



FINDINGS FROM THE ANALYSIS OF EVIDENCES OF ASSESSMENT CLASS IX/X: SA-II, FA-3, FA-4 (TERM-II, 2013-14)

NO. OF SCHOOLS WHOSE EVIDENCES HAVE BEEN ANALYZED: 6860

I. FORMATIVE ASSESSMENT TASKS:

- 63.19% schools have about 3-4 tasks in FA's. The number of schools giving either too less or too many tasks in FA's has also reduced to 21.29%.
- Nearly 43.82% schools are giving 3 FA's – One written task, one individual activity and one group activity. 6.82% schools are giving only 1 written assignment and 5.43% schools are not conducting any group activities.
- The level of these tasks is challenging in 16.05% schools and too easy in 10.73% schools but most of the schools give average level of Formative Assessment tasks (72.10%). The percentage of schools giving challenging tasks has increased over a period of time.
- 41% schools have adopted 'Best score of individual and group activity averaged with the written assessment' or 'Best of all tasks' as methodology for selecting the final grade in FAs, 33.96% schools have adopted 'Average of the selected tasks', while some schools (22.73%) have also adopted 'Average of all the tasks' for selecting the final grades.
- The recording and documentation of FA tasks is fair in 75.87% schools and around 48.28% have provided sufficient evidences on Formative Assessment. 44% have provided evidences but they are not sufficient.
- 25% schools have adequately integrated values and problem solving abilities in Formative Assessment activities. In around 46.65% this integration is upto an average level.
- In Class Test/Unit Test, 33.93% schools give 1 written task, 47.16% schools give 2 – 4 written tasks while 9.3% schools give more than 5 written tasks to the students. The questions are application and skills based in nearly 36% schools and are taken directly from the text book in a large no of schools (42.36% schools).

II. PROJECT WORK:

- 62% schools have sent the evidences regarding project work. The quality of these projects is average in most of the schools (49%). Projects are very good in 20.39% schools.
- Students do the project work individually in 51.25% of the schools. Around 24.30% schools are giving group projects.
- 69.02% projects are relevant, 61.15% are original and 40.33% projects are multi-disciplinary. 35.63% projects are time- consuming.

III. OPEN TEXT BASED ASSESSMENT

- OTBA evidences have been submitted by 92.53% schools, which were assigned Class IX.
- In 68.4% schools, evidence of presenting multiple perspectives/ logical arguments/ conclusions drawn in the answers could be seen. Due credit has been given to the students in their answers in nearly 84% schools.

IV. LAB ACTIVITIES/PRACTICALS:

- Many schools (46.38%) have insufficient lab activities/practicals for their students. 22.85% schools have sufficient lab activities/practicals.
- Around 33% schools have submitted their practical records and in 35% of schools, marking scheme has been followed as per the prescribed guidelines by The Board.

V. CO-SCHOLASTIC ASSESSMENTS:

- 46% schools have provided sufficient reports and evidences of Co-Scholastic Assessment in this term, 43.5% schools provided reports and evidences but these were insufficient. The percentage of schools not providing evidences of co-scholastic assessment has come down to 10.85%.
- The tasks and tools used for Co-Scholastic Assessments were sufficient in 43.14% schools, average in 33.77% schools and insufficient in 21.51% schools.
- In nearly 60% schools, teachers have done team assessment and used positive comments for the students.
- The students have been observed over a period of time in different situations in 62% schools. They have been given enough opportunities to discover and nurture their talents in around 64% schools. In the remaining schools, insufficient evidences have been provided in this regard.
- Counselling has been done by the teachers in 45% schools.
- Overall, the assessment and evaluation of co-scholastic areas have shown a significant improvement in the schools over the past years.

VI. OVERALL PERFORMANCE:

- Teacher's Diary/Notes are well planned in 29.5% schools and average in 40% schools. But around 30.5% schools have either sketchy Teacher's Diary/Notes or do not have them at all.
- Students are regular (more than 75% attendance) in 77.56% schools, regular to some extent (60 – 74% attendance) in 12.59% schools and are either irregular or no evidence has been provided from 9.87% schools.

- In 55% schools, teachers have attended the training programmes conducted by the Board or its empanelled agencies.
- A positive correlation of 0.22 is there between the school's performance (overall marks scored) and whether the teachers have attended any training programmes or not. Also, a similar positive correlation (0.18) is there between the school's performance and the number of teachers being trained by CBSE or its empaneled agency. It implies that those schools in which the teachers are trained have performed better and scored higher marks.
- On the basis of Subject Evaluator's overall Feedback Report of the schools, 40.85% schools are good; **most of the schools rate Average (53.54%)** and 5.61% schools need improvement.