



FINDINGS FROM THE ANALYSIS OF EVIDENCES OF ASSESSMENT CLASS IX/X: SA-I, FA-1, FA-2 (TERM-I, 2015-16)

NO. OF SCHOOLS WHO'S EVIDENCES HAVE BEEN ANALYZED: 7738

I. FORMATIVE ASSESSMENT TASKS:

- 56.50% schools are giving 3 FA's – One written task, one individual activity and one group activity, an improvement from 54.87% schools in Term-II, 2014-15. 26.44% schools are giving one written task and two activities (either both are individual or both are group). 11.61% are giving either all written tasks or all activities. 5.45% schools are assigning more than four activities or have not submitted any evidences.
- 38.24% schools have adopted 'Best score of individual and group activity averaged with the written assessment', 31.31% schools have used "Best Score of all tasks", 23.59% schools have adopted 'Average of the tasks', while in remaining 6.86% schools, information about grading is not available.
- Around 33.86% schools have adequately integrated values and problem solving abilities in Formative Assessment activities. In around 43% this integration is upto an average level.
- 45.72% schools have provided reports and evidences on formative assessment of all students and all tasks including well defined rubrics and parameters of assessment. 37.10% schools have provided evidences of few tasks and few students and have used parameters for assessment but they are not very well defined. 14.75% schools have provided very limited evidences and parameters of assessment are not specified, while the other 2.43% schools have not provided any evidences.
- In Class Test/Unit Test, 27.39% schools have given 1 written task, 54.13% schools have given 2 – 4 written tasks while 13.95% schools have given more than 5 written tasks to the students. The questions are application and skills based in nearly 34% schools and are taken directly from the text book in 38% schools. These are of average level in 13.74% schools.

II. PROJECT WORK:

- 68.30% schools have sent the evidences regarding project work. These projects are multi-disciplinary, authentic and relevant in around 24% schools.
- Students do the project work individually in 50.92% of the schools. Around 33.10% schools are giving group projects.
- 77.97% projects are relevant, 70.26% are original and 42.81% projects are multi-disciplinary. 38.16% projects are time- consuming.

III. LAB ACTIVITIES/PRACTICALS:

- In around 33% schools, marking in lab activities/practicals is done as per parameters. Around 34.45% schools have not submitted any evidences. Around 37.71% schools have submitted their practical/observation records.

IV. CO-SCHOLASTIC ASSESSMENTS:

- 44.16% schools have provided detailed reports and evidences of Co-Scholastic Assessment in this term, 35.25% schools provided reports and evidences but these lacked details. The percentage of schools not providing evidences of co-scholastic assessment is 7.16%.
- Variety of tasks and tools has been used covering all Co-Scholastic Areas in 47.02% schools, limited variety of tasks and tools are used in 28.95% schools.
- In nearly 62% schools, teachers have done team assessment and in 61.65% schools, they have used positive comments for the students.
- The students have been observed over a period of time in different situations in 61.53% schools. They have been given enough opportunities to discover and nurture their talents in around 63.42% schools. In the remaining schools, insufficient evidences have been provided in this regard. Counselling has been done by the teachers in 48.84% schools.
- Overall, the assessment and evaluation of co-scholastic areas have shown an improvement in the schools over the past years.

V. OVERALL PERFORMANCE:

- Teacher's Diary/Notes are well planned and cover all aspects in 36.22% schools and average in 34.28% schools. But around 29.51% schools have either sketchy Teacher's Diary/Notes or do not have them at all.
- Students are regular (more than 75% attendance) in 90.86% schools, regular to some extent (60 – 74% attendance) in 7.05% schools and are either irregular or no evidence has been provided from 2.09% schools.
- In 66.16% schools, teachers have attended the training programmes conducted by the Board or its empanelled agencies.
- A positive correlation of 0.09 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 (0.06) is there between the school's performance and the number of teachers being trained by CBSE. 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, 30.28% schools are good; **most of the schools rate Average (56.53%)** and 13.19% schools need improvement.