

# **School Based Assessment (SBA)**

NCERT, New Delhi

# NCF-2005 Recommendations

- *We need to be able to shift towards school based assessment.*
- *We need to device ways in which to make such internal assessment credible.*
- *Each school should evolve a flexible and implementable scheme of CCE.*

# NCF-2005 Recommendations

## The purpose of evaluation is not

- to motivate children to study under threat;
- to identify or label children as ‘slow learners’, or ‘bright students’, or ‘problem children’. Such categories segregate children, placing the onus for learning solely on them, and detract from the role and purpose of pedagogy;
- to identify children who need remediation (this need not wait for formal assessment. It can be detected by teacher in the course of teaching-learning and attended to as a part of pedagogic planning, through individualised attention);
- to diagnose learning difficulties and problem areas— while broad indications about conceptual difficulties can be identified via evaluation and formal testing.
- Diagnosis requires special testing instruments and training. It is also specific to foundational areas of literacy and numeracy, and is not meant for subject areas.

# School Based Assessment (SBA)

- **Why SBA is to be undertaken?**
- **Who would assess and what is to be assessed under SBA?**
- **How should SBA be interwoven with teaching-learning process ?**
- **When should SBA be carried out?**
- **How can the information gathered from SBA be used?**
- **What is the understanding about SBA among different stakeholders?**

# **School Based Assessment: How and When**

- **How can assessment be school based?**
- **How can assessment information under SBA be used effectively?**
- **How can SBA help different stakeholders , including all students?**
- **What would be the profile of a child reflecting holistic progress in relation to different subject areas and overall personality development?**
- **When can SBA be undertaken?**

# School Based Assessment :Why

- To decipher learning needs of students
- To identify learning gaps in conceptual understanding
- To provide timely feedback to enrich students' learning
- **Multiple** resources are used to collect information
- Is **Multiple** evidence based
- Is learner centred
- **Multiple** aspects of learning is assessed

# Features of School Based Assessment

- **Learner centred approach to assessment**
- **Repeated many times i.e. Assessment **FOR** learning and Assessment **AS** learning. Assessment **OF** learning.**
- **Takes care of all round development of learners .**
- **Assessed is done formally as well informally.**
- **Guides the learner in her self assessment and facilitates the learner to take responsibility of her own learning.**
- **There is a collective learning among all concerned --- learner, teacher, parents and school ,about what is being**

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# Major Shift in Assessment Process

## Teacher Centered

- Learner is passive recipient of assessment.
- Focus is a learning product and outcome.
- Focus is on knowing learning deficit.
- One slot/intermittent approach.

## Learner Centered

- Learner is viewed as active participants .
- Focus is on learning process and experiences.
- Focus is on strength, ability and needs.
- Continuous and comprehensive approach .

# Change in Approach

## Less

- Lectures →
- Individual learning →
- Knowing facts →
- Short investigations →
- Passive role in learning →
- Getting an answer →
- Assessing discrete knowledge
- Teacher as authority →

## More

- Investigation of questions
- Collaborative learning
- Understanding concepts
- Long-term investigations
- **Learning by doing**
- Interpreting evidence
- Assessing understanding
- Teacher as co-constructor of knowledge

# Assessment **FOR** Learning

- **School based and intertwined with teaching-learning**
- **Based on multiple evidences**
- **Assesses learning process holistically**
- **Caters individual learning needs**
- **Observes progress of learning over time**
- **Helps teachers to reflect and modify teaching-learning**
- **Helps to address learning gaps**

# Assessment **AS** Learning

- **Helps students to imbibe the ability of ‘learning to learn’**
- **Builds capacity to seek learning resources**
- **Empowers students for reflection, self –assessment, peer assessment**
- **Facilitates student to connect their existing ideas with the new ideas**
- **Involves students in each stage of teaching-learning and assessment**
- **Collaborative and participatory approach to teaching - learning**

# Assessment **OF** Learning

- **Criteria-based comprehensive assessment**
- **Multiple evidence-based assessment**
- **Reporting without labelling or comparing children**
- **Sharing learning progress with the stakeholders**

# Nature of Learning

- **Learning is continuous**
- **Learning is spiral**
- **Learning takes place in holistic manner**

# Learners need maximum opportunities

- **to explore their surroundings**
- **to speculate possible results**
- **to work collaboratively**
- **to report their observations**
- **to justify their viewpoints**
- **to evaluate alternative explanations**
- **to modify their opinions when presented with contrary data**

# Assessment: Creating Learning Environment

- **Facilitate students to take responsibility of learning.**
- **Provide opportunity to be curious.**
- **Allow students to test out their own ideas.**
- **Encourage interaction and discussion among learners.**
- **Permit students to mess around with the materials.**  
**used for the given activity and be innovative .**



# Assessment: Creating Learning Environment

- **Work collaboratively with partners/group members**
- **Engage in inquiry**
- **Active involvement in their own learning**
- **Listening to others, giving value to others' opinion**
- **Handle equipment/materials responsibly**
- **Concerns for environment**
- **Think, reflect and act**

**Generating curiosity**

**during Teaching-learning for**

**Getting Familiarized with Students' Existing  
ideas**

# An Example

## Testing an LED- various concepts that can be learnt

- **Open circuit and closed circuit**
- **Electric currents only flow when a circuit is complete**
- **Electricity is a form of energy**
- **Electric energy can be converted to light energy**
- **Electric energy can be stored in batteries**

**Learning Outcomes?**

# SBA: Reducing Burden of Teacher

- **Encourage self assessment.**
- **Involve students in peer assessment.**
- **Don't count all assessment.**
- **Help students to maintain portfolio.**
- **Use technology .**

# Record of one quarter

Name of the student	Observation during one quarter				Qualitative Remarks/description	Quantitative Progress (if any)
	Obs-1	Obs-2	Obs-3	Obs-4		
	Oral expression	Written Work	Project Work	Creative Work		

**Portfolio, Anecdotal record, Teacher's diary, Log Book**