

ANALYSIS OF EVIDENCES OF ASSESSMENT (2012-13)

CLASS IX/X : SA-II, FA-3, FA-4

NO. OF SCHOOLS WHOSE EVIDENCES HAVE BEEN ANALYZED: 5962

Findings from the analysis of Evidences of Assessments:

1. NO. OF SECTIONS AND NO. OF STUDENTS:

- 56.14% of the schools have 1-2 sections and 22.98% have 3-4 sections in the classes IX/X. Around 1.71% schools have more than 8 sections in Classes IX/X.
- 59.11% schools have total no. of students in the range of 1-100. There are 9.64% of the schools which have more than 200 students in IX/X.

2. FORMATIVE ASSESSMENT TASKS:

- Most of the schools (54.76%) have about 3-4 tasks in FA's. Around 25% of the schools have 1-2 tasks in FAs. But about 1% schools give more than 10 tasks to the students.
- The level of these tasks is challenging in only 10.26% schools and too easy in 10.75% schools. Most of the schools give average level of Formative Assessment tasks.
- In relation to the variety of tasks, 27.33% schools offer wide variety of tasks, 54.58% offer an average variety while around 16% schools give only written assignments to their students.
- The schools mainly adopt 'Average of the selected tasks' (37.72%) as methodology in selecting the final grade in FAs, 30.13% schools adopt 'Best of all tasks' and others adopt 'All the tasks' for selecting the final grade in FAs.
- The recording and documentation of FA tasks is fair in 67.66% schools but not fair in 32.34% schools.
- In Class Test/Unit Test, 24.48% schools give only 1 written task, 51.02% schools give 2 – 4 written tasks while 24.51% schools give more than 5 written tasks to the students. The questions are application and skills based in 40.30% schools, but are taken directly from the text book in 31.71% schools.

3. LISTENING AND SPEAKING SKILLS:

- Listening and Speaking Skills are being tested adequately in only 19.19% schools and average in 44.22% schools through various tasks and activities but are either inadequate or not tested at all in 36.59% schools. The evidence has been provided by only 23.69% schools.

4. PROJECT WORK:

- Students do the project work individually in 55.16% of the schools. Only 10.58% schools do group projects. The quality of these projects is average in most of the cases (49.94%).
- Only 36.16% schools assign multi-disciplinary/trans-disciplinary projects.

5. LAB ACTIVITIES/PRACTICALS:

- Most of the schools (53.82%) have insufficient lab activities/practicals for their students and only 17.95% schools have sufficient lab activities/practicals.

6. SUMMATIVE ASSESSMENT-II:

- 72.84% schools use SA-II paper sent by the Board/Directorate of Education/NVS/CTSA, 2.73% schools mix and match paper while 6.59% use their own paper. 5.88% schools opted for Board conducted SA-II.
- The quality of evaluation in Summative Assessment is strictly as per marking scheme in 65.46% schools, followed to some extent in 19.62% schools and is either not as per marking scheme or inflated marks are awarded in 7.83% schools.
- The overall rating of SA evaluation ranges from excellent to good in 65% schools and below average in only 1% schools.

7. CO-SCHOLASTIC ASSESSMENTS:

- 34.93% schools provided sufficient reports and evidences, 43.67% schools provided evidences which were insufficient and around 21.39% schools did not provide any evidence.
- The tasks and tools used for Co-Scholastic Assessments were sufficient in 33.37% schools, average in 34.44% schools and insufficient in 32.18% schools.
- Teachers have done team assessment and used positive comments for the students around 47% schools. In other schools, insufficient evidence has been provided regarding this.
- The students have been observed over a period of time in different situations and have been given enough opportunities to discover and nurture their talents in around 50% schools. In the remaining schools, insufficient evidences have been provided.

8. OVERALL PERFORMANCE:

- The packing of evidences has been done as per prescribed instructions in 49.79% schools and followed to some extent in 36.82% schools. But 13.39% schools did not follow the instructions at all.

- Teacher's Diary/Notes are well planned in only 17.46% schools, average in 26.42% schools. But around 56.11% schools have either sketchy Teacher's Diary/Notes or do not have them at all.
- Students are regular (more than 75% attendance) in 52.28% schools, regular to some extent (60 – 74% attendance) in 14.41% schools and are either irregular or no evidence has been provided in 33.31% schools.
- On the basis of moderator's Overall Feedback Report of the schools, 41.11% schools are good; **most of the schools rate Average (49.78%)** and 9.11% schools need improvement.