



ANALYSIS OF EVIDENCES OF ASSESSMENT (2013-14) CLASS IX/X : FA-1, FA-2 and Co-Scholastic Assessment

NO. OF SCHOOLS WHOSE EVIDENCES HAVE BEEN ANALYZED: 7201

Summary of the Findings from the analysis of Evidences of Assessments:

1. 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.

2. 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%.*
- 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 a period of time.*
- 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.
- There is a wide variety of tasks being given in Formative Assessments such are 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 type assessment, from 0.87% in Term-I, 2012-13 to 1.90% in Term-I, 2013-14.*
- 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.

- 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.
- 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.
- 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).

3. PROJECT WORK:

- 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).
- 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.

4. ASSESSMENT OF SPEAKING AND LISTENING SKILLS

- Out of the schools which had to submit evidences of class-IX, English, 61.26% did the ASL assessment as per the rubrics prescribed by the Board.
- 60.47% schools followed the prescribed time limit and in 63.64% schools, the marks awarded to the student reflected the real performances of the students.

5. 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.

6. CO-SCHOLASTIC ASSESSMENTS:

- 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.
- 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 in 57.88% schools. They 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.
- Counseling has been done by the teachers in 39.73% schools as compared to 35.60% during the last term.
- Overall, it can be concluded that the assessment and evaluation of co-scholastic areas have shown a lot of improvement in the schools over the past year.

7. 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.
- 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.
- 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.
- 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.