

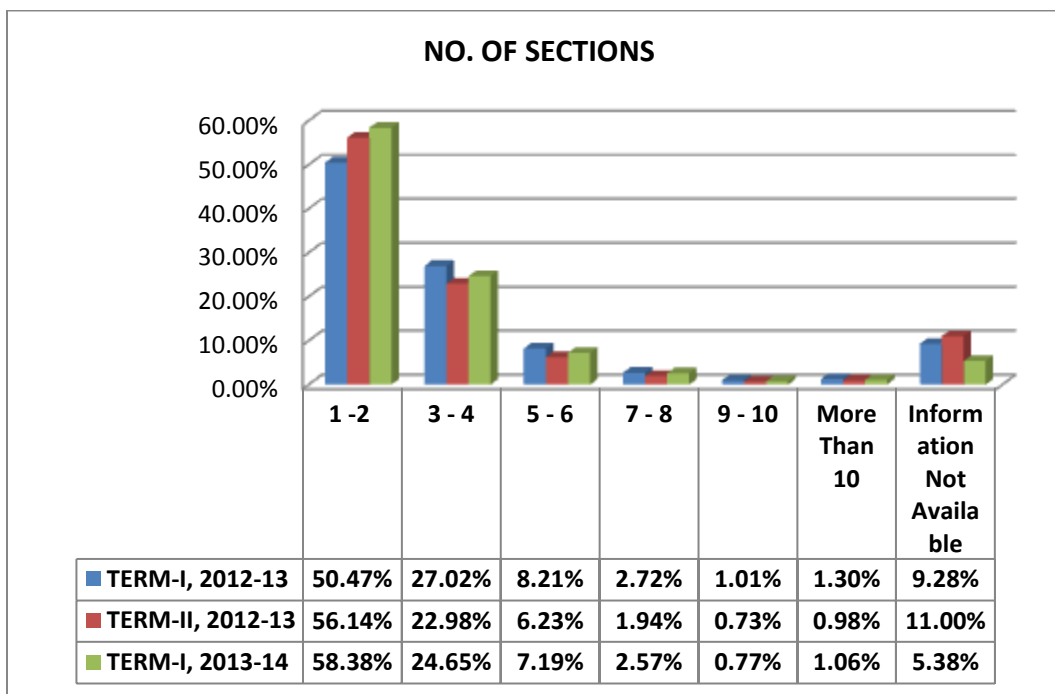


ANALYSIS OF EVIDENCES OF ASSESSMENT

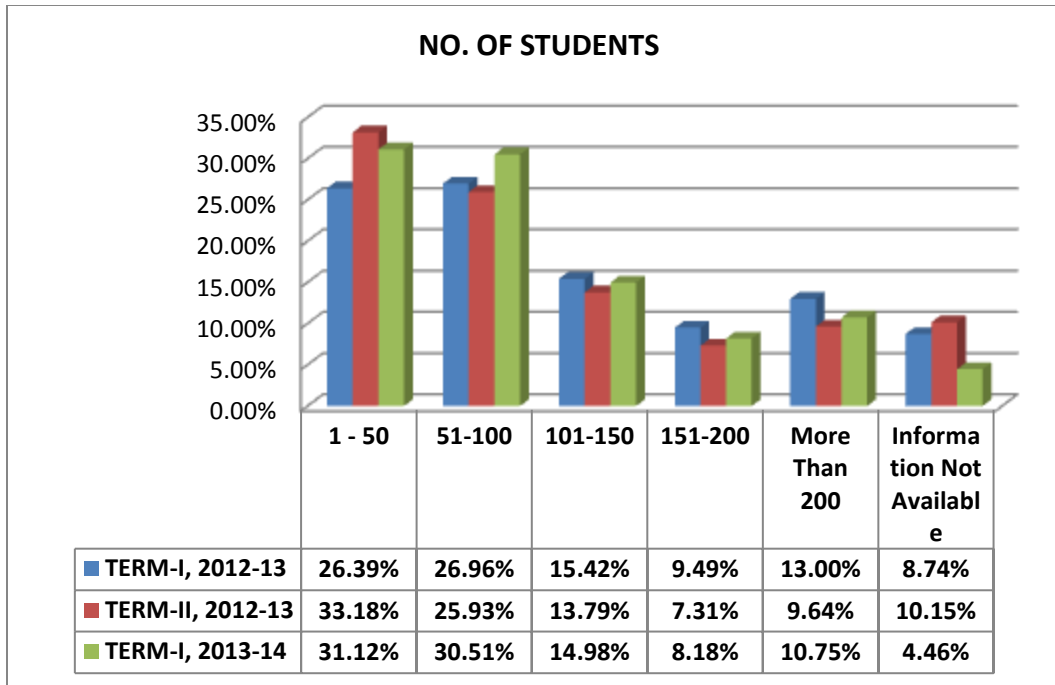
TERM-I AND TERM-II, 2012-13 AND TERM-I, 2013-14

NO. OF SCHOOLS WHOSE EVIDENCES HAVE BEEN ANALYSED	
TERM-I, 2012-13	5552
TERM-II, 2012-13	5962
TERM-I, 2013-14	7201

I. NO. OF SECTIONS AND NO. OF STUDENTS

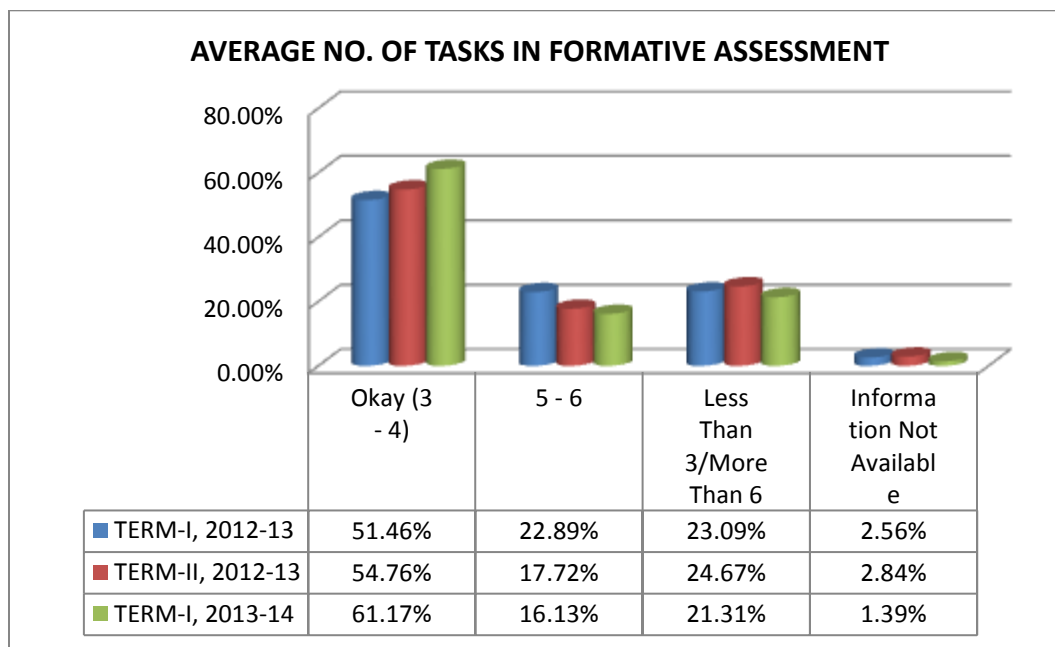


58.38% of the schools have 1-2 sections and 24.65% have 3-4 sections in classes IX/X. Around 1.83% schools have more than 8 sections in Classes IX/X.



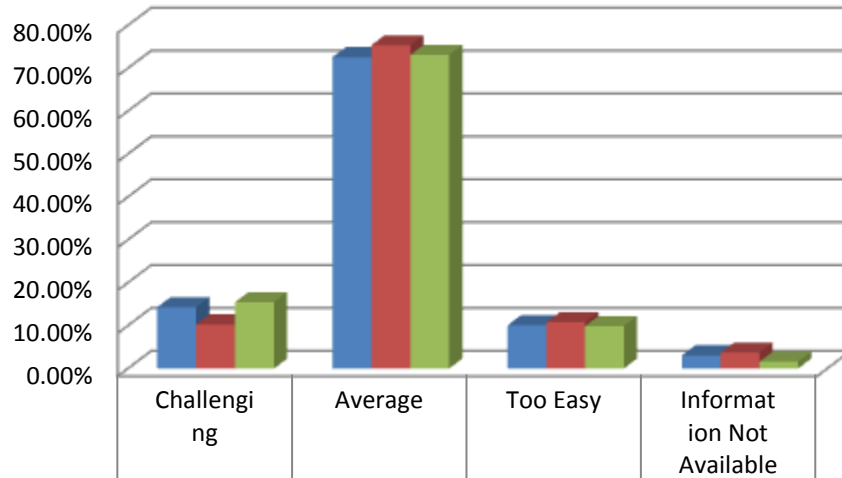
61.63% schools have total no. of students in the range of 1-100. There are 10.75% of the schools which have more than 200 students in IX/X.

II. FORMATIVE ASSESSMENT TASKS



61.17% schools have about 3-4 tasks in FA's - an increase of around 10% from Term-I, 2012-13 (51.46%). The number of schools giving either too few or too many tasks in FA's has also come down to 21.31%.

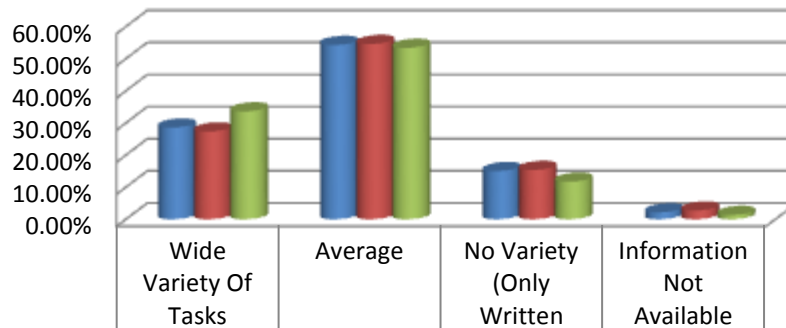
LEVEL OF FORMATIVE ASSESSMENT TASKS



■ TERM-I, 2012-13	14.28%	72.57%	10.09%	3.06%
■ TERM-II, 2012-13	10.26%	75.33%	10.75%	3.65%
■ TERM-I, 2013-14	15.46%	73.08%	9.89%	1.57%

The level of these tasks is challenging in only 15.46% schools and too easy in 9.89% schools but most of the schools give average level of Formative Assessment tasks (73.08%). The percentage of schools giving challenging tasks has increased while the school giving easy tasks has reduced over this period of time.

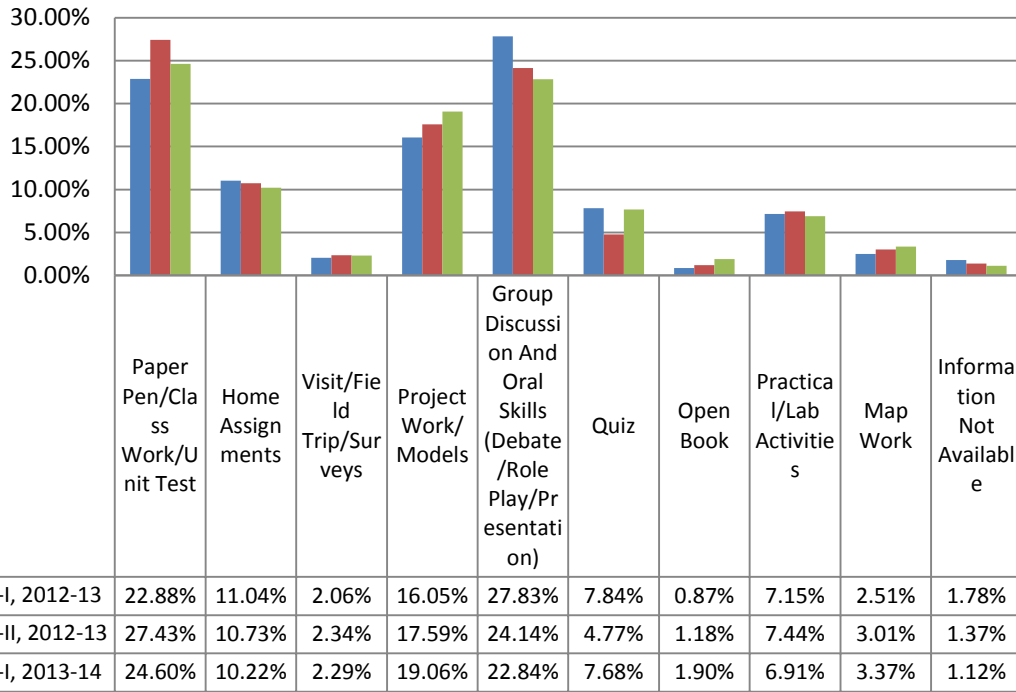
VARIETY IN TASKS



■ TERM-I, 2012-13	28.55%	54.27%	15.00%	2.18%
■ TERM-II, 2012-13	27.33%	54.58%	15.37%	2.73%
■ TERM-I, 2013-14	33.59%	53.36%	11.70%	1.35%

33.59% schools are offering wide variety of tasks and 53.36% are offering an average variety. Percentage of schools which are posing no variety of tasks to the students (only written assignments) has reduced from 15% in Term-I,2012-13 to 11.70% in Term-I, 2013-14.

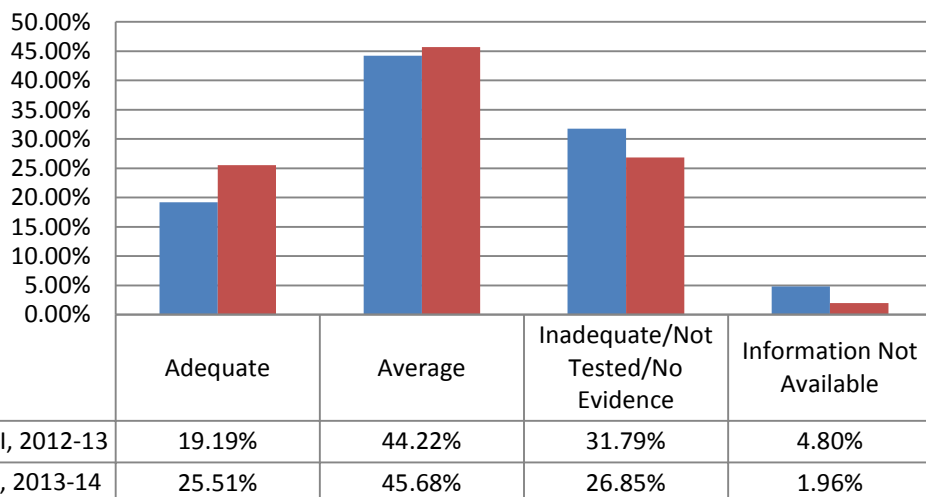
TASK TYPES IN FORMATIVE ASSESSMENT



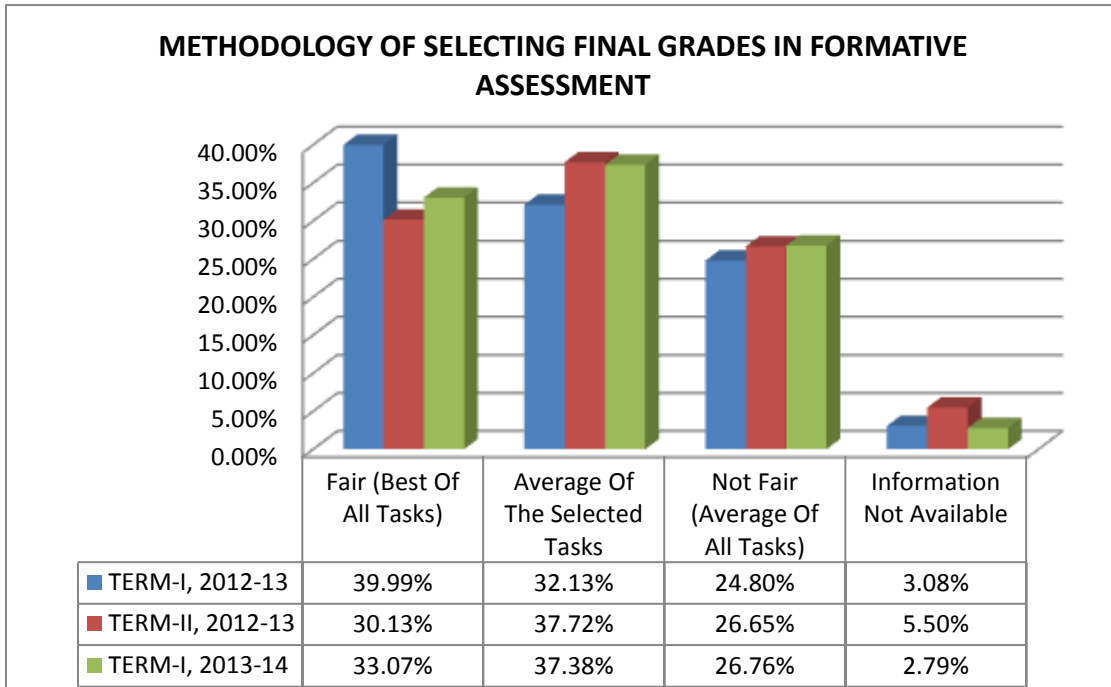
There is a wide variety of tasks being given in Formative Assessments such as Paper Pen/Class Work/Unit Test (24.6%), Group discussion and oral skills (22.84%), Projects (19.06%), Home Assignments (10.22%), Practical/Lab activities (6.91%). Other types of tasks include Quizzes, Open Book Assessment, Visits/field trips/Surveys and map work.

There is an increase in no. of schools giving open book assessment, from 0.87% in Term-I, 2012-13 to 1.90% in Term-I, 2013-14.

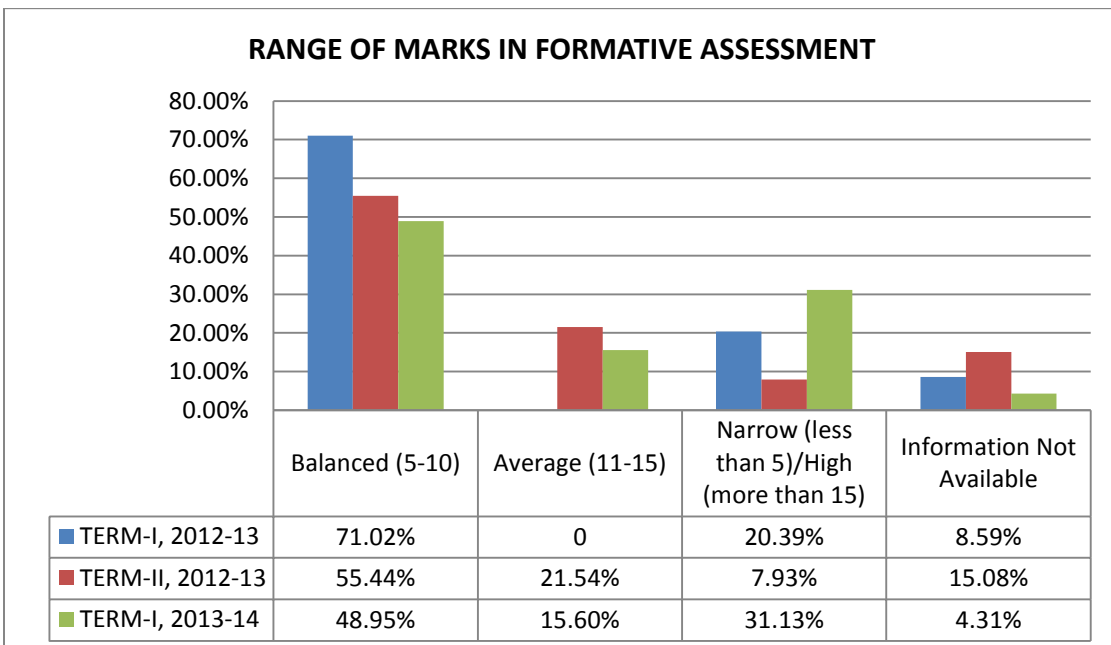
INTEGRATION OF VALUES AND PROBLEM SOLVING IN FA ACTIVITIES



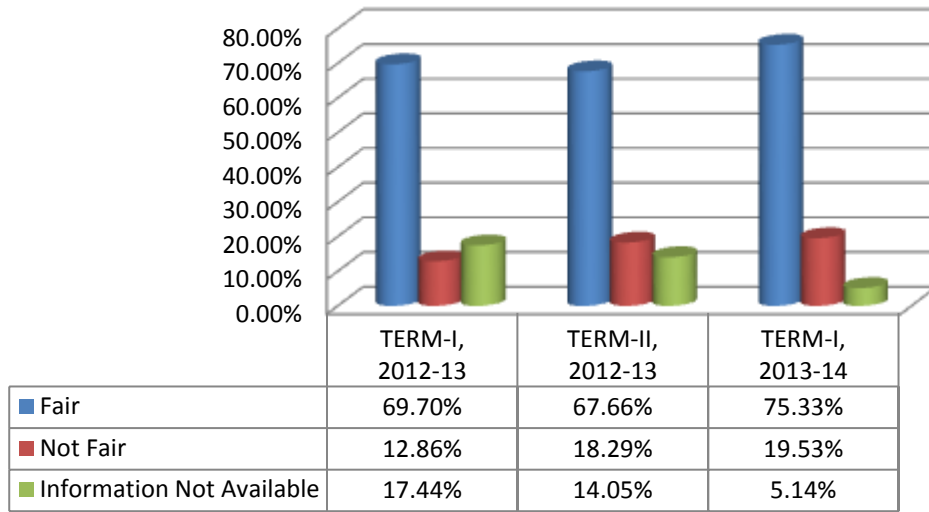
Percentage of schools which are adequately integrating values and problem solving in Formative Assessment activities has increased from 19.19% in the previous term to 25.51% in Term-I, 2013-14. In around 45.68% this integration is upto an average level.



Most schools are adopting 'Average of the selected tasks' (37.38%) as methodology in selecting the final grade in FAs, 30.07% schools adopt 'Best of all tasks', while some schools (26.76%) also using 'All the tasks' for selecting the final grades.

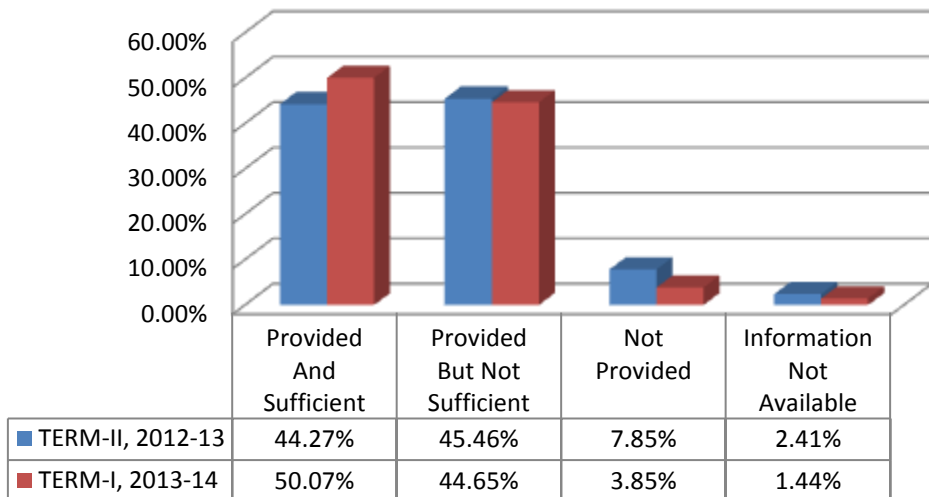


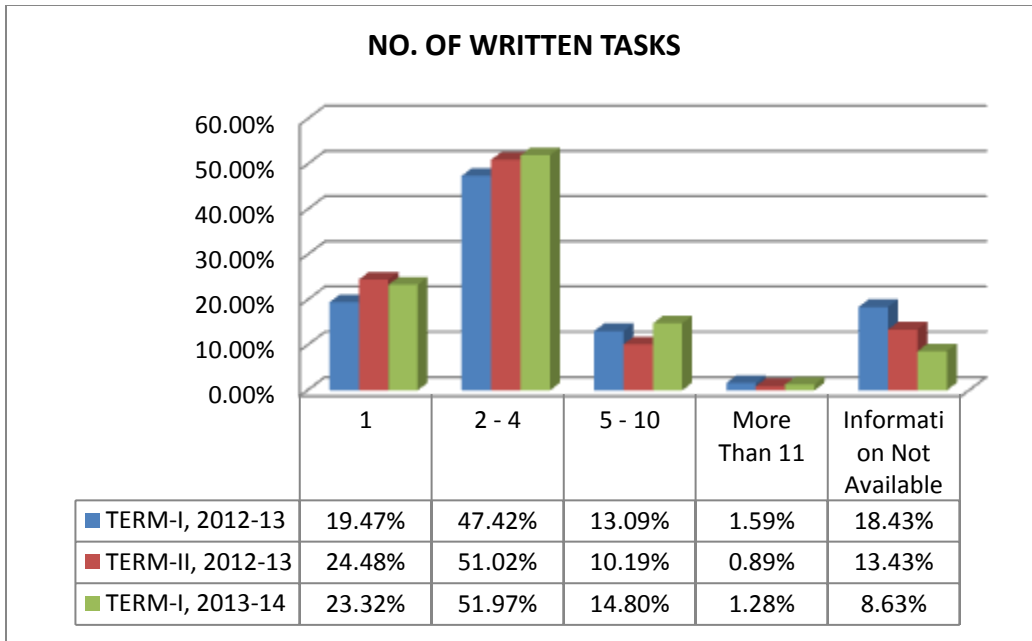
OVERALL REMARKS REGARDING RECORDING AND DOCUMENTATION OF FA TASKS



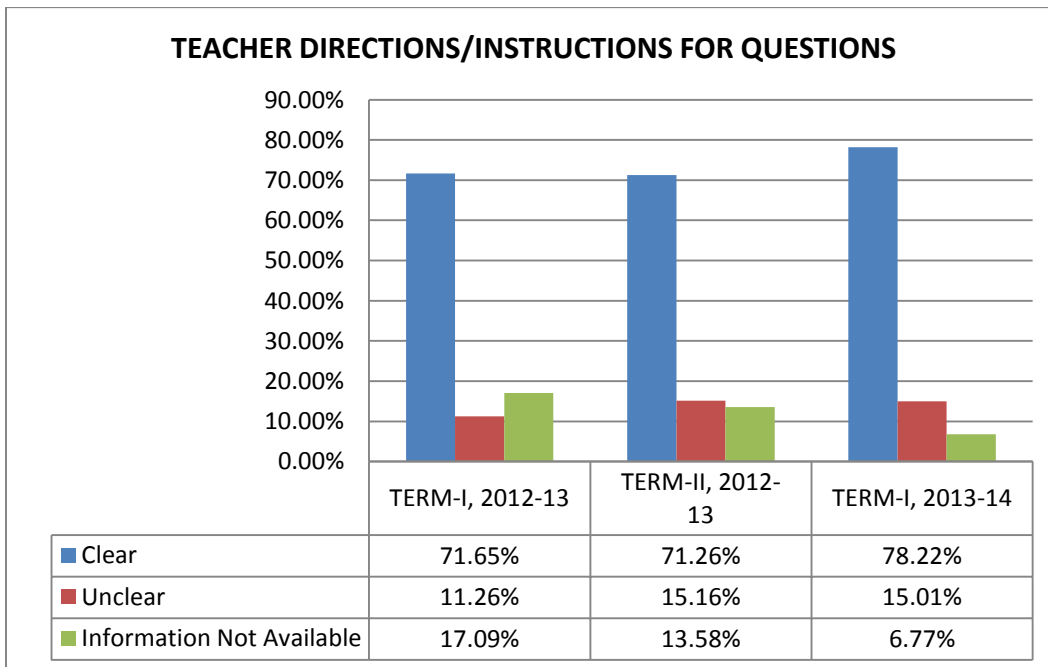
The recording and documentation of FA tasks is fair in 75.33% schools (an increase of around 7% from last term) and around 50% have provided sufficient evidences on Formative Assessment. 44.65% have provided evidences but they are not sufficient.

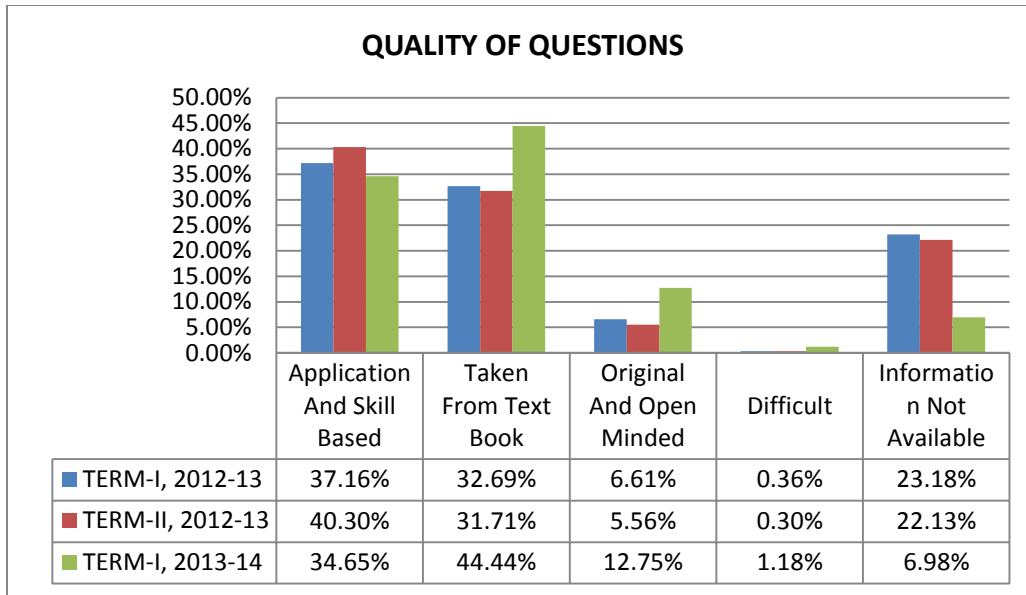
REPORTS AND EVIDENCES PROVIDED ON FORMATIVE ASSESSMENT



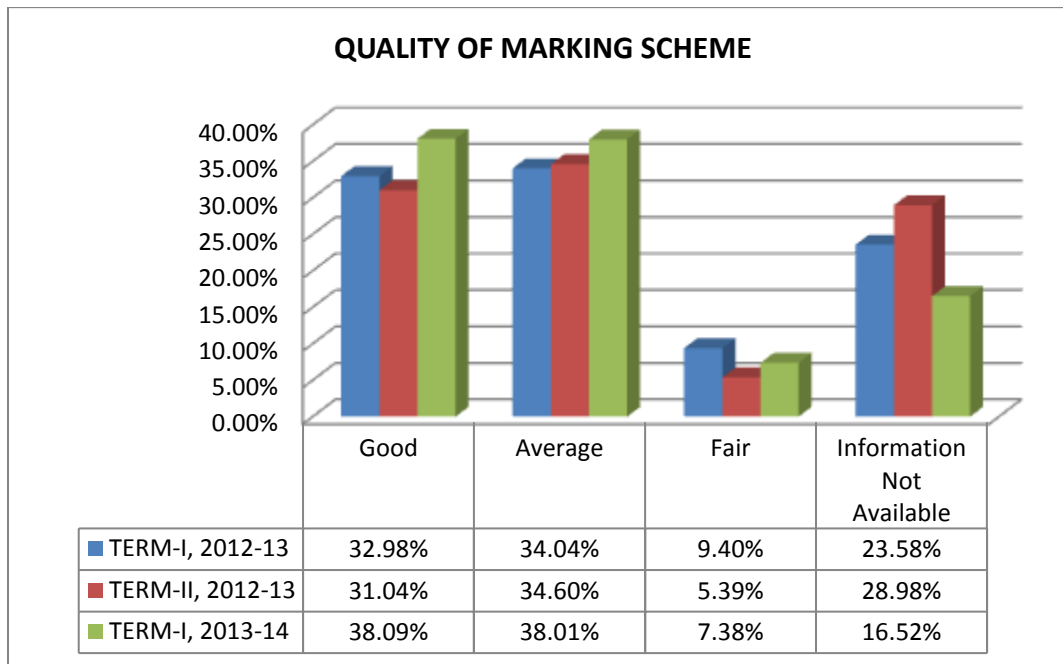


In Class Test/Unit Test, 23.32% schools give only 1 written task, 51.97% schools give 2 – 4 written tasks while 16.08% schools give more than 5 written tasks to the students.

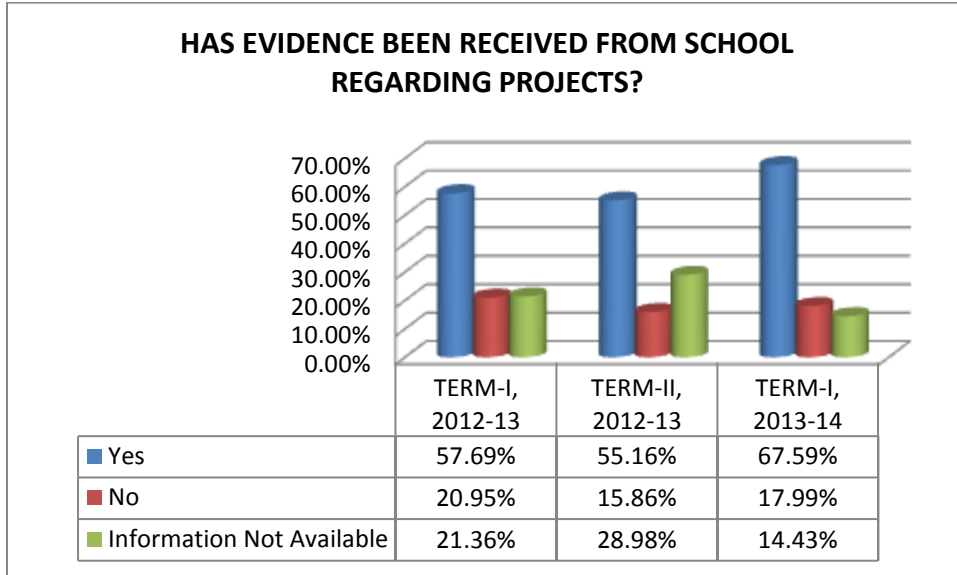




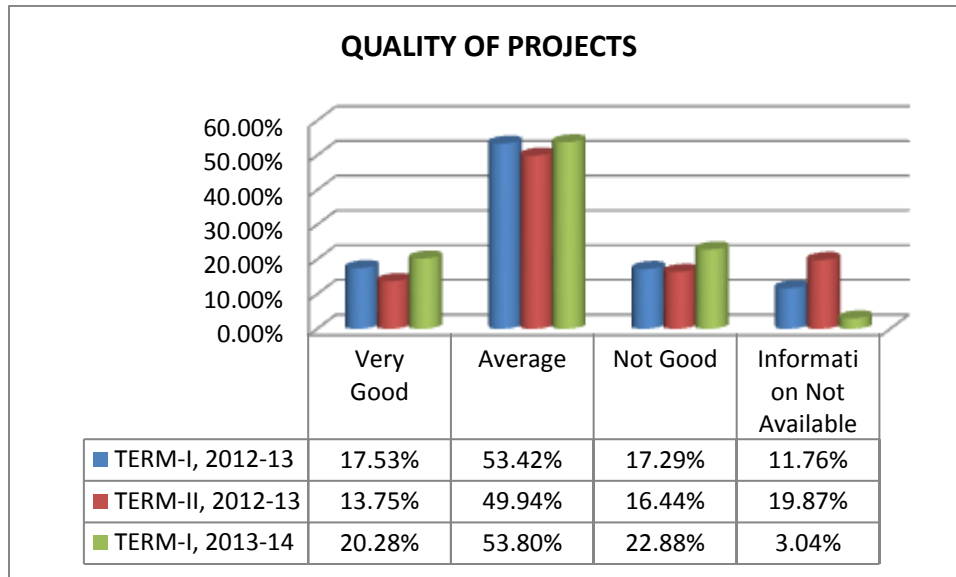
The questions are application and skills based in only 34.65% schools and are taken directly from the text book in a large no of schools (44.44% schools).



III. PROJECTS

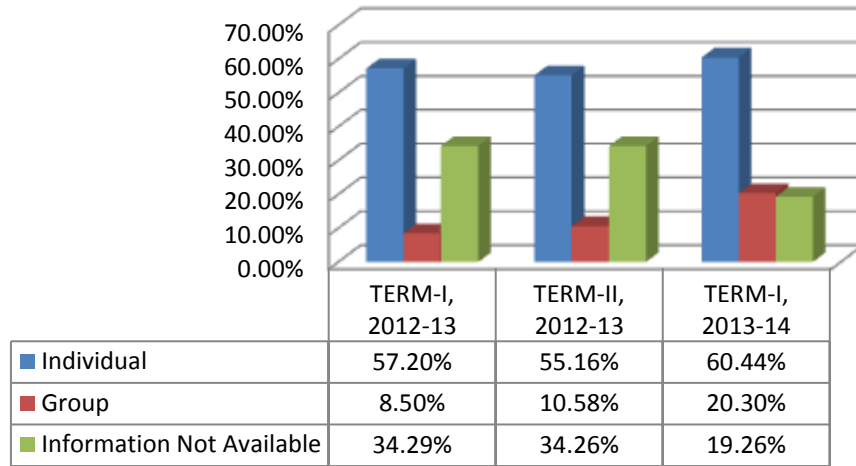


Evidences regarding project work have been received from 67.59% schools.



The quality of these projects is average in most of the schools (53.80%). Projects are very good in 20.28% schools (an increase from 13.75% in the previous term).

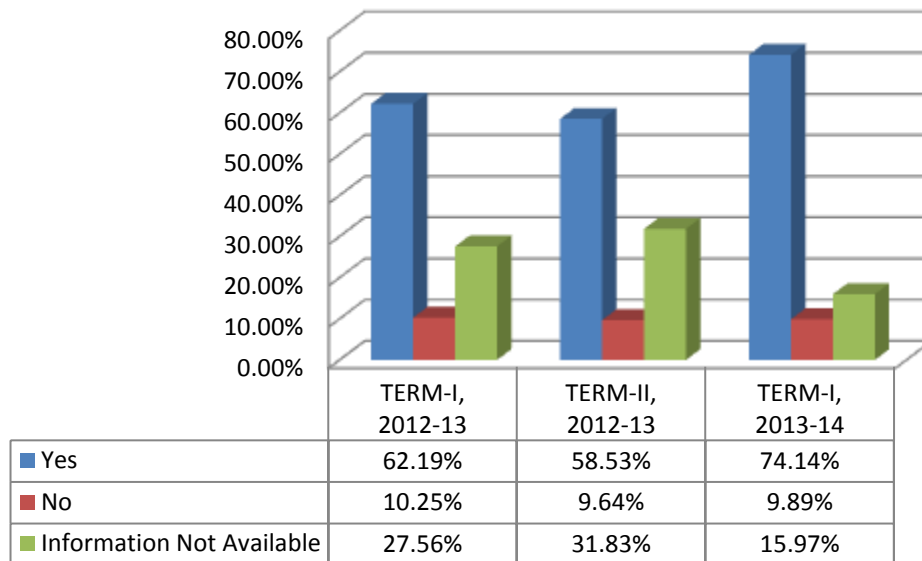
TYPE OF PROJECT



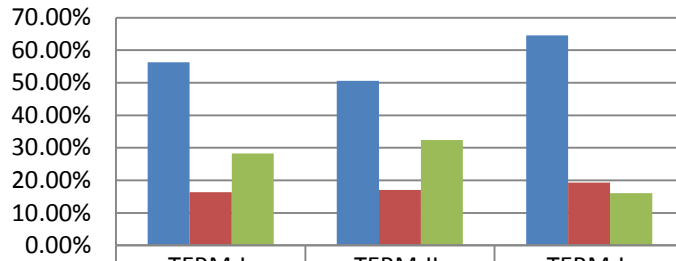
Students do the project work individually in 60.44% of the schools. Around 20.30% schools are giving group projects.

74.14% projects are relevant, 64.55% are original and 44.63% projects are multi-disciplinary. 38.02% projects are time-consuming.

RELEVANCE OF PROJECT

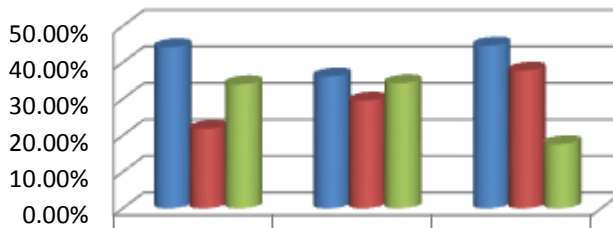


ORIGINALITY OF PROJECT



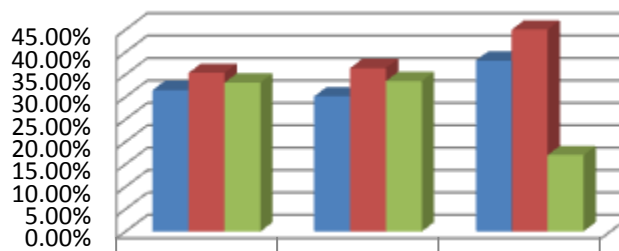
	TERM-I, 2012-13	TERM-II, 2012-13	TERM-I, 2013-14
■ Yes	56.33%	50.55%	64.55%
■ No	16.39%	17.04%	19.35%
■ Information Not Available	28.28%	32.41%	16.10%

TRANS-DISCIPLINARY/MULTI-DISCIPLINARY



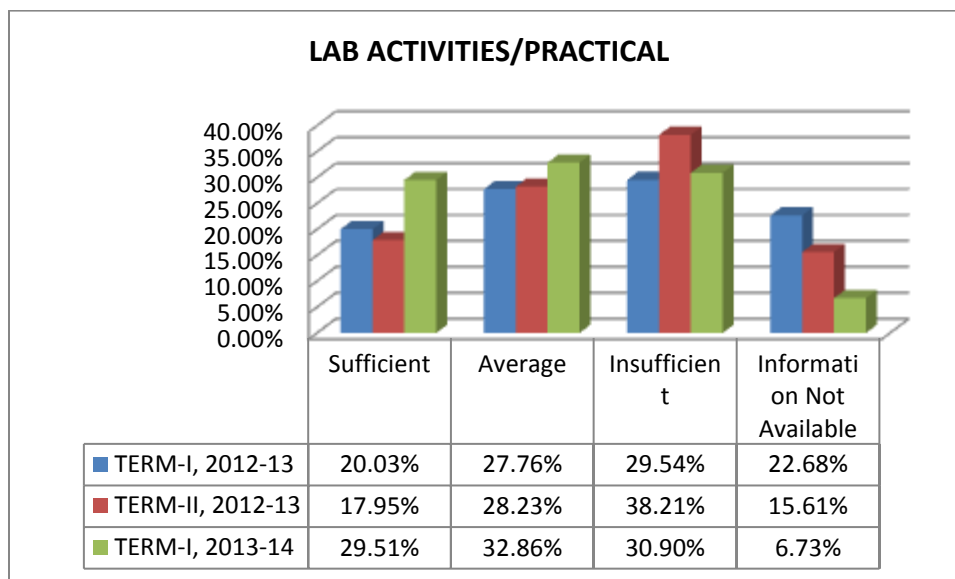
	TERM-I, 2012-13	TERM-II, 2012-13	TERM-I, 2013-14
■ Yes	44.20%	36.16%	44.63%
■ No	21.78%	29.53%	37.76%
■ Information Not Available	34.02%	34.31%	17.61%

TIME CONSUMING

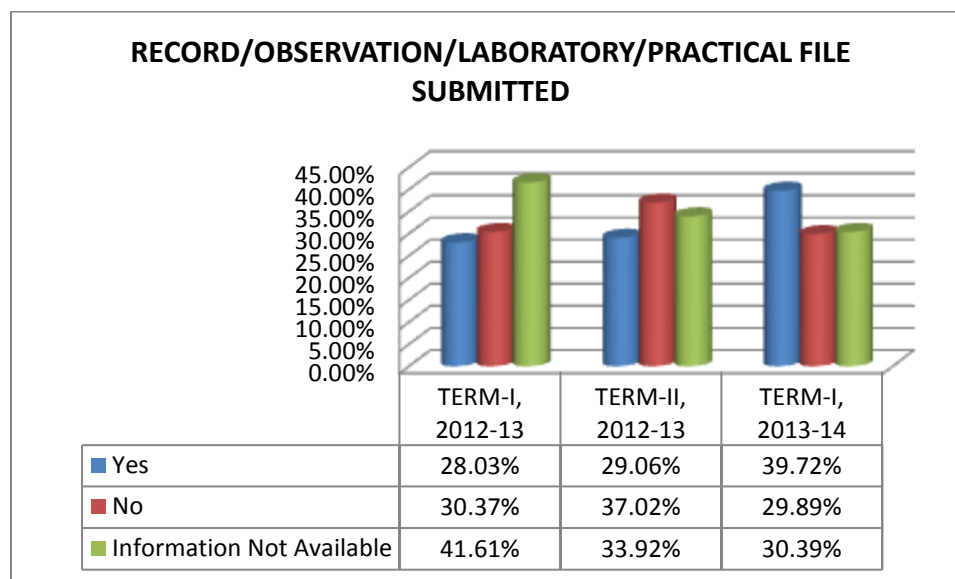


	TERM-I, 2012-13	TERM-II, 2012-13	TERM-I, 2013-14
■ Yes	31.52%	30.09%	38.02%
■ No	35.32%	36.40%	44.98%
■ Information Not Available	33.16%	33.50%	17.00%

IV. LAB ACTIVITIES/PRACTICALS

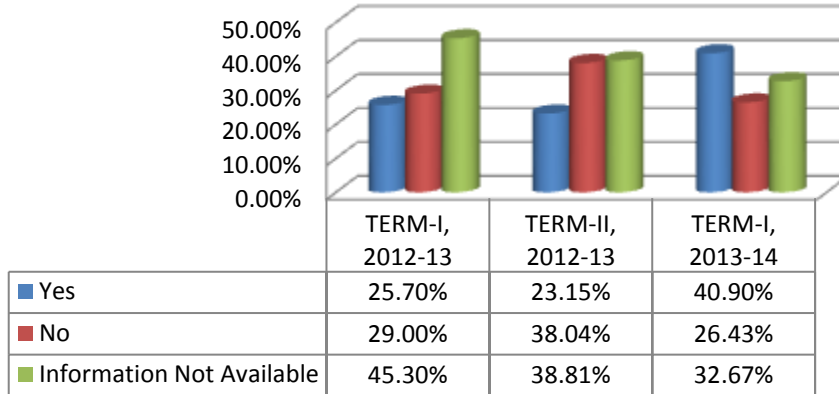


Many schools (37.63%) have insufficient lab activities/practicals for their students but this percentage has reduced from 53.82% in the previous term. 29.51% schools have sufficient lab activities/practicals.

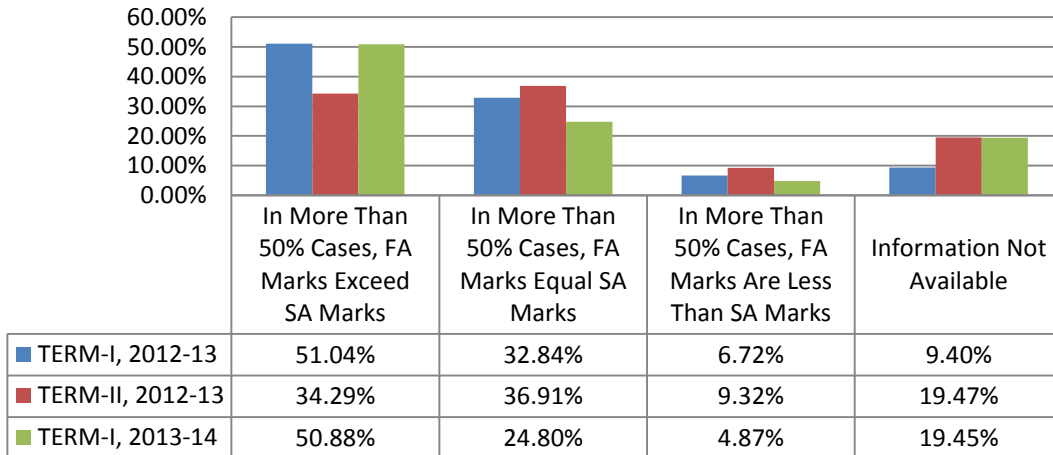


Around 40% schools have submitted their practical records and in 40.90% of these schools, marking scheme has been followed as per the prescribed guidelines by The Board.

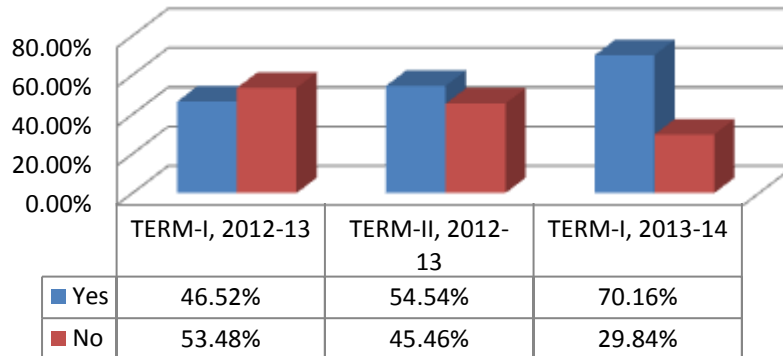
MARKING SCHEME AS PER THE SUGGESTED PARAMETERS



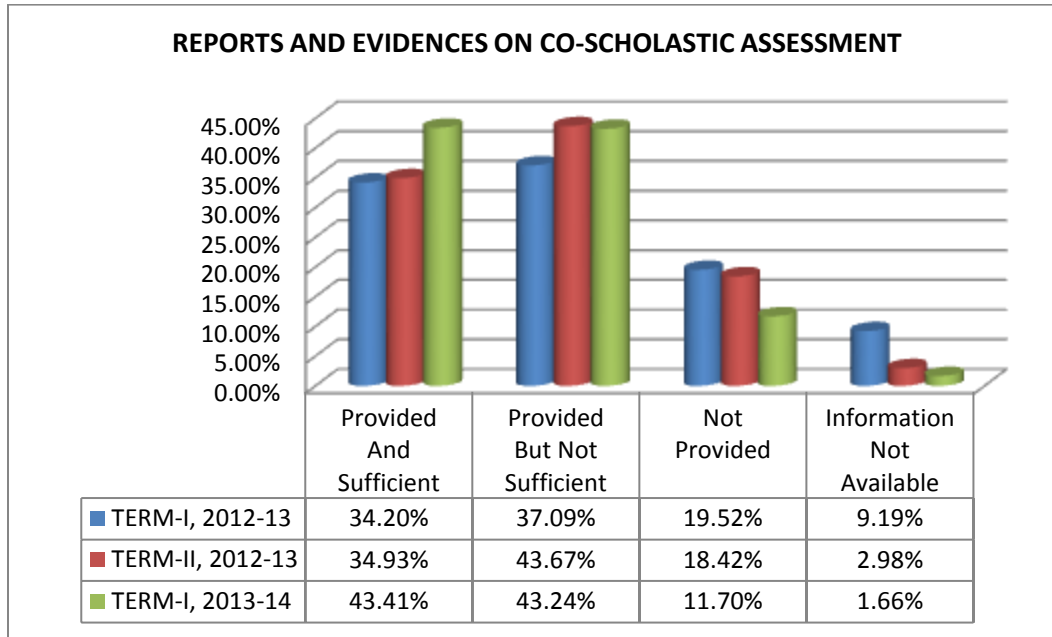
ARE THE FORMATIVE ASSESSMENT MARKS COMPARABLE WITH THE MARKS SCORED BY STUDENTS IN THE SUMMATIVE ASSESSMENT?



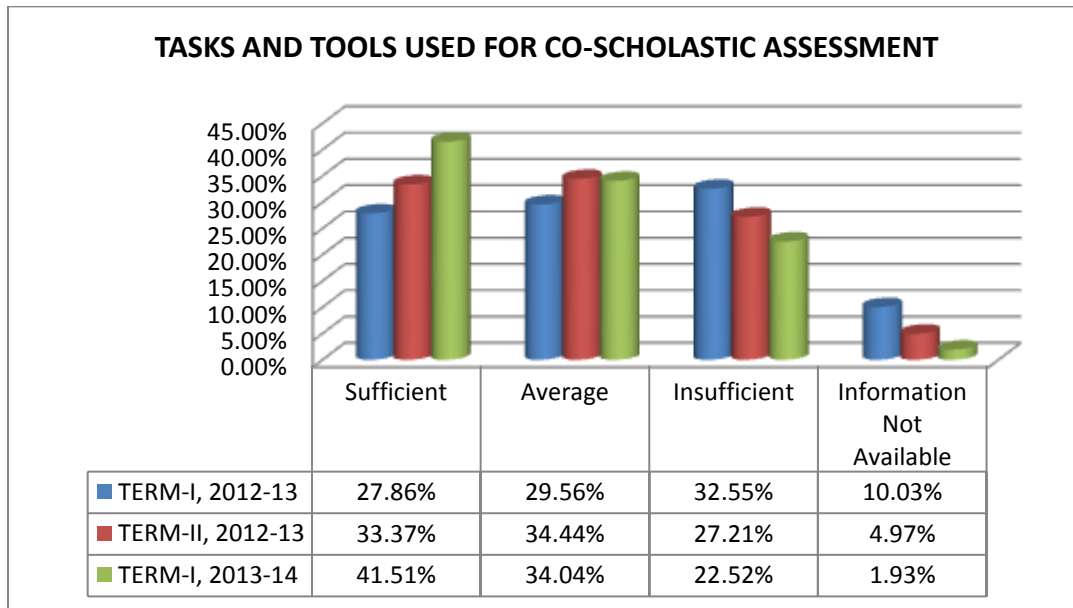
ANY OTHER RECORD BY TEACHER – PORTFOLIO/OBSERVATION SCALE/ANECDOTAL RECORDS OF SCHOLASTIC ASSESSMENT (EVIDENCE PROVIDED)



V. CO-SCHOLASTIC ASSESSMENT

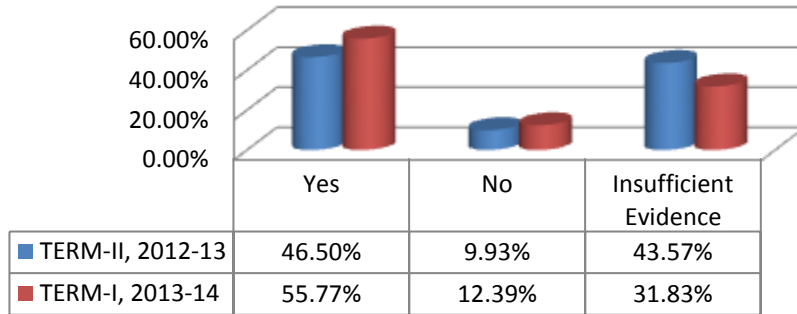


As compared to 34.93% in the previous term, 43.44% schools have provided sufficient reports and evidences in this term, 43.24% schools provided reports and evidences but these were insufficient. The percentage of schools not providing evidences of co-scholastic assessment has come down from 18.42% to 11.70%.



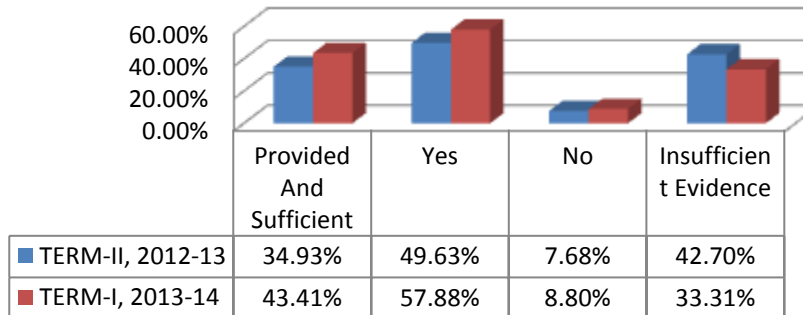
The tasks and tools used for Co-Scholastic Assessments were sufficient in 41.51% schools, average in 34.04% schools and insufficient in 22.52% schools.

TEAM ASSESSMENT BY TEACHERS



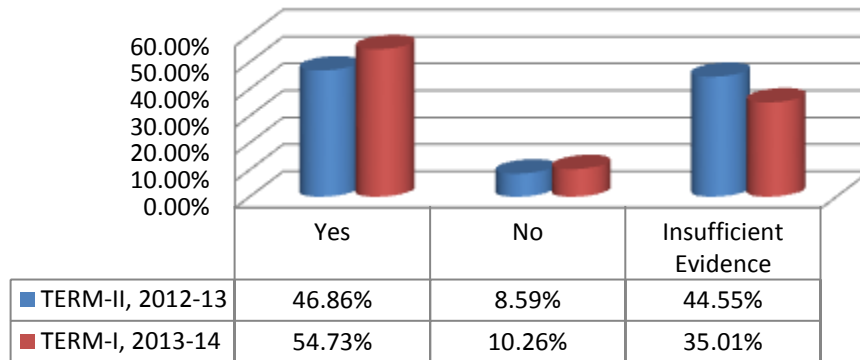
In more than 50% schools, teachers have done team assessment and used positive comments for the students.

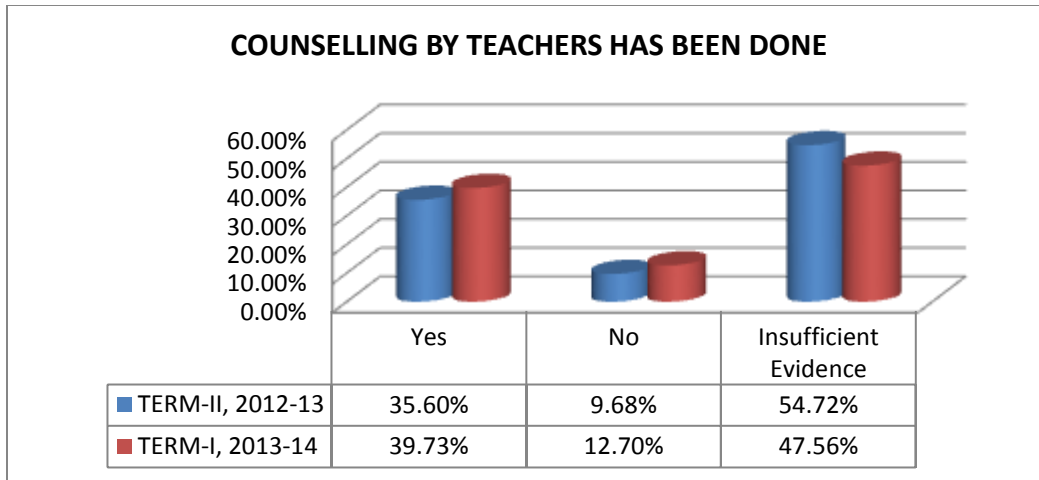
THE STUDENTS HAVE BEEN OBSERVED OVER A PERIOD OF TIME IN DIFFERENT SITUATIONS



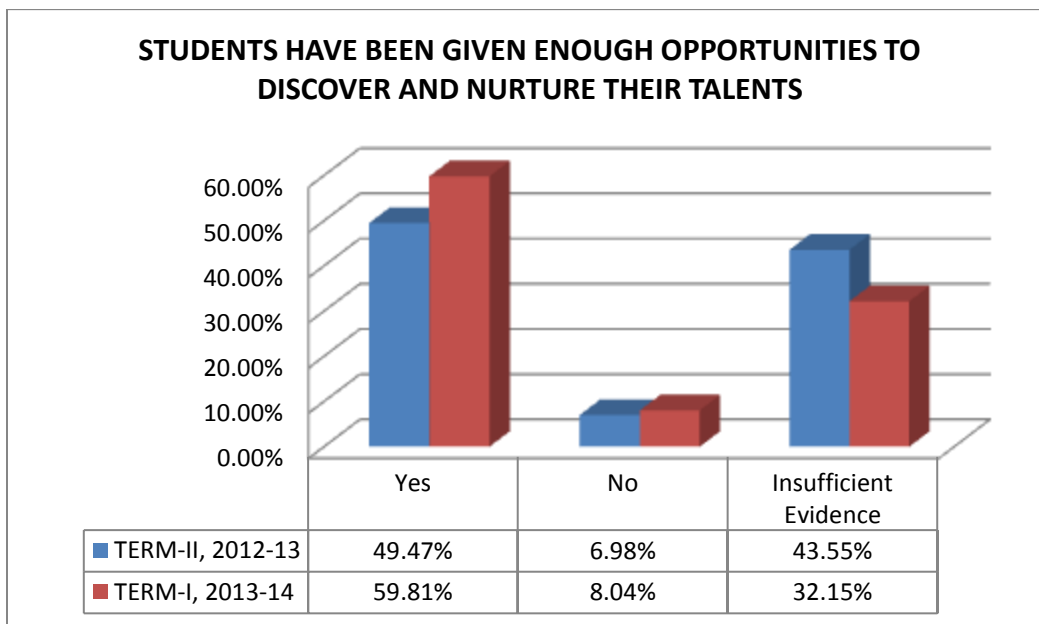
The students have been observed over a period of time in different situations in 57.88% schools.

USE OF POSITIVE COMMENTS



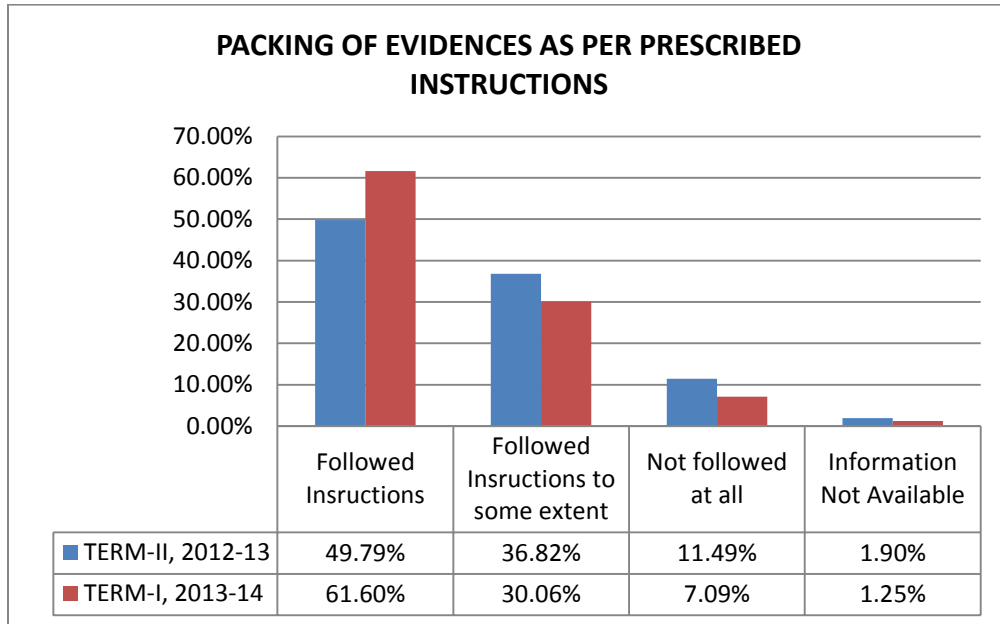


Counseling has been done by the teachers in 39.73% schools as compared to 35.60% during the last term.

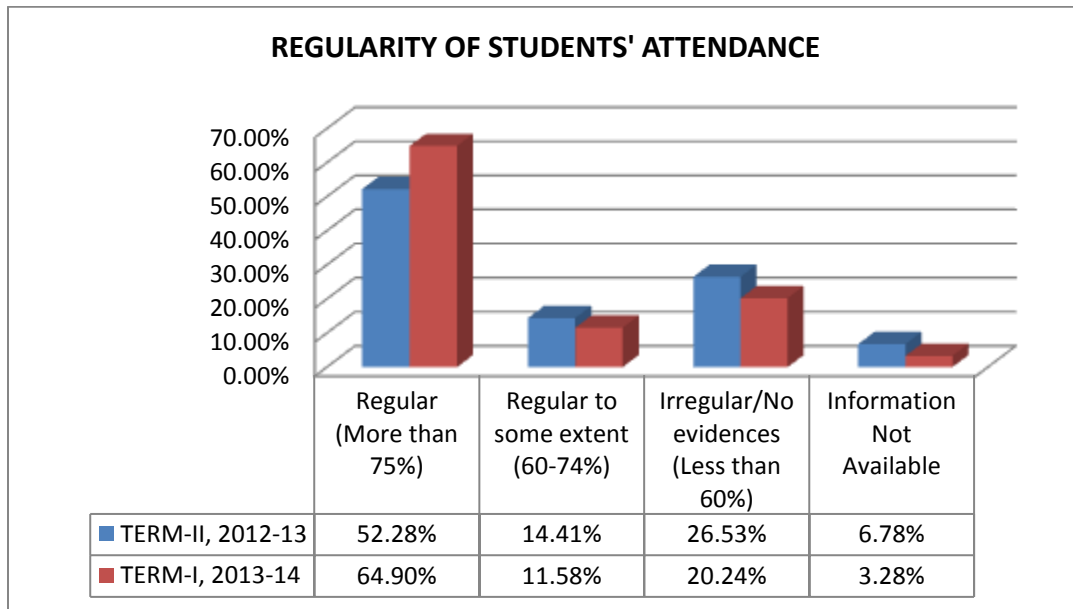


Students have been given enough opportunities to discover and nurture their talents in around 59.81% schools. In the remaining schools, insufficient evidences have been provided in this regard.

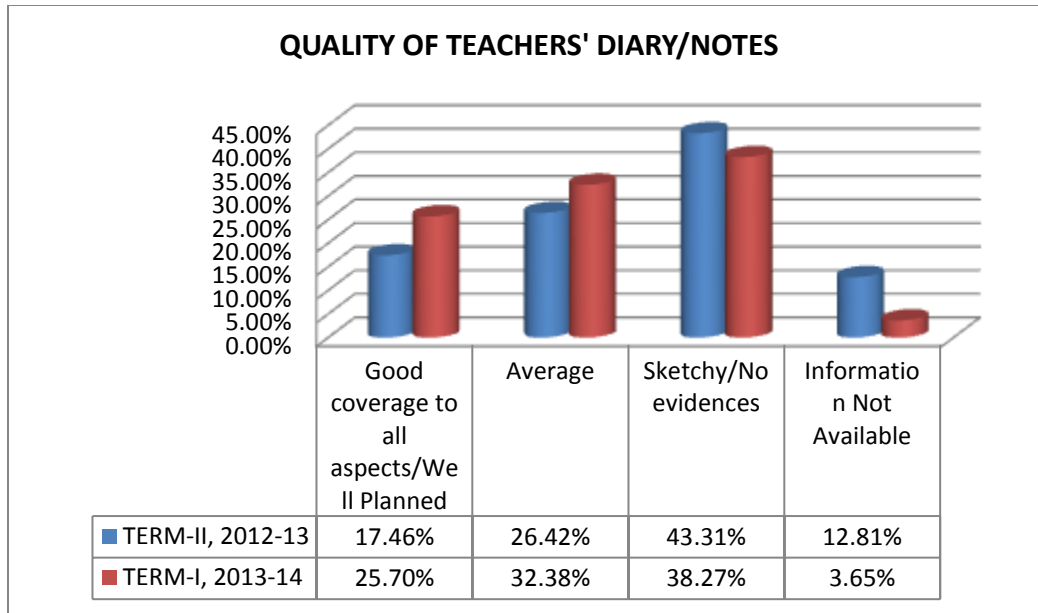
VI. OVERALL PERFORMANCE



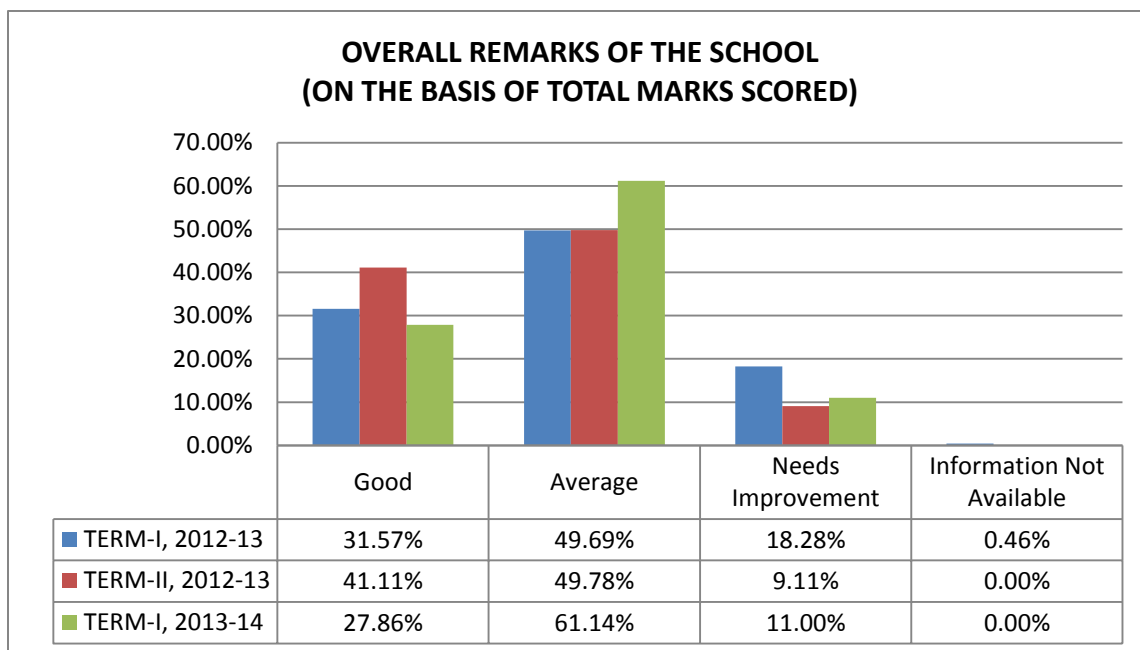
The packing of evidences has been done as per prescribed instructions in 61.60% schools and followed to some extent in 30.06% schools.



Students are regular (more than 75% attendance) in 64.90% schools, regular to some extent (60 – 74% attendance) in 11.58% schools and are either irregular or no evidence has been provided from 23.52% schools.



Teacher's Diary/Notes are well planned in 25.70% schools (an increase from 17.46% in the previous term), average in 32.38% schools. But around 41.92% schools have either sketchy Teacher's Diary/Notes or do not have them at all.



On the basis of Subject Evaluator's overall Feedback Report of the schools, 27.86% schools are good; **most of the schools rate Average (61.14%)** and 11.00% schools need improvement.