizzes, end of topic assessments, or short in-class exercises.

Use formative assessments to guide instruction:

Formative assessments provide valuable information about where students are struggling and where they need additional support. Use this information to adjust your teaching and provide targeted instruction to help students improve.



4. Building metacognitive skills

Competency-based questions often require students to think about how they think. Teaching students to be metacognitive—aware of their own thought processes—can reduce anxiety and help them become more effective problem-solvers.

Teach reflection:

After completing answering a competency-based question, ask students to reflect on their approach. What steps did they take to solve the problem? Did their strategy work? If not, why? Encourage students to think critically about their own thinking and identify areas for improvement.

Model problem-solving:

Regularly model your own thinking process when solving competency-based questions. By verbalising your thought process, you show students how to approach complex problems systematically and thoughtfully.

A path to confidence and mastery

Transitioning to competency-based questions will require thoughtful planning and a deep understanding of the emotional and intellectual needs of students. By taking a gradual, supportive approach, teachers can introduce these questions in a way that minimises anxiety and builds confidence. Through scaffolding, frequent practice, peer collaboration, and metacognitive reflection, students can learn to approach competency-based assessments with confidence and curiosity, rather than fear. Over a period of time students will appreciate how competency-based questions are no different from other questions, in fact better in many aspects as it reduces their load to memorise a lot of information.

Most importantly, teachers can make lasting changes to their regular teaching-learning cycle, fostering an environment where competency-based questions are not just a part of the assessment but a powerful tool for deep, meaningful learning.

Key takeaways

- Changing how we assess students can be a little intimidating for them, especially when they are used to traditional tests.
- To help ease this transition, we can introduce competency-based questions gradually.
- Start with some low-stakes practice questions and explain why these questions are important—show them it is about understanding, not memorizing!
- Using techniques like scaffolding, where we guide students through each step of a problem, can also be really effective.
- Encourage discussions around these questions, allowing students to explore different ways of thinking.
- Another idea? Peer learning! Working in pairs or small groups helps students feel less isolated and see that everyone is adjusting together.
- With feedback focused on their approach rather than just the final answer, students can see these assessments as an opportunity to grow, not something to be afraid of.

Introducing competency-based questions to parents and reducing parent anxiety

The shift toward competency-based questions not only impacts students but also significantly affects parents, who may be unfamiliar with this approach and anxious about how it will impact their child's academic performance. Traditionally, many parents have associated high marks with success, often viewing exams as the ultimate reflection of their child's abilities. Competency-based questions, which emphasise critical thinking, problem-solving, and application of knowledge, can appear foreign and even intimidating to parents who are more accustomed to memorisation-based assessments.

However, it is crucial for parents to understand that competency-based assessments are designed to provide a more accurate, well-rounded picture of their child's abilities and likely to prepare the students better for real word situations. With the right communication and support, teachers can help parents embrace these changes and reduce their anxiety about this transition. This section offers strategies for introducing competency-based questions to parents and fostering a positive, supportive attitude toward this shift.

Helping parents understand the shift

For many parents, traditional assessment systems are the norm, and they may not immediately see the value in moving toward competency-based questions. Parents often equate high marks with academic success and may be concerned that their children will struggle with the new format, leading to lower scores. Additionally, parents might feel unprepared to help their children navigate this shift, which can increase their anxiety.

To ease these concerns, teachers should first focus on helping parents understand the purpose of competency-based questions. These questions assess not just what students know but also how well they can apply their knowledge in practical, real-world situations. They focus on developing higher-order thinking skills, such as analysis, synthesis, and evaluation, which are essential for success in both academic and professional environments.

Competency-based questions encourage deep learning and understanding, rather than rote memorisation. By helping parents see how these assessments prepare their children for future challenges, teachers can reduce anxiety and build trust.

Strategies for introducing competency-based questions to parents

1. Provide clear explanations and examples

One of the most effective ways to introduce competency-based questions to parents is by providing clear explanations of what these questions are and how they differ from traditional assessments.

Host information sessions:

Organise workshops, webinars, or parent-teacher meetings specifically focused on competency-based assessments. Use this time to walk parents through what competency-based questions look like, using real examples from your subject or class. This approach helps demystify the format and provides parents with a concrete understanding of what their children will encounter.

Explain the long-term benefits:

Highlight the long-term advantages of competency-based assessments, such as better preparation for higher education and the workforce. Explain that these questions are designed to assess critical thinking, problem-solving, and creativity—skills that are highly valued in the modern job market. Emphasise that, in the long run, this shift will benefit their child's overall development and future prospects.

Share sample questions:

Give parents sample competency-based questions and demonstrate how they differ from rote-based questions. Show them how these questions assess not just recall but understanding and application. For example, you might compare a traditional fact-based question with a competency-based one that requires students to apply a concept in a new context. This comparison can help parents see the added value in the new assessment method.

2. Address common concerns directly

Parents may have several concerns about competency-based assessments, ranging from fear of lower marks to confusion about how they can support their children in preparing for these new types of questions. Teachers need to address these concerns directly and provide reassurance.

Address concerns about marks:

A common worry could be that the shift to competency-based questions will result in lower grades. Reassure parents that this is not the case—while these questions do challenge students to think more deeply, they are designed to be accessible if students engage with the material thoughtfully. Emphasise that the focus of these assessments is not just on the final grade but on the development of essential skills. Also, inform parents that teachers are working closely with students to build their confidence and abilities over time.

Provide resources for support at home:

Some parents may feel unsure about how to help their children prepare for competency-based assessments, especially if the format is unfamiliar to them. Offer parents resources that can help, such as online practice questions, study guides, or tips on fostering critical thinking at home. Encourage parents to focus on helping their children understand concepts rather than simply memorising information.

3. Foster a collaborative approach

Building a partnership between teachers and parents is key to reducing anxiety. When parents feel involved in their child's education and understand the rationale behind competency-based assessments, they are more likely to support the shift.

Encourage open communication:

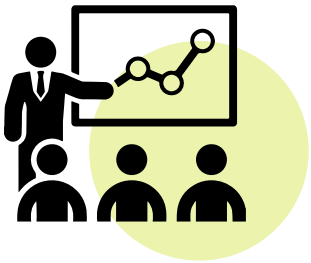
Make it clear to parents that they are welcome to ask questions, share concerns, or seek clarification at any time. Establish a clear line of communication, whether through email, parent-teacher conferences, or school apps. Regular updates on their child's progress can help reduce anxiety by keeping parents informed and involved.

Highlight successes:

Share examples of how students are benefiting from competency-based assessments. Highlight success stories—whether it's a student demonstrating improved problem-solving skills or showing a deeper understanding of a concept in class. When parents see the positive impact on their child, they are more likely to embrace the change.

4. Addressing specific parent Anxiety about understanding competency-based questions

Many parents may worry that they don't fully understand competency-based questions and, therefore, won't be able to help their children with homework or exam preparation.



Offer training opportunities:

In addition to information sessions, consider offering parent-focused workshops or resources that explain how competency-based questions work. This could include guides on how to encourage critical thinking at home, how to ask open-ended questions that stimulate deeper understanding, or how to help children break down complex problems into manageable parts.

Anxiety about comparing to traditional assessments

Parents often compare the new system to their own experiences with traditional assessments. They may believe that because they succeeded under the old system, there's no need to change.

Emphasise the evolving nature of education:

Remind parents that the world is changing rapidly and that the skills students need today are different from those needed in the past. Competency-based assessments are designed to prepare students for a future where critical thinking, problem-solving, and adaptability are more important than ever. Help parents understand that this change is not about abandoning tradition but about evolving to meet the needs of the modern world.

Anxiety about preparation and results

Parents might be concerned that their children are not adequately prepared for competency-based questions and may perform poorly as a result.

Reassure them about the preparation process:

Explain to parents that teachers are gradually introducing competency-based questions into everyday lessons and low-stakes assessments. Students are being given time to adapt, and teachers are providing the support they need to succeed. Parents should also be encouraged to trust the process, knowing that their children are being prepared for these assessments step by step.

Changing the regular teaching-learning cycle to support parents

Just as teachers adjust their classroom practices to support students in the transition to competency-based assessments, they can also make changes to involve parents more effectively.

1. Regular communication and feedback

One of the most effective ways to keep parents engaged and reduce anxiety is through consistent, clear communication.

Encourage open communication:

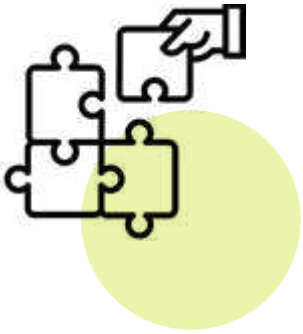
Make it clear to parents that they are welcome to ask questions, share concerns, or seek clarification at any time. Establish a clear line of communication, whether through email, parent-teacher conferences, or school apps. Regular updates on their child's progress can help reduce anxiety by keeping parents informed and involved.

Use digital platforms to share resources:

Many schools use apps or digital platforms to communicate with parents. These platforms can also be used to share resources, examples, and updates related to competency-based questions. For example, after covering a topic in class, you might share sample questions with parents and explain how they align with competency-based learning.

2. Engaging parents in the learning process

Parents can be more effective partners in their child's learning if they are engaged in the process. Teachers can actively involve parents by sharing strategies for supporting their children's learning at home.



Encourage discussions at home:

Provide parents with questions or discussion prompts they can use at home to engage their children in reflective thinking. These discussions don't need to focus on specific subject matter; instead, they can encourage broader critical thinking skills. For example, parents might ask their children to explain how they would solve a real-world problem or ask them to reflect on how they approached a challenge in their homework.

Provide access to practice materials:
Give parents access to practice materials that align with competency-based assessments. This can help parents feel more equipped to support their child's preparation at home and reduce anxiety about unfamiliar question formats.

Building trust and reducing anxiety

The shift to competency-based questions represents an exciting opportunity for students to develop essential skills for the future. However, it is also a significant change for both students and parents. By providing clear communication, addressing concerns, and involving parents in the learning process, teachers can reduce parental anxiety and build trust in the new system.

Parents want what's best for their children, and when they understand the value of competency-based assessments—how they foster critical thinking, creativity, and problem-solving—they are more likely to support the transition. With ongoing communication, transparent teaching practices, and targeted support, teachers can help parents embrace this shift and feel confident that their children are being prepared for the future.

Key takeaways

- Parents often equate high scores with success, so this shift can be a bit nerve-wracking for them, too.
- The best way to help? Clear, consistent communication. By explaining that competency-based questions don't just test what students know but also what they can do, we can show parents that these assessments actually prepare their kids for the real world.
- Holding information sessions or parent-teacher meetings specifically focused on explaining this shift can be invaluable. During these sessions, you can share examples of competency-based questions and explain how they help students develop essential skills like critical thinking and problem-solving.
- Parents also appreciate knowing how they can help at home, so providing resources like sample questions or guides for encouraging critical thinking can make a big difference.
- Building a team approach with parents reassures them and gives them confidence that this change is truly for the benefit of their children.

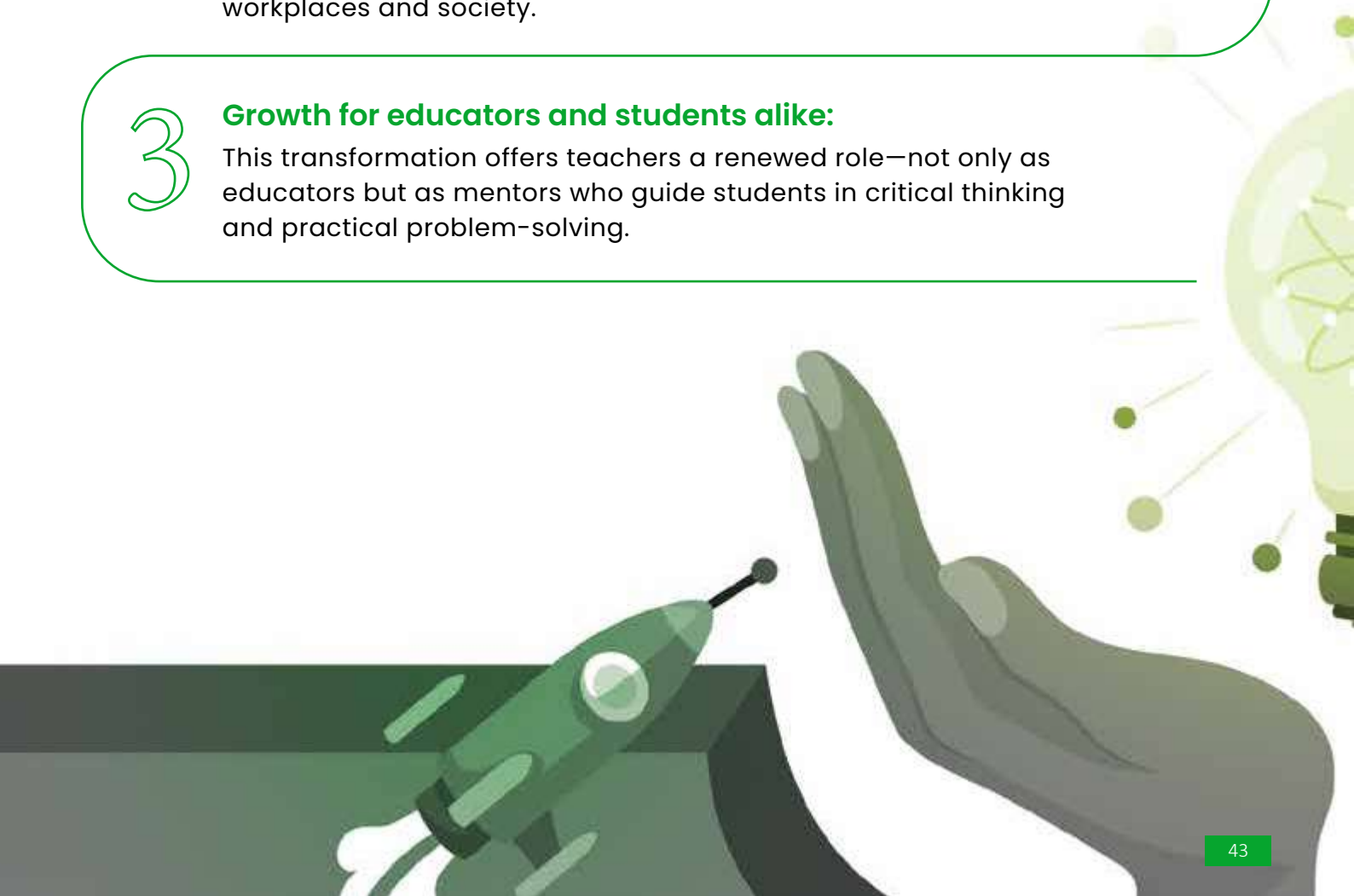
Way ahead with competency-based assessments

There lies a hopeful journey ahead as we transition to competency-based assessments. This shift is more than an educational reform; it is a step towards empowering students to become critical thinkers, problem solvers, and lifelong learners. As covered in this handbook, the key aspects to consider are -

1 **Competency over memorisation:**
Competency-based assessments priority understanding and application over rote memorisation. By focusing on core concepts and real-world applications, these assessments help students retain knowledge more meaningfully.

2 **Real-world relevance:**
The competency-based approach emphasis skills that have real-world relevance, preparing students for the dynamic demands of modern workplaces and society.

3 **Growth for educators and students alike:**
This transformation offers teachers a renewed role—not only as educators but as mentors who guide students in critical thinking and practical problem-solving.



4

Collaboration with parents:

Including parents in this transition builds a supportive network, helping alleviate anxieties while fostering a community focused on student success and growth.

5

Incremental change:

The transition to competency-based assessments doesn't happen overnight. Teachers can introduce these practices gradually, making use of the resources and strategies detailed in this guide to navigate each stage effectively.

The path forward requires dedication, adaptability, and patience. While this shift may present challenges, it also brings the rewarding opportunity to make a lasting impact on students' lives. This guide is a resource to support teachers in this journey, providing insights, strategies, and encouragement. Every effort invested in these assessments contributes to students' futures, equipping them with skills for life.

It is imperative to embrace this journey with confidence, knowing that the steps one takes now will lay the foundation for a more insightful and resilient generation of learners.

Thank you for the commitment to this transformative journey in education, paving the way to a brighter, more engaging learning experience for our students.

Board of School Education, Haryana
Bhiwani, Haryana, 127021